SURF LIFE SAVING
NEW ZEALAND

Instructor Resources

Surf Lifeguard Award

March 2017

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Introduction

These resources have been designed to inform instructors of their responsibilities when taking candidates through the Surf Lifeguard Award (SLA). If you are a trainee instructor wishing to gain your instructors award please use the Surf Lifeguard Instructors Workbook in conjunction with these resources.

The SLA involves competency based training and assessment. Basically this means that each candidate needs to be deemed competent in all of the Units to be able to complete the SLA. To be able to show competency, evidence must be gathered by the instructor, during instruction and the examiner, at the exam.

The Surf Lifeguard Manual

The Surf Lifeguard Manual is a resource that has been designed to support instructors and candidates gain the knowledge required to teach or complete the Surf Lifeguard Award. This Manual should be kept as a reference for all club members at any time. The Manual includes topics such as Risk Management, Physical Environment, Roles and Responsibilities, Communication, Surf Lifeguard Skills, and an Emergency Care Section covering the basics of First Aid.

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 Date	One	Two	Three
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

The Teaching Toolbox:

This section of your resource has been developed by Surf Life Saving New Zealand to help Instructors deliver and implement an effective training programme for the Surf Lifeguard Award.

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 fulfil 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 area's 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.

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 focusing 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 Behaviours: 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 an Instructor who reads from notes for a whole session, you will not be communicating effectively.
In training, effective communication is used to exchange behavior, 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.

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 capitalize 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 centered and the other, leaner centered.

The Instructor Centered 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 judgmental.
- The group dynamic is often passive and task centered. There is little interaction between the candidates during the training session.

The Learner Centered 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 Centered 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.
- Kinesthetic (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 kinesthetic 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.

VARK

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 kinesthetic 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 kinesthetic 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.

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 difficultly 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.

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 candidate's privacy. The best source or 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 creditability.
- 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.

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 minimize 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.

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 overhead 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.

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.

SURF LIFE SAVING NEW ZEALAND

Lesson Plan Timeline

Lesson	Contents			Workbook Task	Workbook Questions
	Main Lesson	Secondary Lesson	Reinforcement Activities		
1	• **Introduction** • **Risk Management** ○ Health & Safety ○ Wellbeing	• **Basic pool swimming** • **400m swim** • **Tube swimming**		• **400m swim**	• **Risk management questions 1-6**
2	• **Physical environment** ○ Waves ○ Tides ○ Rips & Holes	• **Entry to the water** • **Exit from the water**	• **Risk Management**		• **Surf environment questions 1-3**
3	• **CPR and choking** ○ Adult CPR ○ Child CPR ○ Infant CPR ○ Adult Choking ○ Infant Choking	• **Tube rescue dry practice** • **Swimming with a tube in the ocean** • **Run swim run**	• **Physical environment 10 question quiz**	• **Provide resuscitation** ○ Adult CPR ○ Child CPR ○ Infant CPR ○ Adult Choking ○ Infant Choking • **Run swim run**	• **CPR questions 1-5**
4	• **First aid** ○ Shock and bleeding ○ Burns ○ Fractures and Sprains ○ Heart conditions ○ Asthma ○ Stroke ○ Severe allergic reactions ○ Head injuries ○ Hypothermia ○ Hyperthermia		• **CPR 10 question quiz**	• **Provide first aid** ○ Shock and bleeding ○ Burns ○ Fractures and sprains ○ Heart condition, asthma, stroke • **Manage first aid, one incident** containing the following: ○ Internal bleeding ○ Head injuries ○ Severe allergic reactions, hypothermia, hyperthermia	• **First aid questions 1-10**

5	• **Roles and responsibilities** ○ Patrol methods (POM) ○ General principles and skills of patrolling ○ Search and rescue operations ○ Lifeguards and the environment		• **CPR and first aid practical reinforcement**		• **Roles and responsibilities questions 1-6**
6	• **Surf Lifeguard skills – pool session** ○ Perform releases and tows in an aquatic environment ○ Complete a 400m swim (2nd chance) ○ Perform a tube rescue in a pool		• **Roles and responsibilities 10 question quiz**	• **Perform releases and tows in an aquatic environment** • **Complete a 400m swim (2nd time)** • **Perform a tube rescue in a pool**	
7	• **Surf Lifeguard skills – beach session** ○ Identify types of rescue equipment used by Surf Lifeguards ○ Demonstrate knowledge of effective scanning techniques and victim identification ○ Perform a tube rescue	• **Swim in a rip**	• **Roles and responsibilities patrol set up task**	• **Perform a tube rescue**	• **Scanning techniques and victim identification questions 1-2**
8	• **Communication** ○ Generic Communication ○ Radios ○ Signals, Signs & Flags		• **Scanning and victim identification** • **Tube rescue**	• **Communicate using a two-way radio** • **Demonstrate Surf Life Saving signal communication**	• **Communication questions 1-2** • **Two-way radio question 1** • **Graphic communication question 1**

Exam Components

Candidate Workbook Check: The candidate workbook checked **MUST** be completed satisfactorily, if not, the candidate must not complete the exam and all other candidate workbooks from the club must also be checked

1	Candidate workbook	One randomly picked candidate workbook must be checked from each attending club

Pool Test: Candidates **MUST PASS** all three skills to progress to the 3rd component

2	400 Metre Swim	Pre requisite for 'Perform a tube rescue' unit
	Releases and Tows	Perform releases and tows in an aquatic environment
	Tube Rescue (Pool)	Pre requisite for 'Perform a tube rescue' unit

Theory Test: Candidates **MUST PASS** before progressing to 4th component

3 Theory Paper

Practical Test: Candidates failing any two skills from the 4th component **MAY NOT** progress in the exam, other than to participate as a patient for another candidate

4	Radio	Communicate using a two-way radio
	Signals	Demonstrate signals used by Surf Life Saving members for communication
	Run-Swim-Run	Pre requisite for the tube rescue unit
	Resuscitation	Provide resuscitation
	First Aid	Provide first aid Manage first aid in emergency situations
	Tube Rescue	Perform a tube rescue

The next section discusses how each exam task will be conducted and assessed.

Exam Task Details

This section explains in detail how each exam task will be assessed. Each task within the exam will be marked in a way set out by SLSNZ. It is essential to teach all candidates:

- The components of each assessment task
- The criteria that they will be marked against

It is essential that when you take your candidates through the tasks that it is done so in the same way as it will during the exam.

400m Pool Swim

The swim will be continuous freestyle. No aids are to be used (fins, kickboards, wetsuits, pull buoys, hand paddles etc).

Candidates may not:

- Stop and/or walk
- Stand up during the turn (tumble or push turns are acceptable)
- Hold onto the end or the side of the pool unless they require assistance and are withdrawing from the swim

Candidates must swim 400 metres in under 9 minutes.

Releases and Tows

- Candidates are broken into pairs, preferably with individuals of similar swimming ability and size.
- Candidate 1 is to perform two escape techniques with candidate 2 acting as the victim.
- Candidate 1 must then demonstrate a patient tow on candidate 2 with no tube or fins over a 10m distance, the candidate may use various tows over the distance
- Candidates swap roles.

Tube Rescue Pool

The rescuer will be assessed on:

- Correct approach to the patient (Three points; 1 stops short, 2 reassures the patient, 3 hands the patient the tube)
- Clipping the patient in successfully
- Swimming the patient back to the other end of the pool
- Demonstrate back stroke for at least 6 strokes on the return swim

No patient assessment is required. There is no time limit.

Theory Test

There is no time limit in which you must complete this test and is **not** open book. Candidates must correctly answer 40 questions correct out of 50 to pass the test (80%).
The table below gives the break down of theory test questions in relation to sections of the manual.

Two-way Radio

A Candidates must demonstrate:

- The ability to turn the radio on
- Change to a selected channel
- Communicate in the correct manner whist using a hand held radio

B The Examiner shall randomly select 5 of the 12 questions from the Examination Checklist to be answered by the candidate but one of those questions must be "What are the 4 P's?"

To pass, all of the 5 questions asked by the Examiner are to be correctly answered.

Signals

The Examiner shall randomly select **five** signals to be demonstrated by all candidates.
One of the signals shall be 'Assistance Required'.
All (100 percent) signals asked by the Examiner are to be correctly demonstrated to Pass.
Unsuccessful candidates may be re-presented on the day at the Examiner in charge's discretion, but must be examined to 10 signals at 100 percent pass rate.

Run-Swim-Run

The course shall be completed within the times as per requirements. In good conditions the time set will be 8 min for candidates to run 200m, swim 200m, and run 200m.
If conditions warrant, the time for the course may be altered (before the commencement of the Run–Swim–Run) by the Examiner in charge.

Resuscitation

Each candidate must provide CPR for an adult victim. The examiner will use the Adult CPR checklist (appendix 4) and also call candidates in one at a time:

- "Act on commands given." (Or similar)

- "You have arrived on the scene, and have found the patient lying on the ground/ beach/rocks"(or similar scenario).
- Ask the candidate to conduct a 'primary assessment' of the victim.
- When the candidate has opened the airway and completed the 'look listen and feel' phase, give the command "Breathing is absent" (or similar).
- When the candidate has "gone for help if alone" and returned, CPR should begin. For assessment purposes, the candidate can state "if alone I will place in recovery position and go for help"
- The CPR is to be timed for a minimum of 1 minute and a maximum of 5 minutes.
- After that time (1 to 5 minutes) the Examiner states clearly "trained help has arrived and you have been relieved. Please clean the manikin and move outside the room".

First Aid

The Examiner shall ask each candidate to demonstrate the correct procedure for applying a pressure sling in one scenario and also treat a patient for bleeding and shock in another.
The Examiner shall ask each candidate to explain why it is necessary to apply a pressure bandage and sling.
The Examiner shall ask each candidate seven first aid questions from the checklist.
To pass this section a candidate must:

- Answer three of the seven first aid checklist questions correctly and;
- Correctly demonstrate treatment for the TWO scenarios treating for bleeding and shock and also applying a sling.

The Candidate must demonstrate the correct procedure for the following and explain situations when these may be necessary:

a. **Apply a pressure pad and position patient to treat shock**
   External bleeding
   Sprains
b. **Place a Sling on a patient**
   Shoulder or arm dislocations
   Possible factures to the lower arm

Tube Rescue and Recovery Position

The buoys should be set to a minimum distance of 50 metres from knee deep water. (A laser range finder or a measuring rope may be used to establish the correct distance).
Candidates are to work in pairs:

- One to act as rescuer

- One as patient

Candidates may be numbered to assist with efficiency.

Examiners will be position to adequately assess the rescue

- While the patients are swimming to sea Examiners will check the rescuer:
  - Has tied their tube
  - Are observing the patient's progress

The Examiner should signal commencement of examination and state clearly:

- "Check and prepare equipment for tube rescue."

Once equipment has been prepared state clearly:

- "You have a patient, rescue" (or similar).

Once patients have reached the required distance the examiner will signal the patients to remain stationary and signal the rescuers by raising one arm straight up in the air.

Rescuer commences rescue (Refer to the assessment sheet).

The examiner must decide which of the carries/drags must be used during the examination, the decision will depend on the nature of the beach and surf conditions:

- One person drag: **Patients may stand and walk with the rescuer**
- Two person drag
- Two person carry

Then lay the patient on the sand above the water line and place the patient in the recovery position (Refer to the assessment sheet on the next page).

CPR and First Aid Scenarios

Provide Resuscitation

ADULT CPR SCENARIOS

1. You are on flag duty you notice a man walking in knee deep water suddenly collapse, please respond.
2. While walking towards the clubhouse you see a lady clutch her chest and then fall to the ground, please respond.

CHILD CPR SCENARIOS

1. An IRB conducts a rescue, on the way back to the beach they are signaling for assistance, they arrive on the beach there is an unresponsive child in the IRB with bluish skin colour, please respond.
2. While conducting a tube rescue on a child you notice that they lose consciousness. You get the child back to the beach, their skin is now very pale and slightly blue, please respond.

INFANT CPR SCENARIOS

1. An infant is playing close to the shoreline with her father, suddenly a surge comes up the beach and back quickly taking the infant with it, the father rushes to save the infant but cannot stop them being dumped in the shore break. You run down to assist and pull the infant out of the water, there are no signs of life, please respond.
2. While observing the swimmers between the flags you see a woman holding her infant in the surf. A large wave comes through and a body surfer collides with the mother and infant, the woman immediately begins to scream and runs towards you carrying her baby, please respond.

ADULT/CHILD CHOKING

1. You notice a woman on the beach eating a ham roll, while staring at the freshly made ham roll and wondering how good that would be right now, the woman begins to choke, please respond.
2. During a BBQ your club is having a child eating a chop clutches his throat and seems to have trouble breathing, please respond

INFANT CHOKING

1. A woman bursts into your clubhouse screaming and crying, she said her baby has choked on some food and is now not breathing, please respond.
2. A group of infants are playing with toys inside your surf club, you notice one of them put her hand up towards her mouth and move her arms frantically, she then begins to change colour, please respond.

Provide First Aid

BLEEDING AND SHOCK SCENARIOS

1. A swimmer comes up to you with a gash on his upper arm where a surfer had ridden over him, please respond.
2. A woman approaches you, she is holding a towel in her hand that has blood on it. She explains that she was preparing some food and the knife slipped and cut the fleshy part of her hand, please respond.

BURNS SCENARIOS

1. A man approaches you in the club house, he is struggling to walk normally and explains he has burnt his feet on the sand and they have blistered, please respond.
2. It is just after the end of patrol a woman approaches you on the beach, she has burnt her lower left arm on a BBQ, please respond.

FACTURES AND SOFT TISSUE SCENARIOS

1. A man falls from a high rock onto another rock, he clutches his right arm and cries out in pain, please respond.
2. You see a body surfer catch a very steep wave and get annihilated in the surf, he walks up the beach toward you very slowly supporting his right arm, obviously in pain. He says his name is Brett, please respond.

MEDICAL INJURIES SCENARIOS

1. A teenager approaches you she says she is having trouble breathing and doesn't have her asthma inhaler, please respond.
2. A man approaches you in the club house complaining of chest pains, he looks pale and seems short of breath, please respond.
3. Two women come running towards you saying that there is something wrong with their friend, you approach the victim and you notice he doesn't seem to have any movement of his right side, please respond.

Manage First Aid

1. You have been alerted by an off duty lifeguard who had been out surfing that he had seen a rock fishermen swept into the water. Two other rock fishermen at the scene entered the water and pulled him back on the rocks. You and two other guards arrive at the scene, this is what you see:
    - One unconscious rock fisherman(1)
    - One rock fisherman(2) holding his abdomen (tells you that the unconscious fishermen was stung by a bee and collapsed into the water)
    - One groggy rock fisherman(3) holding his head and bleeding from his scalp

    The two conscious patients are shivering, please respond.

Information for the instructor, do not give to the candidates: in the scenario there are four conditions to be treated:

- Patient 1 has had a severe allergic reaction to a bee sting and also some other minor cuts and scratches
- Patient 2 has internal bleeding and hypothermia
- Patient 3 has a head injury and hypothermia

2. During patrol shut down a member of the public comes running into the club saying there has been a car crash close to the club. You and two other lifeguards grab all the first aid equipment and run to the scene. When you arrive on the scene this is what you see:

- A car has driven into another car that was backing out of a driveway. The damage on one car(1) is all at the front left while the other(2) has damage to the rear left hand side.
- Car 1 has two injured people inside, one in the driver seat, the other in the passenger seat. One is bleeding from the head and semi conscious the other is clutching his chest. Both are sweating heavily.
- The driver of car 2 is calling for help and shouting something about an allergy he has gone around to the passenger seat to try and help the person.

Please respond, more information for the instructor is on the next page:

Information for the instructor, do not give to the candidates: in the scenario there are four conditions to be treated:

- Car 1's passenger has a head injury and also heat exhaustion
- Car 1's driver has chest injuries and internal bleeding from hitting the steering wheel and also heat exhaustion
- Car 2's driver is uninjured
- Car 2's passenger is suffering from a sever allergic reaction to peanuts, this can be found out by the candidates by asking the driver of car 2.

Lesson Plans

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- Lesson 5: Roles and Responsibilities 64
- Lesson 6: Lifeguard Skills and Knowledge part one 69
- Lesson 7: Lifeguard Skills and Knowledge part two 73
- Lesson 8: Communication 79

Lesson Plan	Introduction and Risk Management
Manual Sections	Beginning section and Risk Management

At the conclusion of this lesson candidates will be able to:

1. **Identify health and safety issues relevant to Surf Lifesaving members**

Core course resources

- Candidate workbooks
- Manuals
- Whiteboard or flip sheet
- Whiteboard markers

Key tasks every lesson

- Set up room or other venue appropriately
- Ensure all resources are set out and available to each participant
- Discuss plan and aims/objectives for the session
- Work through reinforcement activities from previous session
- Discuss plans for next session

Duration	Activity	Additional Resources
1 min	**Lesson Outline** The following will be covered this lesson • The structure of SLSNZ • The national lifesaving plan • Components of the Surf Lifeguard Award • Topic one: Prepare - Risk Management	
5 min	**Structure of SLSNZ** • ***DISCUSS* as a CLASS** the structure of SLS, clubs, regions, and the national body. • Candidates can read or be read the section on “The Organisation” from the manual.	
5 min	**Surf Lifesaving Pathways** • ***DISCUSS* as a CLASS** the Lifesaving Pathways and the progression on from the Surf Lifeguard Award.	
10 min	**Surf Lifeguard Award Requirements** • ***DISCUSS*** What will Surf Lifeguards know or be able to do once they have completed training in and examination in the Surf Lifeguard Award. Located in the Candidate workbook.	
5 min	**Surf Lifeguard Award exam components** • ***DISCUSS*** What candidates will be assessed on during the exam. Located in the Candidate workbook.	
5 min	**Hazards members are exposed to** • ***DISCUSS*** any hazards (sun, cold and hot weather conditions etc.) members may be exposed to during patrol or their time at the beach. Participants to answer **question 1** in participant workbook.	
5 min	**Personal and Environmental Hygiene** • ***CLASS BRAINSTORM*** why would keeping yourself and your club environment clean and tidy be important as a Surf Lifeguard?	

5 min	**Member Protection by SLSNZ**
	• ***GROUP ACTIVITY*** See if candidates can identify what has been done by SLSNZ to protect its members.
	• Ideas presented to the class and **question 2** in workbook answered
	  ○ The SLSNZ National Insurance Scheme
	  ○ SLSNZ regulations
	  ○ SLSNZ Policies	

5 min	**Member Protection for sport**
	• Overall member protection has been identified, ***ASK*** candidates to ***DISCUSS*** member protection specifically in sport
	  ○ Code of conduct
	  ○ Risk assessment and management systems
	  ○ Health and safety plan
	  ○ Refreshed competitors
	• Answer **question 3** in workbook
	• ***ASK*** candidates – "What parallel processes, procedures and policies their clubs have in place?"	

5 min	**Club Responsibility & Member Responsibility** • ***DISCUSS*** the slide • Answer **question 4** in workbook	
10 min	**Responsibilities of volunteers** • **In PAIRS *DISCUSS*** incidents that have occurred either at the candidates work or home, then discuss as a class • As a volunteer this means you must… Provide candidates with further information if required. This might be a link to a document or a resource.	

5 min	**Risk Management Strategies**
	• Discuss some risk management strategies they can use as members for example:
	  1. inspect and control use of gear/equipment
	  2. warn other members of any particular risk
	  3. control the conduct of members you are responsible for
	  4. be able to engage first aid if required and to deal with potential and actual injuries
	• ***ASK*** candidates if they can think of others
	• Candidates to answer risk management **question 5**	

5 min	**Summary** • **DISCUSS** areas that were covered during the lesson	
10 min	**Clubhouse tour**	
Nominal duration: 1hr 22 min		

Practical Lesson Plan: Pool Session

Lesson Skills/Tasks

- Basic pool swimming
- 400m swim test
- Swimming with a tube

This session can be completed after the lesson above or as its own lesson

- Ensure all correct equipment and resources (if necessary) are available to each participant
- Discuss plan and aims/objectives for the session
    - Basic pool swimming
    - 400m swim test
    - Swimming with a tube
- Conduct session
- Discuss future sessions/set goals

Core resources

- Access to indoor pool
- Togs, towel, swim cap, fins*
- Water bottle*
- Warm clothes for afterwards*
- Rescue Tubes

*Gear to be provided by the candidates

Duration	Activity	Additional resources
5 min	**Basic pool swimming** – Gauge ability and fitness levels • Encourage participants to swim a few lengths of pool to gage fitness and ability • Discuss some basic techniques points	
15 min	**400m swim test** • Time participants as they swim 400m in pool • Set goal for next mock test (within next few weeks) • If candidates complete the swim time well under 9 min record the **400m swim in 9 min or under task** as completed in their candidate workbooks	• Whistle • Stop watch
10 min	**Swimming with a tube** • Candidates to swim a few lengths of pool with tube on • Practice tying and untying tubes on pool side	
Nominal duration: 30 min		

Lesson Plan	**The Physical Environment**
Manual Sections	The Physical Environment

At the conclusion of this lesson candidates will be able to:

1. **Describe the features of the surf environment**

Key Resources

- Well lit, clean and well ventilated working environment
- Table and chairs – enough for each participant
- Whiteboard and pens
- Paper and pens/pencils
- SLSNZ Surf Lifeguard Manuals – one for each participant
- Access to local beach
- A positive attitude!
- Candidate workbooks

Key tasks every lesson

- Set up room or other venue appropriately
- Ensure all resources are set out and available to each participant
- Introductions (if required)
- Discuss plan and aims/objectives for the session
- Work through reinforcement activities from previous session
- Conduct session – include skills/tasks
- Discuss plans for next session

Duration	Activity	Additional Resources
1 min	**By the end of this lesson candidates will be able to:** 1. Describe the features of the surf environment	
2 min	**Waves** • On white board ***BRAINSTORM*** ideas as a **LARGE GROUP** focusing on the three questions. Summarize main points and check with manual for references **QUESTIONS:** 1. What is a wave? 2. How are waves formed (swells)? 3. What affects size of waves? • Candidates to answer surf environment **questions 1a and 1b** in the candidate workbook	
1 min	**Wave types** **First wave type: spilling wave** • ***SHOW*** photo card 1, get candidates to guess what type of wave it is	• Photo card 1 Appendix 1

2 min	**Spilling Wave** • ***DISCUSS*** the main features of a spilling wave • Use local examples – encourage group to refer to their beach and the types of waves they see • Candidates to answer the first part of surf environment **question 1c** in the candidate workbook	
1 min	**Wave types** **Second wave type: Dumping wave** • ***SHOW*** photo card 2, get candidates to guess what type of wave it is	• Photo card 2, Appendix 1
2 min	**Dumping wave** • ***DISCUSS*** the main features of a dumping wave • Use examples of beaches in NZ that these waves occur on. encourage group to refer to their beach and the types of waves they see • Candidates to answer the second part of surf environment **questions 1c** in the candidate workbook	
1 min	**Wave types** **Third wave type: shorebreak** • ***SHOW*** photo card 3, get candidates to guess what type of wave it is	• Photo card 3 Appendix 1
1 min	**Shorebreak** • ***DISCUSS*** the main features of a shorebreak • Use examples of beaches in NZ that these waves occur on. encourage group to refer to their beach and the types of waves they see • Candidates to answer the third part of surf environment **questions 1c** in the candidate workbook	
2 min	**Wave types** **Forth wave type: Surging wave** • ***SHOW*** photo card 4, get candidates to guess what type of wave it is	• Photo card 4 Appendix 1
1 min	**Surging wave** • ***DISCUSS*** the main features of a Surging wave • Use examples of beaches in NZ that these waves occur on. encourage group to refer to their beach and the types of waves they see • Candidates to answer the fourth part of surf environment **question 1c and question 1d** in the candidate workbook	

2 min	**Tides** • Get candidates to view tides section of manual • ***DISCUSS*** the following questions as a **LARGE GROUP:** 1. What are tides? 2. Why do they occur? 3. How do they effect your beach? 4. What is a rip tide? • Candidates to answer surf environment **question 2a – 2d** in the candidate workbook	
10 min	**The beach environment** • Candidates to ***READ*** the section on beach types • ***DISCUSS*** the various beach types as a **LARGE GROUP** • Candidates to complete **question 3a** in their workbooks • ***DISCUSS*** the dangers of the rocky foreshore area, are there areas near your club/beach that are used by members of the public? What activities are they used for? • Candidates to complete **question 3b** in their workbooks	
15 min	**Rip Currents** • ***GROUP ACTIVITY***: "Fishbone" activity – On whiteboard draw diagram of fishbone. Use head as title of topic (rips), each "rib" is a main heading (identification, escape, components and types) and each "riblet" will contain information regarding those headings. • Each group is to focus on 1 of the following sections from the manual noting the main points on a poster or piece of paper: 1. Rip currents; how to identify a rip & how to escape from a rip 2. Rip current components; 3. Types of rips • Once research from the manual is completed candidates ***PRESENT*** their findings to the **LARGE GROUP** and add information to the "riblets" on the whiteboard diagram • While each group is delivering the others must answer questions from the candidate workbook in the physical environment section, **questions 4a – 4e**	Fishbone activity – Located in the Lesson Plan Appendix 1.
5 min	**Holes** • Candidates to ***READ*** the section on holes from the manual • ***ASK*** the following questions about holes: 1. What is a hole? 2. How do holes form? 3. Who are holes hazardous to? 4. Why are they hazardous? 5. How can you be sure where holes are located? • Discuss where holes appear on your own beach • Candidates must answer questions from the candidate workbook in the physical environment section, **questions 4f – 4g**	

20 min	**Your Beach** • ***SHOW*** candidates your beach highlighting the features discussed during the lesson • Take group out onto beach and do a walk along your beach, ***DISCUSS*** features and hazards of the beach • Try to ***IDENTIFY*** the types of waves, if there are any rips, what would be potentially hazardous to beach goers etc. • Refer back to class room discussions and local examples already discussed *This can be done before, in the middle or towards the end of the session	
5 min	**Summary** Summarize main points	
Nominal duration: 1hr 11min		

Practical Lesson Plan: Beach Session		
Lesson Skills/Tasks • Entering the water • Exiting the surf • Swimming in the surf This session can be completed after the lesson above or as its own lesson		
° Ensure all correct equipment and resources (if necessary) are available to each participant ° Discuss plan and aims/objectives for the session ° Conduct session ° Discuss future sessions/set goals		
Key Resources ° Togs/wetsuit* ° Towel* ° Water Bottle* ° Rescue tubes ° Warm Clothing for afterwards* *Gear to be provided by the participants themselves		
Duration	**Activity**	**Additional Resources**
10 min	**Entering the water** • ***DISCUSS*** with group how to best enter the water –run, wade, porpoise/dolphin dive • ***DEMONSTRATE*** entry of the water • Each participant to ***PRACTICE*** basic technique • ***DEMONSTRATE*** water entry and exit with fins • Each participant to ***PRACTICE*** basic technique	
10 min	**Exiting the surf** • ***DISCUSS*** with group how to best exit the water – swim until hands touch bottom, wade, run • ***DEMONSTRATE*** exit of the water • Each participant to **PRACTICE** basic technique • Wading race set markers waist deep in the water in a rectangle	

20 min	**Swimming in the surf** • ***DISCUSS*** with group how to best negotiate the surf – head up as often as possible. If swell hits, dive under early and get as low as possible • ***DISCUSS*** basic signals to use while at the beach (return to shore proceed further out to sea, assistance required) Keep eye on beach for signals also • Using a rescue tube and fins each participants to **PRACTICE** basic technique • Put water entry, swimming and water exit together over a short distance	• Tubes

Reinforcement Activities • Risk Management		
° These reinforcement activities can be used at the beginning or the end of the lesson to strengthen candidates learning		
Duration	**Activity**	**Additional Resources**
5 min	**Class brainstorm** • ***ASK*** candidates what they would need to bring to the beach to prepare themselves for a day of patrolling • Focus on items that would prevent or minimize the risks associated with exposure to the beach environment such as: 1. Sunscreen 2. Food and water 3. Warm clothes 4. Correct patrol gear including patrol had and jacket	
10 min	**Clubhouse walk** • Walk around the clubhouse with the candidates get them to identify items or areas in the clubhouse that could become a hazard • ***ASK:*** If candidates found hazardous items/areas in the clubhouse what would they do?	

Lesson Plan	Cardio Pulmonary Resuscitation (CPR)
Manual Sections	Emergency Care, Cardio Pulmonary Resuscitation (CPR), First Aid

At the conclusion of this lesson candidates will be able to:

1. **Provide Resuscitation (includes CPR and choking)**

Key Resources:

- Well lit, clean and well ventilated working environment
- Table and chairs – enough for each participant
- CPR Manikins – ensure they are clean and properly maintained
- Manikin Face Shields/ Masks (alcohol swabs can be used in masks unavailable)
- Whiteboard and pens
- Paper and pens/pencils
- SLSNZ Surf Lifeguard Manuals – one for each participant
- Laptop and Projector + Power point presentations
- Access to local beach (additional skills)
- Candidate workbooks

Key tasks before each lesson:

- Set up room or other venue appropriately
- Ensure all resources are set out and available to each participant
- Introductions (if required)
- Discuss plan and aims/objectives for the session
- Work through reinforcement activities from previous session
- Conduct session – include skills/tasks
- Discuss plans for next session

Duration	Activity	Additional Resources

1 min	**By the end of this lesson candidates will be able to:**
	• Provide resuscitation
	  ○ Ault CPR
	  ○ Child CPR
	  ○ Infant CPR
	  ○ Adult choking
	  ○ Infant choking	

2 min	**Emergency care**
	• ***DISCUSS*** the aims of emergency care
	  ○ Preserve Life
	  ○ Prevent Worsening
	  ○ Promote Recovery
	• On whiteboard and with group discuss chain of survival (see manual for details)
	• Who is responsible for scene management while on patrol? – Patrol Captain	

5 min	**DRSABC** • ***DISCUSS*** the DRSABC acronym, what is it for? when should it be used? • In **SMALL GROUPS** (3-4) ***BRAINSTORM*** what 'Dangers' may mean – what you should do, what should you be looking out for, how can you protect yourself and the patient. Summarize main points as a group • Write up 'Danger' on the whiteboard • Focus: Dangers: ○ Stop – check scene is safe before entering	

	○ Environment ○ Traffic control ○ Unknown hazards ○ Protect yourself/patient, **how?**	
2 min	**Response** • ***ASK***: what does the R in DRSABC stand for? • Discuss with group the importance of establishing a patient's level of response ○ Introduce yourself ○ Ask if they are OK ○ Tap and shout – incorporate checking for dangers as well. • Fill in Response on the whiteboard underneath Danger • Give ***DEMONSTRATION*** • In pairs candidates practice approaching a patient • **Question:** What should you do if there is no response?	
2 min	**Send for help** • ***ASK***: what does the S stand for? • On white board list emergency contact details (numbers to call for specific scenarios are included in the POM) • Discuss the '4 P's': Position, Problem People and Progress. • Fill in 'Send for help' on whiteboard underneath 'Response' • Refer to whiteboard and review what has been discussed so far – D R S • ***DEMONSTRATE*** calling for help, then in **PAIRS PRACTICE** sending for help – remember to list the '4 P's' and use local examples • Focus: Send for help – who to contact, when should you go for help (adult or child patient), what should you tell the emergency contacts	
10 min	**Airway** • ***ASK***: what does the A stand for? • Using a volunteer, ***DEMONSTRATE*** checking mouth is clear, tilt the head back to open the airway.(see manual for details) • In **PAIRS or THREES PRACTICE** on each other – clear mouth, tilt the head back to open the airway, if needed use manual as a guide to read through, 1 candidate acts as a coach guiding the other through. • Reinforce using barriers – face shields and gloves	
5 min	**Clearing an airway** • ***DISCUSS*** when you would use the side stable position: when the patient has fluid in their airway that needs to be cleared • ***DISCUSS*** how you would clear fluid from the airway if you were physically unable to roll them over: use recovery position • Using a volunteer, demonstrate the 'side stable position technique – step by step (details in manual) • In **PAIRS or THREES** candidates **PRACTICE** side stable on each other. If needed use manual as a guide to read through, 1 candidate acts as a coach guiding the other through	

10 min	**Protecting the airway** • ***ASK***: when would you use the recovery position? (breathing unresponsive patient) • Using a volunteer ***DEMONSTRATE*** the 'recovery position' – Break it down to a step by step approach. Emphasize checking for other injuries and monitoring ABC's • In **PAIRS PRACTICE** on each other – remember to check for other injuries and monitoring ABC's • Put all five steps together and in pairs practice process: D-R-S-A-B-plus recovery position (breathing unresponsive patient scenario) • Candidates to ***ANSWER*** **CPR question 1** in candidate workbook	
5 min	**Breathing check** • ***ASK***: what does the B stand for? • Using a volunteer, ***DEMONSTRATE*** the 'look, listen and feel' technique – ensure airway has been cleared and opened correctly before beginning. • In **PAIRS** candidates **PRACTICE** on each other	
Nominal Duration: 42 min		

At this point you may wish to revisit the whiteboard to review what you have learnt so far and answer any questions the group may have. The session can also be broken into two parts – the second half conducted at another date.

5 min	**Circulation** • ***ASK***: what does the C stand for? • Candidates to ***ANSWER*** **CPR question 2** in candidate workbook • ***ASK***: What do you do if you were alone and there is no breathing for an adult? For a child/infant? Why is there a difference? • Candidates to ***ANSWER*** **CPR question 3 & 4** in candidate workbook • ***ASK***: What would you do differently if you were delivering CPR to an adult that had just been pulled from the water and help was already on the way? (begin with 5 ventilations) • Reference main points in manual • Refresh technique of opening and maintaining an airway	

10 min	**Ventilations**
	• Using a manikin, ***DEMONSTRATE*** the correct technique for ventilations: step by step
	• Reinforce using barriers – face shields and gloves
	• In **PAIRS PRACTICE** on manikins – opening airway and giving two clear breaths
	• Reference main points in manual
	• Discuss the differences for an infant when breathing:
	  ○ Covering mouth and nose
	  ○ Do not tilt head back excessively
	  ○ Giving infant puffs so that there is no over inflation
	• ***DEMONSTRATE*** infant breathing	

	• In **PAIRS PRACTICE** on manikins – opening airway and giving **five** clear breaths	

10 min	**Compressions**
	• ***DISCUSS*** the key points of compressions with the group. Use manual as a reference, and list key points on whiteboard
	• ***DISCUSS*** the age groups for CPR
	  ○ Adult = over 8
	  ○ Child = 1-8
	  ○ Infant = 0-1
	• Using a manikin as a model, ***DEMONSTRATE*** the correct technique for compressions for all age groups: step by step
	  ○ Adult – two hands
	  ○ Child – one hand
	  ○ Infant – middle and index fingers only
	  ○ In pairs practice on manikins – Adult, child and infant variations
	• Use manual as a reference	

15 min	**Other key information** • ***DISCUSS*** other key information with the candidates • On whiteboard and with group, ***DISCUSS*** the key ratios for CPR – Adult, child and infant (see manual) • Candidates to ***ANSWER*** **CPR question 5** in candidate workbook • **Slide #15: Key CPR Information** ○ Ratio: 30:2 • ***DEMONSTRATE*** CPR for an adult • Candidates to ***ANSWER*** **CPR question 6** in candidate workbook • In **PAIRS PRACTICE** on manikins – Adult Focus: Complete the algorithm – D-R-S-A-B-C • Using a manikin, demonstrate the correct technique for CPR: step by step – Child and infant • In **PAIRS PRACTICE** on manikins – Child and Infant Take time to ensure each pair is visited to ensure correct technique. Re demonstrate if necessary	

20 min	**CPR Challenge**
	• Each person must demonstrate responding to the following situations:
	  ○ Adult CPR scenario
	  ○ Child CPR scenario
	  ○ Infant CPR scenario
	• Make up beach related scenarios for the candidates to respond to
	• Candidates must complete CPR as if they were at the examination
	• **Once finished log the adult, child and infant CPR tasks as being completed in the candidate workbook**	

5 min	**Adult Choking** • ***DEMONSTRATE*** what to do when an adult is choking: five back blows followed by five abdominal thrusts	

	• Once demonstrated get candidates into **PAIRS to PRACTICE** choking scenario (make one up) • Ensure candidates do not injure each other by being to forceful with the maneuvers • ***DISCUSS*** what to do once the patient has lost consciousness (begin CPR focusing on checking the airway throughout	
10 min	**Infant Choking** • ***DEMONSTRATE*** infant choking on an infant manikin (see manual for details) • In **GROUPS PRACTICE** infant choking • Emphasize supporting the arm holding the infant and maintaining a downward angle to assist in dislodging the obstruction • **Once finished log the adult and infant choking tasks as being completed in the candidate workbook**	• Infant manikins
5 min	**Quick test** • Split group into small groups (3-4) • On a piece of paper, get the group to write the answers to a series of short questions from the manual on CPR and choking (make questions up)	
Nominal duration:	**2 hr 02 min (both parts)** **1 hr 20 min (2nd part only)**	

Practical Lesson Plan: Beach Session		
Skills • Tube rescue dry practice • Swimming with a tube • Run swim run This session can be completed after the lesson above or as its own lesson		
• Ensure all correct equipment and resources (if necessary) are available to each participant • Discuss plan and aims/objectives for the session ○ Tube rescue • Conduct session • Discuss future sessions/set goals		
Core resources		
• Togs, towel* • Fins • Water bottle* • Warm clothes for afterwards* • Rescue tubes *Gear to be provided by the participants themselves		
Duration	**Activity**	**Additional resources**
5 min	**Tube rescue dry practice** • Begin with a ***DISCUSSION*** on the skills involved with a tube rescue (details are available in the manual) this can be done in the clubhouse, should include:	

	○ Tying a tube ○ Putting the tube strap on ○ Approaching the patient ○ Securing the patient ○ Patient care when returning to shore ○ Recovery position	
10 min	**Swimming with a tube** • Candidates to swim in the ocean with tube on • Practice tying and untying tubes	
20 min	**Run Swim Run Practice** • Candidates must complete a 200m run, 200m swim, and 200m run in under 8 min • Be sure all candidates are physically capable of completing this task. If there are strong swimmers in the group it is possible to give them rescue tubes and use them for safety • Tick this task off in the candidate workbook on the back page	

Reinforcement Activities – Physical Environment		
° Ensure all correct equipment and resources (if necessary) are available to each participant ° Discuss plan and aims/objectives for the session ° Conduct session – Can be done before or after main lesson ° Discuss future sessions/set goals		
Duration	**Activity**	**Additional Resources**
10 min	**10 question quiz** • Candidates work in groups or as individuals 1. How are waves formed? ○ Storms and windy conditions 2. What causes tide changes? ○ Moon and sun tidal force (associated with gravitational pull) 3. Why do rips occur? ○ Wave interaction with the environment 4. Name four identifying features of a rip ○ Clam patches on a surf beach ○ Rippled or criss-crossed water ○ Discoloured water ○ Foamy water ○ Adjacent sand bars 5. How do holes form? ○ Due to surf conditions and rip currents 6. What type of wave can be hazardous for rock fishers? ○ Surging waves 7. How do you escape from a rip? ○ When the current weakens they should swim parallel to the shore for 30-40 metres before swimming in to shore 8. Name the three components of a rip ○ Feeder current ○ Neck ○ Head 9. What would cause a rip to get stronger?	

	○ Larger surf conditions • Once completed run through the answers with candidates and focus on areas they were weak on	

Lesson Plan	First aid
Manual Sections	Perform

At the conclusion of this lesson candidates will be able to:

1. **Provide first aid**
2. **Manage first aid in emergency situations**

Key Resources

- Well lit, clean and well ventilated working environment
- Table and chairs – enough for each participant
- Whiteboard and pens
- Paper and pens/pencils
- SLSNZ Surf Lifeguard Manuals – one for each participant
- Laptop and Projector + Power point presentations (if available/required)
- First aid equipment: bandages, slings, dressings
- Candidate workbooks

Key tasks every lesson

- Set up room or other venue appropriately
- Ensure all resources are set out and available to each participant
- Introductions (if required)
- Discuss plan and aims/objectives for the session
- Work through reinforcement activities from previous session
- Conduct session – include skills/tasks
- Discuss plans for next session

Duration	Activity	Additional Resources
1 min	**Learning outcomes** **By the end of this lesson candidates will be able to:** • Provide first aid • Manage first aid in emergency situations The following topics will need to be covered in the first aid lesson/lessons: • Bleeding & Shock • Burns • Fractures, dislocations, and sprains • Putting on a sling • Burns • Exposure to heat • Exposure to cold • Spinal injuries • Chest Injuries • Asthma • Injuries to the head • Eye injuries • Heart problems	
10 min	**Bleeding** • ***DISCUSS*** types of bleeding (internal, external, arterial) • Candidates to ***READ*** bleeding section in the manual • ***DISCUSS*** how to treat bleeding patients, external bleeding and internal bleeding • Candidates to **answer question 1 (bleeding) under first aid questions**	• Gloves • Wound dressings • Bandages

	• ***DEMONSTRATE*** how to respond to a bleeding patient, use DRSABC, gloves, dressing and show how to put on bandage	

15 min	**Shock**
	• ***ASK:*** what is shock?
	  ○ The lack of oxygen to muscle tissue
	• ***ASK:*** when would you treat someone for shock?
	  ○ In most first aid situations
	• ***DEMONSTRATE*** treating someone for shock, show how you would position patients with the following conditions:
	  ○ Bleeding
	  ○ Breathing trouble
	  ○ Heart condition
	• In **PAIRS** candidates ***PRACTICE*** dealing with a bleeding patient and treating them for shock, make up a scenario for them to respond to, with patient bleeding from an arm or leg, use gloves, dressings and bandages
	• Candidates to **answer question 2 (shock) under first aid questions**
		• Gloves
		• Wound dressings
		• Bandages

5 min	• ***DISCUSS*** what first aid situations might occur at the beach and what the role of the lifeguard is when dealing with these situations	
10 min	**Fractures, dislocations, and sprains** • ***ASK*** candidates: what bones have you broken or dislocations have you had in the past; and what sprains have you had in the past? • ***ASK*** How were the broken bones treated? • ***ASK*** How was the sprain treated? • ***ASK*** as a first aid provider how can we know what the injury is (fracture, sprain, dislocation)? **We cant** • ***DISCUSS*** the treatment for the three injuries	
10 min	**Putting on a sling** • ***DEMONSTRATE*** putting on a sling on a candidate • Candidates ***PRACTICE*** putting on a sling	• Triangular bandages.

15 min	**Scenario activity**
	• Split the class into **FOUR GROUPS**, each group is to create an example scenario relating to their specific first aid topic to present to the class. It is essential that candidates cover the following when presenting the scenario to the class:
	  ○ The signs and symptoms
	  ○ Treatment for the condition
	  ○ The answers to the questions in the candidate workbook for that topic
	• The four topics are (information can be found in the manual):
	  ○ Burns
	  ○ Exposure to heat
	  ○ Exposure to cold
	• Candidates to **answer question 3, 4, 5 & 6 (Burns, exposure to heat, exposure to cold) under first aid questions**	

15 min	**Scenario activity (cont)**	• First Aid

	• In **PAIRS** participants ***PRACTICE*** scenarios for the following conditions: ○ Burns ○ Exposure to heat ○ Exposure to cold Pairs must do one from each condition	scenario practice sheets. Lesson Plan Appendix, pages next to injury
10 min	**Stings** • Candidates to read first aid section on stings • ***DISCUSS*** treatment for Jellyfish	
Nominal Duration: 1 hr 21 min		

At this point you may wish to revisit the whiteboard to review what you have learnt so far and answer any questions the group may have. The session can also be broken into two parts – the second half conducted at another date.

10 min	**Injuries to the head** • Candidates to ***READ*** **head injuries** section in the manual • ***DISCUSS*** the narrators comment regarding the head injury after the patient said he felt no soreness *"That's a good sign, probably no concussion"* ***ASK*** **candidates:** is this an accurate assumption of the patients condition? ○ No it is not, the level of pain does **not** determine the severity of the injury • Candidates to **answer question 7 in candidate workbook**	• Poster paper • Coloured vivids • Also scenario practice sheet
10 min	**Eye injuries** • ***DISCUSS*** what eye injuries may occur in the surf environment • ***ASK*** how you might treat someone with an eye injury • ***READ*** eye injury treatment details to candidates • Candidates to **answer question 8 (injuries to the eyes) under first aid questions** • In **PAIRS** participants in a ***PRACTICE*** scenario for eye injuries	• Eye injury scenarios, of Lesson Plan Appendix
5 min	**Heart problems** • ***ASK:*** What are the signs and symptoms of heart problems? ○ Chest pain ○ Cool, moist and pale skin ○ Nausea ○ Dizziness • ***ASK:*** As first aiders what are the key things we can do to help a patient with heart problems? ○ Call for an ambulance ○ Place the patient in the most comfortable position for them ○ Monitor the patient • In **PAIRS** participants ***PRACTICE*** a scenario for heart problems • Candidates to **answer question 9 in candidate workbook**	• Heart problem scenarios, page 150 of Lesson Plan Appendix

5 min	**Asthma** • ***ASK*** if any of the candidates are asthmatic, if so ***DISCUSS*** what inhalers they use etc. • ***ASK:*** What colour inhaler do patients having an attack need? ○ Blue • Candidates ***READ*** manual section on asthma attacks • Candidates to **answer question 10 in candidate workbook**	• Asthma scenarios page 138 of Lesson Plan Appendix

15 min	**Other injuries**
	• The class will stay in the same four groups as the previous group activity. For this activity participants must create a poster and teach the rest of their class about their topic.
	  ○ Chest injuries
	  ○ Spinal injuries
	• Candidates must cover the following in their presentations
	  ○ The signs and symptoms
	  ○ Treatment for the condition	

15 min	**Scenario practice**
	• In **PAIRS** participants ***PRACTICE*** scenarios for the following conditions:
	  ○ Chest injuries
	  ○ Spinal injuries
	• Pairs must do one from each condition
		• First Aid scenario practice sheets in Lesson Plan Appendix, pages next to injury

10 min	**Physical assessment** • Go over on whiteboard, DOTS. • When would you use it? ○ When checking for injuries • ***GROUP ACTIVITY:*** in **PAIRS** injured person has an injured knee and one other injury (they must make up) that they will only know about when the FA person finds it	

30 min	**First aid scenarios**
	• **Conduct this section under examination conditions**
	• Each candidate must complete a scenario for the following conditions:
	  ○ Bleeding with shock
	  ○ Burns
	  ○ Dislocated shoulder
	  ○ Heart problems, asthma, stroke scenario
	  ○ Management of a first aid situation (see Instructor Resources for more details)
	• **Scenarios to use for this are located in the Instructor Resources**
	• **Once completed candidates must be ticked off in the Candidate Workbook**
		• First aid equipment

Nominal Duration: 1 hr 30 min		
Reinforcement Activities • CPR		

° Ensure all correct equipment and resources (if necessary) are available to each participant ° Discuss plan and aims/objectives for the session ° Conduct session – Can be done before or after main lesson ° Discuss future sessions/set goals		
Duration	**Activity**	**Additional Resources**
10 min	**10 question quiz** • Candidates work in groups or as individuals 1. What is the compression, ventilation ratio for CPR? ○ 30:2 2. When dealing with an unresponsive adult victim and you are alone, what should you do? ○ Go for help immediately 3. If in the same situation with a child or infant what would you do? ○ Give CPR for one minute then go for help 4. What should you do for an unresponsive breathing patient when help is on the way? ○ Put the patient in the recovery position and monitor them 5. How are breaths delivered to an infant? ○ Through the mouth and nose 6. How are compressions delivered for an infant? ○ With two fingers one finger width below the nipple line 7. When dealing with a patient who has been pulled from the water, what is the priority in regards to CPR? ○ Oxygenation of the patient 8. When checking for breathing what is it you are trying to detect? And how long should it be done for? ○ Looking for the chest to rise, listening for breathing, feeling for the patients breath on your face. The look, listen, feel should be completed for no longer than 10 seconds. 9. What should be done to clear fluid from a patients airway? ○ The Side Stable Position • Once completed run through the answers with candidates and focus on areas they were weak on	• Pens • Paper

Lesson Plan	Roles and Responsibilities
Manual Sections	Roles and Responsibilities

At the conclusion of this lesson candidates will be able to:

1. **Identify and describe the roles and responsibilities of a Surf Lifeguard**

Key Resources

- Well lit, clean and well ventilated working environment
- Table and chairs – enough for each participant
- Whiteboard and pens
- Paper and pens/pencils
- SLSNZ Surf Lifeguard Manuals – one for each participant
- A positive attitude!
- Candidate workbook

Key tasks every lesson

- Set up room or other venue appropriately
- Ensure all resources are set out and available to each participant
- Introductions (if required)
- Discuss plan and aims/objectives for the session
- Work through reinforcement activities from previous session
- Conduct session – include skills/tasks
- Discuss plans for next session

Duration	Activity	Additional resources
1 min	**Learning outcomes for this lesson:** 1. **Identify and describe the roles and responsibilities of a Surf Lifeguard**	
5 min	**What are the roles and responsibilities of a Surf Lifeguard** • ***DISCUSS*** the roles and responsibilities of a Surf Lifeguard with the candidates, what does this mean we can and can't do?	

10 min	**The Patrol Operations Manual (POM)**
	• ***ASK*** Why is the POM important?
	  ○ It covers when, where and how your beach is patrolled
	  ○ If clubs do not patrol to the standard required in the POM they may suffer consequences
	  ○ The POM links to funding for the club
	• ***ASK*** What does the POM describe?
	• ***DISCUSS*** the make up of each section in the POM, include an example out of the POM that is specific for your beach
	• ***DISCUSS*** information about how the POM is created and also who in your club is responsible
	• **Candidates to answer Roles and Responsibilities questions 1 a – d**
		• The Club POM or an example of one (may want one per small group of participants)

5 min	**Patrol uniform** • ***ASK*** What is the patrol uniform made up of? • ***SHOW*** group examples of appropriate patrolling	• Example of a patrol uniform – top, shorts, jacket and hat (if

	uniform • ***ASK*** Why do Surf Lifeguards wear uniform? • Using the manual as a reference, ***DISCUSS*** with the group the importance of the lifeguard uniform • Use other organizations and emergency services as examples e.g. Pool Lifeguard, The Police etc • ***REFER*** *back to health and safety lesson – sun protection and hygiene (clean uniform etc)* • ***REFER*** to POM for uniform regulations	available)
5 min	**Public relations and crowd control** • ***ASK*** Why is it important to establish good public relations? • ***DISCUSS*** with the group the importance of establishing a good relationship with the public • ***ASK*** why is it important to control the public on crowded beaches or during an incident? • ***DISCUSS*** why it is important to effectively manage crowds. List ideas on whiteboard. Refer to manual if necessary • **Candidates to answer roles and responsibilities questions 2 a) – c), Uniform, public relations and crowd control**	
10 min	**Reports** • What are the report forms that need to be filled out? • ***DISCUSS*** each form • ***ASK*** candidates what is the importance of correct documentation? • ***DISCUSS*** with group the importance of completing the documentation correctly, such as evidence on drowning and incident stats, funding etc • ***DISCUSS*** the report form definitions. Reference manual • Split into **PAIRS**, candidates will make up incidents, take turns ***FILLING OUT INCIDENT REPORT FORM***, Swap forms with another pair to check for mistakes • **Candidates to answer roles and responsibilities questions 3 a) – d), Reports, preventative actions and safety interventions**	• Examples of report forms – PC, Incident forms and IRB Log
5 min	**All terrain vehicles** • If you are able to access an ATV take group down to ***VIEW*** where it is stored and explain who is in charge of it • Using the manual as a reference, ***DISCUSS*** with group the main responsibilities and operating policies for ATV use • **Candidates to answer roles and responsibilities questions 4 a) – c), using rescue vehicles**	• Access to patrol equipment and rescue vehicles (if available)
15 min	**Incident management** • ***ASK*** as a lifeguard what would you do if there was one of the following incidents at or near your beach:	

	○ Fallen rock climber ○ Car crash • Refer back to CPR lesson – Send for help, ***ASK*** when would you send for help? • ***DISCUSS*** with the group the process involved when the listed incidents occur • What other incidents may occur? What should be done? • ***LIST*** main points on whiteboard and use manual as a reference • **Candidates to answer roles and responsibilities question 5 a), Incident management**	
5 min	**Emergency services** • ***DISCUSS*** with group the processes for calling for emergency assistance • **CLASS** to ***IDENTIFY*** who lifeguards call and when/why they would call • ***LIST*** these groups on whiteboard and use manual as a reference • Emphasize the use of the emergency services phone index and where it is located in their club	• Emergency services phone index
5 min	**Patrolling roles** • Split into **SMALL GROUPS** (3-4) • Each **GROUP** is given a role form the manual, and is to write a brief job description (half a page) of what they think might be expected of that person • Use manual as reference • **EACH GROUP** to ***REPORT*** back and write main features on whiteboard	
20 min	**Typical patrolling day** • ***DISCUSS*** meanings behind 'preventative actions' and 'safety interventions' – refer to reports and reference manual • As a **CLASS** (if possible) practice setting up a patrol (do not put the flags up): Start to finish • Assign roles as per the patrolling roles activity • Prior to Patrol – Gathering info, Set Up, Flagged area etc • During the day – PA's, SI's, Prior to end of patrol • End of Patrol – Close down • Once the group has completed all the tasks, and packed up equipment, debrief what was done, what they could have done better and what was done well	• Patrol Equipment – Flags, tubes, signage (if available), other rescue equipment, radios, PC and incident forms, POM etc
10 min	**Search and rescue operations** • ***ASK*** what do you think are they key things that should be done, or information that should be taken, if there is a missing person? • *Refer back to public relations and crowd control* • ***DISCUSS*** with group the tasks involved in search and rescue. Write the list of questions to ask an informant	

	on the white board and in small groups (3-4) take turns to role play a situation • ***DISCUSS*** other possible situations, if the person is not located – who to contact etc • *Refer to emergency services* • **Candidates to answer roles and responsibilities question 6 a) – c), missing persons**	
Nominal Duration: 1 hr 21 min		

Reinforcement Activities • CPR and First Aid		
° **The following components will all need to be competed correctly by the candidate at the exam** ° Ensure all correct equipment and resources (if necessary) are available to each participant ° Discuss plan and aims/objectives for the session ° Conduct session – Can be done before or after main lesson ° Discuss future sessions/set goals		
Duration	**Activity**	**Additional Resources**
10 min	• On whiteboard and with group go over the chain of survival and **DRSABC** • Emphasize the lifeguards role when managing emergency situations	• Whiteboard and pens • Manuals – one for each participant
10 min	• In **PAIRS**, "walk through" **DRSABC**. On paper, make notes about each step • ***DISCUSS*** as a group, add notes on whiteboard • Focus on main features of each step – reinforce importance of maintaining and monitoring ABC's	
15 min	• In **PAIRS**, slowly work through **DRSABC** on a manikin and respond to an unconscious non breathing adult patient (CPR for an adult) • The person that is not doing the demonstration, must ***CRITIQUE*** the other person on what they did well and what they could improve on. Swap over • Try and get around each pair to see how they are going • Spend as much time as you feel is appropriate, to ensure everyone is confident with their demonstrations	• White board and pens • Manuals – one for each participant • Manikins – one per pair/three • Manikin face wipes/shields • Gloves
15 min	• As a **CLASS *DISCUSS*** the treatment for external bleeding and also how to position a patient for shock • If needed ***DEMONSTRATE*** the procedure for bleeding and shock • In **PAIRS** candidates must ***RESPOND*** to a made up scenario for bleeding and shock	• Dressings, bandages
15 min	• As a **CLASS *DISCUSS*** the treatment for sprains, all candidates should know RICED • If needed ***DEMONSTRATE*** the procedure for a	

	sprain • In **PAIRS** candidates ***PRACTICE*** treating each other for a sprain	
15 min	• As a **CLASS** ***DISCUSS*** the treatment for a broken arm or dislocated shoulder • If needed ***DEMONSTRATE*** the procedure for putting on a sling • In **PAIRS** candidates ***PRACTICE*** treating each other for a broken arm or dislocated shoulder	
Nominal Duration: 1 hr 20 min		

Lesson Plan	Lifeguard Skills and Knowledge One – Pool session
Manual Sections	Lifeguard Knowledge, Skills and Response Techniques

At the conclusion of this lesson candidates will be able to:

1. **Perform releases and tows in an aquatic environment**
2. **Complete a 400m swim**
3. **Perform a tube rescue in a pool**

Key Resources:

- Access to indoor pool
- Manuals – one for each person
- Rescue Tubes
- Whistle
- Togs, towel, swim cap, fins*
- Water bottle*
- Warm clothes for afterwards
- Paper and pens/pencils
- A positive attitude!
- Candidate workbooks

*Gear to be provided by the participants themselves

Key tasks every lesson:

- Set up room or other venue appropriately
- Ensure all resources are set out and available to each participant
- Introductions (if required)
- Discuss plan and aims/objectives for the session
- Work through reinforcement activities from previous session
- Conduct session – include skills/tasks
- Discuss plans for next session

Swimming pool session – Releases and tows

Duration	Activity	Additional Resources
10 min	**Defensive position and blocking techniques** • Before getting into pool/ocean ***DISCUSS*** with the group the importance of approaching a conscious person with caution and ***DEMONSTRATE*** defensive positions and blocking techniques (see manual for reference) ○ Defensive position, foot up blocking the patient • In **PAIRS** candidates should run through a dry practice of defensive positions and blocking techniques • In **PAIRS** candidates practice the defensive positions and blocking techniques in the water	• Rescue tubes • Flippers

10 min	**Escape techniques**
	• ***DISCUSS*** the escape techniques that can be used (see manual for reference)
	  ○ Wrist grasp
	  ○ Ankle grasp
	  ○ Front grasp
	  ○ Rear grasp
	• In **PAIRS** candidates should run through a dry practice of escape techniques	

	• In **PAIRS** candidates practice the escape techniques in the water	
5 min	**Cross chest tow** • ***DEMONSTRATE*** a cross chest tow in the pool • Candidates to ***PRACTICE*** a cross chest tow in **PAIRS**	
5 min	**Double armpit tow** • ***DEMONSTRATE*** a double armpit tow in the pool • Candidates to ***PRACTICE*** a double armpit tow in **PAIRS**	
10 min	**Task** One of the tows needs to be demonstrated correctly in an aquatic environment over 10m • **Once completed the task can be signed off by the instructor in the candidate workbook**	
10 min	**400 metre swim** • Candidates are to practice completing the 400m swim time in 9min or less • **Once completed the task can be signed off by the instructor in the candidate workbook**	

Tube rescue introduction – Swimming pool session		
Duration	**Activity**	**Additional Resources**

5 min	**Overview**
	• Discuss the components of the pool tube rescue
	  ○ Tying of the rescue tube
	  ○ Recognizing a patient is in trouble (completed in scanning and victim identification)
	  ○ Placement of the shoulder strap on the opposite side to which the rescuer breathes
	  ○ Putting on flippers quickly
	  ○ Correct patient approach
	  ○ Clip to the tube correctly
	  ○ Swims to other end of the pool (at least 20m) showing at least six strokes	

5 min	**Tying a rescue tube** • ***DEMONSTRATE*** how to tie a rescue tube • Candidates to ***PRACTICE*** tying a rescue tube	• Tubes
5 min	**Shoulder strap placement** • ***DISCUSS*** and ***DEMONSTRATE*** how to put on the tube strap correctly depending on the side you breathe • Candidates to ***PRACTICE*** pulling tied tube and placing strap on correctly	• Tubes • Fins
5 min	**Putting on fins** • ***DISCUSS*** when you would put the fins on and also how put	• Tubes • Fins

	them on quickly • Candidates to ***PRACTICE*** putting on fins on the side of the pool • Candidates to ***PRACTICE*** putting on fins in shallow water	
5 min	**Clipping the tube** • ***DISCUSS*** and ***DEMONSTRATE*** how to clip the tube up, show different places it can be clipped to • Candidates to ***PRACTICE*** clipping the tube on a patient on the side of the pool	• Tubes • Fins
10 min	**Tube rescue in a pool (putting it all together)** • ***DISCUSS*** all the components just completed and what they now have to do – pool tube rescue • In **PAIRS** candidates take turns completing the whole pool tube rescue • The pool tube rescue must be completed as if under examination conditions (see instructors manual for details) • **Once completed the task can be signed off by the instructor in the candidate workbook**	• Tubes • Fins
Nominal Duration: 1 hr 40 min		

Reinforcement Activities • Roles and Responsibilities		
° Ensure all correct equipment and resources (if necessary) are available to each participant ° Discuss plan and aims/objectives for the session ° Conduct session – Can be done before or after main lesson ° Discuss future sessions/set goals		
Duration	**Activity**	**Additional Resources**

10 min	**10 question quiz**
	Candidates work in groups or as individuals
	1. What are the three sections in the POM?
	  ○ Club patrol operations, District patrol operations, SLSNZ policies and regulations
	2. Which emergency service should be contacted with a cliff incident?
	  ○ The Police, they have a designated cliff rescue unit
	3. What three repot forms are there that may need to be filled out during patrol?
	  ○ Patrol Captains report form, Incident report form, IRB Operations log
	4. What is a patrol audit?
	  ○ Its an inspection of the patrol to see if it meets the requirements of the POM
	5. What three items should be carried if on a mobile patrol?
	  ○ Radio, tube, fins.
	6. What is the difference between a preventative action and a safety intervention?
	  ○ A preventative action is when a Surf Lifeguard takes does something to prevent a possible incident taking place. A safety intervention is the estimated number of people involved in the preventative action
	7. What is the speed limit on an ATV within the flagged area?
	  ○ 5km per hour
	8. Who is in charge of the patrol at all times?
	  ○ The Patrol Captain
	9. When should the public be notified that the patrol is going to end?
	  ○ 15 minutes before pack up
	10. During a missing person situation, if he/she has not been located after an initial search who should be contacted?
	  ○ The Police
	
	• Once completed run through the answers with candidates and focus on areas they were weak on
		• Pens
		• Paper

Lesson Plan	Lifeguard Skills and Knowledge Two
Manual Sections	Lifeguard Knowledge, Skills and Response Techniques

At the conclusion of this lesson candidates will be able to:

1. **Identify types of rescue equipment used by Surf Lifeguards**
2. **Demonstrate knowledge of effective scanning techniques and victim identification**
3. **Perform a tube rescue**

Key Resources:

- Well lit, clean and well ventilated working environment
- Table and chairs – enough for each participant
- Whiteboard and pens
- Paper and pens/pencils
- SLSNZ Surf Lifeguard Manuals – one for each participant
- Laptop and Projector + Power point presentations (if available/required)
- Patrol Equipment – Rescue Tubes (one between pair)
- Access to beach or pool (depending on conditions)
- Candidate workbooks

Key tasks every lesson

- Set up room or other venue appropriately
- Ensure all resources are set out and available to each participant
- Introductions (if required)
- Discuss plan and aims/objectives for the session
- Work through reinforcement activities from previous session
- Conduct session – include skills/tasks
- Discuss plans for next session

Duration	Activity	Additional Resources
1 min	**By the end of this lesson candidates will be able to:** • Identify types of rescue equipment used by Surf Lifeguards • Demonstrate knowledge of effective scanning techniques and victim identification • Perform a tube rescue	
15 min	**Rescue equipment** • Using manual as a reference, ***DISCUSS*** with group the importance of each item of rescue equipment • Using the "5 W's and an H", each participant is to go away, and write up information regarding each piece of main rescue equipment – include main describing features • As a **GROUP *LIST*** the items and the main features – note on whiteboard • When finished, take group to where equipment is stored and look at the rescue equipment • ***IDENTIFY*** main features, and discuss the "5 W's and an H" that were written down earlier	• Rescue Tube • Surf Fins • Rescue Board • IRB (If available) • RWC (If available)
15 min	**Scanning techniques** • Candidates to ***READ*** scanning section on scanning procedures (either individually or as a class) • ***DISCUSS*** with group what factors affect scanning requirements and techniques. Note main points on	

	whiteboard and reference manual
	• **Candidates to answer question 1 a) in the candidate workbook**
	• ***DISCUSS*** with group the basic principles of scanning. Note main points on whiteboard and reference manual
	• ***ASK*** candidates: in what patrolling role/s (taught in roles and responsibilities) would you use scanning?
	  ○ Tower duty
	  ○ Flag duty
	  ○ When conducting a search	

5 min	**How and where to scan**
	• ***READ*** as a class, how to scan and where to scan sections
	• ***DISCUSS*** the following "how to scan" subtitles
	  ○ Fixed focus
	  ○ Wide focus
	  ○ Avoiding fatigue
	  ○ Moving focus
	  ○ Tracking
	• ***DISCUSS*** "where to scan" section
	• **Candidates to answer question 1 b) in the candidate workbook**	

15 min	**Five minute scanning strategy** • In **SMALL GROUPS** (3-4) and on large poster paper, each group is to ***SUMMARIZE*** the 5 minute scanning strategy. Use the main headings listed in the manual and encourage the group to draw pictures or use diagrams for points where possible to help summarize • Each group is to then present back to the class • List main features on whiteboard • **Candidates to answer question 1 c), d), and e) in the candidate workbook**	• Poster paper • Vivids

15 min	**Scanning practice and debrief**
	• Candidates should conduct ***SCANNING PRACTICE*** utilizing various scanning strategies, this can be done at the beach or at a swimming pool
	• When finished debrief the scanning session
	• ***ASK*** candidates:
	  ○ How did it feel?
	  ○ What did you see and hear?
	  ○ What affected your ability to scan?	

20 min	**Victim Identification** • ***DISCUSS*** what victim identification is • ***ASK*** candidates: who might be at risk groups that you see on the beach (before they enter the water)? • **Candidates to answer question 2 a) in the candidate workbook** • ***ASK*** candidates why are these people at risk? • ***ASK*** candidates who might be at risk groups that you see in the water? What behaviour/s or characteristics might they be displaying? • **Candidates to answer question 2 b) in the candidate**	

	workbook	
5 min	**Recap** • ***DISCUSS*** what you have covered during this lesson	
Nominal Duration: 1 hr 31 min		

The session can be broken into two parts – the second half conducted at another date – Especially if the conditions do not suit or a pool or other venue is not accessible. The next section does not need PowerPoint

Tube Rescue (complete this after the pool tube rescue session has been completed)		
Duration	**Activity**	**Additional resources**

5 min	**Tube Rescue**
	• Discuss the components of the tube rescue
	  ○ Information relevant to the emergency situation is communicated to other lifeguards before entering the water
	  ○ Entry into the water
	  ○ Negotiation of surf
	  ○ Securing the patient
	  ○ Returning to shore
	  ○ Removal from the water and patient care on the beach	

10 min	**Tying a rescue tube recap** • In pairs (or individually if there are enough tubes), practice tying the tubes then releasing the tie and putting the tube on. Continue until participants feel comfortable with action • "Chocolate Fish Challenge" – Awarded to the person who can tie the tube the fastest and most accurately	• Rescue Tubes – One between a pair at least

5 min	**Entering the water and surf swimming recap**
	• ***DISCUSS*** how to enter the water effectively:
	  ○ Wading
	  ○ Dolphin diving
	  ○ Putting on fins
	  ○ Negotiating waves
		• Fins

5 min	**Surf negotiation and patient securing recap** • ***DISCUSS*** how to negotiate the surf and secure the patient using a tube (as taught in the pool tube rescue)	• Tube
5 min	**Returning to shore with the patient** • ***DISCUSS*** how to care for the patient appropriately when returning to shore • Candidates to read the returning to shore tube rescue section in the manual	

10 min	**Carries**
	• ***DISCUSS*** what needs to be done once the candidate has a conscious patient on the beach:
	  ○ Assess and monitor condition
	  ○ Take details of the person in order to fill in the incident report form
	• ***ASK:*** what do differently for an unconscious patient?
	  ○ Signal for assistance in the water and/or when approaching the shore
	  ○ ***DISCUSS*** different types of carries that can be done to transport the patient up the beach
	  ○ Place in recovery position
	  ○ Monitor patient
		• Tube

15 min	**Carries practice** **Single person drag:** • Demonstrate the correct technique for transporting a patient up the beach with **no assistance** from other lifeguards (one person drag) • In pairs candidates ***PRACTICE*** the single person drag • Continue this until all participants feel comfortable **Two person:** • Demonstrate the correct techniques for transporting a patient up the beach with **one lifeguard assisting** (two person drag and two person carry) • In pairs candidates ***PRACTICE*** the two person drag and two person carry	• Rescue Tubes – One between a pair at least • Access to beach or teaching area
10 min	**Appropriate care for the patient when on the shore** • Recovery position (how to position patients on the beach correctly, facing the beach or facing up the beach will depend on the beach conditions) and patient assessment • The method desired during the examination will depend on the beach conditions and will be specified by the examiner • ***DISCUSS*** the recover positions taught during the first aid lesson • In **PAIRS** candidates to ***PRACTICE*** the recovery position and patient assessment	• Rescue Tubes – One between a pair at least • Access to beach or teaching area

15 min	**Tube Rescue Practice**
	• In **PAIRS** candidates must each complete a tube rescue as they would in the examination:
	  ○ Enter the water and negotiate the surf, including rip currents, to reach a casualty in difficulty
	  ○ Secure casualties in the surf and return them to shore
		• Rescue Tubes – One between a pair at least
		• Fins
		• Access to beach or teaching area

Nominal Duration: **1 hr 25 min (2nd half)** **2 hrs 56 min (total)**	

Lesson Skills/Tasks
- Swim in a rip

This session can be completed after the lesson above or as its own lesson
This session can only be completed with the right surf conditions

- Ensure all correct equipment and resources (if necessary) are available to each participant
- Discuss plan and aims/objectives for the session
    - Swim in a rip
- Conduct session
- Discuss future sessions/set goals

Core resources

- Rescue Tubes
- Fins
- Togs/wetsuits
- Safety people/IRB

Duration	Activity	Additional resources
5 min	**Safety brief** – Gauge ability and fitness levels from past activities • It is important to go out in the rip yourself prior to taking the candidates out • Participants that have yet to swim 400m in under 9 min are not to take part in this activity. • Be sure to have either a ratio of 1:5 (safety people to candidates) or an IRB present for this activity • During the session candidates will: 1. Let the rip take them out behind the break 2. Escape from a rip	
20 min	**Letting the rip take them out** • As a group you should ask the candidates to identify a rip • ***DISCUSS*** the features of the rip • Take the candidates out in the rip to the point where it looses its power and then swim back in	
20 min	**Escape from a rip** • Take the candidates out in the same rip, this time once they start being dragged out get them to attempt to escae from the rip	
Nominal duration: 45 min		

Reinforcement Activities
- Roles and Responsibilities

Duration	Activity	Resources
20 min	**Patrol set up** • Either on the beach (weather permitting) or in the class room setting, ***SET UP*** a mock patrol Include	• Manuals – One for each participant • Access to local beach

	the following: POM, Uniform, equipment, roles, crowd control, environmental considerations, SAR Ops, emergency services and reports • Encourage an open question and answer session • For SAR Op's run through roles and responsibilities during this. Can be an open question and answer format	• Patrol Gear – Flags, rescue equipment, report forms, POM, Uniforms etc • Whiteboard and pens • Spare pens and paper

Lesson Plan	Communication
Manual Sections	Communication

At the conclusion of this lesson candidates will be able to:

1. **Demonstrate knowledge of effective communication**
2. **Communicate using a two-way radio**
3. **Demonstrate Surf Life Saving signal communication and demonstrate knowledge of graphic communication**

Core course resources

- Well lit, clean and well ventilated working environment
- Table and chairs – enough for each participant
- Whiteboard and pens
- Paper and pens/pencils
- SLSNZ Surf Lifeguard Manuals – one for each participant
- Laptop and Projector + Power point presentations (if available/required)
- A positive attitude!
- Candidate workbooks

Key tasks every lesson

- Set up room or other venue appropriately
- Ensure all resources are set out and available to each participant
- Introductions (if required)
- Discuss plan and aims/objectives for the session
- Work through reinforcement activities from previous session
- Conduct session – include skills/tasks
- Discuss plans for next session

Duration	Activity	Additional Resources
1 min	**Communication** - Learning outcomes, write on white board: • Demonstrate knowledge of effective communication • Communicate using a two-way radio • Demonstrate Surf Life Saving signal communication and demonstrate knowledge of graphic communication This is what will candidates know or be able to do once they have completed this lesson.	
5 min	***DISCUSS* as a CLASS**: What is communication? Definition – a message that is received and understood. • ***STRESS*** the two way nature of communication.	
5 min	**Communication in action (optional)** • ***PLAY*** a game of Chinese whispers with the class. Put all members in a circle get one candidate to whisper a phrase into the first persons ear, continue around the class until it reaches the first person again. Compare the phrase they started with to the one they ended up with.	
10 min	**Chinese whispers questions (only complete if the task above**	

	was completed) • ***WORK*** through the questions in **SMALL GROUPS**: a) What was the medium for this message? b) Was the message received and understood by all the people involved in the communication? c) Was this effective communication? d) What would have made it effective? • **ASK** Lifeguards for their opinion on the effectiveness of the communication.	
5 min	**What are the two types of communication?** • ***ASK*** the **LARGE GROUP** • Once verbal and non-verbal communication has been identified by the group write both on the whiteboard • **In PAIRS *BRAINSTORM*** examples of verbal and non verbal communication and then relate them to a Surf Life Saving situations, put answers in **workbook Question 1**	
5 min	**Barriers to effective communication?** • ***DISCUSS*** as a **LARGE GROUP** barriers in the surf life saving environment. Put answers in **workbook Question 2 a)** • Use the examples as a starting point • ***DISCUSS*** strategies for overcoming or minimising these barriers • **Candidates to answer question 2 b) in candidate workbook**	
10 min	The Box Game • ***READ*** over the rules of the game: a) In pairs or small groups b) Each pair gets a sheet (a page with shapes on it) for the Box Game c) Sitting back to back one person from the pair is to describe the sheet to their partner d) The other person/s attempts to draw the object • ***ASK*** participants to position themselves where they can hear the person giving the instructions but not see or hear other pairs or small groups • ***USE*** a blank piece of scrap paper for this activity	Box game sheets, located in the Lesson Plan Appendix
5 min	**The Box Game Debrief** • ***DISCUSS*** the game and its results as a **LARGE GROUP** • ***ASK*** candidates – What issues and solutions arose which they could apply in a **surf life saving environment**	

10 min	**Two-way Radio** • ***DISCUSS*** the different parts of the two-way radio and how each is used: a) Volume control on/off b) Push to talk button c) Frequency select knob d) Antenna e) Microphone and speaker • Do the same for the radio base set • As your club radios may be different, if possible, get candidates to ***IDENTIFY*** the various parts on radios in the clubhouse	Club two-way radios and base set
5 min	**Radio use** • ***DISCUSS*** the basic rules of radio use (see manual for details) • ***DISCUSS*** the channels to use in different situations candidates to answer **radio question a** in their workbooks • ***ASK*** candidates why are these rules important to follow?	Club two-way radios
20 min	**Setting up radios for patrol** • ***DEMONSTRATE*** how to turn radios on and prepare them for patrol • ***COMPLETE*** radio **question b** in workbooks Details on this are located in the manual, see radio communication section • In **PAIRS *PRACTICE*** turning on and setting up radios for patrol Candidates can use the information on the slide to help them through the first few times, then they must practice without assistance • Once completed tell candidates the club procedures for maintenance and recharging, they must put this information in **question c** in the radio section of their workbooks	Club two-way radios and base set
10 min	**Using the radio in communication** • ***DISCUSS*** correct radio communication and read an example conversation (see manual for details) • **<u>WORKBOOK TASK:</u>** In **PAIRS** candidates ***PRACTICE*** having a radio conversation, radios do not have to be used. Check to see that this is being done effectively before moving on to the next activity	
5 min	Emergency procedure • ***DISCUSS*** the Emergency Procedures for radio use: ○ To clear the channel press the Transmit Button and say: "**RESCUE – RESCUE – RESCUE**" followed by your call sign.	

	○ When reporting an emergency remember the 4 “P’s”: 1. **Position** - *One kilometre south of Patrol Tower, 200 metres off shore.* 2. **Problem** - *Surf Cat has capsized.* 3. **People** - *Two people need help.* 4. **Progress** - *We have one IRB on its way to assist with two lifeguards on-board.* ○ **MAYDAY – MAYDAY - MAYDAY** This is an international distress signal which is given when a ship or boat is in a life-threatening situation and needs immediate help. If you hear this, stop and listen carefully to the distress message that will follow. **Contact the Police immediately.** • Make up some scenarios where candidates have to explain what to do when certain situations occur • ***ANSWER* questions d and e** in the workbook	
10 min	**Signals** • ***DISCUSS*** the signals used by Surf Lifeguards • In **PAIRS** candidates ***PRACTICE*** taking turns pretending to be the Lifeguard in the water. The other lifeguard must direct them to pick up an object in the clubhouse using only signals Candidates can use books as help initially, they must then try it without any assistance	
5 min	**Signs and flags** • ***GUESSING GAME*** for each of the signs or flags candidates must ***WRITE DOWN*** what they think the meaning of each is. No manuals to be used • When guessing is completed go through and give the answers. Correct answers to be filled out in their **workbooks**, **graphic communication questions a & b**	
5 min	**Summary** **Recap** the content of the communication topic When all have accomplished this satisfactorily sign the following areas off at the back of the candidate workbook: **Work book sections:** • Communication • Two way radio • Graphic communication	

	Tasks: • Communicate using a two way radio • Demonstrate Surf Life Saving signal communication	

Reinforcement Activities: • Scanning and victim identification • Tube rescue		
Duration	**Activity**	**Resources**

10 min	**Scanning**
	• ***ASK*** candidates what different scanning patterns can be used?
	  ○ Horizontal
	  ○ Vertical
	  ○ Grouping
	  ○ Connect the dots
	  ○ Head count
	• ***DISCUSS*** each of the different patterns
	• ***ASK***: What are we looking for when scanning?
	  ○ People in difficulty
	  ○ People that could potentially be in trouble in the future
	• Continue this with the victim ID activity
		• Manuals – One for each participant

10 min	**Victim identification**
	• Briefly ***DISCUSS*** what people can be seen as potential victims **on the beach**
	  ○ Children
	  ○ Elderly people
	  ○ Very thin people
	  ○ Intoxicated people
	  ○ Migrants
	  ○ Flotation users
	  ○ Improperly dressed
	• Briefly ***DISCUSS*** what people can be seen as potential victims **in the water**
	  ○ Poor swimmer
	  ○ Hair in the eyes
	  ○ Facing the shore
	  ○ Hand waving
	  ○ Climbing the ladder
	  ○ Arms flailing
	  ○ Bobbing up and down
	  ○ Unconscious person
	  ○ Etc.	

30 min	**Victim identification and tube rescue** • Candidates are put in groups of three, one patient, one rescuer, one lifeguard to remain on the beach to help the patient ashore • Each patient must choose one of the in water victim	• Tubes • Fins • Swimming gear

	display signs (some listed above) without telling the rescuer • When at the appropriate water depth they must begin to act out the condition • Each rescuer must name the behavior being displayed by the patient prior to beginning the rescue. • Once the patient and rescuer reach the shore the third team member must help the bring the patient to dry sand and help place them in the recovery position • Roles are switched so all team members have a go as rescuer	

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

Lesson Plan Appendices

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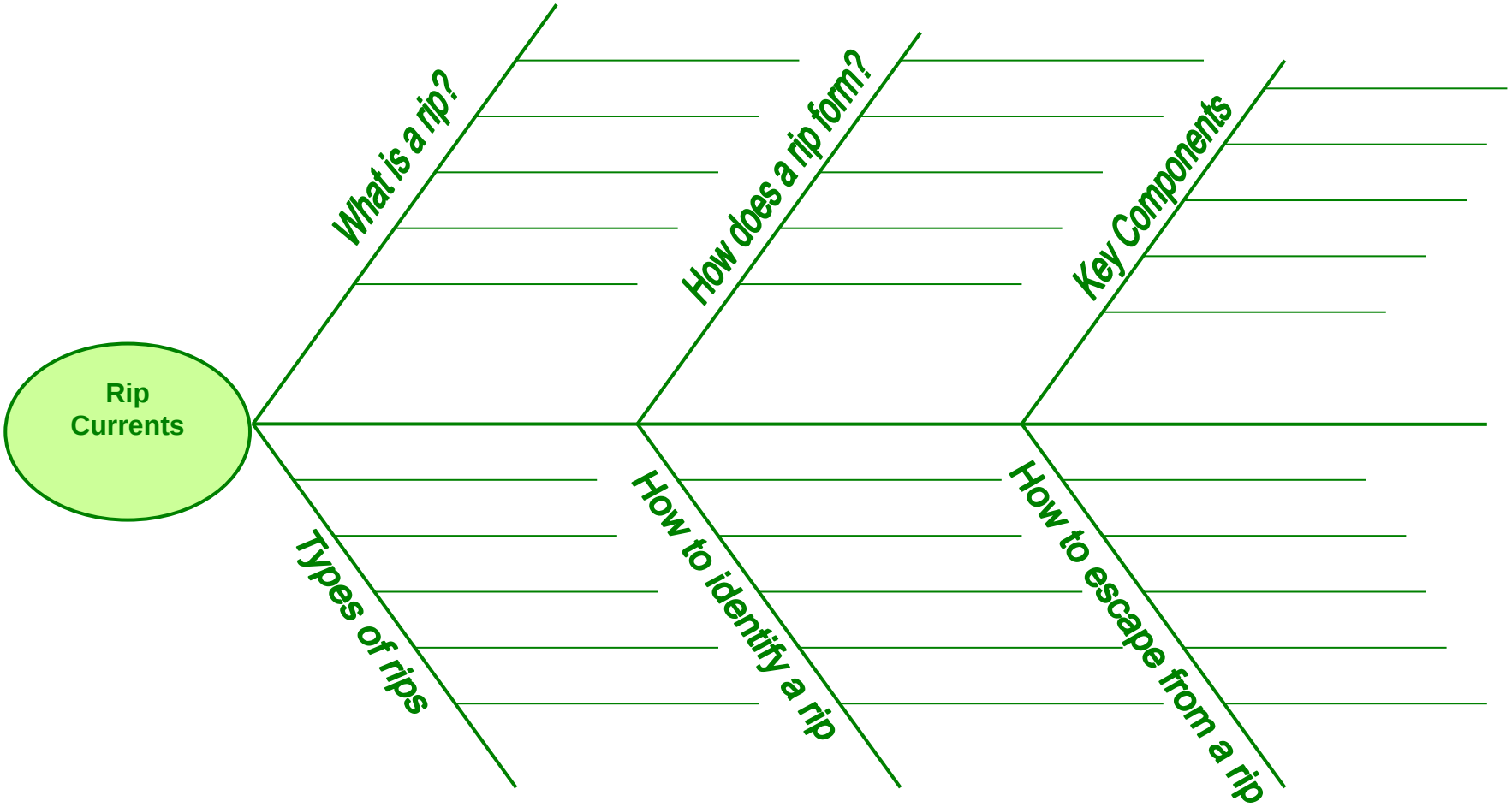
Appendix 1: The Physical Environment Photo Cards: #4

Appendix 1: Physical Environment Photo Card 4

Appendix 2: Fishbone Exercise Sheet



Appendix 3: First Aid Practice Scenarios

Provide First Aid: Asthma Scenario: Asth01

Preparation

1. Break into groups of two.
2. Select a first aid provider and patient.
3. Read the scenario and run the practice.
4. Rotate the roles and repeat the practice until you are both comfortable.

Scenario

There is a group of young lifeguards taking part in swimming training at the beach. The coach approaches you with one of the children and tells you he is having difficulty breathing. Please respond.

Turn over for step by step information

Scenario: Asthma Code: ASTH01			
	Procedure	Action	Condition
1	Recognises an emergency exists	Decides to help	
2	Personal safety	SETUP Protective barriers?	Scene is safe. Barriers are in place.
3	Initial impression	Does patient appear responsive? Mechanism for spinal injury?	Patient is responsive. Mechanism does not exist.
5	Patient history (SAMPLE)	Ask patient about breathing difficulty in the past	Patient says that he has had asthma on and off during his life he does not have medication
6	Care for the patient	Position the patient in the most comfortable place for them, find blue inhaler and administer medication	Patient is immobilized, medication given, patient begins to feel better.
7	General care	Continue ongoing assessment. Contact patients family	Keep patient calm and reassured until they feel better
End Scenario			

Provide First Aid: Burns Scenario B01

Preparation

1. Break into groups of two.
2. Select a first aid provider and patient.
3. Read the scenario and run the practice.
4. Rotate the roles and repeat the practice until you are both comfortable.

Scenario

A woman approaches you at the clubhouse she doesn't seem to be walking properly, she complains of burning her feet on the hot sand. Please respond.

Turn over for step by step information

Scenario: Burns		Code: B01	
	Procedure	Action	Condition
1	Recognises an emergency exists	Decides to help	
2	Personal Safety	SETUP Protective barriers?	Scene is safe. Barriers are in place.
3	Initial impression	Does patient appear responsive? Mechanism for spinal injury?	Patient is responsive and talking. Mechanism does not exist.
4	Physical assessment (DOTS)	Look and feel for damage to the skin and bleeding. Tenderness swelling.	The patients skin is blistered on the soles of both feet. There are red areas surrounding the blisters
5	Care for the patient	Sit the patient down and cool burns with cold water for 10 minutes or until it cools. Do not pop the blisters. Cover the patients feet with a dressing	Burns are cooled and covered.
6	General care	Advise the patient to seek further medical attention.	
End Scenario			

Provide First Aid: Injuries to the Chest C01

Preparation

1. Break into groups of two.
2. Select a first aid provider and patient.
3. Read the scenario and run the practice.
4. Rotate the roles and repeat the practice until you are both comfortable.

Scenario

While on patrol you notice a group of teenagers climbing around the rocks, on your way over to warn them of the danger one of them falls. You make contact with the Patrol captain and inform her of the incident. You arrive on the scene, the injured person is clutching his chest. Please respond.

Turn over for step by step information

Scenario: Chest Injuries		Code: Chest01	
	Procedure	Action	Condition
1	Recognises an emergency exists	Decides to help	
2	Personal safety	SETUP Protective barriers?	Scene is safe, barriers are in place
3	Initial impression	Does patient appear responsive? Mechanism for spinal injury?	Patient is responsive Mechanism does exist.
4	Activate	Activate EMS (dial 111)	Contact the PC to call for and ambulance
5	Manual stabalisation of the head	Hold patients head in the position you found it, do not lift, simply cradle the head to keep it from moving.	Head is stabalised
6	Physical assessment (DOTS)	Look and feel for: Deformities Bleeding Consider the possibility of internal bleeding	You see bleeding in the chest area, and a sucking sound, the patient is having trouble breathing
7	Patient care	Once medical equipment arrives, apply an air tight dressing over the sucking chest wound, fasten on three sides.	Sucking stops, patient begins to stabalise
8	General care	Continue ongoing assessment. Monitor airway and breathing	Keep patient calm and reassured until medical assistance arrives
EMS Arrives/End Scenario			

Provide First Aid: Exposure to cold Scenario C01

Preparation

1. Break into groups of two.
2. Select a first aid provider and patient.
3. Read the scenario and run the practice.
4. Rotate the roles and repeat the practice until you are both comfortable.

Scenario

You see a group of people exit the water one of the children is shivering uncontrollably and has bluish lips. Please respond

Turn over for step by step information

Scenario: Exposure to cold		Code: C01	
	Procedure	Action	Condition
1	Recognises an emergency exists	Decides to help	
2	Personal safety	SETUP Protective barriers?	Scene is safe. Barriers are in place.
3	Initial impression	Does patient appear responsive? Mechanism for spinal injury?	Patient is responsive. Mechanism does not exist.
4	Physical assessment DOTS)	Look and feel for: Cool cold skin temperature Shivering Confusion, difficulty speaking Loss of coordination	Patient is responsive. Skin is very cold, shivering, and has difficulty speaking
5	Care for the patient	Remove from the cold environment Handle gently Cover with blanket and/or dry clothes	Patient begins to warm up
6	Activate	Activate EMS (dial 111) if their responsiveness deteriorates	Patient warms up emergency services not called
7	Comfortable position	Place patient in a warm comfortable position	Airway and breathing monitored
EMS Arrives/End Scenario			

Provide First Aid: Exposure to heat Scenario H01

Preparation

1. Break into groups of two.
2. Select a first aid provider and patient.
3. Read the scenario and run the practice.
4. Rotate the roles and repeat the practice until you are both comfortable.

Scenario

It is a very hot day on the beach you notice a jogger collapse and try in vain to stand again. Please respond.

Turn over for step by step information

Scenario: Exposure to heat Code: H01			
	Procedure	Action	Condition
1	Recognises an emergency exists	Decides to help	
2	Personal safety	SETUP Protective barriers?	Scene is safe. Barriers are in place.
3	Initial impression	Does patient appear responsive? Mechanism for spinal injury?	Patient is responsive. Mechanism does not exist.
4	Physical assessment DOTS)	Look and feel for: Heavy sweating Pale, cool, moist skin, or very warm skin Hot dry skin may indicate critical emergency	Patient is responsive, hot to touch, and not sweating, dizzy, exhausted.
5	Activate	Activate EMS (dial 111) if their responsiveness deteriorates	Patient has trouble staying awake emergency services called
6	Care for the patient	Remove from the hot environment Have patient lie down and raise legs. Rapidly cool patient, put ice/cold water on them fast	Patient cools down, but is still feeling exhausted
7	Comfortable position	Place patient in a cool comfortable position	Airway and breathing monitored
8	General care	Continue ongoing assessment.	Keep patient calm and reassured until medical assistance arrives
EMS Arrives/End Scenario			

Provide First Aid: Fractures & soft tissue Scenario F01

Preparation

1. Break into groups of two.
2. Select a first aid provider and patient.
3. Read the scenario and run the practice.
4. Rotate the roles and repeat the practice until you are both comfortable.

Scenario

It is s busy day at the beach, there is a large group of teenage boys playing tackle rugby. You see a boy get tackled and dumped onto the hard sand, he doesn't get up and other players are crowding around, he is clutching his right arm. Please respond.

Turn over for step by step information

Scenario: Fractures		Code: F01	
	Procedure	Action	Condition
1	Recognises an emergency exists	Decides to help	
2	Personal safety	SETUP Protective barriers?	Scene is safe. Barriers are in place.
3	Initial impression	Does patient appear responsive? Mechanism for spinal injury?	Patient is responsive. Mechanism does not exist.
4	Physical assessment (DOTS)	Look and feel for: Deformities Bleeding Consider the possibility of internal bleeding. Seek medical care if there is any loss of sensation	No bleeding present. Loss of sensation in his fingers on his right hand
5	Activate	Activate EMS (dial 111)	Emergency services
6	Comfortable position	Place patient in a comfortable position. If patient becomes unconscious roll into recovery position if possible without moving injury	Airway and breathing monitored
7	General care	If possible, and without causing the patient more pain, put a sling on them	Patient is able to have a sling put on
8	General care	Conduct physical assessment (DOTS) Continue ongoing assessment. Look for signs of shock.	Keep patient calm and reassured until medical assistance arrives
EMS Arrives/End Scenario			

Provide First Aid: Heart Problems Heart01

Preparation

1. Break into groups of two.
2. Select a first aid provider and patient.
3. Read the scenario and run the practice.
4. Rotate the roles and repeat the practice until you are both comfortable.

Scenario

You are on patrol when a man approaches you, he is clutching his chest and complains of tightness in the chest. His skin looks pale and grey. Please respond.

Turn over for step by step information

Scenario: Heart Problems		Code: Heart01	
	Procedure	Action	Condition
1	Recognises an emergency exists	Decides to help	
2	Personal safety	SETUP Protective barriers?	Scene is safe. Barriers are in place.
3	Initial impression	Does patient appear responsive? Mechanism for spinal injury?	Patient is responsive. Mechanism does not exist.
4	Check for warning signs of serious illness	Pain severe pressure or discomfort in the chest	Patient complains of chest pain and discomfort
5	Patient history (SAMPLE)	Ask about previous medical history, medication, allergies, last oral intake, events leading to the problem	Patient says they have had heart problems in the past, but they have no medication
6	Activate	Activate EMS (dial 111)	EMS called
7	Care for the patient	Put patient in position of most comfort, keep them warm, provide reassurance	Patient is calm and comfortable
8	General care	Continue ongoing assessment. Look for signs of shock.	Keep patient calm and reassured until medical assistance arrives
EMS Arrives/End Scenario			

Provide First Aid: Injuries to the eyes Scenario E01

Preparation

1. Break into groups of two.
2. Select a first aid provider and patient.
3. Read the scenario and run the practice.
4. Rotate the roles and repeat the practice until you are both comfortable.

Scenario

A middle aged man approaches you while on patrol, he is having trouble opening his eyes and complains that a gust of wind blew sand into his eyes. He has been unable to get the sand out and would like something to flush the eye out. Pease respond.

Turn over for step by step information

Scenario: Injuries to the eyes Code: E01			
	Procedure	Action	Condition
1	Recognises an emergency exists	Decides to help	
2	Personal safety	SETUP Protective barriers?	Scene is safe. Barriers are in place.
3	Initial impression	Does patient appear responsive? Mechanism for spinal injury?	Patient is responsive. Mechanism does not exist.
4	Physical assessment DOTS)	Look and feel for: Obvious eye injury Redness, watery look to eyes	Patient complains of pain in his right eye and has trouble seeing. You see sand in and around the eye
5	Patient history (SAMPLE)	Mechanism of injury Pain	Patient says that he has had eye trouble in the past and would like to clear the sand out.
6	Care for the patient	Take the patient inside and attempt to flush the eye out with water in the correct fashion.	The patient can feel that the obstruction is gone but still has a sore feeling under his eye lids.
7	Further care	Advise the patient to go to the nearest medical facility to check for any long lasting damage	Patients wife will drive him to the medical centre.
EMS Arrives/End Scenario			

Provide First Aid: Injuries to the head Scenario HI01

Preparation

1. Break into groups of two.
2. Select a first aid provider and patient.
3. Read the scenario and run the practice.
4. Rotate the roles and repeat the practice until you are both comfortable.

Scenario

During your time on flag duty you see two people collide while bodysurfing between the flags. One of the two men comes up slowly and looks unsteady on his feet. Please respond.

Turn over for step by step information

Scenario: Injuries to the head Code: HI01			
	Procedure	Action	Condition
1	Recognises an emergency exists	Decides to help	
2	Personal safety	SETUP Protective barriers? Scene safety?	Scene is safe. Barriers are in place. Patient moved to a safer location
3	Initial impression	Does patient appear responsive? Mechanism for spinal injury?	Patient is responsive. Mechanism may exist.
4	Physical assessment DOTS)	Look and feel for: Diminished level of responsiveness Obvious wounds Bloody or clear fluid draining from ears/nose Bruising around eyes/ears Combative behavior	Patient is responsive, bleeding from ears, dizzy.
5	Activate	Activate EMS (dial 111)	EMS called
6	Care for the patient	Do not stop the flow of blood or clear fluid from the ears/nose. Put the patient in a comfortable position and stabilise the head and neck.	Bleeding covered but not stopped, head and neck stabilised
7	Monitor the patient	Place patient in a comfortable position. Continue ongoing assessment checking level of responsiveness.	Airway and breathing monitored
EMS Arrives/End Scenario			

Provide First Aid: Injuries to the Spine Scenario S01

Preparation

1. Break into groups of two.
2. Select a first aid provider and patient.
3. Read the scenario and run the practice.
4. Rotate the roles and repeat the practice until you are both comfortable.

Scenario

You are alerted by a member of the public to a car crash close to your surf club. At the accident scene a car has hit a tree, there is one passenger in the upright car, please respond.

Turn over for step by step information

Scenario: Spinal Injuries		Code: S01	
	Procedure	Action	Condition
1	Recognises an emergency exists	Decides to help	
2	Personal safety	SETUP Protective barriers?	Scene not safe, send someone to slow traffic down. Barriers are in place.
3	Initial impression	Does patient appear responsive? Mechanism for spinal injury?	Patient is responsive but groggy. Mechanism does exist.
4	Activate	Activate EMS (dial 111)	Get one of the bystanders to call for and ambulance
5	Manual stabalisation of the head	Hold patients head in the position you found it, do not lift, simply cradle the head to keep it from moving.	Head is stabalised
6	Physical assessment (DOTS)	Look and feel for: Deformities Bleeding Consider the possibility of internal bleeding	No bleeding can be seen. No signs of internal bleeding are present
7	General care	Continue ongoing assessment. Monitor airway and breathing	Keep patient calm and reassured until medical assistance arrives
EMS Arrives/End Scenario			

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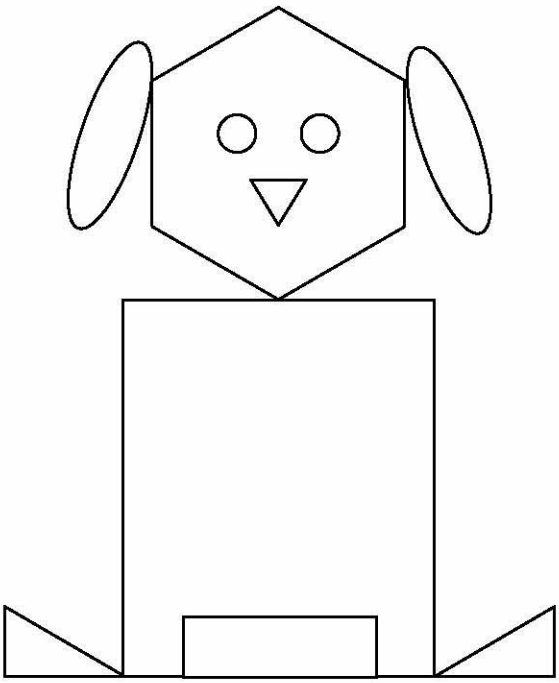

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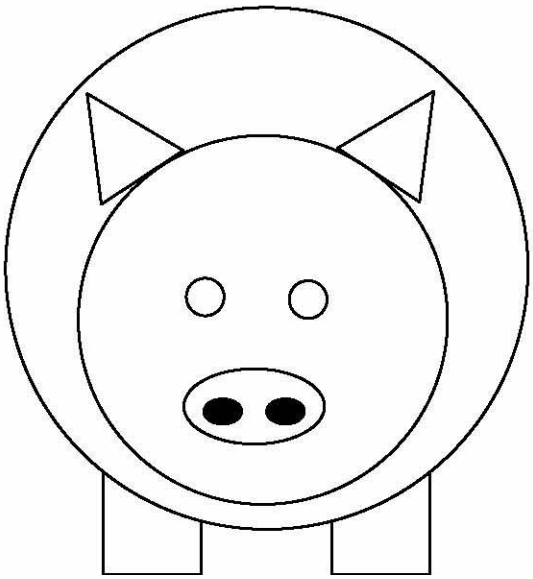

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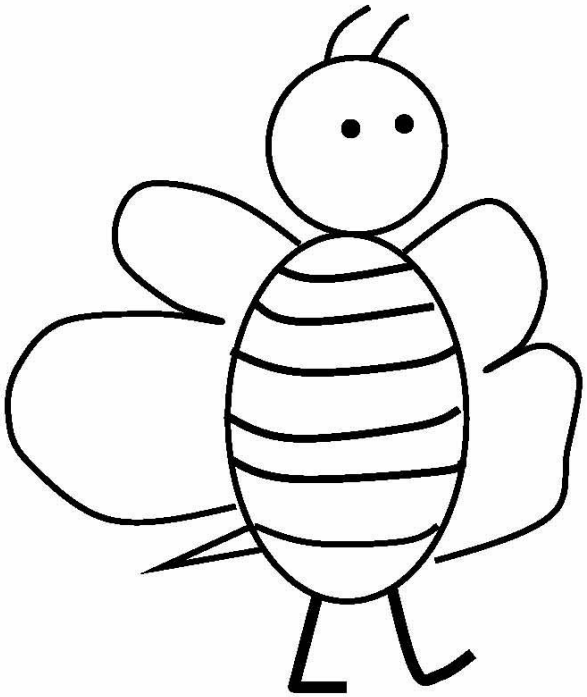
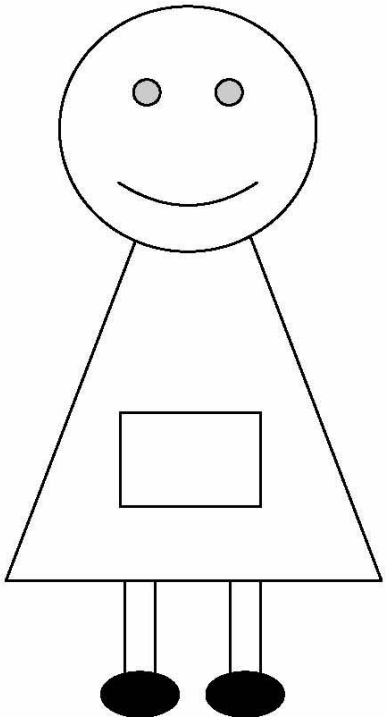
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