
Instructor Training Manual For Training New Ellis & Associates Safety & Health Instructors



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SECTION 1: ADMINISTRATIVE OVERVIEW

Instructor Course Introduction

Ellis & Associates is dedicated to providing quality educational experiences. Ellis & Associates Instructor courses are designed to prepare individuals to become instructors capable of delivering courses that include Lifeguarding, Safety & Health, and Aquatic Leadership for professional and lay audiences. The instructor course is taught by certified Instructor Trainers (ITs) who follow the standardized curriculum in this manual when teaching “instructor candidates.”

Role and Qualifications of Instructor Trainers (ITs)

Instructor Trainers (ITs) ITs serve as role models for instructor candidates to follow during their instructor course and once they become certified instructors teaching their own classes. ITs represent the most experienced of the instructor cadre, reflecting years of effective teaching and leadership. Safety & Health Instructor Trainers must be 18 years of age or older. Instructors can be certified to become Instructor Trainers (ITs) through an application that identifies the experience of the instructor and outlines the need to become an IT. To be considered for IT certification, an individual must be 18 years of age or older and able to document at least 1 year of significant teaching experience with our curriculum. Others who are already credentialed as IT's with their respective nationally recognized training organizations (e.g. American Heart Association, American Red Cross, Emergency Care & Safety Institute, National Safety Council) can submit this documentation of proof for consideration as an IT.

Course Learning Outcomes

Upon completion of the Instructor Course, participants (Instructor Candidates) will be able to:

- Describe the characteristics of effective instructors.
- Recognize student learning characteristics to ensure the opportunity for success in a course.
- List the steps in preparing to teach a course.
- Discuss the administrative tasks that are required when teaching a course.
- Explain and utilize lesson plans for any course.
- Demonstrate effective presentation techniques through the use of various teaching strategies when delivering required teach back exercises as part of this instructor course.
- Demonstrate the ability to evaluate and remediate student performance during class activities involving psychomotor skills.
- Demonstrate the ability to properly utilize audiovisual devices when teaching a course.
- Demonstrate how to properly assemble, disassemble, and clean equipment (e.g. CPR manikins) used in a course.

Qualifications of Instructors

Ellis and Associates instructors are required to possess a thorough understanding of the content of the course they will be teaching, the ability to properly demonstrate and remediate all skills, and how to most effectively deliver the course. Instructors are those who have been certified by ITs to teach provider level courses. Instructors must be 18 years of age or older and have completed the Instructor course or been granted reciprocity by the E&A national office. To retain Instructor certification, instructors must teach 1 class per year.

Instructor Process

There are two methods to become an E&A Instructor:

- Reciprocity – The granting of instructor status based on experience as an instructor.
- Complete an Instructor Course – For those who cannot qualify for reciprocity.

Reciprocity

Instructor reciprocity can be granted by the E&A national office to those individuals who meet any of the following requirements:

- Instructors currently credentialed by another nationally recognized training organization (e.g. American Heart Association, American Red Cross, Emergency Care & Safety Institute, National Safety Council, Health & Safety Institute) for courses similar to E&A's.
- Instructors currently recognized by state regulatory entities to teach higher level emergency care programs such as EMS, nursing, or medical programs.
- Professional educators (college, secondary school, elementary school) who also possess the basic knowledge / credential of the course they will teach.
- E&A Lifeguard Instructors.

These individuals listed above do not need to take an instructor course because they already know how to teach by virtue of Instructor credentials in a related field. They need an overview (approx. 90 – 120 min) of the student and instructor materials they will use to teach the provider level courses, as well as how to use the Client Services Learning Management System (Pectora) to create classes, fill out rosters, close rosters, and release credentials.

The reciprocity form is found on the E&A website at - <https://jellis.com/services/safety-health-courses/reciprocity>

Instructor Course

Those who do not qualify for reciprocity must successfully complete the appropriate instructor course. Instructor candidates must complete all lessons. Instructor Candidates can qualify to be new instructors able to teach these courses:

- Standard First Aid
- Community CPR & AED
- Healthcare Provider Basic Life Support
- Preventing Bloodborne and Airborne Pathogens

Instructor Trainers have flexibility when conducting the Instructor course:

- Instructor Candidates must complete the online Train-The-Trainer (TTT) course as a prerequisite to the instructor course. This is the preferred method for the Instructor course. In this case, Instructor Trainers only need to review the content covered in the online TTT course and have the Instructor Candidates participate in the associated activities outlined in each of the lessons in this manual.
- Instructor candidates can be put through the entire traditional classroom-based instructor course. This is necessary when the instructor candidates are unable (for whatever reason) to complete the online Train-The-Trainer (TTT) course as a prerequisite to the instructor course. In this case, the Instructor Trainer must cover all the topics addressed in the online TTT course as outlined in each of the lessons in this manual.
- All Instructor Candidates must show competency in their teaching skills. Instructor Trainers can require teach-backs to be done among the instructor candidate group, or in lieu of such teach-backs, to have Instructor Candidates co-teach a provider level course(s) with the instructor Trainer or an Instructor designated by the IT until adequate teaching performance is achieved by the Instructor Candidate.

Instructor Candidate Materials

Each instructor candidate must be issued the items below when enrolled in the Instructor course. The Instructor Candidate does not need to own a personal copy of the “All courses Instructor bundle.” Each facility Training Center must have purchased a copy of this bundle to share with the Instructor Candidate(s) before the start of a class.

All Courses Instructor Bundle

- Digital copies of all Student Manuals.
- Digital copies of all Instructor Manuals –Includes the administrative guidelines, course outlines, detailed lesson plans, and written exams.
- Instructor PowerPoint slides for all courses.

Instructor Candidate Handouts

These handouts appear in Appendices B and C of this manual and can be shared electronically or printed and handed out to each Instructor Candidate in class. Additionally, the Instructor Trainer must prepare a course outline for the participants. This can be achieved by customizing the course outline that appears in Section 2 of this manual.

Course Preparation

This section provides general information necessary for ITs to deliver the Instructor course to new Instructor candidates

The Classroom

The Instructor course, like any other course, must be held in a suitable environment conducive to learning. Participants need chairs and tables, which can be configured in a manner most

appropriate for the facility. Separate space will be needed to allow for skill demonstrations, practice, and remediation. All participants should be able to easily see the screen and hear any audio from the seats.

Class Size

The Instructor course should have one IT for every 10 instructor candidates. Exceeding the ratio will prolong the course.

Equipment and Training Materials

For skill practice sessions, the ratio of equipment to instructor candidates should be no greater than one item (e.g. manikin) for every two instructor candidates. Reference the equipment checklist in the Appendix of this manual when setting up an instructor course.

Course Syllabus

Customize the course outline found in Section 2 of this manual and include the teach-back assignments selected from the Appendix. Instructor candidates can either teach back these areas to other instructor candidates, or can co-teach a class(es) with the instructor Trainer or an instructor designated by the IT.

Assessing Performance

Instructor candidates need to be objectively evaluated during the instructor course, and proper remediation must take place in order to have the instructor candidate improve his or her teaching skills in areas of deficiency. Each instructor candidate is required to teach-back at least one knowledge-based topic and one skill-based topic. More than two teach backs are recommended for instructor candidates who are not performing adequately. A performance assessment form can be found in the Appendices. An option to additional course teach-backs is to co-teach a course with an IT.

Class Attendance

Instructor candidates must attend the entire instructor course and deliver acceptable lessons either to other instructor candidates as part of the course, or through co-teaching. Some instructor candidates may need additional work to satisfy IT concerns.

Course Completion

Once instructor candidates successfully complete the Instructor Course, they will be entered into the educational services system.

SECTION 2: TEACHING THE INSTRUCTOR COURSE

Instructor Course Outline

NOTE: Course times will vary depending on whether the Instructor Candidates completed the online Train the Trainer (TTT) course. The first “Time” listed below is for those who have completed the Online TTT course. The second “Time” is if the Instructor Candidates did not have internet access to complete the TTT course online. In this case the IT must cover the entire content as part of the Instructor course.

Lesson	Topics	Time	Presentation Slides	Activities in Lesson Plans
PRE-COURSE SESSION	<ul style="list-style-type: none"> - Welcome - Introduction Verification of online TTT course completed by Instructor Candidates - Overview - Skill Proficiency Assessment 	120 min	Pre-Course Session	Practice and check off each skill for first aid, CPR, AED (layperson and healthcare provider).
LESSON 1 Dynamic Instruction	<ul style="list-style-type: none"> - Dynamic Instruction - Characteristics of Dynamic Instructors - Instructor Roles - Goals and Learning Outcomes 	15 min - 60 min	Lesson 1	Create a goal and learning outcome.
LESSON 2 How Learning Occurs	<ul style="list-style-type: none"> - 21st Century Learning - Mastery Learning - Learning Styles 	15 min - 45 min	Lesson 2	Compare teaching and classrooms then vs now.
LESSON 3 Creating an Effective Learning Environment	<ul style="list-style-type: none"> - Safety - Classroom Agreement - Attributes of Good Instructors - Organization 	15 min - 45 min	Lesson 3	Anticipate the needs of the classroom.
LESSON 4 Student Diversity	<ul style="list-style-type: none"> - Adult Learners - Disabilities - Accommodations 	15 min - 45 min	Lesson 4	Role play participants with disabilities and modifications for successful skill performance.

LESSON 5 Teaching Strategies	- Common Teaching Strategies	15 min - 60 Min	Lesson 5	Plan a lesson using multiple teaching strategies.
LESSON 6 Classroom Skills	- Public Speaking - Preparation - Distracted Participants	15 min - 45 min	Lesson 6	Strategies for successful public speaking.
LESSON 7 Lesson Plans and Presentations	- Creating Lesson Plans - Creating Presentations	15 min - 60 min	Lesson 7	Utilizing the lesson plans in the Instructor Manual review a particular lesson and prepare for teach back / co-teach topic #1 (Knowledge)
LESSON 8 Becoming an Effective Facilitator	- Encourage Participation - Work Together - Practice Sessions	15 min - 60 min. Additional 120 min. for teach backs	Lesson 8	Deliver lesson topic 1 (Knowledge). Utilizing the lesson plans in the Instructor Manual review a particular lesson and prepare for teach back / co-teach topic #2 (Skill)
LESSON 9 Assessment and Remediation	- Assessment - Remediation	15 min – 60 min. Additional 120 min. for teach backs	Lesson 9	Deliver lesson topic 2 (Skill)
LESSON 10 Using Pectora Course Wrap Up	- Using the E&A education services system, Pectora - Credentials - Closing comments	30 min - 45 min.	Lesson 10	

Lesson Plans

This section provides specific instructions for teaching the lessons of this Instructor course. Lesson plans standardize the information presented in the course so that the same depth of content is covered regardless of who teaches it and where it is taught.

The first part of the instructor course reviews the necessary skills that any instructor must possess to be able to demonstrate the skills to participants and to remediate errors.

The remaining part of the course teaches instructor candidates how to teach the various courses. This involves employing various teaching strategies, understanding student learning styles, providing evaluation and corrective feedback, and following course administrative policies.

There are 11 lessons (including the Pre-Course Lesson) in the Instructor course. Lessons 1-9 are covered as part of the online Train-The-Trainer course that must be completed by all Instructor Candidates as a pre-requisite to the first lesson. They are presented here in detail so that Instructor Trainers can highlight the key points, teach these entire lessons in the event that the online course could not be completed, and engage the Instructor Candidates in the activities at the end of each lesson:

Pre-Course Lesson – Instructor Skill Proficiency

This lesson briefly introduces the instructor candidates to the Instructor Course and focuses on the required skills competency of all instructor candidates.

Lesson 1 –Dynamic Instruction

This lesson covers characteristics, roles, goals, and learning outcomes that are necessary for effective instruction.

Lesson 2 – How Learning Occurs

This lesson covers 21st Century learning expectations, achieving mastery learning, and understanding different student learning styles.

Lesson 3 – Creating an Effective Learning Environment

This lesson covers structuring a classroom setting to maximize student learning potential, as well as attributes of effective instructors and class organization.

Lesson 4 – Student Diversity

This lesson covers aspects of how adults learn, as well as an understanding of select learning disabilities and classroom accommodations to aid learning.

Lesson 5 – Teaching Strategies

This lesson covers various strategies utilized by instructors and when they are appropriate.

Lesson 6 – Classroom Skills

This lesson covers public speaking, proper preparation, and dealing with distracted participants.

Lesson 7 – Lesson Plans and Presentations

This lesson covers the components of lesson plans, how to create lesson plans, and how to create effective presentations. This is also where instructor candidates will create their lesson plans and presentations for upcoming peer teach backs.

Lesson 8 – Becoming an Effective Facilitator

This lesson covers proper ways to encourage student participation through questioning techniques and working in groups.

Lesson 9 – Evaluation and Remediation

This lesson covers how to properly evaluate student performance using standard measures and how to effectively remediate weak performance.

Lesson 10 –Course Wrap Up

This lesson covers the use of Training Management System, Pectora. Any final feedback from peers and the IT to teach backs is reviewed. Administrative steps for releasing credentials are discussed.

Pre-Course Lesson

Learning Outcomes

At the completion of this lesson participants will be able to -

- Describe the requirements of the instructor course.
- Demonstrate proficiency in preparing, disassembling, and cleaning equipment.
- Demonstrate proficiency in all first aid, CPR, and AED skills in accordance with E&A Safety and Health program standards for lay and professional courses.

Approximate Time:

120 minutes (depending on the number of instructor candidates and their skills proficiency assessments)

Presentation Slides

Pre-Course Lesson (Slides 1 – 9)

Materials Needed:

- Course Roster
- Instructor manuals for each basic provider level course
- Instructor PowerPoint presentation slides for each basic provider level course
- Student manuals for each basic provider level course
- Manikins, AED training devices, dressings and bandages, epinephrine auto injector training devices, breathing devices (face shields & resuscitation masks), cleaning supplies
- Computer and LCD projector or flat screen (HDMI cable connection)
- IT PowerPoint Presentation slides

Key Points and Activities

Welcome participants to the Instructor course for new instructors.

Reinforce that the purpose of the course is to prepare instructor candidates to become instructors in lay and professional First Aid, CPR, AED courses.

Make certain all instructor candidates have completed the online Train-the-Trainer course. If they have not, then the IT must cover all the lessons in this manual.

Verify that all instructor candidates have access to the “Instructor Materials -All Titles Bundle.” This provides them with the necessary instructor manuals, student manuals and presentation slides for class review and preparation for their teach backs as part of this instructor course.

Make certain that the Instructor candidates have your correct email address and phone contact.

Provide brief background information about yourself.

Invite participants to share information about themselves. Depending on the number of participants, you can pair them to share information with each other, and then report the information about each other to the class. If the class is rather small, you may just want each student to share with the group. Ask participants to share the following information:

- Name
- Where he/she works
- Why he/she wants to become an instructor
- Any experience teaching
- Any concerns about teaching
- One obscure facts about themselves

Discuss how classroom teaching can be enjoyable while imparting knowledge and skills that can be mastered and used throughout one's lifetime. The instructor is the difference maker. This instructor will help new instructors effectively prepare and deliver courses.

Review the course outline, which should have been provided to the participants either in advance, or upon their arrival. As you review the outline explain that each instructor candidate will be preparing a minimum of two 10-15 minute lessons to deliver as part of the requirements to become instructors. These presentations will be critiqued by the IT and debriefed following each presentation. The topics will consist of both knowledge (e.g. How is a heart attack different from a stroke) and skills (e.g. How to provide care for a conscious choking child). The topics for these presentations can be assigned in advance, at this time, or later in the course. These can be determined randomly, or selected by the IT along with the participants.

Review the copies of the student and Instructor manuals and the audiovisual support items with the Instructor Candidates.

❖ **Activity**

Skill Proficiency Assessment

The remaining time in this lesson involves skill practice and proficiency assessment of the instructor candidates, who will be tested on all the skills for courses including Community CPR& AED, Health Care Provider Basic Life Support, and Standard First Aid. Depending on class size and the amount of equipment/supplies, participants can work individually or in teams of two.

Instructor candidates are also to learn how to assemble, disassemble, and clean all classroom equipment such as manikins as part of this session.

With the equipment ready, the IT is to demonstrate each skill and guide instructor candidates through the practice session until they are able to demonstrate the required skills without any prompting from the IT. The student manuals show each skill step-by-step. All instructor candidates must be proficient in all of the skills for first aid, community CPR/AED, and

Health Care Provider BLS. If there are some candidates who still need additional work, they can continue on in the course, but additional time will need to be set aside for them to continue their practice to achieve proficiency.

Review the Health Care Provider BLS written examinations.

Review and Additional Questions

Briefly summarize Lesson 1 and ask if there are any remaining questions. Take a short break and proceed to Lesson 1 of the Instructor course.

Lesson 1 –Dynamic Instruction

Learning Outcomes:

- Identify 6 characteristics of dynamic instructors and provide examples of how each contributes positively to learning.
- Identify 5 roles of dynamic instructors and provide examples of how each contributes to effective learning.
- Differentiate between goals and learning outcomes and provide examples of each as part of a simulated lesson.

Approximate Time:

- 15 minutes to review and complete the Activity if the online TTT course has been completed.
- 60 minutes to complete the entire lesson if the online TTT course has not been completed.

Presentation Slides

Lesson 1 slides

Materials Needed

- Computer and LCD projector or flat screen (HDMI cable connection)
- IT PowerPoint Presentation slides

Key Points and Activities

❖ Activity

Have participants think about good instructors they have had in the past and list the characteristics (qualities) they felt made this person a good instructor. Record the responses and compare them with the key points of the lesson.

Dynamic Instructors have common characteristics:

- Thorough knowledge of the content
- Outgoing personality
- Good communication skills
- Classroom management skills
- Decision making skills
- Employ a variety of teaching strategies

Instructors fulfill many roles:

- Lecturer

- Coach
- Facilitator
- Evaluator
- Decision maker

Goals reflect broad definitions of expected student competence at the end of a lesson or course.

Learning Outcomes are measurable, action oriented statements reflecting what participants can actually demonstrate.

Learning Outcomes require:

- Clarity
- Common language
- Must be measurable
- Relevance

❖ **Activity**

Have instructor candidates think of any topic they would like to teach, and then attempt to create one goal for that topic, and one learning outcome for the topic. Share these with a partner to better refine them. Discuss these with the class.

Review and Additional Questions

Briefly summarize Lesson 1 and ask if there are any remaining questions. Following a short break begin Lesson 1 of the Instructor course.

Lesson 2 –How Learning Occurs

Learning Outcomes:

- Describe changes in the 21st Century classroom that alter the expectations for the way learning and teaching occur.
- Apply the concepts of the learning curve and forgetting curve to your training using repetition and review techniques.
- Be able to differentiate between understanding and mastery learning and provide examples of each.

Approximate Time:

- 10 minutes to review and complete the Activity if the online TTT course has been completed.
- 45 minutes to complete the entire lesson if the online TTT course has not been completed.

Presentation Slides

Lesson 2 slides

Materials Needed

- Computer and LCD projector or flat screen (HDMI cable connection)
- IT PowerPoint Presentation slides

Key Points and Activities

❖ Activity

Have participants think about what teaching and learning were like years ago and what they are like now. Provide an example to get started such as “Years ago we wrote everything in notebooks and binders. Today we use digital devices such as tablets.” Record the responses and compare them with the key points of the lesson.

Teaching and learning today is certainly different than it was years ago. Some examples include:

- Virtual learning from home or office vs. desks and chalkboards in classrooms
- Digital products vs. print products
- Active participation vs. passive participation (lecture)
- Digital devices vs. notebooks

Mastery Learning has as its goal to get participants to achieve a level of competency that enables them to apply their training consistently for their needs, such as a job.

Participants acquire new skills in stages along a curve:

- Start off slowly
- Improve with practice
- Achieve proficiency (competency)
- Improvement is still possible after competency.

Participants forget content and skills quickly unless reviewed periodically and applied to real life situations.

Retention can be improved by:

- Using active learning instead of passive learning.
- Building on old information as you teach new information.
- Using questioning techniques instead of just having participants memorize items.

There are three common styles of learning:

- Visual
- Auditory
- Kinesthetic

Visual learners learn best by seeing the information. They prefer pictures, images, graphics, video, and watching the instructor or others.

Auditory learners learn best by hearing information presented.

Kinesthetic learners learn by doing and prefer hands on activities.

Participants have their own preferred learning styles. The good instructor will modify the presentation based upon the content and the needs and preferences of the participants, often enabling participants to use all three styles.

Review and Additional Questions

Briefly summarize the lesson and ask if there are any remaining questions. Provide a break whenever needed and then move to the next lesson.

Lesson 3 –Creating an Effective Learning Environment

Learning Outcomes:

- List the 4 steps to create a safe learning environment and provide examples of each.
- Identify the 4 components of the Classroom Agreement and provide examples of each.
- Identify ways in which an instructor’s attributes can affect the learning environment positively and negatively.
- Identify ways to organize classroom space and materials to create a positive learning environment.

Approximate Time:

- 15 minutes to review and complete the Activity if the online TTT course has been completed.
- 60 minutes to complete the entire lesson if the online TTT course has not been completed.

Presentation Slides

Lesson 3 slides

Materials Needed

- Computer and LCD projector or flat screen (HDMI cable connection)
- IT PowerPoint Presentation slides

Key Points and Activities

Instructors must strive to make the classroom free of:

- Embarrassment
- Intimidation
- The unknown
- Judgment

Classroom agreements can be used to create a better teaching and learning environment. These are items that the instructor and the participants typically find mutually beneficial. They have 4 components:

- Student input
- Mutual respect
- Attentive listening
- Participation without intimidation

Attributes of good instructors include:

- Smiling
- Good posture
- Look, sound, act professional
- Passionate
- Objective
- Patient
- Good communicator
- Well organized

❖ **Activity**

Have participants think about what an instructor must consider when organizing a course. Consider just the needs of the classroom and the items in it. List items involving the classroom, for which the instructor must consider when preparing to teach a class. Record the responses and compare them with the key points of the lesson.

Getting organized for a class involves considering the physical needs of the classroom including:

- Classroom seating arrangement conducive for the lesson you are delivering
- Climate control
- AV resources needed
- Student and instructor materials

Review and Additional Questions

Briefly summarize the lesson and ask if there are any remaining questions. Provide a break whenever needed and then move to the next lesson.

Lesson 4 –Student Diversity

Learning Outcomes:

- List key characteristics of adult learners and provide examples of how each characteristic can impact learning.
- Describe ways to accommodate the needs of learners with learning disabilities.

Approximate Time:

- 15 minutes to review and complete the Activity if the online TTT course has been completed.
- 45 minutes to complete the entire lesson if the online TTT course has not been completed.

Presentation Slides

Lesson 4 slides

Materials Needed

- Computer and LCD projector or flat screen (HDMI cable connection)
- IT PowerPoint Presentation slides

Key Points and Activities

Adults learners are a diverse group, typically over age 25, with a wide range of backgrounds, responsibilities, and experiences to draw upon.

❖ Activity

Have participants think about how they learned when they were younger and how they now learn. Ask them to consider how their parents or others who are older than them may approach learning. Record the responses and compare them with the key points of the lesson.

Characteristics of adult learners include:

- Self-directed and motivated
- Less receptive to change
- Practical and results oriented
- Draw on life experiences to validate new concepts
- Learn at a slower pace, but at a deeper depth understanding
- Multi-level responsibilities to juggle that can impact learning

Learning disabilities affect the brain's ability to receive, process, store, respond to, and communicate information. Difficulty with reading and language skills are the most common learning disabilities. Two of the more well-known learning disabilities are:

- Dyslexia
- Attention Deficit Disorder (ADD)

While not a learning disability, physical disabilities can place limitations on a student's physical functioning, mobility, dexterity or stamina as well as sight, hearing.

❖ **Activity**

Have participants think about the challenges participants with learning or physical disabilities face trying to complete a first aid or CPR/AED class. Consider three participants – dyslexic, hearing impaired, and sight impaired. Identify areas of a course in which they would be challenged. Consider accommodations that could be made to help these participants succeed. Record the responses and compare them with the key points of the lesson.

Accommodations can be made to address both learning disabilities and physical disabilities. These accommodations can include:

- Provide time for participants to formulate a response to a question before calling on participants.
- Allow for oral testing
- Provide extended time to complete activities and testing
- Provide copies of instructor notes
- Provide alternative ways to complete skills

❖ **Activity**

Have instructor candidates pair up with a partner. One candidate will close his/her eyes to simulate sight impairment. The partner will help guide the candidate to the skills area, and teach the candidate how to assess a motionless person and perform 1 person CPR. Reverse roles and perform the same skill. This time the candidate has a physical impairment that only allows for the use of one hand/arm. Document any accommodations that were made for discussion the end of the activity.

Review and Additional Questions

Briefly summarize the lesson and ask if there are any remaining questions. Provide a break whenever needed and then move to the next lesson.

Lesson 5 –Teaching Strategies

Learning Outcomes:

- Describe the 5 teaching strategies presented and provide examples of how each could be used to teach a simulated lesson.
- Apply several strategies as part of a lesson you will prepare to deliver to your peers.

Approximate Time:

- 15 minutes to review and complete the Activity if the online TTT course has been completed.
- 45 minutes to complete the entire lesson if the online TTT course has not been completed.

Presentation Slides

Lesson 5 slides

Materials Needed

- Computer and LCD projector or flat screen (HDMI cable connection)
- IT PowerPoint Presentation slides
- Instructor manuals, student texts, and PPTs for the lessons assigned to participants

Key Points and Activities

Teaching strategies vary based on the content and activities and the learning styles, and a mix is often seen in any lesson.

Five common teaching strategies are covered in this lesson:

- Lecture
- Discussion
- Discovery
- Demonstration
- Role play

Each teaching strategy has its strengths and weaknesses. Here are some of both:

Strong points of lecture:

- Controlling information by the instructor.
- Organized content can be presented to large group
- Time is not wasted

Weak points of lecture:

- One way communication results in low amount of interaction and leads to boredom
- Few ways to assess if class has learned the material
- Unless time is available, participants cannot ask questions

Strong points of discussion:

- Actively involves participants.
- Instructor can prepare questions in advance.
- Instructor can gauge how much learning has been achieved.
- Makes use of ideas and experiences from entire class.
- Allows for real-life experiences from participants.

Weak points of discussion:

- Not everyone in the class gets involved.
- Conversation may be dominated.
- Can get off track if not managed.

Strong points of demonstration:

- Perfect for any skills.
- Participants see exactly what is expected of them.
- Participants can become engaged in the skill performance.

Weak points of demonstration:

- Some people may need more detailed instructions.
- Clear visual access of the demonstration must be provided from best angle.
- No group participation.
- Instructor must perform skill exactly the way he/she expects to have participants perform.

Strong points of discovery:

- Greatest opportunity to actually apply what is learned.
- Participants work to actively solve a real problem.

Weak points of discovery:

- Requires patience on the part of the instructor as participants must be left on their own to explore and solve the problem.
- Time consuming.

Strong points of role play:

- Participants share information/experiences and learn from each other.
- Participants can join in.
- Course information takes on real-life application.

Weak points of role play:

- Not everyone in the group gets involved.
- Participants may be afraid of being embarrassed in front of their peers.

❖ Activity

Have participants work in groups to prepare a lesson such as “how to use an AED for an adult who is receiving CPR.” Devise a plan to use all 5 teaching strategies in this lesson. Record the responses and compare them with the key points previously presented in the lesson.

❖ Activity

As part of the training to become an instructor, instructor candidates must prepare short (15 min) lessons to deliver to their peers and the IT. An option is to have the Instructor candidate(s) co-teach a provider (basic) level course with an Instructor Trainer or designated Instructor, presenting their lessons as part of the class.

Each lesson will require the instructor candidate to use multiple teaching strategies.

Hand out the topics (Appendix B) to the instructor candidates. Instructor candidates should use their student and instructor manuals (and PPTs) to look over their first topic and determine which teaching strategies they will use.

Review and Additional Questions

Briefly summarize the lesson and ask if there are any remaining questions. Provide a break whenever needed and then move to the next lesson.

Lesson 6 –Classroom Skills

Learning Outcomes:

- Describe the strategies of effective public speaking and apply them during a class presentation.
- Demonstrate ways to scan for comprehension during a class presentation.
- Identify characteristics of distracted learners.
- Discuss ways to engage distracted learners.
- Demonstrate public speaking ability using strategies for success.

Approximate time:

- 15 minutes to review and complete the Activity if the online TTT course has been completed.
- 45 minutes to complete the entire lesson if the online TTT course has not been completed.

Presentation Slides

Lesson 6 slides

Materials needed

- Computer and LCD projector or flat screen (HDMI cable connection)
- IT PowerPoint Presentation slides
- Instructor manuals, student texts, and PPTs for the lessons assigned to participants

Key Points and Activities

Public speaking can be easy for some and bothersome for others. Here are some tips and strategies for success:

- Look and act professional
- Move at easy around the classroom. Don't be a statue, but also do not pace
- Expect to be interrupted with questions
- Slow your speech – give participants time to catch up
- Practice your speaking points in advance
- Scan the room for comprehension, making eye contact

Proper preparation can make instructors more confident in their lessons and abler to be flexible in the event activities do not work as planned.

Participants who are distracted could be bored or confused, and could also become disruptive.

Strategies to deal with distracted participants include:

- Circulation – Move about the room to gauge the participants involvement.
- Proximity – Close the gap; stand closer to the distracted student to attempt re-engagement.
- Ask frequent questions

❖ **Activity**

Ask instructor candidates to pick any topic that they would like to speak about for just one minute. Take a few minutes to prepare talking points. Taking turns, have participants use the tips for public speaking success while delivering a one minute speech on the topic. Have a student appear bored and disinterested and see if the presenter applies strategies to deal with this. Record how many positive strategies were used by the presenter(s).

❖ **Activity**

Have instructor candidates take time to review their additional topics and apply their desired teaching strategies to each topic. In the next lesson instructor candidates will review course lesson plans and incorporate teaching strategies they will use into the lesson plans for their presentation topics.

Review and Additional Questions

Briefly summarize the lesson and ask if there are any remaining questions. Provide a break whenever needed and then move to the next lesson.

Lesson 7 –Lesson Plans and Presentations

Learning Outcomes:

- Integrate teaching strategies and learning styles into lesson plans.
- Identify lesson plan components.
- Using an existing lesson plan template, create a new lesson plan for a chosen topic.
- Receive and provide constructive criticism of the lesson plans created.
- Apply the do's and don'ts of presentation practices to your new lesson.
- Create a lesson plan and presentation for a knowledge-based topic as part of the first teach-back.

Approximate Time:

- 15 minutes to review and complete the Activity if the online TTT course has been completed.
- 45 minutes to complete the entire lesson if the online TTT course has not been completed.

Presentation Slides

Lesson 7 slides

Materials Needed

- Computer and LCD projector or flat screen (HDMI cable connection)
- IT PowerPoint Presentation slides
- Instructor manuals, student texts, and PPTs for the lessons assigned to participants

Key Points and Activities

Lesson plans are education blueprints for effective teaching and learning. They are living documents in that they will be refined over time.

The components to consider when preparing a lesson plan include:

- Time the lesson should take
- Activities for interaction and reinforcing what was taught
- Key points to cover
- Learning outcomes to be achieved
- Evaluation process
- Materials needed
- Teaching methods to meet learning styles
- Questions for participants to resolve

- Lesson Summary
- Time for additional questions
- Debriefing the participants at the end of the lesson

When creating new presentations or modifying existing ones, follow some basic tips for creating effective presentations:

- Keep bullet points brief.
- Try to limit bullet points to 4 per slide.
- Limit “bell and whistle” effects.
- Use proper font and point size
- Use a text color that contrasts sharply with the background color
- Limit the use of the color red in any presentation.

❖ **Activity**

Have instructor candidates refer to the student text, instructor manual, and PPT slides for the course from which their first presentation topic comes. Using the lesson plan from the instructor manual as a guide, instructor candidates develop a brief lesson plan for the first topic, which is focused on “knowledge.” Include:

- Learning Outcome(s)
- Approximate time
- Equipment needed
- Key points & Activities
- Teaching style(s)

Have instructor candidates present the lesson plan for review by a partner or IT and incorporate feedback to improve the lesson.

Using the PPT slides from the course, select / modify / create any slides needed to support the first teach-back or co-teaching presentation that is part of the next lesson.

Review and Additional Questions

Briefly summarize the lesson and ask if there are any remaining questions. Provide a break whenever needed and then move to the next lesson.

Lesson 8 –Becoming an Effective Facilitator

Learning Outcomes:

- Relate the reasons that people do not answer questions to strategies that can be used to encourage participation.
- Explain how to use shared resources to create group synergy.
- Describe when to use guided and unguided practice.
- Demonstrate the ability to effectively teach a knowledge-based topic.

Approximate Time:

- 15 minutes to review and complete the Activity if the online TTT course has been completed.
- 45 minutes to complete the entire lesson if the online TTT course has not been completed.
- 120 minutes for teach backs for up to 10 Instructor Candidates.

NOTE: this time will be applied to an actual class if the IT is having the Instructor Candidate co-teach an actual provider level class(es) in lieu of classroom teach backs.

Presentation Slides

Lesson 8 slides

Materials Needed

- Computer and LCD projector or flat screen (HDMI cable connection)
- IT PowerPoint Presentation slides
- Instructor manuals, student texts, and PPTs for the lessons assigned to instructor candidates.
- Equipment and supplies needed by instructor candidates for their teach back assignments.
- Instructor Candidate teaching assessment forms from the Appendices (one per candidate)

Key Points and Activities

Sometimes the same participants answer questions while others choose not to participate.

Participants who repeatedly answer questions tend to be more confident, outgoing, and are more likely verbal and auditory learners.

Those reluctant to answer may be shy, embarrassed, or fear giving the wrong answer. They may just need more time to process the question. Provide a short time for all participants to formulate an answer to a question.

Questioning is an excellent way to keep participants on task and to gauge their level of understanding. Prepare questions in advance for any topic. Use the questions to seek student input every 10-15 minutes during the lesson.

The role of instructor as facilitator encourages group collaboration on activities in the classroom. This in turn, increases long term retention.

Sharing class resources during group activities creates synergy as each student contributes to the good of the group to complete a task.

Remember these points when practicing skills:

- Perfect practice makes perfect
- Repetition leads to proficiency / competence.
- Practice should initially be a guided activity, led by the instructor.
- Participants should feel comfortable knowing that they can make mistakes during classroom practice
- Becoming competent takes longer for some participants than for others.
- Once competent in the skill, unguided practice with periodic feedback works best.

❖ **Activity**

Have instructor candidates present their knowledge- based lessons (10- 15 minutes) to the class. Using the teaching assessment form in the Appendices, the IT will assess individual performance on this first teach back activity.

OPTION – Have Instructor Candidates co-teach the lesson as part of a provider level course with an Instructor Trainer or designated Instructor.

At the end of each topic, ask the instructor candidate:

- What teaching strategies did you use and where in the lesson did you shift strategies?
- What went well in the presentation?
- What would you change if you were presenting this topic again?

Solicit positive criticism from the group / IT as each presenter completes his or her first topic.

Have instructor candidates prepare their lesson and presentation for their second topic (Skill topic).

Review and Additional Questions

Briefly summarize the lesson and ask if there are any remaining questions. Provide a break whenever needed and then move to the next lesson.

Lesson 9 –Evaluation and Remediation

Learning Outcomes:

- Describe ways that instructors can perform continuous mini-checks to gauge student learning.
- Apply the 5 Guidelines for writing multiple choice questions to a sample question that you create.
- Differentiate between traditional and authentic assessment.
- Describe ways to apply accommodations that do not change the standard of competency.
- Demonstrate the ability to effectively teach a skill-based topic.

Approximate Time:

- 15 minutes to review and complete the Activity if the online TTT course has been completed.
- 45 minutes to complete the entire lesson if the online TTT course has not been completed.
- 120 minutes for teach backs for up to 10 Instructor Candidates.

NOTE: this time will be applied to an actual class if the IT is having the Instructor Candidate co-teach an actual provider level class(es) in lieu of classroom teach backs.

Presentation Slides

Lesson 9 slides

Materials Needed

- Computer and LCD projector or flat screen (HDMI cable connection)
- IT PowerPoint Presentation slides
- Instructor manuals, student texts, and PPTs for the lessons assigned to instructor candidates.
- Equipment and supplies needed by instructor candidates for their teach back assignments.
- Instructor Candidate teaching assessment forms from the Appendices (one per candidate)

Key Points and Activities

It is important to frequently gauge learning. This can be done using continuous mini checks throughout the lesson:

- Look for visual clues that participants are processing the content being delivered
- Practice paraphrasing main points for redundancy.
- Be sure to address wrong answers during questions as these answers shed light on the thought process and can help clarify similar thoughts others may be having as well.

Traditional classroom assessments are appropriate to use periodically to help gauge learning.

When creating multiple choice questions follow these points:

- Make sure the question is clear
- Keep the question concise. Avoid filler or ambiguous wording
- There should be only one truly correct answer
- Distractor answers should all be plausible, but each have should have a flaw that makes one answer substantially more correct than the distractor answers.

Authentic assessment strives to have participants apply what they learned by demonstrating meaningful application of the knowledge and skills in real-life situations.

An example of Authentic Assessment of knowledge would be the ability to create something to solve a real – life situation based on the knowledge acquired. The example provided is the ability to create an EAP for a workplace.

An example of Authentic Assessment of a skill(s) would be the ability to demonstrate the skill(s) when confronted by a real –life situation. The example provided is a scenario involving the sudden collapse of a co-worker in need of CPR/AED use.

Remediation is essential to attaining skill competency. It should be:

- Timely – shortly after assessment
- Positive/encouraging
- Explain what was done properly
- Identify the precise movements that need improvement, and why
- Include strategies for improvement

❖ **Activity**

Using an area for skill practice, purposely demonstrate skills with several errors. Have instructor candidates practice providing appropriate remediation structured to improve the performance of the skill. Have instructor candidates pair up with others and practice in a similar manner.

❖ **Activity**

Have instructor candidates present their second lesson plans (skills) as teach backs. OPTION – Have Instructor Candidates co-teach the lesson during a provider level course with an Instructor Trainer or designated Instructor.

The topics must involve teaching with demonstration and remediating a skill. Using the teaching assessment form in the Appendices, the IT will assess individual performance on this first teach back activity.

At the end of each topic, ask the instructor candidate:

- What teaching strategies did you use and where in the lesson did you shift strategies?
- What went well in the presentation?

- What would you change if you were presenting this topic again?
Solicit positive criticism from the group and IT as each presenter completes his or her topics.

Review and Additional Questions

Briefly summarize the lesson and ask if there are any remaining questions. Provide a break whenever needed and then move to the next lesson.

Lesson 10 –Course Wrap Up

Learning Outcomes:

- Explain how to use the client educational services portal, Pectora, to create classes for all class administration needs.
- Explain how to order materials to conduct basic level classes.

Approximate Time: 30-45 minutes

Presentation Slides

Lesson 10 slides

Materials Needed

- Computer and LCD projector or flat screen (HDMI cable connection)
- Internet access
- IT PowerPoint Presentation slides
- Sample copy of an Instructor certification
- Sample copy of student basic level certification.

Key Points and Activities

Explain the process by which instructor candidates will receive their instructor credentials.

Explain that instructor candidates will be able to complete an electronic evaluation of this course prior to the release of the credentials.

Show a sample copy of an instructor certification.

Demonstrate online the process by which instructors will establish rosters that populate student materials for classes, allow for communication with enrolled students, and issue credentials.

Show a sample copy of student basic level certificate.

Reinforce that the Instructor's Training Center must have purchased one copy of the Instructor materials (which can be shared by all instructors). Failure to do so will result in the instructor not being able to set up classes and issue credentials.

Discuss how it is often easiest for new instructors to co- teach their first class.

Invite closing questions and comments from the group.

Thank all for participating.

Have instructor candidates assist in making sure all equipment is clean and packed, AV equipment is broken down, and the classroom is in proper order before departing.

APPENDICES

Appendix A: Checklist of Needs for the Instructor Course

	Determine course starting and ending dates
	60 days in advance of course starting date
	Reserve classroom space large enough to meet anticipated needs
	30 days in advance of course starting date
	Verify instructor materials (“All Course Bundle”) available for Instructor Candidates
	Reserve sufficient equipment and supplies for the size of the class
	Reserve appropriate audiovisual equipment
	14 days in advance of course starting date
	Confirm all registrations are complete, digital materials and access to the online TTT issued to instructor candidates
	Determine and arrange for any food and beverages
	7 days in advance of course starting date
	Make copies of any handout materials
	Review all materials needed for course Instructor-Trainer Manual Instructor Candidate materials PowerPoint presentation
	Day of the course
	Arrive 45 minutes early
	Establish the room set up if not already done
	Set out equipment for the pre-course session on skills proficiency. Do not assemble equipment. This is to be done with the instructor candidates so that they learn how to properly set up, break down and clean equipment.
	Become familiar with lighting, facility exits, restrooms, phones, AED, break area

Appendix B: Presentation Topics for Teach-back or Co-Teaching

New Instructor Candidates will present at least 2 topics, selected from the main areas below. At least one must be a skill topic. Each presentation will be approximately 15 minutes.

First Aid

Knowledge Topics:

Legal considerations that pertain to providing first aid.

When to call EMS and what information to expect dispatchers will ask for.

Diseases of concern and how to protect against disease transmission.

How to assess a responsive person.

The types of external bleeding and how to control external bleeding.

Recognizing and caring for shock.

Recognizing and caring for heat, chemical and electrical burns.

Recognizing and caring for a possible skull fracture.

Recognizing and caring for a person with a suspected spinal injury.

Recognizing and caring for a person with a severe allergic reaction.

Recognizing and caring for a person experiencing a diabetic emergency.

Recognizing and caring for cold emergencies.

Recognizing and caring for heat emergencies.

Skill Topics:

Teach and demonstrate how to perform a physical exam.

Teach and demonstrate how to control external bleeding with a roller bandage

Teach and demonstrate how to apply a commercial or improvised tourniquet.

Teach and demonstrate how to splint an injured arm.

Teach and demonstrate how to use an epinephrine auto injector (trainer)

CPR

Knowledge Topics:

Recognizing and caring for an adult having a heart attack.

Recognizing and caring for a person with a person having a stroke.

Recognizing and caring for an adult or child who is choking.

Recognizing and caring for an infant who is choking.

How to assess a person found motionless (present differences between laypersons and health care providers).

How to perform CPR on an adult and child.

How to perform CPR on an infant.

Skill Topics:

Teach and demonstrate one-person CPR for an adult and child (present differences between laypersons and health care providers).

Teach and demonstrate rescue breathing for an adult, child, and infant (Health Care Provider)

Teach and demonstrate two-person health care provider CPR for an adult.

Teach and demonstrate two-person health care provider CPR for a child and an infant.

AED

Knowledge Topics:

The need for early defibrillation and how an AED works

How to use an AED.

AED Precautions

Maintenance of the AED.

Skill Topics

Teach and demonstrate how to use an AED on an adult, child, and infant.

Appendix C: Instructor Candidate Presentation Assessment

Instructor Candidate Name: _____

Topic: _____

Scores: A = Acceptable N = Needs Additional Work

	A	N
Introduced the presentation including learning outcome(s)		
Spoke clearly and with proper tone, volume, and speed		
Displayed confidence		
Was enthusiastic		
Made eye contact		
Minimal use of filler words such as “uh, um, and, you know”		
Posture and movement appropriate		
Demonstrated mastery of subject matter		
Presentation organized		
Lesson plan appropriate		
Covered key points and met the learning outcomes		
Used questioning practices periodically and effectively		
Used appropriate teaching strategies for the topic		
Used audiovisual aids effectively		
Provided appropriate skills demonstration		
Provided appropriate remediation of skill performance		

Notes: _____

Final Result: **Acceptable** _____ **Needs Additional Work** _____

Instructor Trainer: _____

Date: _____