

INSTRUCTOR CANDIDATE'S PRACTICE-TEACHING WORKBOOK

Each instructor candidate will be expected to teach elements of the Lifeguarding program and successfully complete four 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 | Topic | Length | Lesson Number | Page Number |
|--|-------|------------|---------------|-------------|
| Practice-Teaching Assignment I: Lecture or Guided Discussion | | | | |
| Practice-Teaching Assignment II: In-Water Skill Demonstration and Practice | | 15 minutes | | |
| Practice-Teaching Assignment III: First Aid, CPR or AED Skill Demonstration and Practice | | 15 minutes | | |
| Practice-Teaching Assignment IV: Putting It All Together Scenarios | | 15 minutes | | |

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 timeframes.
- Managing and conducting skills demonstration and practice sessions for various lifeguarding skills.
- 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 and evaluation 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.

In Practice-Teaching Assignment I, the lecture or guided discussion will include covering the full assigned topic. Be prepared to show the video segment, cover lecture/guided discussion points and/or conduct the activity using the course materials required for the activity. The assignment will be followed by 5 minutes of evaluation.

In Practice-Teaching Assignments II and III, the in-water skill and first aid/CPR/AED demonstration and practice assignments will last about 15 minutes followed by 5 minutes of evaluation. For these assignments, you will be expected to:

- Set up the session with appropriate materials and supplies.
- Effectively and efficiently conduct the skill session or skill drill as directed in the instructor's manual. (Any skill demonstration required by the instructor should be quick and take into consideration that the "participants" in the course have seen a video demonstration followed by some guided discussion on the topic prior to skill practice).
- Prompt and coach participants.
- Observe and evaluate participants' skills
- Provide global and individual feedback that is positive and corrective.

The putting it all together scenario assessment will last about 15 minutes followed by 5 minutes of evaluation. For this assignment, you will facilitate a putting it all together scenario or multiple-rescuer scenario from the Lifeguarding basic-level course. You will be expected to:

- Set up the session with appropriate materials and supplies.
- Effectively and efficiently conduct the scenario as directed in the instructor's manual.
- Use the skill charts and scenario flow sheets to prompt participants through the scenario.
- Observe and evaluate participants' skills.

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.
- Use the Practice-Teaching Assignment Preparation Worksheet to help you prepare to teach and to organize the resources you need to reference to review or use when teaching.
- When using the course presentation, ensure you are familiar with how it works 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.
- Review the appropriate sections of the CPR/AED for Professional Rescuers Instructor's Manual that correspond to this lesson.
 - Be sure to read the Guidance for Instructors section of the lesson that includes your topic—including Preparation, Instructor Notes and Teaching Tips that may relate to your topic.
 - Understand the activity purpose, the directions and resources required to teach the topic and run the activity, skill practice or scenario.
 - Consider what comes before and after this lesson topic. What do participants already know and what will participants learn later?
 - Consider the homework the participants had before this lesson. What should participants already be familiar with?
- Watch any video segments to be shown for this lesson.

- Review the section(s) of the participant handbook or other sources (Instructor's Corner, etc.) that relate to your topic.
- Review the Practice-Teaching Feedback and Evaluation Form to become familiar with the criteria of the evaluation you will receive from the instructor trainer.

Tips for Teaching

- Organize the class and position yourself so everyone can see and hear.
- Say lecture points in your voice, in a way that works for you without changing the content.
- Keep it simple. Give clear directions and be succinct when providing global and individual feedback.
- Ensure participants use the appropriate supporting materials as directed in the instructor's manual.
- Use visual aids whenever possible, especially for long runs of information or activities
- Have candidates follow along in the manual.
- Use the course presenter so they can see the information on the screen.
- Use the activity handouts from the appendices for the group activities so they can see the options as you also read them.
- Use a whiteboard or chalkboard.
- Use pauses and silence. Don't feel like you have to continue talking non-stop. Some pauses and silence allows people to absorb what you have said and transition mentally to the next thing.
- Let the video segments play without your comments or stopping to interject.
- Keep it light on "war stories." Sometimes people need to learn the new information without being cluttered with all of an instructor trainer's experience.
- Avoid "creep" by adding additional information or content from past versions of the program, other programs or organizations, etc. For example, don't pull in advanced medic information during a course. New instructors just need to focus on the content of the course and how to teach it.
- When conducting a skill practice that requires a demonstration, do not "re-teach" the topic. Give a quick demonstration as a reminder then go directly into the skill practice. Avoid over-explaining topics or skills.

When Conducting Activities

- Know how many people will be in the class and have the appropriate amount of copies. Also plan how and where you will group the participants together.
- Once you give instructions for the groups to take a few minutes to work together—be quiet and let them do it – it will be disruptive if you continue to talk and give instructions. Give them the appropriate time to work on the assignment.
- As groups are working together to accomplish a task you have given, check in with each group to see how it is proceeding but give them the space to do the assignment. If there is a group that is very quiet and does not seem to be working together on the task – go to them and help them along a little and then back away.

Practice-Teaching Assignment Preparation Worksheet

Practice-Teaching Assignment I: Lecture or Guided Discussion

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

Assigned Topic: _____

Length: _____ minutes Number of Participants: _____

| | |
|--|--|
| Lesson Objectives | What are the students supposed to learn from this lesson? ■ _____ ■ _____ ■ _____ |
| Lesson Plan Teaching Strategies in Lesson | What teaching strategies are used in this lesson? <i>Review the teaching strategy description in Chapter 4 of the Lifeguarding Instructor's Manual.</i> |
| Key Points, Phrases or Cue Words | ■ _____ ■ _____ ■ _____ |
| Class Organization | How will you organize participants? How will participants follow along with the lesson? |
| Potential Questions from Participants | ■ _____ ■ _____ ■ _____ ■ _____ ■ _____ |

Practice-Teaching Assignment I: Lecture or Guided Discussion, *continued*

| Resources | Details | Location (e.g., page or slide numbers) |
|--|---|---|
| Instructor | Instructor’s Manual Lesson Plan | |
| | Instructor Support Materials <ul style="list-style-type: none"> ■ Activity Worksheets ■ Other _____ | |
| | Course Presentation DVD | |
| | Video Segment/Topic Length: _____ minutes Key points covered by the video segment: <ul style="list-style-type: none"> ■ _____ ■ _____ ■ _____ | |
| Participant | Participant’s Manual <ul style="list-style-type: none"> ■ Chapter and page number: _____ | |
| | Participant Support Materials <ul style="list-style-type: none"> ■ Other _____ | |
| Materials, Equipment and Supplies | <ul style="list-style-type: none"> ■ _____ ■ _____ ■ _____ ■ _____ | |

Practice-Teaching Assignment Preparation Worksheet

Practice-Teaching Assignment II: In-Water Skill Demonstration and Practice

To assist you in preparing to teach your lesson, use this worksheet to review the lesson and to organize the resources you will use when teaching the topic

Assigned Topic: _____

Length: _____ minutes Number of Participants: _____

| | |
|--|--|
| Lesson Objectives | What are the students supposed to learn from this lesson? ■ _____ ■ _____ ■ _____ |
| Lesson Plan Teaching Strategies in Lesson | What teaching strategies are used in this lesson? <i>Review the teaching strategy description in Chapter 4 of the Lifeguarding Instructor's Manual.</i> |
| Key Points, Phrases or Cue Words | ■ _____ ■ _____ ■ _____ |
| Class Organization | How will you organize participants? How will participants follow along with the lesson? |
| Potential Questions from Participants | ■ _____ ■ _____ ■ _____ ■ _____ ■ _____ |

Practice-Teaching Assignment II: In-Water Skill Demonstration and Practice, *continued*

| Resources | Details | Location (e.g., page or slide numbers) |
|--|---|---|
| Instructor | Instructor’s Manual Lesson Plan | |
| | Instructor Support Materials <ul style="list-style-type: none"> ■ Instructor Skill Charts and Assessment Criteria ■ Other _____ | |
| | Course Presentation DVD | |
| | Video Segment/Topic Length: _____ minutes Key points covered by the video segment: <ul style="list-style-type: none"> ■ _____ ■ _____ ■ _____ | |
| Participant | Participant’s Manual <ul style="list-style-type: none"> ■ Chapter and page number: _____ | |
| | Participant Support Materials <ul style="list-style-type: none"> ■ Participant Skill Sheets ■ Other _____ | |
| Materials, Equipment and Supplies | <ul style="list-style-type: none"> ■ _____ ■ _____ ■ _____ ■ _____ | |

Practice-Teaching Assignment Preparation Worksheet

Practice-Teaching Assignment III: First Aid, CPR or AED Skill Demonstration and Practice

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

Assigned Topic: _____

Length: _____ minutes Number of Participants: _____

| | |
|--|--|
| Lesson Objectives | What are the students supposed to learn from this lesson? ■ _____ ■ _____ ■ _____ |
| Lesson Plan Teaching Strategies in Lesson | What teaching strategies are used in this lesson? <i>Review the teaching strategy description in Chapter 4 of the Lifeguarding Instructor's Manual.</i> |
| Key Points, Phrases or Cue Words | ■ _____ ■ _____ ■ _____ |
| Class Organization | How will you organize participants? How will participants follow along with the lesson? |
| Potential Questions from Participants | ■ _____ ■ _____ ■ _____ ■ _____ ■ _____ |

Practice-Teaching Assignment III: First Aid, CPR or AED Skill Demonstration and Practice,
continued

| Resources | Details | Location (e.g., page or slide numbers) |
|--|---|--|
| Instructor | Instructor's Manual Lesson Plan | |
| | Instructor Support Materials <ul style="list-style-type: none"> ■ Instructor Skill Charts and Assessment Criteria ■ Other _____ | |
| | Course Presentation DVD | |
| | Video Segment/Topic Length: _____ minutes Key points covered by the video segment: <ul style="list-style-type: none"> ■ _____ ■ _____ ■ _____ | |
| Participant | Participant's Manual <ul style="list-style-type: none"> ■ Chapter and page number: _____ | |
| | Participant Support Materials <ul style="list-style-type: none"> ■ Participant Skill Sheets ■ Other _____ | |
| Materials, Equipment and Supplies | <ul style="list-style-type: none"> ■ _____ ■ _____ ■ _____ ■ _____ | |

Practice-Teaching Assignment Preparation Worksheet

Practice-Teaching Assignment IV: Putting It All Together Scenarios

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

Assigned Topic: _____

Length: _____ minutes Number of Participants: _____

| | |
|--|--|
| Lesson Objectives | What are the students supposed to learn from this lesson? ■ _____ ■ _____ ■ _____ |
| Lesson Plan Teaching Strategies in Lesson | What teaching strategies are used in this lesson? <i>Review the teaching strategy description in Chapter 4 of the Lifeguarding Instructor's Manual.</i> |
| Key Points, Phrases or Cue Words | ■ _____ ■ _____ ■ _____ |
| Class Organization | How will you organize participants? How will participants follow along with the lesson? |
| Potential Questions from Participants | ■ _____ ■ _____ ■ _____ ■ _____ ■ _____ |

Practice-Teaching Assignment IV: Putting It All Together Scenarios, *continued*

| Resources | Details | Location (e.g., page or slide numbers) |
|--|--|---|
| Instructor | Instructor's Manual Lesson Plan | |
| | Instructor Support Materials <ul style="list-style-type: none"> ■ Instructor Skill Charts and Assessment Criteria ■ Multiple-Rescuer Response Scenario Flow Sheet ■ Multiple-Rescuer Response Assessment Tool ■ Other _____ | |
| | Course Presentation DVD | |
| | Video Segment/Topic Length: _____ minutes Key points covered by the video segment: <ul style="list-style-type: none"> ■ _____ ■ _____ ■ _____ | |
| Participant | Participant's Manual <ul style="list-style-type: none"> ■ Chapter and page number: _____ | |
| | Participant Support Materials <ul style="list-style-type: none"> ■ Participant Skill Sheet ■ Other _____ | |
| Materials, Equipment and Supplies | <ul style="list-style-type: none"> ■ _____ ■ _____ ■ _____ ■ _____ | |

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 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.

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

| 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? | | | |
| 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 global and individual 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 Feedback and Evaluation 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 student's attention, participation and understanding through guided discussions—students actively participate in class activities and discussions | | | | |
| Used the appropriate materials, equipment, supplies and teaching aids—video, course presentations, visual aids, whiteboard, scenario checklists, activity handouts, etc. | | | | |
| Managed time well: completed assigned presentation on time—adequate time for content delivery, activities and/or skills practice | | | | |
| KNOWLEDGE | Yes | No | Not Observed | Comments |
| Demonstrated knowledge of subject matter, clearly explaining concepts | | | | |
| Clarified areas of confusion and corrected errors suggested by students | | | | |
| Answered questions correctly and adequately | | | | |
| Demonstrated skills correctly | | | | |
| Used the appropriate materials, equipment, supplies and teaching aids—video, course presentations, visual aids, whiteboard, scenario checklists, activity handouts, etc. | | | | |
| Managed time well: completed assigned presentation on time—adequate time for content delivery, activities and/or skills practice | | | | |

| Criteria | Comments | | | |
|--|----------|----|--------------|----------|
| 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 | | | | |
| Recognized correct performance per the skill assessment criteria; 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 | | | | |

Summary

Strengths:

Areas of Improvement:

Future Considerations: