



**NHS**  
Yorkshire  
Ambulance Service  
NHS Trust



**Ambassador Programme**

**Teaching Guidance Handbook**

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## Introduction

Thank you for joining the Yorkshire Ambulance Service Ambassador Programme to deliver Restart a Heart training in your school/college. As an Ambassador you will be delivering vital skills to your peers that could one day save a life.

For most, this Programme will be an introduction to new skills such as presenting and instructing. It is important to remember that we are not aiming to produce clones – none of us will deliver the material in the same way. We want you to bring your own personality and style to your delivery.

“No two teachers will teach in the same way, just as no two students learn something in the same way.”

Over time and with experience, you will develop knowledge, confidence and presentation skills which you will carry into further education or future employment.

This handbook has been created to support the Restart a Heart Ambassador Programme training sessions. You will find useful tips, supporting information, lesson plans and other helpful links.

Your journey has just started and over the course of your involvement, further reading around the topics will develop your knowledge and understanding further.

Good luck and enjoy the programme!



## Purpose

Knowledge of a subject does not automatically produce good teachers.

The purpose of the Ambassador Programme is not to create teachers, but to provide you with enough knowledge in the core subject to be able to confidently share that knowledge with others in a supported environment.

Through involvement in the Ambassador Programme, you can expect to:

- develop employability skills such as confidence speaking in public, presentation skills, teamwork, leadership and responsibility
- experience a high-quality opportunity for social and cultural development
- prepare yourself for your next phase of education, training or employment
- develop new skills which you can discuss on UCAS forms or at interviews
- be supported by your school/college and by Yorkshire Ambulance Service.



## Ground Rules

All learners require boundaries and rules within which to work; it helps everyone to know their limits. These must be made clear early in the course and could be set your school/college and/or produced by yourself. Learners like routine and will expect you to be organised and professional. A useful approach is to always start a session on time, state what is going to be delivered, recap important points along the way and summarise at the end.

### Example ground rules:

- Arrive on time
- Switch off mobile phones
- Be polite and courteous to other learners and the tutor
- Don't eat or drink in class
- Listen attentively
- Return punctually from any breaks.

## Learning Styles

There are three different styles of learning. Most people learn by a combination of aural, visual and kinaesthetic.

### Aural learners (listening and talking):

- are easily distracted
- have difficulty with written instructions
- don't like noisy environments
- enjoy talking to others
- like to try new things.



### Visual learners (seeing):

- like to read and are often good spellers and have good handwriting
- notice details
- observe rather than act or talk
- find verbal instructions difficult
- memorise by looking at pictures.

### Kinaesthetic learners (doing):

- like physical activities
- fidget with pens whilst studying
- like to try new things
- don't like reading and are often poor spellers
- use their hands whilst talking
- are tactile towards others.

### Exercise

**Reflect on the descriptors above to try and determine what your learning style is.**

This highlights how all learners respond to different types of delivery and, as such, this needs to be considered when planning your session so that you ensure all styles of learners achieve the same outcome. Not all learners fall into one style, they are known as multi-modal. These types of learners learn more easily than those with just one predominant style.

Remember the old Chinese proverb:  
I hear – I forget, I see – I remember, I do – I understand

When you hear lots of information you may find it difficult to remember it all. If you can see something taking place that represents what you hear, you will remember more. However, if you carry out the task, you will understand the full process and remember how to do it again.

### Presenting Tips

- Think about your start, middle and finish. How will you introduce the session, what is the 'story' or teaching you need to get across and how will you close the session - remember the takeaway message!
- For training to be effective you need to develop a rapport with your audience - establish your validity and credibility to be teaching
- Be honest - if you don't know the answer to a question, don't make it up!
- Prepare, prepare, prepare - preparation is key
- Keep mobile - a nervous presenter will often be rooted to one spot. Use the room, move amongst your audience, use hand gestures
- Use your voice - avoid sounding robotic. Use tone and pitch (vocal variety) to alter your voice to emphasise key points and maintain interest
- Think about how you can deliver the information in a way that the learners can relate - it is sometimes useful to have examples or analogies to share
- Be yourself – not everyone is naturally funny. Use your own personality
- Have fun! Importantly if you enjoy it this will be conveyed to the learners.



## Common Presentation Tics

Presentation tics are those things that we do unconsciously, and we don't even realise we are doing them. Sometimes that is fine, but some tics can distract your listeners from your message.

Some of the most common tics are below with suggestions how you might avoid them:

**Filler words** - when you are new to presenting you don't like silences. Often people will use words such as "you know", "like", "so", "um" etc. Using these frequently can be distracting and suggest a lack of knowledge or confidence.

Suggestion: Slow down your presentation, when you feel you are likely to say it add in a pause.

**Qualifiers** - these are very similar to filler words, such as "basically", "right", "literally", "kind of" and "really". Used occasionally they are fine but become meaningless if used a lot.

Suggestion: As for filler words slow down your presentation.

**Physical tics** - These are things such as touching or playing with your hair, adjusting glasses or even lip licking.

Suggestion: Consider what you do with your hands whilst talking. Use natural gestures but consider keeping them in 'prayer' position in front of you when not using them.



**Vocal fry** - This is often an artificial affectation which sometimes results in the volume being dropped at the end of a sentence. A perfect example of this affectation is the way that Kim Kardashian speaks.

Suggestion: This one really requires you to be aware you are doing this and ensure you project your voice for the duration of your sentence. Use vocal variety - emphasis, pace, enthusiasm.

In isolation these tics are small, but they add up. Often, they are eliminated with confidence and experience, however if you can identify yours early and work to eliminate them it will develop your presentation style more quickly.

## Set, Dialogue, Closure

Use this simple structure to plan your session.

### Set

Ensuring that learners are in a suitable environment to learn is critical. This includes considering the layout, temperature and lighting in the room and checking any facilities/technology you will be using.

It is also useful to check that you have a visible clock or watch. Timekeeping is important and, contrary to opinion, it is not distracting to check on the time.

If using slides these should include learning outcomes or objectives. These are important to let your learners know what to expect from the session. You need to assert your credibility to be presenting at this stage also.



## Set, Dialogue, Closure continued

It is also worth considering letting your learners know if they can ask questions through the session or whether you want them to wait until the end, whether they will be taking part in any practical activity and whether you will be sharing anything with them or that they need to take notes.

### Dialogue

This stage is the 'story telling' stage. This is where you will deliver your content based on the learning outcomes you have stated.

Consider how you might interact with the learners rather than a simple one-way delivery. You may choose to ask questions. These are an important way of achieving a two-way dialogue and interaction and provide an opportunity to check learners' knowledge and comprehension. Consider how you word your questions appropriately and how you might deal with nobody providing a response.

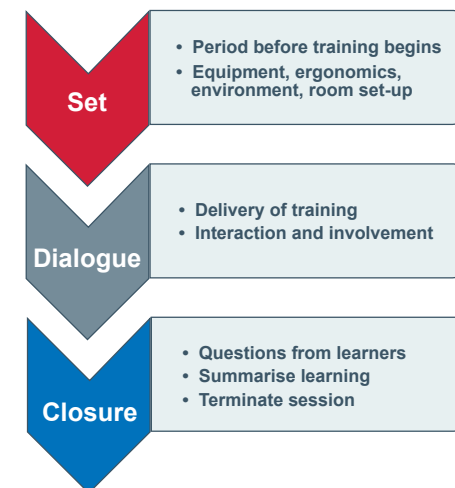
### Closure

This part of the session allows you to answer any questions and ensures the learners leave with the 'takeaway' message you want to give them.

Firstly, ask your learners if they have any questions, allowing 10 seconds for them to respond. This allows them to process their thoughts and formulate the question, don't be surprised to get questions at nine seconds into your count!

Following any questions, you need to summarise. This is an opportunity to revisit the learning outcomes you stated and remind the learners what they have been taught in your session.

Finally, you need to end the session. This may be as simple as thanking them for their attendance and letting them know what they are doing next. For example, "thank you for coming to this session, you are now going back to your timetabled lesson with Mr Smith" or "thank you for your attention, it is now break time".





## Teaching a Skill

A great way to teach a skill is to use Peyton's Four Step approach. Peyton, a general surgeon, devised this approach to teach practical skills and it is widely used.

**During step one** the instructor/teacher demonstrates the skill exactly as they would perform it. The skill is performed in real-time to ensure realism. No description of what is happening is provided but any normal verbalisation is included, for example shouting for help.

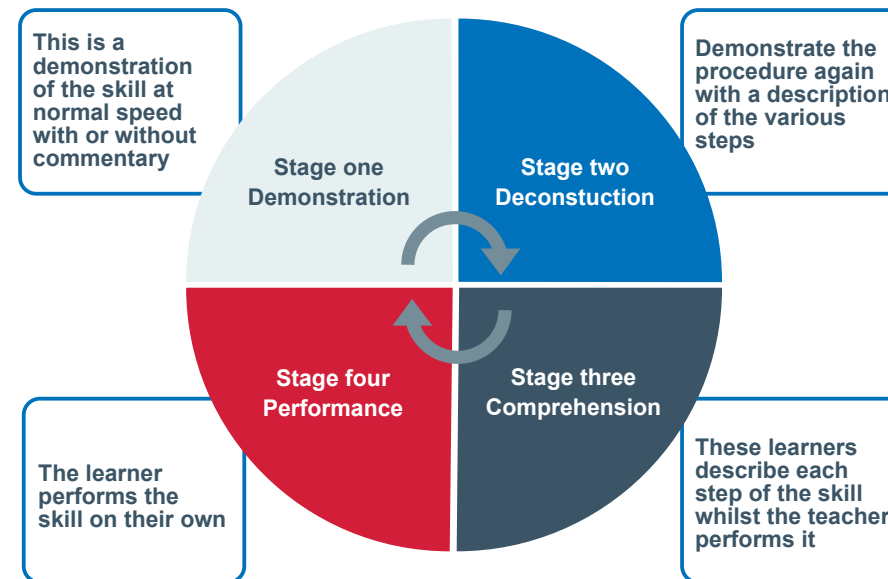
**In stage two** the instructor/teacher repeats the demonstration but slows it down and provides appropriate commentary. This might be describing a particular technique or hand placement. It could also include the basis for the actions or any evidence base.

**Stage three** transitions part of the responsibility to the learner. During this stage the learners will talk the instructor through the skill whilst it is performed by the instructor. At this stage the learner still feels safe/secure as the responsibility of performing the task is still with the instructor. At the end of this stage the learners will have seen it demonstrated three times and are building confidence and cognition.

**Stage four** moves to independent learner practice. The learner will perform the complete skill on their own observed by the instructor providing feedback.



## Peyton's Four Steps

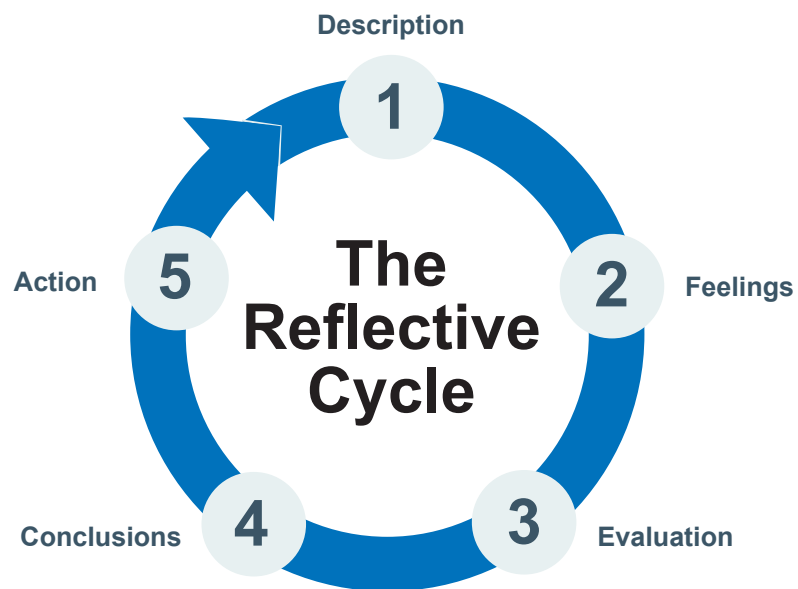




## Reflective Practice

To learn from experience, we must first reflect on our experience.

Gibbs' reflective cycle is the most famous model of reflection. This cyclical model gives a structure for you to learn from your experiences and, because it is a cycle, it works well in situations that are repeated (such as your CPR teaching). It is useful to work through each stage of the cycle asking yourself some of the example questions listed below in each stage.



Using this model of reflection allows us to grow and improve on each occasion.

### Step 1: Description

- When and where did this happen?
- Why were you there?
- Who else was there?
- What happened?
- What did you do?
- What did other people do?
- What was the result of this situation?

### Step 2: Feelings

- What did you feel before this situation took place?
- What did you feel while this situation took place?
- What do you think other people felt during this situation?
- What did you feel after the situation?
- What do you think about the situation now?
- What do you think other people feel about the situation now?





**Step 3: Evaluation**

- What was positive about this situation?
- What was negative?
- What went well?
- What didn't go so well?
- What did you and other people do to contribute to the situation (either positively or negatively)?

**Step 4: Conclusion**

- How could this have been a more positive experience for everyone involved?
- If you were faced with the same situation again, what would you do differently?
- What skills do you need to develop, so that you can handle this type of situation better?

**Step 5: Action plan**

You should now be able to come up with actions to deal with this situation in the future.

**Training Log**

Record your training sessions here.

Date	Number of learners	Length of session	Supervising teacher/mentor name	Supervising teacher/mentor signature



## Training Log

Record your training sessions here.

Date	Number of learners	Length of session	Supervising teacher/mentor name	Supervising teacher/mentor signature

## Observer Assessment Record 1

Name of presenter	
Name of supervising teacher/mentor	
Date	

	Agree	Partially	Disagree
The trainer was adequately prepared			
The trainer followed the Set, Dialogue, Closure format			
The trainer demonstrated good knowledge about the topic			
Learner participation and involvement was encouraged			
The trainer stuck to time			
The trainer used vocal variety well to maintain interest			
The trainer used non-verbal communication skills well			
Closure followed the correct format – Questions, Summary, Termination			



	Agree	Partially	Disagree
All learning outcomes/objectives were covered by the trainer			
What did the trainer do well? What did you particularly like about their session?			
What could the trainer do to improve in future? Do you have any hints or tips to help the trainer?			

Please rate the trainer

Good	Satisfactory	Needs improvement

**Ambassador Reflection**

What were you thinking/feeling?

What did you do well?

What didn't go so well?

What would you do differently next time to improve?



### Observer Assessment Record 2

<b>Name of presenter</b>	
<b>Name of supervising teacher/mentor</b>	
<b>Date</b>	

	<b>Agree</b>	<b>Partially</b>	<b>Disagree</b>
<b>The trainer was adequately prepared</b>			
<b>The trainer followed the Set, Dialogue, Closure format</b>			
<b>The trainer demonstrated good knowledge about the topic</b>			
<b>Learner participation and involvement was encouraged</b>			
<b>The trainer stuck to time</b>			
<b>The trainer used vocal variety well to maintain interest</b>			
<b>The trainer used non-verbal communication skills well</b>			
<b>Closure followed the correct format – Questions, Summary, Termination</b>			

	<b>Agree</b>	<b>Partially</b>	<b>Disagree</b>
<b>All learning outcomes/objectives were covered by the trainer</b>			
<b>What did the trainer do well? What did you particularly like about their session?</b>			
<b>What could the trainer do to improve in future? Do you have any hints or tips to help the trainer?</b>			



Please rate the trainer

Good	Satisfactory	Needs improvement
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**Ambassador Reflection**

What were you thinking/feeling?

What did you do well?

What didn't go so well?

What would you do differently next time to improve?

**Observer Assessment Record 3**

Name of presenter	
Name of supervising teacher/mentor	
Date	

	Agree	Partially	Disagree
The trainer was adequately prepared			
The trainer followed the Set, Dialogue, Closure format			
The trainer demonstrated good knowledge about the topic			
Learner participation and involvement was encouraged			
The trainer stuck to time			
The trainer used vocal variety well to maintain interest			
The trainer used non-verbal communication skills well			
Closure followed the correct format – Questions, Summary, Termination			



	Agree	Partially	Disagree
All learning outcomes/objectives were covered by the trainer			
What did the trainer do well? What did you particularly like about their session?			
What could the trainer do to improve in future? Do you have any hints or tips to help the trainer?			

Please rate the trainer

Good	Satisfactory	Needs improvement

### Ambassador Reflection

What were you thinking/feeling?

What did you do well?

What didn't go so well?

What would you do differently next time to improve?



**Observer Assessment Record 4**

<b>Name of presenter</b>	
<b>Name of supervising teacher/mentor</b>	
<b>Date</b>	

	<b>Agree</b>	<b>Partially</b>	<b>Disagree</b>
<b>The trainer was adequately prepared</b>			
<b>The trainer followed the Set, Dialogue, Closure format</b>			
<b>The trainer demonstrated good knowledge about the topic</b>			
<b>Learner participation and involvement was encouraged</b>			
<b>The trainer stuck to time</b>			
<b>The trainer used vocal variety well to maintain interest</b>			
<b>The trainer used non-verbal communication skills well</b>			
<b>Closure followed the correct format – Questions, Summary, Termination</b>			

	<b>Agree</b>	<b>Partially</b>	<b>Disagree</b>
<b>All learning outcomes/objectives were covered by the trainer</b>			
<b>What did the trainer do well? What did you particularly like about their session?</b>			
<b>What could the trainer do to improve in future? Do you have any hints or tips to help the trainer?</b>			



Please rate the trainer

Good	Satisfactory	Needs improvement

### Ambassador Reflection

What were you thinking/feeling?

What did you do well?


What didn't go so well?

What would you do differently next time to improve?



### What is a cardiac arrest?

- A cardiac arrest is the ultimate medical emergency when someone's heart stops pumping blood around their body, causing them to collapse and stop breathing normally.
- Every year about 30,000 people across the UK have a cardiac arrest outside of hospital.
- About 1 in 10 of these patients survive their cardiac arrest but in countries where CPR is taught as part of the school curriculum it is as high as 4 in 10.





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[#restartaheart](#)