



American Red Cross
Training Services

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Basic Life Support

Instructor Candidate's Practice Teaching Workbook

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Instructor Candidate's Practice Teaching Workbook

Each instructor candidate will be expected to teach elements of the Basic Life Support program and successfully complete two 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: Lecture and Skill Practice	
Practice Teaching Assignment II: Team Response Scenarios	

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

- Conducting lessons from the instructor manuals.
- Giving directions.
- Completing course lesson discussions and activities within planned time frames.
- Managing and conducting skill practice and scenarios within the Basic Life Support program.
- Coaching and prompting participants.
- Evaluating skill performance, determining participants' skill competency and providing positive and corrective feedback to help participants 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 instructor candidate prepares for the assigned lesson topics.
- Each instructor 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 debriefing session that includes a self-critique by the instructor candidate, peer feedback and additional feedback and comments from the instructor trainer.
- Instructor 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.

Each practice teaching assignment will last about 10 minutes followed by 5 minutes of debriefing. For these assignments, you will be expected to:

- Set up the session with appropriate materials and supplies.
- Effectively and efficiently conduct the practice teaching assignment as directed in the instructor's manual.
- Use the appropriate program references as indicated.
- Prompt and coach "participants" as appropriate.
- Observe and evaluate participants' skills.
- Provide positive and corrective feedback on participants' skill performance.

Practice Teaching Assignment Preparation Worksheet

During your practice teaching assignments, you should follow the lessons plans in the instructor's manual for your assigned teaching topic. Use this worksheet to assist you in preparing to teach your assignments and answer participants' questions. The worksheet will help you review your assigned topics and organize the resources you will use when teaching the topics.

- Be sure you know how to use the course presentations or audiovisual equipment to run the videos.
- 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 I: Lecture and Skill Practice

Assigned Topic: _____

Length: _____ minutes

Number of Participants: _____

Lesson Objectives	What are the participants supposed to learn from this lesson? <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Course Activities in Lesson	What course activities are used in this lesson? Review the section, Course Activities, in Chapter 1 of <i>Basic Life Support Instructor's Manual for Instructor-Led Training</i> and <i>Basic Life Support Instructor's Manual for Blended Learning</i> .
Key Points, Phrases or Cue Words (e.g., minimize interruptions in chest compressions for CPR)	What are the participants supposed to learn from this lesson? <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Class Organization	How will you organize participants? How will participants follow along with the lesson?

Potential Questions from Participants

- _____
- _____
- _____
- _____
- _____

Instructor Resources

Instructor's Manual

- Lesson _____
- Page(s) _____

Instructor Support Materials

- Skill Practice Sheets _____
- Other _____

Course Presentation

- Course Presentation Slide(s) _____

Video(s)

- _____
- _____
- _____

Total Length: _____ minutes

Key points covered by the video(s):

- _____
- _____
- _____

Participant Resources	<p>Participant's Manual</p> <p><input type="checkbox"/> Section and Chapter: _____</p> <p><input type="checkbox"/> Page(s) _____</p>
	<p>Participant Support Materials</p> <p><input type="checkbox"/> Skill Practice Sheets</p> <p><input type="checkbox"/> Basic Life Support Differences Among Adults, Children and Infants (Appendix D of the participant's manual)</p> <p><input type="checkbox"/> Other _____</p>
Materials, Equipment and Supplies	<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>

Practice Teaching Assignment II: Team Response Scenarios

Assigned Topic: _____

Length: _____ minutes

Number of Participants: _____

Lesson Objectives	What are the participants supposed to learn from this lesson? <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Course Activities in Lesson	What course activities are used in this lesson? Review the section, Course Activities, in Chapter 1 of <i>Basic Life Support Instructor's Manual for Instructor-Led Training</i> and <i>Basic Life Support Instructor's Manual for Blended Learning</i> .
Key Points, Phrases or Cue Words (e.g., minimize interruptions in chest compressions for CPR)	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Class Organization	How will you organize participants? How will participants follow along with the lesson?
Potential Questions from Participants	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Instructor Resources

Instructor's Manual

Lesson _____

Topic _____

Page(s) _____

Instructor Support Materials

Team Response Practice Scenarios _____

Team Response Testing Scenarios _____

Code Cards _____

Other _____

Course Presentation

Course Presentation Slide(s) _____

Video(s)

Total Length: _____ minutes

Key points covered by the video(s):

Participant Resources	<p>Participant's Manual</p> <p><input type="checkbox"/> Section and Chapter: _____</p> <p><input type="checkbox"/> Page(s) _____</p>
	<p>Participant Support Materials</p> <p><input type="checkbox"/> Skill Competency Sheet _____</p> <p><input type="checkbox"/> Code Cards _____</p> <p><input type="checkbox"/> Basic Life Support Differences Among Adults, Children and Infants (Appendix D of the participant's manual)</p> <p><input type="checkbox"/> Other _____</p>
Materials, Equipment and Supplies	<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>

Debriefing Session

Debriefing allows the team to reflect upon the scenario, learn from what was done well and identify opportunities for improvement. 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. 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 debriefing 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. Other candidates will give their feedback and then the instructor trainer will give feedback and summarize the main points.

The Practice Teaching Debriefing 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, 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 practice teaching assignment.
- 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.

Practice Teaching Self-Evaluation Form

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 participating?			
Were participants able to answer any questions I asked of the class?			
Did participants have sufficient time to practice the skill, complete the scenario or participate in an activity?			
Did I organize and efficiently conduct the skill practice, 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?			

Overall Assessment

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 Debriefing Form

Criteria	Comments		
Presentation	Yes/No	Not Observed	Comments
Well prepared and followed the lesson plan			
Delivery was organized and clear			
Used appropriate terminology and language			
Gauged participants' attention, participation and understanding; participants actively participated in class activities and discussions			
Used the appropriate materials, equipment, supplies and teaching aids—videos, course presentations, visual aids, whiteboard, scenario checklists, activity printouts, and so on			
Conducted any class activities efficiently and effectively			
Managed time well; completed assigned presentation on time; adequate time for content delivery, activities and/or skill practice			
Knowledge	Yes/No	Not Observed	Comments
Demonstrated knowledge of subject matter, clearly explaining concepts			
Clarified areas of confusion and corrected errors suggested by participants			
Answered questions correctly and adequately			
Demonstrated skills correctly			
Skill Practice/Scenarios and Critical Eye	Yes/No	Not Observed	Comments
Arranged participants so that all could see and hear			
Gave clear instructions and started practice efficiently			
Provided or facilitated coaching or prompting as directed in the instructions			

Criteria	Comments		
Presentation	Yes/No	Not Observed	Comments
Recognized correct performance per the skill competency checklist; provided positive reinforcement			
Recognized participant errors			
Provided specific corrective feedback for correcting errors and evaluated for improvement after feedback			
Professionalism	Yes/No	Not Observed	Comments
Receptive to feedback			
Incorporated prior feedback to improve			
Maintained a positive and approachable demeanor			
Respectful of others			

Overall Assessment	
Strengths:	
Areas for Improvement:	
Future Considerations:	