



SURF LIFE SAVING
NEW ZEALAND

Instructor Training

Instructor Guide

Updated: May 2014



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Introduction

Course overview

This course has been designed to help candidates gain the knowledge and skills to deliver training to members using existing learning resources that have been developed.

Supplying feedback for this course

All resources and units have been written by Surf Life Saving New Zealand and will be reviewed and updated when required. Feedback can be supplied via email to:

membereducation@surflifesaving.org.nz

Development

This course and its resources have been developed by SLSNZ through a review of similar international Surf Life Saving training material and NZ non surf related instructor training material.

How to use this Learner Guide

- Read through the guide carefully. The topics cover all the knowledge you will need to be able to complete instructor training.
- This training will be delivered using a variety of strategies for learning.
- You will be supported by your Facilitator who will be involved in your assessment, during this course and during your lesson assessment.
- You are able to take this guide away for future reference.

Qualification details

The **Instructors Award** is made up of eight Units:

- PI01B: Prepare for lessons and implement lesson plans and sequences.
- RMG05: Create a safe physical environment conducive to learning/training.
- CG07: Communicate with candidates/athletes.
- CG08: Identify and apply effective questioning techniques.
- RRIB01: Identify the roles and responsibilities of an instructor.
- TSIB01: Identify and apply learning styles and identify and reduce learning barriers.
- TSIB02: Prepare candidates for assessment.
- TSIB03: Evaluate own instruction.

All Units are needed to gain the **Instructors Award**, candidates must also hold the qualification for the material they wish to instruct, e.g. those wishing to gain the IRB Instructors Award must also have their IRB Drivers Award or Senior Lifeguard Award (IRB).

Pre-requisites

To commence training for the Instructors Award you must have met the following pre-requisites:

- Current SLSNZ First Aid Level 1.
- Minimum of 16 years of age, 18 for those going for their Instructors Award – IRB.
- Hold the SLSNZ qualification for the Award you wish to instruct and be refreshed.

Delivery

This qualification will be delivered and assessed through classroom requirements covering theory and practical work. All components must be completed satisfactorily by the candidate to gain the Instructors Award.

Total nominal duration

6 in-class hours (including breaks).

What you need to complete this course

You need:

- Instructor Candidate Guide (this document).
- Copy of the Instructor Resources for the course you intend to instruct (e.g. Surf Lifeguard Award Instructor Resources).
- Instructor Candidate Workbook.

Assessment Components

For candidates to gain the Instructors Award the following must be completed.

- 1. Attend an instructors training course and complete the questions in the candidate workbook.**
- 2. The Instructor candidate must successfully instruct and present four (4) candidates for their Surf Award.** These candidates may be from one or more club. The Instructors record (appendix 1) is started by the instructor and completed by the examiner in charge, and your name added to the examination registration form.

Recognition of Prior Learning (RPL)

Surf Life Saving New Zealand (SLSNZ) is committed to member education and enabling lifeguards to achieve recognised qualifications within New Zealand. The following document outlines the process for SLSNZ members to gain recognition of prior learning (RPL) for their qualifications.

What is RPL?

Recognition of prior learning describes a process used by organizations, training institutions, colleges and universities to evaluate skills and knowledge gained outside the classroom. These skills and knowledge are then recognised against a set of standards or learning objectives. For example, you may be involved in coaching, have extensive coaching skills and experience for which you have no formal recognition.

To be granted RPL, you need to collect and present evidence that clearly demonstrates you have met or exceeded the requirements of all the learning outcomes on the SLSNZ course or award.

What kind of evidence is required?

Evidence for assessment may come from:

- Recognised proven achievements outside formal learning.
- Achievement gained through a formal learning programme (eg. Degree or Diploma, polytechnic courses, coaching course from other sports, clinics, seminars/workshops).

Your evidence may come from a variety of sources, which may include:

- Existing qualifications or parts of qualifications. NB: Both a copy of the qualification transcript or certificate and a list of learning objectives or content of each of the relevant topics covered in the course, must be supplied.
- Log books or coaching records.
- Documentation of observations of your performance.
- References and testimonials from recognised educators, coaches or sports administrators.
- Your Curriculum Vitae
- Verified translations of overseas experience or qualifications.

The evidence should be concise and arranged systematically in a portfolio so the assessor can easily see the match between your evidence and the SLSNZ learning outcomes. The onus is on you to present all necessary evidence. To protect the credibility of SLSNZ and in fairness to those who complete the full SLSNZ courses and awards, your application will initially be declined if insufficient evidence is submitted.

The evidence you provide must:

- Be verifiable as your own work.
- Be related to the SLSNZ courses you are seeking credit for.
- Demonstrate what you know, understand and are able to do now, not what you were able to do three or more years ago.

Who will assess the evidence and how will it be assessed?

SLSNZ will evaluate your application, undertake any necessary checks and communicate the result to you. Checks may include:

- Personal interview
- Checking authenticity of information supplied
- Contacting a nominated referee
- Endorsement by your Club
- Requesting completion of an appropriate assessment task
- Observation of your performance

- Other open processes which you may agree on with the assessor

What should be included in your application?

- A completed RPL form for the appropriate course/award.
- Your portfolio of evidence
- Your SLSNZ membership number

What are the outcomes of the process?

The assessor must be confident you are able to meet or exceed all of the requirements of the learning outcomes for the SLSNZ course for which you seek RPL. The assessor may decide:

1. Your evidence meets all requirements and SLSNZ will issue the Award.
2. Your evidence meets some, but not all of the requirements. Further evidence may be required and/or you may be asked to complete an assessment task in order to demonstrate competency in the areas where your evidence does not cover, or does not meet, the requirements.
3. Your evidence does not meet the requirements and the assessor recommends you enrol in all or part of a SLSNZ course or complete a module(s).

If you are not happy with the decision of your assessor, you may appeal to the CEO, SLSNZ who will discuss further options with you.

What support is available?

If you have any questions about the process outlined above, please contact our Member Development Manager, Belinda Slement. Belinda.slement@surflifesaving.org.nz

Topic 1: Introduction to the Member Education Framework (MEF)

What is the MEF?

- Gives structure to education delivered to members.
- It is a single, co-ordinated framework for qualifications.
- Links education from various pathways to one another e.g. lifeguard pathway and coaching pathway.
- Enables members to transfer generic skills from one pathway to another, meaning they need only train in an area at that particular level once.

Structure of the MEF

To give structure and order to the MEF there are:

- 11 areas of competence.
- Roles with in SLS e.g. Lifeguards and coaches.
- Four levels within the MEF to provide a pathway for each role.

Tiers within the MEF:

- Qualifications.
- Modules.
- Units.

Modules

Modules are a specific area of learning that may contain one or more Units. Modules may be delivered via courses or workbook completion. Some examples of modules are:

- First aid levels 1, 2, & 3.
- Board rescue.

Units

As discussed a number of specified Units are needed to enable someone to gain an award or complete a module. Each Unit on the MEF describes what a 'learner needs to know or what they must be able to achieve' in order to meet the standard.

Unit Title

Each Unit contains a Unit title describing a major learning outcome relating to the skill or knowledge required for candidates to display in order to be competent for that Unit.

Elements

Where needed the Unit title/major learning outcome is broken down into more specific learning outcomes called elements. The element, rather than the performance criteria, drives the assessment judgments. They describe what is needed for valid and direct assessment, the evidence.

Performance Criteria

Under each element are performance criteria, they do not express outcomes, they enable assessors to judge whether the learner's performance has met the outcome expressed in the element. Performance criteria are the critical guidelines to the evidence required to make a judgment on the competent performance of the outcome. ALL performance criteria must be

considered. Assessment activities related to performance criteria are then used as a support to the judgments at element level.

Range Statements

Range statements must be considered when an assessor makes a decision of competence for an element. They give boundaries and context in order to minimize variations of interpretation of the element.

Topic 2: Planning

An instructor should spend some time in 2 key areas of planning:

- 1) **Intake Plan** – from recruiting your candidates through to their examination/graduation as qualified members.
- 2) **Preparing for lessons** – documenting how you intend to deliver/provide training to candidates for each lesson within the qualification (needs to be documented). For example you may wish to use lesson plans from the Instructor Resources available, if this is the case you will still need to read through the plan and decide:
 - What parts of the lesson am I going to use.
 - What resources do I need to gather to complete the session successfully?

Intake Plan

Before the intake:

- Gather information about your candidates.
- Complete/make additions to RAMS forms (will discuss this later).

Gathering information about your candidates

The most important person in any training activity is the candidate. Even if you have to instruct a group of people, you have to remember that the group is made up of individuals. Each individual has unique characteristics and needs. As an instructor you have to do your best to support each candidate so you have to find out something special about each individual.

You will have to gather the information for yourself about each candidate to get a better idea of who they are, their strengths and weaknesses and also how they learn. Of course, in saying this, you cannot invade the candidates privacy. The best source of information about the candidate is themselves.

It is most likely you will have to notify the candidate of the training that you are to deliver. This may have to be done in person or over the telephone, or in writing, or perhaps via email. During this contact you could take the opportunity to ask a few questions of the candidate to find out a little about them.

Your candidates may be:

- Current members of the organisation attempting a new award.
- New members to the organisation.
- Adults.
- As young as 14 years old.

Preparing for lessons

To prepare for lessons you need to have done the following:

- You understand the learning outcomes required for your session.
- You have all resources and learning materials required to deliver your course.
- Gathered information about your candidates.
- Your candidates have been notified of training details i.e. place and times.
- Your learning environment is confirmed and safe: filled in a Daily Threat Analysis Form DTAF (will discuss later).

Learning outcomes: where do I find them?

- All learning outcomes are located in the instructor resources within each lesson plan.
- If you create your own lesson plan ensure that the learning outcomes are met and that all relevant tasks in that topic are completed (see the candidate workbook of the qualification you are instructing).

Qualification resources

Each workbook question, task, or exam task has been created to fulfil evidence gathering requirements for the Units in the qualification.

As an instructor you **MUST** fulfil your requirements outlined in instructor resources in order for candidates to complete the qualification.

Following a structured path

It is important that you as the instructor understand what you are delivering and why. Your training needs to follow a structured pathway to ensure that all skills and knowledge related to the units are delivered and understood by the candidate then applied for relevance to the role. If you vary the training and don't cover the knowledge or skill you will compromise the assessment.

It is important to let candidates know these things prior to commencing a qualification or a lesson. The more lessons are similar in basic structure easier it will be for candidates to get into a routine.

Qualification introduction

The introduction to your qualification is an important point; this is where you will develop a rapport with your candidates. It will also set the environment for the learning in the minds of the candidates.

Your introduction should contain the following:

- Housekeeping – issues, amenities etc.
- Personal introduction – to establish your credibility.
- Outcomes of the course – what you will be covering and what they will achieve.
- Get to know your candidates – what do they already know, why are they here etc.
- Assessment overview – how will you be assessed.
- Big picture – What does it all mean?

Every lesson always:

- Give the outcomes of the lesson.
- Refresh last lesson.
- Initial explanation of the topic or skill being taught.
- Summarise at the end of each lesson (more information below).
- Feedback from the lesson.
- Details on the next lesson.

Conclusion of training

At the end of each training session it is important to do a summary and recap on important information that you have delivered. This time should also allow for any questions which the candidates may have thought about during the training session.

Another important component of the summary session in training is to give the candidates information about what is coming up next. This will ensure that when they arrive at your next session they are aware of what they will be doing and learning.

Topic 3: Risk Management

Safe learning environment

Why it's so important

It is your responsibility in conjunction with your club and SLSNZ to help candidates learn all they need to know and do in a safe environment.

You have a responsibility to ensure that you understand what skills and knowledge they require, and have sufficient competence in safety requirements for the role concerned.

Within all environments and workplaces there are hazards, which, if not eliminated or controlled, present a risk to employers. It is important that candidates not only develop general skills and knowledge of Risk Management, but also learn and understand the particular hazards, risks, requirements and procedures of the operating environment in which they are going to be active.

What is a risk?

"A risk is the likelihood that the harm will occur from exposure to the hazard"

As members of SLS we have many hazards to deal with whenever we interact with the surf environment.

Things Instructors need to know:

- Relevant ratios related to candidates and safety personnel in various situations are identified.
- Common hazards in your club/surf environment as well as other environments you may instruct candidates in, as well as how they can be controlled.
- Risk Analysis and Management Systems.
- Safety responsibility to their candidates.

Things instructors must do:

- Complete Risk Analysis and Management Systems forms prior to training course.
- Complete Daily Threat Analysis Forms prior to each lesson being conducted.
- Identify hazards and assess the risks in all environments candidates will be training in.
- Eliminate hazards and control risks in all environments candidates will be training in.

What is a RAMS form?

- Risk Analysis and Management Systems form
- There are four RAMS forms that have been created for use by SLSNZ instructors:
 - Clubhouse activities.
 - Water activities.
 - Beach activities.
 - Pool activities.

Each form has been created with generic causal factors in mind, be sure to look through the forms and make any additions/changes to accommodate your own club and teaching environment.

Daily threat analysis forms

- Should be filled out for any session delivered on the beach or near/in the water.
- Needs to be kept with other instructional records in case it needs to be referred back to at a later date.
- By using this form you document any hazards and the actions you will take to minimise the risk (of these hazards potentially harming you or your candidates).
- In addition, an instructor should try and plan ocean based training sessions to occur at a time when a patrol is running.

- You must ensure you have appropriately qualified and refreshed lifeguards on hand to ensure the safety of your candidates during water based training.

Both the RAMS forms and DTAF are available on the SLSNZ website.

Topic 4: Learning principles

As an instructor you will be working with candidates of various ages. This means you should have knowledge of their characteristics and how they learn. Some points about candidates to consider when instructing are:

- Learning and experience are connected for meaning.
- Candidates need to know why they are learning.
- Self-evaluation is an effective tool.
- Candidates learn in different ways.

Learning and experience are connected for meaning

People have a variety of life experiences that represent a rich resource for learning. To capitalise on candidates' experience, instructors can use techniques that tap into these such as:

- Group discussions.
- Storytelling.
- Simulation exercises.
- Problem-solving activities.
- Case studies and other interactive strategies.

While the richness of experience is a valuable resource for learning, it can also present some challenges, as these experiences can be filled with bias and presupposition, which may impact on their perceptions of the learning.

The need to know

Candidates need to know why they are learning something before undertaking to learn it. When people undertake to learn something on their own, they invest considerable energy determining the benefits they will gain from learning it and the negative consequence of not learning it.

Consequently, one of the first tasks of the Instructor is to help the candidates become aware of the 'need to know'.

In your training you should:

- Explain how the learning will be useful in real-life situations Example: Applying CPR skills.

By completing a course in CPR those skills learned may be used to save not only a stranger but a family member.

Self-evaluation is an effective tool

Some candidates resent and resist situations in which they feel others are imposing their will on them.

Possible strategies for you as an instructor include:

- Developing a learning environment that supports this self-concept where candidates feel at ease and respected.
- Involving candidates in the process of indemnifying their own learning needs.
- Involving candidates in the process of planning much of their learning in consultation with instructors.
- Encouraging the learning-teaching process to become the mutual responsibility of both candidates and instructors. The instructor's role becomes more of a facilitator/resource person and co-enquirer.
- Helping the candidates manage their own learning and self evaluation.

Candidates learn in different ways

Everyone learns in different ways. It is important to know how your candidates learn so that you can target the learning to their needs. This is covered in greater detail in Learning Styles.

Instructor Approaches

There are two types of Instructor Approaches; one is instructor centred and the other, learner centred.

The Instructor Centred Approach

- The instructor is the “expert” and focuses upon instructing the candidates in subject matter of the training session.
- The instructor follows a set training session plan, establishes the goals of the training session and diagnoses the needs of the candidates.
- The Candidate is expected to learn by listening, observing, answering questions and performing required tasks.
- The learning climate can be formal and authority oriented. At times seems competitive and judgemental.
- The group dynamic is often passive and task centred. There is little interaction between the candidates during the training session.

The Learner Centred Approach

- The instructor is a facilitator of learning, sees learning as a creative and interactive process, and focuses upon establishing an effective learning environment.
- Session planning is flexible and based upon identifying candidates’ current needs and prior knowledge of the subject matter.
- Learning is often activity based and focuses upon meeting individual needs and accommodating different learning styles.
- The instructor employs a variety of learning strategies, including problem solving, interactive discussions, practical application of skills and knowledge, hands on experimentation and self and peer evaluation.
- The candidates’ prior experience is utilised as a rich resource for learning, full participation and self-directed learning is encouraged.
- The learning climate is informal, mutually respectful, collaborative and supportive.
- The group dynamic is active and engaged, and balances achievement of tasks with supporting a friendly, safe and enjoyable learning environment.

Which is the best approach?

The best approach is the Learner Centred approach; it applies the learning principles and meets the needs of the candidates by being flexible.

Learning Styles

Every individual has a preferred way of learning. An effective instructor matches the learning styles of all the Candidates.

Many people have characteristics of more than one style, and so it can be risky to 'pigeonhole' Candidates in one exclusive category. At the same time, it is certainly helpful to try to identify differences in learning styles, and to accommodate individual needs where possible.

What are Learning Styles?

There are several competing theories about how people learn, and websites where you can assess your natural learning style. To give a highly simplified overview, the theories cover three main aspects of how people study:

- Perceiving information.
- Processing information.
- Organising and presenting information.

Perceiving information

When we gather information about the world around us (including the information we need in order to study), we employ all our senses. But some of us employ one sense more than others. The VARK system assesses how much people rely on:

- Visual (sight).
- Auditory (hearing).
- Read/write.
- Kinaesthetic (Other sensations which includes touch and temperature as well as movement).

People say things like 'I'm an auditory learner' (meaning that they are comfortable absorbing information which they have heard or discussed); or 'I'm a kinaesthetic learner' (if they prefer to learn through practical classes and hands-on activities, rather than by reading books and listening to lectures). In fact, we use all of our senses to absorb information. But you may find it helpful to confirm what your strengths are with regard to perception.

Processing information

Once you have acquired the information (by listening, reading, etc.), you then process it mentally, as you think about it and memorize it. You will have a natural preference for how you:

- a. Grasp information - do you prefer to deal with:
 - i. Abstract concepts and generalisations, or
 - ii. Concrete, practical examples?
- b. Order information - would you rather receive facts:
 - i. In a logical, sequential way (to build up a picture one step at a time), or
 - ii. With an overview straight away (to show the big picture first, then the details)?
- c. Engage with information - do you prefer:
 - i. Active experimentation or
 - ii. Reflective observation?

Organising and presenting information

Finally, there is how you choose to share information with others. You will have a preference for how you:

- a. Organise information — with a holistic overview, or with detailed and logical analysis.
- b. Present information — verbally or using images.

VAR

Visual

Visual Candidates need to see what is going on. You may be able to detect visual Candidates because they like reading, television, and enjoy looking at photos, plans or cartoons. They are attracted during training to words like "see, look, appear, picture, make clear, overview". They probably have strong spelling and writing skills. They may not talk much, dislike listening for too long and are distracted by untidiness or movement.

Visual learners learn best by:

- Stimulating and orderly environment.
- Posters, charts and graphs.
- Visual displays.
- Booklets, brochures and handouts.
- Variety of colours and shapes.

If you are a **Visual Learner**, you will remember things best when you've seen them.

- You will like a stimulating and orderly environment.
- You probably like to use diagrams and charts.
- You probably like reading, and may be a good speller.

Auditory

Auditory Candidates learn by listening. You can detect auditory Candidates because they love to talk, are attracted to sound and distracted by noise, and prefer to hear things rather than read them. They may love the telephone and music, read in a “talking” style, hearing the text as they go, or appear to daydream whilst “talking” inside their head.

Auditory learners learn best by:

- Question and answer.
- Lectures and stories.
- Audio tapes.
- Discussion pairs or groups.
- Variety in tone, rate, pitch and volume.
- Music or slogans.

If you are what's called an Auditory Learner, you will learn best when you're listening (for example, in a lecture) and when you're involved in discussion. You will remember things best when you've heard them.

Learning tips to help people who are auditory learners

The key thing is to make use of sound:

- Talk things through as you learn them, with a friend or tutorial group.
- Get a friend to read aloud to you.
- When you have to learn facts, try reciting them to yourself, or even singing them aloud.
- Find out if you study best in silence, or with music playing in the background.
- Realise that some people aren't as good as you at remembering what they are told.

Reading/writing

As you would expect reading/writing learners love words and text they learn best by reading about something and writing a summary. They prefer to read things than to listen to someone talking. They probably have strong spelling and writing skills.

Reading/writing learners learn best by:

- Making lists.
- Creating dictionaries.
- Making glossaries.
- Learning definitions.
- Receiving handouts.
- Readings – library.
- Making notes.

You can train a read/write learner best by using:

- Handouts.
- Getting candidates to make notes.
- Have candidates read sections of manuals.

Kinesthetic

Kinesthetic learners involved themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, enthusiastic about anything new, tend to act first and consider consequences afterwards, fill their days with activities, tackle problems by brainstorming, like to be in the middle of things, get bored with implementation and longer-term consolidation and believe that you should try anything once.

You can train a kinesthetic learner best by using;

- Team activities.
- Hands-on experience.
- Role plays.
- Discussion pairs or groups.
- Changing activities and tasks regularly.

If you are what's called a kinaesthetic learner, you will learn best when you're moving around. You will remember things best when you've done them (rather than just read about them). You may have trouble with spelling. In training you may make lots of notes but tend never to look at them again.

Learning tips to help people who are kinaesthetic learners:

- Move around as you learn and revise.
- Work through problems physically.
- Mentally review what you've been studying while you're swimming or jogging.
- Use models and machines when you can.
- Take plenty of breaks while you're studying.

Topic 5: Being an Effective Instructor

An effective instructor will encourage learning and create an environment which facilitates learning. Whether you are training one-on-one or a small group the first step is to develop a sense of mutual respect and trust.

Recognising that while the instructor has certain skills and knowledge, so do each of the learners. So this can create a sense of mutual respect between the instructor and learners. If the individual abilities of each person are valued and used in a supportive way the whole group benefits from the learning experience and it is enriched for everyone. This two-way approach respects the contributions that each person in the training group can make and acknowledges that everyone has something from which others can learn.

A sense of trust and safety is essential in a training group because the learning will not happen easily when people in the group are concerned that things they say or do might be gossiped about, laughed at or judged.

In addition to this, effective instructors;

Know their subject

Instructors who know their subject well make clearer presentations. They are able to answer effectively learner's questions without being vague or evasive.

Can train for transfer

They can show how the learning in one situation can be transferred to another situation.

Are well organised and give clear presentations

This includes having both material and the lesson organised so that it is easy to follow and make sense. Clear presentations and explanations will facilitate learning.

Are effective communicators

An effective instructor can communicate clearly and effectively. They will take time to listen to learners and respond effectively. They write clearly, speak clearly and their body language matches their message.

Can motive learners

Are able to arouse interest right from the start and through a combination of methods, resources and activities maintain that interest throughout the session.

Applies learning principles & Instruction techniques:

Applies learning principles to ensure they engage the candidates in the learning, by making it meaningful and relevant. Applies a range of effective training techniques which stimulate the candidates and motivates them to learn. Also, creating/facilitating activities during lessons that fulfill the learning needs of the candidate.

Delivering a skill

Skills you will instruct in a qualification may include: tube rescue, CPR, IRB patient pick up, engine reinstatement.

5 steps to skill acquisition (to move people along the stages of learning continuum) as an instructor you should structure teaching a skill in a similar fashion to this:

1) Introduce the skill

- Get the candidates attention.
- Arrange the group so that all can see and hear what you are doing / saying.

- Name the skill.
- Give the reason / rationale for why the candidates need to know this skill as part of lifeguard training.

2) Demonstrate and briefly explain the skill

- Talk the group through the steps to execute the skill.
- Demonstrate the skill in its entirety (get someone else to demonstrate it if you are unable to).
- Where the skill may be complex, demonstrate the skill again in stages, talking the group through each stage. Additionally, if the skill is executed rapidly, complete a demonstration at a slower pace after the initial demonstration.

3) Demonstrate slowly

- Now the candidates know what to look for, demonstrate the skill again this time very slowly.

4) Practice the skill

- Candidates should get an opportunity to practice the skill as soon as possible after a demonstration.
- For simple skills, the whole skill should be practiced at once.
- For multi-step skills, they should be attempted in whole, then practiced in stages/parts, then attempted in whole again. This is known as the whole-part-whole learning process.

5) Provide feedback and positive reinforcement to correct errors – repeat from step 4 and so on until the candidate can execute the skill at an autonomous level (more on feedback later).

- When a candidate is making several mistakes executing a skill, concentrate your feedback on one aspect at a time.
- Keep your feedback simple and to the point (KISS – Keep it simple stupid!!).
- Ensure that feedback is consistent between verbal and non-verbal aspects of your communication (ensure that your body language is consistent with what you are saying!).
- Seek feedback from the candidate about how they felt the skill was performed, see if they know the areas they need to improve.

Delivering Knowledge

Knowledge can be delivered in many ways. Learning activities refer to the different ways that learners can actively do something to apply the new information that has been presented. A successful activity will:

- Motivate candidates.
- Get learners involved.
- Give you feedback on how well learners understood the information.
- Help learners remember the main points.
- Give learners the opportunity to apply the new information.
- Setting a time frame is also important. This will encourage learners to focus on what is asked and not waste time. For example, learners have 10 minutes to discuss the pros and cons of wearing protective clothing when working with hazardous chemicals.

Topic 6: Effective Questioning

From the information above we have used a range of training techniques to impart both skills and knowledge. Effective questioning will assist us with both deliveries; however we need to understand some principles of effective questioning.

Questioning is an essential skill for instructors to become confident at using. At the beginning of training questioning enables the instructor to assess what candidates already know and what they need to learn.

Reasons for asking questions during training include:

- To focus attention on a certain topic.
- To encourage interest.
- To promote activity.
- To check for understanding.
- To encourage candidates to think about a particular point.
- To assess candidates' progress.
- To get candidates to evaluate their own skills and knowledge.

Questions may be thought of prior to the lesson, in which case you should ensure that you know the answers, or they may arise during the course of the training.

There are many types of questions that you can use to ensure understanding and involve candidates:

Direct

These are aimed at one person to check their understanding. You will need to take into account that focusing on one person can make them feel uncomfortable, especially if they do not know the answer. Providing them with the opportunity to “pass” if they do not know the answer can reduce the pressure to respond. You may consider to only ask direct questions when you are dealing with the candidate on an individual level, rather than risking embarrassing them in front of the group.

Indirect

Indirect questions are presented to the whole group. They are used to check group understanding. One difficulty that may arise is that the group does not respond. If this occurs you might need to turn it into a direct question by nominating a particular candidate who you think might know the answer.

Factual or closed

These are closed questions, which are usually answered with a very short statement or a ‘yes’ or ‘no’. These tend not to encourage discussion and are generally used simply to check for progress.

Open

Open-ended questions request more information from the candidate and generally require more time to answer. They usually start with a ‘what’, ‘when’, ‘who’, ‘where’ or ‘how’. Open-ended questions are a good way of starting a group discussion.

Attitude

Attitude questions are used to check the feeling or attitudes of the group. As there are no right, or wrong answers they can be useful for facilitating group discussions.

Hypothetical

These pose a theoretical situation in the future. For example, “What would you do if...?” These can be used to get candidates to think of how to adapt what is known to new situations.

Reflective

Confirming questions are used to check candidates' understanding by rephrasing responses. If the answer or response is not clear then alternate questions can be used for clarification.

Difficulties in asking questions

Asking questions during training can sometimes be difficult for new instructors. It can take quite a bit of time to develop effective questioning techniques.

An effective instructor will think about the types of questions to be asked during preparation but will also consider the many questions that may occur spontaneously.

It is important that you develop sound questioning techniques for application in the training situation. Try to use a variety of questions, which are appropriate for the situation and the response you want.

Some common difficulties that instructors have when asking questions are:

- Instructors answer their own questions because they don't leave enough time for candidates to respond.
- Asking a number of questions at the same time.
- Asking leading questions.
- Giving the answer within the question.

Some things to remember when you are thinking about questions that you want to ask in your training session are:

- Questions should be clear and not too wordy.
- Questions should be unambiguous.
- Questions should be short and simple.

Topic 7: Feedback

During our training we need to ensure that we encourage candidates and provide feedback that lets the candidates know what they are doing is correct and how well they are progressing. Whether encouragement or feedback is verbal or non-verbal, it has a significant effect on how well candidates learn and perform.

It is important that everyone feels comfortable with forms of encouragement and feedback that you use. Not all candidates like non-verbal encouragement and you will need to think about your candidates and how they might respond to both verbal and non-verbal encouragement and feedback. Some things you might like to consider:

In some cultures touching any part of the body is not acceptable

- Some people do not accept being touched by a member of the opposite sex.
- Some cultures consider it non-respectful for young people to have lengthy eye contact with older people.
- Some people are embarrassed by intense eye contact between members of the opposite sex.

Candidates' need verbal feedback about their progress, because it helps them look at the gaps and weaknesses in their performance. This encourages reflection by the candidate.

Eight Strategies for Feedback

Feedback 'sandwich'

When giving feedback always begin on a positive note, so find something that you can say that was successful. If you have a negative piece of feedback to give, 'sandwich' it between positive points. Give positive first, then negative, and then finish with another positive.

Esteem

Consider how candidates will feel about themselves after you have given them your feedback. Help candidates to see your feedback as a form of encouragement rather than as blame or judgement.

Environment

Choose an appropriate time and place to give feedback. Also check that you have dealt with any of your own negative emotions, which could create an uncomfortable environment when you speak to the candidate.

Demonstrate Understanding

Check that the candidate understands what your feedback means by asking them to repeat it back to you in their own words. This will also help them acknowledge and remember it.

Be honest and sensitive

When the candidates' performance is not up to the standard it is your responsibility to give them constructive feedback. Although this can be difficult you must not avoid giving them negative feedback when it is necessary. Be tactful as you identify specific issues and help the candidate work out what went wrong and how to improve it.

Actions – not the person

When you need to give negative feedback, focus on the things the candidate did, rather than on how you feel about them.

Confidentiality

Show the candidate that you respect them by giving your feedback to each individual in private. Make sure that you can't be overheard or that any written feedback you give won't be read by anyone else.

Keep it short

Don't overload the candidate with more information that they can use. Give enough for them to be able to reflect on and make any changes. If you give too much they won't remember all of it.

Feedback Sandwich

How to structure the sandwich:

- Begin on a positive note e.g. the depth of your compressions are perfect.
- If you have a negative piece of feedback to give 'sandwich' it between positive points e.g. give the one above first then: one thing you could work on a little is your timing on the compressions, try and be more consistent instead of going slow then fast keep your speed constant.
- Then finish with a positive e.g. your body position for the compressions is very good, your arms are straight and your shoulders are directly over the patient.

Topic 8: Communicating with Candidates

Listening (i.e. receiving and interpreting communication) is just as important as delivering communication in the teaching on new skills/information. Without interpreting how your candidates respond to your communication, you can't effectively provide the appropriate 'next step'.

Are you a good listener? How much of what is said do you actually hear? If you are like most untrained listeners, you probably hear less than 20% of verbal communication.

Although listening may seem deceptively easy, it is actually difficult. An instructor may be a poor listener because a) they are too busy instructing (i.e. giving the communication) and hence provide few opportunities for candidates to speak and/or b) the instructor assumes that they know it all and that the candidates have nothing to offer that may benefit the group.

Poor listening skills cause breakdowns in the communication process and limit your ability to effectively teach your candidates.

Active listening:

- Concentrate on listening. This means giving your undivided attention to what is being said and to the person saying it.
- When you listen, search for the meaning of the message rather than focussing on the details/words.
- Avoid interrupting your candidates when they are speaking. Try not to interrupt because you have anticipated what you think they will say – you may get it wrong and miss out on some valuable feedback from your candidate. But feel free to ask clarification questions if needed.
- Respect the rights of your candidates to have a say! Be aware of your own feelings and strong opinions, if you have to state your views say them only after you have finished understanding their viewpoint.
- Think about maintaining an open body posture to promote your candidates communicating with you. A 'closed' body position/posture can inhibit the amount of feedback you receive from your candidates.
- Restate what the person said using your own words to ensure you interpreted the message how it was intended from the sender.

Improving your non-verbal communication

It is estimated that ~70% of our total communication is non-verbal. In Surf Life Saving, numerous situations arise in which non-verbal communication is essential for the effective uptake of new skills / knowledge by a candidate. Non verbal cues can also be picked up by the instructor from candidates that may not understand. 5 categories of non-verbal communication are:

- Body Motion: Includes gestures, hand movement, tilt of the head, eye contact etc.
- Touching Behaviour: Includes pats on the back, shaking hands etc.
- Voice Characteristics: Includes pitch, tone, volume etc. Does the tone agree with the verbal message?
- Body Position: How you position yourself in relation to others – arms folded, hunched over etc.
- Physical Characteristics: Includes physique, physical condition, height, weight, smell, appearance etc.

Non Verbal Communication information

Scholars in this field usually use a strict sense of the term "verbal", meaning "of or concerned with words," and do not use "verbal communication" as a synonym for oral or spoken communication. Thus, vocal sounds that are not considered to be words, such as a grunt, or singing a wordless **note**, are nonverbal. **Sign languages** and **writing** are generally understood as forms of verbal communication, as both make use of words — although like speech, both may contain

paralinguistic elements and often occur alongside nonverbal messages. Nonverbal communication can occur through any **sensory channel — sight, sound, smell, touch or taste**

Communicating with a positive approach

- A positive approach to instructing candidates helps them value themselves as individuals, keeps them interested and excited about being involved in surf life saving and increases your credibility as an instructor.
- A negative approach increases the candidates fear of failure, lowers their self esteem, decreases the enjoyment they get out of their surf lifeguard training experience, and lowers the likelihood of a long term involvement in surf life saving (not to mention decreasing your credibility!!).
- A positive approach is an attitude that you communicate in both verbal or non-verbal messages.
- A positive approach is an attitude that communicates a desire to understand, an acceptance of others, and an expectation of mutual respect between the instructor and candidates.

Barriers to Effective Communication

Effective communication is about giving and receiving information in a clear and easily understood manner. Effective communication is a two-way process where both parties speak, listen and respond. IF you become a Instructor who reads from notes for a whole session, you will not be communicating effectively.

In training, effective communication is used to exchange behaviour, involve candidates, give and receive information and ensure understanding of that information. There are many barriers to effective communication and it is important for you to understand what NOT effective communication is, rather what is effective communication.

Barriers to effective communication occur when understanding becomes blocked. This may lead to poor training, misunderstandings, conflict, objectives not being met and frustration. There are many communication barriers including:

Using long words

These can be difficult to understand, making candidates feel uneasy if they are not confident enough to ask what they mean

Using jargon and/or acronyms

Not all candidates will be familiar with workplace jargon and/or acronyms especially if they are new. IF jargon or acronyms are used, make sure the meanings are explained

Language differences

Where there are language differences in training it is important to speak clearly and check you are being understood

Training aids and resources don't work or are not available

Candidates may well become frustrated and lose interest if you are constantly needing to fix training aids, find resources or repair equipment during a training session.

The way things are said

You will need to be careful how you say things as this can affect the meaning and understanding of what is being said

Having preconceived ideas

You will need to make sure that candidates know what the presentation or training is about and what they are required to do. You will also need to be aware of any preconceived ideas that you might have about your candidates.

Increasing communication effectiveness

Use of clarity in voice when communicating verbally demonstrating:

- Enunciation: speaking clearly.
- Diction: correct choice of words for the context.
- Fluency: able to speak effortlessly and correctly.
- Audibility: speaking loud enough to be heard.

Varying voice, keep candidates interested, for example:

- Pitch: varying the high and low sounds from your voice.
- Tone: quality of the voice.
- Volume: loudness of your voice.
- Pace: speed at which you are talking.

Topic 9: Readiness for Assessment

During our delivery we will need to monitor the progress of our candidates. We will be assessing them to see if they are ready for assessment.

Throughout the lesson the skills and knowledge of the candidates gradually increase and develop. At some point following the training the instructor needs to make a judgement as to whether the candidates are ready for assessment.

To make this judgement the instructor needs to know that the candidates have achieved all of the training objectives. In order for this to occur competence has to be demonstrated.

This can be achieved by:

- Observing candidates during training and using checklist to record the development of the candidates
- Asking another Instructor to observe the candidates to gain their feedback
- Discussing their workplace performance with their supervisor
- Seeking follow-up sessions to discuss performance

Ways we can check performance

- Observing candidates.
- Peer evaluation.
- Discussing their performance.
- Seeking follow-up sessions to check/increase performance.
- Self assessment.

At some point during the training the instructor needs to make a judgement as to whether the candidates are ready for the examination. To make this judgement the instructor needs to know that the candidates are competent in all of the necessary tasks to the required standard.

Self assessment

Encouraging learners to assess their own performance (Self evaluation)

Giving feedback is very helpful and necessary for your learners to know how they are progressing during their training. However, it is just as important that the learners learn how to assess their own progress. This will also allow themselves to gauge how ready for assessment they are.

Some techniques that candidates can use for self-assessment are:

- Asking other learners for feedback.
- Asking colleagues about specific aspects of their performance.
- Seeking follow up sessions with the instructor to discuss their performance.
- Keeping notes about the things that they did well and ways they could improve.
- Reflecting on their own progress during and after the sessions.
- Setting goals for improving at certain tasks.
- Finding someone to talk to about ways to improve.
- Learning from mistakes.
- Receiving and analysing feedback from the Instructor.

Where possible give candidates the opportunity to use self assessment.

Topic 10: Evaluating the Lesson

Evaluation is the process of reflecting on and analyzing the training session in order to validate the methods or identify areas for improvement.

When evaluating your training sessions you need to gather information about:

- The content of your training session.
- Your skills as instructor.
- The progress of candidates.
- Results of training.

You can gather information about these areas from a number of sources:

- Candidates.
- Supervisors (Chief instructors/examiners).
- Colleagues (other instructors).
- Yourself.

In order to evaluate your training session you will give your candidates

Evaluation Sheets that will identify:

How the course was presented,

- Whether the course met the candidate's needs.
- How the candidate's felt about your training skills etc.

This process is essential for continuous improvement and self-development for you as an instructor; you will not always receive positive feedback from your candidates.

Negative feedback needs to be viewed to enhance the performance of the Instructor as well as the course and in this way can be turned into a positive.

Instructor self-evaluation

An important part of the evaluation process is self-evaluation. Self-evaluation can take place during your training session as you reflect on how well things are going. This will help you make any instant changes to your plan in response to the situation.

Self-evaluation can also take place after your training session when you ask yourself more in-depth questions about whether there are things you need to change or problems you need to solve.

The following strategies can be used for evaluating your own training and help you improve:

- Video yourself and look for ways to improve.
- Ask for feedback from colleagues and other instructors.
- Compare your training methods and techniques with other instructors

Instructors Record

Name: _____

Club: _____

SLSNZ Membership Number: _____

First Aid Level 1 (insert completion date): _____

Instructor Award Type (SLA or IRB): _____

Club Endorsement

Club committee position: _____

Name: _____ Signature: _____

Candidates presented at:

Examination	One	Two	Three
Date			
Held at			
Candidates			
Pass			
Retest			
Examiner in charge			
Name			
Signature			

Once 4 candidates have passed, the Instructors details are transferred to the SLSNZ Examination Registration Form

SLSNZ Risk Analysis Management Systems
Venue:
Group:
Activity: Club House Activities

Analysis		Description		
RISKS	Accident, Injury, other forms of loss	Injury – Cuts, Abrasions, Soft Tissue, Fractures, Eye Injuries, Stings and or Bites Exposure - Hypo/Hyperthermia, Sunburn/Heatstroke Loss of confidence/does not want to participate Missing Candidate Damage to surrounding environment E.g. Sand Dunes, Grass areas, potential for pollution Financial Loss – Equipment Damage/Loss Death		
	CAUSAL FACTORS Hazards, Perils, Dangers	People	Equipment	Environment
		<ul style="list-style-type: none"> Unsupervised candidates Distractions/interference from other club house users Inappropriate/dangerous behaviour by candidates E.g. Smoking Overcrowding in facility Running on stairs or inside Wet people on stairs or in entrance ways Boundaries not clearly set Poor instructor briefing/supervision Peer/adult pressure Candidate becomes fearful and does not do as instructed/no longer wish to participate Candidates do not keep themselves hydrated/fed Activity wait time is too long Limited instructor experience Pre existing medical conditions are exasperated 	<ul style="list-style-type: none"> Equipment not maintained Faulty or damaged equipment Incorrect/inappropriate use of equipment E.g. CPR Manikins, Kitchen equipment Unsupervised access to equipment E.g. Gear shed or kitchen Equipment does not cater for the group E.g. Not enough table and chairs Equipment does not suit the skill level of the group I.e. is too challenging or out of date Flammable/poisonous goods E.g. Petrol, cleaning goods Electrical equipment not managed/maintained/stored correctly Facility does not meet the needs of the group E.g. Too small, poor access etc 	<ul style="list-style-type: none"> High areas E.g. Tower, windows, deck Gear Shed/ Medical room with hazardous chemicals/ medical and other equipment Steps/staircases, entry/exit points Slippery Floors/stairwells Hot showers Kitchen area - hot water, cleaning equipment Overcrowding in facility Loose/fixd furniture E.g. Tables, chairs, drop down signs, curtains/blinds Poor light I.e. too bright or not enough light Poor ventilation/heating Facility does not meet the needs of the group E.g. Too small, cold/hot, poor access etc Facility is unclean/untidy
RISK MANAGEMENT STRATEGIES	Normal Operation	<ul style="list-style-type: none"> Candidates supervised in clubhouse at all times Access to Gear Shed, Kitchen, Tower, First Aid Room limited/restricted No Smoking in or near clubhouse Numbers inside clubhouse are appropriate to venue capabilities No running inside clubhouse Clear guidelines given at start of day for appropriate behaviour inside clubhouse and during activities Emergency Evacuation Plan and access paths clearly explained at commencement of programme All candidates to clean and dry as best as possible before entering club house Stick to program as best as possible Instructors to have plan for activities and have appropriate training/experience as recommended 	<ul style="list-style-type: none"> Equipment well maintained at all times and checked previously Any dangerous/faulty equipment is stored safely Use of equipment is well supervised at all times/restricted when appropriate Limited numbers in areas where equipment is stored and space is limited (Gear shed, First Aid Room, Tower) and access only by those required to use the equipment Set up spaces appropriately for activities Remove any unnecessary equipment from rooms and store safely Club houses inspected and visited by instructors before activities to ensure it meets needs of the group/activity Additional/replacement equipment arranged prior to activity if required 	<ul style="list-style-type: none"> Windows without safety locks remain closed at all times Hazardous chemicals secured and stored safely First Aid equipment secured stored appropriately All wet areas mopped up immediately Stairs have non slip surfacing if and where possible Access to Gear Shed, Kitchen, Tower, First Aid Room limited Ensure lighting is appropriate for all activities Set up spaces appropriately for activities All "hazards" identified and explained to candidates at start of course/weekend Club house to be cleaned before and after activities Club POM is stored on site and is sighted by instructors

	Emergency	<ul style="list-style-type: none"> Fully stocked First Aid Kit + Any personal medication required E.g. Asthma inhaler Resuscitation Kit/Oxygen/AED (or access to) Emergency Communication – VHF Radios (aqua packs), whistle, cell phone and land line Knowledge of local emergency response times and locations E.g. Ambulance
RELEVANT INDUSTRY STANDARDS	<ul style="list-style-type: none"> SLSNZ Health and Safety Manual SLSNZ Lifeguard Award Manual Managing Risks in Outdoor Activities – NZ Mountain Safety Council EOTC – A good practice guide for New Zealand Schools 	
POLICIES AND GUIDELINES RECOMMENDED	<ul style="list-style-type: none"> SLSNZ Health and Safety Manual SLSNZ Surf Lifeguard Award Manual/Instructor Resources 	
SKILLS REQUIRED BY STAFF	<p>Instructors (minimum):</p> <ul style="list-style-type: none"> SLSNZ Surf Lifeguard Award SLSNZ Surf Lifeguard Award Instructor Award (or currently training for – with correct supervision/facilitation) One Instructor with high level of understanding of local beach conditions <p>Instructors (recommended):</p> <ul style="list-style-type: none"> SLSNZ Surf Lifeguard Award SLSNZ Surf Lifeguard Award Instructor Award Prior instructor experience I.e. Other forms of coaching/instructing First Aid Level 3 An Outdoor Management Course/Risk Management Course <p>For each delivery venue (highly recommended):</p> <ul style="list-style-type: none"> One Instructor from Club venue who has a high level of understanding about club POM 	
FINAL DECISION ON IMPLEMENTING ACTIVITY	CHOOSE ONE	
	ACCEPT <input checked="" type="checkbox"/>	REJECT <input checked="" type="checkbox"/>
	COMMENTS: 	

SLSNZ Risk Analysis Management Systems
Venue:
Group:
Activity: Beach Activities

Analysis		Description			
RISK	Accident, Injury, other forms of loss	Injury – Cuts, Abrasions, Soft Tissue, Fractures, Eye Injuries, Stings and or Bites Exposure - Hypo/Hyperthermia, Sunburn/Heatstroke Loss of confidence/does not want to participate Missing Candidate Damage to surrounding environment E.g. Sand Dunes, Grass areas, potential for pollution Financial Loss – Equipment Damage/Loss Death			
		CAUSAL FACTORS	Hazards, Perils, Dangers	People	Equipment
RISK MANAGEMENT STRATEGIES		Normal Operation	<ul style="list-style-type: none"> Swimming unsupervised or not when instructed to Inadequate supervision of activities/poorly managed by instructors Inappropriate ratios Candidates out of depth/inadequate fitness level Candidate becomes fearful and does not do as instructed/no longer wish to participate Boundaries not clearly set Bystanders causing problems/interfering during briefing/activity Sunscreen not applied Candidates do not keep themselves hydrated/fed Poor instructor briefing or observations Peer/Adult pressure Activity wait times too long Limited instructor experience Pre existing medical conditions are exasperated 	<ul style="list-style-type: none"> Equipment not maintained Faulty or damaged equipment Incorrect/inappropriate use of equipment Unsupervised access to equipment storage areas or other beach equipment E.g. Club house, tower, boat sheds Equipment does not cater for the group E.g. No enough lifejackets Equipment does not suit the skill level of the group I.e. is not challenging enough or is too challenging Inappropriate clothing e.g. no hat, no warm gear Signage not set correctly E.g. Training in progress signs 	<ul style="list-style-type: none"> Shore break/big surf Beach access areas not maintained/clear Vehicle parking and or access points High or very low tides or unexpected tidal changes Buried objects in sand Loose sand/grassy areas Jagged and or slippery rocks Estuaries/streams/rivers/ storm water drains Changeable/ unpredictable weather conditions Windy conditions Cold wind and or rain Cool/hot temperatures Strong/bright sun Cool sea temperature Bluebottles, sea and other animals E.g. Dogs Boundaries not clearly set Debris in activity area E.g. Seaweed, drift wood, rubbish, rocks/stones, glass
			<ul style="list-style-type: none"> Ensure instructor/ candidate ratio is adequate Activity is appropriate for group participating Buddy system used throughout Supervision carried out regularly throughout activities Instructors to be well informed of any medical conditions or special supervising needs of students Specific emergency signals communicated to everyone Activity wait time kept to a minimum – Keep to program as best as possible Opportunities for students to withdraw (supervised) if feeling unsafe or unwell or cold Instructors to have plan for activities and have appropriate training/experience as recommended 	<ul style="list-style-type: none"> All equipment to be well maintained and checked before use Compulsory use of 'steamer' wet suit and fins for all candidates if in water Warm clothes and shelter available Water and sunscreen is available and used throughout the duration of the activity First Aid Kit on sight Emergency communication on sight Emergency plan in place E.g. Evacuation plan Signage displayed if necessary Candidates personal medication stored safely and with easy access 	<ul style="list-style-type: none"> Beach/vehicle access points to be inspected by experienced instructors and safe for activities Arena to be clearly defined by instructors at all times Arena is cleaned as best as possible before activity Signage displayed where appropriate Weather conditions are assessed constantly and activities are altered as required Basic understanding of environmental conditions required by candidates Proactive observation of animals/other beach users All "hazards" identified and explained to candidates prior to activity City Councils/emergency services are aware of operations

	Emergency	<ul style="list-style-type: none"> Fully stocked First Aid Kit + Any personal medication required E.g. Asthma inhaler Resuscitation Kit/Oxygen/AED (or access to) Emergency Communication – VHF Radios (aqua packs), whistle, cell phone and land line Knowledge of local emergency response times and locations E.g. Ambulance
RELEVANT INDUSTRY STANDARDS		<ul style="list-style-type: none"> SLSNZ Health and Safety Manual SLSNZ Lifeguard Award Manual Managing Risks in Outdoor Activities – NZ Mountain Safety Council EOTC – A good practice guide for New Zealand Schools
POLICIES AND GUIDELINES RECOMMENDED		<ul style="list-style-type: none"> SLSNZ Health and Safety Manual SLSNZ Surf Lifeguard Award Manual/Instructor Resources
SKILLS REQUIRED BY STAFF		<p>Instructors (minimum):</p> <ul style="list-style-type: none"> SLSNZ Surf Lifeguard Award SLSNZ Surf Lifeguard Award Instructor Award (or currently training for – with correct supervision/facilitation) One Instructor with high level of understanding of local beach conditions <p>Instructors (recommended):</p> <ul style="list-style-type: none"> SLSNZ Surf Lifeguard Award SLSNZ Surf Lifeguard Award Instructor Award Prior instructor experience I.e. Other forms of coaching/instructing First Aid Level 3 An Outdoor Management Course/Risk Management Course <p>For each delivery venue (highly recommended):</p> <ul style="list-style-type: none"> One Instructor from Club venue who has a high level of understanding about club POM
FINAL DECISION ON IMPLEMENTING ACTIVITY	CHOOSE ONE	
	ACCEPT <input checked="" type="checkbox"/>	REJECT <input checked="" type="checkbox"/>
	<p>COMMENTS:</p>	

SLSNZ Risk Analysis Management Systems

Venue:

Group:

 Activity: **Pool Activities**

Analysis		Description		
RISKS	Accident, Injury, other forms of loss	Injury – Cuts, Abrasions, Soft Tissue, Fractures, Eye Injuries Exposure - Hypo/Hyperthermia Loss of confidence/does not want to participate Missing Candidate Damage to surrounding environment E.g. Potential for pollution, damage to pool area Financial Loss – Equipment Damage/Loss Death		
	CAUSAL FACTORS Hazards, Perils, Dangers	People	Equipment	Environment
		<ul style="list-style-type: none"> Unsupervised candidates Distractions/interference from other pool users Inappropriate/dangerous behaviour by candidates Overcrowding in pool Running on pool side Wet people on stairs/entrance ways/pool side Boundaries not clearly set Poor instructor briefing/supervision Peer/adult pressure Candidate becomes fearful and does not do as instructed/no longer wish to participate Candidates do not keep themselves hydrated/fed Activity wait time is too long Limited instructor experience Pre existing medical conditions are exasperated 	<ul style="list-style-type: none"> Equipment not maintained Faulty or damaged equipment Incorrect/inappropriate use of equipment Unsupervised access to equipment or other areas of pool E.g. Saunas/Spas Equipment does not cater for the group E.g. Not enough rescue tubes Equipment does not suit the skill level of the group I.e. is too challenging or out of date Flammable/poisonous goods E.g. Cleaning goods Electrical equipment not managed/maintained/stored correctly Facility does not meet the needs of the group E.g. Too small, poor access etc 	<ul style="list-style-type: none"> High areas E.g. Diving boards, lifeguard towers Pool Depth I.e. Too shallow or too deep (dive pool) Gear Shed/ Medical room with hazardous chemicals/ medical and other equipment Steps/staircases, entry/exit points Slippery Floors/stairwells Hot showers/Spa/Steam Room/Saunas Overcrowding in pool Loose/fixed furniture E.g. Tables, chairs Poor ventilation/heating Facility does not meet the needs of the group E.g. Too small, cold/hot, poor access etc Pool is unclean/untidy Busy car parking area outside pool
RISK MANAGEMENT STRATEGIES	Normal Operation	<ul style="list-style-type: none"> Candidates supervised in and around pool at all times Access to other areas limited/restricted Numbers inside pool are appropriate to venue capabilities No running inside pool Clear guidelines given at start for appropriate behaviour inside pool areas and during activities Emergency signal system + students briefed on 'Assistance Required' signal Emergency Evacuation Plan and access paths clearly explained at start of activities Stick to program as best as possible Instructors to have plan for activities and have appropriate training/experience as recommended Pool lifeguards also briefed Opportunities for students to withdraw (supervised) if feeling unsafe, unwell or cold 	<ul style="list-style-type: none"> Equipment well maintained and checked previously Any dangerous/faulty equipment is stored safely Use of equipment is well supervised at all times Limited numbers in areas where equipment is stored and space is limited (Gear shed, First Aid Room) and access only by those required to use the equipment Set up areas appropriate for activities Remove any unnecessary equipment from pool Pool inspected and visited by instructors before activities to ensure it meets needs of the group/activity Additional/replacement equipment arranged prior to activity if required Rescue Tube buckle 'hazard' explained to students Whistles checked regularly Swimming attire restricted to swimming togs only 	<ul style="list-style-type: none"> Hazardous chemicals secured and stored safely as per pool regulations First Aid equipment secured stored appropriately Stairs have non slip surfacing if and where possible Access to Gear Shed, Towers, First Aid Room limited Set up areas appropriately for activities Hire space for activity if able All "hazards" identified and explained to candidates at start of course Pool to be cleaned regularly as per pool regulations Pool lifeguards also briefed on activities planned Training signage set out

	Emergency	<ul style="list-style-type: none"> Fully stocked First Aid Kit (at pool) + Any personal medication required E.g. Asthma inhaler Resuscitation Kit/Oxygen/AED (at pool) Emergency Communication – Whistle, cell phone and land line Knowledge of local emergency response times and locations E.g. Ambulance
RELEVANT INDUSTRY STANDARDS	<ul style="list-style-type: none"> SLSNZ Health and Safety Manual SLSNZ Lifeguard Award Manual Managing Risks in Outdoor Activities – NZ Mountain Safety Council EOTC – A good practice guide for New Zealand Schools 	
POLICIES AND GUIDELINES RECOMMENDED	<ul style="list-style-type: none"> SLSNZ Health and Safety Manual SLSNZ Surf Lifeguard Award Manual/Instructor Resources 	
SKILLS REQUIRED BY STAFF	<p>Instructors (minimum):</p> <ul style="list-style-type: none"> SLSNZ Surf Lifeguard Award SLSNZ Surf Lifeguard Award Instructor Award (or currently training for – with correct supervision/facilitation) One Instructor with high level of understanding of local beach conditions <p>Instructors (recommended):</p> <ul style="list-style-type: none"> SLSNZ Surf Lifeguard Award SLSNZ Surf Lifeguard Award Instructor Award Prior instructor experience I.e. Other forms of coaching/instructing First Aid Level 3 An Outdoor Management Course/Risk Management Course <p>For each delivery venue (highly recommended):</p> <ul style="list-style-type: none"> One Instructor from Club venue who has a high level of understanding about club POM 	
FINAL DECISION ON IMPLEMENTING ACTIVITY	CHOOSE ONE	
	ACCEPT <input checked="" type="checkbox"/>	REJECT <input type="checkbox"/>
	COMMENTS:	

SLSNZ Risk Analysis Management Systems

Venue:

Group

 Activity: **Water Activities**

Analysis		Description		
RISKS	Accident, Injury, other forms of loss	Injury – Cuts, Abrasions, Soft Tissue, Fractures, Eye Injuries, Stings and or Bites Exposure - Hypo/Hyperthermia, Sunburn/Heatstroke Loss of confidence/does not want to participate Missing Candidate Damage to surrounding environment E.g. Sand Dunes, Grass areas, potential for pollution Financial Loss – Equipment Damage/Loss Death		
		CAUSAL FACTORS	Hazards, Perils, Dangers	People
		<ul style="list-style-type: none"> Swimming unsupervised or in areas or times when not instructed to Inadequate supervision Inappropriate ratios Unconscious – from blow to head or medical condition Out of depth/fitness level/poor swimming Candidate becomes fearful and does not do as instructed/no longer wishes to participate Separated from rescue tube or safety equipment Boundaries not clearly set Bystanders causing problems/interfering during briefing/activity Sunscreen not applied Poor instructor briefing or observations Peer/Adult pressure Activity wait times too long Limited instructor experience Pre existing medical conditions are exasperated Poor/dangerous IRB driving/crewing 	<ul style="list-style-type: none"> Equipment not maintained E.g. Rescue tubes or IRB equipment Faulty or damaged equipment Incorrect/inappropriate use of equipment by candidates IRB Fuel not stored properly IRB tools not stored or used appropriately Equipment does not cater for the group E.g. No enough lifejackets or rescue tubes Equipment does not suit the skill level of the group I.e. is not challenging enough or is too challenging Inappropriate clothing e.g. no hat, no warm gear (wetsuit) Marker buoys are not anchored or retrieved correctly/safely Signage not set correctly E.g. Training in progress signs 	<ul style="list-style-type: none"> Rips/holes/currents/tidal changes/sand bars/rocky out crops Shore break/big surf/seas Changeable/ unpredictable conditions High/low tides or unexpected tidal changes Estuaries/streams/rivers/ storm water drains Jagged/exposed/hidden rocks Windy conditions Cold wind and or rain Cool/hot temperatures Strong/bright sun Cool sea temperature Murky water – poor visibility Bluebottles and other sea animals E.g. Stingray Boundaries not clearly set Debris in activity area E.g. Seaweed, drift wood, rubbish Poor visibility E.g. Fog Other vehicles/users in water
RISK MANAGEMENT STRATEGIES	Normal Operation	<ul style="list-style-type: none"> Ensure instructor/ candidate ratio is adequate. 1:3 in challenging conditions 1:8 in calm conditions Activity is appropriate for group participating Buddy system used throughout Supervision carried out regularly throughout activities Instructors to be well informed of any medical conditions or special supervising needs of students Specific emergency signals communicated to everyone Activity wait time kept to a minimum Opportunities for students to withdraw (supervised) if feeling unsafe or unwell or cold IRB and in water instructors briefed appropriately and have training/experience as recommended 	<ul style="list-style-type: none"> All equipment to be well maintained (checked before hand if required especially IRB) Rescue Tube buckle 'hazard' explained to candidates Compulsory use of 'steamer' wet suit and fins for all candidates Warm Clothes and shelter available Water and sunscreen is available and used appropriately First Aid Kit on sight Signage displayed if necessary Candidates personal medication stored safely and with easy access Emergency communication on sight Emergency plan in place E.g. Evacuation plan 	<ul style="list-style-type: none"> Swim area to be inspected by experienced instructors and deemed safe Area to be clearly defined by instructors at all times Weather/sea conditions are assessed constantly and activities are altered as required Basic understanding of environmental conditions required by candidates Proactive observation of sea animals and other water users in area Candidates fully briefed on correct behaviour during water based activities All "hazards" identified and explained to candidates prior to activity City Councils/emergency services are aware of ops

	Emergency	<ul style="list-style-type: none"> Fully stocked First Aid Kit + Any personal medication required E.g. Asthma inhaler Resuscitation Kit/Oxygen/AED (or access to) Emergency Communication – VHF Radios (aqua packs), whistle, cell phone and land line Knowledge of local emergency response times and locations E.g. Ambulance
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RELEVANT INDUSTRY STANDARDS	<ul style="list-style-type: none"> SLSNZ Health and Safety Manual SLSNZ Lifeguard Award Manual Managing Risks in Outdoor Activities – NZ Mountain Safety Council EOTC – A good practice guide for New Zealand Schools 	
POLICIES AND GUIDELINES RECOMMENDED	<ul style="list-style-type: none"> SLSNZ Health and Safety Manual SLSNZ Surf Lifeguard Award Manual/Instructor Resources 	
SKILLS REQUIRED BY STAFF	<p>Instructors (minimum):</p> <ul style="list-style-type: none"> SLSNZ Surf Lifeguard Award SLSNZ Surf Lifeguard Award Instructor Award (or currently training for – with correct supervision/facilitation) One Instructor with high level of understanding of local beach conditions <p>Instructors (recommended):</p> <ul style="list-style-type: none"> SLSNZ Surf Lifeguard Award SLSNZ Surf Lifeguard Award Instructor Award Prior instructor experience I.e. Other forms of coaching/instructing First Aid Level 3 An Outdoor Management Course/Risk Management Course <p>For each delivery venue (highly recommended):</p> <ul style="list-style-type: none"> One Instructor from Club venue who has a high level of understanding about club POM 	
FINAL DECISION ON IMPLEMENTING ACTIVITY	CHOOSE ONE	
	ACCEPT <input checked="" type="checkbox"/>	REJECT <input checked="" type="checkbox"/>
	COMMENTS:	

Daily Threat Analysis Form

Name of Venue _____

INSTRUCTOR: _____ GUEST INSTRUCTORS: _____ GROUP: _____	DATE: _____ NO OF CANDIDATES : _____ NO OF LIFEGUARDS/SAFETY : _____
Medical Conditions Present: Yes/ No Description of Medical Conditions: _____ _____ Special Needs Consideration, Candidate Names _____ _____ _____	CANDIDATE / SAFETY PERSONNEL RATIO FOR ACTIVITIES: Land Based : _____ Water Based: _____ <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>SLSNZ Code of Practice</p> <p>Land Based = 20 : 1</p> <p>Water Based = 5 : 1</p> <p>This ratio does not include instructors.</p> </div>
CHECKLIST ENVIRONMENTAL CONDITIONS	
WEATHER AM TIME: _____ Conditions: Clear / cloudy / rain Burn Time: _____ Wind Direction: _____ Heavy / medium / light Onshore / offshore Continuous/ intermittent Forecast: Fine / cloudy/ rain / storm	WEATHER PM TIME: _____ Conditions: Clear / cloudy / rain Burn Time: _____ Wind Direction: Heavy / medium / light Onshore / offshore Continuous/ intermittent Forecast: Fine / cloudy/ rain / storm
BEACH AM TIME: _____ Circle if applicable: Streams/ rivers / Stormwater Outlet Level: Low / medium / high Debris/ rubbish/ pollution _____ Beach Inspected: Activity areas clear Yes/ No	BEACH PM TIME: _____ Circle if applicable: Streams/ rivers / Stormwater Outlet Level: Low / medium / high Debris/ rubbish/ pollution _____ Beach Inspected: Activity areas clear Yes/ No
SEA AM TIME: _____ Tide: High/ Medium/ Low Incoming/ Outgoing Surf Size in metres: _____ Shorebreak Yes/ No Rips/ holes / current Yes / No _____ Sea debris / Pollution: _____	SEA PM TIME: _____ Tide: High/ Medium/ Low Incoming/ Outgoing Surf Size in metres: _____ Shorebreak Yes/ No Rips/ holes / current Yes / No _____ Sea debris / Pollution: _____

EQUIPMENT CONDITIONS:			
INTERNAL	CONDITION OF:	HAZARDS	MANAGEMENT OF HAZARD
Tv / video		Yes / No	
Whiteboard/ blackboard		Yes / No	
Kitchen equipment		Yes / No	
Lighting / power		Yes / No	
Cleaning equipment		Yes / No	
First aid room		Yes / No	
EXTERNAL			
Quad / trailer		Yes / No	
Flag Standards		Yes / No	
RESCUE EQUIPMENT			
IRB / tubes/ fins		Yes / No	
Whistles		Yes / No	
TEACHING EQUIPMENT			
Tubes		Yes / No	
First Aid Kit		Yes / No	
Other		Yes / No	
EXTERNAL – PUBLIC RELATED			
Do other groups / individuals or animals enter into activity zones at times? Yes/ No			
Management of Situation:			

ACTIVITY AREAS: show total activity area in relation to clubhouse or delivery facility			
AM:		PM:	
OTHER COMMENTS:			
Signed:			
Instructor			