



SURF LIFE SAVING
NEW ZEALAND



Rock Training & Rescue Module

Instructor Resource

Updated: June 2025

In it for life.



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Introduction

These resources have been designed for instructors to use when educating lifeguards how to navigate, swim, enter and exit rocks safely. Candidates may wish to get recognition for completion of the Rock Training & Rescue Module, this can be accomplished by having a qualified SLSNZ Rock Instructor view candidates successfully complete the required assessment tasks.

The following resources have been created for instructor use:

- Assessment task details (in this document)
- Lesson plans

The Rock Training & Rescue module involves competency based training and assessment. This means that each candidate needs to be deemed competent in the units for each qualification to be able to complete them. To be able to show competency, evidence must be gathered by the instructor, during instruction, and assessment tasks. The way in which evidence is gathered is through tasks during instruction and practical assessments.

The Rock Training & Rescue Skills Resource

The Rock Training & Rescue skills resource has been designed to support instructors and candidates to gain the knowledge and skills required to teach or complete the Rock & Rescue Training module. This resource should be kept as a reference for all club members at any time.

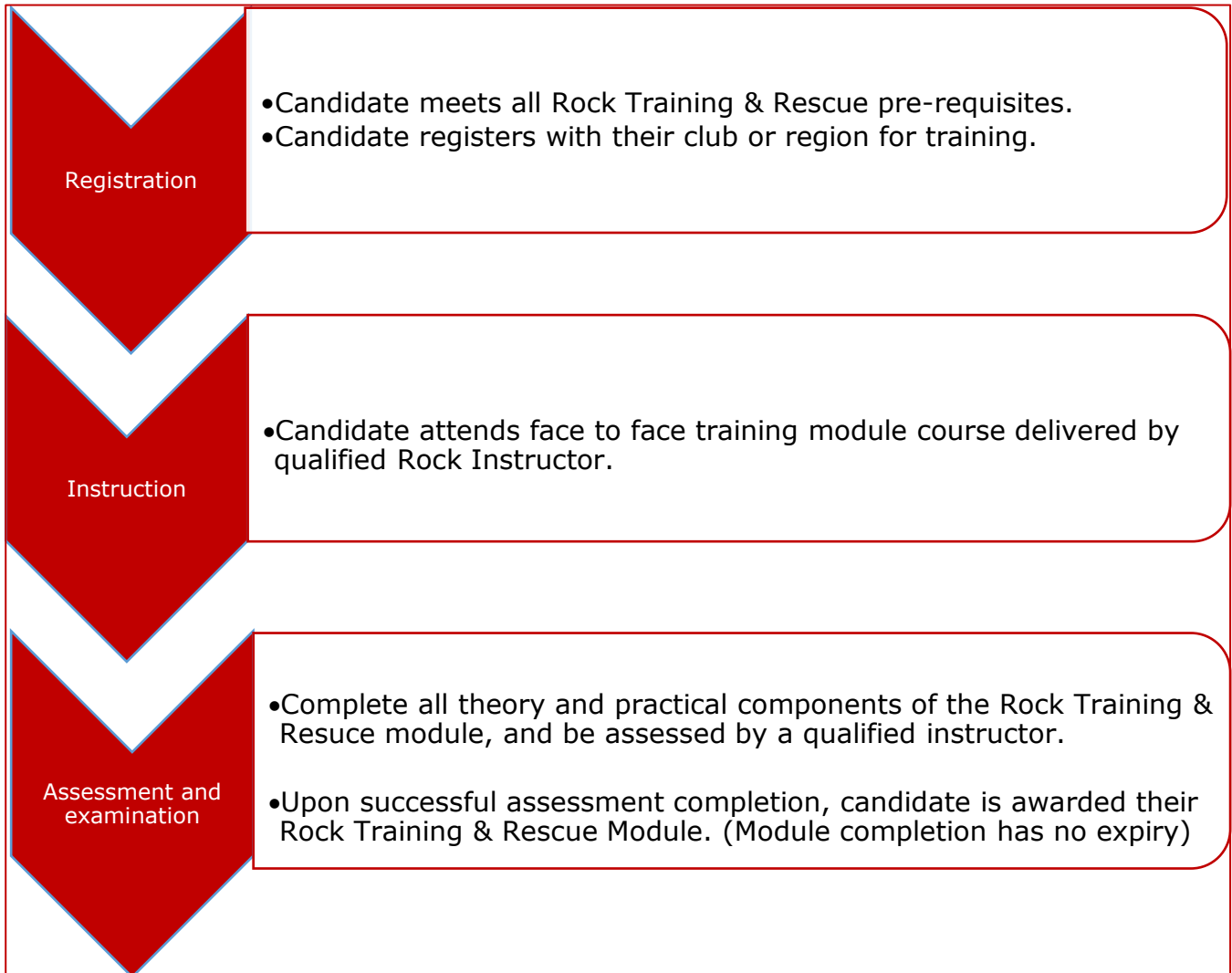
Development

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

member.education@surflifeaving.org.nz



Rock Training & Rescue Module - Candidate Training Process





Rock Training & Rescue Module Overview

The following is an overview of the delivery and instruction of this module.

Rock Training & Rescue Module	
Module purpose	Training lifeguards in rock activities and operations. This module gives surf lifeguards the knowledge and skill required to perform rock entries, exits and rescues. .
Delivery model	Half-day session, 3 hours (this is a minimum time guide, more time may be required depending on candidate skill level)
Assessment	Practical examination conducted by qualified SLSNZ Rock Instructor
References	<ul style="list-style-type: none"> • Rock Training & Rescue Powerpoint (suggest modification of some images to better reflect the clubs beach and rocks) • Rock Training & Rescue Instructors Resource
Candidate Learning Outcomes	<p>Upon completion of the module, candidates will be able to:</p> <p>Theory (verbal conversation)</p> <ul style="list-style-type: none"> • List the necessary equipment required for rock swimming • Discuss safety considerations that should be made during rock activities • Explain the key technical points of performing successful rock entries and exits. <p>Practical</p> <ul style="list-style-type: none"> • Identify suitable entry and exit points • Successfully, safely and confidently perform a rock entry and exit • If caught off guard by the swell, take action to maintain their safety • Perform a conscious patient rock rescue
Suggested teaching sequence	<ol style="list-style-type: none"> 1. Instructor(s) complete Operational Risk Assessment. 2. Classroom/theory session where candidates are instructed on how to perform rock the skills with the aid of the power point 3. Familiarisation with equipment to be used in rock swimming 4. Familiarisation with the location to be used from land, identifying key geographical points and hazards 5. Verbally quiz candidates individually about the key points of rock work 6. Practice run(s) of in water rock entry and exit for all candidates 7. Each candidate is then assessed on how they complete a rock entry, exit and rescue.



Assessment

Components

The Rock Training & Rescue Module is made up of the following theory and practical components:

1. Demonstrate the knowledge and application of health, safety and risk management for all activities relating to rock navigation.
2. Perform a rock entry.
3. Perform a rock exit.
4. Perform a conscious patient rescue.

Practical Assessment

The practical assessment assesses candidate's:

- **Application of Skills:** Assess the candidate's ability to apply theoretical knowledge of a surf lifeguards role and responsibility for rock & rescue navigation.
- **Hands-On Tasks:** Assess the candidates ability to perform specific rock & rescue tasks, procedures, skills, and techniques.
- **Problem-Solving:** Assesses the candidate's ability to troubleshoot and solve practical problems relating to rock rescues.
- **Technical Proficiency:** Assesses the candidate's competency in using lifeguarding equipment.

Evidence of a candidates competency is taken by the instructor during instruction, and assessment tasks.



Instructor Responsibilities

Rocks are a hazard which when combined with unfavorable surf and other environmental factors, and depending on the varying capabilities of those involved, may cause serious harm or even loss of life to those engaged in rock activities.

SLSNZ recognises the need for selected members to familiarise themselves with rock rescue operations, which may include exposure to the risk of personal physical harm, in order to prevent loss of life to others, as part of their lifeguards duties.

Therefore, careful consideration is required to correctly assess the multiple risks associated with rock activities and apply control measures to minimise the potential of harm to members.

Rock activities must not be considered a compulsory requirement of every lifeguard training. Only those clubs with rocks in close proximity to, and that are regularly required to perform rock rescues, should consider offering rock familiarisation and or rescue training, as an extension of an existing refreshed Surf Lifeguard Award. Clubs must take care to prevent unnecessarily exposing members to the risks associated with rock activities.

Those leading and instructing rock activities must have the following pre-requisites.

- Min 18 years of age
- Current SLSNZ membership
- Surf Lifeguard Award (refreshed)
- Minimum 3 years active patrol experience, including relevant rock activity experience.
- Demonstrated competency of local beach, local drifts/currents/swells, and rock conditions.
- Hold Rock Training and Rescue Instructors Award.

All Rock Training & Rescue Instructors are responsible for training new candidates to a level that not only prepares them for the assessment tasks but also to be able to perform rock rescues in an emergency situation.

To enable instructors to have the tools necessary to accomplish this SLSNZ has created lesson plans that cover all knowledge and skills needed.

It is not mandatory to use the lesson plans, however, either way the following must be completed by instructors for each candidate:

- Assisting the candidate to complete all of the tasks that are conducted during the assessment. (Task completion).
- Risk assessment prior to undertaking any Rock training or swimming.



Safe Learning Environment

Creating safe learning environments help members to grow and develop as people as well as obtain the necessary skills and competencies to be an effective lifeguard. It is your responsibility in conjunction with your club and SLSNZ to help create learning environments that are physically and emotionally safe for members to learn and develop these lifeguarding skills and competencies.

What about risk management?

You have a responsibility to understand what skills and knowledge members require and ensure that they are competent in the risk assessment and management processes for each and every task required for the varied roles that lifeguards now perform in operations and activities.

Lifeguards chose to operate in inherently hazardous environments. The environmental hazards cannot normally be controlled. Instead, we need to assess these hazards and identify how we can best interact with them to minimise or negate the risk of harm. For example, reduce speed of the IRB, improve and develop our rescue skill competencies, increase our lifeguarding knowledge, skill and experience, carry and use PPE appropriate for the conditions and/or context in which we are operating, ensure backup procedures and resources are available.

It is critical that all members develop and apply risk assessment and management procedures to all tasks and duties while lifeguarding. Effective risk management is an essential skill set required of lifeguards.

Safety and Ratios

Ratios may differ depending on the environmental conditions, the competency of participants and instructors, and the number and competency of support craft and their operators.

- The minimum in-water ratio is 1:5, qualified rock instructor to participant.
- At least one support/rescue craft is required at all times in close proximity, i.e. within sight and hearing of participants. The rescue craft must be positioned and be able to immediately respond to of one or more rock participants if required.

Depending on the outcome of the risk assessment, potential rescue craft may include rescue boards, IRBs and RWCs. The quantity and type of rescue craft will vary depending on the risk assessment and the control measures required to reduce the risk/s to acceptable levels. SLSNZ recommends that at least one IRB is readily available in support of any rock activity.

One on shore club member must be notified of the number of lifeguards participating in rock training, and this group's expected return time



Rock Training & Rescue Module Assessment Task Details

This section explains in detail how each task will be assessed. Each task within the assessment 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 training module that it is done so in the same way as they will be assessed.

Perform a Rock Entry

Use the checklist to ensure all components are covered during instruction. These achievement objectives will need to be achieved by all candidates during the assessment tasks.

The following components need to be demonstrated by all candidates:

	The rescuer can list all the necessary equipment required for rock swimming and or rescues.
	The rescuer identifies safety considerations when performing a rock entry.
	The rescuer identifies safety considerations when performing a rock exit.
	The rescuer observes the swell and identifies a safe entry point onto the rocks before entering.
	The rescuer uses the swell/wave appropriately to establish themselves onto the rock.
	The rescuer shows little or no delay from first contact with the rocks and to a safe position onto the rocks.
	The rescuer moves out of the wave zone onto the dry rocks once the water has gone.

Each candidate must complete each task in the above list.

All tasks must be completed with accuracy to pass this section.

Each candidate in the group must show proficiency with each task in this section

Perform a Rock Exit



Use the checklist to ensure all components are covered during instruction. These achievement objectives will need to be achieved by all candidates during the assessment tasks.

The following components need to be demonstrated by all candidates:

	The rescuer shows readiness and checks all equipment before a rock exit is performed.
	The rescuer exits the rocks onto the crest of the retreating wave. (at its highest point), or when the surrounding water is high.
	The rescuer lands on top of the wave /swell with their head and chest held high and rescue tube held out in front, under their arms to support a shallow dive.
	The rescuer swims away after exit into the water and gives the 'OK' signal.
	The rescuer can demonstrate a feet first entry into the water holding their tube out in front.

Each candidate must complete each task in the above list.
All tasks must be completed with accuracy to pass this section.
Each candidate in the group must show proficiency with each task in this section.

Perform a conscious patient rescue

Use the checklist to ensure all components are covered during instruction. These achievement objectives will need to be achieved by all candidates during the assessment tasks.

The following components need to be demonstrated by all candidates:

	The rescuer safely approaches patient on the rocks and clearly explains what it is about to happen and reassures the patient.
	The rescuer selects the safest exit point with the least amount of risk to the patient and themselves.
	The rescuer clips the patient into the rescue tube, and guides patient to rock exit point when safe.
	The rescuer executes a rock exit in a timely manner onto the crest of the wave or when the surrounding water is at its highest point.
	The rescuer completes a rock exit with the patient and demonstrates the 'OK' signal to show safe completion.

Each candidate must complete each task in the above list.
All tasks must be completed with accuracy to pass this section.
Each candidate in the group must show proficiency with each task in this section.



Readiness for Assessment

During delivery of training, instructors will need to monitor the progress of all 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 assessment. 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.



Rock Training & Rescue Module

Instructor Lesson Plans



Lesson Plan Notes

These lesson plans and activities are a guide only. You do not have to stick to these plans or these activities.

You may run the sessions in full or break them down into smaller sessions to suit your set up. You may add, substitute, or take activities out as required. These are intended to guide your session to appeal to many learner preferences and provide a positive learner environment.

We encourage your creativity – create new activities, try new things, and let us know your thoughts and ideas.

Sharing of ideas and resources is encouraged so all members of Surf Lifesaving New Zealand can benefit from your creativity, knowledge, and skills in the instruction space.

Candidates may need to complete more time around rocks for practice than is accounted for in the lesson plans. Include extra training sessions when necessary to increase their hours to a level you are comfortable with.

The lessons assume the candidates have no rock navigation experience whatsoever.



Using Lesson Plans

Instruction for the Module has been broken down into three lessons. Below is some basic information regarding the various parts of the lesson plan.



Surf Lifeguard Award Lesson 3

Lesson plan number.

Lesson Plan	Cardio Pulmonary Resuscitation (CPR) Version 1 PowerPoint	
Manual Sections	Emergency Care, Cardio Pulmonary Resuscitation (CPR), First Aid	
At the conclusion of this module candidates will be able to:		
1. Provide Resuscitation (includes CPR and choking)		
Key Resources:		
<ul style="list-style-type: none"> ◦ Well lit, clean and well ventilated working environment ◦ Table and chairs – enough for each participant ◦ CPR Mankins – 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) ◦ A positive attitude! ◦ Candidate workbooks 		
Key tasks before each module:		
<ul style="list-style-type: none"> ◦ 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	Slide #1: Title page – resuscitation	
1 min	Slide #2: By the end of this module candidates will be able to: <ul style="list-style-type: none"> • Provide resuscitation 	

Lesson plan title and version. Relevant manual sections.

Key resources to acquire prior to the lesson.

These should be completed before beginning the lesson.

This line includes the estimated duration of each activity, details about the activity and has any specific resources needed to complete the activity.

Reinforcement Activities – Physical Environment		
<ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> • Candidates work in groups or as individuals 1. How are waves formed? <ul style="list-style-type: none"> ◦ Storms and windy conditions 2. What causes tide changes? <ul style="list-style-type: none"> ◦ Moon and sun tidal force (associated with gravitational pull) 3. Why do rips occur? <ul style="list-style-type: none"> ◦ Wave interaction with the environment 	

Some lessons contain reinforcement activities that link to the previous

A breakdown of each lesson and its makeup has been included before the lesson plans on the Lesson Information Table (page 9). The Lesson Information Table includes the main lesson contents, learning outcomes, reinforcement activities, workbook tasks, and workbook questions. As the instructor it is your choice as to how lessons are split up, you may decide that breaking one lesson into three separate days of instruction works best for you and the candidates. However, all content must still be covered.



Lesson Information Table

Lesson	Contents
	Lesson Topic/s and Learning Outcomes
1	<ul style="list-style-type: none">• Introduction<ul style="list-style-type: none">• Identify learning outcomes and tasks to complete the Rock Module○ Describe risk assessment• Rock Training & Rescue Theory Session<ul style="list-style-type: none">○ Safety preparation○ Equipment○ Rock Entries○ Rock Exits○ Risk Management○ Contingency Plans
2	<ul style="list-style-type: none">• Rock Entry and Exit Practical<ul style="list-style-type: none">○ Demonstrate water exit onto rocks in a surf environment○ Demonstrate water entry from rocks in a surf environment
3	<ul style="list-style-type: none">• Conscious Patient Rescue Theory<ul style="list-style-type: none">○ Identify how to perform a simple conscious patient rescue with a rescue tube• Conscious Patient Rescue Practical<ul style="list-style-type: none">○ Perform a conscious patient rescue from rocks into the water

Lesson Plan 1	Rock & Rescue Training Theory
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<p>Learning objectives</p>	<p>At the conclusion of this lesson, candidates / learners will be able to:</p> <ul style="list-style-type: none"> • Identify and understand learning outcomes and tasks needed to complete the Rock & Rescue Training Module. • Describe relevant safety considerations around rocks and risk management. • Identify how to safely enter and exit rocks while swimming 	
<p>Resources required</p>	<ul style="list-style-type: none"> • Well, lit, clean and well-ventilated working environment. • Table and chairs – enough for each participant • Whiteboard and pens • Paper and pens/pencils • SLSNZ Rock & Rescue Training Instructional PowerPoint • SLSNZ Rock & Rescue Training Skills resource booklet. 	
<p>Key tasks before the lesson:</p>	<ul style="list-style-type: none"> ◦ Set up room or other venue appropriately ◦ Ensure all resources are set out and available to each participant ◦ Work through reinforcement activities from previous session ◦ Conduct session – include skills/tasks <p>Discuss plans for next session</p>	
<p>Total lesson time</p>	<p>1 hour 25 minutes</p>	
<p>Duration</p>	<p>Activity</p>	<p>Additional resources</p>
<p>5 minutes</p>	<p>Introduction (Slide 1) Introduce the instructing team. Outline the focus for the lessons and how the training will look.</p> <p>(SLIDE 2) Karakia Share and invite candidates to join in reading the Karakia. There may be others more confident than yourself in leading this so invite them to read with you or lead. Share the brief explanation as to why this important and read the translation to explain the meaning. Saying Karakia within the training spaces can help ensure everyone is safe and protected from distractions ensuring the learning environment to be focused. We are all aligned to respect, focus and collaborate with each other. Karakia sets a specific intention for the training. Whether it's about gaining knowledge, building skills, or fostering good relationships, the Karakia helps focus the collective energy toward achieving those goals.</p> <p>We are not just honouring tradition, we are actively creating an environment that promotes learning, respect, and a connection to the land and sea.</p>	



<p>10 minutes</p>	<p>Whakawhanaungatanga (Slide 3)</p> <p>Read through the definition on the slide.</p> <p>Spend some time getting to know learners and having learners getting to know one another. Have learners introduce themselves using a similar format to below:</p> <ol style="list-style-type: none"> 1. Name and where you are from? 2. What you do outside of SLSNZ? 3. What you enjoy doing in your spare time? 4. Something interesting about yourself? 5. One thing they want to learn during the lesson. <p>After introductions summarise the purpose of including the concept of Whakawhanaungatanga in training programs.</p> <p>Incorporating whakawhanaungatanga into training programs helps to create a more connected, respectful, and supportive learning environment, which ultimately leads to more effective learning outcomes.</p>	<ul style="list-style-type: none"> • Whiteboard • Whiteboard markers
<p>10 minutes</p>	<p>Resources and overview : (SLIDE 4)</p> <p>Copies of the Rock & Rescue Training Module Skill Resource should be distributed for candidate's reference.</p>	<p>Rock & Rescue Training Module Skill booklet.</p>
<p>10 minutes</p>	<p>Discuss safety requirements when navigating rocks (Slide 5)</p> <ul style="list-style-type: none"> • DISCUSS safety points to consider when navigating rocks - Equipment needed: Helmet, Full body wet suit, fins, Rescue tube, IRB, (optional: wet suit booties) • Environmental conditions 	<p>Use Power point and skill resource for visual reinforcement of information.</p>
<p>10 minutes</p>	<p>Risk Management (Slide 5-9)</p> <p>DISCUSS.</p>	<p>Patrol app</p>
<p>20 minutes</p>	<p>Rock Entry (Slide 10 - 15)</p> <ul style="list-style-type: none"> • DISCUSS potential entry points to the rocks – discuss benefits and disadvantages of examples on PowerPoint. • DISCUSS how to perform a rock entry – using the PowerPoint photos work through process of approaching and moving from the water to rocks. <ol style="list-style-type: none"> 1. Before approaching rocks, wait for at least one full set. 	<p>PowerPoint Image of local rocks to refer to for entry and exit navigation.</p> <p>Skill resource</p>



	<ol style="list-style-type: none"> 2. Take your time to identify a wash zone, point of entry and point of exit. 3. Check all equipment is ready. 4. Have an abort plan if things go wrong. 5. Approach just behind the biggest wave in the set, allow the wave to wash you up as high as it can. 6. Once the wave starts to retreat, grab onto hand holds in the rock and fix your fins into foot positions. 7. If unsure – push off and swim away as soon as you can. 8. As soon as the water has gone, move out of the wave zone onto dry rocks. <p>It is important to remember when executing a safe rock entry that you:</p> <p>Show awareness: Safe entry observation, secure good hand and foot positions, and safe entry points.</p> <p>Be Prepared: All gear and equipment are checked and ready before entering a rock area.</p> <p>Show no hesitation: Be committed to the entry onto the rock and walk up to remove yourself from the wet zone. Always maintain eye contact with the rocks in front of you.</p>	
20 minutes	<p>Rock Exits (Slide 16-22)</p> <ul style="list-style-type: none"> • DISCUSS potential exit points to the water – discuss benefits and disadvantages of examples on PowerPoint. • DISCUSS how to perform a rock exit – using the PowerPoint photos work through process of approaching and moving from the rocks to the water. <ol style="list-style-type: none"> 1. Before exiting wait for at least 1 full set. 2. Take time to identify a good point of exit. 3. Check all your equipment is ready. 4. Exit the rock onto the crest of the retreating wave (when it is at its highest point) 5. Avoid exiting through partially submerged rocks (this is dangerous). 6. Jumping safety either vertical with fins first into the water, or with a shallow dive on top of your tube. 7. Use your tube as a safety buffer in front of you when you can. <p>It is important to remember when executing a safe rock entry that you:</p> <p>Show awareness: Safe entry observation, secure good hand and foot positions, and safe entry points.</p>	<p>PowerPoint Image of local rocks to refer to for entry and exit navigation.</p> <p>Skill Resource</p>



	<p>Be Prepared: All gear and equipment are checked and ready before entering a rock area.</p> <p>Show no hesitation: Be committed to the entry onto the rock and walk up to remove yourself from the wet zone. Always maintain eye contact with the rocks in front of you.</p>	
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Lesson Plan 2		Rock & Rescue Training - Practical	
<p>At the conclusion of this lesson learners / candidates will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate and perform water exit onto rocks in a surf environment. 2. Demonstrate and perform water entry from rocks in a surf environment. 			
<p>Key Resources:</p> <ul style="list-style-type: none"> • Safety IRB with qualified driver and crew person or/and RWC. • Surf environment with appropriate area to enter and exit the water onto rock. • Each lifeguard requires helmet, full wetsuit, rescue tube, and surf fins. • Water Safety Lifeguard Ratios of 1:5. 			
<p>Key tasks before the lesson:</p> <ul style="list-style-type: none"> • Patrol app. ORA • Ensure all resources are set out and available to each participant. • Conduct session – include skills/tasks. • Discuss plans for next session. 			
Total lesson time	1 hour 25 minutes		
Duration	Activity	Additional Resources	
5 minutes	<p>Introduction</p> <ul style="list-style-type: none"> • REVISE key components of the theory session. <p>Ensure all candidates are confident before proceeding to the rock location.</p> <ul style="list-style-type: none"> • DISCUSS safety plan for practical components. 	PPE	
35 minutes	<p>Rock Entry Skills</p> <ul style="list-style-type: none"> • DISCUSS options of good/bad entry points before approaching rocks • DISCUSS abort plan for when approaching the rocks. • DEMONSTRATE a correct rock entry. <ul style="list-style-type: none"> - One instructor to remain on the rock and one in the water to assist candidates. - Candidates PRACTICE rock entries in various locations. 	PPE	
35 Minutes	<p>Rock Exit Skills</p> <ul style="list-style-type: none"> • DISCUSS options of good/bad exit points before approaching rocks. • DISCUSS abort plan for when approaching the rocks. • DEMONSTRATE a correct rock exit. <ul style="list-style-type: none"> - One instructor to remain on the rock and one in the water to assist candidates. - Candidates PRACTICE rock exits in various locations. 		



10 minutes	<p>Debrief</p> <p>Once back on the beach DISCUSS what went well/not so well.</p> <p>Assess how confident candidates are feeling (more time on the rocks may be needed than indicated)</p>
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Lesson Plan 3		Conscious Patient Rescue – Theory and Practical
<p>At the conclusion of this lesson learners / candidates will be able to:</p> <ol style="list-style-type: none"> 1. Perform a conscious patient rescue from rocks into the water. 		
<p>Key Resources:</p> <ul style="list-style-type: none"> • IRB with qualified driver and crew. • Surf environment with appropriate area to enter and exit the water onto rock. • Each lifeguard requires helmet, full wetsuit, rescue tube and surf fins. • Water Safety Lifeguard Ratios of 1:5. 		
<p>Key tasks before the lesson:</p> <ul style="list-style-type: none"> • Ensure all resources are set out and available to each participant. • Conduct session – include skills/tasks. • Discuss plans for next session. 		
Total Lesson Duration	40 minutes	
Duration	Activity	Additional Resources
15 minutes	<p>Simple Conscious Patient Rescue (Slides 23- 26)</p> <ul style="list-style-type: none"> • DISCUSS these three questions. <ol style="list-style-type: none"> 1. How will the patient be feeling? 2. Will the patient want to get back in the water? 3. How, as a lifeguard, can you help the patient through this situation? • DISCUSS process of assisting patient from rocks to water. • SHOW video/images of conscious patient rescue from rocks into water. 	Images Skill resource PowerPoint
15 minutes	<p>Short Tying a Rescue Tube (Slide 27)</p> <p>DISCUSS Steps and SHOW video</p> <p>DEMONSTRATE correct procedure.</p> <p>ALLOW candidates time to practice skill.</p>	PowerPoint Video Skill resource
20 minutes	<p>Practical Patient Rescue</p> <ul style="list-style-type: none"> • DISCUSS options of good/bad exit points before approaching rocks to retrieve patient. • DISCUSS abort plan for when approaching the rocks. • DEMONSTRATE a correct rock exit with a patient. <ul style="list-style-type: none"> - One instructor to remain on the rock and one in the water to assist candidates. - Candidates PRACTICE patient rescues in various locations. 	Rescue tubes



5 minutes	Debrief (Slide 28) <ul style="list-style-type: none">Once back on the beach DISCUSS what went well/not so well. Assess how confident candidates are feeling (more time on the rocks may be needed than indicated). Go through assessment cards.	
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Appendix : Risk and Incident Management

Instructors and facilitators sit under 'Level 3' of the operational health and safety approach.

Use these two links to access the Risk and Incident Management resources relevant to this manual and level 3.

<https://www.surflifesaving.org.nz/club-management/health-safety/our-approach>

<https://www.surflifesaving.org.nz/club-management/health-safety/emergencyincident-management>

Ensure you read all relevant information on these website links.

The SAFER Model

At the heart of our Health and Safety Management System is our SAFER approach to risk management. SAFER helps guide and reinforce the fundamental concept of risk management, which even our youngest lifeguards should be familiar with and be able to implement for regular lifeguard tasks and duties.

SAFER is an easy to remember approach to identifying hazards and risks and encourages users to consider control measures to fix the problem in order to prevent harm to people. Risk management and assessment are essential components of what we do as lifeguards. Understanding, remembering and utilising a SAFER approach to risk management is an important first step to providing for your safety as well as the safety of others.



Operational Risk Assessment (ORA)

Operational Risk Assessment must be completed for all Surf Lifeguard Award practical examination components via the SLSNZ Patrol App. Refer to the Operational Risk Assessment NSOP for more information.

https://www.surflifesaving.org.nz/media/993734/operational-risk-assessment-nsop_final-1.pdf

