Welcome to Streamline Health Services, LLC Lifeguard Instructor certification program! Lifeguard Instructor (LGI) is a blended learning course, with online and classroom components. American Red Cross (ARC) requires participants to complete the ARC LGI Online Course prior to the first-class date. **Please print and read the information below carefully**. Should you have any questions, please feel free to contact us at 877 – 404 – 0056. Thank you!

PRE-COURSE WORK | Complete Before First Class Date

ARC LGI course has required pre-course work and must be completed prior to the first-class date. Please follow directions carefully:

MATERIAL REVIEW | Review 2017 Lifeguarding/First Aid/CPR/AED Skills Before First Class Date

Before attending class, it is helpful to review the 2017 lifeguarding manual, skills and skill videos. Red Cross requires course prerequisite scenarios skills be performed based on the 2017 lifeguard training program. Red Cross manuals and videos can be downloaded on instructors' corner - www.instructorscorner.org/s/welcome

PRINT AND REVIEW | SHS Training Forms

Print and review the LGI Training Forms prior to taking the ARC online course. While taking the ARC online course, you will come across many answers to the LGI study guide questions located on page 2 of this document. Please bring a printed copy of the LGI Training Forms with you to class.

COMPLETE ARC ONLINE COURSE | Complete Online Course Before First Class Date

ARC requires participants to complete the 2-hour LGI online course, prior to the first-class date. Directions to complete the ARC LGI online course are located on StreamlineHealth.com, click Resources, then click Online Course.

MANUALS | Bring to class

ARC requires instructor candidates bring a printed copy of the Lifeguard Instructor Manual to class; all other manuals maybe downloaded on a laptop or ipad. ARC course manuals can be downloaded from StreamlineHealth.com, click Resources, then click Manuals & Training Forms. You only need to download the manuals located under the Lifeguard Instructor section.

1. Lifeguard Manual — Download on laptop or iPad
2. Lifeguard Training Presentation — Download on laptop or iPad
3. Lifeguard Instructor Manual — Print 1 copy
4. Multiple Rescuer Response Scenario Flow Sheet — Print 1 copy | Appendix B LGI manual
5. Multiple Rescuer Response Assessment Tool — Print 1 copy | Appendix F LGI manual

WHAT TO BRING TO CLASS

1. Proof of age
2. Proof of current ARC certification — Lifeguard, First Aid, CPR/AED Professional Rescuer
3. Proof of ARC LGI online course completion — Screen shot or print a copy
4. Lifeguard Manual — Download on laptop or iPad
5. Lifeguard Training Presentation — Download on laptop or iPad
6. Lifeguard Instructor Manual — Print 1 copy
7. Multiple Rescuer Response Scenario Flow Sheet — Print 1 copy | Appendix B LGI manual
8. Multiple Rescuer Response Assessment Tool — Print 1 copy | Appendix F LGI manual
9. Training Forms — Print 1 copy
10. CPR Mask — If not purchased
11. Bathing Suit – **one piece suits for females**
12. Rash guard, wetsuit, goggles, towel, sun block, paper, writing utensil, snacks and lunch

AMERICAN RED CROSS AGREEMENTS | Agreement must be completed prior to conducting a course

AUTHORIZED PROVIDER AGREEMENT - NON-PROFIT - this agreement is for agencies who will not make a profit from any courses. Contact 800-Red-Cross

LICENSED TRAINING PARTNER - FOR PROFIT - this agreement is for agencies that will make a profit from courses. Companies are required to submit an LTP business plan and receive approval by the American Red Cross prior to teaching any courses. The LTP Business Plan agreement may be completed online: **redcross.org/take-a-class/licensed-training-authorized-providers**

PRINT CERTIFICATION
- ✓ Profile Login: **classes.redcross.org**
- ✓ Click My Learning; Click My Transcripts; Print Certification

NOTE | Streamline Health Services does not have access to your ARC account. If you cannot remember your username and password or you need help accessing your electronic certifications, please contact the ARC Training Support Center at 800-Red Cross. Thank you!

RESOURCE FOR PLANNING AND CONDUCTING COURSES
- ✓ Lifeguard Instructor & Lifeguard Training Manuals
- ✓ Lifeguard Training Presentation
- ✓ Instructors Corner | **instructorscorner.org**
- ✓ Course Record | **classes.redcross.org/instructor/authentication/login.html**

CONTINUING EDUCATION UNITS (CEU)
The American Red Cross offers continuing education units (CEU) to maintain a license and/or certification. The American Red Cross is an approved authorized provider for the International Association for Continuing Education and Training (IACET). CEU's are offered as an add-on to training courses completed through the American Red Cross. Visit **redcross.org/take-a-class/certificates-ceus** to learn how to obtain CEU's.

LIFEGUARD INSTRUCTOR | COURSE STUDY GUIDE
- ➢ Define | train to the standard and test to the objective
- ➢ Define | lifeguard core courses, add on courses and stand-alone course?
- ➢ Define | skill charts and skill assessment tools
- ➢ Define | lifeguard course benchmarks
- ➢ Define | MARS
- ➢ What is the instructor to participant ratio?
- ➢ What are factors that influence learning and lesson planning?
- ➢ Why should instructors use skill charts and skill assessment tools?
- ➢ What should instructors focus on when giving feedback?
- ➢ Why are skill demonstration important?
- ➢ Why are skill drills, multiple rescuer and putting it all together scenarios important?
- ➢ As an instructor, what should you do if a participant fails the written exam or a final scenario?
- ➢ What requirements must an ARC lifeguard instructor accomplish, every two years, to keep their certification current?

ARC LGI TEACHING ASSIGNMENTS
CLASSROOM SKILLS | Lecture, Guided Discussion, Video, Skill Practice | Lessons 15 minutes in length

TEACHING ASSIGNMENT 1	Lecture or Guided Discussion	LESSON	PAGE
1. Professional Lifeguard	Lesson 1	PG 66-67
2. Facility Safety	Lesson 1	PG 74-75
3. Drowning Process	Lesson 2	PG 89-90
4. Effective Surveillance – Victim Recognition	Lesson 2	PG 91-92
5. Lifeguard Training and Zone Evaluations	Lesson 2	PG 96
6. AED Precautions and Maintenance	Lesson 6	PG 182
7. Recognizing and Caring for Heart Attack	Lesson 6	PG 172-173
8. Caring for Head, Neck Spinal Injuries in Water	Lesson 8	PG 221
9. AED Precautions and Maintenance	Lesson 6	PG 182
10. Lifeguard Training and Zone Evaluations	Lesson 2	PG 96

TEACHING ASSIGNMENT 2	First Aid, CPR/AED Skill	LESSON	PAGE
1. Giving Ventilations Using BVM – Two Rescuers	Lesson 5	PG 156
2. Conscious Choking	Infant	Lesson 5	PG 158
3. Giving Ventilations	Infant	Lesson 5	PG 155
4. Two Rescuer CPR	Adult	Lesson 6	PG 178
5. Using AED	Lesson 6	PG 180
6. Controlling Bleeding	Lesson 7	PG 199
7. FA Scenario	Secondary Assessment (assign scenarios 1 and 2)	Lesson 7	PG 204-205
8. Using a Resuscitation Mask	Lesson 5	PG 150
9. Performing a Primary Assessment	Adult and Child	Lesson 5	PG 148
10. CPR for Obstructed Airway	Adult	Lesson 6	PG 185

ARC LGI TEACHING ASSIGNMENTS
WATER SKILLS | Lessons should be 15 minutes in length

TEACHING ASSIGNMENT 3	In Water Rescue Skill	LESSON	PAGE
1. Passive Victim Front & Rear Rescues	Lesson 3	PG 120
2. Submerged Victim Deep Water	Lesson 4	PG 131
3. Passive Victim Extrication Using a Backboard	Lesson 4	PG 131
4. Active Victim Front & Rear Rescues	Lesson 3	PG 120
5. High Edge Spinal Backboarding Shallow Water	Lesson 8	PG 229
6. Entries & Approaches	Lesson 1	PG 80
7. Spinal Backboarding in Shallow Water	Lesson 8	PG 228
8. Head Splint	Shallow & deep	Face Up & Face Down	Lesson 8	PG 222
9. Submerged Victim Deep Water	Lesson 4	PG 131
10. Passive Victim Front & Rear Rescues	Lesson 3	PG 120

TEACHING ASSIGNMENT 4	Putting It All Together	LESSON	PAGE
1. Skill Drill	Active & Passive Victim Rescues	Lesson 3	PG 121
2. Skill Drill	Multiple – Rescuer Response Scenario 5 or 6	Lesson 7	PG 276 or 278
3. Skill Drill	Submerged Passive Deep	Part 3 Extrication Challenge	Lesson 4	PG 134-135
4. Skill Drill	Multiple – Rescuer Response Scenario 1	Lesson 6	PG 186
5. Skill Scenario	First Aid Scenario 3, 4, 5	Lesson 7	PG 204; 207-209
6. Skill Drill	Part 2 Lifeguard Station Response Time Testing	Lesson 5	PG 159-160
7. Final Scenario 1	Submerged Passive Victim Deep Water	Timed	Lesson 9	PG 236
8. Final Scenario 2	Multiple – Rescuer Response #3	Lesson 9	PG 237
9. Final Scenario 2	Multiple – Rescuer Response #3	Lesson 9	PG 237
10. Skill Drill	Submerged Passive Deep	Part 3 Extrication Challenge	Lesson 4	PG 134-135

INSTRUCTOR CANDIDATES PRACTICE – TEACHING WOOKBOOK

Each instructor candidate will be expected to teach elements of the Lifeguard course and successfully complete four practice teaching assignments. Use the information below to help you prepare, conduct and evaluate your practice teaching assignments.

Teaching Assignment	Topic	Length	Lesson #	Page #
Teaching Assignment #1 **Lecture or Guided Discussion**				
Teaching Assignment #2 **First Aid, CPR, AED skill** **Demonstration and Practice**		15 minutes		
Teaching Assignment #3 **In Water Skill Demonstration** **and Practice**		15 minutes		
Teaching Assignment #4 **Putting It All Together** **Scenarios**		15 minutes		

PREPARING TO TEACH ASSIGNMENTS

While teaching, instructor candidates should…

➢ Follow the outlines and lesson plans in the instructor's manual
➢ Be familiar with the information in the video segments and in the participant's materials
➢ Be prepared to answer participant's questions
➢ Use the teaching assignment preparation worksheet to help prepare to teach and to organize resources
➢ 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

Review appropriate sections of the CPR/AED Professional Rescuers instructor's manual which correspond to a lesson

➢ Read the Guidance for Instructors section of the lesson, which include: preparation, instructor notes and teaching tips
➢ Understand activity purpose, the directions and resources required to teach and run activities, skill practice or scenarios
➢ Consider what comes before and after the lesson topic
  o What do participants already know and what will participants learn later?
  o What homework has the participant completed before the lesson?
  o What should participants already be familiar with?
➢ Watch any video segments prior to the lesson
➢ Review participant handbook or other sources i.e. Instructor's Corner
➢ Review the Teaching Feedback and Evaluation Form to become familiar with evaluation criteria

TIPS FOR TEACHING YOUR ASSIGNMENTS

- When organizing the class, position yourself so everyone can see and hear
- Do not change lecture points or change course content
- Keep it simple – give clear directions
- Provide clear and simple global and/or individual feedback
- Ensure participants use the appropriate materials as directed in the instructor's manual
- Use visual aids whenever possible
- Have participants follow along in their manual
- Use the course presentation – so participants can see the information on the screen
- Use appendix activity handouts for group activities
- Use a whiteboard or chalkboard
- Use pauses and silence – allows participants to absorb what was said and transition mentally to the next topic
- Let video segments play without your comments or stopping to interject
- Do not tell a lot of "war stories" – some participants need to learn new information without the clutter of an instructor's experience
- Avoid adding additional information or content from past versions of the course, other courses or organizations, etc.
    - For example, do not 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 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

CONDUCTING ACTIVITIES

- Know how many people will be in the class/group
    - Provide the appropriate materials, supplies and equipment
    - Plan how and where you will group the participants together
- Instructor candidates should give instructions to groups
    - Have the groups take a few minutes to work together – be quiet and let them do it themselves
    - Give the groups the appropriate amount of time to complete the assignment
    - Check in with each group to see how they are proceeding but give them the space to do the assignment
    - If there is a very quiet group that does not seem to be working together on the assignment – direct them along and then back away

FEEDBACK AND EVALUATION SESSION

The feedback and evaluation guidelines and forms provide a framework for giving and receiving feedback after each teaching assignments – instructor candidates will be giving and receiving feedback on themselves and each other.

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

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

Feedback process
➢ Instructor trainer will ask you to give a brief assessment of your teaching performance
➢ Class instructor candidates will give their feedback of your teaching performance
➢ Instructor trainer gives feedback and summarizes
➢ Review the Practice Teaching Self Evaluation Form to help you prepare and assess your teaching performance and give feedback to your peers on their teaching performance. The Practice Teaching Feedback and Evaluation Form will be used by the instructor trainer to assess your teaching performance.

Focus on the following when giving feedback…
➢ Aspects of the presentation that went well
➢ Aspects of the presentation that could be improved, with an example of how to improve
➢ Considerations instructors may encounter when teaching courses in the future, such as
  o Larger or smaller classes
  o Different types of equipment – such as manikins or AED training units
  o Participants with physical challenges

Remember useful feedback…
➢ Evaluations are not negative or judgmental
➢ Reinforces positive aspects of the teaching assignment
➢ Focuses on helping the instructor candidate improve their teaching skills
➢ Provides direction for alternate options of delivery or practice
➢ Is specific and concise
➢ Is well timed
➢ Ensures critical points are covered

TEACHING ASSIGNMENT #1 | LECTURE OR GUIDED DISCUSSION

Teaching Assignment One is a lecture or guided discussion and will be followed by 5 minutes of evaluation
➢ Be prepared to show the video segment
➢ Cover lecture and guided discussion points
➢ Conduct the activity using the course materials required for the activity

TEACHING ASSIGNMENTS #2, #3 | FIRST AID, CPR/AED AND IN-WATER SKILL DEMONSTRATION/PRACTICE

Teaching Assignments Two and Three should last about 15 minutes and be followed by 5 minutes of evaluation

Candidates are 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…
  o Be quick
  o Consider participants have seen a video demonstration and have been provided guided discussion on the topic prior to skill practice
➢ Prompt and coach participants
➢ Observe and evaluate participant's skills
➢ Provide positive and corrective global and/or individual feedback

TEACHING ASSIGNMENTS #4 | PUTTING IT ALL TOGETHER SCENARIOS

Putting it all together and multiple rescuer scenarios should last about 15 minutes and be followed by 5 minutes of evaluation

Candidates are 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 participant's skills

TEACHING ASSIGNMENT PURPOSE

Teaching assignments provide instructor candidates with an opportunity to gain experience in the following…
➢ Conducting lessons from the instructor manual
➢ Giving directions
➢ Completing course lesson discussions and activities within a planned timeframe
➢ Managing and conducting skill demonstrations and practice sessions for various lifeguard skills
➢ Coaching and prompting participants
➢ Evaluating skill performance, determining skill proficiency and providing positive and corrective feedback to help participants improve their skills
➢ Ensuring the health and safety of participants during training
➢ Giving and receiving feedback

TEACHING ASSIGNMENT PROCESS

➢ Instructor candidates prepare for the assigned lesson topic
➢ Instructor candidates conduct their assigned topic – following the appropriate lesson plan in the instructor's manual
➢ Instructor candidates act as course participants, following the directions of the instructor candidate teaching their topic

After each teaching assignment, the instructor trainer will facilitate a feedback and evaluation session, including
➢ A self-critique by the instructor candidate
➢ Peer feedback
➢ Instructor trainer feedback

Candidates will evaluate themselves based on the criteria for evaluation including
➢ Organization
➢ Knowledge of the subject matter
➢ Presentation and communication skills
➢ Observation and skill evaluation
➢ Providing appropriate corrective feedback

PRACTICE TEACHING ASSIGNMENT PREPARATION WORKSHEET

Use this worksheet to review the lesson and to organize the resources you will use when teaching the topic

Topic _____   Length _____ minutes   # of Participants _____

TEACHING ASSIGNMENT #1	LECTURE OR GUIDED DISCUSSION
Lesson objectives	What are the participants supposed to learn from this lesson? ➢ ➢ ➢ ➢
Lesson plan teaching strategies	What teaching strategies are used in this lesson? ➢ ➢ ➢ *Review the teaching strategy description in Chapter 4 of the Lifeguarding Instructor's manual*
Key points, phrases, cues words	➢ ➢ ➢ ➢ ➢
Class organization	How will you organize participants? How will participants follow along with lesson?
Potential questions from participants	➢ ➢ ➢ ➢ ➢

Teaching Assignment #1 | Continued

RESOURCES	DETAILS	LOCATION Page or Slide #
Instructor	**Instructor's Manual** Lesson Plan: -- **Instructor Support Materials** ➢ Activity Worksheet: ➢ Other: -- **Course Presentation DVD** -- **Video Segment/Topic** Length: Key points covered by video segment? ➢ ➢ ➢	-------------------- -------------------- --------------------
Participant	**Participant's Manual** Chapter: -- **Participant Support Materials** ➢ Other:	--------------------
Materials, Equipment and Supplies	➢ ➢ ➢ ➢ ➢	

PRACTICE TEACHING ASSIGNMENT PREPARATION WORKSHEET

Use this worksheet to review the lesson and to organize the resources you will use when teaching the topic

Topic _____   Length _____ minutes   # of Participants _____

TEACHING ASSIGNMENT #2   FIRST AID, CPR/AED DEMONSTRATION AND PRACTICE

Lesson objectives	What are the participants supposed to learn from this lesson? ➢ ➢ ➢ ➢
Lesson plan teaching strategies	What teaching strategies are used in this lesson? ➢ ➢ ➢ *Review the teaching strategy description in Chapter 4 of the Lifeguarding Instructor's manual*
Key points, phrases, cues words	➢ ➢ ➢ ➢ ➢
Class organization	How will you organize participants? How will participants follow along with lesson?
Potential questions from participants	➢ ➢ ➢ ➢ ➢

Teaching Assignment #2 | Continued

RESOURCES	DETAILS	LOCATION Page or Slide #
Instructor	**Instructor's Manual** Lesson Plan: -- **Instructor Support Materials** ➢ Instructor skill charts and assessment criteria ➢ Other: -- **Course Presentation DVD** -- **Video Segment/Topic** Length: Key points covered by video segment? ➢ ➢ ➢	--------------------- --------------------- ---------------------
Participant	**Participant's Manual** Chapter: -- **Participant Support Materials** ➢ Participant skill sheets ➢ Other:	---------------------
Materials, Equipment and Supplies	➢ ➢ ➢ ➢ ➢	

PRACTICE TEACHING ASSIGNMENT PREPARATION WORKSHEET

Use this worksheet to review the lesson and to organize the resources you will use when teaching the topic

Topic _____   Length _____ minutes   # of Participants_____

TEACHING ASSIGNMENT #3	IN-WATER SKILL DEMONSTRATION AND PRACTICE
Lesson objectives	What are the participants supposed to learn from this lesson? ➤ ➤ ➤ ➤
Lesson plan teaching strategies	What teaching strategies are used in this lesson? ➤ ➤ ➤ *Review the teaching strategy description in Chapter 4 of the Lifeguarding Instructor's manual*
Key points, phrases, cues words	➤ ➤ ➤ ➤ ➤
Class organization	How will you organize participants? How will participants follow along with lesson?
Potential questions from participants	➤ ➤ ➤ ➤ ➤

Teaching Assignment #3 | Continued

RESOURCES	DETAILS	LOCATION Page or Slide #
Instructor	**Instructor's Manual** Lesson Plan: --- **Instructor Support Materials** ➢ Instructor skill charts and assessment criteria ➢ Other: --- **Course Presentation DVD** --- **Video Segment/Topic** Length: Key points covered by video segment? ➢ ➢ ➢	---------------------- ---------------------- ----------------------
Participant	**Participant's Manual** Chapter: --- **Participant Support Materials** ➢ Participant skill sheets ➢ Other:	----------------------
Materials, Equipment and Supplies	➢ ➢ ➢ ➢ ➢	

PRACTICE TEACHING ASSIGNMENT PREPARATION WORKSHEET

Use this worksheet to review the lesson and to organize the resources you will use when teaching the topic

Topic _____   Length _____ minutes   # of Participants_____

TEACHING ASSIGNMENT #4   PUTTING IT ALL TOGETHER SCENARIOS

Lesson objectives	What are the participants supposed to learn from this lesson? ➢ ➢ ➢ ➢
Lesson plan teaching strategies	What teaching strategies are used in this lesson? ➢ ➢ ➢ *Review the teaching strategy description in Chapter 4 of the Lifeguarding Instructor's manual*
Key points, phrases, cues words	➢ ➢ ➢ ➢ ➢
Class organization	How will you organize participants? How will participants follow along with lesson?
Potential questions from participants	➢ ➢ ➢ ➢ ➢

Teaching Assignment #4 | Continued

RESOURCES	DETAILS	LOCATION Page or Slide #
Instructor	**Instructor's Manual** Lesson Plan: -- **Instructor Support Materials** ➢ 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: Key points covered by video segment? ➢ ➢ ➢	---------------------- ---------------------- ----------------------
Participant	**Participant's Manual** Chapter: -- **Participant Support Materials** ➢ Participant skill sheet ➢ Other:	----------------------
Materials, Equipment and Supplies	➢ ➢ ➢ ➢ ➢	

LIFEGUARD PROGRAM BENCHMARK ACTIVITY | LGIT Manual Appendix E

For each category, work with your partner to identify the program benchmarks and why they are important for a professional lifeguard.

CATEGORY	LIFEGUARD PROGRAM BENCHMARKS
LIFEGUARD Professionalism & Conducting Surveillance LGT Manual, Ch. 1–3	
LIFEGUARD Injury Prevention & Rescues LGT Manual, Ch. 4–7	
LIFEGUARD RESPONSE First Aid/CPR/AED LGT Manual, Ch. 8–11	
LIFEGUARD OPERATIONS Facility Safety LGT Manual, Ch. 2, 4, 5	
LIFEGUARDING OPERATIONS Lifeguard Preparedness and Performance LGT Manual, Ch. 3, 7	
OPERATIONS Facility Policies/Equipment LGT Manual, Ch. 6 and 8–10	

MARS ACTIVITY | LGIT Manual Appendix E

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

CONCEPTS OF LEARNING	EXAMPLES
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 using as many senses as possible.	

CRITICAL EYE ACTIVITY | LGIT Manual Appendix E

Step One | Observation

Using the skill charts and assessment criteria, observe the instructor trainer's skill demonstration and identify any competencies or errors.

Step Two | Feedback

Provide positive, corrective feedback. Feedback should include skill errors, correct elements, skill competency

SKILL	DEMONSTRATION/ERROR
PRIMARY ASSESSMENT	
ONE-RESCUER CPR—ADULT	
CHOKING—INFANT	
NOTES	

PRACTICE | TEACHING STUDENT SELF EVALUATION FORM | IC NAME _____

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

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?

PRESENTATION	YES / NO	NOT OBSERVED	COMMENTS
Well prepared and followed the lesson plan	YES NO		
Delivery was organized and clear	YES NO		
Used appropriate terminology and language	YES NO		
Gauged student's attention, participation and understanding through guided discussions - students actively participate in class activities and discussions	YES NO		
Used the appropriate materials, equipment, supplies and teaching aids - video, course presentations, visual aids, whiteboard, scenario checklists, activity handouts, etc.	YES NO		
Managed time well: completed assigned presentation on time - adequate time for content delivery, activities and/or skills practice	YES NO		

KNOWLEDGE	YES / NO	NOT OBSERVED	COMMENTS
Demonstrated knowledge of subject matter, clearly explaining concepts	YES NO		
Clarified areas of confusion and corrected errors suggested by students	YES NO		
Answered questions correctly and adequately	YES NO		
Used the appropriate materials, equipment, supplies and teaching Aids - video, course presentations, visual aids, whiteboard, scenario checklists, activity handouts, etc.	YES NO		
Managed time well: completed assigned presentation on time - adequate time for content delivery, activities and/or skills practice	YES NO		

PRACTICE/SCENARIOS AND CRITICAL EYE	YES / NO	NOT OBSERVED	COMMENTS
Arranged participants so that all could see and hear	YES NO		
Gave clear instructions and started practice efficiently	YES NO		
Provided or facilitated coaching or prompting as directed in the instructions	YES NO		
Recognized correct performance per the skill assessment criteria; provided positive reinforcement	YES NO		
Recognized participant errors	YES NO		
Provided specific corrective feedback for correcting errors and evaluated for improvement after feedback	YES NO		

PROFESSIONALISM	YES / NO	NOT OBSERVED	COMMENTS
Receptive to feedback	YES NO		
Incorporated prior feedback to improve	YES NO		
Maintained a positive and approachable demeanor	YES NO		
Respectful of others	YES NO		

SUMMARY
Strengths:

Areas of Improvement:

Future Considerations: