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# UNIT 9: TEACH-BACK #1

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In this unit you will learn about:

- **The Teach-Back Process**
- **The Teach-Back #1 Assignment**
- **Film Session #1**

In this unit you will:

- **Conduct Your First Teach-Back**
- **Provide Feedback on Other Presentations**

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# COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

## UNIT 9: TEACH-BACK #1

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### LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES

At the conclusion of this unit, the participants will be able to:

- Describe how the teach-back preparation and presentation process will work.
- State their Teach-Back #1 Assignment.
- Present their first teach-back.
- Provide feedback to other presenters.

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### SCOPE

The unit has two parts: preparation and presentation. In this unit each of the five teams prepares for and makes a presentation and receives feedback from the other participants.

The topics that will be discussed in Part 1 are:

- Why Do a Teach-Back?
- The Teach-Back Process
- Teach-Back #1 Assignment
- Film Session #1 Explanation

In Part 2, participants present their first teach-back, receive feedback from others in the group, and provide feedback to other presenters.

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### ESTIMATED COMPLETION TIME

**Part 1: Teach-Back #1 Assignment:** 15 minutes

**Part 2: Teach-Back #1:** 2.5 hours

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### TRAINING METHODS

#### **Part 1: Teach-Back #1 Assignment**

The instructor begins by explaining why practice is an important part of a train-the-trainer class.

Next the instructor explains the teach-back process that will be used.

Then the instructor makes the Teach-Back #1 assignments.

Finally, the instructor explains when and where the training videos will be shown for Units 1-4.

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### TRAINING METHODS (CONTINUED)

#### Part 2: Teach-Back #1

The instructor begins by reviewing the teach-back process.

Next the instructor explains how feedback will be given.

Then each of the five two-person teams makes its presentation and receives feedback.

Please be advised that, as a general rule, the instructor is encouraged to add pertinent information to this guide, but should never subtract material.

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### RESOURCES REQUIRED

- *Community Emergency Response Team Basic Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Basic Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides for *CERT Basic Training Units 2-4*
- PowerPoint slides 9-1 to 9-7

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### EQUIPMENT

The following additional equipment is required for this unit:

- A computer with PowerPoint software
- A computer projector and screen
- Easel pad and easel or whiteboard
- Markers

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**EQUIPMENT  
(CONTINUED)**

- Materials and equipment to be used in the teach-back presentations. Each teach-back group of 10 participants will need:
    - CERT kit
    - Two fire extinguishers
    - Non-latex exam gloves
    - 4 x 4 gauze pads
    - Splinting materials
    - USB flash drive with *CERT Basic Training* PowerPoint files
  - Copies of the Feedback Checklist (nine times total number of participants)
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**PREPARATION**

**Part 1: Teach-Back #1 Assignment**

For the teach-back, participants will work in pairs. Decide how you will divide the group into pairs. If you have an uneven number, assign three people to one group.

**Film Session**

Make arrangements for showing the training videos for Units 1-4. These videos will be shown in the evening. Viewing is optional but encouraged.

**Part 2: Teach-Back #1**

The class will be divided into groups of no more than five pairs. Each group must have an instructor facilitator. Identify and prepare those instructors before class by reviewing the contents of this unit.

The instructor will be timekeeper as well discussion facilitator. Keeping presentations to 15 minutes is critical. Each instructor should decide on a way to let a pair know that its time is up. One way is to create three index cards to hold up. In large print, write “5” (minutes) on one card, “1” (minute) on a second card, and “CUT” on the third card.

Make copies of the feedback checklist included in the Appendix of this unit. If you have groups of five pairs, you will need 8 feedback checklists for each participant and 10 feedback checklists for the instructor observing the presentations.

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NOTES

**Part 1: Teach-Back #1 Assignment**

A suggested time plan for this part is as follows:

Why Do a Teach-Back?.....	1 minute
The Teach-Back Process .....	5 minutes
Teach-Back #1 Assignment.....	8 minutes
Film Session #1 Explanation.....	1 minute
Total Time: 15 minutes	

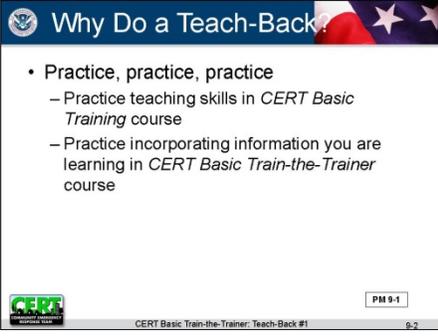
**Part 2: Teach-Back #1**

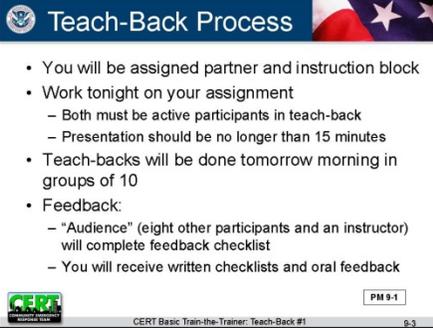
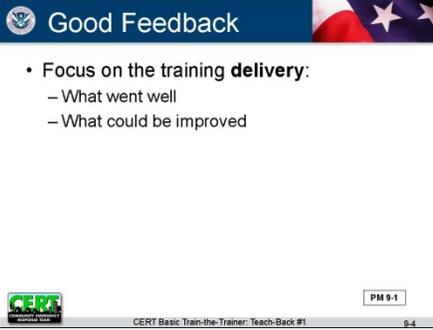
A suggested time plan is as follows:

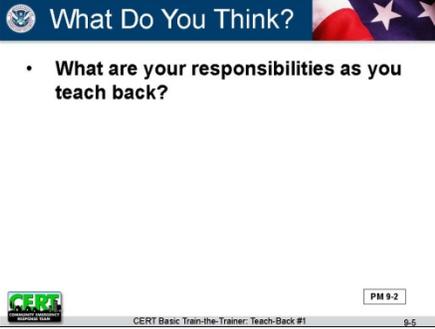
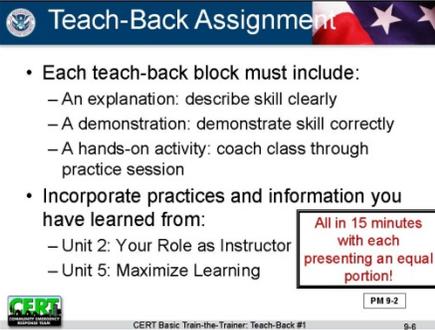
Set Up.....	10 minutes
Teach-Back 1.....	25 minutes
Teach-Back 2.....	25 minutes
Break .....	15 minutes
Teach-Back 3.....	25 minutes
Teach-Back 4.....	25 minutes
Teach-Back 5.....	25 minutes
Total Time: 2.5 hours	

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# Unit 9 Part 1: Teach-Back #1 Assignment

INSTRUCTOR GUIDANCE	CONTENT
 <p>Unit 9: Teach-Back #1 CERT Basic Train-the-Trainer</p> <p>FEMA   CERT COMMUNITY EMERGENCY RESPONSE TEAM</p> <p><b>Display Slide 9-1</b></p>  <p>Why Do a Teach-Back?</p> <ul style="list-style-type: none"> <li>• Practice, practice, practice             <ul style="list-style-type: none"> <li>– Practice teaching skills in <i>CERT Basic Training</i> course</li> <li>– Practice incorporating information you are learning in <i>CERT Basic Train-the-Trainer</i> course</li> </ul> </li> </ul> <p>CERT COMMUNITY EMERGENCY RESPONSE TEAM</p> <p>CERT Basic Train-the-Trainer: Teach-Back #1 PM 9-1 9-2</p> <p><b>Display Slide 9-2</b></p>	<p><b><i>Why Do a Teach-Back?</i></b></p> <p>Explain that a key part of any successful train-the-trainer class is practice. You need to practice teaching the skills in the <i>CERT Basic Training</i> course, and you need to practice incorporating the information you are learning in this <i>CERT Basic Train-the-Trainer</i> course.</p>

INSTRUCTOR GUIDANCE	CONTENT
 <p><b>Teach-Back Process</b></p> <ul style="list-style-type: none"> <li>You will be assigned partner and instruction block</li> <li>Work tonight on your assignment             <ul style="list-style-type: none"> <li>Both must be active participants in teach-back</li> <li>Presentation should be no longer than 15 minutes</li> </ul> </li> <li>Teach-backs will be done tomorrow morning in groups of 10</li> <li>Feedback:             <ul style="list-style-type: none"> <li>"Audience" (eight other participants and an instructor) will complete feedback checklist</li> <li>You will receive written checklists and oral feedback</li> </ul> </li> </ul> <p><b>Display Slide 9-3</b></p>	<p><b><i>The Teach-Back Process</i></b></p> <p>Explain the process for the teach-back preparation and presentation.</p> <ol style="list-style-type: none"> <li>You will be assigned a partner and a block of instruction.</li> <li>You will work tonight on your assignment. You will both be expected to be active participants in the teach-back. Your presentation should be no longer than 15 minutes.</li> <li>The teach-backs will be done tomorrow morning in groups of 10. The eight people who are not teaching will give you feedback on your presentation.</li> <li>After your presentation, the "audience" (eight other participants and an instructor) will complete a feedback checklist. You will be given the written checklists. The audience will also give you feedback orally.</li> </ol>
 <p><b>Good Feedback</b></p> <ul style="list-style-type: none"> <li>Focus on the training <b>delivery</b>:             <ul style="list-style-type: none"> <li>What went well</li> <li>What could be improved</li> </ul> </li> </ul> <p><b>Display Slide 9-4</b></p>	<p><b><i>Distribute Feedback Checklists</i></b></p> <p>Distribute feedback checklists to each participant and instructor. Review the assessment criteria that will be used for each presenter.</p> <p>Emphasize that the feedback must focus on the training <b>delivery</b>:</p> <ul style="list-style-type: none"> <li>What went well</li> <li>What could be improved</li> </ul>

INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="224 317 537 348"><b>INSTRUCTOR GUIDANCE</b></p>  <p data-bbox="164 852 415 884"><b>Display Slide 9-5</b></p> <p data-bbox="164 905 513 968">Conduct a class discussion based on this question.</p>  <p data-bbox="164 1350 415 1381"><b>Display Slide 9-6</b></p> <p data-bbox="164 1472 589 1598">Draw out participants' understanding of these responsibilities by asking of each bullet: "What do I mean by ..."</p>	<p data-bbox="630 380 1114 415"><b>Teach-Back #1 Assignment</b></p> <p data-bbox="630 506 1386 537"><b>What are your responsibilities as you teach back?</b></p> <p data-bbox="630 1003 1159 1035"><b>What To Include in the Teach-Back</b></p> <p data-bbox="630 1056 1430 1161">Explain that each teach-back block should include an explanation, a demonstration, and a hands-on activity. In other words, the audience should:</p> <ul style="list-style-type: none"> <li data-bbox="630 1182 773 1213">▪ Hear it</li> <li data-bbox="630 1234 761 1266">▪ See it</li> <li data-bbox="630 1287 745 1318">▪ Do it</li> </ul> <p data-bbox="630 1472 1167 1503">The presenters' responsibilities are to:</p> <ul style="list-style-type: none"> <li data-bbox="630 1524 1019 1556">▪ Describe the skill clearly</li> <li data-bbox="630 1577 1105 1608">▪ Demonstrate the skill correctly</li> <li data-bbox="630 1629 1312 1661">▪ Coach the class through the practice session</li> </ul> <p data-bbox="630 1696 1422 1801">Remind participants that each person in a team is responsible for presenting an equal portion of the teach-back content.</p>

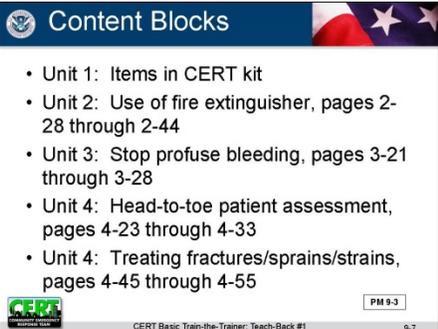
# COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

## UNIT 9: TEACH-BACK #1

INSTRUCTOR GUIDANCE	CONTENT
<p>Unit 2 covered:</p> <ul style="list-style-type: none"><li>▪ The roles and qualities of the <i>CERT Basic Training</i> instructor</li><li>▪ The qualities of a good presenter</li></ul> <p>Unit 5 covered:</p> <ul style="list-style-type: none"><li>▪ How people learn</li><li>▪ Creating a positive learning environment</li><li>▪ Techniques that maximize learning</li><li>▪ Why you need to evaluate and ways to evaluate</li><li>▪ Guidelines for asking and answering questions</li><li>▪ Guidelines for giving feedback</li></ul>	<p>Remind participants to incorporate practices and information they have learned from:</p> <ul style="list-style-type: none"><li>▪ Unit 2: Your Role as Instructor</li><li>▪ Unit 5: Maximize Learning</li></ul> <p>Offer one more tip: don't "hide" behind lecterns or tables in the classroom. This minimizes the instructor's ability to interact with and properly engage learners.</p> <p>All in 15 minutes!</p> <p><b>Pair Up the Participants</b></p> <p>Divide the class into pairs. If necessary, create one group of three. Emphasize that a person in the pair should present about half of the material.</p> <p>Assign groups—five pairs of presenters to each group.</p> <p>Explain where each of the groups will be located for the teach-back presentations.</p>

# COMMUNITY EMERGENCY RESPONSE TEAM BASIC TRAIN-THE-TRAINER COURSE

## UNIT 9: TEACH-BACK #1

INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 9-7</p>	<p><b>Content Blocks To Be Assigned</b></p> <p>Assign one of the following blocks to each of the pairs in a group of 10. For the whole class, each block will be assigned to more than one pair.</p> <p>Note that they will use the <i>CERT Basic Training</i> Instructor Guide for their teach-back content. Topics include:</p> <ul style="list-style-type: none"><li>▪ Unit 1: Description, display, explanation of items in CERT kit (use actual kit)</li><li>▪ Unit 2: Use of fire extinguisher (selection of extinguisher, test, approaching fire, discharge of extinguisher, backing out) (pages 2-28 through 2-44)</li><li>▪ Unit 3: Stopping profuse bleeding (direct pressure, elevation, pressure points) (pages 3-21 through 3-28)</li><li>▪ Unit 4: Head-to-toe patient assessment (pages 4-23 through 4-33)</li><li>▪ Unit 4: Treating fractures/sprains/strains (pages 4-45 through 4-55)</li></ul> <p>Emphasize that participants should review the section of the <i>CERT Basic Training</i> Instructor Guide that they are assigned and should follow it in their teach-back.</p> <p><b>Do you have any questions about Teach-Back #1?</b></p>
	<p><b>Film Session #1</b></p> <p>Explain when and where the training videos from Units 1-4 will be shown for anyone who wants to see them.</p>

## Unit 9 Part 2: Teach-Back #1

INSTRUCTOR GUIDANCE	CONTENT
	<p><b>Setup</b></p> <p>Review the process for the teach-back presentation.</p> <ol style="list-style-type: none"> <li>1. The presentation should be no longer than 15 minutes.</li> <li>2. The people who are not training will give feedback on the presentation after it is done.                             <ol style="list-style-type: none"> <li>a. First, the “audience” (other participants and an instructor) will complete a feedback checklist. The written checklists will be given to the presenters.</li> <li>b. Second, the audience will give feedback orally.</li> </ol> </li> <li>3. The feedback will last 7-8 minutes.</li> <li>4. Then the next team will get ready for its presentation.</li> </ol> <p>Make the point that, in addition to the opportunity to demonstrate, the teach-backs also provide a good opportunity to practice the skills of giving feedback and coaching, which are important skills for trainers to have.</p>
	<p><b>Do you have any questions about the teach-back process?</b></p>

INSTRUCTOR GUIDANCE	CONTENT
	<p><b><i>Manage the Teach-Backs</i></b></p> <p>Conduct the following activities to facilitate the teach-backs.</p> <ol style="list-style-type: none"> <li>1. Monitor the time.               <ol style="list-style-type: none"> <li>a. 15 minutes for presentation</li> <li>b. 7-8 minutes for feedback</li> <li>c. 2-3 minutes to change teams</li> </ol> </li> <li>2. Use your chosen method to monitor and end the presentation if needed.               <ol style="list-style-type: none"> <li>a. For example, use time cue cards to give time cues to the presenters (e.g., 10 minutes, 5 minutes, and 1 minute).</li> </ol> </li> <li>3. Facilitate the feedback (7-8 minutes).               <ol style="list-style-type: none"> <li>a. Give the group 2-3 minutes to complete the feedback checklists.</li> <li>b. Remind learners to keep peer feedback focused on teaching methods, interactivity, and effectiveness versus getting caught up on the actual content itself.</li> <li>c. Collect the feedback checklists.</li> <li>d. Ask the presenters how they feel the presentation went.</li> <li>e. Ask the audience for comments (things they liked, things that would improve the presentation).</li> <li>f. Give your comments (things you liked, things that would improve the presentation). Focus in particular on teaching style and handling sensitive topics.</li> <li>g. Give the completed feedback checklists to the presenters.</li> </ol> </li> <li>4. Tell the next team to set up (2-3 minutes).</li> <li>5. Take a break after the second presentation.</li> </ol>

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INSTRUCTOR GUIDANCE	CONTENT
	<p><b><i>Transition</i></b></p> <p>The next unit will review Unit 5 of the <i>CERT Basic Training</i> course.</p>

## **APPENDIX**

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## ***CERT Train-the-Trainer Feedback Checklist***

On a scale of 1-5, how would you rate these parts of the presentation? Circle the number that most closely applies.

<b>Lecture:</b>	1 Inadequate	2	3 Acceptable	4	5 Excellent
<b>Demonstration:</b>	1 Inadequate	2	3 Acceptable	4	5 Excellent
<b>Coaching of Activity:</b>	1 Inadequate	2	3 Acceptable	4	5 Excellent

On a scale of 1-5, how would you rate the following? Circle the number that most closely applies.

Information presented was accurate.	1 Never	2 Sometimes	3 Often	4 Most of the time	5 Always
Information presented was clear.	1 Never	2 Sometimes	3 Often	4 Most of the time	5 Always
Instructors modeled appropriate behavior.	1 Never	2 Sometimes	3 Often	4 Most of the time	5 Always
Instructors worked well as a team.	1 Never	2 Sometimes	3 Often	4 Most of the time	5 Always
Instructors demonstrated effective teaching techniques.	1 Never	2 Sometimes	3 Often	4 Most of the time	5 Always
Instructors communicated the core values of the program.	1 Never	2 Sometimes	3 Often	4 Most of the time	5 Always

Demonstration was conducted in a safe manner.    Yes \_\_\_\_\_    No \_\_\_\_\_

Activity was conducted in a safe manner.                    Yes \_\_\_\_\_    No \_\_\_\_\_

Please add any comments on the back.

