

INSTRUCTOR RESOURCES

IRB Crewperson Module

Senior Lifeguard Award - IRB Driver

Contents

Introduction	3
Qualification Requirements	4
IRB Crewperson Module Exam Task Details	8
• IRB Hull Setup	8
• Crewing Skills	9
• Single Person Rescue	10
• IRB Hull Closedown	13
Senior Lifeguard Award – IRB Driver Exam Task Details	14
• IRB Engine Setup	14
• IRB Engine Reinstatement	15
• Driving Skills	16
• Single Person Rescue	17
• Mass Rescue	20
• Solo Driving	21
• IRB Hull Closedown	22
Teaching Toolbox	23
Lesson Plans	49
• Lesson Information Table	50
• Lesson C/DI: Introduction and Background	52
• Signals Reinforcement Activity	53
• Lesson C1: IRB Hull and IRB Hull Setup	54
• Lesson C2: Reinforcement Activities – IRB Hull and Hull Setup	57
• Lesson C2: Fuel and Crewperson Skills (basic)	59
• Lesson C3: Reinforcement Activity – IRB Setup and Filling a Fuel Bladder	61
• Lesson C3: Crewing Skills (surf) IRB Hull Closedown	62
• Lesson C4: Rescues	64
• Lesson D1: IRB Engine and IRB Engine Reinstatement	66
• Lesson D2: Reinforcement Activity – IRB Engine	69
• Lesson D2: Maritime Regulations and IRB Engine Setup	70

• Lesson D3: Reinforcement Activities – Maritime Regulations and Engine Setup	71
• Lesson D3: Driving Skills (basic)	72
• Lesson D4: Driving Skills (surf) and IRB Engine Closedown	73
• Lesson D5: Rescues and Driving Skills (solo)	75
• Lesson D6: Operations	77
Appendix 1: Candidate Workbook Answers (IRBCM and SLA-IRBD)	78
Appendix 2: Examination Registration Form	82

Introduction

These resources have been designed to inform instructors of their responsibilities when taking candidates through the IRB Crew Module (IRBCM) and Senior Lifeguard Award – IRB (SLA-IRB). If you are a trainee instructor wishing to gain your instructors award please contact your Region.

The following resources have been created for instructor use:

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

The IRBCM and SLA-IRB involves competency based training and assessment. Basically 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 the examiner, at the exam. The way in which evidence is gathered is through completion of the workbook, tasks during instruction and tasks during the exam.

The IRB Training Manual

The manual has been created to cover the content of SLA-IRB. The IRBCM content can be found on the SLSNZ website as a printable document. Each document can be kept as a reference for club members for further education.

Qualification Requirements

IRB Crewperson Module (IRBCM)

Minimum Age: 14 years

Pre-Requisite Awards: Surf Lifeguard Award (this must be currently refreshed)

Exam Components (Crewperson Module only)

Theory Test

1. Theory Paper
- Correctly answer 18 out of 22 questions on the following subjects:
- IRB Hull Setup
 - IRB Hull Closedown
 - Crewing Skills
 - Fuel
 - Rescues
-

Practical Test

2. The following practical test components must be covered:
 - IRB Hull Setup
 - Crewing Skills
 - Single Person Rescue
 - IRB Hull Closedown

The IRBCM is made up of competencies which are expressed as the following 2 Units:

1. Crew an Inflatable Rescue Boat (TSLI06).
2. Demonstrate and explain the factors involved in the set up and close down of an IRB hull (TSLI07).

Evidence for both Units is gathered during instruction and at the examination.

Senior Lifeguard Award - IRB Driver (SLA-IRBD)

Minimum Age:	16 years
Pre-Requisite Awards:	Surf Lifeguard Award (this must have been held for at least six (6) months and be currently refreshed) IRB Crewpersons Module Marine VHF Radio Operators Certificate

Exam Components (SLA-IRBD)

Candidate(s) must be accompanied by a Club representative who will have a workbook from each of their club candidates completed and signed off.

Candidate Workbook Check: The candidate workbook check **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. The candidate must complete and have passed the workbook to move onto section 2 of the exam.

- | | |
|-----------------------|---|
| 1. Candidate Workbook | One randomly picked candidate workbook must be checked from each attending club |
|-----------------------|---|
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Theory Test

Candidates **MUST PASS** before progressing to the 3rd component

- | | | | | | | | | | |
|------------------------|--|--------------|------------------|------------------------|-----------|--------------------|--------------|------------------------|--|
| 2. Theory Paper | Correctly answer 48 out of 60 questions on the following subjects: | | | | | | | | |
| | <table><tr><td>○ IRB Engine</td><td>○ Driving Skills</td></tr><tr><td>○ Maritime Regulations</td><td>○ Rescues</td></tr><tr><td>○ IRB Engine Setup</td><td>○ Operations</td></tr><tr><td>○ IRB Engine Closedown</td><td></td></tr></table> | ○ IRB Engine | ○ Driving Skills | ○ Maritime Regulations | ○ Rescues | ○ IRB Engine Setup | ○ Operations | ○ IRB Engine Closedown | |
| ○ IRB Engine | ○ Driving Skills | | | | | | | | |
| ○ Maritime Regulations | ○ Rescues | | | | | | | | |
| ○ IRB Engine Setup | ○ Operations | | | | | | | | |
| ○ IRB Engine Closedown | | | | | | | | | |
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Practical Test

- | | | | | | | | | | |
|---|--|--------------------|----------------|------------------------|------------------------|------------------|---------------------------|------------------------|--|
| 3. The following practical test components must be covered: | | | | | | | | | |
| | <table><tr><td>○ IRB Engine Setup</td><td>○ Solo Driving</td></tr><tr><td>○ Engine Reinstatement</td><td>○ Single Person Rescue</td></tr><tr><td>○ Driving Skills</td><td>○ Multiple Patient Rescue</td></tr><tr><td>○ IRB Engine Closedown</td><td></td></tr></table> | ○ IRB Engine Setup | ○ Solo Driving | ○ Engine Reinstatement | ○ Single Person Rescue | ○ Driving Skills | ○ Multiple Patient Rescue | ○ IRB Engine Closedown | |
| ○ IRB Engine Setup | ○ Solo Driving | | | | | | | | |
| ○ Engine Reinstatement | ○ Single Person Rescue | | | | | | | | |
| ○ Driving Skills | ○ Multiple Patient Rescue | | | | | | | | |
| ○ IRB Engine Closedown | | | | | | | | | |

The SLA-IRBD is made up of competencies which are expressed as the following 2 Units:

1. Demonstrate and explain the factors involved in the set up and close down of an IRB engine (TSLI12).
2. Drive an Inflatable Rescue Boat (TSLI13).

Evidence for both Units is gathered during instruction and at the examination. All evidence gathered in the in the instruction phase is done so in the **Senior Lifeguard Award – IRB Driver Workbook (IRBDW)**. The workbook must be checked and signed off by the Instructor, this may be done after each lesson or at the end of the instruction phase. The workbook must be handed over to the examiner prior to the commencement of the exam. It is not a requirement for the examiner to mark **all** of the IRBDW's, however as part of SLSNZ's moderation process examiners must randomly select one workbook from each club per exam to check for acceptable completion.

Crewperson Module 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

IRB Hull Setup

General

Candidates will assist the driver to prepare their IRB's ready for use. This can be completed in a group situation. During the course of the IRB hull setup use the checklist to ensure nothing has been missed

Check List

	Inflatable compartments inflated in correct order
	IRB inflated to the correct pressure with guidance: pontoons and keelson
	Valve bungs refitted
	Fuel bladder secured correctly
	All equipment carried in the appropriate place: Rescue tube, two paddles, blunt ended knife, personal flotation device (PDF)

Optional Questions

- How do you know if the IRB is correctly inflated?

Pass / Re-Test

Candidates shall be informed of their section Pass/Re-test with their Club representative present.
 Record Pass / Re-test on the candidate's IRB Award Examination Beach Card.

Crewing Skills

General

Candidates will be asked to crew an IRB in and out through the surf at least two times. Each 'in and out' should be started with the crewperson standing and holding the IRB ready for launch. Drivers should be instructed to take the crewperson out through the surf beyond the break, back to the beach and to conduct some parallel running. The task covers the following components:

- Launching the IRB
- General crewing ability
- Returning to shore

Each of the components is broken down in the checklist below.

Check List

Launching	
	Correct removal of IRB from trailer
	Crewperson holds the IRB secure facing the oncoming waves
	The crewperson uses correct boarding technique using the crewpersons boarding handgrip
	Crewperson enters the IRB in good time
General crewing ability	
	Crewperson remains seated going over a small broken or green wave
	Crewperson stands in a crouched position going over large green or broken waves
	Handgrips on the bow rope and side pontoon loop rope
	Crewperson balances correctly especially during parallel running
	Crewperson when in the water is able to re-board the IRB unassisted
Returning to shore	
	Crewperson directs the IRB using hand signals and verbal signals
	Crewperson scans the sea to avoid swimmers, surfers and/or seaweed
	Crewperson shifts their weight to the back if IRB goes over a wave while returning to shore
	Crewperson waits for the command of the driver to exit the IRB

Note: Any candidate that misses more than 3 steps must re-test this from the beginning.

Pass / Re-Test

Candidates shall be informed of their section Pass/Re-test. Record Pass / Re-test on the candidate's IRB Award Examination Beach Card.

Single Person Rescue

General

The candidate will demonstrate their ability to perform a single rescue with a patient **within the surf zone**.

The Driver will drop the patient off at a predetermined location within the surf zone. The Driver will then return 'almost' to the shore before heading back out to sea to make the pick-up.

After the first pick-up the Driver shall drop the patient back in a similar location and repeat the pick-up process. The second pick up will simulate an unconscious patient pick up. On the successful completion of the second pick-up the Driver shall return to shore giving the Assistance required signal. On the return other members of the group may hold the IRB while the patient is lifted out. Note: patients may not adopt any competition style pick-up techniques.

The task covers the following components:

- Patient pickup – crewperson technique
- Care for the patient
- Patient lift and carry from IRB

Each of the components is broken down in the checklist below.

Check List

Patient pickup	
	Crewperson assists in locating the patient
	Crewperson crosses the IRB at the appropriate time
	Crewperson adopts the correct positioning to lift the patient aboard (standing with knees against the pontoon)
	Crewperson grasps the patient in the correct manner (under the arm pits or by gripping outstretched arms)
Care for the patient	
	Crewperson supports the head of the unconscious patient by lying on their back in the IRB with the patient on top of them
	Head tilt is maintained by the crewperson
Patient lift and carry from IRB	
	Crewperson lifts the patient from the IRB under their armpits
	The crewperson controls the patient lift and carry
	Patient is carried clear of the high water mark
	Patient is handled carefully

Pass / Re-Test

Candidates shall be informed of their section Pass/Re-test with their Club representative present.

Record Pass / Re-test on the candidate's IRB Award Examination Beach Card.

IRB Hull Closedown

General

Candidates, as a small group (i.e. 3–4 candidates), shall demonstrate the correct IRB Hull Closedown procedure. Re-fueling the bladder and deflation of IRB is optional to accommodate candidates from visiting Clubs.

Check List

	IRB is positioned correctly on the trailer
	Fuel bladder is removed, washed and stored on a flat dry surface (not in the IRB)
	The IRB hull is washed starting at the bow and working towards the stern
	All sand is removed and flushed out of the auto bailers
	The IRB hull is slightly deflated for storage
	Trailer is washed including wheels and hubs, PFD's washed and stored

Note: Any group of candidates that misses more than 2 steps must re-test this from the beginning.

Pass / Re-Test

Candidates shall be informed of their section Pass/Re-test.

Record Pass / Re-test on the candidate's IRB Award Examination Beach Card

Senior Lifeguard Award – IRB Driver

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.

IRB Engine Setup

General

Candidates will prepare their IRB engine ready for use. This can be completed in a group situation. During the course of the IRB engine setup use the checklist to ensure nothing has been missed.

Check List

	IRB engine is fitted securely to the centre of the transom plate, clamp screws are tight
	Safety stop is attached
	Fuel line is attached to the engine ensuring a clean fuel bayonet
	Fuel pumped through primer bulb until firm
	Prop and guard are checked
	Engine tilt checked
	Engine started in flush tank to warm up, tell tale checked

Optional Questions

- What should be checked after the engine has been started?
- How long should you run the engine for in the flush tank prior to use?

Pass / Re-Test

Candidates shall be informed of their section Pass/Re-test with their Club representative present.
Record Pass / Re-test on the candidate's IRB Award Examination Beach Card.

Engine Reinstatement

General

Candidates, as a small group (i.e. 3–4 candidates), shall demonstrate a simulated engine reinstatement. Extreme care must be taken to avoid the possibility of water entering the carburettor air intake as the 30 minute run under load is not part of this reinstatement test.

Engines are not to be submerged on purpose for this section.

Check List

	Gather Items required: Dewatering agent, foot pump, fuel, screwdriver, spare spark plugs, spark plug spanner, flush tank and fire extinguisher.
	Wash engine: hose the engine thoroughly including inside the engine cover with fresh water.
	Drain Carburettor: loosen the drain plug from the carburettor and tilt the engine, allowing water and fuel to drain from the carburettor.
	Flush carburettor: stand the engine upright, connect fuel bayonet, pump fuel through the carburettor to ensure no water remains, retighten drain plug.
	Remove spark plugs: remove both spark plugs using a spark plug spanner
	Pump water from the powerhead: tilt the engine so that the spark plug holes are facing down: Ensure kill switch is OFF position and pull start the engine 20 times.
	Flush the cylinders with fuel: tilt the engine so that the spark plug holes are facing up and pour about half a cup of fuel mix into each cylinder. Hold the engine vertically and shake vigorously back and forth and side to side. Place the engine in a horizontal position (spark plug holes facing down). Ensure kill switch is in OFF position, pull start the engine 10 times.
	Replace spark plugs and lubricate powerhead: clean, dry and replace the spark plugs. Spray inside caps lightly with dewatering agent and refit to plugs. Spray powerhead lightly with dewatering agent.
	Run engine in flush tank: place the engine in the flush tank and start engine, check the tell-tale and run in tank for 10 minutes.
	Run engine at sea: fit the engine to IRB, launch and run under load for at least 30 minutes.

Note: Any group of candidates that do not complete any of the tasks are to be stopped immediately and questioned individually on the steps any candidate that does not describe the bolded steps or misses more than 3 steps must re-test this at a later time.

Pass / Re-Test

Candidates shall be informed of their section Pass/Re-test with their Club representative present.

Record Pass / Re-test on the candidate's IRB Award Examination Beach Card.

Driving Skills

General

Candidates will be asked to drive an IRB in and out through the surf at least two times. Each 'in and out' should be started with the crewperson standing and holding the IRB ready for launch.

The Examiner should ask the candidate to perform a pre-determined course covering the following:

- Selection of launch position
- Correct starting depth
- Timing of start procedure
- Proceeding through surf
- Return to shore
- Parallel runs
- Remain stationary within the break
- Crew recovery

The exam task will focus on the following three areas:

- Launching the IRB
- General driving ability
- Returning to shore

Each of the components is broken down in the checklist below.

Check List

Launching	
	Adequate depth of water for the start
	Good communication with Crewperson
	IRB is boarded prior to starting the engine
	Engine is started as per the correct procedures Pull start handle returned to normal position before releasing.
	Tell tale is checked
	Engine idling when engaging gear
	Does not waste time during launching procedure
General driving ability	
	Driver has correct positioning during the task
	Large broken waves are taken head on
	Driver moves quickly from one line of broken surf to be in the best position to take on the next line of broken surf

	Driver eases the throttle back just before hitting the wave
	During parallel running driver keeps a constant speed and turns slightly into waves before impact
	Appears to have total control of the IRB
	The Driver and Crew look comfortable, working as a team
	Picks a good course through the surf
	Consideration of Crewperson when negotiating surf
Returning to shore	
	Good communication with the crewperson as they direct the IRB using hand signals and verbal signals
	Driver scans the sea to avoid swimmers, surfers and/or seaweed
	Driver instructs the crewperson to shift weight to the back if IRB goes over a wave while returning
	Driver does not allow a following wave to catch up to the IRB
	Kill switch returned to the on position after the engine has stopped
	Gearlever placed in the 'neutral position'
	Engine shutdown complete not too deep or too shallow
	Tilts engine before it hits the sand
	Beaching IRB at a designated location

Note: Any candidate that misses more than 3 steps must re-test this from the beginning.

Pass / Re-Test

Candidates shall be informed of their section Pass/Re-test with their Club representative present.

Record Pass / Re-test on the candidate's IRB Award Examination Beach Card.

Single Person Rescue

The candidates will demonstrate their ability to perform a single rescue (patients of reasonable size) **within** the surf zone.

The Driver will drop the patient off at a predetermined location within the surf zone. The Driver will then return 'almost' to the shore before heading back out to sea to make the pick-up.

After the first pick-up the Driver shall drop the patient back in a similar location and repeat the pick-up process. On the successful completion of the second pick-up the Driver shall return to shore giving the Assistance Required signal. On the return other members of the group may hold the IRB while the patient is lifted out. Note: patients may not adopt any competition style pick-up techniques.

The task covers the following components:

- Patient pickup – driver technique
- Care for the patient
- Patient lift and carry from IRB

Each of the components is broken down in the checklist below.

Check List

Patient pickup	
	Good communication with the crewperson in locating the patient
	Good speed and course to area of patient(s)
	Stops short and assess the patient and the surf conditions, checks for hazards
	Driver positions patient alongside the port pontoon
	On reaching the patient the driver idles the engine in gear
	Driver accelerates slightly forward to allow the patients legs to rise to the surface, driver then lifts the patients legs aboard while commencing a port turn
	Good timing during pickup (picked up after the wave hits the patient)
	Good teamwork shown
	Pick-up started with IRB facing into oncoming waves
Care for the patient	
	Assistance required signal given by the driver on return to shore
	Driver ensures safe return to the beach for the patient, no unnecessary risks taken
Patient lift and carry from IRB	
	Driver lifts the patient from the IRB by holding their legs
	Patient is carried clear of the high water mark
	Patient is handled carefully

Note: Any candidate that misses more than 3 steps must re-test this from the beginning.

Pass / Re-Test

Candidates shall be informed of their section Pass/Re-test with their Club representative present.

Record Pass / Re-test on the candidate's IRB Award Examination Beach Card.

Multiple Patient Rescue

General

This task can be completed in conjunction with the Mass Rescue Crewperson task. For the Mass rescue there needs to be at least two patients picked up.

The candidates will demonstrate their ability to perform a mass rescue (patients of reasonable size) within the surf zone. The Driver will drop the patients off at a predetermined location within the surf zone. The Driver will then return 'almost' to the shore before heading back out to sea to make the pick-up. After the first pick-up the Driver shall drop the patients back in a similar location and repeat the pick-up process.

The task covers the following components:

- Patient pickup – driver technique
- Care for the patient

Each of the components is broken down in the checklist below.

Check List

Patient pickup	
	Driver locates the patients
	Driver communicates with the patients telling them what to do (instructs them to grasp the pontoon ropes if safe)
	Patients in most risk are lifted in first
	When possible rescue tubes are thrown/handed to other patients that are not picked up immediately

Note: patients may not adopt any competition style pick-up techniques.

Pass / Re-Test

Candidates shall be informed of their section Pass/Re-test with their Club representative present.

Record Pass / Re-test on the candidate's IRB Award Examination Beach Card

Solo Driving

General

The Driver will demonstrate solo driving.

This may be done by:

EITHER

- The Crewperson may assist the Driver launch the IRB
- The Driver is to conduct a series of manoeuvres as directed by the Examiner. These could be:
 - Parallel running
 - Remaining stationary.
 - Negotiating surf close to shore

OR (if shore break)

- Dropping the Crew beyond the shore break and continuing as above

Check List

Solo driving	
	Driver keeping weight to the middle and forward in the IRB
	Correct angle when hitting the wave
	Good control of speed and steering
	No excessive air when hitting waves
	Good control of IRB

Pass / Re-Test

Candidates shall be informed of their section Pass/Re-test with their Club representative present.

Record Pass / Re-test on the candidate's IRB Award Examination Beach Card

IRB Engine Closedown

General

Candidates, as a small group (i.e. 3–4 candidates), shall demonstrate the correct IRB Engine Closedown procedure.

Check List

	Driver gives the engine, with cover on, a light spray with the hose
	Driver disconnects fuel bayonet, removes engine from IRB, fit to engine stand/trolley, and place the engine in flush tank (alternatively engine stays on IRB during wash/flush drum process)
	If required, removes engine cover and very lightly rinse powerhead, avoiding the carburettor
	Removes remaining water from powerhead using a cleaning rag or blow dries with the foot pump
	Wipes inside engine cover with a damp rag
	Ensures gear lever is in neutral position, starts engine, checks for tell tale, runs until engine stops
	Removes engine from flush tank and lightly sprays with dewatering agent
	Dewatering agent removed from any rubber parts
	Removes grime and oil from the engine while conducting a check of the engine including prop and prop guard
	Engine stored on stand/trolley with engine cover on loosely

Note: Any group of candidates that misses more than 2 steps must re-test this from the beginning.

Optional Questions

1. Is it OK to hose down the engine while it is running?
2. What parts of the power head do you avoid spraying WD40?

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.

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: IRB patient pick up, engine reinstatement, IRB hull set up, crewing an IRB.

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, learner 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 difficulty that may arise is that the group does not respond. If this occurs you might need to turn it into a direct question by nominating a particular candidate who you think might know the answer.

Factual or closed

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

Open

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

Attitude

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

Hypothetical

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

Reflective

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

Difficulties in asking questions

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

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

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

Some common difficulties that instructors have when asking questions are:

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

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

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

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 of information about the candidate is themselves.

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

Your candidates may be:

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

Preparing for lessons

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

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

Learning outcomes: where do I find them?

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

Qualification resources

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

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

Following a structured path

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

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

Qualification introduction

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

Your introduction should contain the following:

- Housekeeping – issues, amenities etc.
- Personal introduction – to establish your 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 overheard or that any written feedback you give won't be read by anyone else.

Keep it short

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

Feedback Sandwich

How to structure the sandwich:

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

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.

Lesson Plans

The following lesson plans are a guide for training Lifeguards up to the IRB as a crewperson and/or driver. From time to time you may need to cut lesson plans in half or change the structure to accommodate surf conditions. It is essential that the checklists are used where appropriate to ensure candidates are learning each task as they would need to complete it at the examination.

Candidates may need to complete more time in the IRB 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.

Lesson Information Overview Table

Lesson	Contents		Workbook Task	Workbook Questions
	Lesson Topic/s and Learning Outcomes	Reinforcement Activities		
Crew / Driver Intro	<ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> ○ Identify what is needed for candidates to complete their IRB qualification/s 			
Crew 1	<ul style="list-style-type: none"> • IRB Hull <ul style="list-style-type: none"> ○ Identify the features of an IRB hull • IRB Hull Setup <ul style="list-style-type: none"> ○ Demonstrate and explain the factors involved in setup of an IRB hull • Fuel <ul style="list-style-type: none"> ○ Safety when filling bladders, storage 	<ul style="list-style-type: none"> • Signals from the Surf Lifeguard Award <ul style="list-style-type: none"> ○ Demonstrate Surf Life Saving signal communication • IRB Hull Quiz <ul style="list-style-type: none"> ○ Identify the features of an IRB hull 		
Crew 2	<ul style="list-style-type: none"> • Crewperson Skills (basic) <ul style="list-style-type: none"> ○ Demonstrate how to launch and crew and IRB 			
Crew 3	<ul style="list-style-type: none"> • Crewperson Skills (advanced) <ul style="list-style-type: none"> ○ Demonstrate single person rescue for both conscious and unconscious patients ○ Demonstrate getting into an IRB from the water ○ Assist with righting an overturned IRB • IRB Hull Closedown <ul style="list-style-type: none"> ○ Closedown an IRB Hull after use 			
Driver 1	<ul style="list-style-type: none"> • Introduction • IRB Engine <ul style="list-style-type: none"> ○ Identify the features of an IRB engine • IRB Engine Reinstatement <ul style="list-style-type: none"> ○ Reinstall an IRB engine 	<ul style="list-style-type: none"> • IRB Hull Setup Quiz <ul style="list-style-type: none"> ○ Demonstrate and explain the factors involved in setup of an IRB hull 	<ul style="list-style-type: none"> • Re-instate an IRB Engine 	<ul style="list-style-type: none"> • IRB Engine (1-7)
Driver 2	<ul style="list-style-type: none"> • Maritime Regulations <ul style="list-style-type: none"> ○ Explain the Maritime New Zealand Regulations relating to small boat handling in inshore and harbour 	<ul style="list-style-type: none"> • IRB Engine Quiz <ul style="list-style-type: none"> ○ Identify the features of an IRB engine 	<ul style="list-style-type: none"> • Setup an IRB Engine for use 	<ul style="list-style-type: none"> • Maritime Regulations (8-13) • IRB Setup (engine) (14-16)



	<p>waterways.</p> <ul style="list-style-type: none"> • IRB Engine Setup <ul style="list-style-type: none"> ○ Demonstrate and explain the factors involved in the set up of an IRB engine. 			
Driver 3	<ul style="list-style-type: none"> • Driving Skills (basic) <ul style="list-style-type: none"> ○ Demonstrate basic IRB driving manoeuvres 	<ul style="list-style-type: none"> • IRB Engine Reinstatement Practice <ul style="list-style-type: none"> ○ Reinstall an IRB engine • Maritime Regulations Quiz <ul style="list-style-type: none"> ○ Explain the Maritime New Zealand Regulations relating to small boat handling in inshore and harbour waterways. • IRB Engine Setup <ul style="list-style-type: none"> ○ Demonstrate and explain the factors involved in the set up of an IRB engine. 		<ul style="list-style-type: none"> • Driving Skills (17-20)
Driver 4	<ul style="list-style-type: none"> • Driving Skills (surf) <ul style="list-style-type: none"> ○ Demonstrate basic manoeuvres and driving skills in the surf • IRB Engine Closedown <ul style="list-style-type: none"> ○ Demonstrate and explain the factors involved in the close down of an IRB engine 	<ul style="list-style-type: none"> • Driving Skills practice <ul style="list-style-type: none"> ○ Demonstrate basic IRB driving manoeuvres 	<ul style="list-style-type: none"> • Drive an IRB in and out through the surf • Perform an IRB Engine Closedown 	<ul style="list-style-type: none"> • Driving Skills (21 & 22) • IRB Engine Closedown (25)
Driver 5	<ul style="list-style-type: none"> • Driving Skills (solo) <ul style="list-style-type: none"> ○ Perform basic IRB solo driving manoeuvres • Rescues <ul style="list-style-type: none"> ○ Perform a Single Person Rescue ○ Perform a Mass Rescue 	<ul style="list-style-type: none"> • Driving Skills in the surf practice <ul style="list-style-type: none"> ○ Demonstrate basic manoeuvres and driving skills in the surf • IRB Engine Closedown quiz <ul style="list-style-type: none"> ○ Demonstrate and explain the factors involved in the close down of an IRB engine 	<ul style="list-style-type: none"> • Drive an IRB Solo • Perform a Single Person Rescue • Perform a Mass Rescue 	<ul style="list-style-type: none"> • Driving Skills (23 & 24) • Rescues (26-29)
Driver 6	<ul style="list-style-type: none"> • Operations <ul style="list-style-type: none"> ○ Identify how to operate an IRB for patrol and non-patrol activities 	<ul style="list-style-type: none"> • Solo Driving Skills <ul style="list-style-type: none"> ○ Perform basic IRB solo driving manoeuvres • Rescue Practice <ul style="list-style-type: none"> ○ Perform a Single Person Rescue ○ Perform a Mass Rescue 		<ul style="list-style-type: none"> • Operations (30-32)

IRB Crewperson Module Overview

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

IRB Crewperson's Module	
Award Purpose	Training crewperson in IRB patrol operations
Delivery model	Minimum 1 day including exam
Assessment	Theory Exam and Practical Examination conducted by current IRB Examiner
References	IRB Instructors Resources ° IRB Training Manual
Candidate Learning Outcomes	<p>Upon completion of the module, candidates will be able to:</p> <p>Theory</p> <ul style="list-style-type: none"> • Identify the features of an IRB hull • Describe the minimum equipment needed for an operational IRB • Describe safety procedures for refuelling a fuel bladder <p>Practical</p> <ul style="list-style-type: none"> • Aid driver in IRB set up • Refuel a fuel bladder • Clip fuel bladder in IRB • Remove an IRB from a trailer with driver aid • Launch an IRB • Adopt the crewing position • Navigate broken waves • Navigate unbroken waves • Assist in directing driver during surf navigation • Re-boarding the IRB • Identify hazards to driver • Recover a flipped IRB • Perform a single person rescue • Remove an unconscious patient from an IRB with driver aid • Replace an IRB on a trailer with driver aid • Aid driver in IRB close down
Suggested teaching sequence	<ol style="list-style-type: none"> 1. Hull features and set up 2. Crewing position (dry land) 3. Fuel safety 4. Refuelling procedures 5. Removing from and replacing IRB on trailer 6. Navigating broken waves 7. Navigating unbroken waves 8. Launching an IRB boat 9. Re-boarding an IRB 10. Assisting driver in navigation 11. Single person pick up 12. Removal of unconscious patient from IRB
<p>Note: This is a practical module that should be taught in a series of progressing steps as the candidate's ability and confidence dictates.</p>	

IRB Crewperson Module Overview

Suggested training timetable

Time	Session
9.00am	Training day start
9.00-9.15am	Introductions and briefing for the day
9.15-10.30am	Theory (Dry Session)
10.30-12.00pm	Basic Crew Skills (Water Session)
12.00-12.30pm	Lunch Break
12.30-2.00pm	Advanced Crew Skills (Water Session)
2.00-4.00pm	Practical and Theory Exam

To ensure the above timetable is achieved, it is recommended that all engines being used for training are run up prior to 9.00am start, to ensure there is no time lost with instructors running in engines.

Lesson Plan		Crew and Driver Introduction and Background
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Identify what is needed for candidates to complete their IRB qualification/s <p>Note: this lesson may be completed for IRB Crewperson Module candidates and/or Senior Lifeguard Award – IRB Driver</p>		
<p>Key Resources:</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 IRB Training Manual ◦ Candidate workbooks for Drivers 		
<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 ◦ Introductions (if required) ◦ Work through reinforcement activities from previous session ◦ Conduct session – include skills/tasks ◦ Discuss plans for next session 		
Duration	Activity	Additional Resources
1 min	<p>Learning outcomes for this lesson:</p> <ol style="list-style-type: none"> 1. Identify what is needed for candidates to complete their IRB qualification/s 	
2 min	<p>Resources:</p> <ul style="list-style-type: none"> • Each candidates should be given the following resources for their IRB qualification: <ol style="list-style-type: none"> 1. IRB Crewperson Module <ul style="list-style-type: none"> ◦ IRB Training Manual 2. Senior Lifeguard Award – IRB Driver <ul style="list-style-type: none"> ◦ IRB Driver Workbook ◦ IRB Training Manual • DISCUSS the importance of completing the candidate workbook, must be finished and taken to the exam signed off by the instructor. 	<ul style="list-style-type: none"> ◦ IRB Crewperson Training resource ◦ IRB Training Manual ◦ Senior Lifeguard Award – IRB Driver Workbook
2 min	<p>Pre Requisites for each IRB qualification</p> <ul style="list-style-type: none"> • DISCUSS the pre-requisites needed to complete each IRB qualification – see Qualification Requirements section from page 4 in this document. • WRITE the Prerequisites on the white board for each to see – if needed. 	
10 min	<p>IRB Course Outline</p> <ul style="list-style-type: none"> • DISCUSS the exam components that candidates will be getting assessed on. Plan for the day and how it will be managed • DISCUSS health and safety for the day and how this will be managed 	
Nominal Duration: 15 min		

Lesson Plan 1		IRB Crew theory
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Identify the features of an IRB hull 2. Demonstrate and explain the factors involved in setup of an IRB hull 3. Fill a fuel bladder safely and install it in an IRB 4. Demonstrate safely moving and IRB from the trailer 		
<p>Key Resources:</p> <ul style="list-style-type: none"> ◦ IRB Training Manual ◦ IRB Hull 1:3 candidates recommended ratio ◦ Foot pump/compressor ◦ Fuel Bladder ◦ IRB Trailer 		
<p>Assessment:</p> <ul style="list-style-type: none"> ◦ Questions 1-10 in the theory exam and practical 		
Duration	Activity	Additional Resources
1 min	<p>Learning outcomes for this lesson, communicate these to the candidates:</p> <ol style="list-style-type: none"> 1. Identify the features of an IRB hull 2. Demonstrate and explain the factors involved in setup of an IRB hull 3. Fill a fuel bladder safely and install it in an IRB 4. Demonstrate safely moving and IRB from the trailer 	
10 min	<p>Introducing the IRB:</p> <ul style="list-style-type: none"> • Take candidates to the IRB • DISCUSS the parts of the IRB and what they are for, the following should be covered (17): Transom, valves, auto bailers, self bailers, paddles, blunt ended knife, rescue tube, pontoons, keelson, floor board, side pontoon loop rope, fuel bladder clip attachments, fuel line loops, fuel bladder, bow rope, crewpersons boarding handgrip, drivers handgrip, roll over rope and black arrow. • Emphasise the minimum safety equipment that should always be carried: Rescue tube; two paddles; a blunt ended knife, PFD's • SHOW candidates the IRB log book and how this should be filled out 	<ul style="list-style-type: none"> ◦ IRB hull on the trailer
5 min	<p>The hull</p> <ul style="list-style-type: none"> • DISCUSS the care that should be taken with the hull for longevity: <ol style="list-style-type: none"> 1. Always store on a trailer 2. When shifting the IRB never drag it always lift 	<ul style="list-style-type: none"> ◦ IRB hull on the trailer
8 min	<p>Valves</p> <ul style="list-style-type: none"> • If possible SHOW candidates a valve (taken out of the IRB), hand it around the group. • DEMONSTRATE how to close and open valves. • Each candidate should practice opening and closing the valve. • DISCUSS the danger of damaging the valve if the IRB is deflated 	<ul style="list-style-type: none"> ◦ A valve from the IRB (if possible)



10 min	Inflation <ul style="list-style-type: none"> • ASK candidates: Why must the IRB be kept at its optimum inflation when in use? Could result in a broken floor board, and/or the transom tearing away from the fabric. Also talk about never leaving the engine attached to the transom when in storage as it may cause damage to the fabric. • DEMONSTRATE how to inflate an IRB using the pump/compressor and the pressure gauge - give them a general idea of how to use the pump on the pontoons and keelson and what order to inflate each. • Candidates should all have a go at inflating the IRB using the pump and practice using the pressure gauge. 	<ul style="list-style-type: none"> ○ Pump ○ Pressure gauge ○ IRB hull
15 min	Inserting the floor board <ul style="list-style-type: none"> • Give candidates an OVERVIEW/DEMONSTRATION of how to insert the floor board <ol style="list-style-type: none"> 1. Slightly inflate the pontoons. Check wear strips, check under keelson and if necessary wash hull with detergent. 2. Insert the back of the floor board under the transom on the inside of the hull 3. Let the floor board fold at the join and insert the front of the floor board under the front pontoon 4. Pull fabric up while gently pushing down with foot where the floor board is hinged (two people on opposite sides) 5. Ensure all black floor gusset wear strips are clearly visible when the floor board is in place and that the floor board fits snugly under the bow and transom • Put candidates into groups of four and let them have a go at inserting the floor board and then pumping the IRB up to full pressure. 	<ul style="list-style-type: none"> ○ Deflated IRB hull ○ IRB floor board
17 min	IRB hull setup <ul style="list-style-type: none"> • DEMONSTRATE how to setup the IRB hull for use. • In GROUPS candidates can set up an IRB hull in small groups. Start from hull deflated and floor board out to hull inflated with floor board and fuel bladder in it. Use the IRB hull setup checklist, to check their performance. 	<ul style="list-style-type: none"> ○ IRB hull setup checklist
10 min	Fuel <ul style="list-style-type: none"> • SHOW candidates where fuel is kept in the club house and how to access it if needed. • DEMONSTRATE how to insert the fuel bladder into the IRB • In PAIRS candidates to practice inserting the fuel bladder. • DISCUSS how to safely store fuel bladders and safety consideration when filling a bladder. 	<ul style="list-style-type: none"> ○ Fuel bladder ○ Safety equipment as per the training resources
Additional questions that can be asked during teaching	<ol style="list-style-type: none"> 1. How many inflatable compartments does the IRB have? <ul style="list-style-type: none"> • 4. 2. Why should you not stand on the valves when the IRB hull is deflated? <ul style="list-style-type: none"> • Damage will occur to the valve pin. 3. Name the minimum safety equipment that is needed in the IRB when in use? <ul style="list-style-type: none"> • Two paddles, rescue tube, a blunt ended knife. 4. What pressure should you inflate the pontoons to? <ul style="list-style-type: none"> • 23kpa 5. What pressure should you inflate the keelson to? <ul style="list-style-type: none"> • 27kpa 6. What three things should you take into consideration when using a foot pump to inflate the IRB? (any three of the following) 	



	<ul style="list-style-type: none"> • Inflate the IRB in the gear shed with foot pump on a hard clean surface; • Place towel or similar under foot pump if using on a grassed area; • Insure intake on pump is clear and shoes, if worn, do not contain dirt or sand; • Don't inflate IRB using foot pump on the sand or grass; • Don't use excessive force on pump. <p>7. What will under inflation cause?</p> <ul style="list-style-type: none"> • Increased flexibility making the hull unstable in the surf. OR broken floor board or the transom tearing away from the fabric. <p>8. What will over inflation cause?</p> <ul style="list-style-type: none"> • Will cause the fabric to stretch and fail over time. <p>9. Which order should the IRB pontoons be blown up in?</p> <ul style="list-style-type: none"> • Side pontoons first, then the bow pontoon. <p>10. Name two factors that will increase the life expectancy of the IRB, any two of the following:</p> <ul style="list-style-type: none"> • Hours of use • Correct inflation • Types of use • Maintenance • Correct IRB positioning on trailer 	
Nominal Duration: 1hr 15min		

Lesson Plan 2		Crewperson Skills (basic)
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate and explain crewing positions and techniques in an IRB. 2. Safely launch a IRB 3. Direct the driver when necessary 		
<p>Key Resources:</p> <ul style="list-style-type: none"> ◦ IRB Training Manual ◦ IRB/s, Fuel, Engine/s - 1:3 candidates recommended ratio ◦ IRB Trailer ◦ Radio's ◦ Wetsuit/togs ◦ PFD's ◦ Helmets (It is recommended all drivers and crew to wear helmets) 		
<p>Assessment:</p> <ul style="list-style-type: none"> ◦ Questions 11-16 in the theory exam and practical 		
Duration	Activity	Additional Resources
1 min	<p>Learning outcomes for this lesson, communicate these to the candidates:</p> <ol style="list-style-type: none"> 1. Demonstrate and explain crewing positions and techniques in an IRB. 2. Safely launch a IRB 3. Direct the driver when necessary 	
10 min	<p>Crewperson positioning</p> <ul style="list-style-type: none"> • DEMONSTRATE the correct positioning as a crewperson. Hand and foot placement. • Each candidate should have a go at sitting in the correct position in the IRB on land. 	<ul style="list-style-type: none"> ◦ IRB hull on the trailer – engine also on
10 min	<p>Launching the IRB</p> <p>DEMONSTRATE how to take the IRB off the trailer and put it back on</p> <ul style="list-style-type: none"> • In PAIRS candidates must have a go at taking the IRB off the trailer and putting it back on. • DEMONSTRATE how to shift the IRB from the sand to the sea. • ASK candidates: What is your role as a crewperson prior to boarding the IRB when in the water? 	<ul style="list-style-type: none"> ◦ IRB hull on the trailer – engine also on
1 hr 10 min	<p>Crewing the IRB in surf</p> <ul style="list-style-type: none"> • With a qualified driver candidates must take turns crewing the IRB. The driver should discuss with each crewperson what is expected of them when crewing in regards to balance. • Give candidates a DEMONSTRATION of how to crew in the surf, tell them to focus on how to position themselves when going over waves and also their role in balancing when the IRB is parallel running. • Candidates have a practice at crewing in the surf, instruct the driver to go in and out through the surf until the crewperson is comfortable then parallel run. Also use signals to communicate with the crewperson and direct the driver. • Instructors to provide clear feedback to each candidate to assist them to develop their abilities. • Instructors to rotate through candidates moderating driving skills to candidate's skills level and confidence. This needs to be fluid as candidates develop and progress at different rates. 	<ul style="list-style-type: none"> ◦ Fully loaded IRB ready for use
Nominal Duration: 1 hour 30min		

Lesson Plan 3		Advanced Crewperson Skills
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Perform a single person rescue for both conscious and unconscious patients 2. Re-board into a IRB from the water 3. Demonstrate and assist in righting a capsized IRB 4. Assist with closedown an IRB Hull after use 		
<p>Key Resources:</p> <ul style="list-style-type: none"> ◦ IRB Training Manual ◦ IRB/s, Fuel, Engine/s - 1:3 candidates recommended ratio ◦ IRB Trailer ◦ Radio's ◦ Wetsuit/togs ◦ PFD's ◦ Helmets (It is recommended all drivers and crew to wear helmets) 		
<p>Assessment:</p> <ul style="list-style-type: none"> ◦ Questions 17-22 in the theory exam and practical 		
Duration	Activity	Additional Resources
40 min	<p>Single Person Rescue Positioning, pick up, and caring for the patient</p> <ul style="list-style-type: none"> • With the IRB on the sand/trailer DEMONSTRATE the correct technique to pick up a patient. Focus on the crewperson position and where they are to grab the patient to lift them out of the water. • Also show candidates how to pick up an unconscious patient (head facing away from the IRB), and how to care for them once pulled aboard. • On the sand/trailer each candidate should have a go at getting in the correct position and lifting a patient into the IRB. • If possible and if safe to do so, take all candidates out into the water and DEMONSTRATE completing a single person rescue with them watching from the water. • Each candidate must take turns completing a single person rescue from start to finish, begin in the shallows and finish with the patient on the beach after the carry by the crew and driver • All pick-ups should be done at idle and with the bow facing directly out to sea. 	
10min	<p>Patient lift and carry</p> <ul style="list-style-type: none"> • DEMONSTRATE the correct position for carrying the patient out of the IRB and up the beach. • Give other candidates some time to have a practice at carrying the patient. 	
15min	<p>IRB capsize</p> <ul style="list-style-type: none"> • Using the IRB hull with no engine DEMONSTRATE how to roll the IRB back over • In PAIRS candidates should have a go at rolling the IRB back over. • Hull to be flipped in a minimum depth of 1.5 to 2m 	IRB Hull
10 min	<p>Reboarding into the IRB from the water</p> <ul style="list-style-type: none"> • Push down into water to use buoyancy to help reboard IRB on the bounce back 	◦ IRB Hull
15 min	<p>IRB hull closedown</p> <ul style="list-style-type: none"> • DISCUSS steps candidates need to take to close down the IRB hull and fuel correctly (any drivers helping out can help you with the engine). • Candidates must closedown the IRB hull and fuel, watch and give 	◦ IRB Hull



	feedback where necessary.	
Nominal Duration: 1 hour 30min		

Senior Lifeguard Award – IRB Driver Lesson Plans

Lesson Plan		D1: IRB Engine and IRB Engine Reinstatement
Manual Sections		Engine
At the conclusion of this Topic candidates will be able to: <ol style="list-style-type: none"> 1. Identify the features of an IRB engine 2. Reinstall an IRB engine 		
Key Resources: <ul style="list-style-type: none"> ◦ Well lit, clean and well ventilated working environment ◦ Table and chairs – enough for each participant ◦ IRB Training Manual ◦ Driver Workbooks ◦ Wetsuits and/or togs 		
Key tasks before the lesson: <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 ◦ Discuss plans for next session 		
Duration	Activity	Additional Resources
10 min	Introduction and background <ul style="list-style-type: none"> • If needed use the introduction from the first crewperson lesson (C/D1) 	
10 min	IRB hull and setup quiz - 10 questions (revision for drivers) Use the questions below ask the quiz to the candidates get them to fill out their answers on a blank piece of paper. Each answer sheet can be marked by one of their peers. Those that do poorly on the test need to study this section more thoroughly. <ol style="list-style-type: none"> 1. How many inflatable compartments does the IRB have? <ul style="list-style-type: none"> • 4. 2. Why should you not stand on the valves when the IRB hull is deflated? <ul style="list-style-type: none"> • Damage will occur to the valve pin. 3. Name the minimum safety equipment that is needed in the IRB when in use? <ul style="list-style-type: none"> • Two paddles, rescue tube, a blunt ended knife. 4. What pressure should you inflate the pontoons to? <ul style="list-style-type: none"> • 23kpa 5. What pressure should you inflate the keelson to? <ul style="list-style-type: none"> • 27kpa 6. What three things should you take into consideration when using a foot pump to inflate the IRB? (any three of the following) <ul style="list-style-type: none"> • Inflate the IRB in the gear shed with foot pump on a hard clean surface; • Place towel or similar under foot pump if using on a 	



	<p>grassed area;</p> <ul style="list-style-type: none"> • Insure intake on pump is clear and shoes, if worn, do not contain dirt or sand; • Don't inflate IRB using foot pump on the sand or grass; • Don't use excessive force on pump. <p>7. What will under inflation cause?</p> <ul style="list-style-type: none"> • Increased flexibility making the hull unstable in the surf. OR broken floor board or the transom tearing away from the fabric. <p>8. What will over inflation cause?</p> <ul style="list-style-type: none"> • Will cause the fabric to stretch and fail over time. <p>9. Which order should the IRB pontoons be blown up in?</p> <ul style="list-style-type: none"> • Side pontoons first, then the bow pontoon. <p>10. Name two factors that will increase the life expectancy of the IRB, any two of the following:</p> <ul style="list-style-type: none"> • Hours of use • Correct inflation 	
30 min	<p>IRB engine parts</p> <ul style="list-style-type: none"> • Candidates to read IRB Training Manual • Using question 1 in the Driver Workbook talk candidates through all of the engine parts using the engine. • Candidates answer question 1 in the Driver Workbook. 	○ IRB engine
20 min	<p>IRB engine reinstatement - theory</p> <ul style="list-style-type: none"> • ASK candidates: When would you need to complete an IRB engine reinstatement? DISCUSS • Candidates answer question 2, 6 & 7 in the Driver Workbook. • DEMONSTRATE how to complete an IRB engine reinstatement (without hosing the engine), candidates should follow through in the IRB Training Manual the steps you take. • If there are candidates struggling with all there is to remember create an acronym for them to remember or discuss what it is you are actually doing during a reinstatement e.g. <ol style="list-style-type: none"> 1. Gather items 2. Wash engine 3. Drain the carburetor 4. Flush the carburetor 5. Remove the spark plugs 6. Pump water from powerhead 7. Flush the cylinders with fuel 8. Replace spark plugs and lubricate powerhead 9. Run engine in flush tank 10. Run engine at sea • Candidates answer questions 3 - 5 in the Driver Workbook. 	○ IRB engine
30 min	<p>IRB engine reinstatement - practical</p> <ul style="list-style-type: none"> • In SMALL GROUPS get candidates to practice an engine reinstatement – candidates can use their books to guide them through (be sure candidates do not hose the engine for this reinstatement). • After some practice candidates should attempt to complete the engine reinstatement without the help of the IRB Training Manual. 	○ IRB engine



	<ul style="list-style-type: none"> • Once candidates have completed this task, tick them off in the candidate workbook as having completed the 'Reinstate an IRB Engine' task. • Show candidates the correct driver position in the IRB, get them to have a go sitting in the IRB on the sand. • DISCUSS alternative positions if they are too big or small to fit in conventionally. 	
60 min	<p>Driving practice (flat water) – time permitting</p> <ul style="list-style-type: none"> • IRBs may need to be set up for candidates and closed down, get them to help where possible. • WORKBOOK SECTION SIGN OFF: check questions from the Rescues section are correct and tick appropriate box in the workbook completion table in each candidate workbook. • Recap the session and discuss what will be done at the next lesson. 	<ul style="list-style-type: none"> ○ Fully loaded IRB/s
Nominal Duration: 3 hours – the last activity may be cut off if needed		

Lesson Plan	D2: Reinforcement Activity – IRB Engine	
Manual Sections	N/A	
At the conclusion of this Topic candidates will be able to: 1. Identify the features of an IRB engine		
Key Resources: <ul style="list-style-type: none">◦ Well lit, clean and well ventilated working environment◦ Table and chairs – enough for each participant◦ IRB Training Manual◦ Driver Workbooks◦ Wetsuits and/or togs		
Key tasks before the lesson: <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◦ Discuss plans for next session		
Duration	Activity	Additional Resources
10 min	IRB engine quiz Use the questions below ask the quiz to the candidates get them to fill out their answers on a blank piece of paper. Each answer sheet can be marked by one of their peers. Those that do poorly on the test need to study this section more thoroughly. <ul style="list-style-type: none">1. How many spark plugs does an IRB engine have?<ul style="list-style-type: none">• 2.2. Name three common areas of mechanical stress on an IRB engine.<ul style="list-style-type: none">• Any three of the following: Engine trunk; steering arm; throttle; swivel bracket; engine mounts; transom bracket; steering bracket; engine transom clamp screws; cavitation plate; prop guard, tiller arm.3. When reinstating an IRB engine, what is the first thing you need to do?<ul style="list-style-type: none">• Gather the required items.4. What is the function of the water pump?<ul style="list-style-type: none">• To circulate water around the engine to keep it cool.5. What must you do if a complete engine reinstatement cannot be completed after submersion?<ul style="list-style-type: none">• Totally immerse the IRB engine in fresh water.	
Nominal Duration: 10 min		

Lesson Plan	D2: Maritime Regulations and IRB Engine Setup	
Manual Sections	Maritime regulations section and IRB setup	
At the conclusion of this Topic candidates will be able to: <div><div>1.</div><div>Explain the Maritime New Zealand Regulations relating to small boat handling in inshore and harbour waterways.</div></div> <div><div>2.</div><div>Demonstrate and explain the factors involved in the set up of an IRB engine.</div></div>		
Key Resources: <div><div>◦</div><div>Well lit, clean and well ventilated working environment</div></div> <div><div>◦</div><div>Table and chairs – enough for each participant</div></div> <div><div>◦</div><div>IRB Training Manual</div></div> <div><div>◦</div><div>Driver Workbooks</div></div> <div><div>◦</div><div>Wetsuits and/or togs</div></div>		
Key tasks before the lesson: <div><div>◦</div><div>Set up room or other venue appropriately</div></div> <div><div>◦</div><div>Ensure all resources are set out and available to each participant</div></div> <div><div>◦</div><div>Work through reinforcement activities from previous session</div></div> <div><div>◦</div><div>Conduct session – include skills/tasks</div></div> <div><div>◦</div><div>Discuss plans for next session</div></div>		
Duration	Activity	Additional Resources
30 min	Maritime regulations <div><div>•</div><div>Poster activity, split the class into 3 GROUPS each group will be given one of the following topics:<div><div>◦</div><div>5 knot restricted area & divers flag</div></div><div><div>◦</div><div>Rules of the road</div></div><div><div>◦</div><div>Distress signals</div></div></div></div> <div><div>•</div><div>For each bullet point or part of information the GROUP has, they must draw a picture on their poster.</div></div> <div><div>•</div><div>GROUPS may also act out situations to show the class what to do in certain situations e.g. ‘rules of the road’ topic.</div></div> <div><div>•</div><div>Candidates answer questions 8-13 in the Driver Workbook.</div></div>	
40 min	IRB engine setup <div><div>•</div><div>Candidates to read IRB setup section in IRB Training Manual DEMONSTRATE how to setup the engine for use, include starting the engine. Candidates follow along using the IRB Training Manual</div></div> <div><div>•</div><div>Candidates answer questions 14 - 16 in the Driver Workbook.</div></div> <div><div>•</div><div>In SMALL GROUPS candidates take turns practicing setting up the IRB engine for use and starting it in a tank.</div></div> <div><div>•</div><div>Once completed sign of candidates for the ‘Setup an IRB Engine for use’ task.</div></div> <div><div>•</div><div>WORKBOOK SECTION SIGN OFF: check questions from the Maritime regulations and IRB setup sections are correct and tick appropriate box in the workbook completion table in each candidate workbook.</div></div>	<div><div>◦</div><div>Fully loaded IRB/s</div></div>
30 min	Driving practice (flat water) – time permitting <div><div>•</div><div>IRBs may need to be set up for candidates and closed down, get them to help where possible.</div></div> <div><div>•</div><div>Recap the session and discuss what will be done at the next lesson.</div></div>	<div><div>◦</div><div>Fully loaded IRB/s</div></div>

Nominal Duration: 1 hours 40min		
Lesson Plan	D3: Reinforcement Activities – Maritime Regulations and Engine Setup	
Manual Sections	NA	
At the conclusion of this Topic candidates will be able to: 1. Explain the Maritime New Zealand Regulations relating to small boat handling in inshore and harbour waterways. 2. Demonstrate and explain the factors involved in the set up of an IRB engine.		
Key Resources: ◦ Well lit, clean and well ventilated working environment ◦ Table and chairs – enough for each participant ◦ IRB Training Manual ◦ Driver Workbooks ◦ Wetsuits and/or togs		
Key tasks before the lesson: ◦ 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 ◦ Discuss plans for next session		
Duration	Activity	Additional Resources
10 min	Maritime regulations quiz Use the questions below ask the quiz to the candidates get them to fill out their answers on a blank piece of paper. Each answer sheet can be marked by one of their peers. Those that do poorly on the test need to study this section more thoroughly. 1. Draw the divers flag <ul style="list-style-type: none">• See the IRB Training Manual 2. A sailing boat and a powered vessel are heading towards each other, which needs to give way? <ul style="list-style-type: none">• The powered vessel. 3. You are on patrol in the IRB and hear a continuous fog horn sounding, there is no fog (and the skipper does not have cataracts). What does the fog horn mean? <ul style="list-style-type: none">• A boat is in distress, a fog horn is one of the internationally recognised signals. 4. Two powered vessels are heading towards each other head on, how are they supposed to alter their course? <ul style="list-style-type: none">• They must alter their course to starboard (right) allowing the vessel to pass on their port (left) side. 5. You are out in the IRB and hear a radio signal with the words “PAN PAN” what does this mean? <ul style="list-style-type: none">• A boat is in distress; “PAN PAN” is a distress signal.	
30 min	IRB engine reinstatement practice <ul style="list-style-type: none">• In SMALL GROUPS get candidates to practice an engine reinstatement – (be sure candidates do not hose the engine for this reinstatement). Use other candidates to check their performance with the engine reinstatement checklist.• Any candidates having difficulty with this task will need to complete extra work.	◦ Engine reinstatement checklist
20 min	IRB engine setup <ul style="list-style-type: none">• In GROUPS candidates need to set up the IRBs for use.	◦ IRB engines

	<ul style="list-style-type: none"> • Watch candidates to ensure setup of the hull and engine are completed correctly. 	
Nominal Duration: 1 hour		

Lesson Plan	D3: Driving Skills (basic)	
Manual Sections	Driving skills section	
At the conclusion of this Topic candidates will be able to: 1. Demonstrate basic IRB driving manoeuvres		
Key Resources: <ul style="list-style-type: none">◦ Well lit, clean and well ventilated working environment◦ Table and chairs – enough for each participant◦ IRB Training Manual◦ Driver Workbooks◦ Wetsuits and/or togs		
Key tasks before the lesson: <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◦ Discuss plans for next session		
Duration	Activity	Additional Resources
30 min	IRB driving – theory <ul style="list-style-type: none">• Candidates to READ the “Driving skills section” and the “Returning to shore” section in IRB Training Manual• As a CLASS DISCUSS the technique used when making turns, using the throttle, and the steps to take to start the IRB in water.• Candidates answer questions 17-20 in the Driver Workbook.	
60 min	Driving practice (flat water) <ul style="list-style-type: none">• Emphasise the driving position, get them to practice basic manoeuvres: turning left then right, practicing throttle control while turning.• IRBs will need to be closed down for candidates, get them to help where possible.• Recap the session and discuss what will be done at the next lesson.	<ul style="list-style-type: none">◦ Fully loaded IRB/s
Nominal Duration: 1 hour 30 min		

Lesson Plan		D4: Driving Skills (surf) and IRB Engine Closedown
Manual Sections		Driving skills and IRB closedown
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate basic manoeuvres and driving skills in the surf 2. Demonstrate and explain the factors involved in the close down of an IRB engine 		
<p>Key Resources:</p> <ul style="list-style-type: none"> ◦ Well lit, clean and well ventilated working environment ◦ Table and chairs – enough for each participant ◦ IRB Training Manual ◦ Driver Workbooks ◦ Wetsuits and/or togs 		
<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 ◦ Discuss plans for next session 		
Duration	Activity	Additional Resources
20 min	<p>IRB setup</p> <ul style="list-style-type: none"> • Keep candidates in clothes as there will be classroom activities after the setup. • Candidates should now be at the stage where they can setup an IRB for use without being overseen. • Once completed candidates need to head back to the clubhouse 	<ul style="list-style-type: none"> ◦ Fully loaded IRB/s
30 min	<p>Driving skills (surf) – theory</p> <ul style="list-style-type: none"> • Candidates read, “Proceeding through surf”, “Parallel running”, “Removal of water from the IRB” and “Crewperson recovery” sections of the manual. • DISCUSS how drivers should negotiate surf in the IRB. • Expert groups activity: If possible put candidates into groups of 3, the group they are now in is their ‘home group’ • Each group number themselves 1-3. The candidates are then split, according to their number, into their ‘expert group’. • Once in their ‘expert group’ they are given 5-10 min to become an expert in their topic. • After the allotted time experts return to their ‘home group’ to teach the members what they know. • Below are group numbers and sections they need to become experts in: <ol style="list-style-type: none"> 1. Removal of water from IRB 2. Parallel running 3. Crewperson recovery • Candidates answer questions 21-23 in the Driver Workbook. • DISCUSS what is expected of drivers at the examination for the Driving skills task using the driving skills checklist. 	<ul style="list-style-type: none"> ◦ Driving skills checklist



20 min	IRB engine closedown – theory <ul style="list-style-type: none"> • Candidates would have probably seen parts of an IRB engine closedown and will no doubt have some knowledge on this. However, it is important that the correct procedures are followed. • Candidates to read IRB engine closedown section. • DISCUSS the steps to take with the class, remind them that filling in the log book is a must. • Candidates answer question 25 in the Driver Workbook. • DISCUSS what is expected of drivers at the examination for the IRB closedown using the IRB closedown checklist • Candidates should get changed for water work. 	<ul style="list-style-type: none"> ○ IRB closedown checklist
60 min	Driving skills (surf) – practical <ul style="list-style-type: none"> • DEMONSTRATE to candidates what will be expected of them during the examination for the driving skills section. If needed break up the components of the checklist (launching, general driving ability, returning to shore) and complete them bit by bit. • Use the driving skills checklist to assess their ability. 	<ul style="list-style-type: none"> ○ Driving skills checklist
30 min	IRB engine closedown – practical <ul style="list-style-type: none"> • After the surf skills session candidates will need to closedown the IRB engine after use. • Give candidates a DEMONSTRATION first if needed. • Recap the session and discuss what will be done at the next lesson. • While watching candidates use the IRB closedown checklist • Once completed sign off candidates for the ‘Drive an IRB in and out through the surf’ and ‘Perform an IRB Engine Closedown’ tasks. • WORKBOOK SECTION SIGN OFF: check questions from the IRB engine closedown section are correct and tick appropriate box in the workbook completion table in each candidate workbook. 	<ul style="list-style-type: none"> ○ IRB closedown checklist ○ Fully loaded IRB/s
Nominal Duration: 2 hours 40 min – this lesson can be split up		

Lesson Plan		D5: Rescues and Driving Skills (solo)
Manual Sections		Rescues section and driving skills (solo driving section)
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Perform a Single Person Rescue 2. Perform a Mass Rescue 3. Perform basic IRB solo driving manoeuvres 		
<p>Key Resources:</p> <ul style="list-style-type: none"> ◦ Well lit, clean and well ventilated working environment ◦ Table and chairs – enough for each participant ◦ SL IRB Training Manual ◦ Driver Workbooks ◦ Wetsuits and/or togs 		
<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 ◦ Discuss plans for next session 		
Duration	Activity	Additional Resources
20 min	<p>Rescues – theory</p> <ul style="list-style-type: none"> • Introduce the topic • Get candidates to READ the rescues section in the IRB Training Manual • Show candidates what is expected of them during the exam for the single person rescue by talking them through the single person rescue checklist. • DEMONSTRATE a dry walkthrough in the clubhouse of a single person rescue; DISCUSS what you as a driver are thinking/doing at certain points in the walkthrough. • In PAIRS candidates complete a walkthrough in the clubhouse going through the single person rescue (one as driver, the other as crew talking them through what they need to do/know). • Show candidates what is expected of them during the exam for the mass rescue by talking them through the checklist. • DISCUSS the possible dangers when conducting a mass rescue • Candidates answer questions 26-29 in the Driver Workbook. 	<ul style="list-style-type: none"> ◦ Single person rescue checklist ◦ Mass rescue checklist
10 min	<p>Solo driving – theory</p> <ul style="list-style-type: none"> • ASK candidates: When would you need to drive the IRB solo? <ul style="list-style-type: none"> ◦ They would only ever need to drive the IRB solo if: <ol style="list-style-type: none"> 1. The crewperson fell out and they had to go and get them. 2. Returning to shore if they were unable to pick up the crew. 3. If a tube rescue from the IRB was conducted. • It is very important to note that whenever possible there needs to be a crewperson in the IRB. IRBs were not designed for solo driving use. 	



10 min	Solo driving – theory (cont) <ul style="list-style-type: none"> As a CLASS read through the solo driving section, candidates take turns reading a section each aloud to the class. DISCUSS the importance of positioning when solo driving. DISCUSS what will be expected of candidates at the examination using the solo driving checklist. Using the IRB on sand/trailer DEMONSTRATE how you would position yourself when solo driving. Let candidate have a go sitting in the IRB as if they were driving solo. Candidates answer question 24 in the Driver Workbook. 	<ul style="list-style-type: none"> Solo driving checklist IRB on the trailer
40 min	Rescues – practical <ul style="list-style-type: none"> DEMONSTRATE a single person and mass rescue for candidates; get them to use the checklists as they watch you complete the rescues. In GROUPS candidates practice a single person rescue, then a mass rescue. Watch candidates and assess using the checklists 	<ul style="list-style-type: none"> Single person rescue checklist Mass rescue checklist Fully loaded IRBs Fully loaded IRB/s
30 min	Solo driving – practical <ul style="list-style-type: none"> DEMONSTRATE what candidates need to learn for solo driving at the exam. Candidates should not be driving in and out through large surf solo. When solo driving training is taking place a safety IRB should always be nearby. Candidates take turns solo driving. 	<ul style="list-style-type: none"> Solo driving checklist Fully loaded IRB/s
20 min	IRB closedown <ul style="list-style-type: none"> IRBs are cleaned and put away. Recap the session and discuss what will be done at the next lesson. Once completed sign of candidates for the ‘Drive an IRB Solo’ ‘Perform a Single Person Rescue’ and ‘Perform a Mass Rescue’ tasks. WORKBOOK SECTION SIGN OFF: check questions from the rescues and driving skills sections are correct and tick appropriate box in the workbook completion table in each candidate workbook. 	Fully loaded IRB/s
Nominal Duration: 2 hours 10 min		

Lesson Plan	D6: Operations	
Manual Sections	Operations section	
At the conclusion of this Topic candidates will be able to: 1. Identify how to operate an IRB for patrol and non-patrol activities		
Key Resources: <ul style="list-style-type: none">Well lit, clean and well ventilated working environmentTable and chairs – enough for each participantIRB Training ManualDriver WorkbooksWetsuits and/or togs		
Key tasks before the lesson: <ul style="list-style-type: none">Set up room or other venue appropriatelyEnsure all resources are set out and available to each participantWork through reinforcement activities from previous sessionConduct session – include skills/tasksDiscuss plans for next session		
Duration	Activity	Additional Resources
30 min	Operations – classroom/clubhouse activity <ul style="list-style-type: none">Poster presentation: Put candidates into four GROUPS.Each GROUP must create a poster for one of the following topics:<ul style="list-style-type: none">PatrolEvent lifeguardingTowing the IRB on public roadsIRB repairAs a class DISCUSS the operations sectionCandidates answer questions 30-32 in the Driver Workbook.	<ul style="list-style-type: none">Poster paperVivids
	Solo driving practice <ul style="list-style-type: none">After the IRB is setup and ready to go candidates should spend a small amount of time driving the IRB solo.	<ul style="list-style-type: none">Fully loaded IRB/s
	Rescue practice <ul style="list-style-type: none">Candidates should focus on practicing single person and mass rescues.Spend as much time as needed on rescues, be sure to use the checklists to make sure candidates are following the correct procedures.	<ul style="list-style-type: none">Single person rescue checklistMass rescue checklist
	<ul style="list-style-type: none">WORKBOOK SECTION SIGN OFF: check questions from the operations sections are correct and tick appropriate box in the workbook completion table in each candidate workbook.	
Nominal Duration: 2 hours		

IRB Driver Workbook Answers

Fuel

1. What is the correct ratio for petrol: outboard engine oil for an IRB engine?
 - 50:1

2. What should be done with the fuel bladder after patrol/training?
 - The fuel bladder should be stored full on a flat surface separately from the IRB and away from direct sunlight.

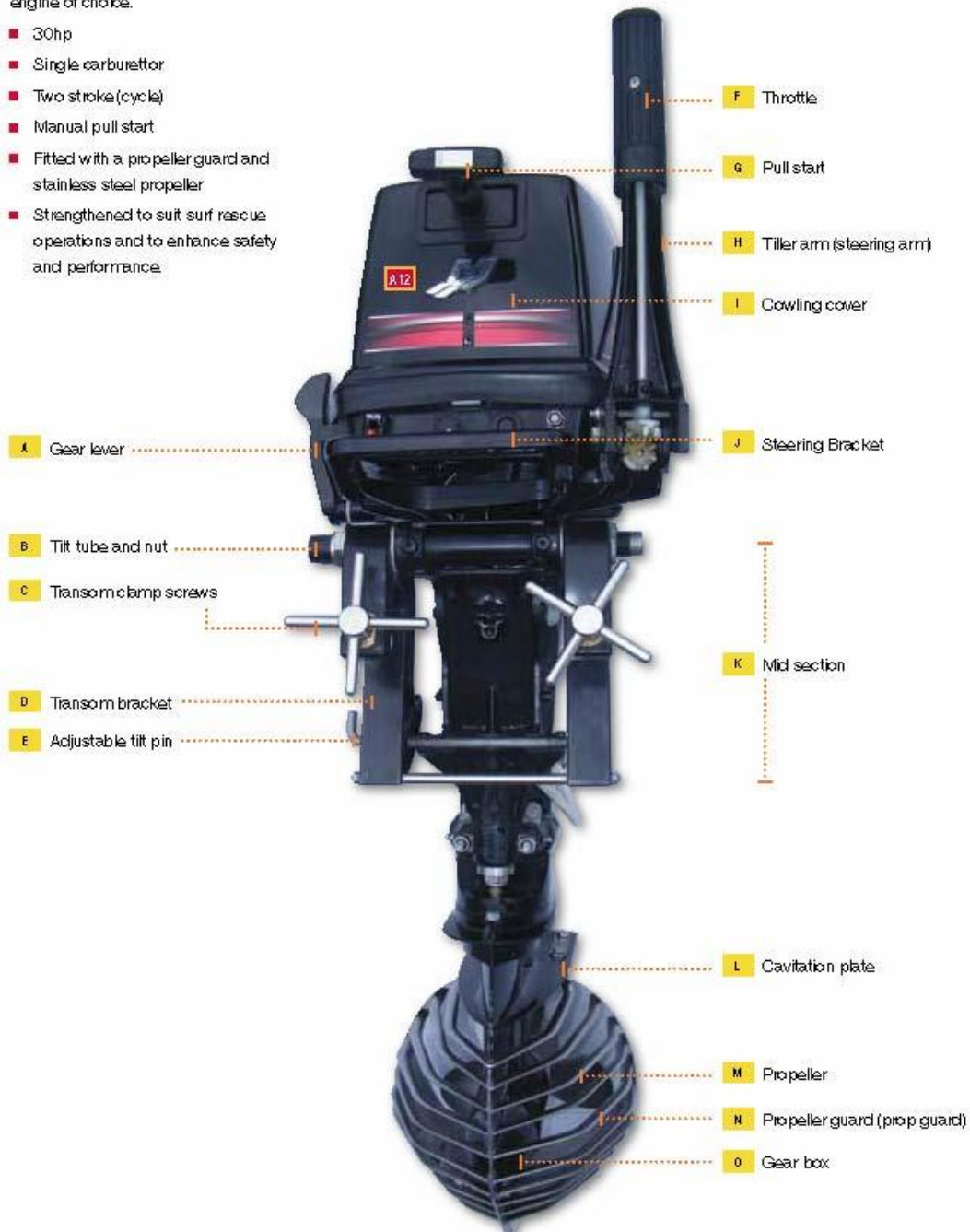
3. List the steps you would take to fill a fuel bladder.
 - The bladder must be removed from the IRB.
 - Ensure the correct fuel is used.
 - Fill bladder in a well ventilated area.
 - Remove all air from the bladder.
 - Wash away spilt fuel, including any on the bladder.
 - Check for leaks and splits.
 - Check the fuel line bayonet is clean, free of sand and not leaking fuel.

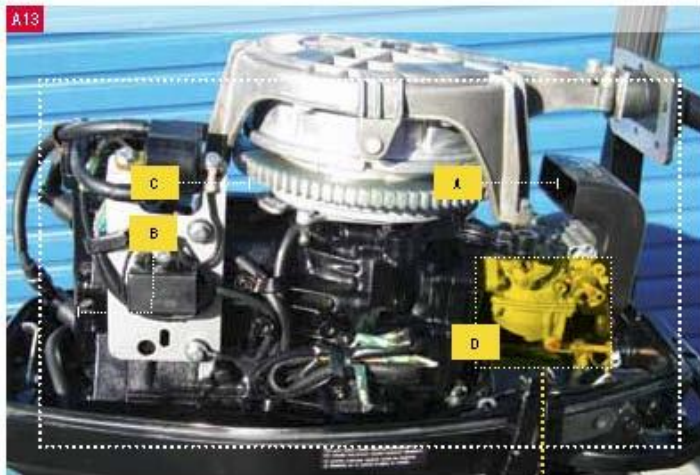
Design and Features of an IRB Mercury Engine

1. Label the parts of the engine by filling in the spaces below (there are three photos see over the page for the others), all of the following must be identified: 1st photo:

engine of choice.

- 30hp
- Single carburettor
- Two stroke (cycle)
- Manual pull start
- Fitted with a propeller guard and stainless steel propeller
- Strengthened to suit surf rescue operations and to enhance safety and performance.





- Powerhead A13
- A Air intake
- B Spark plugs
- C Fly wheel
- D Carburettor
- E Carburettor drain plug



2. When would you need to reinstate an IRB engine?

- After submersion (i.e. IRB capsizes)

3. Number each of the steps below (1-10) to give the correct order to reinstate an IRB engine.

5		Remove spark plugs: remove both spark plugs using a spark plug spanner
8		Replace spark plugs and lubricate powerhead: clean, dry and replace the spark plugs. Spray inside spark plug caps lightly with dewatering agent and refit to plugs. Spray powerhead lightly with dewatering agent.
10		Run engine at sea: fit the engine to IRB, launch and run under load for at least 30 minutes.
4		Flush carburettor: stand the engine upright, connect fuel line bayonet, pump fuel through the carburettor to ensure no water remains, retighten drain plug.
1		Gather items required: dewatering agent, foot pump, fuel, screwdriver, spare spark plugs, spark plug spanner, flush tank and fire extinguisher.
6		Pump water from the powerhead: tilt the engine so that the spark plug holes are facing down: Ensure kill switch is in OFF position and pull start the engine 20 times.
3		Drain Carburettor: loosen the drain plug from the carburettor and tilt the engine, allowing water and fuel to drain from the carburettor.
9		Run engine in flush tank: Place the engine in the flush tank and start engine, check the tell tale and run in tank for 10 minutes.
2		Wash engine: hose the engine thoroughly including inside the engine cover with fresh water.
7		Flush the cylinders with fuel: tilt the engine so that the spark plug holes are facing up and pour about half a cup of fuel mix into each cylinder. Hold the engine vertically and shake vigorously back and forth and side to side. Place the engine in a horizontal position (spark plug holes facing down). Ensure kill switch is in OFF position, pull start the engine 10 times.

4. After a capsize, if the engine wont start after repeated reinstatement attempts what must be done?

- The engine must be totally immersed in fresh water until a qualified service person can fix it

5. What must you do if a complete engine reinstatement cannot be done after submersion?

- The engine must be totally immersed in fresh water until a qualified service person can fix it

6. What areas of the propeller guard must be checked before operation?

- Tightness of nuts and bolts.
- Damaged or broken vanes.
- Damaged or bent ring guard.

- Clearance between propeller and guard.

7. What can occur if the wrong spark plugs are used?

- Cold plugs may foul, hot plugs can cause the pre-ignition and will destroy engine, long plugs will cause mechanical damage.

Maritime Regulations

8. List the three areas where a 5 knot speed limit applies.

- Within 200m of shore
- Within 50m of another vessel, raft or person in the water.
- Within 200m of a boat displaying a diver's flag.

9. What does the blue and white flag signify?

- Divers are present

10. In what direction do both boats alter course in order to avoid collision?

- Starboard – to the right

11. Who is responsible for the safe operation of the IRB on the water?

- The Driver

12. When operating an IRB in a harbour, what side of a red marker should you travel?

- Keep to the right hand side.

13. Describe four internationally recognised distress signals (any 4 of the following).

- Orange smoke flare
- Red flare, hand held parachute
- Radio signal:
 - a. "Mayday – Mayday – Mayday" used in a life threatening situation
 - b. "Pan-Pan" used to indicate assistance required
- Waving arms to attract attention.
- Continuing sound of a whistle or similar

IRB Engine Setup

14. List the steps you should take to set up an IRB Engine.

- Check previous IRB Operations log.
- Fit and secure the IRB engine.
- Carry out engine check.
- Check engine cowling cover is correctly secured.
- Attach engine safety stop.
- Attach fuel line to the engine, ensuring that the bayonet fitting is clean, free of sand and not damaged.
- Start and run engine in flush tank.
- Check for smooth running and tell tale water emission.
- Fill out IRB operation log book

15. What procedures do you follow when starting the IRB engine?

- Place engine in flush tank.
- Fully engage choke.
- Set throttle to start position.
- The engine should fire after 2-3 pulls
- Immediately after the engine 'fires' release the choke, apply $\frac{3}{4}$ throttle, pull start again and the engine should run.
- Do not rev cold engine.
- Check tell tale for water emission.
- Run for 3-5 min in flush tank to warm it up ready for use.

16. How would you know if the water pump is circulating water through the powerhead?

- The tell tale would be emitting water.

Driving Skills

17. As a driver describe what you would do if you fell out.

- Let go of all connections with the IRB
- Form your body into a ball

18. What direction should the IRB be pointing when launching?

- Facing oncoming waves.

19. What should you do if the crewperson is having difficulty holding the IRB prior to boarding due to waves pushing it around?

- Move forward to the bow and assist the crew person to lift the IRB over waves.

20. When approaching the beach at what point should the engine be switched off and tilted inboard?

- When the propeller guard is about to hit the sand.

21. How should you attempt to negotiate large broken waves?

- Large broken waves should be negotiated head on.

22. What should you do if a wave catches up to you from behind?

- Call the crew person back, keeping the weight in the back of the IRB.
- Drive the IRB at full throttle over the wave ahead and down the face, maintaining speed.
- Do not allow the following wave to catch the rear of the IRB as it may result in capsizing.
- When going down the face of a large green or broken wave, always steer the IRB straight.

23. What should you do if the crewperson falls out?

- Safely manoeuvre the IRB back to a position the crewperson can re-board.

24. For the list of situations below, detail the body positions and techniques you would adopt if solo driving.

- a. Launching off the beach: Move body a bit further forward to keep the weight away from the back of the IRB.
- b. Parallel running: Move to the middle of the IRB, and transfer weight around when necessary.
- c. Surf driving: Keep body weight towards the middle of the IRB.
- d. Approaching waves: Hit the waves on an angle going to the right where possible. This keeps the weight on your side of the IRB and prevents capsize.

IRB Engine Closedown

25. List the steps you should take to closedown an IRB engine.

- While attached to the hull, lightly hose the engine down.
- Remove engine from IRB, fit to engine stand and place the engine in the flush tank.
- If required remove engine cover and very lightly rinse powerhead, avoiding the carburettor, to remove possible salt/sand deposits.

- Remove remaining water from powerhead using a cleaning rag or blow dry with the foot pump.
- Wipe inside engine cover with a damp rag and set down the correct way up to avoid scratching.
- Ensure gear lever is in neutral position. Start engine, check tell tale for water emission and run until engine stops (carburettor runs out of fuel).
- Remove engine from flush tank.
- Lightly spray powerhead with dewatering agent and wipe dry with a clean rag.
- Remove any grime/oil stains with a clean rag (and cleaning agent if required) while completing a systematic check of the engine including prop and prop guard, for damage, loose bolts and nuts, cracked vanes etc.
- Sit engine cover loosely on the engine so that air can get around the powerhead. Alternatively place a dry towel over the powerhead and then place the engine cover on top.
- Store engine on stand.
- Complete IRB operations log book 'in' checklist.
- Record any problems in log book and advise the club IRB officer.
- Record any rescues, preventatives, first aids on the relevant forms.

Rescues

26. What side of the IRB should the patient be on when you approach for a single patient rescue?

- The port (left) side.

27. How can you assist the crewperson to bring an unconscious patient onboard?

- When the crewperson has secured the patient under the arms, accelerate slightly forward so the patients legs rise to the surface, then grasp their legs with the left hand while commencing a port (left) turn. This will assist to roll the patient into the IRB.

28. What options do you have when confronted with a multiple patient rescue?

- Lift most at risk on board first, throw tubes out to the others.
- Leave your crewperson in the water with the others.
- Instruct all to grab the loop ropes and drive them out further to a safer spot.

29. When returning to shore with an unconscious patient what should you do?

- Signal for assistance required to patrollers on the shore.

Operations

30. What should the Driver check before the IRB is placed on patrol

- Check surf conditions
- Check location of swimmers (Flags position)
- Check rips & channels
- Check tide timetable

31. What precautions must be taken prior to undertaking any IRB training during patrol hours

- Display 'Surf Rescue Training In Progress' sign
- Drive the IRB responsibly at all times
- Make it clear to the public that you are training
- Train during a quiet time of the Patrol day
- Train in an area that does not affect normal patrol operations; Well outside the patrol flags
- Ensure you maintain regular contact with patrol and stay within signalling distance in case the IRB is needed.

32. List all steps involved in repairing minor tears or punctures to the hull.

- Deflate and clean and dry area.
- Choose a suitable area, out of the sun.
- Select suitable patch – 25mm overhang.
- Sand both the patch and the IRB until dull and remove dust.
- Using Bostic Super Contact Bond, apply thin layer of glue to both surfaces and allow 20 min drying time. Apply another layer and dry for 15 – 20 min until tacky.
- Touch down one edge of the patch and roll down. Use roller or similar.
- Remove excess glue by rubbing with your finger.
- Drying time will vary depending on temperature.

Name of Club:

Exam Date:

Complete before Examination				Complete after Examination		
Name	SLSNZ Membership #	Award Type	Workbook Submitted	Pass / Retest	Entered on SLSNZ database	Certificate issued DD/MM/YY

Examiner in Charge:

Award Type Codes:

Chief Examiner:

printed name
signature
printed name
signature
SLA Surf Lifeguard Award

SLI Instructor (SLA)

IRB C IRB Crewperson Award

IRB D Senior Lifeguard Award-
IRB Driver

PC Senior Lifeguard Award
(Patrol Captain)

IRB I Instructor (IRB)

ALA Advanced Lifeguard
Award