

MAKING EVERYTHING FIT

1. Complete the Online Orientation to the Red Cross.

- a. Go to www.redcross.org.
- b. Click the **Working with the Red Cross** link, and then click **Become an Employee**.
- c. When the **About Us... Consider the Possibilities** banner appears, click the **Red Cross Culture** link below the banner.
- d. Scroll down the page to the ONLINE ORIENTATION TO THE RED CROSS.
- e. Complete all four modules (approximately 67 minutes).

2. Provide answers to the following historical descriptions:

- a. The man who witnessed a battle, cared for the wounded, and wrote a book that led to the formation of the International Red Cross
- b. A treaty containing rules to limit the barbarity of war
- c. The number of Fundamental Principles
- d. The Fundamental Principle that refers to the quality of compassion toward human beings and life in general
- e. The origin of the Red Cross emblem
- f. A Civil War nurse who founded the American Red Cross
- g. Other protected emblems
- h. The contribution of:
 - i. Mabel Boardman
 - ii. Jane Delano
 - iii. Wilbert E. Longfellow
 - iv. Charles Drew

3. Answer the following foundation questions:

- a. The Congressional Charter of the American Red Cross requires the Red Cross to fulfill the _____, support _____ families, and provide _____ relief.
- b. The mission of the Red Cross is as follows: "The American Red Cross, a humanitarian organization, led by _____ and guided its Congressional _____ and the Fundamental Principles of the _____ Movement, will provide _____ to victims of _____ and help people prevent, prepare for, and respond to _____."
- c. The number of local chapters across the United States
- d. Who appoints the chairperson of the Board of Governors?

4. Answer the following key service questions:

- a. How many key services are mentioned in the presentation?
- b. This WSI course falls within the scope of which Red Cross service?
- c. Name another Red Cross service that interests you.

5. Provide answers for the following:

- a. The collective differences and similarities of Red Cross people, programs, and services
- b. A Red Cross core value
- c. An ethical standard
- d. A document that helps volunteers avoid conflicts of interest

6. Four principles of learning:

M: _____

A: _____

R: _____

S: _____

7. Barriers to Learning

List two barriers to learning that participants might bring to class

List two characteristics of an effective instructor

8. Teaching Methods/Techniques

- a. A direct classroom teaching method in which the instructor delivers the majority of the material to the class.
- b. An interactive classroom teaching method in which the instructor and participants engage in a give-and-take oral treatment of a subject.
- c. An interactive classroom teaching method in which the class is divided into groups of 2 or 3, each given a problem to solve and then report on to the rest of the class.
- d. **Facilitator Techniques:**
_____ occurs when the instructor gives info, instructions, etc. to the class. _____ occurs when the instructor encourages participant involvement through interactive activities, questions, etc. _____ ensures everything runs smoothly.
- e. **Classic Psychomotor Skills Teaching Method:** _____ answers what, how, and why about the skill; _____ shows the skill to the class from various angles; and guided _____ enables each participant to try the skill and receive _____.

9. _____ to the standard, and test to the _____.

10. Class Management Strategies

B: _____

A: _____

S: _____

I: _____

C: _____

11. Factors that Influence Learning

- a. Setting goals
- b. Encouraging practice
- c. Providing feedback
- d. Ensuring motivation

12. Types of Feedback

- a. Positive: Words, gestures, etc. indicating success and approval. The more precise and measurable, the better.
- b. Corrective/constructive: An effective way of correcting errors by identifying the error in a nonjudgmental way, defining the results, and providing corrective information.
- c. Negative: Inappropriate feedback that makes a negative value judgment and provides no useful corrective information.

13. Intervention Exercise

- a. In a Preschool Swimming class, one boy is always asking to be first. At first, this was useful to encourage others in the class, but now you want to give others a turn at being first. What do you say to the class and/or the boy?

14. Assessment

Explain how and when we assess participant performance.