



# Candidate Workbook

## Trainer of Trainers (ToT)

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# Contents

Overview	4
Workshop Outline	6
A Personal Goal	7
A Professional Goal	7
World Leaders in First Aid Education	8
Organizational Structure	9
<b>Session 1: Welcome and Introductions</b>	<b>11</b>
<b>Session 2: Group Charter</b>	<b>12</b>
<b>Session 3: Role and responsibilities of a ToT</b>	<b>13</b>
<b>Session 4: One Red Cross</b>	<b>14</b>
<b>Conclusion of Day 1</b>	<b>15</b>
<hr/>	
<b>Session 5 &amp; 6: Instructional Activities</b>	<b>16</b>
<b>Session 7: Effective ToTs</b>	<b>17</b>
<b>Session 8: Adult Learners/Check-In #1</b>	<b>20</b>
<b>Conclusion of Day 2</b>	<b>21</b>
<hr/>	
<b>Session 9 &amp; 10: Facilitation Practice #1</b>	<b>22</b>
<b>Session 11: Supporting Learning</b>	<b>23</b>
<b>Session 12: Coaching in First Aid Training</b>	<b>24</b>
<b>Conclusion of Day 3</b>	<b>25</b>
<hr/>	
<b>Session 13: Course Accommodations</b>	<b>26</b>
<b>Session 14 &amp; 15: Facilitation Practice #2</b>	<b>27</b>
<b>Session 16: Conflict Resolution</b>	<b>28</b>
<b>Conclusion of Day 4</b>	<b>29</b>
<hr/>	
<b>Session 17: Assessment and Evaluation</b>	<b>30</b>
<b>Session 18: Organizing a FA Trainer Development Course</b>	<b>31</b>
<b>Session 19 &amp; 20: Conclusion of Course</b>	<b>32</b>

# Overview

The Trainer of Trainers (ToT) course is designed to prepare experienced first aid trainers for the role of Trainer of Trainers. This course will introduce candidates to the role of ToT, as well as the responsibilities of a 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).

<p><b>Course Objectives</b></p>	<p>At the conclusion of the ToT course, candidates should be able to:</p> <ul style="list-style-type: none"> <li>■ Demonstrate an understanding of and commitment to the seven Fundamental Principles and their role as a ToT</li> <li>■ Understand the components involved in developing and supporting capable, confident first aid trainer candidates</li> <li>■ 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 activity (Specialist, Educator, RC/RC Champion, Communicator, and Learner)</li> <li>■ Ensure the physical and psychological health and safety of course candidates</li> <li>■ Effectively plan a first aid trainer course using activities designed to engage a variety of learning styles and facilitation techniques</li> <li>■ Evaluate candidates and provide effective feedback</li> <li>■ Effectively use and maintain all learning aids</li> <li>■ Commit to maintaining complete and accurate records and reports</li> <li>■ Understand and commit to the philosophy of lifelong development for both themselves and their candidates</li> </ul>
<p><b>Course Prerequisites</b></p>	<p>Required:</p> <ul style="list-style-type: none"> <li>■ Minimum age of 18 years</li> <li>■ Participated in first aid training for their National Society as a First Aid Trainer</li> <li>■ Familiarity with latest International First Aid and Resuscitation Guidelines</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>■ Observe a RC/RC First Aid Trainer development course prior to entering the Trainer of Trainers development program.</li> </ul>
<p><b>Completion Criteria</b></p>	<ol style="list-style-type: none"> <li>1. Ability to successfully demonstrate all skills as required by the course content</li> <li>2. Adhere to their National Societies 'Code of Conduct' and legal responsibilities (if applicable)</li> <li>3. Candidates must attend and participate in 100% of the course – this includes active, directed contributions at all scheduled sessions</li> </ol>

<b>Teaching time</b>	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 to account for interpretation and translation.
<b>Post-Course Requirements</b>	Each Trainer of Trainers candidate to complete a teaching experience
<b>Certification / Recertification</b>	See Global First Aid Reference Centre Trainer Development Program Guide for National Societies
<b>Course Facilitator</b>	International Master Educator in First Aid (or alternate as designated by National Society)
<b>Maximum facilitator to candidate ratio</b>	1:6 (not more than 2:12 in one learning environment)

# Workshop Outline

Time	Day 1	Day 2	Day 3	Day 4	Day 5
9h00	Start				
9h00 – 10h30	Welcome and Introduction	Instructional Activities	Facilitation Practice #1	Course Accommodations	Assessment and evaluation
10h30 – 10h40	Reflect on previous session using workbook				
10h40 – 10h55	Break				
10h55 – 12h25	Group Charter	Instructional Activities continued	Facilitation Practice #1 continued	Facilitation Practice #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	Facilitation Practice #2 continued	Course conclusion and 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				

An idea is just a dream until you write it down... then it becomes a goal

**A Personal Goal**

By the end of this course I would like to...

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**A Professional Goal**

By the end of this course I would like to...

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I would like to share with my peers...

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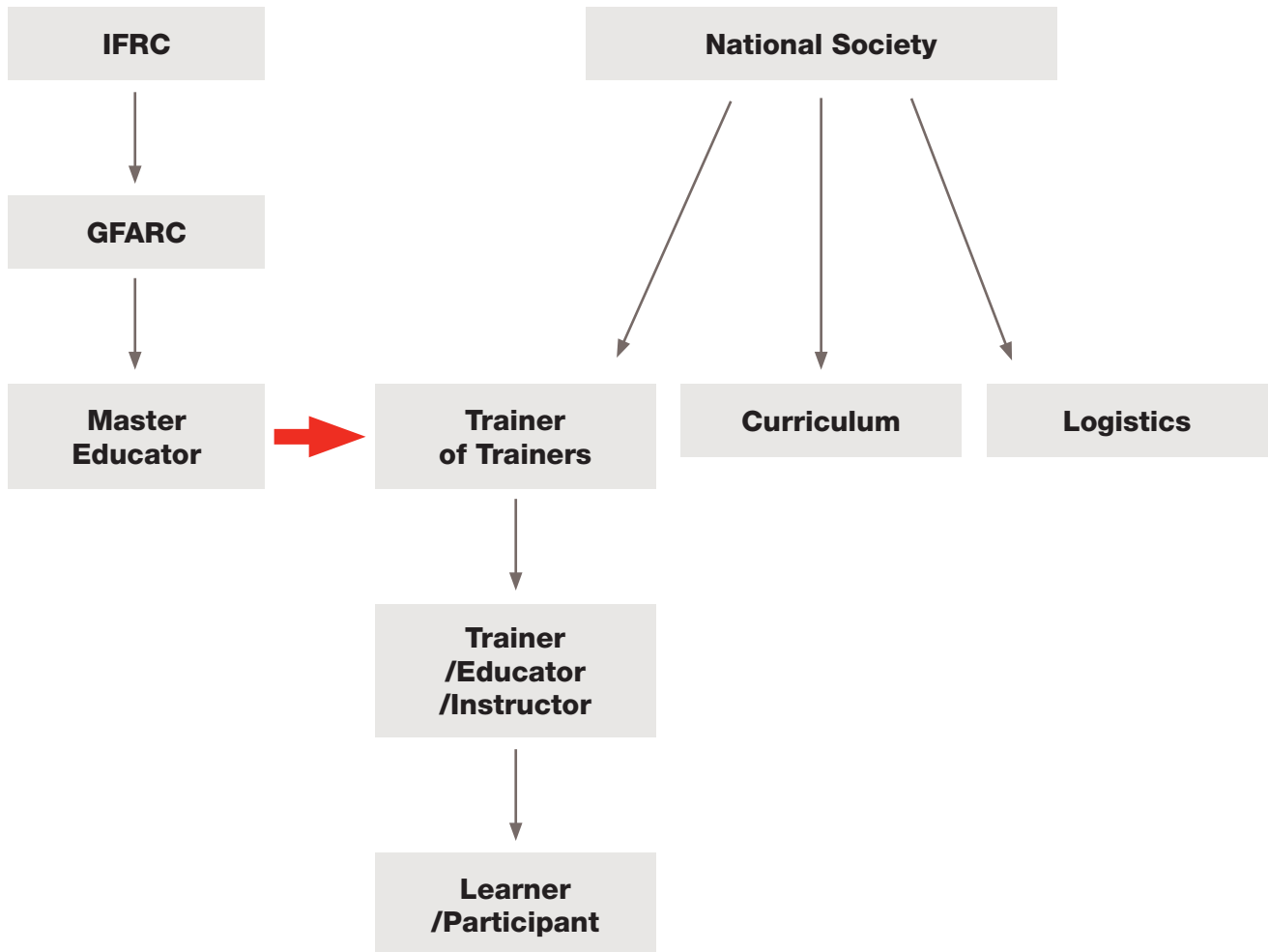
# World Leaders in First Aid Education

**What does this mean...?** Capture your thoughts on this page.





# Organizational Structure



# Sessions

# Session 1:

## Welcome and Introductions

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

**Session Notes** (instructional methods and/or content):

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**Local Context/Application:** In this section please consider how this session applies in your local context. How will you apply this? What are you already doing that is similar in your National Society? Are there things that could be improved?

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# Session 2:

## Group Charter

By the end of this session candidates will:

- Become familiar with the concept of group norms and 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

**Session Notes** (instructional methods and/or content):

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## Session 3:

# Role and responsibilities of a ToT

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

**Session Notes** (instructional methods and/or content):

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# Session 4:

## One Red Cross

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

**Session Notes** (instructional methods and/or content):

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# Conclusion of Day 1

1. What was successful about today?

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2. What were the highlights of the day?

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3. What will I do differently tomorrow?

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**How are you feeling after day 1 of the course?** Please select an icon that matches your mood, or use the blank icon to draw your own!



## Day 1 closing thought:

*"The best teachers are those who show you where to look, but don't tell you what to see."*

*Alexandra K. Trenfor*

# Session 5 & 6: Instructional Activities

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

**Session Notes** (instructional methods and/or content):

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# Session 7:

## Effective ToTs

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

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### Introduction to the **Anatomy of a Message** by Christoph Müller, Dipl.-Päd.

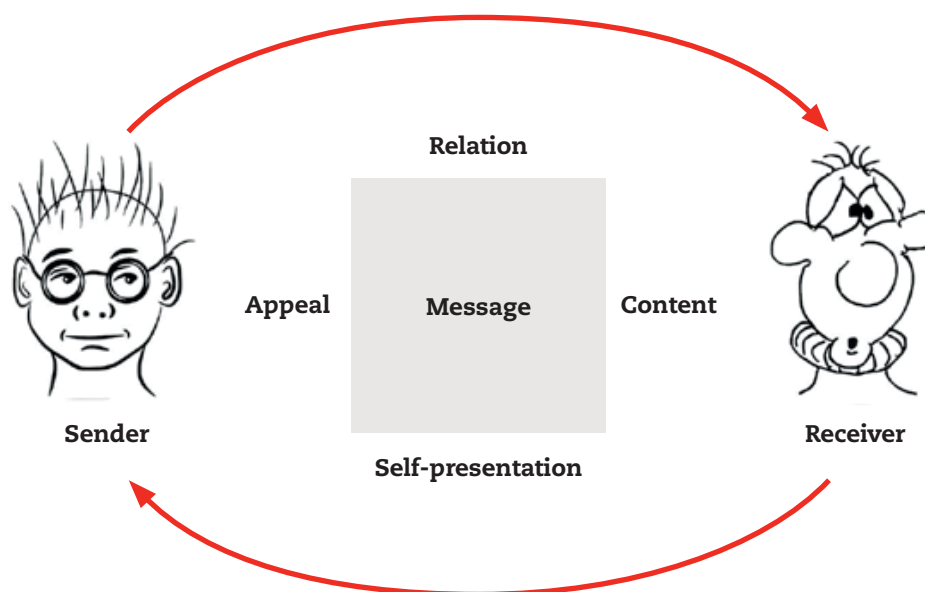
“We can not NOT communicate“. This idea of the Austrian psychologist Paul Watzlawick is the first of five principles or axioms of human interaction. They show that partners in communication construct realities, which function under specific modalities. Communication is not only an exchange of information, but also human interaction, behavioral change, understanding and relationship building. Communication is based on appeals for behavior and desired relation.

The following four plausible axioms about communication processes are:

- Each communication has a content and relationship aspect, which determines the reception of the content. It is part of meta-communication (communication about communication). Quality of voice, physical distance, body language and level of personal energy expresses the current relation to the receiver of our messages.
- The nature of a human relation is determined by the inter-punctuation (the insertion of signs to create sense and clarity in sentences) in the communication process between people. We live in a constructed + subjective reality, which is based on our experiences and judgments. We construct causes for new experiences after certain events in chain-reactions. This can lead to cyclical conflicts and stereotypes.
- Human communication uses digital/verbal) and analogue (non-verbal + non-lingual) modalities (ways of expression). Gestures, mimic, body-language support the understanding of verbal signals. We code and decode messages in mutual behavior and “pack” the content, which we are sending to the recipient. “A gesture can say more then 100 words”.
- Human interaction and communication is symmetric or complementary, depending on equality and difference in relation and needs of the sender and receiver in an interaction. Hierarchy, institutional context, social roles, protocols and cultural standards determine our communication behavior. Every message contains a social and emotional self-presentation of the sender. The response of the recipient of a message includes also a self-presentation and external influence factors.

The Anatomy of a Message can be used to reflect role-plays, sample-lessons by new First Aid Trainers and to resolve conflict situations in trainer courses.

Anatomy of a Message



**Tips for providing feedback:**

- FOCUS feedback ON BEHAVIOUR rather than the person.  
It is important that we refer to what a person does rather than comment on what we imagine he/she is. Focusing on behaviour implies that it is something related to a specific situation that might be changed. It is less threatening to a person to hear comments about his/her behaviour than his/her traits.
- FOCUS feedback ON OBSERVATIONS rather than inferences.  
Observations refer to what we can see or hear in the behaviour of another person, while inferences refer to interpretations and conclusions which we make from what we see or hear. In a sense, inferences or conclusions about a person contaminate our observations, thus clouding the feedback for another person.
- FOCUS feedback ON DESCRIPTIONS rather than judgement.  
The effort to describe represents a process for reporting what occurred, while judgement refers to an evaluation in terms of good or bad, right or wrong. The judgements arise out of a personal frame of reference or values, whereas description represents neutral (as far as possible) reporting.

- FOCUS feedback on DESCRIPTION OF BEHAVIOUR which are terms of “more or less” rather than in terms of “either-or”.
- FOCUS feedback on behaviour related to a SPECIFIC SITUATIONS, rather than the abstract.
- FOCUS feedback on the SHARING OF IDEAS AND INFORMATION rather than on giving advice.
- FOCUS feedback on EXPLORATION OF ALTERNATIVES RATHER THAN ANSWERS or solutions.
- FOCUS feedback on THE VALUE IT MAY HAVE TO THE RECIPIENT not on the value or “release” that it provides the person giving the feedback.
- FOCUS feedback on THE AMOUNT OF INFORMATION THAT THE PERSON RECEIVING IT CAN USE, rather than on the amount that you have which you might like to give.
- FOCUS feedback on TIME AND PLACE (appropriate) so that personal data can be shared at appropriate times.

**Session Notes** (instructional methods and/or content):

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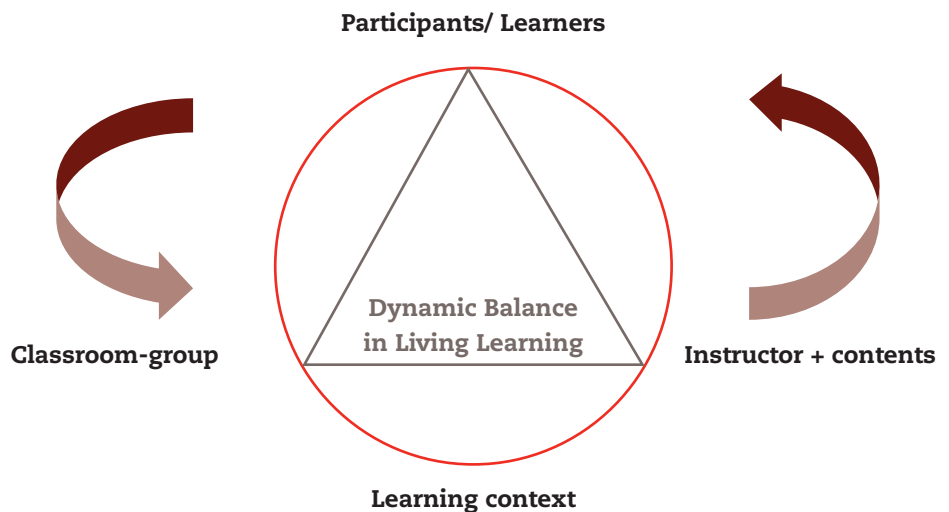
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# Session 8: Adult Learners/Check-In #1

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

Theme Centered Interaction



**Session Notes** (instructional methods and/or content):

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# Conclusion of Day 2

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

**1. Why did I succeed?**

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**2. Why did I succeed this time as compared to other times?**

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**3. What motivated me to do well?**

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**4. How did I feel after doing well?**

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**How are you feeling after day 2 of the course?** Please select an icon that matches your mood, or use the blank icon to draw your own!



## Day 2 closing thought:

*"Education is not the filling of a pail, but the lighting of a fire."*

*William Butler Yeats*



# Session 11: Supporting Learning

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

**Session Notes** (instructional methods and/or content):

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**Local Context/Application:** In this section please consider how this session applies in your local context. How will you apply this? What are you already doing that is similar in your National Society? Are there things that could be improved?

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# Session 12:

## Coaching in First Aid Training

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

**Do you see yourself as a coach in your current National Society classroom?  
If so, what are you doing?**

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**Session Notes** (instructional methods and/or content):

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# Conclusion of Day 3

Identify a challenging situation to reflect on, ask yourself the following questions:

**1. What was I challenged by? What made me most uncomfortable?**

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**2. Is the reason emotional?** (Was I having bad day? Was I distracted, nervous or tired?)

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**3. Is the reason a lack of knowledge?** (Was I unsure how to do something? Did I miss a step? Did I forget to double-check my work?)

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**4. Is the reason accidental?** (Did I not know that what I did was wrong? Did I misunderstand the directions?)

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**5. How can I prevent this from happening again, or prevent it from affecting me in the same way next time?**

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**How are you feeling after day 3 of the course?** Please select an icon that matches your mood, or use the blank icon to draw your own!



## Day 3 closing thought:

*"Strength does not come from winning. Your struggles develop your strengths. When you go through hardships and decide not to surrender, that is strength."*

*Arnold Schwarzenegger*

# Session 13:

## Course Accommodations

By the end of this session candidates will:

- Understand the difference between a course accommodation versus a course modification
- Understand how they can support their own candidates in navigating these circumstances

**Session Notes** (instructional methods and/or content):

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# Session 16:

## Conflict Resolution

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

**Have you seen an incident or had to work in a conflict situation?  
What happened? What did you do?**

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**Session Notes** (instructional methods and/or content):

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## Conclusion of Day 4

Identify a task that you performed today. 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?**

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**2. Have my peers said anything to me about my work? Did they mention that they liked something that I did or did they give me some advice?**

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**3. If they liked what I did, did that action come through naturally or was it something I've been working on?**

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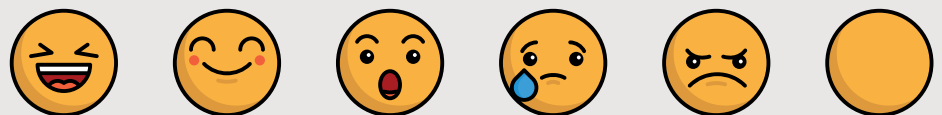
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**4. If they gave me advice, was that advice constructive enough to use?**

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**How are you feeling after day 4 of the course?** Please select an icon that matches your mood, or use the blank icon to draw your own!



### Day 4 closing thought:

*"Passion is energy. Feel the power that comes from focusing on what excites you."*

Oprah Winfrey

# Session 17:

## Assessment and Evaluation

By the end of this session candidates will:

- Have a clear understanding of their National Societies' assessment and evaluation processes

**Session Notes** (instructional methods and/or content):

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# Session 18: Organizing a FA Trainer Development Course

By the end of this session candidates will:

- Be able to describe the purpose of a First Aid Trainer course
- Explain the components of a safe learning environment
- Be able to prepare a First Aid Trainer course

**Session Notes** (instructional methods and/or content):

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**Local Context/Application:** In this section please consider how this session applies in your local context. How will you apply this? What are you already doing that is similar in your National Society? Are there things that could be improved?

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# Session 19 & 20:

## Conclusion of Course

**1. On our final day of reflection we are going to look at the full five days of our course. Prior to beginning the ToT course I felt/thought...**

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**2. An especially satisfying moment this week was when...**

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**3. An especially challenging moment this week was when...**

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**4. As a learner this week helped me realize that...**

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**5. One thing I want first aid trainer candidates to notice about me is...**

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**6. Following the ToT course I would like to continue working on...**

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Please take a look back at the personal and professional goals that you set for this workshop (page 7). How do you feel about your progress?

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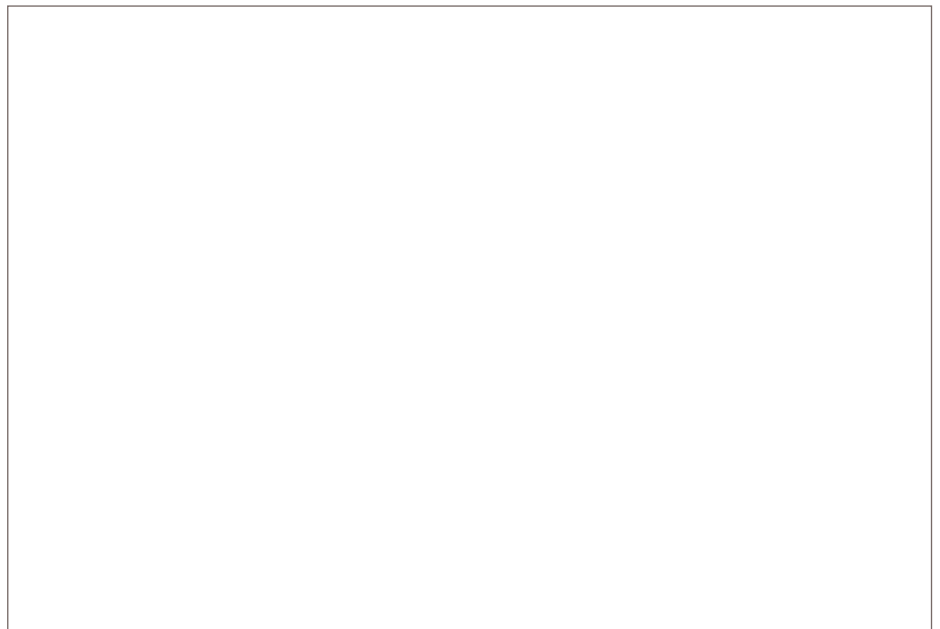
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You may also wish to capture your thoughts visually:



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**Day 5 closing thought:**

*“Success isn’t just about what you accomplish in YOUR life; it is about what you inspire OTHERS to do.”*

*Unknown*





