CPR Training Professionals

Instructor Candidate: _____ **Assigned #:** _____

FIRST AID/CPR/AED INSTRUCTOR COURSE PRACTICE-TEACHING ASSIGNMENTS

1. Identify your assignments using the number you have been assigned.
2. You will teach one topic from each of the three tables below (Assignment I, II, III).
3. Use the Instructor Candidate's Practice-Teaching Workbook (Appendix C) to help you prepare for, conduct and evaluate your practice-teaching assignments.
4. Make sure you follow the outline in the Instructors Manual and that you are familiar with the course materials, presentations and videos.

Practice-Teaching Assignment I

#	Guided Discussion or Lecture (Facilitation)	Instructors Manual
1	Scene Size-Up and Initial Impression Activity (presentation)	Lesson 1
2	Checking an Injured or Ill Person Who Appears to Be Unresponsive	Lesson 1
3	If the Chest Does Not Rise with Breaths	Lesson 2
4	Heart Attack	Lesson 2
5	AED Basics	Lesson 3
6	Introduction to Choking and Recognizing Choking (2 combined)	Lesson 4
7	Seizures and Fainting (2 combined)	Lesson 5
8	Burns	Lesson 6
9	Poisoning	Lesson 7
10	Cold-Related Emergencies	Lesson 7

Practice-Teaching Assignment II

#	Skill Session	Instructors Manual
4	Glove Removal (including practice)	Lesson 1
3	Giving CPR Skill Session—Adult/Child (Giving CPR video segment plus practice each component of the skill— body position, giving compressions, opening the airway and giving rescue breaths)	Lesson 2
1	Giving CPR Skill Session—Infant	Lesson 2
6	Using an AED—Adult (Guide participants through the steps of using an AED **for one responder**)	Lesson 3
7	Using an AED—Adult (Guide pairs through **multiple responders** with CPR in progress)	Lesson 3
2	Using an AED—Infant (Guide participants through the steps of using an AED for one responder)	Lesson 3
5	Caring for Choking—Adult	Lesson 4
8	Caring for Choking—Infant	Lesson 4
9	FAST Check Activity	Lesson 5
10	Using Direct Pressure	Lesson 6

CPR Training Professionals

Practice-Teaching Assignment III

#	Putting It All Together Assessment Scenario	Instructors Manual
6	Checking a Responsive Person- Adult	Lesson 1
5	Checking a Responsive- Child	Lesson 1
2	Giving CPR- Adult	Lesson 2
8	Giving CPR- Infant	Lesson 2
4	Using an AED- Adult	Lesson 3
9	Using an AED- Infant	Lesson 3
1	Caring for Choking- Adult	Lesson 4
7	External Bleeding	Lesson 6
10	Giving CPR- Adult	Lesson 2
3	Giving CPR- Infant	Lesson 2

INSTRUCTOR CANDIDATE'S PRACTICE-TEACHING WORKBOOK

Each instructor candidate will be expected to teach elements of the First Aid/CPR/AED program and successfully complete three practice-teaching assignments. Use the information below to help you prepare for, conduct and evaluate your practice-teaching assignments. This information will also assist you in providing feedback to your peers after their practice-teaching assignments.

My Practice-Teaching Assignments

Practice-Teaching Assignment I	
Practice-Teaching Assignment II	
Practice-Teaching Assignment III	

The practice-teaching assignments provide you with the opportunity to gain experience in:

- Conducting lessons from the instructor's manual.
- Giving directions.
- Completing course lesson discussions and activities within planned timeframes.
- Managing and conducting skills sessions in first aid, CPR and AED.
- Coaching and prompting participants.
- Evaluating skill performance, determining skill proficiency and providing positive and corrective feedback to help candidates improve their skills.
- Ensuring the health and safety of participants during training.
- Receiving and incorporating feedback on your performance.

The steps of the practice-teaching process are as follows:

- Each candidate prepares for the assigned lesson topics.
- Each candidate conducts his or her assigned topic following the appropriate lesson plan in the instructor's manual.
- The remaining instructor candidates act as course participants, closely following the directions of the instructor candidate teaching the lesson.
- At the conclusion of the practice-teaching assignment, the instructor trainer will facilitate a feedback session that includes a self-critique by the candidate, peer feedback and additional feedback and comments from the instructor trainer.

- Candidates will evaluate themselves based on the criteria for evaluation, such as organizational ability, knowledge of the subject matter, presentation and communication skills, observation and skill evaluation, and providing the appropriate corrective feedback.

The guided discussion or lecture practice-teaching assignment will last about 10 minutes followed with 5 minutes of evaluation.

The skill session will last about 15 minutes and the scenario assessment will last about 10 minutes followed by 5 minutes of evaluation. You will be expected to:

- Set up the session with appropriate supplies and materials.
- Effectively and efficiently conduct the skill session and scenario as directed in the instructor's manual.
- Prompt and coach participants.
- Observe and evaluate participants' skills.
- Provide positive and corrective feedback on participants' skill performance.

How to Prepare to Teach the Assignments

- During your practice-teaching assignments, you should follow the outlines and lesson plans in the instructor's manual for your assigned teaching topic. Be sure you are familiar with the information in the video segments and in the participant's materials that relate to your topics and be prepared to answer participant's questions.
- When using course presentations, ensure you are familiar with how they work and which slides you will use.
- When teaching, ensure participants use the appropriate supporting materials as directed in the instructor's manual. Your instructor trainer will provide copies of any handouts participants will need.

PRACTICE-TEACHING ASSIGNMENT PREPARATION TEMPLATE

To assist you in preparing to teach your lesson, use the template below to organize your resources to review and use when teaching the topic.

Assigned Topic: _____

Length: _____ minutes   **Number of Participants:** _____

Lesson Objectives	If the lesson includes an activity, what are the students supposed to learn from this activity? ☐ _____ ☐ _____ ☐ _____ ☐ _____
Lesson Plan Teaching Strategies in Lesson _____	☐ Review teaching strategy description (Chapter 4, instructor's manual)
Key Points, Phrases or Cue Words (e.g., push hard, push fast for CPR)	☐ _____ ☐ _____ ☐ _____
Class Organization	How will you organize participants? _____ _____ How will the participants follow along with the activity or skill practice? _____ _____
Potential Questions from Participants	☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____

RESOURCES	DETAILS	LOCATION (e.g., page or slide numbers)
Instructor	**Instructor's Manual** Lesson plan	
	Instructor Support Materials ☐ Putting It All Together Assessment Scenario checklists ☐ Skills assessment criteria	
	Course Presentation ☐ Adult ☐ Adult and Pediatric	
	Video Segment/Topic Length: _____ minutes Key points covered by the video segment ☐ _____ ☐ _____ ☐ _____	
Participant	**Support Materials** ☐ Skill sheets ☐ Putting It All Together Assessment Scenario checklists	
	Participant's Manual ☐ Chapters: _____	
	Ready Reference Cards ☐ Adult ☐ Pediatric	
Equipment, Materials and Supplies	☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	

PRACTICE-TEACHING ASSIGNMENT PREPARATION TEMPLATE

To assist you in preparing to teach your lesson, use the template below to organize your resources to review and use when teaching the topic.

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Length: _____ minutes   **Number of Participants:** _____

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Lesson Plan Teaching Strategies in Lesson _____	☐ Review teaching strategy description (Chapter 4, instructor's manual)
Key Points, Phrases or Cue Words (e.g., push hard, push fast for CPR)	☐ _____ ☐ _____ ☐ _____
Class Organization	How will you organize participants? _____ _____ How will the participants follow along with the activity or skill practice? _____ _____
Potential Questions from Participants	☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____

RESOURCES	DETAILS	LOCATION (e.g., page or slide numbers)
Instructor	**Instructor's Manual** Lesson plan	
	Instructor Support Materials ☐ Putting It All Together Assessment Scenario checklists ☐ Skills assessment criteria	
	Course Presentation ☐ Adult ☐ Adult and Pediatric	
	Video Segment/Topic Length: _____ minutes Key points covered by the video segment ☐ _____ ☐ _____ ☐ _____	
Participant	**Support Materials** ☐ Skill sheets ☐ Putting It All Together Assessment Scenario checklists	
	Participant's Manual ☐ Chapters: _____	
	Ready Reference Cards ☐ Adult ☐ Pediatric	
Equipment, Materials and Supplies	☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	

PRACTICE-TEACHING ASSIGNMENT PREPARATION TEMPLATE

To assist you in preparing to teach your lesson, use the template below to organize your resources to review and use when teaching the topic.

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Length: _____ minutes   **Number of Participants:** _____

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Key Points, Phrases or Cue Words (e.g., push hard, push fast for CPR)	☐ _____ ☐ _____ ☐ _____
Class Organization	How will you organize participants? _____ _____ How will the participants follow along with the activity or skill practice? _____ _____
Potential Questions from Participants	☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____

RESOURCES	DETAILS	LOCATION (e.g., page or slide numbers)
Instructor	**Instructor's Manual** Lesson plan	
	Instructor Support Materials ☐ Putting It All Together Assessment Scenario checklists ☐ Skills assessment criteria	
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	Participant's Manual ☐ Chapters: _____	
	Ready Reference Cards ☐ Adult ☐ Pediatric	
Equipment, Materials and Supplies	☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____	

Feedback and Evaluation Session

The following guidelines and form provide a framework for giving and receiving feedback on practice-teaching assignments. You will be giving and receiving feedback on other candidates' assignments as well as your own.

Effectively giving and receiving appropriate feedback can be learned, with practice. The feedback that you receive from other instructor candidates will help you to develop new and improved teaching skills and become a better instructor. Practicing giving feedback makes you more aware of your own and others' teaching styles.

You will have an opportunity to assess your own teaching skills. When receiving feedback, listen carefully. If you do not understand the point being made, ask the person to explain more specifically.

The feedback session will begin with the instructor trainer asking you to give a brief assessment of your performance teaching the lesson. Review the Practice-Teaching Self-Evaluation Form to help prepare you to assess your own teaching performance.

The Practice-Teaching Feedback and Evaluation Form will be used by the instructor trainer to assess your teaching performance. Use the criteria on the form as a guide for giving feedback to your peers.

When giving feedback on your own or another candidate's teaching session, the feedback session should focus on:

- Aspects of the presentation that went well.
- Aspects that could be improved, with an example of how to make it better.
- Considerations for situations that instructors may encounter when teaching courses in the future, such as larger or smaller classes, different types of equipment such as manikins or AED training units, or participants with physical challenges.

Remember that useful feedback:

- Is evaluative rather than negative or judgmental.
- Reinforces positive aspects of the teaching session.
- Focuses on helping the candidates improve teaching skills.
- Provides direction for alternate options of delivery or practice.
- Is specific and concise.
- Is well timed.
- Ensures critical points are covered.

At the conclusion of the lesson, the feedback session will begin with the instructor trainer asking you to give a brief assessment of your performance teaching the lesson. Other candidates give their feedback and then the instructor trainer gives feedback and summarizes.

PRACTICE-TEACHING SELF-EVALUATION FORM

Name: _____   **Assignment:** _____

CRITERIA	YES/NO	COMMENTS	CHANGES FOR NEXT TIME
Did I follow the lesson plan?			
Was my delivery organized and clear?			
Were the participants engaged and actively involved?			
Were participants able to answer any questions I asked the class?			
Did participants have sufficient time to practice?			
Did I organize and efficiently conduct the skill session, scenario or activity?			
Were the participants able to follow along with the lesson?			
Was I able to observe and evaluate the actions/skills of the participants?			
Did I give the appropriate corrective feedback?			
Were there things that did not go as planned?			
If things did not go as planned, did I adjust well and meet the objectives?			

What things do I need to consider when planning and conducting lessons in the future?

What questions do I have as a new instructor about this lesson, the content or instructor materials?

PRACTICE-TEACHING SELF-EVALUATION FORM

Name: _____   **Assignment:** _____

CRITERIA	YES/NO	COMMENTS	CHANGES FOR NEXT TIME
Did I follow the lesson plan?			
Was my delivery organized and clear?			
Were the participants engaged and actively involved?			
Were participants able to answer any questions I asked the class?			
Did participants have sufficient time to practice?			
Did I organize and efficiently conduct the skill session, scenario or activity?			
Were the participants able to follow along with the lesson?			
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If things did not go as planned, did I adjust well and meet the objectives?			

What things do I need to consider when planning and conducting lessons in the future?

What questions do I have as a new instructor about this lesson, the content or instructor materials?

MARS ACTIVITY WORKSHEET

Concepts of Learning (MARS) Activity

Work with your partner to identify ways the concepts of learning (MARS) are used when teaching the program.

Concepts of Learning	Examples of how these are used in the program
Motivation Participants learn more effectively when they find value in the subject and/or are goal-directed.	
Association Participants learn more readily when they can associate the information with previous experiences or learning.	
Repetition Review, summary and practice provide repetition that helps participants learn.	
Senses Participants learn more rapidly when they are engaged and actively involved in the learning process through the use of as many senses as possible.	

FINAL WRITTEN EXAM ANSWER SHEET

First Aid and CPR/AED Instructor Course

Name: _____ Date: __ __ / __ __ / __ __ __ __

Directions: Beside the number of each question, fill in with a pencil, the circle containing the letter for your answer. Return the exam and answer sheet to your instructor trainer when you are finished.

1.	(a)	(b)	(c)	(d)	14.	(a)	(b)	(c)	(d)
2.	(a)	(b)	(c)	(d)	15.	(a)	(b)	(c)	(d)
3.	(a)	(b)	(c)	(d)	16.	(a)	(b)	(c)	(d)
4.	(a)	(b)	(c)	(d)	17.	(a)	(b)	(c)	(d)
5.	(a)	(b)	(c)	(d)	18.	(a)	(b)	(c)	(d)
6.	(a)	(b)	(c)	(d)	19.	(a)	(b)	(c)	(d)
7.	(a)	(b)	(c)	(d)	20.	(a)	(b)	(c)	(d)
8.	(a)	(b)	(c)	(d)	21.	(a)	(b)	(c)	(d)
9.	(a)	(b)	(c)	(d)	22.	(a)	(b)	(c)	(d)
10.	(a)	(b)	(c)	(d)	23.	(a)	(b)	(c)	(d)
11.	(a)	(b)	(c)	(d)	24.	(a)	(b)	(c)	(d)
12.	(a)	(b)	(c)	(d)	25.	(a)	(b)	(c)	(d)
13.	(a)	(b)	(c)	(d)					