



# Supplemental Information

## for Trainer of Trainers (ToT) Candidates

## **Preamble**

With the release of this document the IFRC, via the Global First Aid Reference Centre (GFARC), is establishing a global First Aid Trainer Development Framework available for use by all member societies in their development of First Aid Trainers and Trainers of Trainers.

The primary purpose of the First Aid Trainer Development Framework is to:

- Create global standards for First Aid Trainer and Trainer of Trainer development, and
- Make trainer development accessible to all National Societies, increasing operating capacity and building resiliency in local communities

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# Safe Learning Environments

The more comfortable the setting for a course, the easier it is for candidates to learn and participate. There are two components to a safe learning environment: the physical environment and the psychological (emotional) environment. When you manage both the physical and emotional environment you maximize candidates' sense of comfort and best prepare them for a successful learning experience.

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## Physical Setting

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.

- 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/activity.
- Keep the room and your teaching aids clean and tidy. Make different candidates responsible for post-session cleanup.
- Comply with regulations on food and beverages in the classrooms.
- Arrive well before the sessions to arrange the room and organize material.
- Start and end on time.

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## Psychological Setting

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 Trainer of Trainers. 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. Under no circumstances use humour or sarcasm at the expense of others.

### **Establish Boundaries and Expectations**

- Build a learning-centred environment by encouraging candidates to take responsibility for their own learning. Avoid exerting control to manage the class.
- Communicate clear learning objectives and acknowledge the difference between candidates' expectations and what you will cover.
- At an early point in the course, discuss good communication skills.
- During the early modules, co-operatively establish classroom rules and review safety rules. Establish consequences.
  - Remind candidates that their behaviour throughout the course will be a factor in evaluating their ability to become a First Aid Trainer.
  - Follow through when candidates fail to comply.

### **Create a Safe, Comfortable Environment**

- Help candidates get to know one another. Provide opportunities for candidates to work in groups. Have candidates form new groups for different activities.
- Understand the different learning styles of candidates and use the appropriate instructional methods to engage them.

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## **What happens when the learning environment is no longer safe?**

### **If a candidate is threatening the physical environment:**

- 1) If needed, remove either the endangering candidate or the class (be aware of your safety and that of your candidates, make your best judgement call based on the environment)
- 2) Provide care to any ill or injured persons
- 3) Notify the National Society if a staff person is not present (and the authorities if the incidence involved violence)
- 4) Determine if the program can resume (may require use of a secondary space)
- 5) Document the incident and actions taken

Examples include: misuse of equipment, inappropriate contact/touch.

There may also be damage to the physical environment that is not candidate related (example: weather related, contamination due to chemicals or bodily fluids, general injury, etc... ). This is still a threat to the physical environment.

**If a candidate is threatening the psychological environment:**

- 1) Recognise the situation and the impact on candidates (either through observation or identification)
- 2) If recognized via observation discreetly check-in with the candidate(s) to confirm comfort
- 3) If they indicate that they are uncomfortable speak with the offending candidate - make it clear that the behaviour must stop
- 4) If they persist, remove the offending candidate from the program
- 4) Notify the National Society and document the situation

Examples: Racial profiling, harassment, bullying, etc... This can often take the form of inappropriate humor, or unwanted advances.



# Instructional Techniques

As you learned in your First Aid Trainer course, instructional techniques are “mediums” you can use to get your message across, so different Trainers can use different techniques and still be successful. You likely prefer to use certain techniques because they suit your style. However, as a Trainer of Trainers, you need to understand and demonstrate techniques you do not generally use because you will have to do the following:

- Help candidates develop their individual teaching styles. These will differ from yours and other candidates’ because each person has a different background and level of experience.
- Adapt your own use of techniques to meet the learning needs of First Aid Trainer candidates and the objectives of the course.
- Be flexible in letting candidates use various techniques to meet the needs of the learners.

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## Choosing Instructional Techniques

With so many instructional techniques to choose from, you may feel overwhelmed and tend to stick with the two or three techniques you are most comfortable with; however, that can be boring for candidates and ineffective.

Answering the following questions will help you choose and use instructional techniques well.

Does the technique meet learners’ needs?

To identify the best instructional strategies for each session, when you do lesson plans and/or revise them before the lesson itself, you can ask yourself the following:

- Do I want to relax, motivate, or inform?
- Do the candidates need to acquire or practise new skills, acquire information, or explore attitudes and feelings?
- What should I consider about the group’s stage of learning (introduction, practice/review, or mastery)?

What do candidates expect?

Ask the candidates early in the course what learning methods have worked for them. Assist candidates in identifying their own learning styles.

### What limits your choice of methods?

Your choices of instructional techniques will also depend on where you are working, such as the size and configuration of rooms. If you cannot move the seats, for example, then small-group discussion will not work. However, you could have people work in pairs. The equipment and time you have—or do not have—also affect your choices.

### Examples of Instructional Techniques:

Strategy	Definition	Advantages	Disadvantages
<b>Game</b>	A fun activity that meets a specified objective	<ul style="list-style-type: none"> <li>■ Interactive</li> <li>■ Encourages active participation</li> <li>■ Can make learning fun</li> </ul>	<ul style="list-style-type: none"> <li>■ Requires equipment</li> <li>■ Can become competitive</li> <li>■ May foster frustration</li> <li>■ Requires time to play</li> </ul>
<b>Case Studies</b>	A real-life story which provides a detailed examination of a situation or circumstance	<ul style="list-style-type: none"> <li>■ Participants are able to develop critical thinking skills by reading and discussing complex, real-life scenarios</li> <li>■ Is a safe way to explore potentially dangerous environments or situations</li> </ul>	<ul style="list-style-type: none"> <li>■ Some participants may not be able to immerse themselves into the scenario if they do not understand the context</li> <li>■ May require equipment</li> </ul>
<b>Lecture</b>	An uninterrupted verbal presentation	<ul style="list-style-type: none"> <li>■ Can deliver information to large groups of learners at one time</li> <li>■ Can control the content and sequence of information</li> <li>■ Minimal equipment is required, is inexpensive</li> </ul>	<ul style="list-style-type: none"> <li>■ Limits communication to one direction</li> <li>■ Limits feedback</li> <li>■ Prevents participants from setting his or her own pace</li> <li>■ Inappropriate for practical learning, such as acquisition of skills</li> <li>■ Difficult to develop ability effectively</li> <li>■ May not be appropriate to the content being presented</li> </ul>
<b>Demonstration</b>	A practical skill presentation done by the First Aid Trainer. At the conclusion, the participants should be able to perform the skill in a satisfactory manner to meet a measurable standard.	<ul style="list-style-type: none"> <li>■ Can get the candidates' attention</li> <li>■ Relates classroom principles to the real world</li> <li>■ Illustrates a concept or skill</li> <li>■ Flexible (can be altered to suit the group)</li> <li>■ Can be repeated</li> </ul>	<ul style="list-style-type: none"> <li>■ Requires equipment and careful preparation and organization</li> <li>■ Can take a disproportionate amount of course time</li> <li>■ Usually limits group size</li> <li>■ Places participants in a passive (non-active) role</li> <li>■ If the demonstration was not accurate participants may model incorrect actions</li> </ul>
<b>Practical Session</b>	A practical skill presentation done by the participants.	<ul style="list-style-type: none"> <li>■ Allows participants to apply their learning</li> </ul>	<ul style="list-style-type: none"> <li>■ Incorrect application must be corrected</li> </ul>



Strategy	Definition	Advantages	Disadvantages
<b>Discussion</b>	Verbal interaction within a group setting on a specific topic	<ul style="list-style-type: none"> <li>■ Interactive and permits everyone to participate</li> <li>■ Provides immediate feedback</li> <li>■ Provides flexible sequencing of information</li> <li>■ Pools abilities, knowledge, and experiences</li> <li>■ Stimulating</li> <li>■ Provides numerous viewpoints, often resulting in participants widening their views</li> </ul>	<ul style="list-style-type: none"> <li>■ Limits number of participants</li> <li>■ Provides primarily auditory input</li> <li>■ Message will vary from group to group</li> <li>■ Can be a time-consuming process</li> <li>■ Opens the possibility of aimless debate</li> <li>■ May be dominated by aggressive individual(s)</li> <li>■ Makes some participants uncomfortable</li> </ul>
<b>Question and Answer</b>	Trainer-directed inquiry	<ul style="list-style-type: none"> <li>■ Perception checks of class/individuals</li> </ul>	<ul style="list-style-type: none"> <li>■ Trainer must ask the right questions to get the right answers</li> <li>■ Suited to individual participants who are bright and/or assertive; may leave some only marginally involved (some may have low level participation)</li> </ul>
<b>Field Trips</b>	A journey by participants to a place outside of their typical learning environment	<ul style="list-style-type: none"> <li>■ Can allow for hands-on learning</li> <li>■ Can provide participants with a variety of learning environments</li> </ul>	<ul style="list-style-type: none"> <li>■ Can require many additional course logistics (transportation, safety, cost, etc...)</li> <li>■ Can be time consuming</li> </ul>
<b>Scenarios /Role Playing</b>	Problem-solving exercises which give participants the opportunity to apply the principles they have learned to a more realistic situation	<ul style="list-style-type: none"> <li>■ Especially good for those first aid situations in which there is more than one right answer and the participant's judgment is essential</li> </ul>	<ul style="list-style-type: none"> <li>■ Effectiveness is limited by how well the participants contribute to the scene</li> <li>■ Can be time consuming to create, perform and debrief</li> </ul>
<b>Brainstorming</b>	A spontaneous group discussion to produce ideas and ways of solving problems	<ul style="list-style-type: none"> <li>■ Encourages creativity</li> <li>■ Encourages participants to generate as many ideas as possible</li> </ul>	<ul style="list-style-type: none"> <li>■ Students may try to judge the ideas of others and limit contribution of the whole class (you must explain the importance of being sensitive to others)</li> <li>■ Time limits should be set so that the session does not go too long</li> </ul>
<b>Learning Centres</b>	An area that contains an activity and materials to teach, reinforce, and/or enrich a skill or concept	<ul style="list-style-type: none"> <li>■ Allows participants to engage in self-directed learning</li> <li>■ Can be used by individuals or small groups</li> <li>■ Can be used when you have limited equipment and would like it to be shared among a group</li> </ul>	<ul style="list-style-type: none"> <li>■ You must provide clear directions at each centre in order to achieve specific results</li> <li>■ You must ensure that participants return the centre to its original condition before the next group uses the space</li> </ul>
<b>Small Group Work</b>	When your participants are divided into smaller working segments	<ul style="list-style-type: none"> <li>■ Changes the pace in your learning environment</li> <li>■ Allows participants more opportunity to contribute (than they would have in a larger group)</li> <li>■ Allows you to assign participants depending on areas of interest</li> </ul>	<ul style="list-style-type: none"> <li>■ May be challenging depending on the physical layout of the learning environment</li> <li>■ Participants may struggle to focus on the task at hand (may be inclined to socialize with one another)</li> </ul>

# Active Listening

As a Trainer of Trainers (ToT), you should teach and model active listening techniques. Remind your candidates to practise them as well. This will facilitate an effective and more meaningful conversation.

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## 1. Cultivate an interest in people.

You can overcome almost all listening problems by developing the right attitudes. There is no such thing as uninteresting people—only disinterested listeners.

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## 2. Ask questions.

Speak up when you do not understand, need further clarification, or want the speaker to expand on a point. It is not appropriate to phrase your questions to embarrass or show up a person.

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## 3. Concentrate on the speaker.

Focus on the speaker's words, ideas, and feelings related to the subject.

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## 4. Wait your turn.

You cannot listen when you are talking. Avoid interrupting.

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## 5. Empathize with the speaker.

Try to put yourself in the speaker's place so that you can see what the other person's point of reference is.

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## 6. Put negative emotions aside.

Try to manage your worries, fears, and problems. They may prevent you from listening well. If they keep returning, quickly note for yourself what is happening and that will free you to listen. Deal with the issues at an appropriate time so that they do not return to trip you up.

# Acceptance of Feedback

Both you and the candidates need to feel comfortable when providing one another with feedback. Candidates especially need to know that you are not criticizing them personally but are providing the guidance they need to improve their skills.

Use the following methods for giving effective feedback and teach them to your candidates:

- Praise candidates when they do well. Be as specific as possible.
- Ensure that the candidate is listening.
- When making corrections, use appropriate vocal tone and body language.
- Stay calm if a candidate objects. If you feel tension building, take a breath and shift your focus to resolution, preserving the dignity of the candidate and building a positive understanding.
- Phrase comments constructively. For example, instead of declaring, “You chose the wrong content when teaching,” a Trainer of Trainers could ask, “How can you make sure that you have the right content?”
- Make the most important corrections first. Do so in manageable chunks because too much information is overwhelming.
- Follow up quickly with candidates who are having difficulty accepting criticism. If necessary, ask a more experienced Trainer of Trainers to assist or act as a mediator.

Remember, giving and receiving feedback is a skill that takes time to develop. When you model these behaviours with your candidates you are assisting them in developing their own feedback skills. For more tips on giving feedback please reference your ToT workbook.

# Seeking Clarification

When you suspect that a candidate does not understand a topic or disagrees with you or another candidate, treat the situation as an opportunity for further clarification and deal with the situation immediately.

First, get 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 candidates 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 candidates possess and understand 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 candidates 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 candidates 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...?
- In a debate, what reasons would you give...?
- Design a prevention 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 candidate - Ask a question and have a candidate give one answer, and then ask another candidate for another answer. Redirect the question to the whole class, asking for an answer, comment, or elaboration.

# Resolution of Conflict

There are generally two types of conflict: interpersonal conflict (conflict between two or more persons) and organizational conflict (conflict due to organizational structure or practices). Conflict is not always negative.

In your role as a Trainer of Trainers you may experience conflict with your candidates. It is acceptable to disagree with others. However, when you need to manage challenging candidates and find a solution for an issue, you can use the following approach to conflict resolution:

- Stay calm
- Be an active listener
- Seek clarification
- Deal with facts: give and ask for examples; review records
- Ensure that those involved in the conflict resolve it in some way

Resolution can range from an amicable agreement on points of difference to an agreement to disagree and respect each other's views. Teach these skills to the candidates and have them use this process when they disagree with one another.

This content has been modified from the version used  
by the Canadian Red Cross Instructor Development Program.

## Living Learning in First Aid Training

(Composed for the Global First Aid Reference Centre 'Trainer of Trainers' project)

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A successful Teacher or instructor determines the impact of his lessons by his educational competences according to John Hattie in "Making learning visible for teachers" 2013. Hattie conducted 800 Meta-analysis on successful educational behavior and its sustainability of teachers and instructors:

- He or she knows the most important methods to teach the subject content wise and in didactic terms
- He or she understands how to promote an optimal learning climate
- He or she monitors the learning process and gives adequate feedback
- He or she has confidence in the motivation and capacities of the participants in relation to the learning objectives
- He or she is able to support learners at the surface through factual knowledge building and as in deeper structures through understanding, synthesizing and networking successfully

Existing knowledge, experiences and expectations of course participants determine their willingness to provide First Aid and their learning behavior. Instructors are providing space for participants to learn and contribute with their existing skills through active and receptive learning, exercises and feedback. Self-confidence, motivation and target-orientation are psychological key drivers for learning as well as fears, phantasies and prejudices. Successful instructors need empathy, observation and facilitation skills to support learners. In relief organizations instructors are often focusing too much on the medical or technical contents, the learning structure, organizational guidelines and the institutional-legal framework in First Aid training.

Modern participatory learning is a dialogic process to support and coach participants in their interaction – a new key competence for instructors. Latest scientific evaluations of First Aid courses in Germany indicate that instructors are talking far too much by themselves in classroom. Monologues create opportunities for self-presentation and promote emotional security for the instructor, but they hamper participation and identification with the contents.

Active listening, self-reflection, self-discipline, reciprocal and selective teaching helps to understand the learners perspective and promotes a relevant learning process. Cumulative teaching builds on the existing experiences and skills of the learners, their individual and collective knowledge. Mutual exchange, teamwork and peer-support promote cooperative and competitive learning in a positive competition of living learning. An important educational goal is to lead trainees and learners to a meaningful and positive experience, which is providing answers to existential questions of life.

The characteristics of direct instruction describe important elements of teaching:

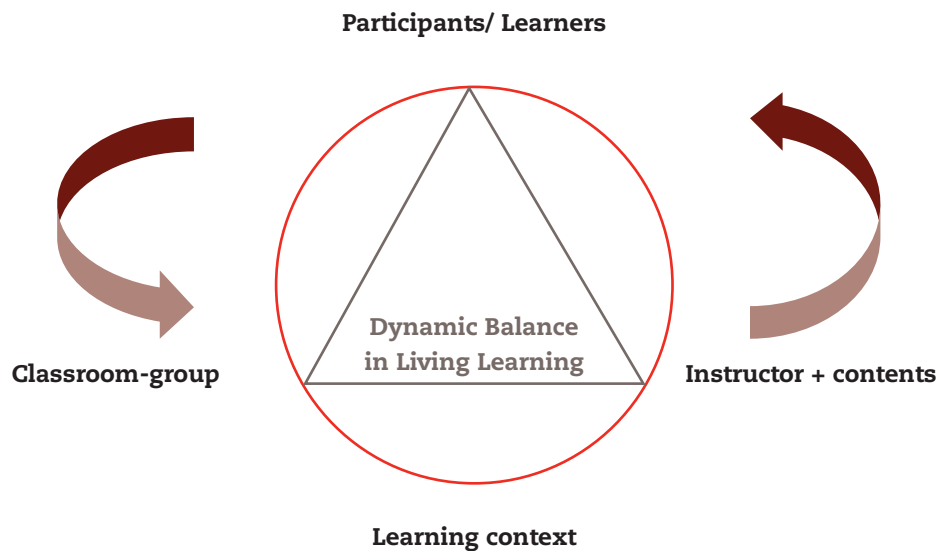
- A clear vision on learning-intentions, what the learners shall understand and be able to do after the training
- Which evaluation –criteria are used to measure the outcome of a training? The learners need to know the standards of the course or class right from the beginning as red thread.
- In order to promote active learning “starters” are needed: case studies, video-clips, photos, practical exercises, role plays and own experiences.
- The structure of the learning sequences need to follow evidence – based, transparent and plausible guidelines.
- Group-coaching during and after practical exercises and peer-support promote transfer and application of the learning contents.
- A summary plus visualization of the contents, observations and results at the end of each learning sequence helps to link old and new knowledge.

The following questions help to monitor the progress of the learning process and provide starting-points and signals for further coaching and changes of the course – didactics:

- Do the contributions of the trainees lead to a measurable understanding of the subject?
- Are the trainees proactive and ask questions related to their own learning needs and transfer back home?
- Are we linking the teaching to participants’ existing background knowledge?
- Are the contents and the methods relevant to the participants working and living reality?
- Is there enough space and time for participants decisions and contributions?
- Is the learning climate positive and promotes mutual support?
- Are we sensitive to recognize intercultural differences and barriers?
- How are we promoting the willingness to provide First Aid and reduce fears through our teaching and training methods?



Peer to Peer coaching among instructors strengthens our educational and communicative skills. Systematic feedback, using evaluation forms and group-dynamical interventions, helps to navigate through a course or class process. Self-regulation in a course-group can be used and encouraged by instructors. He or she provides the context or setting to elaborate adequate solutions for problems and acts as a facilitating energizer. The “Living Learning” model based on the Humanistic Psychology of Ruth Cohn “Theme-centered Interaction”, is an excellent compass for First Aid instructors:



Dynamic Influence and success factors in efficient First Aid Training:

**Participants/ Learners**

1. Learning biography and techniques
2. Motivation, life-context, relevance of the subject
3. Mental and physical fitness
4. Communication behavior
5. Application interest of the training
6. Customer satisfaction with Red Cross

**Classroom group**

1. Learning climate
2. Social and cultural composition
3. Number of participants
4. Age-structure
5. Collective life – and work context
6. Group-dynamics

**Instructor or Teacher**

1. Motivation and educational identity
2. Communication and conflict management competence
3. Self-reflection and self-discipline
4. Didactical and thematic expertise
5. Red Cross history and information level
6. Medical expertise and practical experience in First Aid

**Learning context**

1. National and international First Aid standards
2. Quality of instructors trainings
3. Quality of course administration at local level
4. Quality of First Aid training marketing
5. Supporting electronic First Aid media
6. Image of the national RC/RC society and their First Aid training products

This learning model shows the equal importance of the 4 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 4 factors leads to an imbalance or disturbance during the learning process, which the instructors have to recognize and correct. We can imagine these 4 success-factors also as screens, which instructors have to switch on and monitor before, during and after a First Aid 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.



