Course Facilitation Guide

Trainer of Trainers (ToT)

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الاتحاد الدولي لجمعيات الصليب الأحمر والهلال الأحمر
Global First Aid Reference Centre

International Federation
of Red Cross and Red Crescent Societies

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Letter
from Head of the Global First Aid Reference Centre

Greetings colleagues! Each year, millions of people in almost 200 countries around the world engage in first aid education through the International Federation of Red Cross/Red Crescent (IFRC). Given our fundamental values as an organization it is the duty of the Movement to advocate for and provide effective first aid education that is accessible to everyone and engages the learner to ultimately respond to an emergency appropriately (International first aid and resuscitation guidelines 2016).

As we continue to better understand and advance the science behind effective first aid education, we make strides towards increasing the resiliency of individuals and communities around the world. The 2016 Guidelines outline our goals when preparing first aid education:

- **Create relevant contexts** for learners to want to engage with and make use of learner life experiences to support content.
- Ensure activities **engage the learner** and the ways that they can most readily learn, allowing the learner to demonstrate knowledge, skills, or behaviours gained.
- **Tailor multiple learning modalities** (such as technology, games, role play etc.) to develop knowledge, skills, and behaviours to increase learner accessibility and knowledge retention.
- Restrict content to what is **necessary and relevant for the learner – and vary content according to their needs.**
- **Develop facilitators and coaches** with knowledge in first aid that is relevant to the learner.
- Allow the learner **time to reflect and explore** their own attitude to helping in different circumstances.
- **Identify learner outcomes (such as skills, knowledge and confidence) and ways of measuring effective education (such as using surveys).**

Working together, more than twenty National Societies from around the world contributed to the creation of a Trainer of Trainers (ToT) curriculum and overall strategy for First Aid Trainer development. This project represents a vision for developing ToTs which in turn will support First Aid Trainers, and ultimately, the learners who will carry forward first aid knowledge and skills within their community. Based on the educational principles outlined in the 2016 Guidelines, this curriculum will provide National Societies with an option for ToT development which is supported by educational science. The multinational design ensures that the curriculum is reflective of our shared vision and includes best practices from around the world.

Thank you for your commitment to the Movement. Together we can ensure that all persons have access to effective and sustainable learner-focused first aid and resuscitation education. Together we will do more, to do better, and reach further.

Sincerely,
Dr. Pascal Cassan

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Overview

The Trainer of Trainers (ToT) course is designed to prepare experienced first aid trainers for the role of Trainer of Trainers (ToT). This course will introduce candidates to the role and responsibilities of the ToT. Activities within the course will focus on further developing the skills and knowledge collected by each candidate during their time as a first aid trainer, as well as expanding their coaching and mentoring abilities which will be critical when supporting first aid trainer candidates. The content of this course has been developed based on the ToT role as outlined in the *Trainer Development Program Guide for National Societies*.

Course Objectives	At the conclusion of the ToT course, candidates should be able to: ▪ Demonstrate an understanding of and commitment to the seven Fundamental Principles and their role as a ToT ▪ Understand the components involved in developing and supporting capable, confident first aid trainer candidates ▪ Explain how first aid trainer candidates will draw from a connected set of roles in order to cumulatively assemble the components needed to perform an instructional task ▪ Ensure the physical and psychological health and safety of course candidates ▪ Effectively plan a first aid trainer course using activities designed to engage a variety of learning styles and facilitation techniques ▪ Evaluate candidates and provide effective feedback ▪ Effectively use and maintain all learning aids ▪ Commit to maintaining complete and accurate records and reports ▪ Understand and commit to the philosophy of lifelong development for both themselves and their candidates
Course Prerequisites	Required: ▪ Candidates must be a minimum age of 18 years ▪ Have participated in first aid training for their National Society as a First Aid Trainer ▪ Be familiar with latest International First Aid and Resuscitation Guidelines Recommended: ▪ Observed a RC/RC First Aid Trainer development course prior to entering the Trainer of Trainers development program.
Completion Criteria	**1.** Ability to successfully demonstrate all skills as required by the course content **2.** Adhere to their National Societies 'Code of Conduct' and legal responsibilities (if applicable) **3.** Candidates must attend and participate in 100% of the course – this includes active, directed contributions at all scheduled sessions

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Teaching time	35h00 over five days (not including breaks) Please note: teaching time may be reduced in instances where instruction is provided in the candidates' primary language. Additional time has been allocated within this guide to account for interpretation and translation.
Post-Course Requirements	See Global First Aid Reference Centre *Trainer Development Program Guide for National Societies*
Certification / Recertification	See Global First Aid Reference Centre *Trainer Development Program Guide for National Societies*
Course Facilitator	IFRC Master First Aid Educator (or alternate as designated by National Society)
Maximum facilitator to candidate ratio	1:6 (not more than 2:12 in one learning environment)

Roles and Responsibilities of a Master First Aid Educator

As a Master First Aid Educator, you serve as a representative of the IFRC and your National Society. You are expected to abide by the Fundamental Principles, training philosophy, policies, and procedures laid out within this guide.

There are three distinct roles mentioned within this facilitators guide:

1. Master First Aid Educator: This is you, the ToT course facilitator. Some National Societies may also call this a Master Instructor Trainer.

2. Trainer of Trainers: These are the participants in your course – the persons who will be prepared to develop First Aid Trainers. Some National Societies may also call them Instructor Trainers.

3. First Aid Trainers: These are the persons who will offer first aid training to the general public. They will be developed by the Trainer of Trainers. Some National Societies may call them First Aid Instructors.

The language used to describe the role is flexible based on your local context – they key focus is on the intent of the role. Please note that none of the roles include a focus on curriculum design or program development. This is intentional where those are advanced skills which are outside the scope of this development program.

Please keep in mind that your role as a Master First Aid Educator is to further develop ToT candidates' ability to teach and facilitate, not to teach them first aid skills. Your focus is to develop ToTs' who will train and support capable, confident First Aid Trainers.

Your primary responsibilities as a Master First Aid Educator include the following:

- Equipping ToT candidates with the knowledge, skills, attitudes, and experience required to develop First Aid Trainer candidates.
- Ensuring that ToT candidates know they must use materials and content approved by the IFRC and their National Society as their primary resources.
- Evaluating ToT candidates according to the criteria set by your National Society for successful course completion.
- Follow-up with newly qualified ToTs post-course, offer them coaching and/or mentorship as and when needed.

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During this course, you will be preparing your ToT candidates to facilitate First Aid Trainer courses. The IFRC and your National Society also expect you to:

- Deepen ToT candidates' understanding of their role as representatives of the IFRC and their National Society – they are role models for their candidates.
- Encourage ToT candidates to become involved in local volunteer opportunities available to them.

"Trickle-Down" Teaching

What you do in your ToT course tends to trickle down to courses at the next level because the ToTs' you train will tend to teach others the way you taught them. To make the best impact on your candidates, critically examine your own methods and attitude.

As a Master First Aid Educator, you will model all behaviours for your ToT candidates; this includes your attitude toward the IFRC and their National Society.

Remember to encourage active learning so your candidates will do the same when they support first aid trainer courses.

Essentially, you will be modeling the behaviours that we are seeking in new ToTs. Because of this you should act with intent at all times throughout the learning experience. In addition to the content that the ToTs will gather throughout the development course, they will also learn through observing and interacting with you. You should consider the 'hidden' learnings which will take place during the development process (including pre and post course interactions). This can include (but is not limited to) the learning of organizational and personal norms, values, and beliefs conveyed in the classroom and the social environment. It is any learning which is experienced through unintended lessons throughout the development process.

Organizing the ToT Course

As a Master First Aid Educator, you have a wealth of valuable experience to share with ToT candidates. Your influence will help develop dynamic ToTs' who will support their National Societies first aid program.

One of your goals is to teach ToTs' how to effectively organize, schedule, and implement course and lesson plans. Teaching by example through your own well-prepared lessons will demonstrate to candidates that the information you present on course organization is valuable. The time and effort you put into planning will also provide more class time for you to interact with, and observe, the candidates.

Format

There are three main segments to all ToT courses:

- Pre-course
- During the course (teaching hours)
- Post-course

Facilitators and candidates have unique tasks to complete during each segment (see below).

	Facilitators (Master First Aid Educators)	ToT Candidates
Pre-course	**This first stage of the ToT course is critical.** Establishing a relationship with the candidates and setting the expectations for how to be successful are significant. This can be done by email, phone or in-person meeting. Begin by introducing yourselves and your motivation for being part of the ToT training. Next, assign microteaching exercises (two per candidate). For each exercise, identify evaluation criteria, specific topics, and dates. Candidates should be prepared to present on day three and four of the training. Even though the candidate will be facilitating 20 minutes of a lesson plan, they should prepare the full lesson plan for that topic (1 hour to 1.5 hours long). They will facilitate as if they were teaching a First Aid Trainer development course – not teaching to their ToT peers. The microteaching segment does not require an icebreaker – the 'participants' are assumed to know each other. It also does not require the ToT to begin at the start of the designed lesson; they are welcome to begin mid way through provided that they advise the group of what would have been previously covered prior to beginning the segment. The focus is on the approach rather than the content – if their topic has not yet been covered during your ToT course that is OK, they are able to pull the content from their First Aid Trainer tools or previous experience. You should advise that they will also act as a coach to one of their peers (fellow ToT candidates) throughout the exercise to also develop their coaching skills. Assign each candidate to prepare an icebreaker activity and energizer activity (no more than 10 min each). They should prepare a plan for each which can be shared with their peers to include in their teaching toolboxes. Ask each candidate to reflect on what they value in a learning environment (as a learner and facilitator). This information will be used during Session 2 of the course when you build a Group Charter. Provide each candidate with a copy of the course completion criteria and any supplemental readings (to be reviewed prior to entering the classroom). If you are assigning group exercises, identify the members of the group, including connecting the members through email or other means. *Your instructional activities include:* ▪ *Plan lessons by course and by session* ▪ *Prepare for course (administrative tasks, learning aids and content)* ▪ *Establish a safe learning environment* ▪ *Review all session content and activities* ▪ *Initiate a relationship with ToT Candidates - establish ToT candidates' training expectations* OPTIONAL: You may wish to host a pre-course discussion with the ToT candidates in addition to any individual check-ins. There are a variety of tools available which can be used for this type of activity, such as Moodle, Google Docs, WhatsApp, Skype, etc....	▪ Complete any pre-course assignments (including the preparation of practical segments) ▪ Collect any required administrative paperwork ▪ Complete a clinical first aid skills evaluation

	Facilitators (Master First Aid Educators)	ToT Candidates
During the course	*Your instructional activities for this phase of the ToT course include:* ▪ *Open the course* ▪ *Maintain a safe learning environment* ▪ *Conduct sessions* ▪ *Assess candidates, provide remediation when required* ▪ *Utilize conflict resolution (if applicable)* ▪ *Adapt instructional approach (if required)* ▪ *Evaluate candidates* ▪ *Conclude course* ▪ *Facilitate learner-led activities* ▪ *Maintain a relationship with First Aid Trainer Candidates*	Attend and participate in 100% of the course – this includes active, directed contributions at all scheduled sessions
Post-course	Request that the ToT candidates complete the post course anecdotal survey (either online or in hard copy format). *Your instructional activities for this phase of the ToT course include:* ▪ *Complete administrative work* ▪ *Decontaminate learning aids and/or equipment* ▪ *Complete ToT evaluations* ▪ *Establish the opportunity for a mentoring relationship with ToT candidates* ▪ *Engage in lifelong learning*	Participate in a teaching experience with an experienced ToT (if applicable – not used by all National Societies, although highly encouraged when possible)

Preparation

Prior to planning your ToT course, ensure that you are prepared by gathering information on the facility, candidates, course material, evaluation, scheduling, and course outline.

Facility
The instructional site may be a Red Cross facility or it may be a community site. Even if you are familiar with the site, visit the site prior to the first session to confirm that the teaching space is appropriate. Know where safety equipment is located and become familiar with (or review) the facility's emergency procedures.

Candidates
Become familiar with the candidates' backgrounds well before the course starts (e.g., two to three weeks prior).
▪ Check the number of registrants so that you can arrange for enough materials and ensure that you have sufficient training space.
▪ Review the application forms to gain an understanding of the candidates as well as their course expectations.
▪ Determine any special considerations or precautions required by candidates that you will need to address prior to or during the class/course (e.g., allergies, physical or medical considerations, specific safety issues).
▪ Contact candidates to introduce yourself and answer any questions.

Course Materials
Review the course materials to familiarize yourself with the content.
▪ Ensure that you have the most current program materials. Review the requirements and read through your manual.
▪ Check your notes and evaluations from previous times that you led the course – incorporate any changes you had made note of.
▪ Update your classroom tools (media presentation, ToT workbook, activities, etc...) as needed to meet the needs of your learners (as permitted by your National Society).

Plan for Safety
Your candidates' comfort and safety come first. Remember to consider safety at all times during the course. As well, keep in mind that you are modelling all the behaviours of a competent, confident ToT.

Plan to do the following:
▪ Establish simple rules and routines with the group (see more – Session 2)
▪ Familiarize your candidates with the facility's safety equipment and emergency
▪ procedures
▪ Determine if any candidates have medical considerations or needs that may require changes to planned activities
▪ Consider any situations which may unexpectedly arise during your course (including a potential response)

Focus of Sessions
Keep the following points in mind as you plan your lessons and activities:
- The Welcome and Introduction activities are designed for the start of the course. Your delivery of the overview sets the tone and provides a frame of reference for candidates as they participate in these activities.
- The presentation of the seven Fundamental Principles should relate to the candidates' role as ToTs
- Ensure that you are modeling the behaviours that you are expecting in the ToT candidates
- **Consider the intent of the session.** If you will be modifying the language used or the activity to better suit the local context of the ToT candidates, ensure that you are maintaining the same *intent* of the session. You are welcome to substitute different language, activities, course supplies, etc... just be cautious of what implication that change may have and how it will impact the overall design of the training.

Active Learning
While teaching the course, you will use the active learning approach to help candidates explore theory and develop skills. To schedule for active learning, allow ample time for candidates to get involved in the class activities and discussions. Use instructional techniques that will keep candidates involved.

Evaluation
It is important that your candidates are provided with a variety of opportunities in which to demonstrate their progress within the course. Not only does this indicate candidate progress but it also advises if the teaching is effective and if your program is meeting the needs of the candidates. Keeping in mind that candidates development may occur in stages, you will want to monitor them both during their learning (known as assessment – is formative) and at the end of their learning (known as evaluation – is summative).

Formative and summative evaluation strategies are detailed throughout this guide.

Make sure you have all your administrative tools ready so you can evaluate your candidates. You must give ToT candidates both verbal and written feedback that deals specifically with their performance.

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Scheduling
Make sure you organize your course content to keep candidates interested and active! You may need to customize the course schedule based on local context. For instance, you may wish to include longer breaks which allow for extended rest periods and finish later in the day.

Or, you may wish to split the course into multiple parts rather than five consecutive days. The format of five consecutive days was selected where it allows for reflection and provides time to gradually transition from the role of a First Aid Trainer to Trainer of Trainers. Your local context may work better meeting once per week for five weeks, or in half day segments. The schedule is entirely flexible based on the needs of the group or the local context.

Co-Facilitating
This facilitator's guide is designed based on having two Master First Aid Educators in the classroom supporting the ToT candidates. If you will have additional facilitators (or be facilitating on your own), consider how this will impact the design of the sessions. You may need to reduce the number of ToT candidates in the class, extend or reduce the class times, etc...

Having more than one facilitator in the classroom can offer several advantages:
- A variety of delivery styles and personalities for the candidates to relate to
- More energy over time; the facilitators are able to stay fresh and rested
- Support in the classroom if challenging questions or situations arise
- An ability to supervise smaller groups of candidates during activities
- A higher degree of shared expertise and wider content-related experience

If you are going to be working with a co-facilitator, keep in mind that your preparation and classroom time will be very different than it would be if you were working on your own. Here are ten tips for working with a co-facilitator (via Global Learning Partners):

1. Check in with each other in advance. As soon as you know you will be working with each other, get together to plan. You need to agree on the timing - who will do which sessions and what roles and responsibilities you each have. Try not to overload either facilitator.

2. Tell your co-facilitator what you expect and need. The first time you meet, tell each other what you expect from a co-facilitator and how you work best. Everyone has a different understanding of co-facilitating and this information needs to be shared before you work together.

3. Check in with each other during the training. When possible and necessary during each session, check in with each other briefly. Sometimes, for example, you just need to tell the person you are going to end early or that you will need paper, but sharing this information can help the flow of the workshop and minimize frustration. The best time to check in with each other is during breaks. Avoid talking to one another when learners are working on their own rather than listening attentively to the dialogue of the class.

4. Check in with each other before and after the training. Before the training you need to check in with each other about what you are planning to do and if anything has changed since you last spoke. After the training you need to check in to share your thoughts on how the session went, what needs to change in the following session, and what could be done better next time. Because 'the unexpected' can always happen, checking in before and after a session is critical. This is also a great time to encourage each other.

5. Support your co-facilitator. While your co-facilitator is leading an activity you should be fully attentive to what he or she needs and what the group may need that you can best do. Helping your co-facilitator hand out paper, support a confused working group or tape something on the wall, can help him or her be more focused on the task at hand and keep up the energy of the group.

6. Don't interfere. While your co-facilitator is leading an activity, don't interfere or contradict him or her (unless it is critical to the learning). You need to stay focused on what is happening so that you can support your co-facilitator without being an interference or burden.

7. Set personal and team goals. Before you teach, name 1-2 things you want to remember and work on in the session. If you share these with your co-facilitator, you can also get feedback on these goals at the end of the session. Setting team goals is also a great idea.

8. Stay on time. Always try to stay within your delegated time frame. The sessions are often scheduled for a short amount of time, where every minute is valuable and accounted for. If you use more than your allotted time, it will impact your co-facilitator's activity and the learning that needs to happen.

9. Encourage each other. Whenever possible and true, encourage your co-facilitator. Everyone feels nervous about teaching, especially to peers. You need to take every opportunity to tell your co-facilitator what he/she is doing well.

10. Work as a team. At all times, you want the learners to see the two of you as "a team." Support each other, encourage each other in front of the group, and weave the work your co-facilitator did into your work. You want the learners to think "Wow, you work well together!"

Course Outline

It is recommended that you do not schedule more than eight hours of total teaching time per day. The information and tips that follow will help you set up your schedules to keep candidates interested and involved in their learning.

When you develop the plans for each session:

- Put safety first.
- Schedule sessions to maintain a logical and progressive flow.
- Ensure that the facility and its schedule will accommodate all requirements of the session.
- Review your session content and reference materials against what you want your candidates to accomplish during the course and their teaching experience. Plan to assist them in the successful completion of these goals.
- Include time to thoroughly review the guidelines for the teaching experience component (if applicable) with your candidates. They need to understand that it is their responsibility to follow through with the steps for certification.
- Include adequate time for feedback and evaluation. Each candidate must receive an individual evaluation at the conclusion of the course. Each interview should last approximately 15 minutes.

Icebreakers and Energizers

The terms 'icebreaker' and 'energizer' are often used interchangeably however their purpose can be very different.

Typically an icebreaker is a quick activity used to assist course participants in getting to know one another. Through their participation they will gain a better understanding of each others background, interests, etc...

Energizers are typically used when your group is looking to begin training after a break. They are used to reignite energy levels and to sharpen focus. Energizers can also be used when you find your group is starting to slow down and you need them to reconnect to your course.

When using icebreakers or energizers, aim to keep the length of the activity to less than 10 min. You should always understand the purpose of your activity as well as the outcome(s) of your activity.

Follow-Through
The final step in successful planning is follow-through. This means keeping to your schedule, implementing your lesson plans, and ensuring that other people have carried out their responsibilities.

Tips for working with an Interpreter
Depending on where your course will be held, and the languages spoken by yourself and the participants, you may need to work with an Interpreter. If you will be working with an Interpreter, advise the ToT candidates in advance (this can be part of your pre-course discussion or individual check-in) so that they can also prepare for how this will impact the learning environment and process. Here are some quick tips for how to work well with an Interpreter in the in the classroom:

1. Provide your Interpreter with a copy of your course materials in advance of the course so that they may review the course content

2. Host a pre-course meeting with your Interpreter to discuss:
- What you want to achieve with the interpreter and which communication strategies they prefer to use – how can you support each other?
- Their understanding of the course concepts and the best way to talk about those concepts with candidates (are their terms that they anticipate may be difficult to translate?)

3. Think about your own communication methods – how much is culturally based?

4. Consider your assumptions about the extent of shared knowledge (e.g. terms) and shared communication practices (e.g. waiting time, non-verbal communication, use of question and answer routines). How will this impact the interpreter and the candidates?

Practice good communication strategies. For example:
- Talk to the candidate, not the interpreter, and encourage the candidate to talk directly to you (arrange seating to facilitate this)
- Do not speak too quickly (or too slowly)
- Keep your sentences short: one idea or question at a time
- Pause frequently and allow sufficient time for translation and/ or questions
- Avoid complex grammar - use standard/plain English (not 'broken English' or 'slang')
- You may need to repeat the same information in different ways
- Avoid over-simplification of information: detailed explanations are important if the candidate is going to make meaningful connections with the subject matter
- Avoid metaphors which are culturally specific

- Encourage the interpreter to interrupt when clarification or repetition of information is needed
- Provide opportunities for the candidate to use their preferred communication style e.g. ask them to tell their story rather than using question and answer routines which are can be uncomfortable/ unfamiliar / ineffective
- Avoid questions that require a yes/no response
- Learn about different linguistic and politeness conventions which could cause confusion
- WAIT: pause times are very different across cultures; some people might need a few minutes before they are ready to respond to a request or question or to continue a story.
- Check frequently to confirm that the message has been understood - both the candidate's understanding of your message and your understanding of the candidates' message (asking 'do you understand' is not a valid way to assess comprehension - ask the candidate to tell you what they think you have said in their own words; summarise what you think the candidate has said and check if your understanding is accurate)

Adapted from 'Working with interpreters' by the *Australian Council for Safety and Quality in Health Care.*

Additional Activities
You may wish to have a few additional activities (energizers, team building activities, etc…) available in case you finish a segment early and need to fill some time before moving to the next session or need to refresh the candidate's energy levels. These are not detailed throughout the facilitators guide or course kit but there are many examples found online or within your peer network that you can easily prepare and use as needed.

Pre to Post Course Measurement
The pre to post course measurement tool allows the National Society to determine how effective the ToT training was in meeting the potential for learning identified by each candidate. To ensure that you can easily compare the pre to post course results it is recommended to print the survey on a double sided sheet of paper with the pre survey on one side and the post survey on the other. The survey is constructed on a Likert concept. You are welcome to use numbers or faces as the unit of measure – whichever is preferred in the local region.

Final thoughts when preparing...
There are many wonderful ways to bring a classroom environment to life! Around the world you will find different methods for creating a sense of community and positivity. Here are some examples of what other National Societies do to enrich the learning environment and experience. You are welcome to try these in your own classroom or create new traditions of your own!

- In **Argentina** the candidates shared a local tea (mate) with each other throughout the day. They would take turns collecting the supplies and preparing the tea for the group. This created a wonderful sense of community among the group and aided in the formation of the class. They also played music in the morning while the ToT candidates were arriving and during breaks. This added a social and relaxed feeling to the room.

- In **Uganda** the candidates created a classroom resource centre. The candidates were invited to share information, energizers, news, etc... with each other on the classroom wall which could then be used in their own teaching toolkit.

- In **Bulgaria** the candidates had a 'potluck' on the last day of their course – each person brought a local food selection to contribute to a communal meal where they celebrated their success and thanked the facilitators.

ToT Course Schedule

Time	Day 1	Day 2	Day 3	Day 4	Day 5
9h00	Start				
9h00 – 10h30	Welcome and Introduction	Instructional Activities	Micro Teaching #1	Course Accommodations	Assessment and evaluation
10h30 – 10h40	Reflect on previous session using workbook				
10h40 – 10h55	Break				
10h55 – 12h25	Group Charter	Instructional Activities continued	Micro Teaching #1 continued	Micro Teaching #2	Organizing a FA Trainer Course
12h25 – 12h35	Reflect on previous session using workbook				
12h35 - 13h35	Lunch				
13h35 – 15h05	Role of a ToT	Effective ToTs	Supporting Learning	Micro Teaching #2 continued	Course conclusion & Check-In
15h05 - 15h15	Reflect on previous session using workbook				
15h15 – 15h30	Break				
15h30 – 17h00	One Red Cross	Adult Learners and Check-In	Coaching in First Aid Training	Conflict resolution	Course conclusion and Check-In continued
17h00 – 17h10	Reflect on previous session using workbook				
17h10 – 17h30	Conclusion of day				
17h30	Break				

Note: In sessions that involve small group work, deliberately shuffle the members each time so that candidates have an opportunity to engage with all of their peers throughout the course.

Course Kit

General administrative supplies:

- Course roster
- Course completion document
- Electronic course presentation (PowerPoint)
- Pens
- Paper
- Scissors
- Stapler
- File folders
- Nametags
- Paper clips
- Painters tape, etc...

- ToT Workbooks
- Copies of the National Societies First Aid Trainer and participant level program assets (manuals, documentation tools, evaluation tools, teaching aids, etc...)
- Poster paper (5 pads)
- Poster markers
- Icebreaker activity supplies (determined by the facilitators)
- Various crafting supplies (coloured paper, clay, glue, glitter, etc... any variety will work, should be inexpensive)
- Thick poster paper (enough to cover a section of wall that all candidates can view)
- Thick tip markers (three sets of red, blue, green and purple)
- Bean bag or other tactile item – not specific (will be used during the morning check-in)
- Toothpicks
- Mini marshmallows (or other small, squishy item that can be used to build a tower connected by toothpicks – example: modeling clay)
- Post-it notes (four different colours, 8-10 bundles for use on group tables)
- Mystery box (could also be a bag, something where the ToTs can not see inside of)
- Mystery object (can be anything tactile, try to find something that is difficult to recognize by touch alone)
- Short sound clip (can be recorded on a mobile phone, any kind of ambient noise)
- Zoomed portion of a larger image
- Conflict cards
- Hat (or bag, box, etc... something to draw cards from)
- Twelve different assessment/evaluation strategies on small pieces of paper
- Two to three breakout spaces (for group activities or one-on-one check-in with facilitators)
- Flag of the National Society to be displayed in the classroom
- Other items as preferred by the facilitation team

Course Facilitation Guide Trainer of Trainers (ToT)

Registration

30 min – not included in teaching time

Materials:

- Folders to organize administrative paperwork in (one per ToT Candidate)
- General classroom supplies (markers, pens, poster paper, stapler, paper clips, tape, etc.)
- Nametag for each ToT candidate and facilitator

On-site registration will take place prior to the start of day one. As each ToT candidate enters the room:

- Welcome them to the classroom component of the ToT Development Course
- Sign in each ToT candidate, confirming details on course roster
- Collect pre-requisites /administrative paperwork
  - Skill evaluation(s)
  - A copy of their icebreaker and energizer
  - Lesson plan for microteaching segment 1
  - Lesson plan for microteaching segment 2
- Issue each ToT candidate a nametag
- **Ask candidates to complete the BEFORE side of the pre to post measurement tool**

Facilitator Note: Please ensure that all personal information, once collected, is stored in a safe location to protect the privacy of the candidates.

ToT candidates who meet the pre-requisites are permitted to enter the classroom component and continue with the course.

Facilitator note: *In addition to completing the required administrative components this session also serves as a social time for the ToT candidates to network with one another so that they are prepared to begin when you start Session 1. You may wish to offer them a beverage or have music playing in the background – the goal is to encourage a relaxed feeling in the room and to begin the formation of the group. This is the ToT candidates first impression of the classroom - you should consider what they will see when they enter the room. You should be organized and prepared in order to set a good example. Ensure that you arrive early enough to set up (or set up the day before) so that your focus during this time is to welcome the candidates and set the tone for the remainder of the course.*

Session 1:
Welcome and Introductions

Day 1 (09h00 – 10h30)

Facilitator note: *This session is designed to welcome ToT candidates to your course and to set the tone for the remainder of the course. This may be the first time that the candidates are working with one another. Encourage interactivity, positivity and professionalism! If it is customary for a member of the National Societies executive (President, Chairperson, etc...) to welcome the group, you will need to adjust the times of this session to include this.*

Objectives

By the end of this session candidates will:
- Become familiar with one another and their facilitators
- Become oriented to the course and the course completion criteria
- Understand safety and emergency procedures
- Participate in an icebreaker exercise

Materials

- Folders to organize administrative paperwork in
- General classroom supplies (markers, pens, poster paper, stapler, paper clips, tape, etc...)
- Candidate nametags
- Icebreaker supplies

Suggested strategies

Presentation
0 h 10 min

Welcome participants!

- Share location logistics
  - Washrooms
  - Access to the building (describe any keys or security passes needed)
  - Fire exits/muster station
  - Procedures in the event of an emergency (fire alarm, power outage, first aid needed)
  - Telephones
  - Location of AED and first aid kit
  - Signal that you will use when you need the groups attention (example: raising two fingers and waiting for everyone to do the same)
  - Use of the classroom 'stoplight' (also known as a 'parking lot')

Classroom stoplight: On one wall post a large piece of paper divided into three sections:
- *Red – A question that must be addressed immediately*
- *Yellow – A question that the facilitators can answer following the next break*
- *Green – questions that have been resolved*

Leave post-it notes on the tables for ToT candidates to use as needed. When a question arises, encourage the ToTs to use the post-it notes to capture their thought and organize (on the stoplight) based on urgency.

Activity
0 h 25 min

Lead introductions around the room. Introductions might include the candidates name, where they are from, why they want to be a ToT, what they hope to take away from this course (personally and professionally), etc...

Activity
0 h 35 min

Lead the first icebreaker of the course (future energizers to be led by the candidates).
Following the activity review the purpose of using an icebreaker with the ToTs:
- Develop in-person familiarity through a fun activity
- Establish the tone for the course: encourage creative thinking, positive collaboration, and open discussion
- Ask the ToTs how they may use this strategy in their own teaching

Facilitator note: *Each time that you share a teaching strategy with the ToTs throughout the course make sure to establish a link between what you have facilitated and what they will apply in their own application. The ToTs should enjoy the activity but they should also seek to understand its purpose.*

Presentation
0 h 20 min

Facilitators to present:
- Course expectations and objectives
  - We are preparing them for the ToT role by building off of their previous First Aid Trainer experience
  - They are expected to demonstrate ToT characteristics throughout the course with your expectations increasing each day

- Course completion criteria (was provided to the ToT candidates pre-course)
- Importance of the Fundamental Principals in any RC/RC classroom
- Certification criteria
- Course schedule
- Feedback collection points:
    - Pre-course (already completed during the registration session)
    - During the course (in their discussions, reaction to activities, etc...)
    - Post-course will consist of two parts:
        - One page 'after course' survey
        - Anecdotal survey

The Tanzanian Red Cross has created a short, simple version of the principles that you may want to use in your classroom:

Humanity: We serve people, but not systems.
Impartiality: We care for the victims and the aggressors alike.
Neutrality: We take initiatives, but never take sides.
Independence: We bow to needs, but not rulers.
Voluntary Service: We work around the clock, but never for personal gain.
Unity: We have many talents, but a single idea.
Universality: We respect nations, but our work knows no bounds.

Essentially, we provide help to people in need, whatever their race, political beliefs, religion, social status, or culture.

Introduction to Reflection
0 h 05 min

Introduce the concept of 'reflection' and its value in learning. Some candidates may find it useful to document their reflection (through writing, drawing or through an electronic form). This is entirely individual.

Reflection as a means of learning:
- *Reflection is another means of learning*
- *When someone reflects they are examining their own individual experience and using it to lead to a deeper perspective or understanding*
- *Through self-reflection we can change how we see ourselves and how other people see us*
- *We may engage in reflection when we are unsure about something, when we feel like we could have done something differently, or when we want to remind ourselves what we are doing well or what we have accomplished.*
- *Reflection sometimes makes some learners feel vulnerable because it involves the self and means that you are questioning your actions, values and beliefs*
- *When we reflect we want to continue to learn, grow and develop in and through practice*

There are generally three different times when we tend to reflect:
- In a situation that is positive, when we have done something well
- In a situation that challenges us, where you feel that you have made a mistake or which you had done something differently
- In a situation where you are evaluating a task and want to know how and why you are completing that task

Adapted from The Teaching Center's website, "Asking Questions to Improve Learning" teachingcenter.wustl.edu/resources/refining-teaching-methods/asking-questions-to-improve-learning/ (accessed June 2016).

Reflect on previous session
0 h 10 min

Advise the ToTs that they will be reflecting following each session throughout the course and that space has been designed for this in their workbook. Remind them that the workbook is a learning tool – the value is gained from taking the time to reflect. There may be times when reflection happens outside of their workbook – both formats are valuable and accepted. Encourage them to dig deep and look beyond the surface when reflecting.

Have the ToT candidates use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises
Not applicable to this session

Evaluation
Not applicable to this session

References
Not applicable to this session

Session 2: Understanding Group Norms & Establishing a Charter

Day 1 (10h55 – 12h25)

Facilitator note: *This session is designed to establish the common expectations which will support and guide your time with the ToTs. The expectations are ultimately rooted in safety and respect. Remember that group charters are often based off of cultural norms and may differ from what you have experienced with prior learning groups. This session will incorporate their pre-course reflection work.*

Objectives

By the end of this session candidates will:

- Become familiar with the concept of group norms and group development, as well as the impact that they have on learning
- Identify what they personally value in a learning environment
- Understand what their peers value in a learning environment
- Establish a group charter which will set the expectations that we have for respectfully interacting with one another in our shared learning environment

Materials

- Paper and writing tool (for use by candidates)
- Poster paper
- Markers

Suggested strategies

Activity Introduction
0 h 05 min

Advise that before moving forward we are going to establish group norms which will ultimately form a group charter. The group charter will guide how we respectfully interact with each other throughout the course.

Facilitator note: *This course is focused around the ToTs' development as leaders – they are expected to engage in establishing and maintain the learning environment throughout the ToT course. This begins with their involvement in establishing the group norms, as well as enforcing the group norms if their peers are not acting according to what was agreed upon. For some ToT candidates this may be a new expectation which makes them feel uncertain. This exercise is more involved than deciding what the group will (or will not) do throughout the course. It is about establishing shared responsibility and beginning to act as a ToT would in their own classroom. The candidates are beginning to build their professional identity as a ToT. If you notice that they are reluctant to contribute or unsure of why the group is establishing the expectations (instead of the facilitator) you are encouraged to share this intent with them.*

What are group norms?

- While rules are usually teacher/trainer generated, norms are agreements among members of a group (in this instance the ToT candidates and facilitators)
- Norms focus on how they (members of the group) will treat one another
- There are three types of norms:
  - those that pertain to safety and health (example: no shoving)
  - moral norms (example: help your peers)
  - and discretionary norms (example: clean your desk before leaving for the day)

Group norms may include

1. Student-to-student interactions
2. The physical space and/or personal property
3. Sensitive topics
4. Use of smart phones/technology in the classroom
5. Navigating instances of confusion or frustration
6. Intolerance
7. When needed materials are missing

Ask ToT candidates to contribute examples of norms that they use in their own classrooms as facilitators. Capture these examples; keep track of any that are provided more than once.

Facilitator note: *With the increasing prevalence of smart phones (and other personal technological devices) in the classroom, the issue of privacy has become a key topic to discuss as part of group norms. Not all participants may be comfortable with their image being captured and shared publically in a photo. Discuss this with your class – consider if photos are permitted, and if so, where they may and may not be shared to respect the privacy of all. You may also wish to discuss the general use of technology within the classroom – considering when it is helpful and when it can be distracting to others.*

Individual Reflection
0 h 10 min

Prior to engaging in further group discussion, ask candidates to spend some time reflecting on what they personally value in a learning environment (as a learner themselves). They can also reference their pre-course assignment to support this activity. Some guiding questions to begin the group discussion may include:

- What very positive experiences have you had in a learning environment? What about these experiences was so positive?
- What has frustrated you in a learning environment?
- What are some key norms that you would like to be part of our ToT learning environment?
- Do you look to include different norms when you are a facilitator versus when you are a learner?

Facilitator note: *As a facilitator you will better understand the environment that candidates will best focus in for reflection as the course progresses. Some may want silence while others may wish to listen to music (using head phones). Be as flexible as possible so that candidates achieve the most out of their reflective practice.*

Facilitators are also encouraged to take part in this activity.

Group Discussion
0 h 15 min

Lead a discussion exploring what has been identified by each candidate. Encourage candidates to discuss replies with one another in order to establish understanding.

A facilitator or candidate should document the concepts on poster paper throughout the discussion.

Group Discussion
0 h 10 min

As a group, candidates will determine what will happen in situations where one of them (or a facilitator) is not acting according to the group charter. This also includes how the candidates are expected to engage with each other when correcting the situation.

Activity
0 h 05 min

All persons (candidates and facilitators) to sign the group charter.

Post the group charter in the learning environment.

Activity
0 h 15 min

Candidates to take part in a team based activity. This could include building something (using craft supplies) or participating in a group challenge such as the game 'Traffic Jam'. Allow the candidates to engage with one another for no longer than 10 mins. It is not critical that they complete the activity – the activity is a tool for generating a discussion.

Group Discussion
0 h 15 min

Ask the candidates to reflect on their group activity and answer the following questions:

- Who was the leader & why?
- Who were followers & why?
- Why are these roles important in an emergency?
- Why are these roles important in first aid training?

Introduce Tukman (1965) group development process. There are four stages to group development:

Facilitator note: *This is a segment where the intent of the language used is significant. If you will be translating this content to other languages be mindful of the meaning of the word that you select. While commonly used in English, the meaning may not be the same in other languages. As an example, the concept of 'storming' does not have the same meaning as the word 'conflict'. When the group is storming they are seeking to understand each other – it is focused on the process of understanding one another's motivations and intent. There may be instances of conflict that arise during this time but one is not the same as the other.*

1st- Forming: represents a time where the group is just starting to come together and is characterized with anxiety and uncertainty.

2nd- Storming: where conflict and competition are at its greatest. This is because now that group members have an understanding of the task and a general feel for who they are as a group and who group members are, they feel confident and begin to address some of the more important issues surrounding the group.

3rd- Norming: the time where the group becomes a cohesive unit. Morale is high as group members actively acknowledge the talents, skills and experience that each member brings to the group. A sense of community is established and the group remains focused on the group's purpose and goal.

4th- Performing: The performing stage is marked by high productivity. Group members are unified, loyal and supportive. Competence in all members is seen, allowing for a high level of autonomy in decision making.

Facilitator note: *Coaching or leading learners (be they ToT's or trainers) should move from directive, to prompting, to observing as scenarios or courses build and the group progresses. Facilitators need to allow groups to flounder and help them learn from their experience through reflection, while understanding there are also individual roles and responsibilities.*

Facilitator note: *Team Based and Scenario Based Learning shows promise in the Health Care settings (Buljac-Samardzic, 2010) but has not yet been studied in first aid training. Team Based Learning requires personal accountability and responsibility. It may be uncomfortable for those used to memorizing content to pass a course or for trainers used to only looking at one person and one skill at a time. The social nature of pedagogy complicates learning because of multiple stimuli and also mimics a more realistic environment for first aid. Peer to peer learning allows more diversity of learning, which an individual ToT or trainer cannot.*

"Moving the Group"

Activity
0 h 15 min

Break candidates into four groups. Assign each group the task of identifying how they would help facilitate moving a group in a First Aid Trainer course from one stage to another. Examples provided below are to help stimulate conversation but there could be a variety of responses provided.

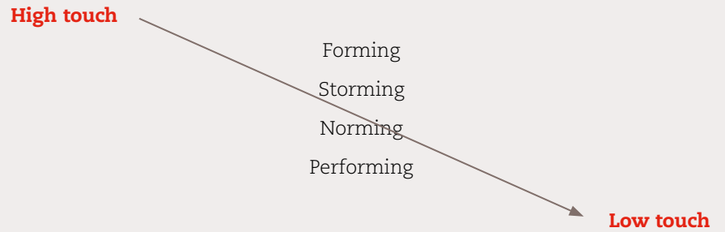
- Group 1: Forming ⟶ Storming
  - Ex. As the leader, set and build expectations for group work; explain content; build consensus on safety & responsibility (i.e., full value contract)
- Group 2: Storming ⟶ Norming
  - Ex. Allow group leaders to emerge, challenge others to lead; challenge group to work outside their "box"
- Group 3: Norming ⟶ Performing
  - Ex. Provide feedback on actions/ behaviors; role playing of victim or responder
- Group 4: Performing ⟶ Adjourning
  - Ex. Provide opportunities to re-learn or re-calibrate skills on a regular basis; help them see roles in emergency response in other systems they are familiar with

Course Facilitation Guide Trainer of Trainers (ToT)

Session 1: Welcome and Introductions

Have the groups share their example with the course. Advise that you will also follow similar practices throughout the ToT course. As their group develops, you will step back and expect them to self-guide more of their time together. This is part of their ongoing evolution as ToT candidates – it will be gradual but they will see a difference in how you support them at the start of the course compared to the mid point and end of course.

Group Dynamics



Facilitators' nots: *The key message your ToT candidates should walk away from this session with is that reflection on group dynamics is essential to quality trainings in which people will be growing together and even more important as they may respond to emergencies that require team work.*

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises

Not applicable to this session

Evaluation

Not applicable to this session

References

Supplemental reading – Safe Learning Environments

Session 3:
Role and Responsibilities of a ToT

Day 1 (13h35-15h05)

Facilitator note: *This session is designed to inspire creativity and encourage discussion among the ToT candidates as they explore what a ToT is and the role that a ToT plays within their National Society. This session is also the first time that a ToT candidate will be leading an energizer! By leading an energizer among their peers the ToT candidates will begin to identify as a facilitator and leader (in addition to a learner) prior to their first micro teaching segment.*

Objectives

By the end of this session candidates will:
- Develop peer expectations of 'what' a ToT does and 'why' they do so
- Identify the characteristics of a ToT (how ToTs do what they do)
- Understand the role and responsibilities of a ToT according to their National Society

Materials

- Poster paper
- Markers
- Various crafting supplies (coloured paper, clay, glue, etc...)
- Role and responsibility of ToT (detailed by National Society)

Suggested strategies

Energizer
0 h 10 min

Allow a candidate to lead a 10 min energizer. They are responsible for any supplies needed for the activity.

Activity Introduction
0 h 05 min

Divide candidates into small groups of 3-4 persons. Advise that they will be spending some time designing their ideal representation of a ToT.

Course Facilitation Guide Trainer of Trainers (ToT)

Small Group Activity
0 h 40 min

Instruct candidates to design their ideal ToT in small groups using the crafting materials supplied. This activity is intended to tap into creativity and encourage the candidates to think broadly about their role. Their design should include:

- What a ToT looks like (what does their professional appearance consist of)
- The tools that a ToT uses
- The characteristics of a ToT — be creative!

Circulate among the groups. Encourage their work - ask questions to further their discussion when needed.

Facilitator note: *Your local context will influence the expectations for the professional appearance of a ToT. This can vary greatly and should be discussed with your National Society pre-course. It may include features such as:*
- *Wearing a nametag*
- *Wearing a specific piece of clothing with the emblem of your National Society*
- *A well groomed appearance (includes personal hygiene)*
- *Wearing closed toe shoes (not sandals) due to safety considerations or cultural norms*
- *Visible tattoos or body piercings*

Debrief
0 h 20 min

Debrief the activity.

- What does a ToT look like?
- What does a ToT do?
  - Ask each group to present their creation
- Why do we want to develop first aid trainers (assuming that is the 'what' the group came up with)?
- We've talked about what a ToT does, as well as how, but when are you a ToT?
  - You step into the role when you're called
  - Whenever representing the Red Cross
  - Essentially, offer support to others where you'd like it offered for yourself

Presentation
0 h 15 min

Using details provided by the local staff, present an overview of the ToT role and responsibilities for that National Society. Highlight any similarities or differences from what the candidates established. Ensure that candidates understand that there may be informal responsibilities which are expected of them that are not developed within the scope of this course (which is focused on formal responsibilities connected to developing first aid trainer candidates). Additionally candidates should understand how their role is critical in ensuring the quality and integrity of their National Societies first aid program.

Take some time to encourage peer to peer engagement among ToTs. This is an opportunity for colleagues to communicate formally or informally with another with the purpose of sharing experiences, discussing best practices and lessons they have learned in practice.

Candidates must understand that their certification as a ToT does not qualify them to develop programs for their National Society, this role is focused on the development and support of confident, capable First Aid Trainers using existing program materials and assets.

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises

Not applicable to this session

Evaluation

Not applicable to this session

References

Not applicable to this session

Session 4:
One Red Cross

Day 1 (15h30 – 17h00)

Facilitator note: *This session is designed to increase the ToT candidate's familiarity with their National Society and the greater RC/RC movement. By the end of the activity ToT candidates should see themselves as part of 'One Red Cross' and as an ambassador of the Movement when they develop FA Trainers.*

This activity requires significant advance set-up. Prior to candidates arriving in the classroom you will need to adhere the poster paper to the wall, trace nine puzzle pieces (three squares tall and three squares wide) and the three RC/RC emblems onto the poster paper, and cut into pieces. For ease of use during the activity label the back of each piece (example: left side, middle, right side). You will also need to collect examples of local programs and the National Society's' history in advance of the activity so that you have some examples to start each segment with.

Objectives

By the end of this session candidates will:

- Understand the history of their National Society and the IFRC
- Identify themselves as being part of One Red Cross
- Be able to educate first aid trainer candidates on the core elements of the Red Cross
- Be able to embody the Fundamental Principles while delivering Red Cross programs
- Be able to explain the significance of the Red Cross emblems

Materials

- Thick poster paper (enough to cover a section of wall that all candidates can view)
- Thick tip markers (three sets of red, blue, green and purple)
- Scissors
- Painters tape
- A copy of the National Societies emblem
- Examples of National Society impact statements

Suggested strategies

Group Activity
1 h 10 min

Break the ToTs into three small groups. Start each group at a table with a puzzle piece from the left side of the wall and a red marker. In small groups ask the ToTs to share their knowledge and thoughts through pictures and words.

There will be three segments to this activity. After each segment have the ToTs share some of their highlights and then adhere their puzzle piece to the wall.

- Red marker: the Red Cross
  - What is the Red Cross?
  - What does the Red Cross do?
  - How far does the Red Cross extend around the world?
  - What is the Red Cross known for?
    - Departments (example: health, disaster, etc...)
    - International Humanitarian Aid Organization (part of a larger whole - IFRC)
    - Tasks (example: activities that Red Cross performs in their local community)
    - Programs (example: programs offered in their local community)
    - The Fundamental Principles will be added in the next phase using a different colour

- Green marker: History of Red Cross

(ToTs are welcome to use their smart phones to connect to the IFRC website)
  - What is the history of the Red Cross?
    - Internationally?
    - Domestically?
    - Locally?
  - What is the IFRC?
  - What is the ICRC?

- Purple marker: Fundamental Principles
  - Mini-activity: Have each group write down the Fundamental Principles (allow 2 minutes on a separate piece of paper).
    - Independence
    - Voluntary service
    - Unity
    - Impartiality
    - Neutrality
    - Universality
    - Humanity
  - Ask the ToTs how, as a daily representative of the Red Cross, they can exemplify these principles through their actions.

Facilitator note: *Don't forget the origins of the Fundamental Principles, proclaimed at the 1965 International Conference of the Red Cross, and how the Fundamental Principles affect what first aid trainers do in their classrooms!*

Once the puzzle is assembled gather the group in front of the wall. Ask the ToTs if they would like to make any connections between the red, green and purple segments (using a different coloured marker).

Example: How do the Fundamental Principles and the elements of the Red Cross come together?

- In war time, we are impartial and support all victims
- We often share our programs with other National Societies
- We provide disaster management around the world – appeals take place globally
- Many of our programs and services are supported by volunteers

Debrief
0 h 15 min

Debrief the activity:
- Even though we may come from different programs, countries, etc... together we form one solid body, 'one Red Cross'
- One Red Cross is represented through all of the items on the wall – it is vast!
- What is the impact of this information when you are developing First Aid Trainers?
  - Every First Aid Trainer that you develop becomes a brand ambassador for the 'wall', for One Red Cross
  - It is critical that you model excellent work for it to be filtered down to the First Aid Trainers and their program participants
- Question to the candidates: Where do you fit into this? Where do you feel most comfortable in this 'wall'?

Facilitator note: *Capture a picture of the wall at the end of the activity. You may wish to share this with the candidates during a future meeting or post-course communication to remind them of the role that they play in the success of 'One Red Cross'.*

Presentation
0 h 05 min

Facilitator note: *If able, collect impact statements from local staff of the National Society that detail the benefits received by the residents of that country. Typically these figures are contained in their annual report and include details such as:*

- *How many branches in each region*
- *How many volunteers are registered to the National Society*
- *How many disasters were responded to*
- *How many persons were supported by local programs (health equipment loans, food donations, etc...)*
- *How many persons were trained in first aid or other health programs*
- *Etc...*

The details that you are able to share are not restricted – the goal is to show the ToTs how valuable the RC/RC is in their local and domestic community.

Share the domestic impact (or reach) of the National Society with the ToTs.

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises

Not applicable to this session

Evaluation

Not applicable to this session

References

Not applicable to this session

Conclusion of Day 1

Day 1 (17h10 – 17h30)

Facilitator note: *This session is designed to provide ToT candidates with an opportunity to look at their day in review. It is a time for them to consider what they have accomplished, how the work connects to their own application or what they would like to focus on tomorrow. Encourage the ToT candidates to put away their phones/computers and quietly think about the day. Refrain from doing anything in the classroom that could be distracting (cleaning up, talking to your co-facilitator, etc...). Some groups may like to have some quiet music on in the background while others may need science to focus.*

Activity
0 h 10 min

Have candidates reflect on day one of their course in their workbook. Additional guiding questions can be introduced later in the course. For day one ask candidates to consider:

1. What was successful about today?
2. What were the highlights of the day?
3. What will I do differently tomorrow?

Debrief
0 h 05 min

Collect the full group. Allow candidates to share any final thoughts following their reflection. This is optional – candidates may not yet be comfortable enough to share with their peers.

Conclude Day One
0 h 05 min

Make any course announcements prior to end of day one. Review the schedule for the next day and answer any group questions.

Confirm start time and location for day two.

Ask the candidates to reset classroom for day two.

Debrief day one with your co-facilitator – make any adjustments to the day two agenda.

Session 5 & 6:
Instructional Tasks

Day 2 (09h00 – 10h30 and 10h55 – 12h25)

Facilitator note: *This session is combined with Session 6. The intent of this session is to help ToT candidates understand that the skills their First Aid Trainer candidates will develop (to be used in preparing for a course, facilitating a course and following a course) are complex. Each skill is composed of a collection of knowledge and experience. Because of this a First Aid Trainer is also a complex role. The goal of this session is to have ToT candidates understand that First Aid Trainers need to offer more to their participants than proficient technical (first aid) skills in order to encourage and support learning, and that their work as a First Aid Trainer takes place before the course/during the course/following the course.*

Objectives

By the end of this session candidates will:
- Be able to identify instructional activities
- Understand the components of an instructional activity
- Understand the application of an instructional activity

Materials

- Bean bag (morning check-in)
- Toothpicks
- Mini marshmallows
- Poster paper
- Markers
- Post-it notes (four different colours)

Suggested strategies

Energizer
0 h 10 min

Allow a candidate to lead a 10 min energizer. They are responsible for any supplies needed for the activity.

Day Two Morning Check-In
0 h 15 min

Starting each day with a quick group check-in (also called a morning meeting) has several benefits:
- Sets the tone for respectful learning and establishes a climate of trust
- The tone and climate of the morning meeting extend beyond the meeting

Course Facilitation Guide Trainer of Trainers (ToT)

- Morning meetings motivate learners by addressing two human needs: the need to feel a sense of significance and belonging, and the need to have fun
- The repetition of many moments of respectful interaction in a morning meeting can enable extraordinary moments later on
- Morning meetings merge social, emotional and intellectual learning.

(https://usergeneratededucation.wordpress.com)

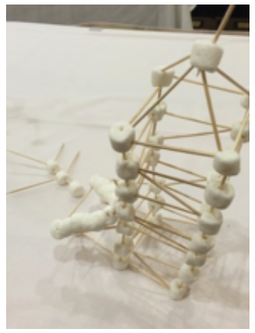
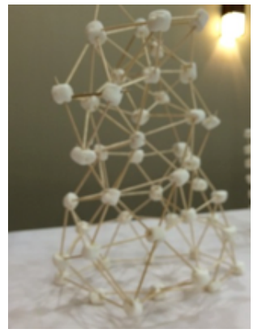
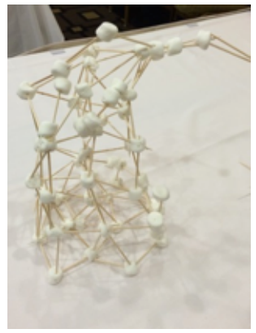
Gather candidates in a circle. Pass around a bean bag (or similar tactical object – the format is not specific provided that it is small enough to be hand held) to note who is speaking. Each candidate will have an opportunity to greet the group, express what they are looking forward to in the day ahead and share any news since the last time that the group gathered.

Facilitator note: *You and your co-facilitator should use this candidate feedback as a guide. Take note of which candidates are feeling confident and which are nervous, or which activities the candidates liked/disliked. Consider your lesson plans for today and how you can address this feedback in your application.*

Small Group Activity
0 h 10 min

Break candidates into small groups. Provide each group with a supply of toothpicks and mini marshmallows. Ask each group to build a structure using their supplies. Do not provide any further direction – allow the groups to self-lead themselves. There is no 'correct' form that they are expected to produce. This activity was selected because it is simple and unrelated to first aid. Try to prevent the groups from viewing each other's structure.

Examples:

Small Group Discussion
0 h 10 min

Provide each small group with the following set of questions for discussion:
1. What was the skill (s) preformed?
2. What knowledge/previous experience allowed us to be successful? Where does this come from?
3. How did we know what to do?
4. How did we know if we were successful?
5. How does our performance compare to other groups? By what measure?
6. If we struggled, how did we determine what to correct?
7. What roles did we each take on during this exercise?

Group Discussion
0 h 15 min

Compare the structures constructed by each group. Have the small groups share their findings and discuss with one another.

Reinforce that in order to build their structure, the candidates had to draw on a variety of information sources that have been collected and curated over time (they experienced group dynamics when working in teams, had to think about integrity of the structures design, etc...).

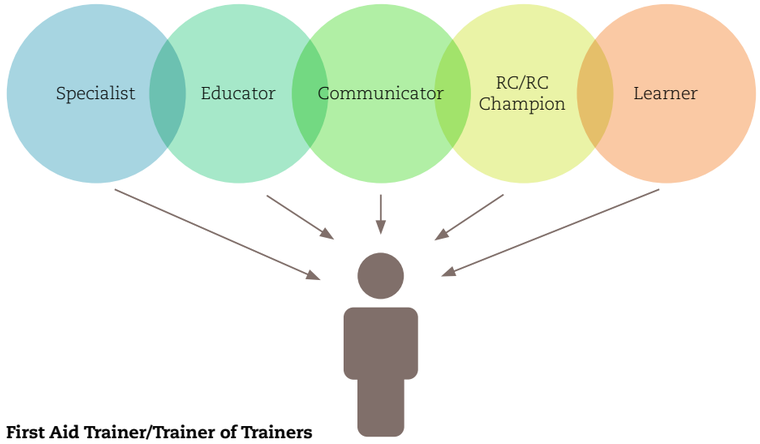
The same is true for the instructional activities that your First Aid Trainer candidates will engage with. Each activity is comprised of layers of experience, content and application which is groomed in their development program (both classroom based and in a teaching experience if offered by their National Society) and continued once they are certified.

Definition of an instructional task: A task that First Aid Trainers (and ToTs) perform while leading a first aid program. Each task is composed of knowledge and skills that the First Aid Trainer (or ToT) draws from a connected set of roles in order to cumulatively assemble the components needed for performance: Specialist, Educator, Communicator, RC/RC Champion, and Learner. Instructional activities take place prior to the course starting (pre-course), during the course and following the course (post-course).

Facilitator note: *A competent First Aid Trainer needs to be proficient in each of the roles! Competence is determined when a First Aid Trainer or Trainer of Trainers is able to demonstrate an instructional task which supports a participants learning experience. Their ability to demonstrate an instructional task is composed of the knowledge and skills collected in their First Aid Trainer development program.*

Course Facilitation Guide Trainer of Trainers (ToT)
Session 5 & 6: Instructional Tasks

It is critical to note that no one role is considered any more or less significant than another. In order to be a well-rounded First Aid Trainer or Trainer of Trainers who is adequately prepared for certification and service within a National Society, candidates must excel within all roles.



Group Activity
0 h 30 min

Have the candidates work in pairs to identify the instructional tasks that they perform when leading one of their National Societies first aid programs.

They should categorize the instructional tasks according to what is done pre-course, during the course and following the course. Have the candidates record them on post-it notes (a different color for each category) and place on a wall poster.

> Note: Some National Societies have First Aid Trainers perform tasks outside of leading first aid programs (while others do not). For the purpose of this activity have the candidates focus on course based activities only. A fourth wall poster can be added if there are additional activities to consider in the discussion. Consult with local staff in advance of this course to confirm.

Review contributions as candidates provide them. Consider how you may group similar contributions in the next session.

Facilitator note: *Allow for a 15 minute break before continuing.*

Group Activity
1 h 15 min

Starting with the pre-course instructional activities identified, review the candidates' contributions as a full group. Discuss the significance of each activity and why they included it. Group similar tasks when able. Following this, repeat with the instructional activities identified to take place during the course and following the course. Following this discussion candidates' should have an understanding of why the activities are grouped by section and how each section contributes to the learning experience.

Compare with the following table:

					Level B (First Aid Trainer)
Fundamentals	Act in accordance with the Fundamental Principles of the IFRC	Adhere to your NS Trainer Code of Conduct	Engage in Life Long Learning	**Pre Course**	Plan lessons by course and by session
					Prepare for course (administrative tasks, learning aids and content)
					Establish a safe learning environment
					Review all session content and activities
				During the Course	Open the course
					Maintain a safe learning environment
					Conduct sessions
					Assess participants, provide remediation when required
					Utilize conflict resolution
					Adapt instructional approach
					Evaluate participants
					Conclude course
				Post Course	Complete administrative work
					Decontaminate learning aids and/or equipment
					Engage in lifelong learning through reflection of practice

If there are discrepancies between the activities identified on the wall posters and this table spend some time engaging candidates in a discussion to better understand why they view an instructional activity to not fit within one of these categories. Be open to differences in language or classification – the point of this activity is to understand the tasks that will support a productive learning environment and prepare the First Aid Trainer Candidate for their teaching experience.

Did the candidates identify any content as being fundamental to all stages of the course as this table has? If so, was it similar or different?

If the candidates identified any activities that would fit into the fourth category (tasks outside of leading first aid programs) you are encouraged to discuss those now. While they are not connected to leading first aid programs they are part of the local identity of these candidates and should be recognized.

Presentation
0 h 15 min

Each facilitation team will determine how to host this conversation with their candidates. You may wish to have a group discussion or you may wish to use a visual (such as a poster, PowerPoint or Prezi). Some thoughts to include:

The following segments of the course are going to focus on 'how' candidates will develop and support First Aid Trainers in performing the instructional tasks identified. It will involve both knowledge and practical components. **Reiterate with candidates that their role as a ToT is to prepare First Aid Trainers for leading first aid courses, not to teach them first aid.** Each National Society may select to organize their First Aid Trainer Development Course differently – some may focus on instructional tasks (which are supported by the theoretical content used to perform them) or they may focus on theoretical content and follow with a connection to application. Both approaches are acceptable. Ultimately, despite the structure of the First Aid Trainer Development Course, the ToT is responsible to lead candidates to a place where they are confident and capable to apply skills.

To support a variety of National Societies, and given the understanding that the role of ToT is more experienced than a First Aid Trainer, the content ahead is focused around theory which will transition into application.

There may be times over the next few days when the candidates do not feel successful – maybe their practical component did not go as planned or intended. As you conclude this session it is key that the candidates understand that there is learning to be had in all situations – the idea of 'getting it right' should not be what they measure their growth by. This time with their peers and their facilitators is an opportunity to explore the role of a ToT and to prepare for a time when they will be working independent of other experienced ToTs.

The candidates should also be aware that over the next few days they will be assuming a greater leadership role within the ToT classroom. They have already begun offering expertise in leading energizers with their peers, but that role will begin to expand as they start to change from First Aid Trainers to ToTs:

- Keeping themselves and their peers on task (consideration of time management)
- Assessing and evaluating their own contributions as well as their peers
- Peer-led management of the learning environment (ensuring physical safety of all as well as holding themselves and their peers to the group charter established on day one)
- Care for the classroom and all learning aids (cleaning up after themselves, resetting materials for future activities)
- Etc…

Essentially they need to begin to model the same behaviours that are expected of them once they are certified as a ToT.

Facilitator note: *The concept of 'safety' will mean different things to different people. This concept can change depending on your local context, where you are physically located during the training (in a classroom, on a job site, etc….) and who is participating in the training (someone who works in a production factory will have a different concept than the general public). Focus on what safety means in the local context.*

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises

Not applicable to this session

Evaluation

Not applicable to this session

References

Supplemental reading – Instructional Techniques

Session 7:
Effective ToTs and communication

Day 2 (13h35-15h05)

Facilitator note: *This session is designed to highlight the significance that communication plays in the role of an effective ToT. ToT candidates should be aware that they are communicating with the First Aid Trainer candidates beyond what they say – their gestures and body language are also significant and should be appropriate to the example they want to model for First Aid Trainer candidates.*

Objectives

By the end of this session candidates will:
- Describe the factors that contribute to becoming an effective ToT
- Be able to use communication skills and effective feedback to develop positive learning relationships

Materials

- Poster paper
- Markers

Suggested strategies

Energizer
0 h 10 min

Allow a candidate to lead a 10 min energizer. They are responsible for any supplies needed for the activity.

Group Activity
0 h 20 min

Candidates to brainstorm the role of an effective ToT. Have one of the candidates document their responses on poster paper. Responses may include (but are not limited to):
- Sets the mood in the learning environment
- Helps candidates clarify their purposes as individuals and as a class
- Encourages candidates to use those purposes as motivation to learn
- Understands learning styles and provides suitable learning resources
- Views self as a resource and understands own strengths and limitations
- Moves between role of participant and coach (depending on the activity)
- Follows up with further information when First Aid Trainer candidates seem to hold deep or have strong feelings about the subject matter
- Etc…

Candidates to brainstorm what skills an effective ToT needs (in addition to the teaching skills they developed as First Aid Trainers). Have one of the candidates document their responses on poster paper. Responses may include (but are not limited to):

- Organization
- Ability to make use of active learning
- Able to identify learner needs and modify their approach when needed
- Coaching
- Ability to assess and evaluate candidates
- Etc...

A teacher can not MAKE people learn,
they can only HELP them to learn.

As a ToT you can't be responsible for candidates' learning, you can only facilitate their efforts to learn and motivate them to WANT to learn.

Group Discussion
0 h 15 min

Question to the candidates: Do effective ToTs present content to First Aid Trainers or do they facilitate learning? (This question considers the approach of the ToT)

Allow candidates to debate this question. Refrain from contributing for several minutes.

Answer: Both – it all depends on the situation and your goal for the session. What's the difference?

Presenting	Facilitating
Mostly 1 way communication	Multiple way communication
Presentation format	Participation format
Tell and sell approach	Problem solving approach
Methods presented and defended	Methods generated by the group
Passing on info only	Productive group work
Limiting group creativity/dynamics	Maximizing group creativity/interactions

Presentation
0 h 10 min

Your attitude as a ToT will impact how effective you are in the role:

Your outlook about a course or candidates and your ability to deal with challenges will have a significant impact on the outcomes of courses. Here are some steps you can take to achieve success as a ToT:

Cultivate a positive attitude. If you want to reach your goals, start with the right attitude because your outlook affects outcome. When you expect something positive to happen, it likely will. Your enthusiasm will motivate candidates to work hard. If you are negative and think that an activity won't work, it is likely that it won't.

Visualize a successful outcome. Like top athletes, you can use visualization to rehearse your role. See yourself explaining an activity. Listen to your exact words. Feel your emotions. Then when you lead the activity, you'll be more prepared and comfortable.

Take action. Instead of wishing you could improve your instructional skills, you should set concrete goals, develop a plan, and then implement it. That might mean taking a risk and perhaps making a mistake, but you will reach your goals.

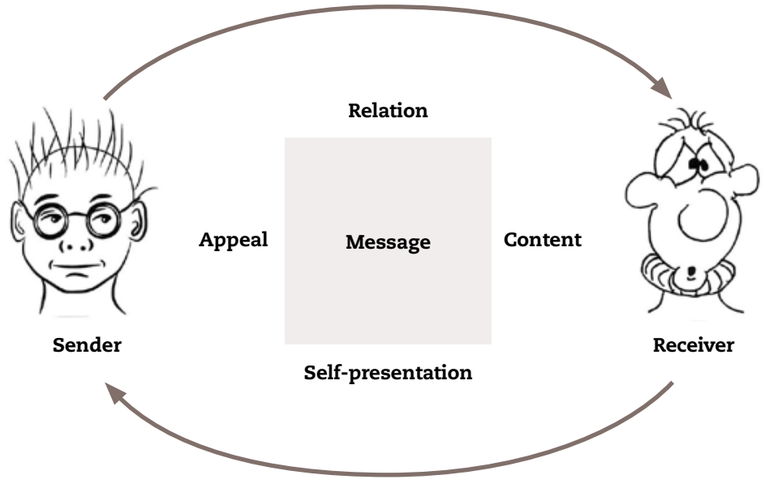
Use positive talk. What you say to others and yourself affects what you do. If you keep reviewing your negative experiences, you'll lose your focus. If you criticize more than you praise or you complain more than you compliment, the learning environment will become hostile and candidates will lose their motivation to learn. This could cause a candidate to withdraw or become a disruption or distraction to the rest of the class. When you acknowledge your own successes, you energize yourself. When you thank candidates and talk about group success, you motivate people to learn.

Accept change. As a ToT, you face change because you work with so many types of people. You can go stale using the same materials and the same activities, or you can embrace the challenge of change and adapt your course to meet the needs of the candidates. This requires the ability to understand your candidates so that you can, in turn, modify or adapt the learning environment as required.

Manage time well. When you plan lessons or make changes during a course, make decisions that give candidates time to master course requirements. That may mean using facilitation techniques to keep discussions on track or getting to a facility early to set up and allow time to greet candidates.

Activity Introduction
0 h 05 min

As candidates learned in their own First Aid Trainer course, successful teaching requires good communication. Communication is a two-way process in which one person sends a message and another person receives it. How well that happens depends on the use of words, tone of voice, and body language, such as expressions and gestures. When a First Aid Trainer candidate sends their ToT a message, it is the job of the ToT to respectfully receive it. Observing and listening are important links in the communication process.



Four sides of a message (supplemental reading provided to ToTs)

Facilitator note: *As the ToT candidates would have seen in their supplemental reading, there is connection between content, self-presentation, appeal and relation when two people are communicating. In the next exercise ask them to pay attention to these four components, recognizing how they influence successful communication.*

Activity (in pairs)
0 h 15 min

Divide the ToT candidates into pairs. Instruct each pair to develop a scenario where the message that a ToT is sending will not be received correctly by the First Aid Trainer candidate (one of the four sides if of the message is impacting the communication).

Course Facilitation Guide Trainer of Trainers (ToT)

Session 7: Effective ToTs and communication

Example: ToT communicating to a First Aid Trainer candidate

Message: "I am open to questions – please, ask me anything."
Body language: Arms crossed, firm stance
Expression: Neutral
Gestures: Direct eye contact

In this instance, the self-presentation does not match the appeal.

Ask one pair to role play their scenario with the class. Have the ToT candidates consider how they would correct the mismatched message when working with their own First Aid Trainer candidates.

Questions for group discussion:
- How do the four sides of a message influence the quality of human communication and interaction in trainings?
- How can the model be used for role plays facilitation and evaluation?
- How can the "Anatomy of a Message" model be applied to manage disturbances and conflicts during a communication process? (more to follow on conflict in Session 16)
- How can this model be used to reflect trainers' behavior in a course situation or helping behavior during First Aid activities?

Remember: "We can not NOT communicate!"

Presentation
0 h 15 min

Communication Tips when working with First Aid Trainers:

- Talk to your candidates, not at them. Treat them as individuals. People are different, and they respond differently to how you praise or criticize them.
- Make sure your body language matches what you're saying. Frowning while you say, "You're really improving" is just confusing.
- When you're giving individual candidates feedback, use their names. This will let them know you're talking to them.
- Make sure your message matches the situation. If only one candidate is making a particular error, don't tell everyone how to fix it.
- When you're giving instructions, make sure you're being as clear as possible:
  - Keep it short and simple.
  - Use words and examples that your candidates will understand.

- Be specific.
- Use key points, not long explanations.
- Speak assertively.
- Use different cues: seeing (visual), hearing (auditory), and doing (kinesthetic).

- Demonstrate what you are saying.
  - Allow wait time between each instructional step.
  - Allow for ample question-and-answer time to clarify candidates' expectations.

Signs of Understanding and Misunderstanding

You can feel comfortable continuing what you are doing if candidates are exhibiting the following positive signs:

- Listening attentively
- Asking intelligent and relevant questions
- Smiling and sounding increasingly more confident as you proceed
- Indicating that they understand your point
- Enjoying the experience; being creative and positive
- Participating, providing feedback, and asking for clarification
- Demonstrating signs of successfully developing appropriate knowledge, skills, and attitudes

Be sensitive to the following nonverbal and verbal clues that indicate that a candidate does not understand something or disagrees with the points being covered. Such signs can include the following:

- Arms crossed
- Eyes rolling
- Facial expressions that seem to indicate confusion or frustration
- Posture that seems to indicate withdrawal or anger
- Sighing
- Comments designed to undermine the information you are presenting, such as a comment meant to be heard by the other candidates but not by you

Question to the candidates: Are there other signs of understanding or misunderstanding that you have experienced in your time as a First Aid Trainer?

Facilitator note: *Your co-facilitator can look for signs of understanding/ misunderstanding in your classroom. Share some examples with the candidates. Are they aware of what signals they were sending you with their body language or gestures?*

Tools for Building Positive Relationships

You can build productive interpersonal relationships, reduce emotional discomfort, and diffuse tension through:

- Seeking clarification
- Active listening
- Acceptance of feedback
- Resolution of conflict

(More detail on these topics to follow in ToT practical segments – information sheets are available for candidates to reference)

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises

Not applicable to this session

Evaluation

Not applicable to this session

References

Supplemental reading – Acceptance of Feedback
Supplemental reading – Active listening
Workbook content – Four Sides of a Message

Session 8:
Adult Learners

Day 2 (15h30 – 17h00 – Continued from Session 7)

Facilitator note: *This session is designed to showcase the unique characteristics of adult learners (which will influence the facilitation strategies used by the ToT candidates). The ToT candidates need to understand both what they and the First Aid Trainer candidates can be expected to contribute to the learning experience. It is important to note that depending on your local context, the point in time where someone transitions from being considered a child to being considered an adult may be different. Keep this in mind as you facilitate the session and consider how this impacts participant level training in your National Society.*

Objectives

By the end of this session candidates will:
- Explain the characteristics of the adult learner
- Understand how Theme Centered Interaction impacts first aid training
- Understand the phases of brain based learning

Materials

None

Suggested strategies

Presentation
0 h 20 min

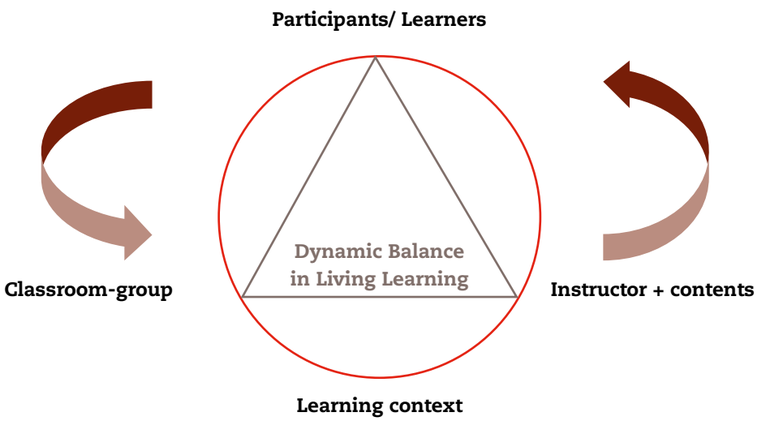
The First Aid Trainers that you will be developing come to you as adult learners. This is significant and needs to be considered when planning your course.

Characteristics of Adult Learners:
- Experienced
- Want to guide the content
- Skills-oriented
- Prefer self-directed learning
- Motivated by intrinsic rewards
- Oriented by a need or problem
- Concerned with learning for immediate need
- Prefer active learning
- Learn best in informal settings
- On more of an "equal" level with Instructor than a child would be

As adults we have past experiences that may be used as a resource in our future learning. We are more motivated to learn when the content is relevant to us and the activities we engage in are designed to promote success.

Some adult learners may not have participated in a formal classroom setting for some time. Exercise patience with them – encourage their contributions and be mindful of any anxiety, particularly around assessment of their work.

Theme Centered Interaction



This learning model shows the equal importance of the four success factors in an equally shaped triangle, embedded in a circle. During a well-facilitated learning process it is moving constantly in dynamic balance. Ignoring or neglecting one of the four factors leads to an imbalance or disturbance during the learning process, which the First Aid Trainer/ToT has to recognize and correct. We can imagine these four success-factors also as screens, which First Aid Trainers/ToTs have to switch on and monitor before, during and after a course. Course logistics, public relations and recruitment are as important as the quality of the instruction in a reliable and authentic RC/RC set-up.

Facilitator note: *A supplemental reading which details each of the four factors has been provided to ToT candidates in advance of the course. Please focus on this concept at a high level (overview) – focus on the equal importance of the four factors and the consideration of how the ToT candidates will keep them in balance in their own professional practice.*

Brain Based Learning

In addition to thinking about the characteristics of adult learners and the balance of success factors (Dynamic Balance in Living Learning), we also need to consider biologically how adults learn. When the three components work together we are creating an environment which best encourages adult learning.

- There are different parts of the brain which are activated depending on the type of activity used
- Ultimately our goal is to allow candidates to develop a hypothesis of their learning and to test it (confirming that it is correct or revising it based on the experience)
- Teacher focused activities (example – lecture or monologues) do not allow learners to engage in testing their learning and should be limited within your classroom (as well as appropriately matched to the content you are looking to transfer to your learners)

When considering a teaching strategy ToT candidates should ask themselves:
1) Did the strategy allow the learner to have a concrete experience where they could gather information?
2) Did the strategy require the learner to reflect on the experience where they could identify relevant information and think about relationships between information?
3) Did the strategy allow the learner to learn from the experience and consider how they would apply it in their own practice?
4) Did the strategy allow the learner to try out what they had learned and evaluate whether or not their plan was successful?

Can the ToT candidates think of an activity in the First Aid Trainer course which may encourage First Aid Trainer candidates to test their learning?

Facilitator note: *This educational science (brain based learning) content is technically based. There is a difference between the understanding that the facilitator should have (as a Master First Aid Educator) compared to the understanding the ToT candidate should have. Please focus on this theory at a high level (overview) – focus on the value achieved when a learner has the opportunity to progress through multiple stages of brain based learning and test their learnings. Encourage the ToT candidates to consider this when planning their micro teaching segments (rather than relying on teacher focused sessions).*

Course Facilitation Guide Trainer of Trainers (ToT)
Session 8: Adult Learners

Individual Activity
0 h 05 min

Candidates to work on this while facilitators are hosting individual check-ins (next activity).

Suppose you identify an activity that would serve as a good introduction for a topic in your course. The activity requires candidates to use communication skills by co-operatively arranging blocks in a pattern. You are convinced that it is a good learning activity – before adding it to your lesson plan, review the following hidden factors to ensure that it is a good choice:

- Modelling: Model the type of learning experience you want your candidates to provide when they teach.

- Motivation: Relate the activity to the motivation of each candidate. Does this activity allow certain individuals to show off, dominate, or withdraw? Could the activity be reorganized to achieve a better experience for each candidate?

- Empowerment: Provide opportunities for candidates to develop leadership or management skills.

- Referencing: Decide what (if any) information candidates should look up as part of the activity. What topics should the candidates look up in their first aid manual?

- First Aid Content: Does the activity incorporate any first aid skills or knowledge? Does it need to? (using the example above - you could label the blocks with the priorities in a first aid emergency).

- Red Cross Content: Does the activity incorporate a Red Cross message?

Using a sample learning activity of their choosing, ask the ToT candidates to review each of these criteria to consider how well it will include hidden learning factors as well as intended learning factors.

Individual Check-In/Lesson Review
0 h 45 min

Each facilitator will check-in with half of the candidates. Confirm that group one is prepared for their instructional segment tomorrow morning. They should have a full lesson prepared for that topic. They will be able to present 20 minutes of that lesson and should prepare accordingly. Their peers will act as First Aid Trainers and will also evaluate their segment.

Candidates are encouraged to review their lesson plan during the time they are not meeting with the facilitators. All preparations should be made prior to the course starting on day three – there will not be time for adjustments between segments.

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises

Not applicable to this session

Evaluation

Not applicable to this session

References

Supplemental reading – Living Learning in First Aid Training
Workbook content – Brain based learning image

Zull, (2002), The Art of Changing the Brain: Enriching teaching by exploring the biology of learning. & Kolb, (1984) Experiential Learning: Experience as the source of learning and development.

Conclusion of Day 2

Day 2 (17h10 – 17h30)

Facilitator note: *Over the last two days the ToT candidates have had some experience with reflection. Todays reflection questions will encourage them to think about conditions which encouraged a positive outcome. Depending on the needs of the group you may wish to introduce quiet music during this segment.*

Advise candidates that on our second day of reflection we are going to explore reflecting on a positive situation. This reflection will have greater detail than we had on day one. We will follow-up with a group debriefing where candidates will be encouraged to share some of their learnings from day two.

Activity
0 h 10 min

Have candidates reflect on day two of their course. For day two ask candidates to consider:

Reflecting on a positive situation

Identify a positive situation where you felt successful on day two of the ToT course. Once you have identified a situation to reflect on, ask yourself the following questions:

1. Why did I succeed?
2. Why did I succeed this time as compared to other times?
3. What motivated me to do well?
4. How did I feel after doing well?
5. Did I feel more in control this time?
6. Did I receive any reward or praise from doing well? (If not, would I have felt more motivated if I had?)

Debrief
0 h 05 min

Collect the full group. Encourage candidates to share some of their learnings from day two.

Conclude Day Two
0 h 10 min

Make any course announcements prior to the end of day two. Review schedule for next day and answer any group questions.

Confirm start time and location for day three. Remind candidates that they will be evaluating and participating in their peers instructional activities tomorrow. Review a copy of the micro-teaching evaluation tool so that they understand the

expectations. Advise that tomorrow the micro teaching will include three main roles:
1) Facilitator (acting as ToT)
2) Participants (acting as First Aid Trainers)
3) Evaluators/coaches (both peers and Master First Aid Educators)

Remind candidates that the purpose of the micro teaching segment is not to try and fit 1 hour of content into 20 minutes. The focus is to offer a segment of that session that highlights their facilitation skills. They are expected to 'set the stage' at the beginning of their session by providing context on what would have been covered prior to this segment. The feedback that they provide to their peers should result in action – it should be practical so that their peer is able to revisit their approach in the second micro teaching session. Offer to meet with any candidates looking to complete a final review of their lesson plan with you as it may have changed from what was submitted on Day 1 (based on their learnings during the course).

Ask the candidates to reset the classroom for day three.

Debrief day two with your co-facilitator, make any adjustments to the day three agenda.

Session 9 & 10:
Micro Teaching #1

Day 3 (09h00 – 10h30 & 10h55-12h25)

Facilitator note: *This session is designed to place the ToT candidates in the role of a ToT (both as a facilitator and coach). In this first segment the ToT candidates may struggle to find their place. This is their first time formally acting in the ToT role as a facilitator – it also may be the first time that they are demonstrating role based skills to their peers. Encourage the ToT candidates to learn from the experience, to learn from each other, and to be patient with themselves. Often people will say that 'practice makes perfect'. Encourage the ToT candidates to consider the idea that instead 'practice makes better'.*

Given that this is their first microteaching segment it is recommended that there are no intentional obstacles placed within the classroom (example: asking another candidate to act as a challenging participant). Until they have settled further into the role of a ToT (and begun developing their skill set and professional identity) the additional challenge of an obstacle is not favourable to their learning.

Energizer
0 h 10 min

Allow a candidate to lead a 10 min energizer. They are responsible for any supplies needed for the activity.

Day Three Morning Check-In
0 h 15 min

Gather candidates in a circle. Pass around a bean bag (or similar tactile object) to note who is speaking. The object is not important as long as it is something tactile that they can hold while speaking. Each candidate will have an opportunity to greet the group, express what they are looking forward to in the day ahead and share any news since the last time that the group gathered.

Micro Teaching #1
3 h 00 min

Candidates should be divided into two groups. Each Master First Aid Educator will be responsible for one group. Candidates will facilitate a micro teaching segment. One of their peers (as well as the Master First Aid Educator) will provide feedback following the session. The remainder of the candidates will participate in the activities as First Aid Trainer candidates (as if the ToT candidate was teaching a First Aid Trainer course).

The ToT candidates providing feedback should be reminded that good feedback is:
- Specific
- Positive and constructive
- Directed at changeable behaviours

Collect a full lesson plan following each teaching segment – keep the copy in the ToT file with their administrative paperwork. The written lesson plan must flow logically and include the following:

- References to resources
- Introductory information, including instruction and essential information
- An activity to reinforce essential information
- A conclusion to verify candidates' learning, including evaluation points

Each micro teaching session to include a 20 minute teaching segment with 10 minutes for feedback (30 minutes total). While technical content is significant, ToT focus should be on the approach to the segment (learner centered, active, use of time management skills). They will use content discussed during this course, presenting it as if though they were working with First Aid Trainers.

Topics:

1. Factors affecting learning (hidden and obvious)
2. Communication – Seeking clarification
3. Adult Learners
4. Communication – Active Listening
5. Use of technology in the classroom
6. Presenting versus Facilitating

Facilitator note: *Confirm that these topics are appropriate with the National Society when preparing for the course. If not, substitute a topic that would be relevant in facilitating a First Aid Trainer development course. This should be done well in advance where it will need to be assigned to the ToT candidates pre-course.*

When facilitating the feedback segment (debrief) ask:

- The facilitator: How did that experience make you feel?
- The peer evaluator: How did you feel about the experience?
- The participants (FA Trainer candidates): How did you feel about the experience?
- Following this you can share your feedback with the facilitator

Facilitator note: *During the feedback session/debrief we are intentionally focusing on how the session made someone feel (a reflection of their own personal experience and what they valued) rather than what they think (may be influenced by a variety of external influences which don't always consider the value of the people involved in the situation). Remember that the feedback should be practical so that it can be applied in Microteach 2.*

Course Facilitation Guide Trainer of Trainers (ToT)
Session 9 & 10: Micro Teaching #1

This session was significant for the ToT candidates where it was the first time that they formally engaged in the ToT role. They are likely to be tired following this session. Reassure them that regardless of how well they felt the session went, practice makes better! Following this session they will need a relaxing activity/break to decompress before beginning the next session.

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises

As listed above.

Evaluation

To be completed by peers and by facilitators.

References

Not applicable to this session

Session 11:
Supporting Learning (considerations)

Day 3 (13h35-15h05)

Facilitator note: *This session is designed to increase the ToT candidate's awareness of learning preferences. Each First Aid Trainer candidate will have unique conditions for learning that they prefer. The ToTs role is to provide a variety of examples and situations so that the First Aid Trainer candidates can find an approach that is suitable to them. Both ToTs and First Aid Trainers will need to understand that sometimes they will need to step outside of their own preference in order to better support the needs of their learners and to provide diverse examples of First Aid education.*

Objectives

By the end of this session candidates will:
- Be aware of different learning styles
- Understand the different domains of learning
- Understand the physical and psychological components of managing the learning environment

Materials

- Mystery box
- Mystery object
- Short sound clip
- Zoomed portion of a larger image
- Poster paper
- Markers

Suggested strategies

Energizer
0 h 10 min

Allow a candidate to lead a 10 min energizer. They are responsible for any supplies needed for the activity.

Activity Introduction
0 h 05 min

Learning is a change in behaviour that is the result of experience or knowledge and a desire to change.

Because learning takes involvement (from the candidate), this means doing more than simply providing information; it means allowing candidates to participate in the learning process.

Ways that you can help others to learn may include:

- Understanding factors that affect learning and learning styles
- Using instructional methods to identify and accommodate different learning styles
- Creating conditions that encourage learning
- Using language that is appropriate for your audience
- Realizing that every candidate is an individual
- Being patient, understanding, encouraging, and respectful

Group Activity
0 h 20 min

People learn in different ways. In other words, they have different styles of learning. When you are developing your teaching methods and picking instructional techniques, remember that:
- People use different modes of perception, or senses, to receive information from the outside world.
- Different people process information in different ways.

Arrange the candidate's chairs in a row so that they are all facing the same direction. Advise that they will be using their senses to receive information and will be safe at all times.

Round 1: Present each candidate with the 'mystery box'. Instruct them to reach inside and use their sense of touch to determine what the item is. Ask them not to share with their peers.

Round 2: Ask the candidates to close their eyes. Play a short sound clip and ask the candidates to determine what the noise is. Ask them not to share with their peers.

Round 3: Present each candidate with a zoomed in segment of a photo. Ask the candidates to determine what the image is part of. Ask them not to share with their peers.

Ask the candidates what they identified the three different objects as. Were their answers similar? Were their answers different? Was there doubt among participants? Did they receive the 'information' presented to them differently?

Facilitator note: *The key learning from this activity is that despite being exposed to the same stimuli, each person may process the 'information' received differently. A key component of communication is to ensure that your message is being received as you intended. ToTs will often need to use perception checks to ensure that their First Aid Trainers understand the information as intended.*

Most people take in information through several of these channels. They may (or may not) prefer one channel over another. Ensure that your course includes a variety of activities that will appeal to a wide audience of candidates. Remember that while we may have a preferred channel it does not mean that we are unable to learn using other channels. ToTs should try to incorporate variety, but more importantly pay attention to the signals that the First Aid Trainer candidates are sending and adjust their facilitation as needed to meet those needs.

Style of Learning	Participants receive information best through...	Make sure your lessons include...
Visual	Sight	Rich visual images, colour, graphic visual presentations, demonstrations, ans written summaries
Auditory	Sound	Sound, music, or spoken language
Tactile	Touch and manipulation	Hands-on experience
Kinesthetic	Physical activity	Activities that involve the full body, such as performing skills

Presentation
0 h 15 min

Domains of Learning

The major methods that people use to learn and think are divided into three groups called the domains of learning:

1. Knowledge or cognitive learning (thinking/mental – working with your brain)
2. Skill or psychomotor learning (doing/physical – working with your body)
3. Attitude or affective learning (feeling/emotional – working with your heart)

By taking these three types of learning into account when you develop your lesson plans and candidate materials, you will encourage learning. Although it can be useful when planning to consider the three types of learning separately, remember that they usually occur at the same time.

Course Facilitation Guide Trainer of Trainers (ToT)

Session 11: Supporting Learning (considerations)

Cognitive Learning (Knowledge) — What do candidates need to know?
Obtaining knowledge, or cognitive learning, relies on words. To help candidates gain mental knowledge, you can use teaching strategies such as telling them about a topic, assigning a reading, or having them participate in activities like presentations. The goal is to have them know about the topic. Knowledge gives candidates the reasons and rationale they need to perform skills.

Psychomotor Learning (Skill) — What do candidates need to be able to do?
Psychomotor learning, which involves practice as the key to learning skills, relies on action. For this type of learning, you will have candidates work on their own skills, such as CPR/AED, or reading an activity, such as a scenario. Candidates must be able to perform the skill, such as doing an assessment, not merely know about it.

Affective Learning (Attitude) — What do candidates need to feel or believe?
Affective learning shapes our emotional response to situations and influences our actions. Attitudes and values are important because they influence what people do with their knowledge and skills.

> Question to the group: Thinking back to the last course that you taught as a First Aid Trainer, what style of learning did you most often rely on when communicating with the participants? How might this have impacted some of the learners within the classroom? Could you have included more variety? How?

Because affective learning relies on having examples (attitudes are "caught" rather than "taught"), you will teach most effectively for this type of learning by modelling the attitudes and values the candidates need. You can also encourage candidates to develop the right attitudes by helping them process their feelings. Because attitudes are also the most difficult aspect of learning to evaluate, it is best to base your assessments on the things candidates do rather than on what they say. For example, a candidate may say that safety is important, but you then observe this person not decontaminating mannequins. A candidate who says that classes need to be active may then lecture on skills and allow little time for candidates to practise them.

Small Group Activity
0 h 20 min

In addition to the domains of learning you also need to consider the learning environment that you and your candidates will be working in. The more comfortable the setting for a course, the easier it is for candidates to learn and participate. This section provides ideas on managing the physical and emotional environment so that you can maximize candidates' sense of comfort while you are encouraging them to develop as First Aid Trainers.

There are two components to the learning environment:
1. The physical setting
2. The psychological setting

Have the groups start by defining what they believe the physical and psychological setting to include. Have the groups think back to when they first entered the ToT classroom – what things did their facilitators arrange and/or maintain in order to protect their physical and psychological selves?

Facilitator note: *You may want to capture these brainstorm details on a piece of poster paper to reference throughout the discussion.*

Group Discussion
0 h 20 min

Allow each group to share their definition of the physical and psychological setting. Come to consensus on the meaning.

Review the components that the candidates recognize in the ToT classroom. Share any additional considerations that were not identified by the candidates but were intentionally constructed by the facilitators.

How will First Aid Trainers transfer these considerations to their own classrooms when they begin working with participants?

Physical Setting Considerations

Ensure that the facility is in good order. Although you may have to cope with some limitations, you can enhance the setting or at least be able to prepare candidates to cope well with situations that cannot be changed.

Course Facilitation Guide Trainer of Trainers (ToT)
Session 11: Supporting Learning (considerations)

- Check the condition of the classroom during the planning stage. If anything is inappropriate, try to negotiate a change.
- Adjust, or arrange for someone to adjust, the room temperature so that it is comfortable, especially after long practice sessions. If the ventilation is poor, open the door or give the class short breaks.
- Use room layouts that are appropriate for the presentation.
    - Arrange the seating in a classroom style for lectures, especially if you are using visuals or media presentations
    - Cluster seats for small-group discussions
    - Arrange chairs in a horseshoe for the first session so that everyone can see one another.
    - Ensure you can adjust the lighting when using audiovisual equipment.
- Keep the room and dry-erase boards clean and tidy. Ask different candidates to be responsible for post-session cleanup.
- Comply with regulations on food and beverages in the classrooms. Provide fresh water and cups if allowed. Check the hours for snack bars in the facility and for restaurants if there are not many nearby.
- Set the stage.
    - Arrive well before the sessions to arrange the room and organize material.
    - Start and end on time.

Psychological Setting Considerations

Your teaching approach has a direct effect on the tone and atmosphere of the class. Candidates can sense genuine interest, respect, and concern. They can also recognize disorganization, a lack of interest, and a lack of preparation. Focus on building a positive and learning-centred environment rather than on exerting control and demanding compliance, but be ready to deal with difficult situations. Well-executed preparation allows for a calm and professional resolution of difficult situations that may arise.

Start With Yourself

- Respect your role as the ToT. Although the candidates are your peers, in this setting you have a professional role.
- Be professional, in both your appearance and conduct.
- Be firm in a positive, friendly manner.
- Be creative and flexible so that you can adapt to unanticipated situations.
- Set a tone that will enhance learning.
    - Smile.
    - Under no circumstances use humour or sarcasm at the expense of others.

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises

Not applicable to this session

Evaluation

Not applicable to this session

References

Not applicable to this session

Session 12:
Coaching

Day 3 (15h30 – 17h00)

Facilitator note: *This session is designed to help ToT candidates explore their role as a 'coach' while developing First Aid Trainer candidates. They will understand how this may occur during the First Aid Trainer development course, as well as how it may (or may not) continue following the development course as the candidates transition into the next phase of their professional practice as First Aid Trainers.*

Objectives

By the end of this session candidates will:
- Understand the role of the coach and the role of the candidate
- Understand the coaching process
- Understand when the coaching process takes place

Materials

None

Suggested strategies

Activity Introduction
0 h 05 min

Coaching is a relationship in which a person with experience—a veteran leader—assists a less experienced person—a novice—to reach goals. It is a co-operative learning model in which there is a group goal, sharing of ideas and materials, a division of labour when appropriate, and group rewards. Together the coach (the veteran leader) and candidate (the less experienced person) review their goals, explore options for achieving them, and determine the next steps.

Presentation
0 h 20 min

Some key details about coaching:
- Coaching is the development of an individual's skills in order to meet the defined criteria for the situation.
- Coaching is directive and often mandatory, and it has defined roles and expectations.
- An effective coach is aware of the learning process and context.
- Sometimes the coaching relationship will extend past the First Aid Trainer Development course – candidates may seek assistance once certified.

- The coaching process includes:
  - Identifying needs and setting goals
  - Identifying the strategy to achieve the goals
  - Implementing the strategy
  - Assessing if the goals were met

The Coach's Role

The following guidelines will help you in your coaching role as a ToT:

- Use coaching and instructional techniques during group activities.
- In one-on-one situations, adapt your instructional approaches to include coaching (giving feedback to the candidate).
- Evaluate candidates' willingness and the quality of their responses.
- Book appointments to ensure that you meet with each candidate.
- Above all, be genuine in all aspects of the relationship and do not try to make a professional relationship into a personal one.
- Allow both coach and candidate to re-evaluate the relationship.

The Candidate's Role

Part of your role as a ToT will be to help First Aid Trainer candidates benefit from a coaching relationship. Within their role as a First Aid Trainer candidate they should:

- Initiate conversations with experienced people.
- Ask questions that seem simple but could elicit answers that are valuable.
- Seek clarification when needed.
- Respect the time commitments of the coach. If the coach does not meet their needs identify the challenge and work to improve the situation or find a new coach.
- Keep the relationship professional.

Group Activity
0 h 20 min

Present candidates with a series of situations where a First Aid Trainer may benefit from the coaching of a ToT. Have candidates discuss what options exist for supporting the Frist Aid Trainer. Be prepared that not all candidates will agree with the same course of action. This is acceptable – provided that the candidate can explain why they would offer a specific option for support it is a valid option (the First Aid Trainer would determine its suitability).

Situation 1: A First Aid Trainer candidate in your course is making use of questioning techniques in their micro teaching segments but does not allow the participants to digest the question before providing the answer.

Situation 2: A First Aid Trainer candidate in your course has spent a lot of time preparing his/her micro teaching segments. You notice that one of the segments will not likely occur as the candidate is envisioning them.

Situation 3: A First Aid Trainer candidate in your course is afraid to speak in front of his/her peers. They do not want to take part in the micro teaching segments.

Situation 4: A First Aid Trainer was provided with your contact information from the local RC office. They have been certified as a First Aid Trainer for some time but are struggling to find new ways to present the same first aid content to their classes and are becoming bored with the delivery.

Individual Check-In/Lesson Review
0 h 45 min

Facilitators will each check-in with the second half of the candidates. Confirm that the group is prepared for their second microteaching segment tomorrow morning. They should have a full lesson prepared for that topic. They will be able to present 20 minutes of that lesson and should prepare accordingly. Their peers will act as First Aid Trainer candidates and will also provide feedback as a coach.

Candidates are encouraged to review their lesson plan during the time when they are not meeting with the facilitators. They may wish to make revisions based on their day three learnings. All preparations should be made prior to the course starting on day four – there will not be time for adjustments between segments.

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises

Not applicable to this session

Evaluation

Not applicable to this session

References

Not applicable to this session

Conclusion of Day 3

Day 3 (17h10 – 17h30)

Facilitator note: *Now that the ToT candidates have had practice with positive reflection of practice we are going to push them further by asking them to reflect on a situation that was challenging. Challenging situations can be overwhelming due to the emotional influence that often accompanies them. Todays reflection questions will encourage the ToT candidates to explore a situation that they were not pleased with as well as how that made them feel.*

Advise candidates that on our third day of reflection we are going to explore reflecting on a challenging situation. We will follow-up with a group debriefing where candidates will be encouraged to share some of their learnings from day three.

Activity
0 h 10 min

Have candidates reflect on day three of their course. For day three ask candidates to consider:

Reflecting on a challenging situation

Once you have identified a challenging situation to reflect on, ask yourself the following questions:

1. What was I challenged by? What made me most uncomfortable?
2. Is the reason emotional? (Was I having bad day/distracted/nervous/tired?)
3. Is the reason lack of knowledge? (Was I unsure how to do something? Did I miss a step? Did I forget to double-check my work?)
4. Is the reason accidental? (Did I not know that what I did was wrong? Did I misunderstand the directions?)

Note: If candidates have not yet encountered a challenging situation during their ToT course, they can use another instance (from outside of this course) for the activity.

Debrief
0 h 05 min

Collect the full group. Encourage candidates to share some of their learnings from day three.

Conclude Day Three
0 h 05 min

Make any course announcements prior to the end of day three. Review schedule for next day and answer any group questions.

Confirm start time and location for day four.

Ask the candidates to reset the classroom for day four.

Debrief day three with your co-facilitator – make any adjustments to day four agenda.

Session 13:
Course Accommodations

Day 4 (09h00 – 10h30)

Facilitator note: *This session is designed to introduce ToT candidates to the concept of course accommodations and course modifications. This is a significant session because in addition to supporting diverse learners, some National Societies are restricted in their programming due to government or agency regulations (example: the content of their first aid courses and/or First Aid Trainer courses is prescribed and must include specific content). ToT candidates must understand their role in setting the appropriate expectations with their First Aid Trainer candidates and the potential consequence if they do change the course content/approach. Please discuss local context with the National Society as part of your pre-course planning. If this session is not relevant to how training is supported in the local region than this session may need to be reduced with the time being used elsewhere within the course.*

Objectives

By the end of this session candidates will:
- Understand the difference between a course accommodation versus a modification
- Understand how they can support their own candidates in navigating these circumstances

Materials

- Poster paper
- Markers

Suggested strategies

Energizer
0 h 10 min

Allow a candidate to lead a 10 min energizer. They are responsible for any supplies needed for the activity.

Day Four Morning Check-In
0 h 15 min

Gather candidates in a circle. Pass around a bean bag (or similar object) to note who is speaking. Each candidate will have an opportunity to greet the group, express what they are looking forward to in the day ahead and share any news since the last time that the group gathered.

Activity Introduction
0 h 05 min

At times in their role as a ToT, candidates will be faced with questions about the ability to change the content or approach to their National Societies first aid programs. This can be a challenging subject, especially when many First Aid Trainers are developed using specific course content and/or processes. This session will explore course accommodations and some considerations for ToTs and their candidates.

Brainstorm
0 h 15 min

Definition of accommodations: A course content/approach which changes *how* a participant learns the material (you are accommodating the learner) but does not change what the participant is expected to learn or demonstrate. Accommodations do not influence the performance criteria.

Definition of modifications: A course content/approach which changes what a participant is expected to learn or demonstrate.

Ask candidates to identify instances where they were asked to change their course (as a First Aid Trainer).
- Who asked them to make this change?
- Was the requested change an accommodation or a modification?
- Was a change to the program made?
- Did the candidate find this situation challenging? If yes, why?

The goal is to make the learning experience as suitable to each participant as possible though the use of accommodations by their First Aid Trainer. We need to exercise caution anytime that a course change will modify the basis of the course (modification), which can be subject to strict legislative regulations or cultural norms.

Example: Completing a knowledge evaluation orally for participants who have a reading difficulty is an accommodation from the typical format of written completion. Not requiring the participant to complete the knowledge evaluation would be a modification.

Facilitator note: *It is important to remember that we accommodate learners for a variety of reasons. It may be that they have a diverse ability or it may mean that they need us to offer more to them as learners based on their previous experience.*

Course Facilitation Guide Trainer of Trainers (ToT)

Session 13: Course Accommodations

Participants with Diverse Abilities

Presentation
0 h 10 min

Individuals with a wide range of abilities may wish to participate in a First Aid Trainer Development course. These individuals should be allowed access to the course however they must be fully briefed on the criteria for certification beforehand. Given this information they should be permitted to select their level of participation. If you believe that a course includes participants who have diverse abilities, you should discuss their unique learning needs with those participants individually and privately, without attracting the attention of the rest of the class.

At no time are you to compromise your safety or the safety of your participants.

Group Activity
0 h 15 min

Divide candidates into three groups. Each group will consider a variety of learning needs and how they could potentially accommodate this in a First Aid Trainer development course.

Have one group discuss what physical barriers might be present in the classroom for a candidate who experiences challenges with their physical person – this may include mobility (there may be instances where mobility aids are required, such as crutches, canes, wheelchairs or artificial limbs) or it could be due to a health condition, illness or injury.

Some considerations:
- How is the candidate going to get into the building? Into the classroom? Into the seat?
- Can the candidate walk independently?
- Does the candidate have control of his/her limbs?
- Can the candidate sit/stand independently?

Have the second group discuss what communication barriers might be present in the classroom for a candidate who experiences auditory or speech challenges.

Some considerations:
- Does the candidate speak?
- Is hearing an issue?
- What is the candidate's level of understanding?
- Does he/she have effective receptive language? [i.e., does he or she understand what an First Aid Trainer is saying?]
- Does he/she have effective expressive language?

Have the third group discuss what learning barriers might be present in the classroom for a candidate who has challenges with learning.

Some considerations:

- Does the candidate have difficulty with auditory processing? [i.e., can he or she turn what is heard into physical activity?
- Does the candidate have a short attention span?
- Is the candidate distractible?
- Does the candidate have difficulty moving from one activity to the next (transitioning)?
- Does the candidate have difficulty organizing tasks or doing more than one task at a time?

Group Discussion
0 h 20 min

Bring the three groups together. Ask each group to share their small-group discussion with the larger group. Consider how their local context may influence the ability to accommodate a variety of learning needs.

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises

Not applicable to this session

Evaluation

Not applicable to this session

References

Not applicable to this session

Session 14 & 15:
Micro Teaching #2

Day 4 (10h55 – 12h25 & 13h35 – 15h05)

Facilitator note: *This session is the second time that the ToT candidates will formally step into the role of a ToT (both as a facilitator and coach). In this second segment the ToT candidates should seek to apply the feedback they received in their first micro teaching segment and are required to use a different instructional technique that what was used during microteach 1. You should expect the session to move more swiftly than the first micro teaching segment and for the ToTs to take more active leadership in ensuring that the segments are on time and organized. The further the ToT candidates are in the ToT course the more you should expect them to act as ToTs (by taking responsibility for the learning activities and the learning environment).*

Instructional Practice #2
3 h 00 min

Candidates should split into their two groups from day three. The Master First Aid Educators may wish to switch groups so that the candidates have the opportunity to work with both Master First Aid Educators during their teaching segments. Candidates will facilitate their second micro teaching segment. One of their peers (as well as the Master First Aid Educator) will provide them with feedback. The remainder of the ToT candidates will participate in the activity posing as First Aid Trainer candidates.

The ToT candidates providing feedback should be reminded that good feedback is:

- Specific
- Positive and constructive
- Directed at changeable behaviours

Collect a full lesson plan following each teaching segment – keep the lesson plan in the ToTs file with their administrative paperwork. The written lesson plan must flow logically and include the following:

- References to resources
- Introductory information, including instruction and essential information
- An activity to reinforce essential information
- A conclusion to verify candidates' learning, including evaluation points

Each micro teaching session to include a 20 minute teaching segment with 10 minutes for feedback (30 minutes total). While technical content is significant, ToT focus should be on the approach to the segment (learner centered, active, use of time management skills). They will use content discussed during this course, presenting it as if though they were working with First Aid Trainers.

Topics:
1. The Red Cross
2. Domains of learning
3. Learning Styles
4. Coaching
5. Course accommodations
6. Managing the learning environment

Facilitator note: *Confirm that these topics are appropriate with the National Society when preparing for the course. If not, substitute a topic that would be relevant in facilitating a First Aid Trainer development course. This should be done well in advance where it will need to be assigned to the ToT candidates pre-course.*

When facilitating the feedback segment ask:
- The facilitator: How did that experience make you feel? How might you apply this in your professional practice?
- The peer evaluator: How did you feel about the experience?
- The participants (FA Trainer candidates): How did you feel about the experience?
- Following this you can share your feedback with the facilitator

Remember that the feedback should be practical!

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises
As listed above.

Evaluation
To be completed by peers and by facilitators.

References
Not applicable to this session

Session 16:
Conflict Resolution

Day 4 (15h30 – 17h00)

Facilitator note: *This session is designed to expose the ToT candidates to instances of conflict which they may encounter in their roles as ToTs. Conflict can be challenging - building the skills to navigate conflict can often be more difficult than the other skills they will gain as a ToT. This session is designed to intentionally place the ToT candidates in situations of conflict while in a safe, controlled learning environment. Your goal is to have them understand not only the strategies for navigating conflict but how conflict can make them feel (and how that may or may not influence their reaction). Be cautious – while you want the ToT candidates to experience the feelings of conflict (which can include nervousness, discomfort, etc...) you should not leave the scenarios unacknowledged or unfinished. Make sure to debrief the scenarios and reassure the ToT candidates that this is for role play purposes only.*

Objectives
By the end of this session candidates will:
- Understand instances of conflict that may arise during their courses
- Be prepared with some strategies to resolve conflict

Materials
Conflict cards

Suggested strategies

Activity Introduction
0 h 05 min

Conflict occurs in situations when two or more persons disagree with each other (the conflict could be between candidates, between you and your co-facilitator or between you and a candidate). While conflict can make some people uncomfortable it is not always a negative occurrence. It is acceptable to disagree with others, however all issues and complaints should be taken seriously. They need to be handled with care, protecting the dignity of all involved.

Small Group Activity
0 h 20 min

Break candidates out into small groups (3-4 people). Ask candidates to identify moments of conflict that they have experienced in their time as a First Aid Trainer. Without compromising the privacy of those involved, candidates will share the experience with their small group.

Guiding questions:
- What was the conflict?
- How did it make you feel? How did it make others feel?
- Was the conflict resolved?
- Looking back would you have resolved the conflict differently?

Circulate around the room, visiting each of the small groups while they discuss.

Presentation
0 h 15 min

Often conflict is rooted in misunderstanding. Seeking clarification from the other person can be critical in resolving the situation. Begin by getting the facts and ensure that you fully understand the situation before you arrive at a resolution. Then use perception checks to ensure that the information is relevant and accurate and everyone is clear about a situation or instructions.

Perception checks are done using questions because answering them helps the other person accept responsibility for their learning, attitudes, and actions—an important factor in promoting understanding or diffusing conflict.

The type of question that works best depends on the information required. Some samples follow:

1. If you want to determine whether the other person possess and understands basic information, lead into knowledge questions with the following:
- Identify what is happening…
- List the different reasons…
- Tell us about…
- Name the different types…

2. If you want the other person to apply information to specific examples or situations, use application questions:
- Can you give examples of…
- Estimate how often…
- How would you demonstrate…
- What would be the measure of…

3. If you want the other person to demonstrate the ability to review problems and make decisions by applying knowledge to new situations, use problem-solving questions:
- What do you often conclude from…
- How would you formulate a…
- What reasons would you give…
- Design a plan for…

4. Other approaches include the following:
- Prompt: hints or clues to a desired response
  - If some nonverbal signs of attentive listening are sitting up straight and looking at the speaker, what are some nonverbal signs of inattentive listening?
- Justification: ask for reasons for a particular response
  - Why do you say that?
- Clarification: seek further understanding
  - What do you mean by that?
  - Can you give me an example?
- Extension: ask for additional information
  - What else could that mean?
  - If that was true, what could that lead to?
- Redirection: ask the same question of more than one person
  - Ask a question and have a person give one answer, and then ask another person for another answer.
  - Redirect the question to the whole class, asking for an answer, comment, or elaboration.

Role Play
0 h 30 min

Divide the candidates into two groups. Arrange the chairs in pairs so that one candidate from each group will be sitting across from one another – spread them out from one another if possible. One candidate is provided with a 'conflict card' while the other candidate assumes the role of a ToT. The pair engages in a conversation for 5-7 minutes as they try to resolve the conflict. Following this time they will switch to work with another partner. Four rotations will happen in total – each candidate will play both roles twice. The examples of conflict include ToT to ToT and ToT to First Aid Trainer.

Conflict 1: First Aid Trainer candidate to ToT
You are a First Aid Trainer candidate – you have come to your ToT because you disagree with their assessment of your teaching segment today. You are frustrated and feel that the ToT just wasn't paying close enough attention to the details you provided.

Conflict 2: First Aid Trainer candidate to ToT
You are a First Aid Trainer candidate – you have come to your ToT because you feel that he/she disrespected you in front of your peers today. You are upset and are seeking an apology.

Conflict 3: First Aid Trainer candidate to First Aid Trainer candidate
You are a First Aid Trainer candidate – you have come to your ToT because one

of the other candidates in your course makes you uncomfortable. You don't want to work with him/her any longer and want your ToT to change the group assignments immediately. You are anxious and don't want to have to talk to him/her about this.

Conflict 4: ToT to ToT
You are team teaching with another ToT from your National Society. You have been paired up by staff at headquarters and want to do a great job! You like to be very organized and well planed in advance of your courses. The other ToT prefers to 'go with the flow' and develop a lesson plan as the course progresses and they can see the reaction of the First Aid Trainer candidates. You recognize and respect that each person has their own unique facilitation style however you are uncomfortable with this format and are nervous that the course will not flow well. What do you do?

Debrief
0 h 20 min

Collect the full group. Go through each of the scenarios asking the candidates:
- If you were the ToT how did you feel?
- What strategies did you use to try and resolve the conflict?
- If you were the First Aid Trainer Candidate how did you feel?
- Did the ToT find a suitable resolution?
- If either of you were faced with this situation again, would you navigate the situation differently?

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises
Not applicable to this session

Evaluation
Not applicable to this session

References
Supplemental reading – Resolution of Conflict and Seeking Clarification

Conclusion of Day 4

Day 4 (17h10 – 17h30)

Facilitator note: *Now that the ToT candidates have had the opportunity to engage in two micro teaching segments (and have possibly also lead an energizer) we are going to ask them to reflect on a task that they would have performed this week (either as part of a facilitated session or otherwise in the class). Todays reflection questions will encourage the ToT candidates to focus on themselves and how their performance of this task shaped the learning environment around them.*

Advise candidates that on our fourth day of reflection we are going to explore reflecting on a task. We will follow-up with a group debriefing where candidates will be encouraged to share some of their learnings from day three.

Activity
0 h 10 min

Have candidates reflect on day four of their course. For day four ask candidates to consider:

Reflecting on a task

Once you have identified a recent task that you did, focus on your professional learning (how you've changed or improved) and ask yourself the following questions:
1. How is my professional learning improving?
2. Has anyone said anything to me about my work? Did they mention that they liked something that I did or did they give me some advice?
3. If they liked what I did, did that action come through naturally or was it something I've been working on?
4. If they gave me advice, was that advice constructive enough to use?

Debrief
0 h 05 min

Collect the full group. Encourage candidates to share some of their learnings from day four.

Conclude Day Four
0 h 05 min

Make any course announcements prior to the end of day four. Review schedule for next day and answer any group questions.

Confirm start time and location for day five.
Ask the candidates to reset the classroom for day five.
Debrief day four with your co-facilitator – make any adjustments to day five agenda.

Begin compiling ToT course evaluations for tomorrow.
Discuss with your co-facilitator.

Session 17:
Assessment and Evaluation

Day 5 (09h00 – 10h30)

Facilitator note: *Now that the ToT candidates have had some experience in both providing and receiving feedback (through the micro teaching segments) they need to take a look at the larger picture of assessment and evaluation as a ToT. This session is designed to orientate the ToT candidates to a variety of assessment/evaluation tools used by their National Society and to help them understand when and how each tool should be used.*

Objectives

By the end of this session candidates will:
- Have a clear understanding of their National Societies assessment and evaluation processes

Materials

- Hat
- Twelve different assessment/evaluation strategies on small pieces of paper
- Samples of the National Societies documentation tools

Suggested strategies

Energizer
0 h 10 min

Allow a candidate to lead a 10 min energizer. They are responsible for any supplies needed for the activity.

Day Five Morning Check-In
0 h 15 min

Gather candidates in a circle. Pass around a bean bag (or similar object) to note who is speaking. Each candidate will have an opportunity to greet the group, express what they are looking forward to in the day ahead and share any news since the last time that the group gathered.

Activity Introduction
0 h 05 min

As the ToT candidates saw in the micro teaching segments, effective instruction includes the ability to provide good feedback. They hopefully recognized that providing feedback and engaging in assessment activities rewards the candidates' achievements and motivates them to improve, both professionally and personally. It is time to take a look at the variety of assessment and evaluation strategies that they will use throughout their First Aid Trainer courses.

Course Facilitation Guide Trainer of Trainers (ToT)

Group Activity
0 h 30 min

In pairs, have each team of two ToT candidates pull a different assessment or evaluation strategy out of a hat. They will have 5-10 minutes to consider the strategy and to note:
- Is the strategy a formative or summative tool?
- What are the benefits of using this strategy?
- When in the course might you want to use this strategy? (assessment or evaluation)
- Are there any special considerations in using this strategy?

You may ask them to capture these notes on poster paper to share with the group.

Formative assessment
The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by facilitators to improve their teaching and by students to improve their learning.

Summative assessment
The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.

Following this each pair will present their selection to the group.

Facilitator note: *The ToT candidates have further details on the advantages and disadvantages of each strategy in one of the pre-course supplemental readings.*

Options

Skills checklist	Written knowledge evaluation	Case studies
Group feedback	Group activities	Practical teaching segments
Games / puzzles	Individual interview	Activity stations
Individual check-in	Presentations	Scenarios

Remind candidates that to be valid, reliable, and effective, evaluation must be based on the following three principles:

1. Candidates must know the basis of their evaluation in advance.

2. Candidates should know the methods of assessment (i.e., the processes of gathering and interpreting information that the ToT will use).

3. Candidates must know how acceptable their performance is in relation to the evaluation criteria and the assessment. This feedback must happen on a continuous basis throughout the course.

Remembering back to brain based learning, the ToT candidates should also consider which assessment/evaluation strategies will allow for more advanced processing of learning by the First Aid Trainer candidates. Is the strategy appropriate based on its placement within the course and based on the course content?

Presentation
0 h 15 min

If one of the First Aid Trainer candidates is not able to meet the course completion criteria, you have several options for remediation:
- Providing one-on-one feedback
- Reviewing skills
- Increasing time to strengthen weaker skills
- Breaking skills into more manageable chunks

Remember that your feedback should be timely as candidates are progressing throughout their course. They should not reach the end of the course and discover there is a deficiency. When you need to address candidates which are not meeting the evaluation criteria:
- Communicate corrective expectations clearly.
- Use sensitivity when delivering expectations.
- Be prepared for negative reactions from candidates.
- Be prepared to give solutions and suggestions to the candidates so they can successfully meet the evaluation criteria.

Group Activity
0 h 15 min

Take some time to review the different documentation tools that are used by the National Society. Ensure that candidates understand when they are used and what is expected of them.
Examples may include:
- Attendance lists
- Making evaluations using standardized forms
- Keeping written notes on the candidates' strengths and areas that need improvement

ToT candidates must understand that their course documents become official records. They should be careful to record facts rather than impressions so that they have an objective basis on which to rely upon. This will also ensure that they have credible documentation should someone question an evaluation.

Facilitator note: *Ask the National Society for examples of their documentation tools as part of your pre-course planning. For some National Societies (especially those who are required to adhere to government or agency regulations) these documents are very important.*

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises
Not applicable to this session

Evaluation
Not applicable to this session

References
Not applicable to this session

Session 18: Organizing a First Aid Trainer Development Course

Day 5 (10h55 – 12h25)

Facilitator note: *This session is designed to orientate ToT candidates to the various components involved in organizing a First Aid Trainer course so that they understand the planning that goes into creating a successful learning experience. This segment should reinforce Session five and six where we considered that each course has responsibilities prior to the course starting, while the course is taking place and following the course. The key focus during this session is how to prepare – the ToTs will be responsible to do the majority of their pre-course work outside of this course.*

Objectives

By the end of this session candidates will:
- Be able to describe the purpose of an First Aid Trainer development course
- Explain the components of a safe learning environment
- Be able to prepare for a First Aid Trainer development course

Materials

- Poster paper
- Markers

Suggested strategies

Group Activity
1 h 30 min

Purpose of a First Aid Trainer course: To develop attitudes, knowledge, and skills through a course that produces confident, capable Red Cross First Aid Trainers.

Set up four learning stations within the room:
- Course preparation (to begin 6 weeks prior to start of course)
- Classroom environment (may involve pre-course considerations as well)
- Materials , equipment and teaching aids
- Course schedule/content (including methods used)

Each learning station will have poster paper and a marker. Divide the group into four. Each group will start at one of the stations and contribute as much as they can in 10 minutes. Following this they will advance to another station and continue with the content identified by the previous group.

Once all groups have circulated around the room, collect the posters and review with the group. Discuss responses and add any content that is missing.

For a sample course preparation schedule see the *Global First Aid Reference Centre Trainer Development Program Guide for National Societies.* Thinking beyond a single course, candidates may also want to consider their planning from a cyclic perspective - starting with identifying the training needs of each group, planning and designing their training program according to their National Societies guidelines, delivering the course, & evaluating the experience (for consideration when planning future sessions).

Reflect on previous session
0 h 10 min

ToT candidates will use their workbook to individually reflect on the previous session.

Candidate practice teaching exercises

Not applicable to this session

Evaluation

Not applicable to this session

References

Not applicable to this session

Session 19 & 20:
Course conclusion and final reflection

Day 5 (13h35 – 17h30)

Facilitator note: *This session is designed to allow ToT candidates the opportunity to look at the course in review. They should consider their progress over the last five days (in terms of their personal and professional goals) as well as how prepared they feel that they are to engage with the ToT role.*

Advise candidates that on our final day of reflection we are going to look at the full five days of our course. They may want to draw from the questions asked of them earlier in the week when reflecting on positive situations, challenging situations and tasks. We will follow-up with a group debriefing as well as individual evaluations with the facilitators.

Activity
0 h 15 min

Have candidates reflect on the ToT course. For day five ask candidates to consider:

1. Prior to beginning the ToT course I felt/thought…
2. An especially satisfying moment this week was when…
3. An especially challenging moment this week was when…
4. As a learner this week helped me realize that…
5. One thing I want First Aid Trainer candidates to notice about me is…
6. Following the ToT course I would like to continue working on…

Debrief
0 h 20 min

Collect the full group. Encourage candidates to share some of their learnings from the course.

Conclude course
0 h 20 min

Make any course announcements prior to the conclusion of the course. Review next steps (scheduling of teaching experiences and maintenance of their ToT certification – based on the National Society policies and procedures) and answer any group questions.

Have the ToT candidates complete the 'AFTER course' survey. Advise that an additional mandatory survey with qualitative questions will be sent to them via email shortly and is required as part of certification.

Course Facilitation Guide Trainer of Trainers (ToT)

Individual evaluations
2 h 00 min

Engage candidates for individual evaluations of 15-20 min (each facilitator to work with half of the class). Discussion to include results of course, discussion of next steps and establishment of personal development goals.

Provide contact information for both Master First Aid Educators should a candidate wish to continue these relationships following the course (to seek assistance, ask questions, etc…).

Course Administration
1 h 00 min

Complete required course work to be submitted to the National Society.

- Course roster
- Course evaluation/feedback
- Before course/After course surveys
- ToT files
- Any incident reports