

# ***Basic Instructor Specialty Training*** ***Disaster Cycle Services***

**Participant Guide**

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**American  
Red Cross**



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## About this Course

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*Basic Instructor Specialty Training* (BIST) is designed to enhance and refine the presentation skills of potential Red Cross instructors for basic level disaster courses.

This course consists of a series of activities to provide participants with an opportunity to practice the instructional techniques learned in the *Basic Instructor Fundamentals* course. Participants will enhance their skills through a practice teaching session in the classroom setting and will receive feedback and coaching provided by the instructor and peers.



## Unit 1: Introduction

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### Purpose

The purpose of this course is to prepare you for managing the learning objectives for the various roles of the Red Cross, and to practice the techniques and skills needed to meet the needs of participants while also supporting the rest of the class.

### Learning Objectives

At the completion of this course, you should be able to:

- Establish credibility as an instructor.
- Align learning objectives with course objectives and participant needs.
- Structure groups and communicate instructions for course activities.
- Monitor group activities and engage participants.
- Give constructive and corrective feedback to participants.
- Effectively prepare to deliver a training course.

### Review of Basic Instructor Fundamentals

What do great instructors do to ensure a smooth training day?

What is the purpose of Learning Objectives?

What are some characteristics of great communicators?

How can you engage participants?

What can you do if you have a difficult participant or class?





## Unit 2: Managing the Learning Environment

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### Establish Credibility

One of the things that can set the tone throughout a class is the credibility of the instructor. Building credibility starts at the time you meet the participants who are looking to you as the expert. You want them to feel confident that they can count on you.

What does credibility mean?

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#### Activity

1. Think about what experience and skills you have that demonstrate credibility to teach the course.
  2. Write a short statement that you could use to introduce yourself and establish credibility.
  3. You will include your statement at the beginning of your teaching activity.
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## Actions I can perform to build credibility

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### Checklist:

- Review the Fact Sheet, Objectives, Instructor's Manual, and Participants' Manual before I teach a course.
- Direct questions to my co-instructor or even some of the participants if I don't understand a teaching point.
- Offer to seek the correct answer to a question if I don't know it and report back to the participant.
- Prepare my opener.
- Determine how I will use the newsprint and other aids.
- Practice making talking points sound genuine.
- Share what is expected in the classroom early in the training.
- Use beginning activities to get everyone comfortable.
- Have a plan for managing breaks, lunch, discussions, content flow, etc.
- Build a file of stories and examples.

## **Align Learning Objectives**

What are Learning Objectives?

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### **How can we make sure learning objectives are being met?**

- Conduct assessment of knowledge throughout the course.
- Review the objectives along the way to make sure they are being met.
- Check in with the participants and ask them if they feel the objective was met.
- Monitor activities to make sure everyone is on the right track.
- Take the pulse of the group periodically and determine if the learning objectives are being met.

### **If you identify an objective is not being met for the overall group what can be done?**

- Re-teach or repeat information and share additional examples.
- Ask participants to work through an example to apply the content being taught.
- If you have a few participants who are struggling ask for help from the class in explaining the information. Sometimes hearing it put a different way from someone who just learned the information can help.

## Engaging Learners

Engaging learners is something that needs to happen throughout the class. All of these things should take place throughout the class and also during group activities.

### Initiate

- Get the class to start thinking and working
- Keep the action going
- Make suggestions and proposals

### Inform

- Give facts and opinions
- Point out beliefs and values
- Tell a short story

### Seek

- Seek information
- Ask for facts and ideas

### Clarify

- Give clear interpretations of information
- Clarify any statement that may be confusing

### Regulate

- Influence the tempo or redirection of the class's work
- Follow the course schedule and don't get behind

### Summarize

- Pull ideas of the group together so that the group can consider them

### Test

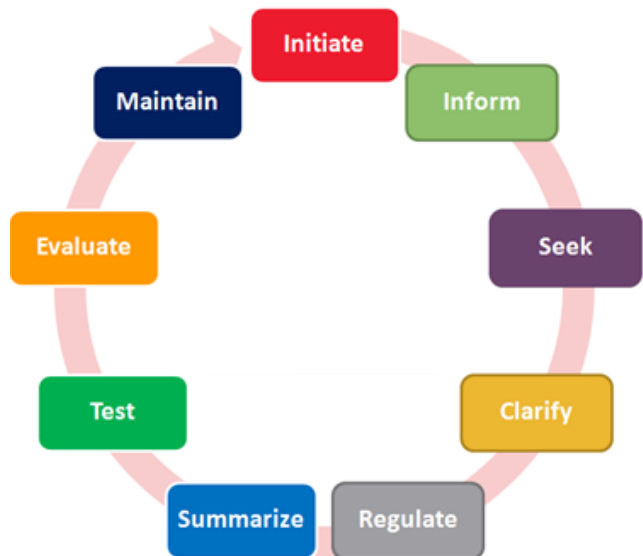
- Test for consensus
- Ask for agreement on a point

### Evaluate

- Help the participants evaluate their decisions, goals, and actions

### Maintain

- Keep the class engaged
- Keep the class on task





## Hot Tips for Engagement:

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- Move around the room.
- Move as close to your participants as comfortable.
- Remove any barriers between you and your students, such as a table or chairs.
- Try to make eye contact as much as possible.
- Use talking points to teach as if you are having a conversation with the participants.
- Ask questions frequently.
- Inject some humor if it is appropriate.
- If you feel the attention is drifting, stop and take a break. The breaks in the Instructor's Manual are guidelines, not rules.

## Managing Groups

It is important to engage learners when conducting group activities. Group activities are written into the instructor manual.

- When setting up activities, it is important to follow the directions as they are written into the instructor manual.
- The manual tells you how the activity is to be set up and has explicit directions that should be followed as written.
- You have leeway in creating the make-up of the groups so you can create diversity among the participants and level of experiences.

How might you create groups if half your class is made up with experienced ARC volunteers and the other half do not have any experience?

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## Your Role with Groups

- Your role, once the groups are set up and on task, will be to monitor the discussions, keep everyone on track, and provide feedback.
- You will also need to make sure the groups remain on task and monitor the time.

<b>Advantages of Group Activities</b>	<b>Disadvantages of Group Activities</b>
<ul style="list-style-type: none"><li>• Allows the participants to practice and then receive feedback.</li><li>• Allows assumptions and decisions to be tested in a safe environment.</li><li>• Allows for misinformation to be identified and corrected in real time.</li></ul>	<ul style="list-style-type: none"><li>• Can make it difficult to stick to a schedule.</li><li>• Requires you to oversee several groups at the same time to ensure their understanding.</li><li>• Requires you to multitask: oversee the activity, correct misconceptions, provide time indicators, and rotate through teams.</li></ul>

**To increase the effectiveness and productivity of the groups:**

- Be aware of group process: how individuals work together in a group while also satisfying their own personal needs.
- Monitor participant progress by circulating around the room. Clarify and make suggestions as appropriate.
- Give a warning about the amount of time remaining to do the task: a 5-minute warning and a 1-minute warning. End the task on time, even if people are still talking about it.
- Emphasize that the process of what occurs in the task group is important – *that's where the learning occurs*. The results of the task group's work are less important.
- Lead a debrief discussion as directed by the instructor manual. Utilize interventions as necessary.

What should you do at the end of the activity to make sure the goals were met?

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**Giving Feedback**

During group activities and in class discussions, instructors will have an opportunity to provide feedback to participants. Participants can also provide feedback to each other.

**Keys to setting up a positive environment for giving and receiving feedback**

**Prior to the session, let participants know:**

- Giving and receiving feedback from each other is an essential part of the learning process.
- Direct feedback towards the actions that can be corrected. There is no point reminding someone of an attribute that cannot be corrected.
- Describe reactions, don't evaluate. By describing your own reaction, it allows the receiver to either use it or not. It also reduces defensive reactions.
- Be specific rather than general.

- Feedback should be brief. Say what you mean once, and then stop. Leave it to the receiver to accept the feedback or to ask for elaboration or clarification.
- Emphasize that we should all respect the sensitivity of others, but don't walk on eggshells. The purpose of feedback is to help the receiver develop skills and improve performance. You might say, "Frank, you passed out the wrong handouts and did it while May was still giving instructions. It distracted me and confused the task."
- Be sure to give feedback completely.

## Receiving Feedback

To prepare participants for receiving feedback by sure to review these points prior to the session:

- You don't have to respond to every comment. The feedback is yours. You do not need to defend yourself. You can accept or reject the feedback, as long as you learn from it. If you are unsure and want clarification about some point, ask for it.
- When you are done receiving feedback, make some notes for future reference and reflection.

### Activity

View Feedback Video.

What feedback would you give to Shamim?

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## Unit 3: Preparing for Training Delivery

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### Presentation Methods

When instructing you will have an Instructor Manual. The typical presentation methods used in DCS courses are written into the Instructor Manual and were designed to give you everything you need to conduct the course.

- **Instructor Presentation** notes are written out to guide you through the presentation of the appropriate material and to stay on track. You should follow the notes in the manual, but you can paraphrase and put it into your own words so it is presented naturally.
- **Group Discussions** are included with questions written with appropriate responses to guide group discussions.
- **Activities and Task Groups** are included with specific and detailed instructions for conducting the activity and a written-out debriefing discussion.



## Preparing for Training Checklist

### General Information:

- Review how adults learn.
- Download instructor's manual and participants manual from Exchange.
- Prepare teaching notes.
- Collaborate with co-instructor, if applicable.
- Ensure materials are ready for class.
- Determine room set up.
- Locate any additional materials (e.g., handouts, props, etc.)
- Be prepared yet be ready to be flexible!

### Inquire About Participants:

- Were the participants pre-screened?
- Did participants fill out an application? If so, when can I review those?
- What is the makeup of the group? For example, is this for a specific group or a targeted audience?
- How many people are scheduled to attend?
- Do you know any of the attendees? What can you tell me about them?

## Unit 4: Teaching Session Activity

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Now that we have reviewed and practiced the Basic Instructor Fundamentals skills, it is time to prepare for your teaching session.

- You will each be assigned a section of the Shelter Fundamentals course.
- You will be paired up with a co-instructor.
- As you teach, bridge into your segment, conduct the segment, and bridge to the following segment.

### **Timing for the teaching segments:**

- 5 minutes to set up.
- 10 minutes for each of you to present. If you exceed the time we might stop you so that we can remain on schedule.
- 10 minutes for self assessment, peer and instructor feedback.

Presenters will offer feedback.

Observers (classmates) offer feedback.

Instructors offer verbal and written feedback.

### **Feedback/debrief:**

Presenters will ask, “How did you feel about your teaching session?”

- What do you feel went well?
- What were some challenges you experienced?
- What will you do differently the next time?

The class will provide feedback. Start with the positive and then offer suggestions for improvement.

The instructors will provide verbal feedback based on written feedback on the *Instructor Feedback Form*.



## Unit 5: Next Steps

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### Resources

When it is time for you to teach your first course, you do not have to feel alone. You have resources to support you.

- Resources that you will need as an instructor are available on The Exchange and in the Disaster Training Neighborhood.
- As an instructor, you should be familiar with how Volunteer Connection is used by the region and volunteers.
- You also need to be familiar with the Red Cross Learning Center, better known as the Learning Management System (LMS). Even though you hear the term “Saba” used often, that is not the official title of the system and will be changing in the near future.
- Be sure to participate in regional disaster program and training meetings. Stay in touch with what is happening around the region.
- The instructors you have today will be available to assist you when needed.

### Next Steps

1. Develop your Instructor Development Plan (IDP) and work with the chapter training lead or representative from your region.
2. Decide which course you would like to teach and be paired with a co-instructor.
3. Work with your training lead to schedule a course for you and a co-instructor to teach.
4. You will then need to schedule a pre-class session with an advanced instructor. The purpose of this session will be to:
  - a. Review the course content in detail.
  - b. Use the *Instructor Feedback Form* to determine what needs exist.
  - c. Receiving coaching and other support.
  - d. Answer questions and concerns.
  - e. Review the *Instructor Monitoring Form*.



## Appendix

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- *Instructor Feedback Form*
- *Pre-Instruction Checklist*
- *Disaster Instructor Development Plan*
- *Instructor Monitor Report*





# Instructor Feedback Form



## Basic Instructor Specialty Training

### Performance Ratings

- 3**-Performance shows good knowledge/skills in this area. Future practice and experience will enhance and refine performance.
- 2**-Performance shows moderate knowledge/skills in this area. Further study and practice will improve performance.
- 1**-Performance shows inadequate knowledge/skills in this area. Further training, study, practice, or coaching is required.

Not every activity is observed during each segment. Comments should support or explain ratings, especially those that require development.

### Performance Evaluated

Instructor: \_\_\_\_\_

Co-Instructor: \_\_\_\_\_

Segment: \_\_\_\_\_

Date: \_\_\_\_\_

Segment Time: Start: \_\_\_\_\_ End: \_\_\_\_\_

Observer: \_\_\_\_\_

3	2	1	Activity	Comments
			1. Established credibility	
			2. Spoke clearly and used a good rate	
			3. Adhered to course design, content, and methods	
			4. Imparted accurate concepts and information	
			5. Managed group discussions clearly and effectively	
			6. Answered questions accurately and appropriately	
			7. Bridged effectively	
			8. Summarized effectively	
			9. Gave and received feedback appropriately	
			10. Solicited responses and tested for understanding	
			11. Used visual aids (PowerPoint) and handouts appropriately	
			12. Worked cooperatively with co-instructor	





## Pre-Instruction Checklist:

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### Supplies:

- Gather all teaching manuals and support materials (charts, posters, signs, etc.).
- Set up newsprints (pre-printed and blank).
- Gather supplies (markers, tape, stapler, paper clips, scissors, extra 8 ½ x 11 paper, Post-it Notes, etc.).
- Secure extra extension cord.
- Organize participant materials on the tables (participant manuals, paper for small group work, pencils, tent cards, etc.).
- Lay out all needed materials on a resource table close to your teaching station.

### Record Keeping: (when required)

- Class Roster or Sign-In Sheet.
- Participant Reaction Form.
- Certificates or cards showing completion information.

### Room Preparation:

- Check the room for adequate light, temperature, electrical outlets, items/distractions within the room, number of tables, and chairs needed, etc.
- Check the facilities for restrooms, AEDs, exit doors, etc.
- Arrange the tables and chairs to meet your classroom needs.
- Set up all visual aids and electronic devices.
- Test all electronic devices.
- Set up and test microphones if needed.
- Post all signs outside and at the door, as appropriate.





## Disaster Instructor Development Plan

Please complete this form and take it to your instructor development meeting. You can complete the fields with sentences or bullet points. Information provided in this document will be used to support your role as a Red Cross disaster instructor.

Your name \_\_\_\_\_ Date \_\_\_\_\_

Are you a current instructor [ ] or a new instructor? [ ]

**If you are a current instructor, what courses do you currently teach?**

**What courses would you like to teach?**

**List the courses from above in the first column below. In the second column, indicate what experiences (disaster and others) will be needed to ensure success and to build your credibility for teaching those classes.**

Course	What experiences will you need to be more successful and to build credibility?

**Where do you see yourself in the Red Cross within the next month? The next year? The next three years?**

**How would you like to keep your skills and knowledge up-to-date while helping the Red Cross?  
Please check as many of the following that apply to you:**

Assist in setting up courses

Enlist on a DAT

Work with partners

Respond to larger disaster

Serve on a disaster committee

Take additional training

**Please list additional items:**

**List three development goals you would like to accomplish in the next three years to be a better disaster instructor:**

1.

2.

3.

**Identify three ways that Red Cross regional leadership can help you succeed:**

1.

2.

3.

**Regional Training Lead's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Instructor's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

This development plan should be reviewed on a yearly basis. The original should be kept by the instructor and a copy placed in the instructor's professional file at the regional chapter. Any questions about the form or how the region can better support instructor development can be submitted to [Disastertraining@Redcross.org](mailto:Disastertraining@Redcross.org).



# INSTRUCTOR MONITOR REPORT

## DISASTER TRAINING

NAME OF INSTRUCTOR	NAME OF MONITOR
TITLE OF COURSE	NAME OF CO-INSTRUCTOR (OR WRITE "NONE")
CITY AND STATE WHERE COURSE WAS HELD	INCLUSIVE DATES OF COURSE

**INSTRUCTIONS:**

For each activity, place a mark (x) in the box that best describes the performance of the instructor in that activity during this course.

- 3-Instructor has good knowledge and/or skills in this area. Further development, while always desirable, is not required.
- 2-Instructor has acceptable knowledge and/or skills in this area. Performance could be improved by further development.
- 1-Instructor has inadequate knowledge and/or skills in this area. Further training, experience, study, or counseling is required.

Record observations or comments that support or explain the selected rating for each activity in the "Comments" space beside that activity.

Select the appropriate "Overall Performance Rating" that best describes this instructor. The overall rating should be consistent with (but not necessarily a mathematical average of) the activity ratings, and must be supported by appropriate comments.

RATING			ACTIVITY	COMMENTS
3	2	1		
			1. Understood course content and learning objectives	
			2. Planned and managed the physical climate of the classroom; prepared course materials and other supplies needed	
			3. Demonstrated competency, knowledge, and experience in course content; demonstrated a leadership presence	
			4. Presented objectives and checked for understanding; matched participants' needs to objectives	
			5. Demonstrated personal skills by relating to the participants in a positive and open manner	
			6. Spoke clearly and used appropriate language, including body language	
			7. Listened actively; questioned participants for understanding; engaged participants	
			8. Made course corrections as needed; delivered positive and specific feedback	
			9. Interpreted and followed the Red Cross course design, methods, instructional aids, and other materials	

			10. Interpreted and followed the Red Cross course design, methods, instructional aids, and other materials	
			11. Bridged and summarized appropriately	
			12. Gave task group activity instructions clearly and concisely; assigned tasks appropriately	
			13. Answered technical questions concisely and accurately	
			14. Managed time following course agenda	
			15. Used visual aids properly	
			16. Worked effectively with co-instructor (if applicable)	

**Overall Performance Rating** (mark only one [x])

This instructor is qualified to teach basic-/advanced- (*circle one*) level courses and authorization is recommended.

This instructor should teach basic-level courses with an experienced instructor until instructor skills are refined. This instructor should be re-monitored again\* (*provide date*)\_\_\_\_\_.

This instructor will need additional coaching and mentoring before being fully authorized and should be re-monitored again\* (*provide date*)\_\_\_\_\_.

\*The need for additional monitoring can be waived by the regional training leadership.

**MONITOR'S COMMENTS:**

Monitor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Monitor's Contact Information \_\_\_\_\_

**INSTRUCTOR'S COMMENTS:**