

Demonstration:

- Is a visual method appropriate for learning skills
- Has direct and visible effects and feedback
- Can be filmed and showed in numerous iterations, in slow motion, with the repetition of certain parts...

Simple structure of demonstration exercise:

- **Tell** the learners what you are going to show and explains the context – importance of it, key points...
- **Show** the learners – e.g. by demonstrating or with instructional video
- Learners **do** – practice what was shown while monitored by the trainer

Remember:

- “Tell” and “show” without “do” treats the learners as passive observers.
- Without “do”, trainer and/or learners might think learners have grasped the content when they actually haven’t.
- Every learner has to have the opportunity to practice – as much as needed until the planned level of performance is achieved.

Tips for implementation:

- Show more complex procedures first in slow motion, i.e. broken down into elements, and then at a normal pace.
- Explain while you demonstrate.
- Make sure that every learner can see your demonstration – arrange them appropriately.
- Use visual aids if you want – create video, flipchart presentation of the steps...
- While repeating the procedure, learners should be encouraged to explain it along the way - that way they will remember it better.
- Always correct the irregular performance of learners, but in a positive tone. It is best to focus on the correct action and not on the mistake.

Important!

Feedback is part of the learning process as well. Do not forget to review the exercise!

You will prepare two-minute demonstration. You will focus on “tell” and “show”, and make a video of you telling and showing your learners how to perform one of the following:

- Put handcuffs on the person whose hands are behind the back
- Put handcuffs on the person whose hands are behind the head
- Put handcuffs to a person in standing position using vertical barrier
- Apply a tourniquet on a leg or an arm

- Self-apply a tourniquet
- Frisk a person in standing position
- Frisk a person in laying position

The “tell” part you can transfer either through your own voice or through the text accompanying video. Here are two examples to help you create your own video:

<https://www.youtube.com/watch?v=qzKh2orYdhE&list=PLoIW3NO77kcBg-70niZysFTfc4DJYmyMw&index=5>

https://youtu.be/yUIb-WV_bkE

Key criteria for this exercise you can find in marking rubrics below:

CRITERIA	SATISFACTORY LEVEL OF PERFORMANCE DESCRIPTORS	CRITICAL MISTAKES
Structure of the exercise	Learner’s video has both “tell” and “show” part.	One element is missing.
Communication and presentation skills	Explanations are clear and easy to follow. The content is easy to follow. The spoken part/text does not make it hard to watch what is being shown – and vice versa.	Explanations are confusing and hard to follow. It is impossible to both hear/read the “tell” part and watch the “show” part.
Video clarity	The demonstration is clearly visible. Explanations are completely audible / the explanatory text is on the screen long enough.	Some parts of the demonstration is not clearly visible. Explanations are not audible /explanatory text is not on the screen long enough.

IMPORTANT: Video-making skills are not being assessed. It is important only that the viewers hear and see what you want them to. (You can see that the examples that we provided are shot in one frame, without fancy details.)