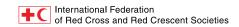


## **ToT Development**

Program Resources





## **ToT Development Program Resources**

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### **Global First Aid Reference Centre**

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f Global First Aid Reference Centre

# 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)
		Adhere to your NS Trainer Code of Conduct		Se	Plan lessons by course and by session
					Prepare for course
				our	(administrative tasks, learning aids and content)
	-RC			Pre Course	Establish a safe learning environment
	Act in accordance with the Fundamental Principles of the IFRC				Review all session content and activities
					Initiate relationship with First Aid Trainer Candidate
					Open the course
			0.0	During the Course	Maintain a safe learning environment
15			min		Conduct sessions
ıta			Lear		Assess participants, provide remediation when required
er			Suc		Utilize conflict resolution
E			fe L		Adapt instructional approach
qa			n Lii		Evaluate participants
Fundamentals			Engage in Life Long Learning	uri	Conclude course
				Д	Facilitate learner-led activities
			Ш		Maintains relationship
					with First Aid Trainer Candidate and co-facilitator
	accc	1		Post Course	Complete administrative work
	in				Complete First Aid Trainer Candidate evaluation
	Act				Decontaminate learning aids and/or equipment
				st (	Engage in lifelong learning through reflection of practice
				Po	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?

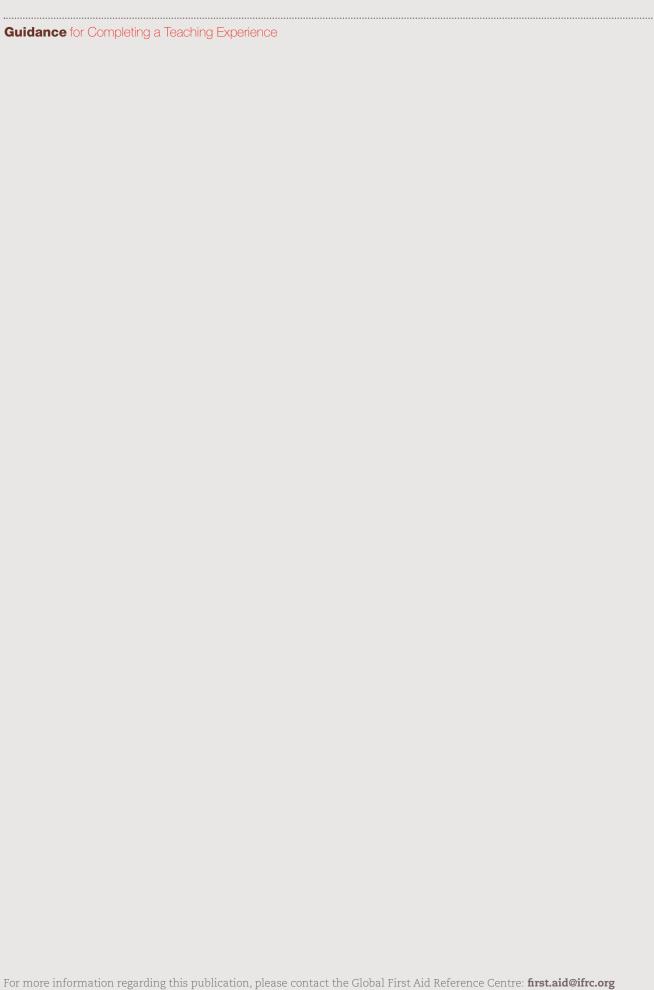
Absolutely! The desired outcome of this experience is to enable you to feel confident with skills and knowledge and conduct a quality course. If you choose to have additional practice and exposure to the Red Cross courses prior to setting up your teaching experience, we recommend and support this decision. 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 incompletion 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.



# 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 ToTs 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 appropriate box and initial beside the box:	a 🗸 in the
☐ Proof of current appropriate first aid trainer-level certification ☐ Age verification ☐ Other items (according to the National Society)	

			1000	0.00
ToT:	Course	(Comp	letion.	( :riteria

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.

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

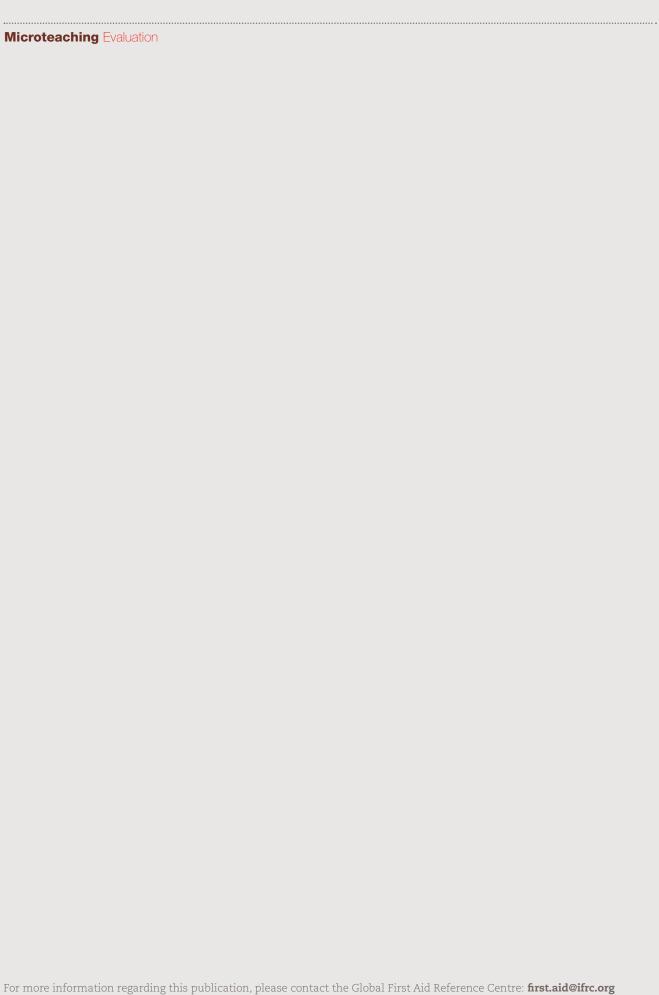
∟ Effectively uses t	he various Red Cross First Aid materials
	an understanding of learning styles and instruction
techniques	
☐ Evaluates peers a	and provides effective feedback
$\square$ Demonstrates a	clear understanding of Red Cross policies and procedur
•	ms, including the process for certification and recertificati
	professional conduct in accordance with the Nation
Societies Code of C	
	es and maintains all equipment
	process for maintaining complete and accurate records a
reports	while combined lifeless development and call discrete discrete
	philosophy of lifelong development and self-directed learni te techniques to mentor new First Aid Trainer candidates
	e and appropriate manner when answering candidates
uestions	e and appropriate manner when answering candidate
<u>-</u>	ches First Aid Trainer candidates on how to teach
	npleted pre-course requirements
_ buccessiany con	inpicted pre course requirements
Additional area	s needing improvement:
	s needing improvement:  Completion or Next Steps
Recommended	Completion or Next Steps
Recommended	
Recommended	Completion or Next Steps  opropriate box and initial beside the box.

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:

**ToT:** Course Completion Criteria

## Microteaching Evaluation

Requires Improvement  Meets Expectations	Exceeds Expectations  Not Applicable
Require	Exceed Not Ap
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## 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.

- 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	
1 to 3 years ago	
4 to 5 years ago	
6 to 10 years ago	
More than 10 years ago	

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

Children	
Families	
Refugees	
Volunteers	
Commercial/workplace	
Other (please advise)	

- 6 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	
No	

7 Did this course...

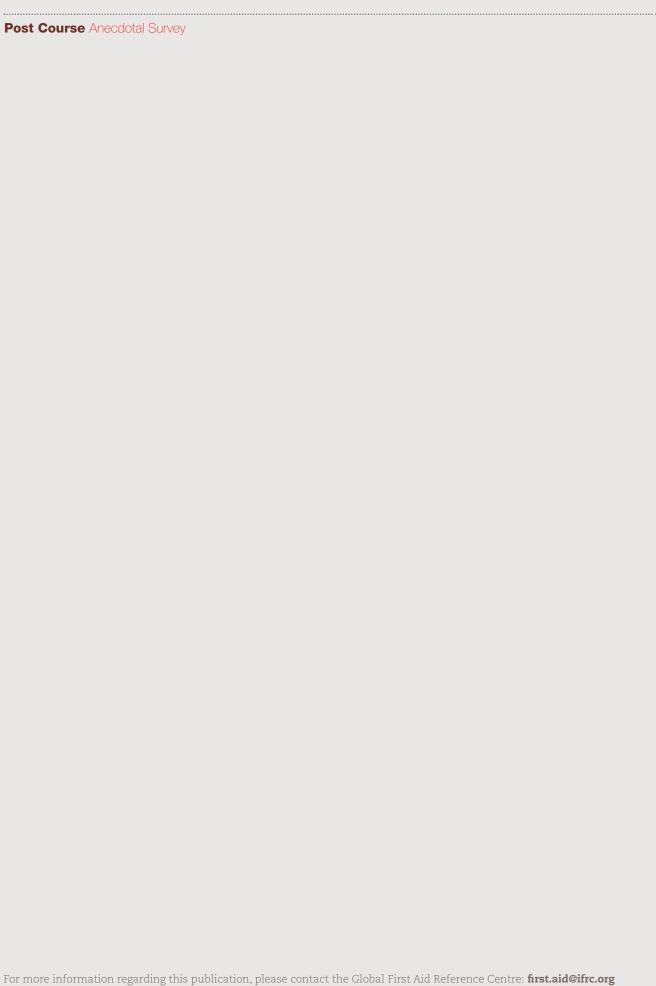
Dia tills course			1	
(select one answer per row)	Strongly			Strongly
	Agree	Agree	Disagree	Disagree
Play a key role in your learning?				
Present information in an easy-				
to-follow manner?				
Use various teaching methods to				
help you learn in a way that was				
meaningful to you?				
Keep your attention and				
interest?				
Allow you enough time for you				
to practice your skills?				

B) 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				

Post	Course	Anecdotal	Surve
r ost	Oui se		Oui ve

	1		
	2		
	3		
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## Pre / Post Course Survey

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	Yes		No						
			-		were you inv	_	participat	 e in this	Traine
	Applied	]	Invited						
	please tell <b>How prep</b> a	us: ared d rainer	o you fee	el you a	our personare to suppo	rt and g	uide the		
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Thank you; enjoy the Trainer of Trainers course!

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Thank-you!

Printable: Session 12 Coaching

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

## 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?

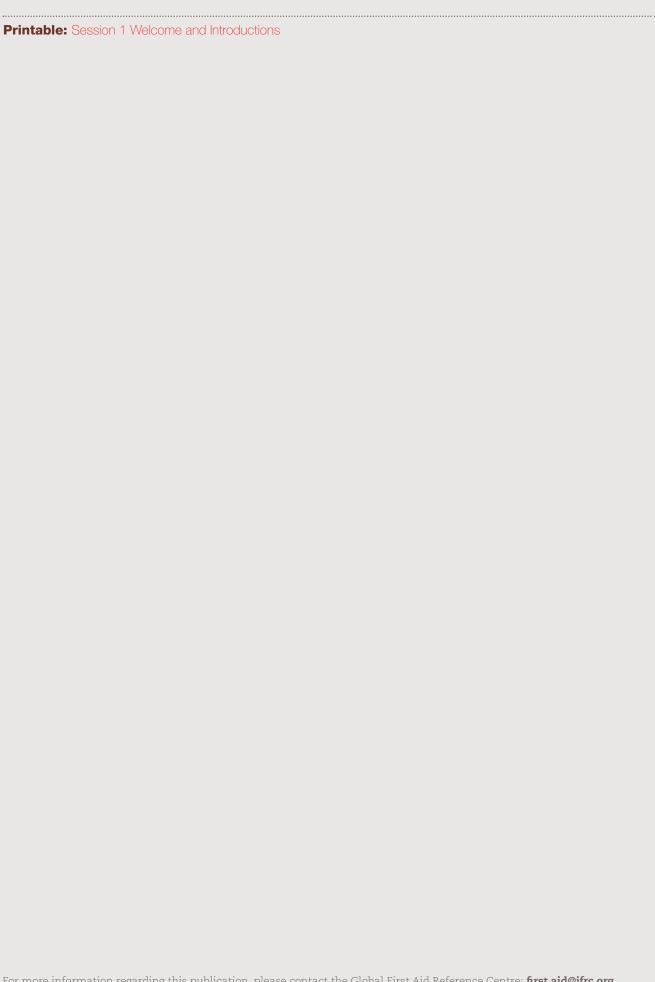
### Printable: Session 1 Welcome and Introductions

- 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?

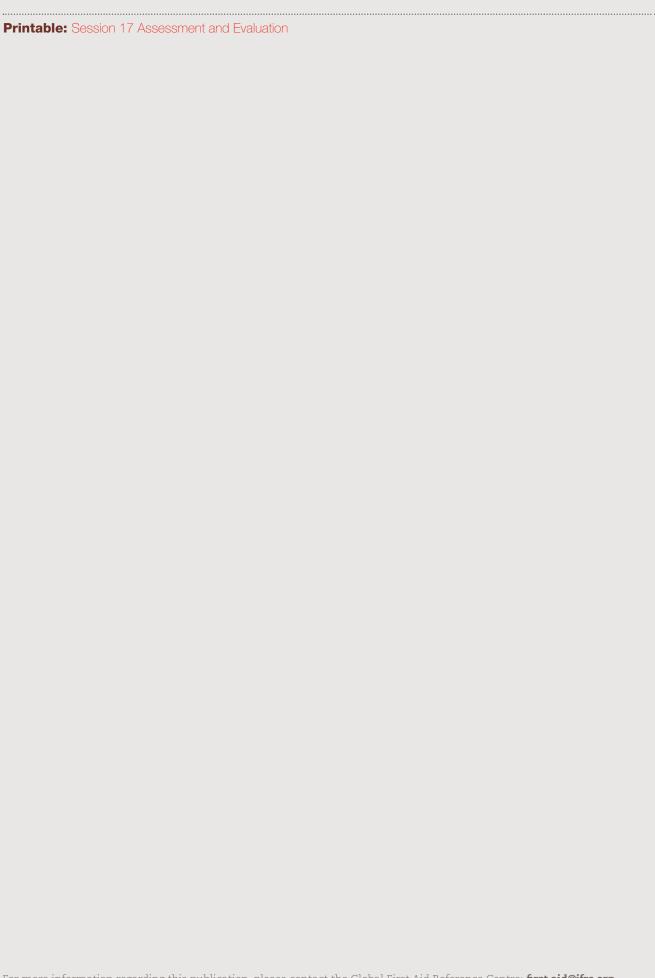
### Adapted from

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

## 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.

Printable: Session 16 Conflict

### 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 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?

Printable: Session 5 Instructional Tasks

## Printable: Session 5 Instructional Tasks

## Marshmallow Structures - Reflective Questions

- 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?
- What roles did we each take on during this exercise?

## Marshmallow Structures - Reflective Questions

- 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?
- 6 How does our performance compare to other groups? By what measure?
- 6 If we struggled, how did we determine what to correct?
- What roles did we each take on during this exercise?

**Printable:** Session 5 Instructional Tasks For more information regarding this publication, please contact the Global First Aid Reference Centre: first.aid@ifrc.org