

# Instructor Evaluation after His Online Training

There are several solutions to offering quality activities and ensuring customer satisfaction (appropriate activity room, equipment in sufficient quantity and in good condition, 5-star customer service, etc.). Not to be forgotten is the fact that **your instructor is the embodiment of your Karibou activity.**

To help you verify that he has completed and mastered his training and that he is qualified, we have developed a rating sheet designed to evaluate your instructor after he has completed his online training.

More than just an evaluation, this process is an opportunity for you to reassure your instructor before his first period and provide him with additional information so that he can feel more confident and at ease as he interacts for the first time with children and parents. Your role is more like that of a coach.

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## Conditions under Which the Evaluation Must Take Place

- ▶ Undergo the online training yourself so that you fully understand what is asked of the program's instructors. This will enable you to better support him.
- ▶ Evaluate your instructor at least one week before his first period so that he will have time to review any concepts that he doesn't fully grasp.
- ▶ Conduct the evaluation one on one (you and your instructor).
- ▶ Ideally, carry out the evaluation in the room where the program activities will be held or where there is enough space to move around and set up some equipment.
- ▶ Bring the evaluation rating sheet and a pen to record the instructor's results.
- ▶ Plan on spending 20 minutes with the instructor after the evaluation to show him the concepts he has grasped and those he will have to go over again.

## Evaluation Process

- ▶ Bring the evaluation rating sheet that includes the questions to ask, the corresponding answers and where the information can be found in the online training program (supplied in the following pages).
- ▶ Review your instructor's online training results.
- ▶ From all the suggested questions, choose at least half of the theoretical questions and half of the situation simulation questions (you can ask him all the questions, if you wish).
- ▶ For questions requiring demonstrations, put the required equipment at the instructor's disposal.
- ▶ Pose your questions to the instructor and enter his score in the last box on the table.
- ▶ Schedule some time with the instructor to show him the concepts he has grasped and those he will have to go over again. When evaluating someone, always think to use the sandwich principle (positive / negative or areas that could be improved upon / positive) as a method of getting your message across. As far as the areas for improvement are concerned, give the instructor the correct information and show him where to find it online if he wants to review it at a later time.
- ▶ Regardless of the instructor's overall score, invite him to print and reread the recap sheets at the end of each module. If the instructor wishes to obtain more information, invite him to get in touch with the program's trainers.
- ▶ After a few days, follow up with your instructor to make sure he has gone over the concepts that you discussed with him.

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After the first period, ask the instructor for his impressions, and make sure that he's comfortable performing his duties and that he fully understands his role. Midway through the session, ask the parents to evaluate the program and the instructor in order to determine your customers' level of satisfaction.

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## Theory Questions

Score : **1** = needs improving   **2** = satisfactory   **3** = exceeds expectation

N°	QUESTIONS	ANSWERS	INFORMATION LOCATION	SCORE
1	Who is the Karibou program intended for?	The program is intended for children one to five years of age.	Module 2   Program Presentation   page 4	
2	What are the 3 goals of the program?	<ul style="list-style-type: none"> <li>• Develop their motor skills.</li> <li>• Acquire greater self-esteem.</li> <li>• Have fun.</li> </ul>	Module 2 Program Presentation page 4	
3	What are the different levels of the program? (indicate each level's name and range of age)	<ul style="list-style-type: none"> <li>• Cheeky Chicks: 12 to 16 months.</li> <li>• Bouncing Bunnies: 16 to 20 months.</li> <li>• Rascally Raccoons: 20 to 24 months.</li> <li>• Buddy Bears: 2 to 2 ½ years.</li> <li>• Wonder Wolves: 2 ½ to 3 years.</li> <li>• Feisty Foxes: 3 to 4 years.</li> <li>• Energetic Eagles: 4 to 5 years.</li> </ul>	Module 2 Program Presentation Pages 5 and 6	
4	To which level are options offered? What are they?	Feisty Foxes <ul style="list-style-type: none"> <li>• Basketball</li> <li>• Dance</li> <li>• Soccer</li> </ul>	Module 2 Program Presentation page 5	
5	Name 5 fundamental motor skills that you will have children perform under the program.	Possible answers: Walking (crawling), throwing overhand, running, catching, jumping (upward or with extended limbs), kicking, hopping, kicking while in motion, stepping over, hitting an object with an instrument, galloping, dribbling, sidestepping, throwing underhand, climbing, turning around on himself, swivelling, balancing on various objects or apparatus, keeping balance while in static or dynamic positions, rolling (rolling forward or sideways).	Module 2 The Program Approach Pages 10 and 11	
6	As a rule, can a 12-month old child jump by himself from a height?	NO	Module 2 The Program Clientele   page 16	
7	Generally speaking, can a 2-year old child run?	YES	Module 2   The Program Clientele   page 19	
8	In general, can a Bouncing Bunny walk by himself?	YES	Module 2   The Program Clientele   page 17	
9	As a rule, can a Feisty Fox throw a ball at a distance of 2 to 3 metres?	YES	Module 2 The Program Clientele   page 21	
10	What is the role of the accompanying parents?	<ul style="list-style-type: none"> <li>• Take part in all the activities.</li> <li>• Help their child perform the movements.</li> <li>• Pay attention to the instructions and explanations given by the instructor.</li> <li>• Congratulate and applaud their child frequently.</li> <li>• See to the safety of the children.</li> <li>• Help the instructor obtain the cooperation of the group.</li> </ul>	Module 2 The Program Clientele Page 30 or in the <i>My advice to Daddy and Mommy</i> information sheet	
11	How many periods are there at each level?	A program level is comprised of 10 periods.	Module 3 How Is a Session Organized? page 5	

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N°	QUESTIONS	ANSWERS	INFORMATION LOCATION	SCORE
12	What does each period consist of?	<ul style="list-style-type: none"> <li>• 1. Welcoming parents and children.</li> <li>• 2. Start-up routine.</li> <li>• 3. Main activities: obstacle courses, workshops, educational segment or themed activities/challenges.</li> <li>• 4. Supplementary activities.</li> <li>• 5. End routine.</li> <li>• 6. Filling out the notebooks.</li> </ul>	Module 3 How Are the Periods Structured? page 6	
13	In general, what does the start-up routine consist of (regardless of the child's level)?	<ul style="list-style-type: none"> <li>• The theme song (to the tune of Are you Sleeping Brother John?).</li> <li>• Running, themed activities or cooperative game play to get the children active.</li> <li>• Presentation of the period's goals and the main activities.</li> </ul>	Module 3 Start-up Routine page 19	
14	What are the program's main activities?	Obstacle courses - Workshops - Themed activities - Challenges - Educational segments	Module 3 Main Activities page 38	
15	How are the challenges set up?	<ul style="list-style-type: none"> <li>• Each child tackles the challenges by himself while receiving encouragements from his parents and from the other children.</li> <li>• They are organized in such a way that the children come away with a feeling of accomplishment.</li> <li>• Because the children are given several tries at performing each motor skill, it's an opportunity to introduce them to the concept of surpassing themselves.</li> <li>• Parents can record their child's results on the challenge worksheets.</li> </ul>	Module 3 Main Activities pages 52 to 54	
16	What is the purpose of the educational guide sheets? In witch activities should they be used?	They describe each motor skill that can be performed on a piece of equipment. Affixed to the floor during the obstacle courses and the workshops, they let parents know what to do with their child. They are also practical for the instructor so that he can adapt the activities according to the children's level.	Module 3 Main Activities Pages 42, 46 and 51	
17	Can you name three types of supplementary activities?	Possible answers: <ul style="list-style-type: none"> <li>• Parachute game.</li> <li>• Hot potato.</li> <li>• Races.</li> <li>• Karibou marching band.</li> <li>• Flying objects</li> <li>• Big Circle</li> <li>• Music games</li> <li>• Matches</li> </ul>	Module 4 Supplementary Activities page 5	
18	What does the child's kit contain? When must you distribute the various surprises that it contains?	<ul style="list-style-type: none"> <li>• The participant's notebook (to be handed out on the first week).</li> <li>• The sticker (to be handed out on the second week).</li> <li>• A temporary tattoo (to be handed out on the sixth week).</li> <li>• A collectible magnet (to be handed out on the last week).</li> </ul>	Module 4 Filling Out the Notebooks Pages 16 and 17	

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19	What steps must be followed before starting a period?	<ul style="list-style-type: none"> <li>• Sort out the equipment you will need for your period.</li> <li>• Gather the equipment and bring it into the activity room.</li> <li>• Ensure that the activity room is clean (young children tend to put everything into their mouth).</li> <li>• Post the “My Advice to Daddy and Mommy” information sheet at the entrance to the activity room.</li> <li>• Use a table or a cart on wheels to install the smaller pieces of equipment (CD player, period worksheets, attendance lists, participant’s notebooks, maracas, tambourines, etc.).</li> <li>• Divide the room into two areas (using cones or a line drawn on the floor). One area is for the obstacle courses, workshops or challenges, and the other is for activities that require less equipment (start-up routine, end routine and supplementary activities).</li> <li>• Install the equipment for the obstacle courses, workshops or challenges (before the beginning of the period) in accordance with the layout on the diagram for the scheduled activity.</li> <li>• Disguise yourself if the period involves a themed activity.</li> <li>• Before welcoming the children, step back, survey the room and make sure that everything is in place for the start of the period.</li> <li>• If everything is ready, then start playing the official Karibou music and welcome the children and their parents.</li> </ul>	Module 4 Organizing and Preparing the Period Pages 22 and 23	
20	Can you give me examples of what you can do to reduce the waiting time during the transition from one part of a period to the next? For example, when transitioning from the start-up routine to the main activity.	<ul style="list-style-type: none"> <li>• Once the activities of the start-up routine are finished, congratulate and applaud the children, and ask them to return the smaller pieces of equipment to their storage space (for example, the maracas in a bin).</li> <li>• Once the children are done storing the equipment, ask them and their parents to walk, perhaps in a particular style, to the centre of the obstacle course/workshop/educational area and be seated.</li> <li>• While they are making their way to the designated area, store the remaining equipment that will no longer be used and lower the music volume.</li> <li>• Then, when everybody is ready, start explaining and demonstrating the next activity.</li> </ul>	Module 4 Organizing and Preparing the Period page 35	
21	What is the role of the instructor during the periods?	<ul style="list-style-type: none"> <li>• Prepare and set up the equipment.</li> <li>• Take charge of the group and lead it through the various stages of the period.</li> <li>• Explain and demonstrate each activity as well as offer alternatives to children who find an activity too difficult or too easy.</li> <li>• Create a stimulating and motivating atmosphere.</li> <li>• Be attentive to the needs of the clientele and listen to the parents’ comments.</li> </ul>	Module 4 Instructor’s Role page 4	

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## Theory Questions / Situation Scenarios

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N°	QUESTIONS	ANSWERS	INFORMATION LOCATION	SCORE
22	What are the ways and tricks you can use during the periods to communicate with the children?	<ul style="list-style-type: none"> <li>• Call the group by its name.</li> <li>• Learn each child's first name.</li> <li>• Repeat your first name.</li> <li>• Use simple words and make short sentences.</li> <li>• Use words that refer to the parts of their body.</li> <li>• Issue challenges to the children.</li> <li>• Remain self-confident and cheerful.</li> <li>• Demonstrate the motor skills or activities to be performed.</li> </ul>	Module 5 Communication Pages 18 and 19	
23	What two things must you do when explaining an activity or a motor skill?	<ul style="list-style-type: none"> <li>• Demonstrate.</li> <li>• Describe (using cues).</li> </ul>	Module 5 Explanation of the Activities and Motor Skills   page 28	
24	Show me the steps involved in welcoming the parents and their children at the first period.	<p>The instructor demonstrates that he understands what he is required to do if he:</p> <ul style="list-style-type: none"> <li>• Says "Hello" to the group.</li> <li>• Introduces himself.</li> <li>• Briefly describes the program and the activities that will be taking place.</li> <li>• Explains the role of the parents and tells them about the "My Advice to Daddy and Mommy" information sheet.</li> <li>• Briefly explains how the period will unfold.</li> <li>• Is energetic, friendly and warm.</li> </ul>	Module 3 Welcoming Parents and Children Pages 8 to 17	
25	Can you sing and mime the Rascally Raccoons theme song?	<p>Lyrics of the Rascally Raccoon theme song and accompanying gestures:</p> <ul style="list-style-type: none"> <li>• <b>Rascally Raccoon</b> (clap hands).</li> <li>• <b>Rascally Raccoon</b> (clap hands).</li> <li>• <b>Please come play</b> (lean head side to side).</li> <li>• <b>With me now</b> (bring hands to the chest).</li> <li>• <b>Running, jumping, dancing</b> (run in place – knees and elbows raised).</li> <li>• <b>We will have lots of fun</b> (run in place – knees and elbows raised).</li> <li>• <b>At Karibou's</b> (draw a large circle in the air with the right hand).</li> <li>• <b>World in Action</b> (draw a large circle in the air with the left hand).</li> </ul> <p>Note: the song is successfully performed when the instructor says the correct lyrics and performs the right gestures.</p>	Module 3 Start-up Routine Page 22	
26	Can you show me how a rabbit hops?	<p>Description in the educational guide sheet: While crouched on hands and feet, take a step forward with both hands, then follow with both feet and start again with both hands, and so forth. To ascertain whether the instructor performs the movements correctly, we suggest that you watch the video in the online training.</p>	Module 3 Start-up Routine Pages 28 and 30  Educational guide sheet pertaining to different animal walks.	
27	Can you show me how to do a giant step? In which activities would the children perform this movement?	<p>Description in the educational guide sheet: taking big steps while moving forward (= forward split). To evaluate whether the instructor performs the movement correctly, we suggest that you watch the video in the online training. Giant steps, like other styles of walking, are used in the running or themed activities during the start-up routine. In addition, they are performed during the themed activity periods such as magic, pirates or circus.</p>	Module 3 Start-up Routine Pages 28 and 30 Educational guide sheet pertaining to different styles of walking.	

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**Situation Scenarios**

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28	How would you explain to a child the method of catching a balloon that is tossed to him?	<p>As with all motor skills, explaining to a child how to catch a ball requires that the instructor perform the movement and then describe it with cues:</p> <ul style="list-style-type: none"> <li>• Bring your hands together to form a small basket (fingers spread apart and palms facing upward).</li> <li>• Put your arms out in front of you.</li> <li>• Follow the ball with your eyes.</li> <li>• Place yourself in front of the ball.</li> <li>• When it lands in your arms, fold your arms back to your chest.</li> <li>• The ball won't hurt you.</li> </ul> <p>Remember that the explanation must be repeated several times. To ascertain whether the instructor performs the movement correctly, we suggest that you watch the video in the online training.</p>	<p>Module 5 Explanation of the Activities and Motor Skills Pages 28 and 45</p> <p>PDF: <i>Verbal Explanations of Certain Motor Skills.</i></p>	
29	Can you describe and demonstrate ALL the motor skills that can be performed on the beam?	<p>The motor skills abilities that can be done on a BEAM are:</p> <ul style="list-style-type: none"> <li>• Walk forward with assistance.</li> <li>• Walk forward unassisted.</li> <li>• Walk sideways with assistance.</li> <li>• Walk sideways unassisted.</li> <li>• Walk backward with assistance.</li> <li>• Walk backward unassisted.</li> <li>• With help, walk while avoiding obstacles (beanbags, scarves).</li> <li>• Walk unassisted while avoiding obstacles (beanbags, scarves).</li> <li>• Walk on the tip of his toes.</li> </ul> <p>To ascertain whether the instructor performs the movement correctly, we suggest that you watch the video in the online training.</p>	<p>Module 5 Explanation of the Activities and Motor Skills Page 33</p> <p>Educational guide sheet pertaining to the beam.</p>	
30	Can you describe and demonstrate all the motor skills that can be performed with a BALL?	<p>The motor skills abilities that can be done with a BALL are:</p> <ul style="list-style-type: none"> <li>• Roll the ball while seated, with legs apart or while standing.</li> <li>• Catch a rolling ball.</li> <li>• Throw a ball to someone.</li> <li>• Catch a tossed ball.</li> <li>• Throw at a target.</li> <li>• Throw it up in the air and catch it.</li> <li>• Tap the ball with his hand.</li> <li>• Tap a tossed ball with his hand.</li> <li>• Throw the ball against the wall and catch it when it bounces back.</li> <li>• Throw the ball against the wall and catch it after it bounces on the floor once, twice, etc.</li> <li>• Throw the ball on the floor and catch it after it rebounds once, twice, etc.</li> </ul> <p>To ascertain whether the instructor performs the movement correctly, we suggest that you watch the video in the online training.</p>	<p>Module 5 Explanation of the Activities and Motor Skills Page 30</p> <p>Educational guide sheet pertaining to balls.</p>	

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31	<p>Correctly set up the obstacle course in this room for 12 children belonging to the Cheeky Chicks level during the period 1.</p> <p>Remark: the instructor can use the corresponding period worksheet.</p>	<p>The obstacle course is correctly set up if:</p> <ul style="list-style-type: none"> <li>• All the equipment listed in the period worksheet is present.</li> <li>• The equipment is arranged in a circle (if the room allows it).</li> <li>• The stations are spaced far enough apart so that the parents and children can perform the required activities without hampering each other.</li> <li>• There is a direction of traffic flow to avoid people colliding with each other.</li> <li>• Departure and arrival points are indicated (with footprints on the floor if possible; children love to place their feet on them as they prepare to start the course).</li> <li>• Educational guide sheets are placed next to each station (or piece of equipment).</li> </ul>	<p>Period worksheet 1 for Cheeky Chicks.</p> <p>Module 3 Main activities Pages 39 to 42</p>	
32	<p>Describe and demonstrate the motor skills that the children must perform on the obstacle course discussed in the previous question.</p> <p>Remark: the instructor can use the corresponding period worksheet.</p>	<p>The motor skills abilities to explain are:</p> <ul style="list-style-type: none"> <li>• Hoops: walk into each hoop with assistance.</li> <li>• Tunnel: crawl forward on hands and knees.</li> <li>• Low hurdles: step over with assistance.</li> <li>• Cones in slalom formation: walk with assistance between the markers.</li> <li>• Race from points A to B: run as fast as possible with assistance.</li> <li>• Line: with help, walk along a line on the floor.</li> <li>• Slide: climb and slide down with assistance.</li> <li>• Incline: climb and descend on hands and knees with assistance.</li> <li>• High hurdles: creep or crawl under on hands and knees.</li> <li>• Rope: walk forward on the rope with assistance.</li> <li>• Agility ladder: walk between the rungs with assistance.</li> </ul>	<p>Period worksheet 1 for Cheeky Chicks.</p> <p>Module 5 Explanation of the Activities and Motor Skills Page 28</p> <p>PDF: <i>Verbal Explanations of Certain Motor Skills.</i> Module 5 Page 45</p>	
33	<p>Starting with the equipment reserved for the Cheeky Chicks, what must you add or modify in order to adapt it for the Rascally Raccoons during period 1?</p> <p>Remark: the instructor can use the corresponding period worksheet.</p>	<p>The motor skill is correctly explained when the instructor demonstrates and describes it using cues.</p> <ul style="list-style-type: none"> <li>• Change the line on the floor for the beam.</li> <li>• Raise the height of the low hurdle.</li> <li>• Lower the height of the high hurdle.</li> </ul> <p>Reminder: The equipment remains the same for every period regardless of the level. However, the instructor must adapt the equipment according to the motor skills that the children must perform. They are indicated on the period worksheets for each level.</p>	<p>Period worksheets 1 for the Cheeky Chicks and the Rascally Raccoons.</p>	