



SURF LIFE SAVING[®]
NEW ZEALAND

RWC Instructor Resource
March 2021

Surf Life Saving New Zealand
Rescue Water Craft
Instructor Resource

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Contents

Introduction	4
Qualification Requirements	5
Pre-requisites	5
Application process:	5
Training Process and requirements	5
Assessment Components	6
Training setup, access and information	6
Regional Pre-planning to be completed	6
E-learning pre module completion	7
Two-day training overview	11
Exam details.....	12
Instructor Responsibilities	13
Before the 2-day workshop	13
Instructor checklist.....	14
During the course	14
Once the course is completed	15
Lesson Plans.....	16
Using lesson plans.....	16
Lesson Plan Overview	17
Lesson Plan 1: Introduction and H&S.....	19
Lesson Plan 2: RWC Set Up	20
E-learning Review activity	23
Lesson Plan 3: Launch, Board & Operation	24
Lesson Plan 4: Rescues.....	28
Lesson Plan 5: RWC Close down.....	32
Lesson Plan 6: Day 2 - Introduction and H&S	35
Lesson Plan 7: Day 2 - RWC Set Up.....	36
Lesson Plan 8: Day 2 – Launch, Board & Operate	37
Lesson Plan 9: Day 2 - Rescues	39
Lesson Plan 10: Day 2 - RWC Close down	41
Appendices.....	43
Appendix 1: Endorsement Forms.....	43
RWC Operators Record	43
RWC Instructor Record	44
Appendix 2: RWC Exam Task Details	45
RWC Setup.....	45
Crewing Skills.....	46



Operating Skills	46
Single Person Rescues	48
RWC Emergency Manoeuvres.....	51
RWC Capsize	51
RWC Closedown	52
Appendix 3: Exam Registration Form	53
Appendix 4: The Teaching Toolbox	55
Being an Effective Instructor	55
Communicating with Candidates	58
Learning principles	61
VARK.....	66
Effective Questioning	68
Planning.....	70
Risk Management.....	73
Feedback	74
Evaluating the Lesson	76
Appendix 5: Risk and Incident Management	77
Appendix 6: Steps to check online learning progress	78
Appendix 7: Feedback Form	81
Appendix 8: RWC operator, instructor and examiner competencies.....	82
Appendix 9: RWC icebreaker activity	84

Introduction

These resources have been designed to inform instructors of their responsibilities when taking candidates through the Rescue Water Craft (RWC) Operator Award. If you are a trainee instructor wishing to gain your instructors award please contact you Region/CDO.

The following resources have been created for the RWC instructor use:

- Exam task details
- Lesson plans

The RWC Operator Award involves competency based training and assessment. Basically this means that each candidate needs to be deemed competent in the Units for the 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.

All Surf Lifeguards who wish to operate an RWC must undertake the required training set down by the Surf Lifeguard Training Pathways and meet all pre-requisites prior to presenting themselves for assessment to operate or crew the craft specified.

RWC operators must refresh their qualifications annually, failure to do so will see their relevant qualification status change to 'expired'. Part of the material refreshed will be the Operator's understanding of the RWC's Safety Case for the craft and areas of operation for the particular patrol. Only refreshed qualified crew can operate the craft during patrolling or search and rescue operations.

This award is only delivered regionally (not by club). For a list of approved instructors, contact people and more information, please contact your SLSNZ Regional Lifesaving Manager.

The RWC manual

The manual has been created to cover the content of the RWC Award. Each manual can be kept as a reference for club members for further education. The manual and workbook can be found here: <https://www.surflifesaving.org.nz/lifesaving/powercraft-education/rescue-water-craft>

How to use this guide

- Use the **Course Administration Checklist** on pages 13-15 as a guide for organising the course
- This course is delivered using a range of learning styles.
- Read through the guide and lesson plans prior to commencing training, the course covers all the knowledge and skills required to complete this course.
- Work through the topics, the lesson plans are a guide for you to follow where needed. Group discussions held during the course of the day may see you deviate in some places from the plan. It is up to you to decide on areas candidates may need more/less time on.
- It is essential to deliver the course with a balance of theory and practical tasks

Development

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

member.education@surflifesaving.org.nz



Qualification Requirements

Pre-requisites

All Surf Lifeguards who wish to operate an RWC must meet the following requirements

- Current & active member of a SLS club.
- Surf Lifeguard Award (refreshed)
- 20 years of age minimum on the first day of the introductory course
- Marine VHF Radio Operators Certificate.
- Senior Lifeguard Award - IRB Driver (refreshed)*
- Full Motor Vehicle Licence (Class 1).
- First Aid Level 1 (current) | First Aid Level 2 (current)**
- 400m Pool swim under 7.30 minutes

*A minimum of 24 months from operator award including 2 seasons of operating as an IRB Driver (at a minimum one IRB driver refresher must have been completed in the last year) is required.

An RWC Operator must have a First Aid Level 1 prior to their training and probationary period, and they **MUST have the First Aid Level 2 completed in order to complete/gain the full award.

Highly Recommended:

- First Aid Level 3 (current)
- Advanced Lifeguard Award

Application process:

If a candidate meets the above pre-requisites, they can:

1. RWC Operator Candidates register interest with Club and Regional Lifesaving Manager and then;
2. Club and Regional endorsement is sought (see Appendix 1)

Training Process and requirements

Experienced Lifeguards who hold all the required pre-requisites and wish to develop their skills and knowledge in RWC need to:

1. Complete the online pre-learning module
2. Attend a SLSNZ Regionally instructed RWC Introduction Course (two days)
 - a. Training blocks must be approved by the National Chief Examiner and Regional Lifesaving Managers.
 - b. This training block may be completed in two separate days, but the candidate must not complete any probationary hours on the RWC until the full 2 days has been completed
3. Log 10 probationary operator hours on an RWC (that meets the spec as per SLSNZ specifications document) **within 12 months of attending the RWC Introductory course.**

Assessment Components

Once the above training and elements has been completed, the candidate will need to:

4. Complete all components of the RWC examination, including:
 - Workbook completion
 - Theory Test
 - Practical examination

Upon successful completion, candidate is awarded Rescue Water Craft Operators Award.

The RWC Instructor Record (See Appendix 1) must be completed and emailed to:
member.education@surflifesaving.org.nz.

Training setup, access and information

Regional Pre-planning to be completed

Once an RWC training session has been approved to run, the regional office will need to:

1. The regional staff appointee will work with the approved RWC Instructor and/or Examiner to
 - a. Identify:
 - i. The location for the theory aspects
 - ii. The location for the flatwater aspects
 - iii. The location for the surf aspects
(Note: If various locations require travel, this takes time away from training and practice)
 - iv. Which RWCs are available to learners for training and logged hours
 - b. Source for the 2-day training workshop:
 - i. Enough RWCs so there are 1 RWC for every 3 candidates (the vessels need to meet the SLSNZ requirements as per the Policy and specifications doc)
 - ii. Equipment and gear as required
 - iii. Adequate instructors as reflected in the minimum course ratios:

Number of operators	Minimum number of instructors (Min 1 examiner)	Number of RWC's being used by candidate's	Additional fully Crewed safety IRB or RWC
1-3	2	1	1
4-6	2	2	1
7-9	3	3	1
10-12	4	4	1
13-15	5	5	1

- c. Organise:
 - i. For RWCs to be used to be transported to the training locations and returned after
 - ii. An examiner to be present for course
2. Regional Lifesaving manager is to complete and document a safety plan. This needs to be provided to the local Harbor Master so they are informed of the training activity.

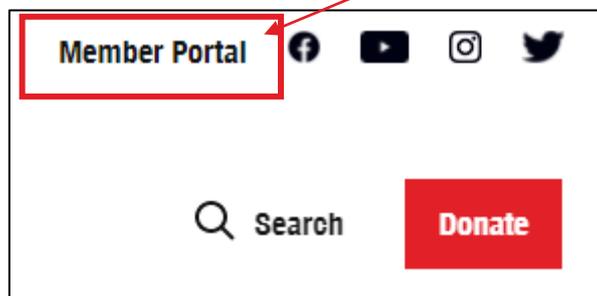
E-learning pre module completion

The e-learning module is **COMPULSORY** and must be completed prior to the 2 day training workshop. This must be completed within 4 weeks of the RWC 2-day training.

Candidates can enroll and access the course:

If you have any questions, problems or feedback please contact your club administrator or member.education@surflifesaving.org.nz.

1. Go to the SLSNZ website: <https://www.surflifesaving.org.nz/>
2. Click on the **Member Portal** button (top right hand corner of the screen)

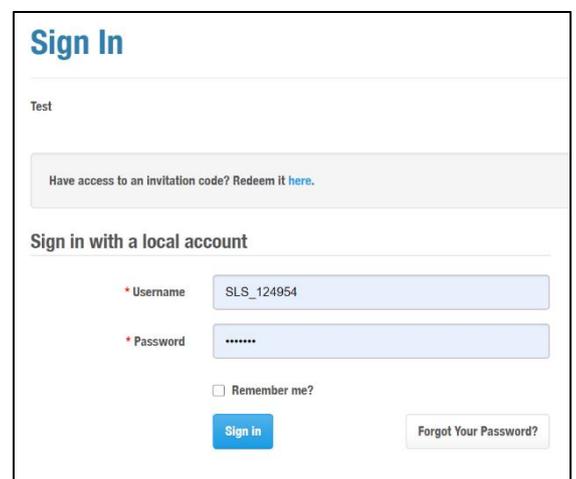


OR you can click directly on this link: <https://webportal.surflifesaving.org.nz/>

3. Click on the **"Sign In"** button

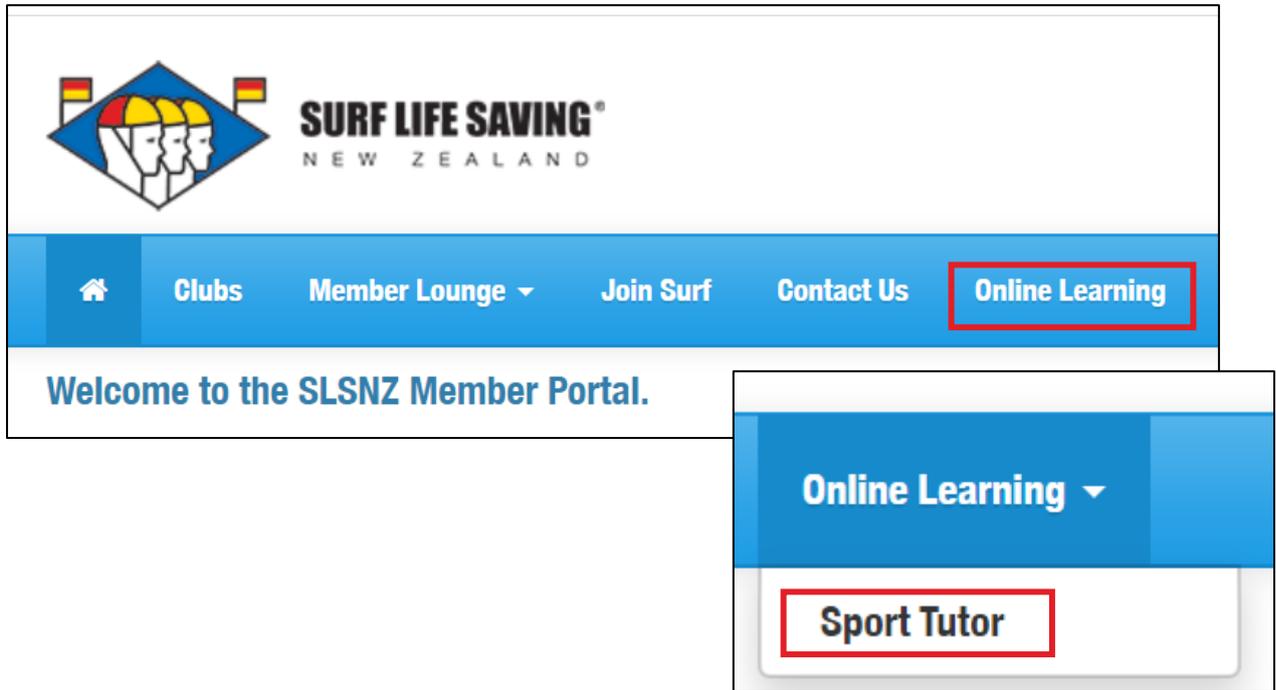


4. Type in your **Username** (The username format is the letters 'SLS' and your 'SLSNZ membership number', separated by an underscore, i.e. SLS_69233 - DO NOT add your email here and remember the SLS & the underscore and your membership number)
5. Type in your **Password** (all passwords have been set to ***yourlastname20***, i.e. bond20)
6. Click on the **"Sign In"** button





7. Once logged in,
 - a. click on the **Online Learning** button
 - b. click on the **Sport Tutor** dropdown... to **access the online learning**



If you do not know your username or password, you can:

- a. Contact your club admin who can **tell you your username** and **reset your password, OR**
- b. Email database@surflifesaving.org.nz and the database administrator can tell you your username and reset your password, **OR**
- c. You can change it yourself through these steps:
 - i. Click on the "**Forgot Your Password?**" button

The image shows the 'Sign in with a local account' form. It includes fields for Username and Password, a 'Remember me?' checkbox, a 'Sign In' button, and a 'Forgot Your Password?' button highlighted with a red box.

- ii. Add in your **Username** (the same as step 4 above) and click the submit button

The image shows the 'Reset your password' form. It includes a Username field with the value 'SLS_124964', a message 'Enter your username to reset your password.', and a 'Submit' button highlighted with a red box.



- iii. Here it will ask you a security question. **Type in the answer** to the question and click 'Submit'
- iv. Now **check your email** for a temporary password (*Note: this can take up to 1 hour to come through if online traffic is high*)
- v. **Repeat steps 1-6** above with the temporary password provided (this password is difficult to remember, so we recommend these next steps):

Reset your password

Username SLS_124964

Question 2+2=

* Answer

Answer the question correctly to receive your password.

- vi. Click on Member Lounge and Select "My Profile"
- vii. Select "Change Password"

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NEW ZEALAND PATROLS AND MEMBERSHIPS

Member Lounge - My Profile

Profile

Anina Upton

- viii. Type in the current "temporary" password, choose a new password (that you will remember) and type it in twice. Click "Change Password"

* Current Password

* New Password

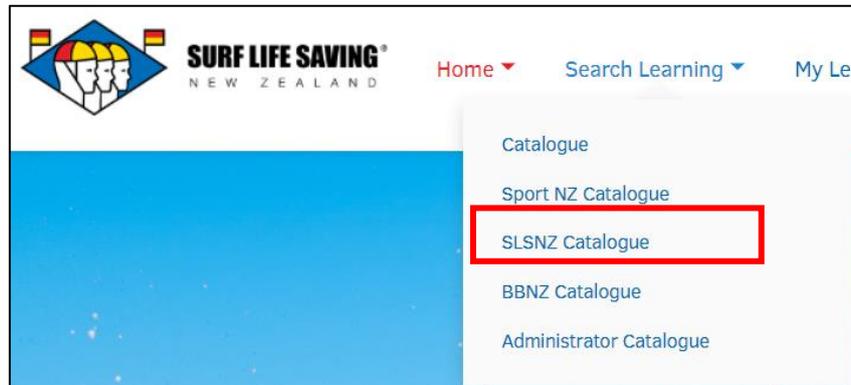
* Confirm New Password

- ix. Continue with **step 7** to access your online learning

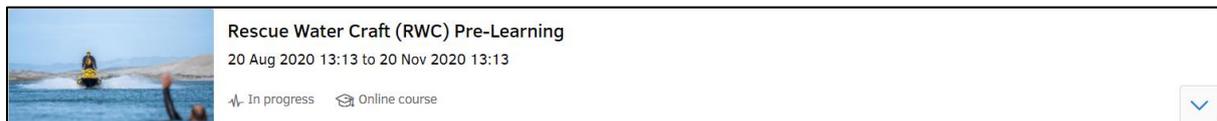
Terms of Use: By logging in, you are attesting that you are logging in with YOUR password and login and no one else's.

Once participants are in the portal:

8. Hover on **Search Learning** and click on **SLSNZ Catalogue**



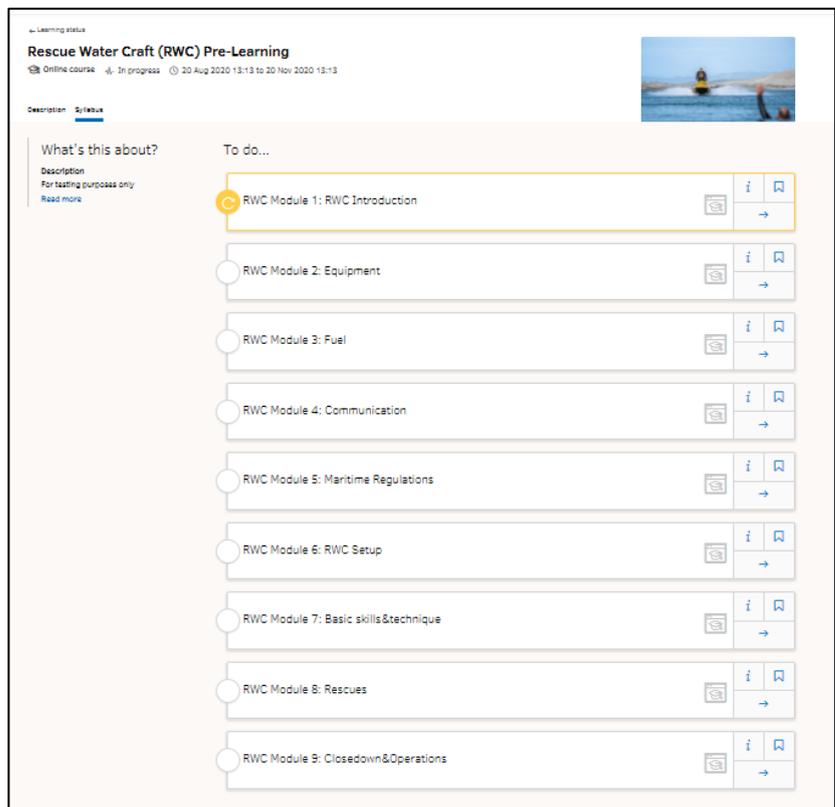
9. Search for and **Click on** the **Rescue Water Craft (RWC) Pre-learning**



10. Click the **"Enrol"** button
11. Click **"Get started"**

12. The course consists of 9 modules, click on **each element** to complete.

13. If you leave the course at any time and come back later to complete, you will find it under **"My Learning"**



Two-day training overview

The learning objectives of the Rescue Water Craft Operation 2-day workshop are for all RWC Operators will be able to:

- Prepare an RWC for use
- Crew an RWC in and out through the surf
- Operate an RWC in and out through the surf
- Perform single rescue solo for a conscious patient (patients of reasonable size) within the surf zone
- As an operator, perform rescue with crew for a conscious and unconscious patient (patients of reasonable size) within the surf zone
- As an operator, perform TUBE rescue (patients of reasonable size) within the surf zone
- Perform an emergency punching manoeuvre within the surf zone
- Patient transferred (lift and carry) from the RWC/Rescue Sled to clear of high water mark applying the correct patient care required
- Perform a solo RWC capsize recovery
- Apply the correct RWC Closedown procedure in groups
- Explain key points related to the effective and safe use of an RWC including:
 - RWC use and considerations
 - Launching and retrieving the RWC
 - Design features, equipment and PPE
 - Fuelling procedure
 - Communication
 - Maritime regulations
 - Patient with Equipment rescue
 - Towing an RWC
 - RWC operations
 - RWC Health and Safety considerations

An estimated timetable for the practical training consist of:

DAY ONE: Flat water

Time	Session
8:00 - 8:15	Introduction and health & Safety
8:15 - 9:30	RWC Set Up
9:45 - 11:30	Launch and Board
12:00 - 2:45	Rescues
3:00 - 4:15	RWC close down

DAY TWO: Surf

Time	Session
8:00-8:15	Introduction and health & Safety
8:15-8:45	RWC Set Up
8:45-11:45	Launch and Board
12:15-2:45	Rescues
3:15-4:00	RWC close down

The above (and provided lesson plans) has been based on 15 candidates (maximum number) in attendance and the assumption that the following resources/ratios are available:

- 1 RWC : 3 learners: 1 instructor

This course is run REGIONALLY only. It is up to the region to run the above content (over more days or for a longer periods) in any way that ensures key learning objectives have been met.



The first day is to be completed on “flat water” and the second day in “surf”.

These have been defined as follows:

Flat water criteria and conditions:

- No waves in the area in excess of 30cm face high
- Sea chop should not exceed **sea state 2** from the table below. However, consideration to current, breaking waves & general area need to be considered (ask yourself: Are the conditions appropriate for beginners?):

WMO Sea State Code	Wave height	Characteristics
0	0 metres (0 ft)	Calm (glassy)
1	0 to 0.1 metres (0.00 to 0.33 ft)	Calm (rippled)
2	0.1 to 0.5 metres (3.9 in to 1 ft 7.7 in)	Smooth (wavelets)
3	0.5 to 1.25 metres (1 ft 8 in to 4 ft 1 in)	Slight
4	1.25 to 2.5 metres (4 ft 1 in to 8 ft 2 in)	Moderate
5	2.5 to 4 metres (8 ft 2 in to 13 ft 1 in)	Rough
6	4 to 6 metres (13 to 20 ft)	Very rough
7	6 to 9 metres (20 to 30 ft)	High
8	9 to 14 metres (30 to 46 ft)	Very high
9	Over 14 metres (46 ft)	Phenomenal

Surf criteria and conditions:

- The practical components of the training shall be performed in a minimum of 1 metre of challenging surf. The surf size must be measured from the front of the wave, from the trough of the wave to the top.
- The surf size measurement must apply in the areas in which the RWC is being operated/crewed.
- Conditions in the training area need to remain consistently challenging and consistently at 1m of surf throughout the duration of the training session.

An RWC examiner must be present as the lead instructor on each course – see Appendix 8 for RWC instructor and examiner requirements.

Exam details

This 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.

Please see Appendix 2 for exam assessment criteria.

Instructor Responsibilities

All Instructors are responsible for educating new RWC Candidates to a level that not only prepares them for the examination but also for the role of an RWC Operator. To enable instructors to have the tools necessary to accomplish this SLSNZ **has created guidance and lesson plans** that cover all knowledge and skills needed to be an RWC Operator.

It is **not mandatory** to use the lesson plans, however, you must assist the candidate to complete all of the tasks that are conducted during the examination.

Before the 2-day workshop

Review the Teaching Toolbox in Appendix 4. Audiences range from 20 – 70+ years of age and includes male and female operators. Think about what their learning needs will be and ensure you provide support as required.

Below is a detailed list for your consideration. Ensure that you liaise with your SLSNZ regional staff member well in advance of the course.

Resources to gather:

- RWCs and logbooks
- Rescue Sleds
- Helmets - All operators and crewpersons must each wear a helmet when operating an RWC at all times
- Other PPE and gear (i.e. PLB's, lanyards etc.)
- A pair of fins on a fin-belt
- Manuals – one for each participant
- Candidate workbooks – one for each participant

Ensure you use the latest versions of forms: <https://www.surflifesaving.org.nz/club-management/health-safety/emergencyincident-management>

Key tasks before the lesson:

- Set up venue appropriately
- Ensure all resources are set out and available to each participant
- Ensure a Safe Learning environment
 - Ensure all Risk and Incident Management content, processes and forms required are implemented appropriately (see Appendix 5 for full details).
- Review surf conditions

Instructions to be sent to candidates about the course:

The following information needs to be sent out to candidates attending the course:

- Venue
- Date of the course & Times start and finish
- Dress requirements
- Your instructor will be...
- Candidates will need to bring:
 - Food, for morning and afternoon tea and lunch
 - A pen & paper for notes
 - Swimming gear (togs, wetsuit)
 - Comfortable clothing and or PPE required to do practical tasks
- Bring your own lunch and snacks
- Workbook attached (with instructions on when it needs to be completed by)
- Information for online learning enrolment & completion (see page 7-10) and **a date by when their e-learning modules MUST BE completed by (prior to the introductory course dates)**



Instructor checklist

Steps	Day to be completed	Tick when completed
Four – six weeks before course.		
Confirm primary course locations (flat and surf)		
Tentatively book a secondary location if deemed necessary (e.g. to ensure surf)		
Confirm course dates with SLSNZ staff member		
Read course material to see what is required of you.		
Book training equipment if needed with SLSNZ staff member.		
Two weeks before course		
Ensure you check all attendees meet minimum pre-requisite requirements		
Confirm participant numbers and send out: <ul style="list-style-type: none"> • Instructions for eLearning to be completed prior – see page 7-10 • Instructions and information for face to face training – see page 11-13 		
Get the correct number of resources for candidates coming and plan the activities.		
Organise copying of additional resources if needed.		
One week before course		
Complete your own preparation for the course.		
Consider the swell and weather reports and confirm course locations if possible		
The day before the course		
Set up venue if possible, positioning resources and equipment. Make sure you have internet access (if required) Check online learning completion (see Appendix 6) Check conditions and ensure course location is confirmed (if not already)		
The day of the course		
Ensure candidates sign attendance sheet and send this through with post paperwork		
Demonstrate good risk management and H&S practices by ensuring that candidates are aware of the exits, hazards, and emergency response procedures and equipment e.g. fire extinguisher location/s. (See Appendix 5)		
Ensure candidates complete a risk assessment prior to the RWC activity and scenarios, and that implement their risk management strategies/plan throughout. (See Appendix 5)		

During the course

The instructor must ensure that all content is covered during the course. Instructors may make changes to the Lesson Plan activities and scenarios to suit candidates' knowledge, skills and experience.

Ensure candidates complete all the questions/sections in their workbooks and the Course Feedback Form (Appendix 7), before leaving the course.



Notes for practical in water:

- Demos are to be completed both on land and in the water by instructors
- Practical aspects must be completed in a pre-defined area which meets all maritime legislative requirements (e.g. 200m from shore when exceeding 5 knots).
- People rotation is important to ensure everyone gets the amount of practical time required for them to meet the learning outcomes.
- Each candidate should be given the opportunity to spend at least 2-3 hours in the water practicing during the 2-day training
- Answer learners questions as they come up (to ensure the informal, co-learning, adult principled learning environment)
- Instructors are to demo the following lesson plan activities and work alongside the learners **IN THE WATER**, for best learning support:
 - All aspects of Lesson plans "Launch, Board and Operate" and "Rescue" in both flat water and in surf

Once the course is completed

Upon the completion of the course:

- Submit the SLSNZ Examination Registration form (Appendix 3) along with the attendance sheet to Regional office to be kept until exam time
- Once the exam is completed, the examiner will send the RWC Operator award workbooks to their local SLSNZ regional office who will then send to SLSNZ

Any incidents report through normal SLSNZ pathways and to the RWC Chief Examiner – Who will work with H&S officer to investigate and communicate learnings to sector.



Lesson Plans

Using lesson plans

Below are details of the lesson plan sheets, the first shows the beginning of a main lesson, the second the start of a reinforcement activity.



Surf Lifeguard Award Lesson 3

Lesson plan number

Lesson Plan	Cardio Pulmonary Resuscitation (CPR) Version 1 PowerPoint	
Manual Sections	Emergency Care, Cardio Pulmonary Resuscitation (CPR), First Aid	
At the conclusion of this module candidates will be able to: 1. Provide Resuscitation (includes CPR and choking)		
Key Resources: <ul style="list-style-type: none"> ◦ Well lit, clean and well ventilated working environment ◦ Table and chairs – enough for each participant ◦ CPR Manikins – ensure they are clean and properly maintained ◦ Manikin Face Shields/ Masks (alcohol swabs can be used in masks unavailable) ◦ Whiteboard and pens ◦ Paper and pens/pencils ◦ SLSNZ Surf Lifeguard Manuals – one for each participant ◦ Laptop and Projector + Power point presentations ◦ Access to local beach (additional skills) ◦ A positive attitude! ◦ Candidate workbooks 		
Key tasks before each module: <ul style="list-style-type: none"> ◦ Set up room or other venue appropriately ◦ Ensure all resources are set out and available to each participant ◦ Introductions (if required) ◦ Discuss plan and aims/objectives for the session ◦ Work through reinforcement activities from previous session ◦ Conduct session – include skills/tasks ◦ Discuss plans for next session 		
Duration	Activity	Additional Resources
1 min	Slide #1: Title page – resuscitation	
1 min	Slide #2: By the end of this module candidates will be able to: <ul style="list-style-type: none"> • Provide resuscitation 	

Lesson plan title and version. Relevant manual sections

Key resources to acquire prior to the lesson

These should be completed before beginning the lesson

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

Some lessons contain reinforcement activities that link to the previous lesson.

Reinforcement Activities – Physical Environment		
<ul style="list-style-type: none"> ◦ Ensure all correct equipment and resources (if necessary) are available to each participant ◦ Discuss plan and aims/objectives for the session ◦ Conduct session – Can be done before or after main lesson ◦ Discuss future sessions/set goals 		
Duration	Activity	Additional Resources
10 min	10 question quiz <ul style="list-style-type: none"> • Candidates work in groups or as individuals 1. How are waves formed? <ul style="list-style-type: none"> ◦ Storms and windy conditions 2. What causes tide changes? <ul style="list-style-type: none"> ◦ Moon and sun tidal force (associated with gravitational pull) 3. Why do rips occur? <ul style="list-style-type: none"> ◦ Wave interaction with the environment 	



Lesson Plan Overview

The following lesson plans are a guide for training Lifeguards up to complete the RWC Award. **From time to time you may need to shorten lesson plans or change the structure to accommodate surf conditions. It is essential that the checklists are used to ensure candidates are learning each task as they would need to complete it at the examination.**

Candidates may need more time 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.

<u>Lesson</u>	<u>Lesson topics/Learning Objectives</u>
PRE-LEARNING ONLINE MODULE	<ul style="list-style-type: none"> • RWCs brands • RWC uses • Equipment. Design and features • Fuel • Communication • Marine regulations • RWC set up • Basic skills and techniques theory • Rescue theory • RWC closedown • Operations
1. Instruction and Health & Safety	<ul style="list-style-type: none"> • Explain how they are expected to behave to ensure RWCs are used safely
2. RWC Set Up	<ul style="list-style-type: none"> • RWC orientation • Prepare an RWC for use • Explain key points related to the effective and safe use of an RWC in regards to design features; equipment; use; fuel and PPE
3. Launch, Board & Operate	<ul style="list-style-type: none"> • Explain key points related to the effective and safe use of an RWC in regards to: Launching and Retrieving the RWC; Communication & Maritime Regulations • Launching procedure – Launch the RWC safely • Starting procedure – Starting depth and pre-start requirements. • RWC operating principles; power to turn, lean into turns, stopping etc. (all aspects of operating an RWC) • Turning practice; wide turns to start, getting tighter followed by figure 8's. • Crew an RWC in and out through the surf • Complete all aspects of this section with a crewperson on the rescue sled.
4. Rescue	<ul style="list-style-type: none"> • Perform single rescue solo for a conscious patient (patients of reasonable size) within the surf zone • As an operator, perform rescues with crew for a conscious and unconscious patient (patients of reasonable size) within the surf zone • As an operator, perform TUBE rescue (patients of reasonable size) within the surf zone • Patient transferred (lift and carry) from the RWC/Rescue Sled to clear of high water mark applying the correct patient care required • Perform a solo RWC capsize recovery
5. RWC Close down	<ul style="list-style-type: none"> • Apply the correct RWC Closedown procedure in groups • Explain key points related to the effective and safe use of an RWC in regards to: Fueling procedure and Patients/Rescues with Equipment; Towing and RWC
6. Day 2 -Instruction and Health & Safety	<ul style="list-style-type: none"> • Explain how they are expected to behave to ensure RWCs are used safely
7. Day 2 - RWC Set Up	<ul style="list-style-type: none"> • Prepare an RWC for use • Explain key points related to the effective and safe use of an RWC in regards to design features; equipment; fuel and PPE
8. Day 2 – Launch, Board and Operate	<ul style="list-style-type: none"> • Launch the RWC safely and appropriately (depth considering conditions) • Appropriate Starting procedure • Crew an RWC in and out through the surf • Operate an RWC in and out through the surf • Explain key points related to the effective and safe use of an RWC in regards to: Launching and Retrieving the RWC; Communication & Maritime Regulations • Perform turns within the surf zone • Perform parallel runs within the surf zone. • Perform an emergency punching maneuvers within the surf zone (solo and with crew)



<u>Lesson</u>	<u>Lesson topics/Learning Objectives</u>
9. Day 2 - Rescue	<ul style="list-style-type: none">• Perform single rescue solo for a conscious patient (patients of reasonable size) within the surf zone• As an operator, perform rescue with crew for a conscious and unconscious patient (patients of reasonable size) within the surf zone• As an operator, perform TUBE rescue (patients of reasonable size) within the surf zone• Patient transferred (lift and carry) from the RWC/Rescue Sled to clear of high water mark applying the correct patient care required• Perform a solo RWC capsize recovery
10. Day 2 - RWC Close down	<ul style="list-style-type: none">• Apply the correct RWC Closedown procedure in groups• Explain key points related to the effective and safe use of an RWC in regards to: Fueling procedure and Patients/Rescues with Equipment

Notes:

- For experienced RWC Instructors, the ***beach card (in the workbook)*** and this ***lesson plan overview*** is a summary of what needs to be covered and can be used as guidance.
- **RWC training can only be facilitated by approved RWC instructors.** Please see Appendix 8 for the RWC operator, instructor and examiner competencies.



	<ul style="list-style-type: none"> - No goofing around on skis – skis are visible and we get complaints about RWC all the time – be aware you are in a public environment – bear in mind –the way we teach you and what we ask you to do ensures this, but we do not want to see: Jumping waves, Silliness etc. ▪ Ask “What is the purpose of using RWCs”? - Expected answers as per e-learning and workbook - Summarise and explain even though “training” today, we still use the RWCs as per expected best practice. 	
Nominal duration: 0h 15min		

Lesson Plan 2: RWC Set Up

RWC Set Up		
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. RWC Orientation 2. Prepare an RWC for use 3. Explain key points related to the effective and safe use of an RWC in regards to design features; use; equipment; fuel and PPE 		
<p>Key Resources: As per list on page 13 +</p> <ul style="list-style-type: none"> ▪ Logbooks ▪ Fuel cans and equipment 		
<p>Key tasks before the lesson:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Place RWCs (in a non-rescue ready state on the trailers), ready for training use (in a space where training is not in the way of anyone and training will not be interrupted) <input type="checkbox"/> Ask all learners to stand in a circle around 1 RWC 		
Section/ Duration	Activity	Additional Resources
Intro, type and equipment (5 min)	<ul style="list-style-type: none"> ▪ Explain we will be setting up the RWC and completing all preoperational checks ▪ Ask: Why is the RWC found in this state (not rescue ready)? ▪ Explain that we will be putting it together in a second, but first and pop quiz: <ul style="list-style-type: none"> - What type of ski is this? What others do we use? - What do you know about it? (<i>And explain key differences between skis including weight; jet pump; fuel tank size, cc's etc.</i>) - Point to various parts of the ski and rescue sled (and other equipment) and refer to e-learning and Ask: What is this called? - What is the minimum equipment required for operation? - Who completed the challenge in the e-learning and can tell me what is “not required” but “recommended” equipment? 	
Pre-operational checks – demo	<ul style="list-style-type: none"> ▪ Demonstrate all of the following, explaining key points from manual and any listed here <ul style="list-style-type: none"> - Ask: When completing pre-operational checks, where do we start? (<i>log book</i>) Why? (<i>see what has</i> 	



<p>(45 min)</p>	<p><i>happened to the ski before, indication of usability/ status & complete for pre-operational checks)</i></p> <ul style="list-style-type: none">- Ask: What are the steps for radio pre-operation checks?- Checking hull, surface structure and fittings- Engine Bay (and flush down attachment, point out sharp edge)- Where seats attach- Main engine bay in front (including grabbing and tugging on something solid - <i>This is to ensure the engine mounts are intact... These have broken a few times in our environment</i>)- Check around the oil filter for oil and rust on hand (indicating faulty filter) and water separator- Oil Dip stick<ul style="list-style-type: none">• Ask: Do we check oil?- All fittings, where rescue sled attached<ul style="list-style-type: none">• Ask: If worn, what do we do?• Ask: Who maintains RWCs?- Reverse bucket (grab jet nozzle and look at handle bars turning)- Put bungs in- Check no breakages; cracks with ride plate- Long hull side check (no holes, cracks; peeling)- Lunch box in- Put seats on and attach straps- Check glovebox<ul style="list-style-type: none">• Ask: What needs to be in here?• Ask: What do we take out and where do we put it/ can attach it to?- Put straps over glovebox if applicable- Front hatch (what is kept in it), check all content in good condition and strap up (explain not waterproof)- Check fuel<ul style="list-style-type: none">• Ask: What fuel do we use?• Ask: What do we need to fill? (plus explain how and provide tips such as jiggle siphon hose + ensure all safety considerations are covered)• Ask: What do we NOT do when refueling?• Ask: If there is no trailer around, how do you refuel?- Demo Rescue Tube (short tie) and attach (show all attachment places)- Attach rescue sled (center first; then lift up; then one side; then the other) plus explain rescue sled "materials" and key checks<ul style="list-style-type: none">• Ask: What must be checked on the RWC rescue sled prior to use• Ask: Where should the rescue sled be resting once attached?- Start-up checks with 2 people (1 check; 1 starts) Explain lag in starting/battery; bucket in back drops; start; run for 10 seconds; pull kill cord- Ensure tie downs are removed from around the bucket<ul style="list-style-type: none">• Ask: What do we always do before we start?• Ask: If bucket down, what state is the RWC in?	
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	<ul style="list-style-type: none"> • Ask: What happens (to bucket) when you give it a little throttle/ reverse/ turn? - Heads up display: Forward, Neutral, reverse; Speed; Fuel gauge; log hours; revs; cruise control (if applicable) & Checking that all display functions work appropriately - Trim up and down (and what happens if you turn engine off) - Ask: What do we do if an item in the pre-operational check is NOT working or is damaged? <ul style="list-style-type: none"> ▪ Complete logbook & ▪ Explain the RWC is now ready to be taken down to the beach, a few checks done and then removed from the trailer and launched. ▪ Explain it is learners turn to practice first 	
Pre-operational checks – learner practice (15 min)	<ul style="list-style-type: none"> ▪ Group learners to cover remaining RWCs not checked yet ▪ Provide them with the log book and ask them to complete all operational checks (instructors walks around, ensures done accurately, coaches and answers any questions) ▪ Observe and summarise by providing some key tips and tricks 	
PPE (2 min)	<ul style="list-style-type: none"> ▪ Ask: What are the minimum gear/PPE we require all of you to wear today for safety purposes? 	
Nominal duration: 1h 15min		

Move to flatwater beach (timing here will differ depending on how far away this is from where the above was completed and what travel is required)

Notes:

- If you are reaching around 9:30/10:00 am at this stage, it might pay to have a quick break, so learners can have a snack before heading into the water.



E-learning Review activity

Reviewing content from the e-learning		
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> Show that they have grasped the key points from the e-learning modules 		
<p>Key Resources:</p> <ul style="list-style-type: none"> As required 		
<p>Key tasks before the lesson:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Decide how you want to review <input type="checkbox"/> Create any required resources in advance 		
Section/ Duration	Activity	Additional Resources
Instructor to decide how much time to allocate to this	<p>We recommend all instructors complete the e-learning themselves (if not done already) to have a full understanding of what content was covered.</p> <p>Review E-learning content can be reviewed in many ways (Choose what suits your teaching preference). Some ideas:</p> <ul style="list-style-type: none"> Pop Quiz Divide manual in sections and allocate to groups to review, summarise and share back to the room Pop Quiz prior to each practical session below (instead of all at the beginning) Walk through manual (in order), discuss key points, ask questions to check learning and share your experiences, tips and tricks 	



Lesson Plan 3: Launch, Board & Operation

Launching, boarding and operating an RWC		
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Explain key points related to the effective and safe use of an RWC in regards to: Launching and Retrieving the RWC; Communication & Maritime Regulations 2. Launching procedure – Launch the RWC safely 3. Starting procedure – Starting depth and pre-start requirements 4. Operate an RWC 5. RWC operating principles; power to turn, lean into turns, stopping etc. (all aspects of operating an RWC) 6. Turning practice; wide turns to start, getting tighter followed by figure 8's 7. Crew an RWC in and out through the surf 8. Complete all aspects of this section with a crewperson on the rescue sled 9. Beach and Retrieve an RWC 		
<p>Key Resources: As per list on page 13 +</p> <ul style="list-style-type: none"> ▪ An additional RWC will be required for the "Follow the leader activity" 		
<p>Key tasks before the lesson:</p> <ul style="list-style-type: none"> ☐ Have RWCs on trailers on beach ☐ The following can either be completed as a whole group around 1 RWC (which will take more time) or with each instructor, their RWC and their learners with the recommended 1RWC; 1 Instructor; 3 learners ratio 		
Section/ Duration	Activity	Additional Resources
Positions, turns (5 min)	<ul style="list-style-type: none"> ▪ Instruct learners to go get changed and get ready to move to the flatwater beach ▪ Ask: Before launching – what are some aspects we might want to check? (Check bungs in, anything else?) ▪ Explain we will now cover some basics you need in order to launch the RWC and then have a go and get some time on the ski to get familiar ▪ Demo and explain: <ul style="list-style-type: none"> - Operator positioning (plus footing; tips for shorter taller people; knees to grip if needed; posture; weight where; crouch position; where hands are; loosen up as you become more comfortable; always be aware of surroundings) <ul style="list-style-type: none"> • Ask: Why do we stand? - How to turn (decide, lean and throttle) - Basic mechanics (throttle, steer) <ul style="list-style-type: none"> • Ask: What does insufficient throttle result in? • What is the correct position for punching a wave? <i>Explain – punching is ONLY for emergencies: consider crew</i> - On/Off; Sport Mode; Tilt trim; triggers - Glide time – stopping an RWC with/without breaks 	
Comms and Maritime rules	<ul style="list-style-type: none"> ▪ Explain before you launch and get in the water, let's have another pop quiz to check your knowledge around communication signals and maritime rules 	



<p>(5 min)</p>	<ul style="list-style-type: none"> ▪ Ask: <ul style="list-style-type: none"> - Instructor shows various signals and ask learner what they are? - As IRB drivers, you are aware of maritime rules – ask questions related to speed; overtaking; head on; crossing; collision avoidance + any related to beach you are on - If you see a boat displaying a diver’s flag, what rule applies? - What radio channel are we operating on today? - How many people are required to move the RWC from its trailer? - What safety aspects do you need to consider when you move the RWC from the trailer? 	
<p>Launching (10 min)</p>	<ul style="list-style-type: none"> ▪ Explain launching steps <ul style="list-style-type: none"> - Get trailer to an appropriate depth - One person pushing, the other pulling - Pulling trailer - Depth and water level - Where you stand - Clearly communicating your plan - Proper lifting techniques - Sand effects - Removing from trailer is where damage can really be done – reiterate <ul style="list-style-type: none"> • Have a plan • Communicate and tell others what to do • Wait for wave • There is no rush to detach – take your time! ▪ Group learners (with one instructor per group) ▪ Explain they will now launch the RWC into the water <ul style="list-style-type: none"> - Discuss where we launch - Discuss who is in charge and remind to communicate their plan ▪ <i>While learners implement steps just explained, instructor guides, coaches and provides feedback</i> 	
<p>Boarding the RWC and operating practice (30-40 min)</p>	<ul style="list-style-type: none"> ▪ Explain and Demo (Instructor in water) boarding steps <ul style="list-style-type: none"> - Minimum depth of 60 cm - Board from side - Rock - Ask: <ul style="list-style-type: none"> • Why do we give it a good rock/shake? • Do you do this every time you start it? • What do we check before we start? • Why do we never throttle with someone behind? • How do we start the engine? • What side are we going to have the kill switch on? - Provide any tips and tricks ▪ Ask checking questions for operator position 	



	<ul style="list-style-type: none">▪ Discuss stability and how hard it is to roll the RWC – we'll cover capsizing later<ul style="list-style-type: none">▪ Parallel running – covered as per manual but an easier way to add: Adjust foot positioning (weight) for oncoming wave. Rock craft away from wave, rock it back as you pop over. Be wary of how this affects your crewperson and always check they are still on the rescue sled after every wave▪ Shouldn't parallel large waves▪ Explain ... After the RWC is started and the engine is turned on, you need to check that the water is flowing through the cooling system. The warning light only comes up accompanied by a loud alarm if the water is not flowing.▪ Group learners (with one instructor per group)▪ Explain they will now take turns to board the RWC, have a go at operating and what I'd like you to do is:<ul style="list-style-type: none">- Get comfortable, adjust and check your positioning- Practice turning, large O's, small O's, Large 8's and small 8's▪ ... we'll practice this with one of the instructors as the leader▪ Follow the leader explain, moving from doing large turns in the same direction to smaller, tighter turns. Then everyone stop, change direction and repeat. Then in own space with 50m separation complete figure 8s starting with big wide turns progressing to smaller figure 8s, increasing and reducing speed, standing, sitting and changing feet position, so watch the leader and follow suit & cover Reverse<ul style="list-style-type: none">- Ask: If people come into your area, what will you do?- Ask: What do I not want to see?▪ Explain Beaching safely and appropriately for conditions and discuss Returning to Shore protocol <p><u>PRACTICE STRUCTURE:</u></p> <ul style="list-style-type: none">▪ 1 RWC for the instructor (leader)▪ 1 RWC: 1 Instructor: 3 learners<ul style="list-style-type: none">- 1 learner is operating (as instructed above) (5-6 minutes)- 2 learners are watching operator- Instructors remaining to ask "checking questions" from e-learning and manual▪ ROTATE and debrief as they swap around and answer any questions	
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<p>Crew position (during individual operating practice)</p>	<ul style="list-style-type: none"> ▪ Explain - Remember you might need to teach this to a LG plus you need to be able to (demo and explain crew position) <ul style="list-style-type: none"> - Lie down on rescue sled with feet up - Hold on via 2 points of contact - Brace for forces all around you - One leg "up a bit on rescue sled" is fine - HEAD DOWN (Why? Not to hit massive handle on the back of the RWC seat (helmet!!)) ▪ Checking learning questions: <ul style="list-style-type: none"> - What is the operator position? - What do you do with your feet? - How do we hold on to rescue sled? - What do we (as operators) have to say to the crew if you are going through a wave? (head down) ▪ Provide tips and answer any questions the individual may have: <ul style="list-style-type: none"> - Crew, lean into turn to help RWC (its already sluggish with crew) ▪ Important to note and explain: <ul style="list-style-type: none"> - If you take a lifeguard with you as crew, they must be geared up in minimum PPE - If you pick up a lifeguard (already out in the ocean) and bring them back – you treat them as a patient 	<p>You can also have the 1st learner to teach the second, the 2nd the 3rd and the 3rd the first ☺</p>
<p>Crew practice (20 min)</p>	<p>Once all 3 learners have had some "individual time operating"</p> <ul style="list-style-type: none"> ▪ Discuss what they next practice will entail <p><u>PRACTICE STRUCTURE:</u></p> <ul style="list-style-type: none"> ▪ 1 RWC: 1 Instructor: 3 learners <ul style="list-style-type: none"> - 1 learner is operating (5 min) - 1 learner is crew - 1 learner is watching with the instructor - ROTATE until all have had the chance to be the operator with crew and the crew person + - Debrief how it is different from driving IRB and answer and questions 	
<p>Moving RWC back onto beach (10 min)</p>	<p>Once all have had a chance to practice, bring the RWC out of the water onto the trailer and back onto the beach</p> <ul style="list-style-type: none"> ▪ Instruct learners to do while explaining: <ul style="list-style-type: none"> - Reverse of launch steps - 2 people - Remember your comms plan - Make them aware of: <ul style="list-style-type: none"> • <u>Tip:</u> Once the RWC is on the trailer, get a second person to push the winch end of trailer down. This will make it easier to winch the RWC onto the trailer - One person to hold RWC straight and stabilise and assist - Get the RWC high and dry and be aware of upcoming waves 	
<p>Nominal duration: 1h 30min</p>		



Notes:

- If you are reaching around 11:30-12:00 at this stage, it might pay to have:
 - Summary of all covered so far discuss:
 - What went well?
 - What they want to work on/practice?
 - A pop quiz to check learning (not required)
 - What will be covered after lunch
 - LUNCH BREAK (30 min)

Lesson Plan 4: Rescues

Rescues		
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Perform single rescue solo for a conscious patient (patients of reasonable size) 2. As an operator, perform rescue with crew for a conscious and unconscious patient (patients of reasonable size) 3. As an operator, perform TUBE rescue (patients of reasonable size) 4. Perform unconscious patient rescue with crewperson. 5. Patient transferred (lift and carry) from the RWC/Rescue Sled to clear of high water mark applying the correct patient care required 6. Perform a solo RWC capsize recovery 		
<p>Key Resources: As per list on page 13</p>		
<p>Key tasks before the lesson:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have RWCs on trailers on beach <input type="checkbox"/> The following can either be completed as a whole group around 1 RWC (which will take more time) or with each instructor, their RWC and their learners with the recommended 1RWC; 1 Instructor; 3 learners ratio 		
Section/ Duration	Activity	Additional Resources
Intro to Rescues (5 min)	<ul style="list-style-type: none"> ■ Ask – now that you have had a chance to operate and crew the RWC ... <ul style="list-style-type: none"> - What are the advantages of using an RWC? - What are the negatives? - Some key reminders: <ul style="list-style-type: none"> • Purpose to use RWC for lifesaving, have full control & you do not have to go full speed even if it can ■ Explain for our region/club resources, i.e. we have xxx (number) RWC, of that x covers xxxxxxx, x covers xxxxxxx and x covers xxxxxxx etc. ■ From the e-learning, what can you remember as the key messages in terms of rescues ... Ask: <ul style="list-style-type: none"> - From what angle do we approach the patient? - When do we approach the patient? - Where do we keep the RWC facing at the start of pick up/ during? - What do we ask if the patient is conscious? - How will we operate when we have a patient on the rescue sled? - What will we constantly be doing until the patient has reached the beach? 	



<p>Rescues (30 min)</p>	<ul style="list-style-type: none">■ Explain we'll now cover the following rescue techniques<ul style="list-style-type: none">- Single rescue (presenting the rescue sled) – conscious – telling someone to get on the rescue sled (this is our most common rescue and remember there is no rush!)- Single rescue – conscious – wrist to wrist- Single rescue – unconscious – pulling up onto RWC side (show but no practice required)■ We'll also cover "with crew" rescues, including:<ul style="list-style-type: none">- With crew rescue – 2 techniques with rescue sled- With crew rescue with rescue tube■ Explain and demo all techniques, process and patient pickup details as per the manual. Add examples from your experience, discuss speed and add tips and tricks.■ Welcome questions at any time and questions you can ask can include:<ul style="list-style-type: none">- Telling someone to get on the rescue sled- Wrist to wrist<ul style="list-style-type: none">• Ask: Which hand for pick up and which for throttle?- Unconscious & pulling up onto RWC side (let go of everything; grab onto patient where you can; like IRB you can do the push and bounce back; get onto gunnel or up over the seat)<ul style="list-style-type: none">• Ask: If they are too heavy or you don't think you can, what do you do?• Note: explain we won't practice this one ☺- Unconscious (get off and put on ski) <u>mention but not show</u>- With crew rescue techniques 1<ul style="list-style-type: none">• Ask: Where do you put your hands (and when) during this rescue?- With crew rescue techniques 2 (Same initially as above; get to back; turn around; hook leg etc.)<ul style="list-style-type: none">• Ask: Which technique 1 and 2 might be useful when?- With crew rescue with rescue tube<ul style="list-style-type: none">• Ask: What is the operator role?• Ask: What does the crewperson do and where do you hold and how do you use the tube?■ We're now going to practice each of them – <i>Note - Conditions need to be taken into consideration before deciding to exclude any of these techniques</i>), remember:<ul style="list-style-type: none">- Practice not only the technique but also communicating with the patient■ In the same groups as before, learners launch and board RWC as practiced before and then practice as follows.	
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<p>Rescues – practice – solo (45 min)</p>	<p><u>PRACTICE STRUCTURE</u> – “tell them to get on board” technique (15 min):</p> <ul style="list-style-type: none"> ■ 1 RWC: 1 Instructor: 3 learners <ul style="list-style-type: none"> - 1 learner is operating - 1 learner is extra (observing from beach and awaiting a turn) - 1 learner is patient (goes out on rescue sled and left in water for pick up) - ROTATE until all have had the chance to be the operator and practice the rescue technique <p><u>PRACTICE STRUCTURE</u> – “wrist to wrist” (30 min)</p> <ul style="list-style-type: none"> ■ 1 RWC: 1 Instructor: 3 learners <ul style="list-style-type: none"> - 1 learner is operating - 1 learner is extra (observing from beach and awaiting a turn) - 1 learner is patient (goes out on rescue sled and left in water for pick up) - ROTATE until all have had the chance to be the operator and practice the rescue technique <p>Notes:</p> <ul style="list-style-type: none"> - Instructors observe and if errors noticed, signal for them to come back to shore, the instructor gets on the ski and demo in water and provide guidance. <ul style="list-style-type: none"> ■ Debrief and take questions <p>Notes:</p> <ul style="list-style-type: none"> - Recap crew rescue with questions here (if required) 	
<p>Rescues – practice – with crew (60 min)</p>	<p><u>PRACTICE STRUCTURE</u> – using either techniques with crew(20 min)</p> <ul style="list-style-type: none"> ■ 1 RWC: 1 Instructor: 3 learners <ul style="list-style-type: none"> - 1 learner is operating - 1 learner is crew - 1 learner is patient - ROTATE until all have had the chance to be the operator and practice the rescue technique <p><u>PRACTICE STRUCTURE</u> – tube rescue (40 min)</p> <ul style="list-style-type: none"> ■ 1 RWC: 1 Instructor: 3 learners <ul style="list-style-type: none"> - 1 learner is operating - 1 learner is crew - 1 learner is patient - ROTATE until all have had the chance to be the operator and practice the rescue technique <p><u>During TUBE RESCUE Practice – RWC capsize</u></p> <ul style="list-style-type: none"> ■ Instructor signals “group” to come back to beach ■ Instructor joins them on the ski ■ Go out past surf and instructor will demo and explain RWC capsize and righting. This can include: <ul style="list-style-type: none"> - If committed to hold on and a wave hits you from the side > hold on > and wave hit > usually you fall off and ski stays up. If the ski rolls, re-righting by rotating the RWC the correct direction; If with crew, find them 1st before flipping 	



	<ul style="list-style-type: none">▪ They return instructor to beach and continue to practice tube rescue and now ADDING at least 1 capsized practice▪ Instructor repeats until all groups done▪ Debrief and ask for questions	
Patient lift and carry (15 min)	<ul style="list-style-type: none">▪ Signal for all groups to return to shore▪ When they arrive, ask their "patient to stay on the rescue sled"▪ Ask: What signal must be used when returning to shore with an unconscious patient?▪ Demo and explain how to Patient lift and Carry a patient to the beach▪ <u>Practice:</u> Groups move their "patients to the beach▪ Once all have had a chance to practice, learners bring the RWC out of the water onto the trailer and back onto the beach (as shown before)	
Nominal duration: 2h 45min		

Notes:

- Now should be around 2:45 and a good time for a break and snack
- All in water practice for the day is now complete
- Can return to club (or where you started the day) for the final lesson plans – note this will take time away from training depending on where it is



Lesson Plan 5: RWC Close down

RWC Closedown		
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Apply the correct RWC Closedown procedure in groups 2. Explain key points related to the effective and safe use of an RWC in regards to: Fuelling procedure, Towing and RWC and Patients/Rescues with Equipment 		
<p>Key Resources: As per list on page 13</p>		
<p>Key tasks before the lesson:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Place RWCs (in a non-rescue ready state on the trailers), ready for training use (in a space where training is not in the way of anyone and training will not be interrupted) <input type="checkbox"/> Ask all learners to stand in a circle around 1 RWC 		
Section/ Duration	Activity	Additional Resources
Manoeuvres (15 min)	<ul style="list-style-type: none"> ▪ Debrief their time on the water ▪ Informally discuss (while having a break and snack and everyone gets to rest sitting) <ul style="list-style-type: none"> - Explain sometimes things don't go to plan – give a personal example - Ask and then discuss + gap fill learners knowledge: <ul style="list-style-type: none"> • When is it OK to beach an RWC at speed? (never) • What do you do if something (like seaweed or a rope) get stuck in the jet intake? • What do you do when your RWC capsizes? • What do you do if your patient has gear such as a kite; surfboard etc.? • What are the steps you take to upright an RWC after it has capsized? - Explain what happens when an RWC is towed including: <ul style="list-style-type: none"> • 10m tow rope minimum • Attach to bow • Water intake (tow tap) is closed – mindful of sharp edges on inside • Provide tips and "be aware of" - RWC servicing requirements ▪ Explain the last part of today is closing down the RWC ▪ But before we do: <ul style="list-style-type: none"> - Take photo (in gear by RWC) - Get changed out of all PPE gear 	
Closedown and post operational checks (30 min)	<ul style="list-style-type: none"> ▪ Ask: When completing post-operational checks, where do we start? (log book) Why? ▪ Ask one learner to grab the log book and read post operational list, while instructor ... ▪ Demonstrate all of the following, explaining key points from manual and any listed here <ul style="list-style-type: none"> - Radio storage – have you removed radio from PFD - Inspect and remove bungs (check working order, undo and all water in ski will start draining out) - Wash down (take rescue sled of, wash down and put against wall + jet pump collects sand, so feed lots of 	



	<p>water in there and around + seats off and wash, engine bay wipe; wash whole engine bay out – get in with hose and water will come back out the bungs) plus hull, top and bottom of ski</p> <ul style="list-style-type: none"> - Check engine bay – oil, floaties and check condition - Unwrap and wash down tube - Wash wheels and blast trailer as well - RWCs should be run out at a level position - We recommend a salt removal solution and to follow their instructions. - Run down ski - Turn on RWC - Turn hose on - Run for 3-5 minutes (depending on skis) until all bubbles are gone > when water runs clear and all bubbles gone > water clear > turn water off, rev a little to expel any additional water from the pump – rev in short burst = engine, water on, water off, engine off – always! Water is bad if on alone - Finishing flush, put cap back on (Yamaha only) - Inspect the hull (of you put a hole in it, but let us know) > make sure you do a full check, get fully underneath and check all – same as when started - Fuel – fill RWC up for the next operator - Get all water out (i.e. in gunnels) by placing the RWC in the draining position - Spray CRC on anything metal (including in engine bay – i.e. metal connections; circulation hose clips, back engine bay + everything metal and that moves on outside (don't be afraid to move nozzle and CRC heaps), to winch on trailer - Leave seats off to air out after 	
<p>Closedown - practice (20 min)</p>	<ul style="list-style-type: none"> ■ Group learners to cover remaining RWCs not checked yet ■ Provide them with the log book and ask them to complete all post - operational checks ■ Instructors take turns observing closedown and coaching learners, while the other has their beach card discussions (as below). 	
<p>Beach card discussions (during closedown practice)</p>	<ul style="list-style-type: none"> ■ While learners are completing the closedown practice – the instructors will grab each learner one by one and talk to them in private. During this chat: <ul style="list-style-type: none"> - Ask them what they think they did well today? - What they want to work on? - Go through beach card and provide feedback to work on in next day's session - Ask checking learning questions that can include: <ul style="list-style-type: none"> ● RWC advantages? ● What PPE and why? ● During RWC set up, what are key to do and check? ● Log book? ● Maritime rules? ● Operator launching role? ● Operator and crew positions? ● Turning considerations? 	



	<ul style="list-style-type: none">• Capsize process?• How to do wrist to wrist?• What would you do for unconscious rescue with self, crew and tube?• Tell me 5 things to check during closedown?▪ Complete form, give it to them (but they must bring it with the next day)	
Finish off the day (10 min)	<ul style="list-style-type: none">▪ Ask if there are any questions▪ Summarise the day▪ Explain what we will be doing in the "surf day" session▪ Cover time expected the next day and what to bring▪ Homework (<i>Note: At the instructors discretion - This might be for the whole group or, after reviewing the beach cards for each person, and individual case by case thing</i>)▪ Thank them	
Nominal duration: 1h 15min		

Notes:

- Finish around 4pm
- Start next day at 8:00am (depending on travel "to location" requirements)



Lesson Plan 6: Day 2 - Introduction and H&S

Introduction and Health & Safety		
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Explain how they are expected to behave to ensure RWCs are used safely 		
<p>Key Resources: As per list on page 13 +</p> <ul style="list-style-type: none"> ▪ Manuals ▪ Workbooks 		
<p>Key tasks before the lesson:</p> <ul style="list-style-type: none"> □ Place RWCs (in a non-rescue ready state on the trailers), ready for training use (in a space where training is not in the way of anyone and training will not be interrupted) □ Greet everyone as they arrive. Ask them to leave their stuff in a safe place (for now) and direct them where to wait (Suggestion: Have them create a circle around the RWCs) 		
Section/ Duration	Activity	Additional Resources
Briefing and Review 8:00 am start (10 min)	<ul style="list-style-type: none"> ▪ Welcome all learners ▪ Explain today's plan and timings ▪ Cover housekeeping: <ul style="list-style-type: none"> - Toilets - Club usage etc. ▪ Handout and remind them of beach cards (then collect them back in for instructors to make notes on) ▪ Ask review questions from yesterday while they are holding the beach cards – rephrase the following points into suitable questions <ul style="list-style-type: none"> - Power to turn - How to brake - Situational awareness - Speed 	
Health and Safety (3 min)	<ul style="list-style-type: none"> ▪ Coffee talk: Discuss Safety Plan, and location specific maritime regulation/risk key points <ul style="list-style-type: none"> - <i>There may be daily variations to safety plan, and that conditions may dictate variations much more frequently than this</i> ▪ Discuss behavioural expectations for surf environment (think better; operate slower etc.) 	
Nominal duration: 0h 15min		



Lesson Plan 7: Day 2 - RWC Set Up

RWC Set Up		
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Prepare an RWC for use 2. Explain key points related to the effective and safe use of an RWC in regards to design features; equipment; fuel and PPE 		
<p>Key Resources: As per list on page 13 +</p> <ul style="list-style-type: none"> ▪ Logbooks ▪ Fuel cans and equipment 		
<p>Key tasks before the lesson:</p> <ul style="list-style-type: none"> ☐ Place RWCs (in a non-rescue ready state on the trailers), ready for training use (in a space where training is not in the way of anyone and training will not be interrupted) ☐ Ask all learners to stand in a circle around 1 RWC ☐ Remove or undo certain things on each RWC, to test that they are captured during learner set up activity, this can include: <ul style="list-style-type: none"> - Bungs out - Remove cap from run out fitting - Etc. 		
Section/ Duration	Activity	Additional Resources
Pre-operational checks – learner practice (20 min)	<ul style="list-style-type: none"> ▪ Explain LEARNERS will be setting up the RWCs and completing all preoperational checks ▪ Group learners to cover the RWCs ▪ Provide them with the log book and ask them to complete all operational checks (instructors walks around, ensures done accurately, coaches and answers any questions) ▪ Observe and ask checking learning questions from yesterday’s session 	
PPE (10 min)	<ul style="list-style-type: none"> ▪ Ask: What are the minimum gear/PPE we require all of you to wear today for safety purposes? ▪ Instruct learners to go get changed and get ready to move to the flatwater beach 	
Nominal duration: 0h 30min		

Move to surf beach (timing here will differ depending on how far away this is from where the above was completed and what travel is required)

Notes:

- If there are additional fitness requirements (such as a 3km run, this can be completed here prior to learners getting changed).



Lesson Plan 8: Day 2 – Launch, Board & Operate

Launching and boarding an RWC		
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Launch the RWC safely and appropriately (depth considering conditions) 2. Appropriate Starting procedure 3. Crew an RWC in and out through the surf 4. Operate an RWC in and out through the surf 5. Explain key points related to the effective and safe use of an RWC in regards to: Launching and Retrieving the RWC; Communication & Maritime Regulations 6. Perform turns within the surf zone 7. Perform parallel runs (climbing waves) within the surf zone. 8. Perform an emergency punching manoeuvres within the surf zone (solo and with crew) 		
<p>Key Resources: As per list on page 13</p>		
<p>Key tasks before the lesson:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have RWCs on trailers on beach <input type="checkbox"/> The following can either be completed as a whole group around 1 RWC (which will take more time) or with each instructor, their RWC and their learners with the recommended 1RWC; 1 Instructor; 3 learners ratio <input type="checkbox"/> Day two is about applying the skills learned the previous day into the surf context. This includes completing turns within the surf zone. Negotiating the surf to make it out the back and come back to shore, then once comfortable with turns and climbing a few waves, moving on to a new skill – parallel running. This needs to be demonstrated on shore and in water by instructors. 		
Section/ Duration	Activity	Additional Resources
Recap and reminders (5 min)	<ul style="list-style-type: none"> ▪ Recap: <ul style="list-style-type: none"> - Before launching – what are some aspects we might want to check? - Body positions - Wave considerations (water on chest), broken waves , getting bow up or punching through, body position changes for wave (bum back , back and head down) come through (weight on foot and help push lower in water - Crew considerations – keep head down; every move check on crew; communicate with crew when wave coming - Explain how to Perform an emergency punching manoeuvre within the surf zone (solo and with crew) - What are the “key points” for launching? - Discuss where we launch - Discuss who is in charge of the launch and remind to communicate their plan - When boarding what must we remember? - Recap returning to shore & beaching safely and appropriately for conditions? ▪ Reminders: <ul style="list-style-type: none"> - Ins and outs at a suitable speed - Punch and climb wave and utilising break - Hold positions in surf’ Turns within the surf line & Parallel running 	



<p>Boarding the RWC and operating practice (70 min)</p>	<ul style="list-style-type: none"> ▪ Group learners (with one instructor per group) ▪ Explain they will now take turns to board the RWC, have a go at operating ▪ Different from yesterday, for today we'll practice turns; negotiating the surf; operating in and out, returning and parallel running by yourselves (no leader) <p><u>PRACTICE STRUCTURE:</u></p> <ul style="list-style-type: none"> ▪ 1 RWC: 1 Instructor: 3 learners <ul style="list-style-type: none"> - 1 learner is operator (as instructed above) (5-6 minutes) - 2 learners are watching operator - Instructors remaining to ask "checking questions" from yesterday while waiting and watching - ROTATE and debrief as they swap around and answer any questions 	
<p>Crew practice (40 min)</p>	<p>Once all 3 learners have had some "individual time operating" and following the leader</p> <ul style="list-style-type: none"> ▪ Discuss what they next practice will entail <p><u>PRACTICE STRUCTURE:</u></p> <ul style="list-style-type: none"> ▪ 1 RWC: 1 Instructor: 3 learners <ul style="list-style-type: none"> - 1 learner is operating (5 min) - 1 learner is crew - 1 learner is watching with the instructor - ROTATE until all have had the chance to be the operator with crew and the crew person + 	
<p>Moving RWC back onto beach (15 min)</p>	<p>Once all have had a chance to practice, bring the RWC out of the water onto the trailer and back onto the beach</p> <ul style="list-style-type: none"> ▪ Coach learners while THEY: <ul style="list-style-type: none"> - Reverse of launch steps - Get the RWC high and dry and be aware of upcoming waves – Look at the waves coming in, follow a set wave all the way to the beach to ensure you are not beached in-front of a set wave. - Use appropriate speed. Sit and brace before reaching the beach (tell crewperson to brace) - Shut off engine before hull comes near the sea floor (within 60cm) - Never stand or dismount on the shore side of an RWC - One person to hold RWC straight and stabilise and Assist, etc. 	
<p>Nominal duration: 2h 00min</p>		

Notes:

- If you are reaching around 11:30-11:45 am at this stage, it might pay to have:
 - Summary of all covered so far discuss:
 - What went well?
 - What they want to work on/practice?
 - Lunch time



Lesson Plan 9: Day 2 - Rescues

Rescues		
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Perform single rescue solo for a conscious patient (patients of reasonable size) within the surf zone 2. As an operator, perform rescue with crew for a conscious and unconscious patient (patients of reasonable size) within the surf zone 3. As an operator, perform TUBE rescue (patients of reasonable size) within the surf zone 4. Patient transferred (lift and carry) from the RWC/Recue Sled to clear of high water mark applying the correct patient care required 5. Perform a solo RWC capsized recovery 		
<p>Key Resources: As per list on page 13</p>		
<p>Key tasks before the lesson:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have RWCs on trailers on beach <input type="checkbox"/> The following can either be completed as a whole group around 1 RWC (which will take more time) or with each instructor, their RWC and their learners with the recommended 1RWC; 1 Instructor; 3 learners ratio <input type="checkbox"/> Day two is about applying the skills learned the previous day into the surf context. This includes completing all rescues. This needs to be demonstrated on shore and in water by instructors. 		
Section/ Duration	Activity	Additional Resources
Recap and reminders (10 min)	<ul style="list-style-type: none"> ▪ Ask: <ul style="list-style-type: none"> - From what angle do we approach the patient? - When do we approach the patient? - Where do we keep the RWC facing at the start of pick up/ during? - What do we ask if the patient is conscious? - How will we operate when we have a patient on board? - What will we constantly be doing until the patient has reached the beach? - Process for Single rescue (presenting the rescue sled) – conscious – telling someone to get on the rescue sled (this is our most common rescue and remember there is no rush!)? - Process for Single rescue – conscious – wrist to wrist? - Process for Single rescue – unconscious – pulling up onto RWC side (we won't practice today)? - Process for with crew rescue – 2 techniques with rescue sled? - Process for with crew rescue with rescue tube? 	
Rescues – practice – solo (60-90 min)	<p><u>PRACTICE STRUCTURE</u> – “tell them to get on board” (15 min):</p> <ul style="list-style-type: none"> ▪ 1 RWC: 1 Instructor: 3 learners <ul style="list-style-type: none"> - 1 learner is operating - 1 learner is observing - 1 learner is patient (goes out on rescue sled and left in water for pick up) - ROTATE until all have had the chance to be the operator and practice the rescue technique 	



	<p><u>PRACTICE STRUCTURE</u> – “wrist to wrist” (30 min)</p> <ul style="list-style-type: none"> ■ 1 RWC: 1 Instructor: 3 learners <ul style="list-style-type: none"> - 1 learner is operating - 1 learner is observing - 1 learner is patient (goes out on rescue sled and left in water for pick up) - ROTATE until all have had the chance to be the operator and practice the rescue technique <p>Notes:</p> <ul style="list-style-type: none"> - Instructors observe and if errors noticed, signal for them to come back to shore, the instructor gets on the ski and demo in water and provide guidance. <ul style="list-style-type: none"> ■ Debrief and take questions <p>Notes:</p> <ul style="list-style-type: none"> - Recap crew rescue with questions here (if required) 	
<p>Rescues – practice – with crew (60-90 min)</p>	<p><u>PRACTICE STRUCTURE</u> – using either/both techniques (20 min)</p> <ul style="list-style-type: none"> ■ 1 RWC: 1 Instructor: 3 learners <ul style="list-style-type: none"> - 1 learner is operating - 1 learner is crew - 1 learner is patient - ROTATE until all have had the chance to be the operator and practice the rescue technique <p><u>PRACTICE STRUCTURE</u> – tube rescue (40 min)</p> <ul style="list-style-type: none"> ■ 1 RWC: 1 Instructor: 3 learners <ul style="list-style-type: none"> - 1 learner is operating - 1 learner is crew - 1 learner is patient - ROTATE until all have had the chance to be the operator and practice the rescue technique <p><u>During TUBE RESCUE Practice</u></p> <ul style="list-style-type: none"> ■ Instructor signals “group” to come back to beach ■ Instructor joins them on the ski ■ Go out past surf and instructor will observe the practicing the RWC capsize and righting ■ Instructor repeats until all groups done 	
<p>Patient lift and carry (15 min)</p>	<ul style="list-style-type: none"> ■ Signal for all groups to return to shore ■ When they arrive, ask their “patient to stay on the rescue sled” ■ Practice: Groups move their “patients to the beach <p>Once all have had a chance to practice, learners bring the RWC out of the water onto the trailer and back onto the beach (as shown before)</p>	
<p>Nominal duration: 3h 00min</p>		



Lesson Plan 10: Day 2 - RWC Close down

RWC Closedown		
<p>At the conclusion of this Topic candidates will be able to:</p> <ol style="list-style-type: none"> 1. Apply the correct RWC Closedown procedure in groups 2. Explain key points related to the effective and safe use of an RWC in regards to: Fuelling procedure and Patients/Rescues with Equipment 		
<p>Key Resources: As per list on page 13</p>		
<p>Key tasks before the lesson:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Place RWCs (in a non-rescue ready state on the trailers), ready for training use (in a space where training is not in the way of anyone and training will not be interrupted) <input type="checkbox"/> Ask all learners to stand in a circle around 1 RWC 		
Section/ Duration	Activity	Additional Resources
Debrief (5 min)	<ul style="list-style-type: none"> ▪ Debrief their time on the water ▪ Informally discuss (while having a break and snack and everyone gets to rest sitting): <ul style="list-style-type: none"> - Key operational principles – speed, positioning etc. - Key points on negotiating surf - Other key points needing revisiting as instructors see fit. ▪ Explain the last part of today is closing down the RWC ▪ But before we do: <ul style="list-style-type: none"> - Take photo (in gear by RWC) 	
Closedown - practice (25 min)	<ul style="list-style-type: none"> ▪ Group learners to cover RWCs ▪ Provide them with the log book and ask them to complete all post - operational checks ▪ Instructors take turns observing closedown and coaching learners, while the other has their beach card discussions (as below). ▪ Get changed out of all PPE gear 	
Beach card discussions (during closedown practice)	<ul style="list-style-type: none"> ▪ While learners are completing the closedown practice – the instructors will grab each learner one by one and talk to them in private. During this chat: <ul style="list-style-type: none"> - Ask them what they think they did well today? - What they want to work on? - Go through beach card and provide feedback to work on in next day’s session - Ask checking learning questions that can include: <ul style="list-style-type: none"> • RWC advantages? • What PPE and why? • During RWC set up, what are key to do and check? • Log book? • Maritime rules? • Operator launching role? • Operator and crew positions? • Turning considerations? • Capsized process? 	



	<ul style="list-style-type: none">• How to do wrist to wrist?• What would you do for unconscious rescue with self, crew and tube?• Tell me 5 things to check during closedown?▪ Complete form, give it to them▪ This needs to be signed off by the examiner in the workbook	
Finish off the day (10 min)	<ul style="list-style-type: none">▪ Ask if there are any questions▪ Summarise the day▪ Explain next steps, logged probationary hours, examination requirements, workbook completions▪ Complete feedback forms (Appendix 7)▪ Thank them	
Nominal duration: 0h 40min		

Notes:

- Finish around 4pm



Appendices

Appendix 1: Endorsement Forms

RWC Operators Record

Name:	SLSNZ Membership #:
Club:	Age:
Surf Lifeguard Award (refreshed date):	
Marine VHF Radio Operators Certificate (insert date):	
Full Motor Vehicle License (Class1) Number:	
First Aid Level 1 (insert date):	
First Aid Level 2 (insert date):	

Endorsement

Club committee position:

Name:	Signature:
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Regional Staff position:

Name:	Signature:
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Once endorsement has been received, the candidate will be provided access to the RWC online learning and invited to the next RWC training session



RWC Instructor Record

Name: _____ SLSNZ Membership #: _____

Club and region: _____

First Aid Level 2 (insert date): _____

Rescue Water Craft Operators Award (insert date): _____

Instructors Award (SLA or IRB): _____

SLSNZ Regional Endorsement

Regional position: _____

Name: _____ Signature: _____

Candidates observed:

<i>RWC Training</i>	1. Observe & Mentor	2. Assist & Mentor	3. Instruct part of session – Day 1	4. Instruct part of session – Day 2
Date				
Held at				
Retest (if required)				
Notes				
Examiner in charge				
Name				
Signature				

Once the candidate have passed, the Instructors details are transferred to the SLSNZ Examination Registration Form. The instructor's record form must be sent to SLSNZ



Appendix 2: RWC Exam Task Details

RWC Setup

General

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

Check List

	Log Book and Radio checked prior to set up
	External RWC components checked (Hull, engine bay, ride plate, water inlet grate, bungs, straps)
	Internal RWC components checked
	All operational equipment is checked (Rescue tube, helmets, goggles, flares, PFD, rescue sled)
	Fuel levels checked and re-filled if necessary
	Correct use of PPE and lanyard checked for operation
	Engine start/stop check completed

Optional Questions

How long should you start/stop the engine for?

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 RWC Award Examination Beach Card/assessment sheet.



Crewing Skills

General

Candidates will be asked to crew an RWC in and out through the surf at least two times. Each 'in and out' should be started with the crewperson ready for launch. Operators 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 RWC
- General crewing ability
- Returning to shore

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

Check List

Launching	
	Correct removal of RWC from trailer. Emphasis on this being demonstrated in a safe manner to reduce risk to crewperson and craft.
	Crewperson holds the RWC secure facing the oncoming waves
	The crewperson uses correct boarding technique onto the rescue sled
	Crewperson demonstrates the correct crew position on the rescue sled (Prone/face down & facing forward, on centre of rescue sled, arms forward of shoulder level holding hand grips)
General crewing ability	
	Crewperson braces for impact from waves
	Crewperson keeps head down when going over large waves
	Crewperson balances and adjusts hand grips to counter different turns
	Crewperson is able to re-board the RWC from the water unassisted.

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 RWC Award Examination Beach Card/assessment sheet.

Operating Skills

General

Candidates will be asked to operate an RWC in and out through the surf. The Examiner should ask the candidate to perform a pre-determined course covering the following:

- Correct starting depth
- Proceeding through surf
- Return to shore
- Parallel runs
- Large and tight left and right turns
- Figure 0's and 8's

This exam task will focus on the following three areas:

- Launching the RWC
- General operating ability



- Returning to shore

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

Check List

Launching	
	Check RWC & equipment prior to launch
	Operator rocks RWC from side to side in a bid to remove any sand that has settled in the jet unit.
	Operator checks adequate depth of water (min 60cm), confirms all equipment is present prior to starting
	Ensure clearance behind the RWC prior to starting
General operating ability	
	Operator has correct positioning
	Operator moves quickly from one line of broken surf to be in the best position to take on the next line of broken surf
	Operator uses appropriate speed when going over waves – minimizing air time
	Parallel running is conducted in a safe manner with care for operator and crew
	Operator has total control of the RWC at all times
	Picks a good course and line through the surf
	Large broken waves are taken head on
	Operator demonstrates correct 'punching' technique
Returning to shore	
	Operator scans the sea to avoid swimmers, surfers and/or seaweed
	Operator stays within the lull between the waves, remaining in the ½ to ¾ section behind the peak of the front wave and the face of the wave behind
	Operator does not allow a following wave to catch up to the RWC
	Operator presses the STOP button and beaches RWC in an appropriate time, depth and speed
	Operator steps off the RWC on the seaward side

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 RWC Award Examination Beach Card.



Single Person Rescues

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

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

This section covers the following components:

- Patient pickup – operator technique, presenting the rescue sled
- Patient pick up – assisted rescue (wrist grab)
- Single conscious patient pick up
- Single conscious patient rescue with crewperson
- Unconscious patient rescue with crewperson or Tube rescue with crewperson

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

Check List

Single conscious patient (wrist to wrist) pickup with <u>and</u> without crewperson	
	Good speed (in line with MNZ legislation) and course to area of patient(s)
	Operator slows RWC to assess patient and the surf conditions, checks for hazards
	Operator approaches the patient from a 7 o'clock angle
	On approaching the patient, the operator gives the instructions 'Left arm up! Left arm up!'
	Operator positions the RWC so the rescue sled is presented to the patient and assists the patient onto the rescue sled.
	Good timing during pickup (picked up after the wave hits the patient)
	Good teamwork shown with crewperson
	Operator asks patient if they are alone or not
Single conscious patient (presenting the rescue sled) pickup without crewperson	
	Operator steers the safest course through the surf in order to minimize the risk to themselves and the RWC
	Come alongside the patient just after a wave has passed
	Within 3 metres of the patient, the operator, assesses the situation, communicates with the patient, and provides instructions for boarding the rescue sled
	Turn the RWC to make the rescue sled available to the patient
	Once the patient has grabbed the rescue sled, the operator will steer the RWC in order to keep the bow facing into oncoming surf or swell
	Operators asks the patient if they were alone or not
Care for the patient	
	Operator ensures safe return to the beach for the patient, no unnecessary risks taken and observing all legislative requirements



The candidates can select **one** of the two rescues below to be examined on.
Unconscious patient rescue with crewperson
Tube Rescue with crewperson

Unconscious patient rescue with crewperson	
	Operator drops crewperson as close to the patient as safely possible immediately after a wave has passed
	Operator immediately moves the RWC to a safe stand-by position while maintaining visual contact with the crewperson at all times.
Technique 1 – patient pick up	
	Once the crewperson has signalled for a pick up, operator acknowledges the signal then moves into position for a pick up after a wave has passed.
	Crewperson lifts patient's left arm in preparation for pick up
	Operator grasps the patient's raised wrist while guiding the patient onto the rescue sled. Operator positions the rescue sled in easy reach of the crewperson
	Operator continues to hold patient's wrist while crewperson rolls patient onto the rescue sled
	Crewperson secures patient onto rescue sled with one knee between patient's legs, and hands either side of patient's body
	Operator ensures safe return to the beach for the patient, no unnecessary risks taken or attempts to operate down the face of waves
	Assistance required signal given by the operator on return to shore if safe to do
Technique 2 – patient pick up	
	The crewperson reaches the patient without delay, rolling the patient onto their back so their airway is clear
	The crewperson locks onto the patient by hooking their legs under the patient's underarms. The crewperson needs to be on their front (facing down to the sea floor). The crewpersons legs should be kept as upright as possible, pulling their heels towards their backside
	The crewperson will need to scull water with one arm to keep their head above water, whilst signalling to the RWC
	The RWC Operator needs to approach the crewperson with patient and 'present' the rear of the sled to the crewperson
	The crewperson needs to grip the sled handles on each side and work their way up the sled
	The patient remains locked onto by the crewpersons legs whilst the RWC Operator returns to shore. Care should be given by the RWC Operator to monitor the crewperson and patient, and not navigate in a manner that may cause the crewperson to loose grip of the patient
Tube Rescue with crewperson	
	Operator drops crewperson as close to the patient immediately after a wave has passed
	Operator immediately moves the RWC to a safe stand-by position while maintaining visual contact with the crewperson at all times.
	Crewperson leaves the RWC wearing fins and secures the patient in the rescue tube
	Crewperson signals operator for a pick up
	When crewperson has reached the line of safe pick up, they raise the tube lanyard to the operator and they hold the lanyard with their left hand or arm
	Crewperson then mounts the rescue sled, moves to the front in preparation to pull the patient on board



	Crewperson and Operator both pull the patient onto the rescue sled at the same time
	Assistance Required signal given by the operator on return to shore if safe to do so
Patient Transfer	
	The operator will safely beach the RWC in accordance with the beaching procedure
	Once beached, the operator and crew will dismount from the RWC
	The patient transfer lead will move towards the head of the patient and the support will move to the legs/feet. Lifeguards take their positions
	The lead lifeguard will move to the most appropriate side of the rescue sled and straighten the patient's nearest arm
	The lead lifeguard will support the patient and assist the support lifeguard in rolling the patient onto their back. The support lifeguard will place their hands on the patients shoulder and knee
	The support lifeguard will pull the patient up by both arms until in a seated position
	The lead lifeguard moves into a position where they can lift the patient (one hand supporting the airway and the other under their armpit) and the supporting lifeguard grabs the patient under the knee.
	The lead lifeguard will give the command: 'READY, BRACE, LIFT'
	Before proceeding away from the water, the lead lifeguard will instruct the Support lifeguard to inform them of any obstacles or hazards
	The crewperson and operator will carry the patient to a safe position
	On reaching a safe position, the lead lifeguard will instruct the support lifeguard to turn the patient so that their pistol grip is pointing towards the sea with the command: 'READY, BRACE, TURN'
	The lead lifeguard will then give the instruction: 'READY, BRACE, LOWER'
	Once the patient is seated, the support lifeguard will take hold of the patient's wrists and support them in a sitting position so that the lead lifeguard can reposition before laying the patient on the ground for further assessment

Note: Any candidate that misses more than 3 steps in each section, must be re-tested 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 RWC Award Examination Beach Card/assessment sheet



RWC Emergency Manoeuvres

General

The candidates will demonstrate their ability to perform an emergency punching manoeuvre within the surf zone. The candidate will perform this manoeuvre solo as the operator (**never with crewperson on board**).

The task covers the following component:

- RWC emergency punching manoeuvre

The component is broken down in the checklist below.

Check List

Emergency Punching manoeuvre solo	
	Operator plants feet firmly onto the RWC deck
	Operator adopts the crouch position, holding the handle bars with body weight forward.
	Operator demonstrates a throttle off and accelerate at the last moment into the wave with sufficient speed to push through the wave but not become airborne.
	Operator ducks head down as the wave passes over
	Operator demonstrates the correct body position to absorb shock upon landing
	Operator ensures the crewperson is on the rescue sled before proceeding further.

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 RWC Award Examination Beach Card/assessment sheet

RWC Capsize

General

The candidate will demonstrate their ability to perform a solo RWC capsize recovery. This can be performed on flat water or within the surf zone.

The task covers the following components:

- RWC capsize recovery

The component is broken down in the checklist below.

Check List

RWC Capsize	
	Operator shuts off engine by pulling the engine shut off cord
	Operator removes the clip from the engine shut off switch
	Operator swims to the rear of the RWC and pulls the RWC over according to the manufacturer's indicated direction.
	The operator safely boards the RWC, starts the engine and operates the RWC to discharge any water remaining in the engine compartment.
	RWC is run for approximately 5 minutes with engine speed less than 5000 RPM



Optional Questions

- Why should you not start the RWC if it has been capsized for more than 5 minutes?

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 RWC Award Examination Beach Card/assessment sheet.

RWC Closedown

General

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

Check List

	Inspect and remove bungs
	Wash down – Spray RWC, rescue sled and trailer down with fresh water, lightly spray engine bay
	Hose out intake and jet nozzle
	Flush engine with fresh water. Candidate must demonstrate correct sequence of engine on, water on, water off, engine off.
	Inspect condition of hull, ride plate and water inlet grate for damages
	Check fuel and refill if necessary
	Store RWC, equipment and fill out RWC log book

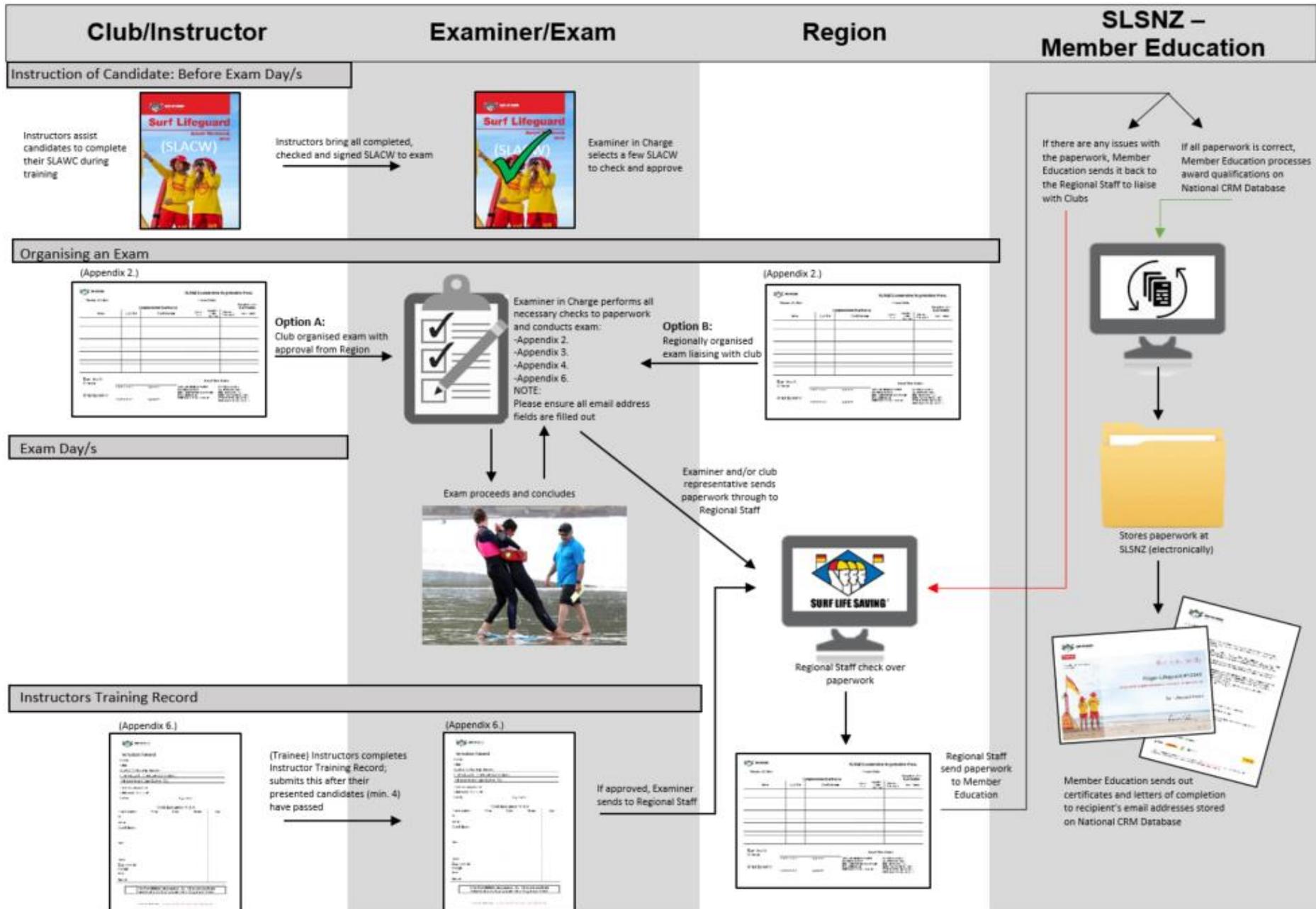
Note: Any group of candidates that misses more than 2 steps must be re-tested from the beginning.

Optional Questions

- Why should you be sure to follow the correct close down sequence?

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 RWC Award Examination Beach Card/assessment sheet.



Appendix 4: 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 motivate 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 lifesaving 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 lifesaving (not to mention decreasing your credibility!!).
- A positive approach is an attitude that you communicate in either 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 or information about the candidate is themselves.

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

Your candidates may be:

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

Preparing for lessons

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

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



Learning outcomes: where do I find them?

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

Qualification resources

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

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

Following a structured path

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

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

Qualification introduction

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

Your introduction should contain the following:

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

Every lesson always:

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

Conclusion of training

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

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

Risk Management

Creating a safe learning environment

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

What about risk management?

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

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

It is critical that all members develop and apply risk assessment and management procedures to all tasks and duties while lifeguarding. Effective risk management is an essential skill set required of lifeguards. **Refer to Appendix 5 for full details.**

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.



Appendix 5: Risk and Incident Management

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

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

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

Ensure you read all relevant information on these website links.

For any questions:

National Safety, Welfare and Risk Manager: ross.merrett@surflifesaving.org.nz

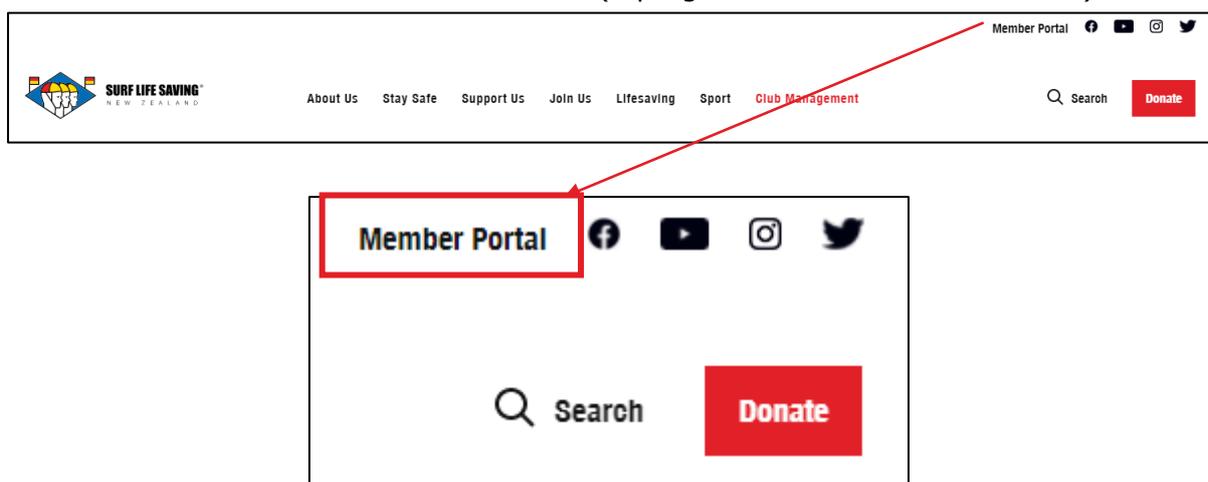


Appendix 6: Steps to check online learning progress

Any questions, problems or feedback please contact your club administrator or member.education@surflifesaving.org.nz.

To access the portal, follow these steps:

1. Go to the SLSNZ website: <https://www.surflifesaving.org.nz/>
2. Click on the **Member Portal** button (top right hand corner of the screen)

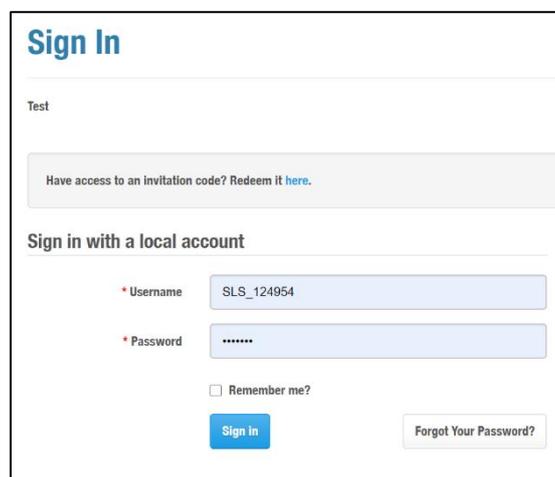


OR you can click directly on this link: <https://webportal.surflifesaving.org.nz/>

3. Click on the **"Sign In"** button



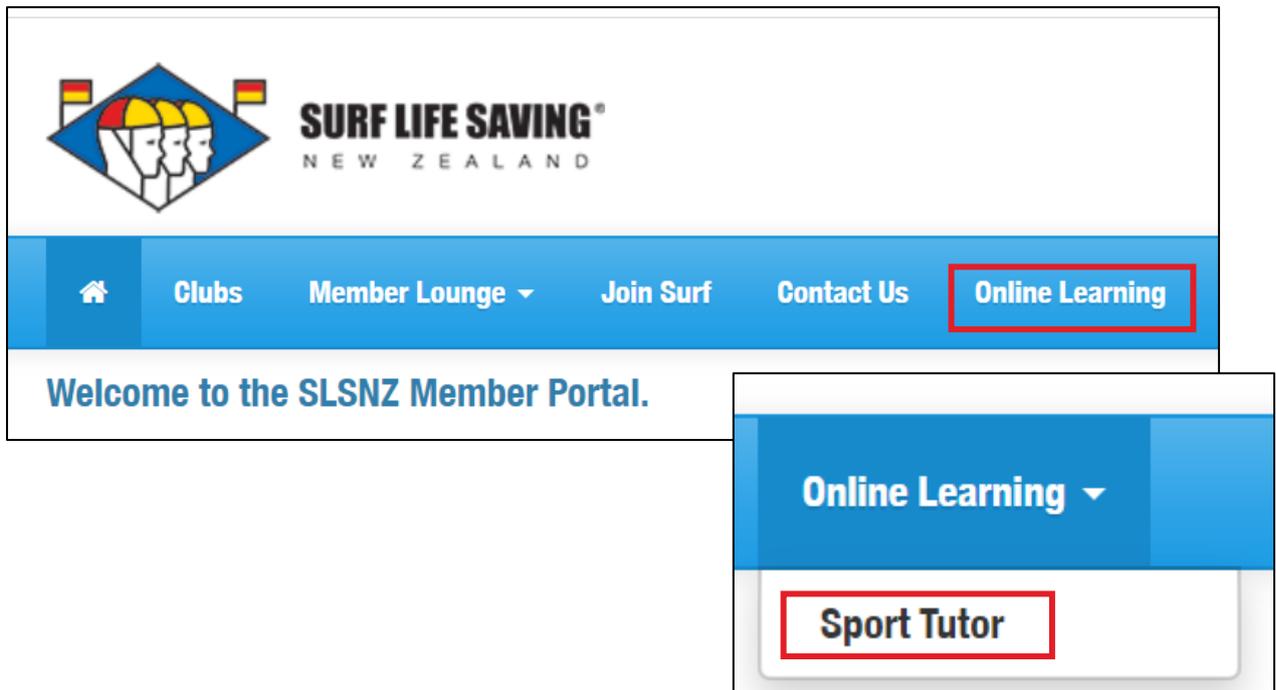
4. Type in your **Username** (The username format is the letters 'SLS' and your 'SLSNZ membership number', separated by an underscore, i.e. SLS_69233 - DO NOT add your email here and remember the SLS & the underscore and your membership number)
5. Type in your **Password** (all passwords have been set to ***yourlastname20***, i.e. bond20)
6. Click on the **"Sign In"** button



The image shows a screenshot of the 'Sign In' form. The form has a 'Test' section with a link to 'Redeem it here'. Below that is a section for 'Sign in with a local account'. The 'Username' field is filled with 'SLS_124954' and the 'Password' field is filled with '*****'. There is a 'Remember me?' checkbox and a 'Sign in' button. A 'Forgot Your Password?' link is also visible.



7. Once logged in,
 - a. click on the **Online Learning** button
 - b. click on the **Sport Tutor** dropdown
... to **access the online learning**



If you do not know your username or password, you can:

- a. Contact your club admin who can **tell you your username** and **reset your password**, OR
- b. Email database@surflifesaving.org.nz and the database administrator can tell you your username and reset your password, OR

Terms of Use: By logging in, you are attesting that you are logging in with **YOUR password and login and no one else's.**

Once the instructor/examiner is in the portal:

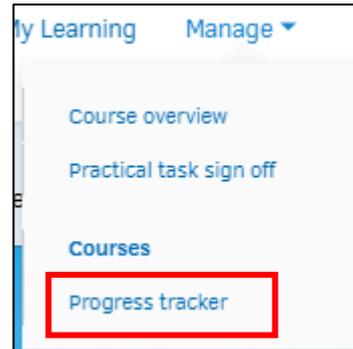
Assessors will have a **Manage Tab** at the top of their page next to 'My Learning'. If this tab is not there, please contact member.education@surflifesaving.org.nz to address this issue.

8. HOVER on the "**Manage**" menu heading





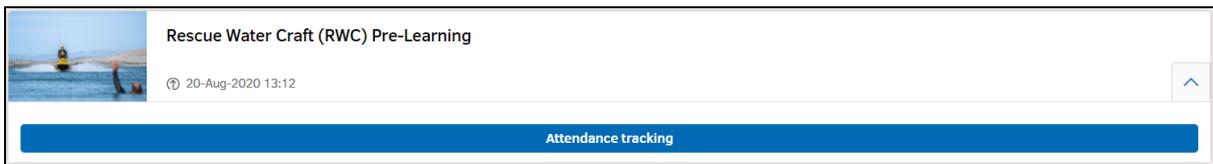
9. Here you have 3 options:
 - a. Course Overview – **DO NOT USE THIS! It will be removed by next season.**
 - b. Practical task sign off
 - c. Progress tracker



10. Click "Progress tracker"

11. Search for the **Rescue Water Craft (RWC) Pre-learning**

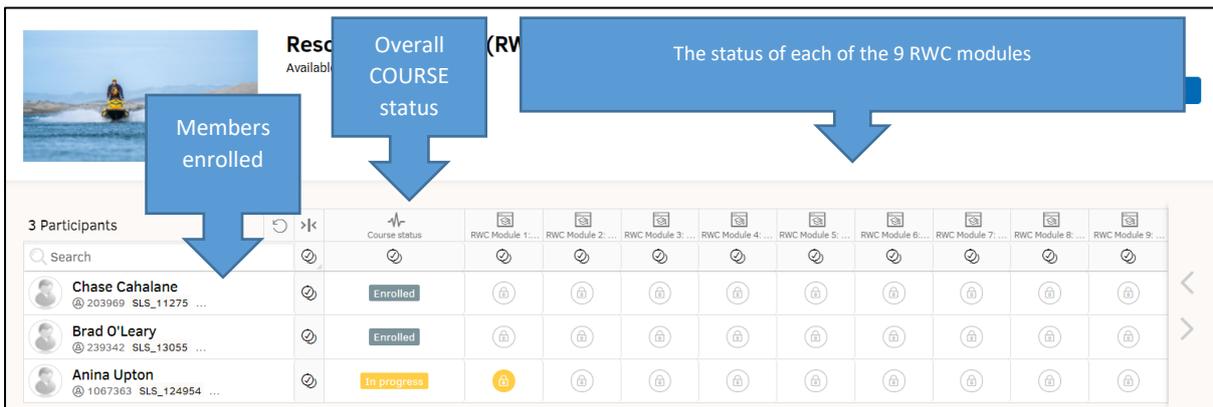
12. Click on the **course**



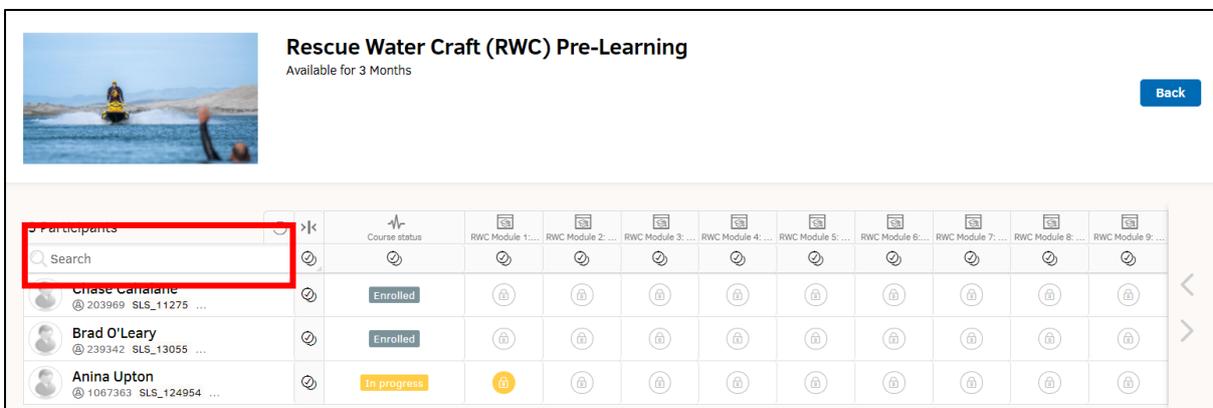
13. Click on "Attendance tracking"

Here you should be able to see:

- Everyone who has been enrolled AND have started a module
- Their progress (not started, in progress or completed)



NOTE: You can **search** for your training candidate by using the search field:



14. Click "Back" to exit



Appendix 7: Feedback Form

Instructions: Please answer the following questions relating to the training which you undertook. The information you supply will assist the Instructor/Facilitator and SLSNZ in the continuous improvement process and to ensure the training meets SLSNZ standards. For each question below tick one of the numbered boxes.

- 1 = All of the time
- 2 = Most of the time
- 3 = Occasionally
- 4 = Never

Scaled questions	1	2	3	4	Comments
During the training did the instructor demonstrate their sensitivity towards your individual needs?					
During the training did the instructor provide: <ul style="list-style-type: none"> ○ Clear and precise instructions ○ ask effective questions ○ provide any clarification if sought ○ gave appropriate feedback to you ○ used language relevant to the work and assessment environment ○ Allowed plenty of practical time so you could gain the skills required? 					
Were the training tasks relevant to your role as an RWC Operator?					
Did the training flow well?					
Yes/no questions	Yes	No	Comments		
Was the training well organized?					
Were all physical resources available?					
Did you have a good understanding of what you were required to do in relation to the training program? E.g. When, where and what to bring?					
Did this training meet your expectations?					
Comment questions					
What aspects of this training did you enjoy the most?					
Are there any aspects of this training that could be improved?					
OPTIONAL:					
Candidate's Name:: _____			Date: _____		
Would you like to be contacted to make further comment about this training? _____					

Appendix 8: RWC operator, instructor and examiner competencies

PATHWAYS	RWC Operator	RWC Instructor	RWC Examiner
Pre-requisites	<ul style="list-style-type: none"> • Current & active member of a SLS club. • Surf Lifeguard Award (refreshed) • 20 years of age minimum on the first day of the introductory course • Marine VHF Radio Operators Certificate. • Senior Lifeguard Award - IRB Driver (refreshed)* • Full Motor Vehicle Licence (Class 1). • First Aid Level 1 (current) First Aid Level 2 (current)*** • 400m Pool swim under 7.30 minutes** <p><i>*A minimum of 24 months from operator award including 2 seasons of operating as an IRB Driver (at a minimum one IRB driver refresher must have been completed in the last year) is required.</i></p> <p><i>**The fitness pre-requisites for this role are minimums</i></p> <p><i>***An RWC Operator must have a First Aid Level 1 prior to their training and probationary period, and they MUST have the First Aid Level 2 completed in order to complete/gain the full award.</i></p>	<ul style="list-style-type: none"> • All pre-requisites as per RWC Operator Award, current and refreshed • RWC Operator Award* • Refreshed IRB or SLA Instructor award* <p><i>*Qualification (RWC Operator) must be held for 12 months minimum prior to obtaining RWC Instructor Award</i></p> <p><i>**Case by case exceptions to pre- requisites are considered for relevant previous experience and qualification</i></p>	<ul style="list-style-type: none"> • All pre-requisites as per RWC Operator Award, current and refreshed • RWC Operator Award, current and refreshed • Refreshed RWC Examiner Award* <p><i>*Case by case exceptions to pre- requisites are considered for relevant previous experience and qualification</i></p>
Training Required	<p>Experienced Lifeguards who hold all the required pre-requisites and wish to develop their skills and knowledge in RWC need to:</p> <ol style="list-style-type: none"> 5. Complete the online pre-learning module 6. Attend a SLSNZ Regionally facilitated RWC Introduction Course (two days) 7. Log 10 probationary operator hours 8. Complete all components of the RWC examination <ul style="list-style-type: none"> - Workbook completion - Theory Test - Practical examination 	<ol style="list-style-type: none"> 1. RWC Instructor Candidate attends a minimum of two Introductory Courses as a “Probationary RWC Instructor” <ul style="list-style-type: none"> - Attendance at first course (<i>or more if not done sufficiently</i>) as a mentor (mentor includes participating in the course with candidates and support them on a 1:1 basis, coaching and mentoring in a hands-on manner) - Attendance at second and subsequent courses, Probationary RWC Instructors are expected to facilitate sections of the Introductory Course 2. RWC Instructor Signoff and Approval; <ul style="list-style-type: none"> - Probationary RWC Instructors are assessed by the lead Instructor (a qualified RWC Examiner) of the RWC Introductory Course, and the other attending Instructors (Qualified RWC Instructors or Examiners) against the following demonstrated competencies (listed on next page) 3. Final signoff and Recommendation of the RWC Instructors Award is carried out by the Lead Instructor of the Introductory Course (must be a qualified RWC Examiner) 	<ol style="list-style-type: none"> 1. RWC Examiner Candidates attend a minimum of two RWC examinations as a “Probationary RWC Examiner” 2. Probation Examiners must facilitate all aspects of the RWC examination prior to gaining the RWC Examiner Award. 3. RWC Lead Examiner Signoff and Approval 4. Probationary RWC Examiners are assessed by the lead Examiner at each examination attended in consultation with other attending RWC Examiners against the following demonstrated competencies (listed on next page). 5. Final signoff and the Recommendation of the RWC Examiner Award is carried out by the Chief RWC Examiner.

PATHWAYS	RWC Operator	RWC Instructor	RWC Examiner
Application Process	<ol style="list-style-type: none"> 1) RWC Operator Candidates register interest with Club and Regional Lifesaving Manager 2) Club and Regional endorsement is sought 	<ol style="list-style-type: none"> 1) RWC Instructor Candidates register interest with Regional Lifesaving Manager & RWC Chief Examiner 2) Pre-requisites checked 3) Club and Regional endorsement is sought (Appendix 1) 4) If approved, entered in to PAM as 'Probationary Instructor before being eligible to attend first introductory course as a (proby) instructor. 	<ol style="list-style-type: none"> 1) RWC Examiner Candidates register interest with Regional Lifesaving Manager & RWC Chief Examiner 2) Pre-requisites checked 3) Club and Regional endorsement is sought 4) If approved, entered in to PAM as 'Probationary Examiner before being eligible to attend exam as a (proby) examiner.
Refresher required	Yearly	Yearly	Yearly

Notes:

All Instructors, Facilitators and Examiners of all awards are required to attend an annual briefing (currently run by a Chief Examiner) to be entered on PAM as 'current.' Member Ed manager runs the national briefing to all regional CE's at start of August each year. RWC Instructor and examiners need to fall in to this same cycle.

COMPETENCIES	RWC Operator	RWC Instructor	RWC Examiner
Learning outcomes/ Competencies	<p>RWC Operators will be able to:</p> <ul style="list-style-type: none"> • Prepare an RWC for use • Crew an RWC in and out through the surf • Operate an RWC in and out through the surf • Perform single rescue solo for a conscious patient (patients of reasonable size) within the surf zone • As an operator, perform rescue with crew for a conscious and unconscious patient (patients of reasonable size) within the surf zone • As an operator, perform TUBE rescue (patients of reasonable size) within the surf zone • Perform an emergency punching manoeuvre within the surf zone (solo and with crew) • Patient transferred (lift and carry) from the RWC/Rescue Sled to clear of high water mark applying the correct patient care required • Perform a solo RWC capsiz recovery • Apply the correct RWC Closedown procedure in groups • Explain key points related to the effective and safe use of an RWC including: <ul style="list-style-type: none"> - RWC use and considerations - Launching and retrieving the RWC - Design features, equipment and PPE - Fuelling procedure - Communication & Maritime regulations - Patient with Equipment rescue - Towing an RWC - RWC operations - RWC Health and Safety considerations 	<p>As a pre-requisite is being an existing IRB or SLA Instructor, the following competencies are assumed:</p> <ul style="list-style-type: none"> • The application of the teaching toolbox principles, including: <ul style="list-style-type: none"> - Delivering a skill or knowledge - Communication with Candidates - Learning Principles and styles - Effective questioning and feedback - Training planning, preparation and risk management <p>On top of these, the instructor is required to:</p> <ol style="list-style-type: none"> 1. Consistently demonstrate SLSNZ and RWC best practice, including but not limited to: <ul style="list-style-type: none"> - Compliance with marine and local by-laws legislation, - The appropriate and reasonable use of speed) - All Operator Learning Outcomes - Adherence to the 'Code of Conduct' 	<ol style="list-style-type: none"> 1. Examiner consistently demonstrates and advocates for 'RWC best practice' 2. Compliance with marine legislation (Marine Transport Act & local by-laws) 3. Examiner consistently demonstrates appropriate and reasonable use of speed 4. Examiner consistently demonstrates compliance with SLSNZ regulations, including and not limited to the 'Code of Conduct', through all conduct within SLSNZ.



Appendix 9: RWC icebreaker activity

Find someone who ...

Walk around the room and:

1. Introduce yourself to the others
2. Ask questions to find someone to match to each of the boxes below

Challenge note: You cannot have the same person's name in more than 1 box (and you cannot provide the same answer to two different questioners).

<p>...can list all 2 different kinds of RWCs and share one interesting facts about that RWC brand</p>	<p>.... can explain the attachments from the rescue sled that attaches to which parts of the RWC</p>	<p>... can in 5 seconds list the minimum PPE required to be worn by an operator</p>
<p>... can tell you the minimum people required to fuel up and RWC</p>	<p>... can pretend they are sitting on an RWC and show you the signal to be used for: (1)Assistance required and (2) All clear</p>	<p>... show you using one hand representing an RWC and the other hand representing another vessel, the correct way to overtake</p>
<p>... tell you the maximum speed allowed within 200m of shore</p>	<p>... can list the 9 checks required to be completed PRE-operation for an RWC</p>	<p>... explain how to launch an RWC into the water from a trailer</p>
<p>... can list at least 3 things to remember when boarding and starting an RWC</p>	<p>... can show you the operator position</p>	<p>... can show you the basic crewing position</p>
<p>... explain what is involved in a large radius turn</p>	<p>... can list the 9 checks required to be completed POST-operation for an RWC</p>	<p>... can tell you their own personal objectives for this training?</p>