FIRST AID INSTRUCTOR COURSE
PREPARATION GUIDEBOOK
First Aid Instructor Certification Process

Read through this Preparation Guidebook carefully and ensure that you have completed all the Steps and Assignments required as you move closer to, and through the course.

Summary of First Aid Instructor course preparation and certification requirements:

**Step 1**
- 1.1 - Online Registration
- 1.2 - Proof of Eligibility
- 1.3 - Course fees
- 1.4 - Instructor Course Package
- 1.5 - Supplemental Documents
- 1.6 - First Aid & CPR Skill Assessment (Session A)

**Step 2**
- 2.1 - MyRC Profile
- 2.2 - Online “Fundamentals of Instruction – First Aid Programs” modules
- 2.3 - Instructor Boulevard Orientation
- 2.4 - Micro-Teach Lesson Plans
- 2.5 - WorkSafe BC Jurisprudence Package
- 2.6 - Classroom Sessions B and C

**Step 3**
- Classroom Sessions D and E

**Step 4**
- 4.1 - Online “Fundamentals of Instruction – Teaching Experience” modules
- 4.2 - SFA Course Lesson Plan
- 4.3 - Confirm Teaching Experience Dates
- 4.4 - Pre-course Teaching Experience responsibilities
- 4.5 - Classroom Teaching Experience
- 4.6 - Submit Teaching Experience Form

**Step 5**
- Meet minimum teaching requirements for Recertification
- Add more Instructor Certifications if desired
- Instructor Recertification Course (every 3 years)

Instructions to successfully complete the pre-course requirements, as well as other important details regarding Instructor Certification, are included on our First Aid Instructor course information page, and throughout this Guidebook.

Contact Frontline right away if you are unclear about any of these requirements.
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STEP 1: REGISTRATION & PREREQUISITES

1.1 REGISTRATION

The first step to secure a spot in our First Aid & CPR Instructor course, is to submit the online Registration form.

Until we receive your Registration, we cannot confirm your participation or secure course materials

- Click here for First Aid Instructor Course Dates & Registration

Your Registration will be subject to conditions of approval (see 1.2 and 1.3)

1.2 PROOF ELIGIBILITY

You must provide proof of current Canadian Red Cross Standard First Aid certification, with CPR level C.

- Documentation must be emailed to training@frontlinefirstaid.ca

- Registration will not be approved until proof of prerequisite qualifications is received

LETTER OF EXCEPTION

If you do not have a current Canadian Red Cross Standard First Aid certificate, but hold another certificate that you believe is equivalent in scope and nature, you can request a Letter of Exception to the Program Standards from the Canadian Red Cross.

- Click here for more information about requesting a Letter of Exception.

If you do not present Frontline First Aid with either a current Canadian Red Cross Standard First Aid certificate, or an official Letter of Exception, your Instructor course application cannot be approved.
1.3 COURSE FEE PAYMENT

Once you have submitted your application and the accompanying proof of qualification documents, your Registration will be approved for payment.

Frontline First Aid must receive full payment at least three weeks prior to classroom Session A.

Pay by Credit Card through your Approval Email

- Open your Registration Approval email
- Scroll down to find the View Booking button
- Then click either the button or the accompanying text

Pay by Credit Card over the phone

- If you are having trouble with the online payment portal, you can just call us instead
- 250-470-0205

Pay by E-Transfer

- Send the e-transfer to training@frontlinefirstaid.ca
- Send us an email, outlining the payment and Password

Pay by Cash or Cheque

- Cash or cheque can be mailed or delivered to 7305 Trapper Court, Kelowna, BC, V1P 1H7
- You must pre-arrange a specific time, if you are planning to deliver your payment in person

Pay by Invoice

In order for us to issue an invoice for payment, we will require the following information…

- First and Last name of Invoicee
- Mailing address of Invoicee
- Email Address of Invoicee
- Company/department name of Invoicee (if applicable)

As with all payment options, Frontline must receive full payment from the Invoice at least 3 weeks prior to Session A.
1.4 INSTRUCTOR MATERIALS

After your course fees have been paid, your Canadian Red Cross First Aid & CPR Instructor Course Package will be delivered to the address you provided during Registration.

Course Package Materials

- Fundamentals of Instruction - First Aid Programs Workbook
- Instructor Guide - First Aid Programs
- First Aid & CPR Student Manual
- CPR & AED Student Manual
- Child Care First Aid Manual

1.5 SUPPLEMENTAL DOWNLOADS

You will also need to download and print the Supplemental Documents listed below, from the links provided, which are not included with your Course Package.

Supplemental Documents

- Fundamentals of Instruction eBook
- First Aid Program Standards
- First Aid & CPR Skills Checklists
- Comprehensive Guide to First Aid & CPR
- WorkSafe BC Level 1 First Aid Jurisprudence self-study package

You must arrive at Classroom Session A (and all subsequent sessions) with all Course Package materials, and printed copies of all Supplemental Documents.
1.6 SKILLS ASSESSMENT

Classroom Session A

The first session of your Instructor Certification program will be a Skills Evaluation and Assessment.

- As a First Aid & CPR Instructor candidate, you must be able to accurately and correctly perform all the skills outlined in the Canadian Red Cross First Aid & CPR Skills Checklists, without coaching or correction.
- Click to view and download the First Aid & CPR Skill Checklist Sheets

A Canadian Red Cross Instructor-Trainer or Teaching Experience Supervisor (TES) will conduct your Skills Assessment and document their Evaluation of your performance.

If, at any time during the Instructor development process, you are unable perform any of the First Aid & CPR Skills, you will not be permitted to continue the program.
STEP 2: FUNDAMENTALS OF INSTRUCTION

2.1 MYRC PROFILE SETUP

After your course fees have been paid, you will receive an automated invitation email from my.account@redcross.ca. Once you have received your invitation email, you can set up your MyRC Profile.

Your MyRC Profile is the platform through which you will access all the Canadian Red Cross online resources, including your eLearning modules, Certificates, Lesson Plan Generator (Boulevard), file downloads, and generally manage your Canadian Red Cross Instructor certification.

Getting your MyRC Profile set up critical. Follow all the instructions carefully and in sequence to ensure your Profile is successfully activated the first time, giving you full access to all the associated resources.

If you already have an existing MyRC Profile

- Provide the same email address during course registration that you have assigned to your current MyRC Profile
- Do not attempt to create a second MyRC Profile with a different email address.

MyRC Profile Setup Summary:

- **Click here for detailed MyRC Profile Setup instructions**
- 1. Check your email inbox for an invitation from my.account@redcross.ca
- 2. Click the link in your email. A myrc.redcross.ca window/tab will open in your web browser
- 3. Click the blue "Sign up now" text
- 4. Confirm your preferred email address & password, then click the blue **Create** button
- 5. Complete the mandatory profile information fields, then click the red **UPDATE** button
- 6. Go back to **myrc.redcross.ca** and click the blue **Sign in** button
- 7. Sign in with the same email address and password you just assigned your profile
- 8. To confirm you are logged in, look for your name in the top right corner of the browser window
2.2 FUNDAMENTALS OF INSTRUCTION ONLINE MODULES

Once you have successfully created your MyRC Profile, you can access and complete the online Fundamentals of Instruction – First Aid Programs eLearning course modules.

You must have these online modules completed before Classroom Session A, and email Frontline a PDF copy or screenshot of your completion certificate.

Online Module Completion Summary:

- Click here for detailed Online Module Completion instructions

1. Sign in to your MyRC Profile at myrc.redcross.ca
2. Click "My Profile" >> "My Online Courses"
3. Click the blue Activate button next to the course module
4. Verify your preferred language
5. Click the blue Enter Course button
6. Complete the online Modules at your own pace
   - You can close your browser any time, and restart where you left off later
7. Save your completion Certificate as a PDF file when you are finished
8. Email your Certificate as a PDF attachment to training@frontlinefirstaid.ca
2.3 BOULEVARD ORIENTATION

The “Boulevard” lesson plan generator tool is an important component of your Instructor course, and a vital tool for you as a Canadian Red Cross Instructor. Through the “Boulevard”, you will be able to create and access…

- Lesson Plans
- Skills Checklists
- Presentations & Slideshows
- Activities
- Videos
- Suggested Timelines
- Equipment recommendations
- Updates to guidelines & content

Access the Boulevard

You can access the Boulevard platform through your MyRC Profile.

MyRC Profile Setup Summary:

- Click here for detailed Boulevard Access instructions
  1. Sign in to your MyRC Profile
  2. Click the “Tools” heading
  3. Then select “Online Tools” from the corresponding drop-down menu
     o A new page or browser tab will open
  4. Click the “Boulevard” heading
     o A new page or browser tab will open

Access the “Help” Section of Boulevard

From the Boulevard dashboard…

1. Select the “Resources” heading
2. Then select the “Help” option from the corresponding dropdown menu
Watch the instructional videos in the Help section of Boulevard

1. Welcome and Dashboard
2. Creating a New Lesson Plan
3. Creating a Custom Lesson Plan
4. Add Content – Extended
5. Add Content – Quick Overview
6. The Overview Page
7. Launching a Lesson Plan
8. Instructor Interactions
9. Adding Presentations
10. Customizing a Presentation
11. Launching a Presentation
12. Using Knowledge Evaluations
13. Customizing a Knowledge Evaluation
14. Creating Multiple Versions of a Knowledge Evaluation

Although it is not mandatory to use Boulevard to create your Micro-Teach lesson plans, you are strongly encouraged to utilize Boulevard, and orient yourself to the Lesson Plan creation platform, as much as possible.

Familiarity with the Boulevard platform will be a key factor in your initial and ongoing success as a Canadian Red Cross Instructor.
2.4 MICRO-TEACH ASSIGNMENTS

ASSIGNED PARTICIPANT NUMBER

When your registration is approved, you will be assigned a specific Participant Number.

- This will be a number from 1 to 8.
- Your assigned Participant number will correspond with your assigned Micro-Teach topics.

MICRO-TEACH LESSON PLANS

At the start of classroom session B, you will need to have 2 printed copies of a Lesson Plan for each of your four Micro-Teach assignments.

One copy of each Lesson Plan will be handed to your Instructor-Trainer. The second copies will be for you to keep and refer to in class.

You may decide to revise and update your initial Lesson Plans as you move through the Instructor course classroom sessions.

Micro-Teach 1
- An Ice-Breaker or Energizer based on a topic or theme of your choosing
- Handed in at the start of Session B
- Conducted by you, as the “Instructor”, sometime during Session B

Micro-Teach 2
- A 20-minute Knowledge/Theory based Lesson Plan relevant to your assigned topic
- Handed in at the start of Session B
- Conducted by you, as the “Instructor”, sometime during Session C

Micro-Teach 3
- A 10-minute Knowledge/Theory based Lesson Plan relevant to your assigned topic
- Handed in at the start of Session B
- Conducted by you, as the “Instructor”, sometime during Session D

Micro-Teach 4
- A 20-minute Skill based Lesson Plan relevant to your assigned topic
- Handed in at the start of Session B
- Conducted by you, as the “Instructor”, sometime during Session E

More detailed information on your assigned topics, how to construct your Lesson Plans, and the general expectations for the completed Lesson Plans is outlined on our website, and throughout this section.
MICRO-TEACH ASSIGNMENT TOPICS

**Micro-Teach 1**: 5-minute Ice Breaker or Energizer

- No specifically assigned topics

**Micro-Teach 2** Topics for a 20-minute Knowledge Based Lesson

- Participant 1: Good Samaritan Act
- Participant 2: Heart Attacks
- Participant 3: Assisting with Medications
- Participant 4: Shock
- Participant 5: Vital Signs
- Participant 6: Focused Examinations
- Participant 7: SAMPLE Questions
- Participant 8: Internal Bleeding

**Micro-Teach 3** Topics for a 10-minute Knowledge Based Lesson

- Participant 1: Musculoskeletal Injuries
- Participant 2: Stroke & TIA
- Participant 3: Poisoning & Overdose
- Participant 4: Hypothermia
- Participant 5: Hyperthermia
- Participant 6: Burns
- Participant 7: Head & Neck Injuries
- Participant 8: AEDs

**Micro-Teach 4** Topics for a 20-minute Skill Based Lesson

- Participant 1: Adult CPR with AED
- Participant 2: Conscious Adult Choking
- Participant 3: Tourniquets
- Participant 4: Baby CPR with AED
- Participant 5: CPR with Airway Obstruction
- Participant 6: Splinting for a Dislocated Shoulder
- Participant 7: Secondary Survey (Responsive Patient)
- Participant 8: Secondary Survey (Unresponsive Patient)
MICRO-TEACH LESSON PLAN RESOURCES

- [SFA Instructor Course Package materials](#)
- [SFA Instructor Course Supplemental Documents](#)
- [Fundamentals of Instruction Online Modules](#)
- [Canadian Red Cross Instructor Boulevard](#)
- [First Aid Mobile App](#)
- [WorkSafe BC Level 1 First Aid Jurisprudence self-study package](#)
**MICRO-TEACH 1**

At the start of Classroom Session B, you will be required to hand in a completed Lesson Plan for Micro-Teach 1.

At some point during Session B, you will conduct Micro-Teach 1 as the Instructor, and lead the class through your Ice Breaker/Energizer.

- 5-minute Ice Breaker or Energizer.
- There are no specifically assigned topics or themes for Micro-Teach 1, but the participants will generally be more receptive if the content is somehow related to either First Aid or Instructional Development.

**Sample Lesson Plan for Micro-Teach 1**

**Ice Breaker:**

**Skilled, Unskilled, and Familiar**

**Learning Objectives:**

Participants get to know each other better, particularly with regard to their background skills and experiences.

<table>
<thead>
<tr>
<th>Time (5 minutes)</th>
<th>Activity</th>
<th>Materials Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 minute</td>
<td>Instructor gives participants instructions.</td>
<td></td>
</tr>
<tr>
<td>1 minute</td>
<td>Participants are given 3 pieces of paper/3 sections of a whiteboard.</td>
<td>Pens/Pencils/Markers</td>
</tr>
<tr>
<td></td>
<td>Participants write down 3 First Aid topics, one on each piece/section.</td>
<td>Paper/Whiteboards</td>
</tr>
<tr>
<td></td>
<td>One of the topics is something that the participant already feels very skilled at.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One of the topics is something that the participant feels completely unskilled at.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One of the topics is something that the participant has some experience with, but would like to get better at.</td>
<td></td>
</tr>
<tr>
<td>3 minutes</td>
<td>Participants display their topics, and the other participants try to guess which is which.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participants reveal the answers as they go around the room.</td>
<td></td>
</tr>
</tbody>
</table>
MICRO-TEACH 2

At the start of Classroom Session B, you will be required to bring and hand-in a completed lesson plan for Micro-Teach 2.

You will conduct Micro-Teach 2 at some point during Classroom Session C, as the “Instructor” with your fellow participants as the "students".

- 20 minutes in length
  (time management is an important factor)
- Knowledge based topic assigned according to your Participant Number
- Facilitated as though being presented to a group of new learners in an SFA course
- In line with Canadian Red Cross First Aid materials and guidelines

Micro-Teach 2 Topics

- Participant 1: Good Samaritan Act
- Participant 2: Heart Attacks
- Participant 3: Assisting with Medications
- Participant 4: Shock
- Participant 5: Vital Signs
- Participant 6: Focused Examinations
- Participant 7: SAMPLE Questions
- Participant 8: Internal Bleeding

Completed Lesson Plan for Micro-Teach 2 should include:

- A summary of any prior information the group would have hypothetically learned already
- Essential content for the topic
- Teaching Time (20 minutes)
- Learning Activities
- Materials required
- Assessment and Evaluation strategies
- Variety of Activities that promote active participation
- Classroom layout/formation
- Teaching Aids

Try to utilize activities that allow participants to find/discover/organize the information themselves in a context that is relevant, meaningful and self-directed.
Present 20 minutes’ worth of your topic. Do not try to cram every aspect of the topic into 20 minutes.

- For example...
- If your topic was "Diabetes", you could spend 20 minutes just on the causes of Diabetes, or the difference between Hypo & Hyperglycaemia.
- You would not have to cover Causes, Signs & Symptoms, Treatments, and Medication aspects all in a single 20 minute "Micro-Teach".

**Sample Lesson Plan for Micro-Teach 2:**

**Knowledge Based Topic:**

**Secondary Survey**

**Learning Objectives:**

Participants will be able to identify the components of a Secondary Survey, as outlined in the Canadian Red Cross Comprehensive Guide to First Aid & CPR and list them in sequence of performance.

<table>
<thead>
<tr>
<th>Time (20 minutes)</th>
<th>Activity</th>
<th>Materials Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Instructor introduces topic, and outlines lesson objectives with participants</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>Participants are broken into 2-3 even groups (depending on class size). Each group is given a set of blank cards. Using the Canadian Red Cross Comprehensive Guide to First Aid and CPR as a reference, each group identifies all the components of a Secondary Survey, and writes one component on each card. Each group then arranges the cards in the order they believe the components should be completed.</td>
<td>Blank Cards, Comprehensive Guide to First Aid &amp; CPR, First Aid App, Pens/Pencils</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Groups compare their findings and discuss any differences between the components and order that each group identified. <strong>Evaluation Criteria:</strong> Groups form a consensus and produce a single list of components in an agreed upon order</td>
<td></td>
</tr>
<tr>
<td>3 minutes</td>
<td>Instructor led Q&amp;A</td>
<td></td>
</tr>
</tbody>
</table>
MICRO-TEACH 3

At the start of Classroom Session B, you will be required to hand in a completed lesson plan for Micro-Teach 3.

You will conduct Micro-Teach 3 at some point during Classroom Session D, as the “Instructor” with your fellow participants as the "students".

- 10 minutes in length
  (time management is an important factor)
- Knowledge based topic assigned according to your Participant Number
- Facilitated as though being presented to a group of new learners in a Canadian Red Cross Standard First Aid course
- In line with Canadian Red Cross First Aid program materials and guidelines

Micro-Teach 3 Topics

- Participant 1: Musculoskeletal Injuries
- Participant 2: Stroke & TIA
- Participant 3: Poisoning & Overdose
- Participant 4: Hypothermia
- Participant 5: Hyperthermia
- Participant 6: Burns
- Participant 7: Head & Neck Injuries
- Participant 8: AEDs

Completed Lesson Plan for Micro-Teach 3 should include:

- A summary of any prior information the group would have hypothetically learned already
- Essential content for the topic
- Teaching Time (10 minutes)
- Learning Activities
- Materials required
- Assessment and Evaluation strategies
- Variety of Activities that promote active participation
- Classroom layout/formation
- Teaching Aids

Try to utilize activities that allow participants to find/discover/organize the information themselves in a context that is relevant, meaningful and self-directed.
Present 10 minutes’ worth of your topic. Do not try to cram every aspect of the topic into 10 minutes.

- For example...
- If your topic was "Diabetes", you could spend 10 minutes just on the causes of Diabetes, or the difference between Hypo & Hyperglycaemia.
- You would not have to cover Causes, Signs & Symptoms, Treatments, and Medication aspects all in a single 10 minute "Micro-Teach".

**Sample Lesson Plan for Micro-Teach 3:**

<table>
<thead>
<tr>
<th>Knowledge Based Topic:</th>
<th>Asthma</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives:</strong></td>
<td>Participants will be able to list and identify the Signs &amp; Symptoms for Asthma, as outlined in the Canadian Red Cross Comprehensive Guide to First Aid and CPR.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time (10 minutes)</th>
<th>Activity</th>
<th>Materials Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 minute</td>
<td>Instructor introduces topic, and outlines lesson objectives with participants</td>
<td></td>
</tr>
</tbody>
</table>
| 2 minutes         | Participants are broken into 2-4 even groups. Using the Comprehensive Guide to First Aid and CPR as a reference, each group locates and identifies the Signs & Symptoms of an Asthma attack. | - Comprehensive Guide to First Aid and CPR  
- Pens/Pencils  
- Markers/Pencil Crayons  
- Paper/Whiteboards |
| 4 minutes         | Signs & Symptoms are allocated evenly amongst the groups. Each group produces a pictogram/illustration, depicting their assigned Signs & Symptoms. Groups may produce one picture per Sign/Symptom, or one comprehensive picture. No words allowed on the pictures. |  |
| 3 minutes         | Groups display their pictures, and identify which Signs & Symptoms are being depicted by each aspect. |  |
**MICRO-TEACH 4**

At the start of Classroom Session B, you will be required to hand in a completed lesson plan for **Micro-Teach 4**.

You will conduct Micro-Teach 4 at some point during Classroom Session E, as the “Instructor” with your fellow participants as the "students".

- 20 minutes in length
  (time management is an important factor)
- Skill based topic assigned according to your Participant Number
- Facilitated as though being presented to a group of new learners in a Canadian Red Cross Standard First Aid course
- In line with Canadian Red Cross First Aid program materials and guidelines

**Micro-Teach 4 Topics**

- Participant 1: Adult CPR with AED
- Participant 2: Conscious Adult Choking
- Participant 3: Tourniquets
- Participant 4: Baby CPR with AED
- Participant 5: CPR with Airway Obstruction
- Participant 6: Splinting for a Dislocated Shoulder
- Participant 7: Secondary Survey (Responsive Patient)
- Participant 8: Secondary Survey (Unresponsive Patient)

**Completed Lesson Plan for Micro-Teach 4 should include:**

- A summary of any prior information the group would have hypothetically learned together already
- Essential content for the topic
- Teaching Time (20 minutes)
- Learning Activities
- Materials required
- Assessment and Evaluation strategies
- Variety of Activities that promote active participation
- Classroom layout/formation
- Teaching Aids

Try to utilize activities that maximize the amount of time participants spend performing the skills in a hands-on context.
Present 20 minutes’ worth of your topic. Do not try to cram every aspect of the topic into 20 minutes.

- For example...
  - If your topic was "Splinting", you could spend 20 minutes just on a Low Arm Triangular Sling, and High Arm Triangular Sling.
  - You would not have to cover every possible Arm Splint, Leg Splint, Hard Splint, Soft Splint, and Improvised Splint, in a single 20 minute "Micro-Teach".

Sample Lesson Plan for Micro-Teach 4

<table>
<thead>
<tr>
<th>Skill Based Topic: Tourniquets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives:</td>
</tr>
<tr>
<td>Participants will be able to utilize improvise a Tourniquet with a Triangular Bandage and pen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time (20 minutes)</th>
<th>Activity</th>
<th>Materials Required</th>
</tr>
</thead>
</table>
| 4 minutes         | Instructor introduces topic, and outlines lesson objectives with participants.  
Instructor demonstrates the mechanics of applying a tourniquet with a triangular bandage and a pen  
Emphasis must be placed on participant safety during live demonstrations and practice. Ensure participants do not receive injuries from the improvised tourniquets. |  |
| 12 minutes        | Each participant is given the opportunity to apply an improvised tourniquet to their partner’s thigh, then to their partner’s upper arm.  
**Evaluation Criteria:**  
Every participant has applied an improvised Tourniquet to their partner’s thigh and upper arm, without causing injury. |  |
| 4 minutes         | Instructor led Q&A, emphasizing when a Tourniquet should be applied, and how long it should be left on. |  |

- One Triangular Bandage for every two participants  
- One pen for every two participants
2.5 WORKSAFE BC JURISPRUDENCE

You must submit a completed WorkSafe BC Level 1 First Aid Jurisprudence self-study package at the start of Classroom Session B.

- Click here to download a WorkSafe BC Level 1 First Aid Jurisprudence package
2.6 IN-CLASS FUNDAMENTALS OF INSTRUCTION

CLASSROOM SESSION B

The following is a loose outline of the topics and activities covered in Session B.

This course outline is flexible and may be adjusted, at your Instructor-Trainer’s discretion, to meet the specific needs of individual participants and classes.

<table>
<thead>
<tr>
<th>MORNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Course Overview</td>
</tr>
<tr>
<td>□ Hand in all four Micro-Teach Lesson Plans</td>
</tr>
<tr>
<td>□ Learner Centered Teaching Principles</td>
</tr>
<tr>
<td>□ Learning Styles</td>
</tr>
<tr>
<td>BREAK</td>
</tr>
<tr>
<td>□ Effective Feedback</td>
</tr>
<tr>
<td>LUNCH</td>
</tr>
<tr>
<td>□ Micro-Teach 1</td>
</tr>
<tr>
<td>BREAK</td>
</tr>
<tr>
<td>□ Program Standards</td>
</tr>
<tr>
<td>□ Reflection Exercise</td>
</tr>
</tbody>
</table>

You are expected to arrive on-time and remain engaged as an active & positive participant throughout all scheduled Sessions.

The daily schedule, including start and finish times for your Instructor course, as well the classroom location will be specified during Registration.

Additional Homework

Your Instructor-Trainer will do their best to be respectful of a Work/Life balance, but it is possible that you may need to utilize the evenings between your classroom sessions to work on course related assignments.
## CLASSROOM SESSION C

The following is a loose outline of the topics and activities covered in Session C.

This course outline is flexible and may be adjusted, at your Instructor-Trainer’s discretion, to meet the specific needs of individual participants and classes.

<table>
<thead>
<tr>
<th>MORNING</th>
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<tbody>
<tr>
<td>□ Challenging Behaviours</td>
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<tr>
<td>BREAK</td>
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<tr>
<td>□ Micro-Teach 2</td>
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<td>□ Standard vs Practice</td>
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<td>BREAK</td>
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<td>□ Course Planning</td>
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<td>□ Classroom Management</td>
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<td>□ Reflection Exercise</td>
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<tr>
<td>□ Fundamentals of Instruction Completion Forms</td>
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You are expected to arrive on time and remain engaged as an active and positive participant throughout all scheduled Sessions.

The daily schedule, including start and finish times for your Instructor course, as well the classroom location will be specified during Registration.

### Additional Homework

Your Instructor-Trainer will do their best to be respectful of a Work/Life balance, but it is possible that you may need to utilize the evenings between your classroom sessions to work on course related assignments.
STEP 3: DISCIPLINE SPECIFIC CONTENT

CLASSROOM SESSION D

The following is a loose outline of the topics and activities covered in Session D.

This course outline is flexible and may be adjusted, at your Instructor-Trainer’s discretion, to meet the specific needs of individual participants and classes.

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<td>□ Micro-Teach 3</td>
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<td>BREAK</td>
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<td>□ Course Outlines</td>
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<td>LUNCH</td>
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<td>□ How to use the Instructor Boulevard Platform</td>
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<tr>
<td>□ Lesson Plans</td>
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<td>□ Instructor Resources</td>
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</table>

You are expected to arrive on-time and remain engaged as an active & positive participant throughout all scheduled Sessions.

The daily schedule, including start and finish times for your Instructor course, as well the classroom location will be specified during Registration.

Additional Homework

Your Instructor-Trainer will do their best to be respectful of a Work/Life balance, but it is possible that you may need to utilize the evenings between your classroom sessions to work on course related assignments.
**CLASSROOM SESSION E**

The following is a loose outline of the topics and activities covered in Session E. This course outline is flexible and may be adjusted, at your Instructor-Trainer’s discretion, to meet the specific needs of individual participants and classes.

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<td>□ Completing Course Paperwork</td>
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<td>□ Local Protocols</td>
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<td>□ Reflection Exercise</td>
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<td>□ Discipline Specific Completion Forms</td>
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<td>□ Feedback</td>
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<td>□ Next Steps</td>
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</tbody>
</table>

You are expected to arrive on-time and remain engaged as an active & positive participant throughout all scheduled Sessions.

The daily schedule, including start and finish times for your Instructor course, as well the classroom location will be specified during Registration.
STEP 4: TEACHING EXPERIENCE

You have one year from the time you complete your Instructor course, to complete the Teaching Experience portion of your Instructor Development.

4.1 TEACHING EXPERIENCE - ONLINE MODULE

Once you have completed Step 3, you will need to access and complete the Teaching Experience Online modules.

You must have these online modules completed before beginning the Practical Teaching Experience and email Frontline a PDF copy or screenshot of your completion certificate.

Online Module Access Instructions:

- Online Teaching Experience Module

  1. Sign in to your MyRC Profile at myrc.redcross.ca
  2. Click "My Profile" ... then "My Online Courses"
  3. Click Activate next to the online Teaching Experience module
  4. Verify your preferred language
  5. Click Enter Course
  6. Complete the online Modules at your own pace
     - You can close your browser any time, and restart where you left off later
  7. Save your completion Certificate as a PDF file when you are finished
  8. Email completion Certificate to training@frontlinefirstaid.ca
4.2 LESSON PLAN COMPLETION

After finishing the online Fundamentals of Instruction - Teaching Experience course modules, you will need to create a complete Lesson Plan for an SFA course.

As you create, develop and complete your Lesson Plan, you can utilize all the Canadian Red Cross First Aid Program resources available, including…

- SFA Instructor Course Package materials
- SFA Instructor Course Supplemental Documents
- Fundamentals of Instruction Online Modules
- Canadian Red Cross Instructor Boulevard
- WorkSafe BC Level 1 First Aid Jurisprudence self-study package

Once you have completed your Lesson Plan, you will submit it to your assigned/chosen supervising Instructor-Trainer / TES, for review and approval.

- Your supervising I-T/TES may provide feedback that includes suggestions for revision or adjustment to your Lesson Plan before approval.

Once you have finished making any required changes, you will re-submit your Lesson Plan again for potential approval.

- You will need to receive final approval for your completed SFA course Lesson Plan from your supervising I-T/TES before moving onto Step 4.3
### 4.3 COURSE DATE SELECTION

Once your SFA course Lesson Plan has been approved by your supervising I-T/TES, you can start the process of picking a specific SFA course date to complete your Teaching Experience.

- You will need to send an email to training@frontlinefirstaid.ca, with a list of your preferred dates, based on our current SFA course schedule.

- Select and send your top 3 course date choices, and Frontine will make every effort to accommodate at least one of the dates selected.

- You will need to select course dates at least one month ahead of your request.

- Frontline First Aid will reply to your email to confirm the course date that can accommodate your Teaching Experience, as well as the name and contact information for your assigned supervising I-T/TES.

Click here to view a list of Frontline First Aid’s upcoming SFA courses.
4.4 PRE-COURSE RESPONSIBILITIES

Once you have selected and confirmed a specific Standard First Aid course date and location for your Teaching Experience, you will need to communicate with your assigned supervising I-T/TES.

Pre-course Teaching Experience tasks and communications to be coordinated and confirmed with your assigned supervising I-T/TES include…

- Create a Facilitation Charter
- Create a Classroom Details Checklist
- Establish your assigned lesson topic for “Skill #1”
- Establish your assigned lesson topic for “Skill #2”
- Establish your assigned lesson topic for “Knowledge #1”
- Establish your assigned lesson topic for “Knowledge #2”
- Prepare teaching aides and print course paperwork
- Establish the parameters to create a safe learning environment
4.5 CLASSROOM TEACHING EXPERIENCE

The next step in completing the Teaching Experience portion of your Instructor certification is teaching an actual Standard First Aid course under the supervision of a qualified Canadian Red Cross Instructor-Trainer or Teaching Experience Supervisor (I-T/TES).

Classroom Teaching Experience responsibilities to be conducted under the supervision of your assigned I-T/TES include...

**During-course...**

- Start an SFA course
- Maintain a safe learning environment
- Adhere to the [Canadian Red Cross Standards of Behaviour](#)
- Teach your assigned topic for Skill lesson #1
- Teach your assigned topic for Skill lesson #2
- Teach your assigned topic for Knowledge lesson #1
- Teach your assigned topic for Knowledge lesson #2
- Assess participants, providing feedback and additional instruction as required
- Adapt instructional approach to meet specific learner needs
- Resolve conflict (if applicable)
- Evaluate participants
- Close an SFA course

**Post-Course...**

- Decontaminate teaching aides
- Complete and file/submit all relevant course paperwork
4.6 TEACHING EXPERIENCE FORM SUBMISSION

The final step in completing the Teaching Experience portion of your Instructor certification is to complete and submit your Teaching Experience form.

Meet with your I-T/TES to review and complete your Teaching Experience form…

- Complete the Reflection assignment on your Teaching Experience form
- Ensure that you and your I-T/TES have completed all the appropriate sections of your Teaching Experience form
- Ensure that you and your I-T/TES have signed and dated all the appropriate sections of your Teaching Experience form
- Scan and email your completed Teaching Experience form to training@frontlinefirstaid.ca

Once you have scanned and emailed your completed Teaching Experience form, Frontline will review the form for accuracy and completion.

After confirming that the form is complete and accurate, Frontline will finalize your Instructor certification and notify you by email that this has been completed.

At that point, you will be able to access and download your Instructor Certificate through the “My Certificates” section of your MyRC Profile.
STEP 5: INSTRUCTIONAL MAINTENANCE

Recertification is required every 3 years in an **8-hour Instructor Recertification Course**

**To qualify for First Aid & CPR Instructor Recertification...**

- You must have taught at least 3 Canadian Red Cross courses within your 3-year Instructor certification cycle
- At least one of those 3 courses must be a Canadian Red Cross SFA or EFA course

If you hold Instructor Certification in multiple Disciplines…

- you must Recertify each one individually
- in a separate Instructor Recertification Course

INSTRUCTIONAL EXPANSION

After obtaining your initial Canadian Red Cross Instructor Certification, you can obtain additional Instructor Certifications from the same discipline or other disciplines.

- The process to add new Instructor Certifications is shorter than the initial Certification.

- If you hold more than one Instructor level Certification (Multiple Disciplines), you will need to qualify for and complete a separate Instructor Recertification course for each level individually.