



ToT Development Program Resources

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Guidance for Completing a Teaching Experience

Congratulations on completing your Trainer of Trainers (ToT) development course. Your next step is to complete a teaching experience, which is an opportunity to apply your skills and knowledge together with an experienced Trainer of Trainers (or peer).

Successfully Completing Your Teaching Experience

Based on your previous experience and course performance, the Master Educator(s) in First Aid will identify any teaching experience requirements, including core areas to teach.

Successful completion of your teaching experience includes:

- Teaching a minimum of 50 percent of the course with supervision (the experienced Trainer of Trainers should teach the other 50 percent – this is an opportunity for you to learn from them as well apply your own knowledge and skills)
- Being present for the entire course

Upon completion of your teaching experience, the experienced Trainer of Trainers will provide you with feedback. If you are successful you will be certified as a Trainer of Trainers by the Global First Aid Reference Centre. If you are not successful the Master Educator(s) in First Aid will speak with you to advise of the next steps (this may include a second and third teaching experience and/or other remedial work). **Your teaching experience must be completed within six months of your ToT development course conclusion.**

You are encouraged to continue refining your skills following this initial course and may wish to request additional teaching opportunities from your National Society.

Roles and Responsibilities

The teaching experience is designed as an opportunity to apply the skills and knowledge you learned during your course in a mentoring environment and to provide you with a learning experience while observing another Trainer of Trainers. To support this experience, roles and responsibilities have been identified for all involved in the process.

The National Society

- Connect the ToT Candidate with an experienced Trainer of Trainers
- Provide confirmation of the successful teaching experience to the Global First Aid Reference Centre so that certification can be issued
- Support the course logistics (venue, equipment, participant registration, etc...)

International Master Educator(s) in First Aid

- Identify post-course requirements for each candidate and review these with the candidate before the end of the course
- Provide the National Society with comprehensive documentation on any candidates who do not successfully complete the core course within one week of course completion
- Submit course paperwork to the National Society and Global First Aid Reference Centre within two weeks of course completion (course completion document for each candidate, attendance records, etc...)

Trainer of Trainers Candidate

- Follow the teaching requirements as identified by the International Master Educator(s) in First Aid
- Proactively seek assistance in arranging a teaching experience
- Provide the experienced Trainer of Trainers with any teaching requirements detailed by the International Master Educator(s) in First Aid
- Work co-operatively with the experienced Trainer of Trainers to plan the course and to prepare lesson plans for the topics being taught
- Assist with the evaluation and feedback of course candidates
- Be present for the entire course
- Teach 50 percent of the course
- Be punctual, prepared, and organized
- Act in a professional manner and as a role model of the National Society
- Accept feedback from the experienced Trainer of Trainers with a positive attitude and a willingness to work on areas needing improvement

Experienced Trainer of Trainers

- Be a role model, guide, and coach to the candidate
- Ensure the candidate is informed ahead of time about the teaching experience and that the roles of the experienced Trainer of Trainer and candidate are clearly identified
- Plan the course with the candidate; assist with any difficulties encountered
- Ensure the candidate has access to lesson plans to support development of the sessions he/she will be teaching; review the lesson plans prior to the course
- Be present throughout the entire course
- Teach 50 percent of the course
- Ensure full course content is covered and presented accurately
- Provide feedback verbally and in writing to the candidate throughout the course; inform him/her of any areas requiring improvement and provide an opportunity for the candidate to correct these
- Allow the candidate to assist with the evaluation and feedback of the course participants/candidates; where applicable (the experienced Trainer of Trainers is responsible to authorize the course participants' certification cards)
- Discuss the final teaching experience evaluation with the candidate on the last day of the course; document all applicable comments on the administrative paperwork and return to the National Society. All feedback (including strengths of the ToT candidate as well as areas for improvement) should be clearly detailed. The feedback should be objective – be cautious of imposing subjective conditions.

Team Teaching

- A maximum of two ToT candidates may team-teach with an experienced Trainer of Trainers for one course (each candidate teaches 40 percent of the course while the experienced Trainer of Trainers completes 20 percent of the course)
- Peer learning and debriefing are actively encouraged and required
- This practice should only occur when authorised by the National Society and when individual teaching experiences are not available

Instructional Activities (Observable Behaviours)

When evaluating a ToT candidates teaching experience, the following instructional activities should take place throughout the course:

				Level C (Trainer of Trainers)	
				Pre Course	During the Course
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
					Initiate relationship with First Aid Trainer Candidate
				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
					Facilitate learner-led activities
					Maintains relationship with First Aid Trainer Candidate and co-facilitator
				Post Course	Complete administrative work
					Complete First Aid Trainer Candidate evaluation
					Decontaminate learning aids and/or equipment
Engage in lifelong learning through reflection of practice					
Establish the opportunity for a mentoring relationship with First Aid Trainer Candidates (optional but encouraged)					

It is important to note that the ToT candidate will be demonstrating competence pre-course, during the course and post-course. The experienced Trainer of Trainers must be able to recognize when a candidate is competent (competence is an ability to demonstrate the skill, behaviour, knowledge component or attitude that an individual needs to perform a job effectively). Demonstration of competence can be accomplished in many ways – candidates are encouraged to utilize instructional strategies and teaching methods which are meaningful to them (and their learners) provided that the intended outcome is realized. This may mean that experienced Trainer of Trainers will need to support instructional strategies and classroom methods that they do not often employ in their own professional practice. Remember that feedback should be objective and should focus on the results versus personal preference.

Frequently Asked Questions

Q. Can I observe a course before I do my teaching experience?

Absolutely! The desired outcome of this experience is to enable you to feel confident with skills and knowledge and conduct a quality course. If you choose to have additional practice and exposure to the Red Cross courses prior to setting up your teaching experience, we recommend and support this decision. The time frame to complete your teaching experience, as identified by the International Master Educator(s) in First Aid, stays the same.

Q. Can I complete my teaching experience with a friend?

You must do a teaching experience with someone who will have no conflict of interest. A conflict of interest might exist with a friend, family member, employer, etc... depending on the nature of the relationship. If you believe that a conflict of interest is present, you should complete your teaching experience with another person.

Q. If the candidate does not successfully complete the first teaching experience attempt, can he/she try again?

Provided that the incompleteness was not due to a critical error (breach of the National Societies Code of Conduct or the Fundamental Principles) the candidate is permitted to attempt a second and third teaching experience. Allowing up to three attempts provides two opportunities for the candidate to apply feedback and adjust their approach. If the candidate is still unsuccessful after three attempts he/she is required to retake the ToT development course.

Guidance for Completing a Teaching Experience

For more information regarding this publication, please contact the Global First Aid Reference Centre: first.aid@ifrc.org

Trainer of Trainers (ToT) Development Course Completion Criteria

This form provides an overview of the criteria the Master Educator(s) in First Aid will use to evaluate the Trainer of Trainers (ToT) candidate throughout the development course.

International Master Educator(s) in First Aid:

1. Complete this form in full.
2. Periodically review this form with the ToT candidate. Obtain the ToT's signature.
3. Sign the forms.
4. Forward to the National Society and GFARC with all completed course paperwork.

Candidate Information

Name: _____
Date of Birth (MM/DD/YYYY): _____
Address: _____

Telephone (home): _____
Telephone (mobile): _____
Email: _____ (required)

Trainer of Trainers Course Information

Course Date(s): _____
Location: _____
Master Educator in First Aid #1: _____
Master Educator in First Aid #2: _____

Prerequisites to the Course

The following criteria must be met before the course starts. Place a ✓ in the appropriate box and initial beside the box:

- Proof of current appropriate first aid trainer-level certification
- Age verification
- Other items (according to the National Society)

Facilitation Practice During the Course

The following teaching exercises must be completed during the course, and candidates will be evaluated based on set criteria. Attach a copy of the evaluation form(s) to this document.


Energizer/Icebreaker: Each candidate leads a 10 minute energizer/icebreaker.
Assigned: _____

Facilitation Practice #1: Each candidate teaches 20 minutes of a class segment.
Topic Assigned: _____

Facilitation Practice #2: Each candidate teaches 20 minutes of a class segment.
Topic Assigned: _____

Final Course Evaluation

Ensure that feedback is thorough and clearly identifies the candidate's strengths and areas needing improvement.

Place a  in the appropriate box when skills have been successfully demonstrated. Weak skills are to be considered not demonstrated successfully. Critical elements are shaded in dark grey throughout and must be observed for course completion. If a critical element is not checked off, the candidate receives an incomplete. Items not shaded in grey may be achieved through coaching.

- Takes a leadership role and demonstrates full participation and attendance in course work and activities**
- Demonstrates a professional attitude and motivation to learn**
- Effectively plans a Red Cross First Aid Trainer course
- Demonstrates self-reflection and increases teaching ability and confidence in skills presentation
- Demonstrates punctuality, reliability, and meets all deadlines**
- Demonstrates self-reflection and increases ability in knowledge and facilitation techniques
- Networks with course participants
- Works co-operatively towards promoting a positive learning environment**
- Receives feedback on performance with a professional attitude from peers and International Master Educator(s) in First Aid**
- Shows empathy and support for participants who experience challenges**
- Seeks feedback and assistance from the International Master Educator(s) in First Aid as needed

- Demonstrates an understanding and commitment to his or her role as a Red Cross representative**
 - Effectively uses the various Red Cross First Aid materials
- Demonstrates an understanding of learning styles and instructional techniques**
 - Evaluates peers and provides effective feedback
- Demonstrates a clear understanding of Red Cross policies and procedures for First Aid Programs, including the process for certification and recertification**
- Demonstrates professional conduct in accordance with the National Societies Code of Conduct**
 - Effectively utilizes and maintains all equipment
 - Commits to the process for maintaining complete and accurate records and reports
 - Understands the philosophy of lifelong development and self-directed learning
 - Identifies effective techniques to mentor new First Aid Trainer candidates
- Uses a positive and appropriate manner when answering candidates' questions**
 - Successfully coaches First Aid Trainer candidates on how to teach
- Successfully completed pre-course requirements**

Strengths:

Additional areas needing improvement:

Recommended Completion or Next Steps

Place a ✓ in the appropriate box and initial beside the box.

- Proceed to teaching experience
- Incomplete (must retake the course).

.....
Final Comments:

The ToT candidate

Date: _____

Signature:

Master Educator(s) in First Aid #1

Date: _____

Signature:

Master Educator(s) in First Aid #2

Date: _____

Signature:

Microteaching Evaluation

Session:
Facilitator:
Evaluator:

Item	Requires Improvement	Meets Expectations	Exceeds Expectations	Not Applicable
Uses a variety of activities that promote active participation of candidates				
Maintains professional behaviours				
Maintains a safe environment (physical and psychological)				
Appears comfortable, enthusiastic, and relaxed				
Uses teaching aids appropriately to supplement learning				
Gives clear explanation of purpose of activity				
Demonstrates active listening				
Uses perception checks to ensure participants understand the message being communicated				
Reinforces key points clearly and concisely so participants are able to hear and understand them				
Demonstrates good knowledge of subject material				
Able to answer questions				
Provides clear feedback to candidates that will develop candidates' instructional skills and confidence				
Uses language appropriate for the level of the learners				
Appears prepared and organized for session				
Accommodates learners as needed				

Comments:

Post Course Anecdotal Survey

This survey is intended to collect feedback from you as a recent Trainer of Trainers course participant. If you do not remember the content of a session please refer back to your workbook.

Role Clarification

Trainer of Trainers: The person prepared to develop First Aid Trainers through mentoring and coaching (full length courses and refresher courses). This includes assessing, evaluating, and certifying the competency of the First Aid Trainer candidate.

First Aid Trainer: The person prepared to lead participant (general public) level first aid training (full length courses and refresher courses). This includes assessing, evaluating and certifying the competency of the participant.

1 **What is your name?** _____

2 **Which region did your Trainer of Trainers course take place in?**

3 **When did you become a First Aid Trainer?** (select one answer)

Less than 1 year ago	<input type="checkbox"/>
1 to 3 years ago	<input type="checkbox"/>
4 to 5 years ago	<input type="checkbox"/>
6 to 10 years ago	<input type="checkbox"/>
More than 10 years ago	<input type="checkbox"/>

4 **Which group of learners do you most often train?** (select one answer)

Children	<input type="checkbox"/>
Families	<input type="checkbox"/>
Refugees	<input type="checkbox"/>
Volunteers	<input type="checkbox"/>
Commercial/workplace	<input type="checkbox"/>
Other (please advise)	<input type="checkbox"/>

5 **How many first aid courses have you taught as a First Aid Trainer?**

6 **Is your primary source of income gained through first aid training?**
(select one answer)

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

7 Did this course...

(select one answer per row)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Play a key role in your learning?				
Present information in an easy-to-follow manner?				
Use various teaching methods to help you learn in a way that was meaningful to you?				
Keep your attention and interest?				
Allow you enough time for you to practice your skills?				

8 Did the experience that you gained during the Trainer of Trainers course sessions help you to develop the skills and knowledge needed for you to be successful as a Trainer of Trainers? (select one answer per row)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Role and responsibilities of a 'Trainer of Trainers'				
The Red Cross				
Instructional activities				
Effective 'Trainer of Trainers' and communication				
Adult Learners				
Supporting learning (considerations)				
Coaching in First Aid Training/ Education				
Course accommodations				
Conflict resolution				
Assessment and evaluation				
Organizing a First Aid Trainer Development Course				
Facilitation practice #1				
Facilitation practice #2				
End of day reflection				
Individual meetings with the Master Educator in First Aid				

9 On a scale of one to ten (with one being an extremely negative rating and ten being an extremely positive rating), **did this Trainer of Trainers course meet your expectations?** (select one answer)

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Written feedback:

10 Were there any subjects of interest that were not covered in the course?

11 Where there any sessions which you do not believe were relevant to your role as a Trainer of Trainers?

12 Is there anything else you would like to share with your National Society?

Post Course Anecdotal Survey

For more information regarding this publication, please contact the Global First Aid Reference Centre: first.aid@ifrc.org

Pre / Post Course Survey

What is your name: _____

This side to be completed **BEFORE** the Trainer of Trainers course begins

Question 1 Have you trained first aid trainers before?

(Please circle your answer)

Yes

No

Question 2 Did you apply or were you invited to participate in this Trainer of Trainers course? (Please circle your answer)

Applied

Invited

Question 3 Thinking about your personal experience prior to this course, please tell us:

How prepared do you feel you are to support and guide the development of First Aid Trainer candidates as a Trainer of Trainers?

(Please circle your answer)



How prepared do you feel you are to act as a component of your National Societies quality management process (in relation to first aid education)?



Rate your confidence in maintaining a psychologically safe learning environment:



Rate your confidence in measuring learning outcomes:



Thank you; enjoy the Trainer of Trainers course!

This side to be completed **AFTER** the Trainer of Trainers course concludes

Please answer the following questions now that you have completed the Trainer of Trainers course:

How prepared do you feel you are to support and guide the development of First Aid Trainer candidates as a Trainer of Trainers?

(Please circle your answer)

 • • •  • • • 

How prepared do you feel you are to act as a component of your National Societies quality management process (in relation to first aid education)?

 • • •  • • • 

Rate your confidence in maintaining a psychologically safe learning environment:

 • • •  • • • 

Rate your confidence in measuring learning outcomes:

 • • •  • • • 

Thank-you!

Printable: Session 12 Coaching

Situation 1:

A First Aid Trainer candidate in your course is making use of questioning techniques in their practice 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 practice 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.

Printable:

Session 1 Welcome and Introductions

100 Getting to Know You Questions

Working with a group of new people and need some conversation starters? Break the ice and get to know people better by selecting several of these get-to-know-you questions.

1. Who is your hero?
2. If you could live anywhere, where would it be?
3. What is your biggest fear?
4. What is your favorite family vacation?
5. What would you change about yourself if you could?
6. What really makes you angry?
7. What motivates you to work hard?
8. What is your favorite thing about your career?
9. What is your biggest complaint about your job?
10. What is your proudest accomplishment?
11. What is your child's proudest accomplishment?
12. What is your favorite book to read?
13. What makes you laugh the most?
14. What was the last movie you went to? What did you think?
15. What did you want to be when you were small?
16. What does your child want to be when he/she grows up?
17. If you could choose to do anything for a day, what would it be?
18. What is your favorite game or sport to watch and play?
19. Would you rather ride a bike, ride a horse, or drive a car?
20. What would you sing at Karaoke night?
21. What type of music do you listen to on the radio?
22. Which would you rather do: wash dishes, mow the lawn, clean the bathroom, or vacuum the house?
23. Have you ever been in the newspaper?
24. If you could only eat one meal for the rest of your life, what would it be?
25. Who is your favorite author?
26. Have you ever had a nickname? What is it?
27. Do you like or dislike surprises? Why or why not?
28. In the evening, would you rather play a game, visit a relative, watch a movie, or read?
29. Where would you go for a dream holiday?
30. Would you rather win the lottery or work at the perfect job? And why?
31. Who would you want to be stranded with on a deserted island?
32. If money was no object, what would you do all day?

33. If you could go back in time, what year would you travel to?
34. How would your friends describe you?
35. What are your hobbies?
36. What is the best gift you have been given?
37. What is the worst gift you have received?
38. Aside from necessities, what one thing could you not go a day without?
39. List two pet peeves.
40. Where do you see yourself in five years?
41. How many pairs of shoes do you own?
42. If you were a super-hero, what powers would you have?
43. What would you do if you won the lottery?
44. What form of public transportation do you prefer? (air, boat, train, bus, car, etc.)
45. What's your favorite zoo animal?
46. If you could go back in time to change one thing, what would it be?
47. If you could share a meal with any 4 individuals, living or dead, who would they be?
48. How many pillows do you sleep with?
49. What's the longest you've gone without sleep (and why)?
50. What's the tallest building you've been to the top in?
51. Would you rather trade intelligence for looks or looks for intelligence?
52. How often do you buy clothes?
53. Have you ever had a secret admirer?
54. What's your favorite holiday?
55. What's the most daring thing you've ever done?
56. What was the last thing you recorded on TV?
57. What was the last book you read?
58. What's your favorite type of foreign food?
59. Are you a clean or messy person?
60. Who would you want to play you in a movie of your life?
61. How long does it take you to get ready in the morning?
62. What kitchen appliance do you use every day?
63. What's your favorite fast food chain?
64. What's your favorite family recipe?
65. Do you love or hate rollercoasters?
66. What's your favorite family tradition?
67. What is your favorite childhood memory?
68. What's your favorite movie?
69. Have you ever been on television?
70. Is your glass half full or half empty?
71. What is your favourite flavour of ice cream?

72. What three items would you take with you on a deserted island?
73. What was your favorite subject in school?
74. What's the most unusual thing you've ever eaten?
75. Do you collect anything?
76. Is there anything you wished would come back into fashion?
77. Are you an introvert or an extrovert?
78. Which of the five senses would you say is your strongest?
79. Have you ever had a surprise party? (that was an actual surprise)
80. Are you related or distantly related to anyone famous?
81. What do you do to keep fit?
82. Does your family have a "motto" – spoken or unspoken?
83. If you were ruler of your own country what would be the first law you would introduce?
84. Who was your favorite teacher in school and why?
85. What three things do you think of the most each day?
86. If you had a warning label, what would yours say?
87. What song would you say best sums you up?
88. What celebrity would you like to meet at Starbucks for a cup of coffee?
89. What was your favourite childhood toy?
90. What's the most interesting thing you can see out of your office or kitchen window?
91. On a scale of 1-10 how funny would you say you are?
92. Where do you see yourself in 10 years?
93. What was your first job?
94. If you could join any past or current music group which would you want to join?
95. How many languages do you speak?
96. What is your favorite family holiday tradition?
97. Who is the most interesting person you know?
98. If you had to describe yourself as an animal, which one would it be?
99. What is one thing you will never do again?
100. Who knows you the best?

Adapted from

<http://www.signupgenius.com/groups/getting-to-know-you-questions.cfm>

Printable: Session 17 Assessment and Evaluation

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

Printable: Session 16 Conflict

Conflict 1:

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:

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:

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:

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 planned 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?

Printable: Session 5 Instructional Tasks

Marshmallow Structures – Reflective Questions

- 1 What was the skill (s) performed?
- 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?

Marshmallow Structures – Reflective Questions

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