




# TEACHING METHODS: AHA COURSES



**GUIDELINES**  
**2015** | CPR & ECC

 <b>Visual Learners</b>	 <b>Auditory Learners</b>	 <b>Kinesthetic Learners</b>
<b>Displayed Information</b> Use flip charts and white boards to display information in the classroom that is said verbally during the introduction, such as: Learning Objectives and the Course Agenda.	<b>Sneak Peek</b> Prior to playing the DVD segments, give learners a verbal glimpse into what the DVD segment is going to cover by highlighting the main points and things to look for.	<b>Taking Control</b> Allow learners to have a 'self-guided' learning experience by having them identify in the beginning of class what is the most important concept they want to learn and/or what they want to get out of the training. This can be done verbally or by having learners mark next to written learning objectives on a board/flipchart.
<b>Study Tip</b> Make sure to supply learners with the skills testing checklists prior to testing so that students have a visual to look at. Encourage the use of highlighters to highlight every other step on the skills testing checklist or the most difficult ones for the learner.	<b>Mixing it Up</b> When speaking to the classroom, be sure to change the tone of your voice throughout to keep a learner's attention. Emphasize key points by talking softer and taking pauses. Higher energy in the tone of your voice can help transition from one topic to the next.	<b>Teach and Learn</b> Give a recap of material that was shown in the DVD or student/provider manual by leading with a question instead of the information. Allow learners to take the lead in explaining to their peers the content covered.
<b>Be Seen</b> It is important that you can be seen by all learners in the classroom. Be sure to change your location often when presenting in the classroom in order to engage all learners and keep their attention, without being a distraction.	<b>Read Aloud</b> Prior to beginning a skills test, have students say the steps aloud listed on the checklist by either having them volunteer and saying without looking, assigning steps per learner to read, or reading aloud as a group while acting out each step.	<b>Keeping Busy</b> During DVD Instruction, encourage students to write down notes, questions or key concepts that they found interesting to share with the group after the DVD segment.

*This resource is available on the Instructor Network*