



RLSS Avon & North Wiltshire Presents...

# Spice Up Your Training!



Guard Life Save Life



## Introduction

- Learning Styles
- Planning a Session
- Delivering a Session
- Ideas to “Spice up your training”
- Questions

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Good evening and welcome to tonight’s “Spice up your training” session. My name’s Blondie and I’m chairman of RLSS Avon & North Wiltshire Branch. I decided to run this session, because I want to help you make your training sessions more exciting! Over the years I’ve sat through a lot of training sessions – some were great, some were rubbish but most were simply mediocre, and I want to change that!

You can relentlessly promote your club and you’ll get plenty of prospective members through the door, but unless your sessions are lively, engaging and fun they’ll soon lose interest and leave. During tonight's sessions we’ll do a quick recap of the basics, looking at learning styles, and how to plan and deliver a session. Then we’ll move onto the good stuff – I’ll share my ideas for practical ways to spice up your training session. There’ll be a time for questions at the end, but feel free to ask as we go along.

This is quite a scary session for me, because if you’re running a session about how to be a good teacher, you can be sure the audience is going to be scrutinising your every move! That’s enough about me – why are you here?

<Invite audience to tell you what they hope to get out of the evening>



## Learning Styles

- Students generally fall into three categories:
  -  Visual Learners...
  -  ...Auditory Learners, and...
  -  ...Kinaesthetic Learners...
- How can we recognise each type of learner?  
And how do they learn best?

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We'll start by doing a quick exercise to help you understand your own learning style...

<Introduce exercise to help people find their own learning style>

### Visual Learners

How to recognise a visual learner:

- Talk to people face-to-face and speak fast
- Remember what they saw
- Forget people's names, but remember faces
- Tend to doodle or watch something
- Use phrases such as "I **see** what you mean" or "I get the **picture**" or "that **looks** right".

Visual learners learn best by...

- Having a clear view of the Instructor
- Seeing demonstrations, diagrams, charts, handouts, etc
- Creating notes, including diagrams and colour
- Mind mapping processes
- Visualising what they are learning
- Use of multi-media, including computers and video
- Working in a quiet place, away from distractions and noise

### Auditory Learners

How to recognise an auditory learner

- Rather talk to people on the phone than face-to-face
- Enjoy listening to others, but impatient and want to talk
- Forget faces but remember names
- When inactive, they tend to talk
- Don't like reading books of instruction manuals
- Uses phrases such as "that **sounds** right" or "I **hear** what you say" or "that **rings** a bell".

## Auditory Learners (Cont'd)

Auditory learners learn best by...

- Listening to information, discussions, talking things through
- Reading aloud to themselves
- Verbally summarising, talking to oneself or making an audio recording
- Explaining the topic to someone else
- Using mnemonics to aid memorisation
- Using story telling

## Kinaesthetic Learners

How to recognise a kinaesthetic learner

- Can't sit still for long periods of time
- Prefer to talk to someone whilst they're doing something else
- Slow talkers, use gestures and expressions
- When inactive, they fidget
- Use phrases such as "that **feels** right" or "I found it easy to **handle**" or "that **touched** a nerve".

Kinaesthetic learners learn best by...

- Copying demonstrations
- Making or drawing models
- Making visual gestures whilst explaining
- Underlining/highlighting key points
- Using index cards
- Getting physical and active whilst learning
- Avoiding being still for too long (tend to fidget in a lecture situation)

## What does this mean for me as an instructor?

In reality of course, most people exhibit a preference for a blend of learning styles. This means that when you teach, you need to ensure that your lesson reaches and engages everyone, regardless of their learning style: You need to include diagrams and colour for the visual learner, talking and discussion for the auditory learner, and practical activities for the kinaesthetic learner.

## Learning Styles



“I hear and I forget.

I see and I remember.

I do and I understand.”

Confucius

Chinese philosopher & reformer (551 BC - 479 BC)

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Okay, let's play a quick game to wake ourselves up:


Just do what I say, we'll start slow, get faster and see who can keep up...

Stand up...

- ...touch your feet... (Touch your feet)
- ...touch your shoulders... (Touch your shoulders)
- ...touch your knees... (Touch your knees)
- ...touch your shoulders... (Touch your shoulders)
- ...touch your hips... (Touch your hips)
- ...touch your shoulders... (Touch your shoulders)
- ...touch your head... (Touch your head)
- ...touch your shoulders... (Touch your shoulders)
- ...touch your ears... (Touch your ears)
- ...touch your shoulders... (Touch your shoulders)
- ...touch your eyes... (Touch your eyes)
- ...touch your shoulders... (Touch your shoulders)
- ...touch your nose... (Touch your **CHIN**)

Who touched their CHIN? I said “touch your nose”! Okay sit down.

It's a simple exercise, but it illustrates an importance point: We take in far more of what we see, than what we hear. Remember that next time you're giving a demonstration: actions speak a thousand words – if you demonstrate a skill correctly, your class will learn it correctly. Unfortunately the opposite is also true – even if you \*tell\* them the right way to do something, most people will simply copy the way that you do it – even if it's wrong!



## Planning a Session

- **Scheme of Work:** outlines what you intend to do over a series of sessions or a term
- **Session Plan:** a detailed account of what you intend to cover during that session, including:
  - Aim of the session
  - SMART Objectives
  - The Topic
  - Teaching Points
  - Method & Equipment
  - Timings

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<Draw diagram summarising the relationship between the scheme of work and the session plans>

### Scheme of Work

You should prepare a scheme of work covering all the sessions for a term. This should set out what topics you wish to cover each week. The scheme of work helps to ensure that you introduce topics in a logical order, that you allow enough time for each topic, and that you don't miss anything out. Obviously you'll need to be flexible and change the scheme of work if you're taking longer than planned, or progressing through the topics more quickly than you thought you would. For Lifesaving Instructors this has been done for you in the Survive and Save handbook!

### Session Plan

If the scheme of work sets the shape of the term, the session plans contain the detail of each session. I can't put enough emphasis on the importance of planning your sessions in advance. At first, it really helps to have a detailed plan for each session, but after a while you'll find that you can probably make do with a few quick notes.

<Hand out example session plans>

**Aim:** a statement of what the lesson is about

**Objectives:** a statement about the outcome of the lesson (what should the student be able to demonstrate by the end of this session? Objectives must be SMART:

- > Specific - A clear and unambiguous statement of what you want to achieve.
- > Measurable - Including concrete criteria for measuring progress toward the attainment of the goal
- > Achievable - Within the capability of the student
- > Realistic – Within the resources and time available
- > Time Bound - With a clearly defined deadline

<If time, practice coming up with SMART objectives>

**The Topic:** A short summary of the topics (or topics) that you're going to cover. It helps to have a couple of extension activities in mind to stretch the more able students (and consider how you might adapt the lesson for students who are struggling).

**Teaching Points:** Two or three specific points that you particularly want to highlight in this session

**Methods and Equipment:** A description of how you're going to teach this topic and what equipment you'll need

**Timings:** An indication of how long you think each element of your session will take

## Planning a Session (Cont'd)



- Structure of a session:
  - Introduction
  - Re-cap previous week
  - Main Topic 1
  - Main Topic 2
  - Conclusion: handouts / summary / homework
  - Post session evaluation

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### Introduction

It helps to have a clearly defined start to the session – your language and body language should indicate that the time for chatting is over session and we're now getting down to business. You may consider starting with a game to help the group to focus.

### Re-Cap the Previous Session

Before you launch into the main body of your lesson, it's worth reminding students what skills you covered during the previous week. This could take the form of a question and answer session: "Can anyone tell me what we did last week?"

The re-cap aims to:

- Consolidate the previous-week's learning.
- Get your students into the right frame of mind for this week's session.
- Put this week's session into context.

**Main Teaching Session** – This is the part of the session where you start to teach new skills. When I was a probationary Trainer Assessor, one of the best bits of advice that my mentor taught me was that you should aim to spend no more than half an hour on a topic each week. If your training sessions are an hour long, you should aim to cover two 20 minutes topics each week. The variety breaks the session up, helps maintain interest and has an added bonus: if a student misses a week of training, they only miss a small bit of each topic. For example: if you spend a whole week introducing CPR, and a student misses that class they'll be a long way behind the others. If you split the introduction to CPR across two weeks then they don't fall so far behind if they miss a week. We'll look at some ideas for teaching the main body of your session later...

**Conclusion** - You should always finish your session by briefly reminding the students what you've covered that week and asking them if there's any final questions. If you're feeling particularly keen, you could hand out notes at the end of the session. This will help students remember what they've been taught, and will help your lesson stick in their minds. If you do this every week, by the end of the course the students have built up a whole portfolio of useful reference material!



**Homework** – You could also consider setting simple homework, but this should take no more than 5 minutes or no one will do it! Homework can be a good way to cover the theory side of lifesaving: “Before next week I’d like everyone to find out five causes of shock”. Give a reward to anyone who can tell you the answer the following week and they’ll soon do their homework!

**Evaluation** – When you get home, take a few minutes to think about your lesson. What went well? Is there anything you would have liked to change? Are there any techniques you would use in future? Evaluating your lessons will help you to improve as a teacher. You could also ask a more experienced teacher to watch one of your lessons and offer advice afterwards.

## Planning a Session (Cont'd)



- Preparation:
  - Ensure your information is relevant and up-to-date
  - Know your audience
  - Understand what they *need* to know...  
...and what you'd *like* them to know
  - Consider your timings and rehearse the tricky bits!

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It's really important to plan your lessons in advance! A properly planned lesson will run more smoothly, and your confidence will increase because you will know exactly what's coming next.

### Relevant and Up-to-date

Clearly your information should be relevant and up-to-date. If you're teaching an RLSS Award, you must teach in accordance with the official RLSS material –it's very easy for misinformation to get passed on. Here's a few good examples:

Q) Can everyone show me the hand position for a chin tow please?

A) Everyone who demonstrated a "trigger grip" is wrong! The correct technique is to "cup your hand around the casualty's chin"

Q) You've come across an adult casualty. You've checked for danger, checked their responses, shouted for help, opened their airway, what do you do next?

A) Everyone who said "check for breathing" is wrong! The correct answer is "**look, listen and feel for no more than 10 seconds** to determine if the casualty is **breathing normally**" this is an important distinction because in the first few minutes after cardiac arrest, a casualty may be barely breathing, or taking infrequent noisy gasps. This should not be confused with "normal breathing".

Q) Can I have a volunteer to demonstrate a clothing tow please? (Hand them a t-shirt)

A) If you demonstrated a "tow with an aid" rescue you're wrong! A clothing tow is a "direct contact tow, holding the casualty by their clothes with the towing arm fully extended".

### Know Your Audience

< Ask audience: "What sort of things do you need to know about your audience?" Discuss the responses. >

You need to know: names, ages, skills, existing level of skill / knowledge / experience, their preferred learning style etc. etc.

When planning a lesson, think about what your students already know and what skills you hope to teach them during your session. Thinking about the Aims of your session will help you to decide what they *must* learn during your session and what extra information you'd *like* them to learn if the opportunity arises.

## Delivering a Session



- Structure of a session:
  - Dress – Appropriate for the task
  - Manner – Body language and confidence
  - Voice – Volume, pitch, clarity and speed
  - Positioning – Can you be seen by everyone?

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Okay, the night of your session arrives: you've done all your planning and you're ready to deliver an amazing session. There's still a few things to think about on the night:

### **Dress – Appropriate for the task**

That normally means being slightly more smartly dressed than the class – this helps set you apart as the instructor. I like to wear something comfortable with an RLSS or Club logo on it, and my name.

### **Manner – Body language and confidence**

Your manner is very important in communicating clearly with the students. As an adult you command a natural authority over young people. I have a lot of young leaders at Keynsham LSC who were former club members. They are a very similar age to the club members, and they have to work really hard to control the class. Confidence will come with practice, but in the meantime, being really familiar with your material helps!

### **Voice – Volume, pitch, clarity and speed**

Demonstrate how you can vary the pitch and speed of your voice to maintain interest and emphasise certain points.

### **Positioning – Suitable to the activity/environment/candidates**

It sounds obvious, but you must ensure that the students can see you at all times. Also think about which way you're facing when you're speaking (e.g. face the students not the whiteboard).

## Delivering a Session

- Demonstration
- Lecture
- Question and answer
- Verbal activities
- Rehearsal
- Observational activities
- Individual, pair or group work
- Tests



- Diagrams, pictures
- Guided discovery
- Video
- Handouts & worksheets
- Copying text
- Experimenting
- Reading
- Rote learning (repetition)
- Practical activities

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Okay – it’s time for the good stuff. This is the part of the evening where I share my ideas for new ways to teach lifesaving skills. Feel free to adapt these ideas or come up with your own. A lot of the resources that I’ll share tonight are available on this CD which is yours for free as long as you complete the feedback sheet at the end of the evening!

Please bear in mind that most of these are designed to be 20-30 minutes activities, so we’ll only have time for a little taste of each activity tonight...

### **Demonstration**

When introducing a new skill use the following process:

Ask your assistant to demonstrate the skill, with no commentary.

Ask your assistant to demonstrate the skill again, but this time point out two or three key points.

Let the students give it a go.

Praise your students when they get things right, and try not to immediately correct every tiny little mistake because it can be very demoralising! As long as students get the basics right you can help them perfect their technique in later weeks.

<Demo the recovery position!>

### **Lecture**

Appropriate in some circumstances, but it can be boring for the students and it puts a lot of pressure on you as an instructor to perform.

### **Question and Answer**

My pet hate! It’s got its place for consolidating information, but the slow “creeping death” of going around a group must be used sparingly. Target specific questions at specific people (otherwise the loudest/most confident will always answer first). There are much better ways to do this:

<Family Fortunes Game>

## Verbal Activities

### Rehearsal

A lot of lifesaving skills are practical, and there's really no substitute for practicing the skills. Try to make them as realistic as possible – so when you're teaching bandaging, don't just say "put your gloves on" – actually practice it *with gloves on!*

<Bandaging with gloves on>

### Observational Activities

<Split into pairs. One of you watches whilst the other does CPR, then feedback 3 things they did well and anything they did wrong >

Individual, Pair or Group Work: <Mission Impossible Game>

Tests: <Grab a card game>

Diagram / Pictures: <Circle all the hazards on the beach picture>

Guided Discovery <Hand in ice>

Videos: <Epileptic fit, the Guardian, anatomy of a river>

Handout and Worksheets: <CPR "fill in the blanks" game>

Copying text

Experimenting

Reading

Rote learning (repetition)

Practical Activities: <Model river. Rule of twelfths, Make your own skills toolbox>

## Summary



- Learning Styles
- Planning a Session
- Delivering a Session
- Ideas to “Spice up your training”
- Questions?