



SURF LIFE SAVING
NEW ZEALAND



Surf Lifeguard Award Patrol Support Award

Instructor Resource

Updated: November 2025

In it for life.

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Introduction

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

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

The Surf Lifeguard Manual

The Surf Lifeguard Manual is a resource that has been designed to support instructors and candidates gain the knowledge required to teach or complete the Surf Lifeguard Award. This Manual should be kept as a reference for all club members at any time.

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



Instructor Award Sign Off

Award Requirement	Date Completed	Chief Club Instructor Sign off	Examiner in charge Sign off
Online Pre -Learning:			
Instructor Fundamentals Training Module Completed.			N/A
Surf Lifeguard Award Instructor Course:			
Attendance at the one-day SLA Instructor Course run by SLSNZ.			N/A
Post Course Requirements:			
Workbook sections completed and handed in at an SLA examination.			
2 x SLA candidates presented at an exam and workbooks handed in and signed by instructor.			
Candidates' names being presented.	1. 2.		
All practical tasks completed: <ul style="list-style-type: none"> • Lesson Observations x 2 • Instructed and observation of 3 x lesson Plans 			
Candidate Evidence Extra Notes			

I can confirm that this workbook and all the tasks have been completed, and the candidate can be signed off as a SLSNZ Surf Lifeguard Award Instructor.

Instructor Candidate: _____

Signed: _____

Date: _____

Club Committee Representative: _____

Signed: _____

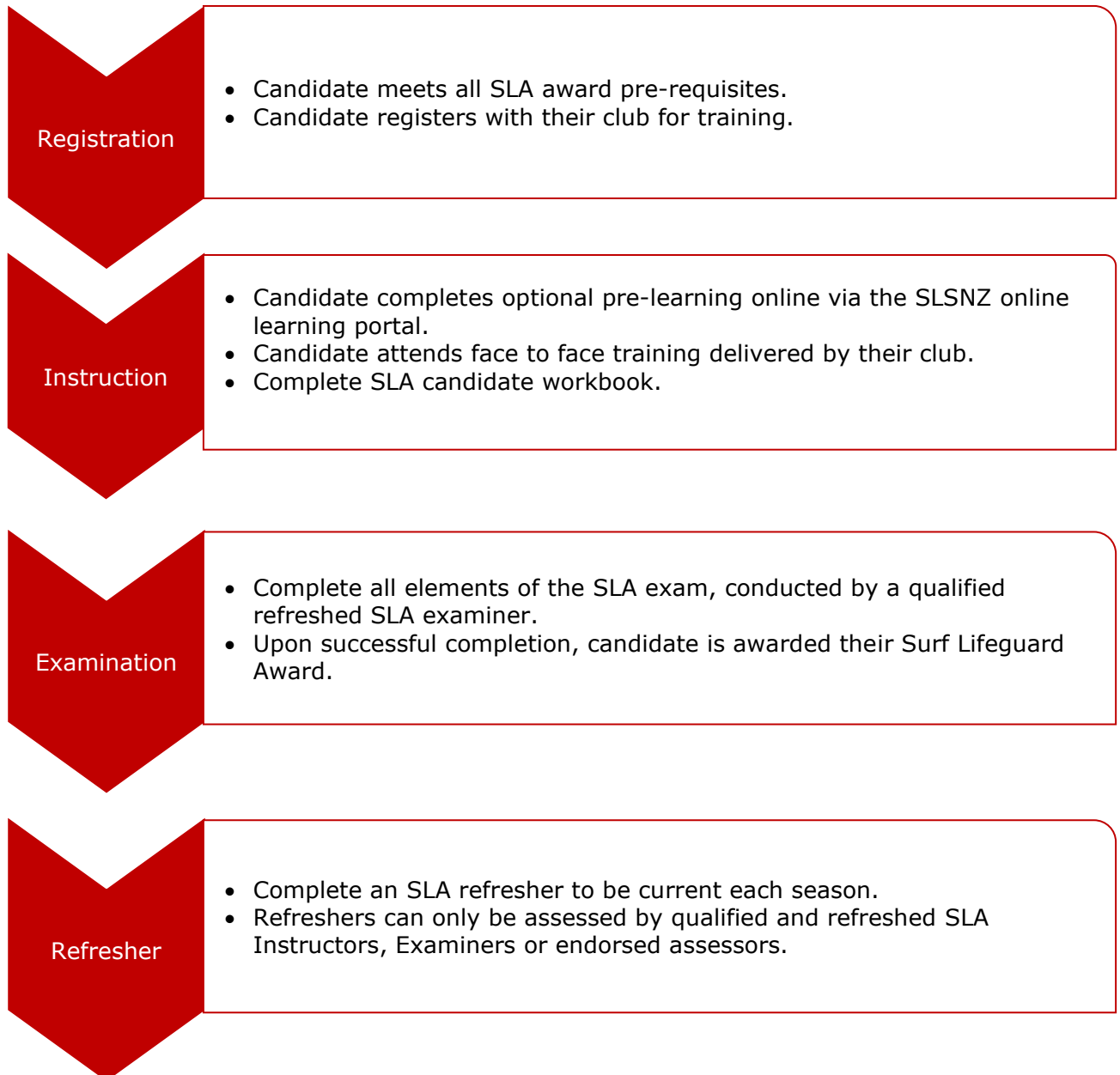
Date: _____

SLSNZ SLA Examiner in Charge: _____

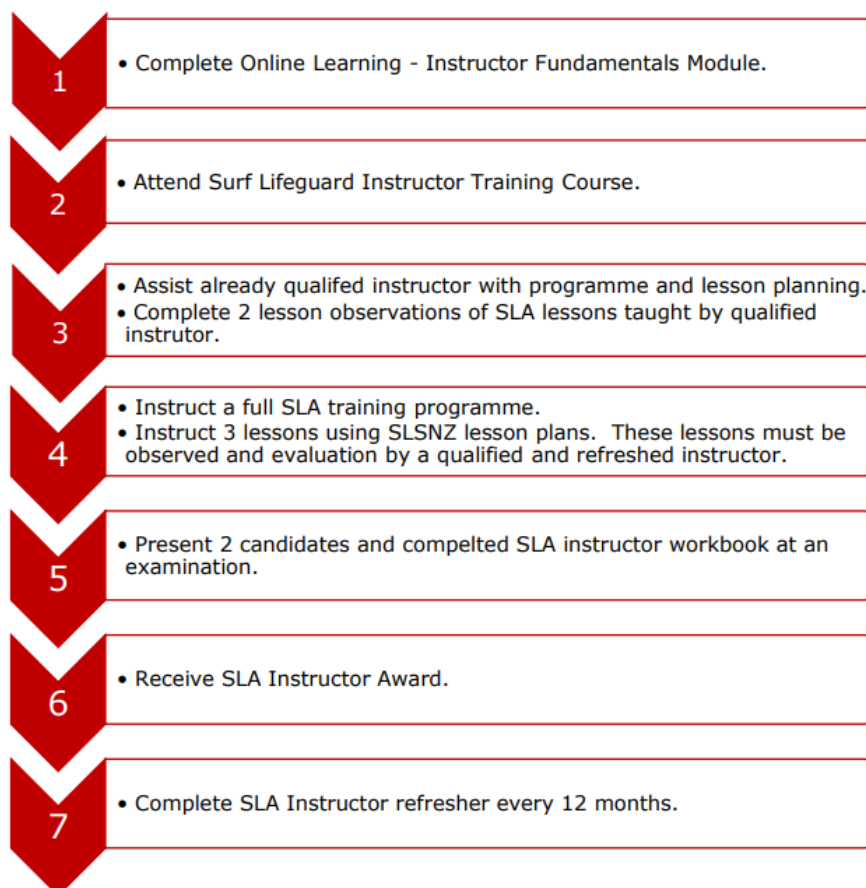
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Date: _____

SLA Candidate Training Process



SLA Instructor Training Pathway



The main role a surf lifeguard instructor is to effectively prepare candidates for assessment. Instructors play a crucial role in setting candidates up for success as a surf lifeguard, having an impact on all those that participate in recreational activities at patrolled beaches around New Zealand.

Being a volunteer instructor involves teaching and sharing expertise that covers the theory and practical components of Surf Lifeguard Award (SLA). We are committed to developing quality instructors that deliver our Surf Lifeguard Award and provide a high level of instruction.

The Surf Lifeguard Instructor Award certifies that the holder has the skills and knowledge to be an instructor and teach all the components of the Surf Lifeguard Award. The SLA Instructor Training course and qualification focuses on a training cycle, that ensures best instructional practice is developed to enhance all learning outcomes for everyone.

Developing competency within our SLA Instructor is essential and important to our strategic drivers as an organization. This ensures that training programs are effective, inclusive, and sustainable.

Award Requirements

Surf Lifeguard Award

Minimum age: 14 years
Pre-requisite awards: Current member of a surf lifesaving club

The SLA is made up of competencies which are expressed as the following 12 units:

1. Demonstrate knowledge of health, safety, welfare and risk management for all surf lifeguards.
2. Identify and describe the roles and responsibilities surf lifeguards encounter while on patrol and their responsibilities as members of SLSNZ.
3. Describe the features of the surf environment.
4. Demonstrate knowledge of effective communication and how to communicate effectively.
5. Demonstrate knowledge of patient identification and effective scanning techniques
6. Perform releases and tows in an aquatic environment.
7. Demonstrate signals used by surf lifeguards and knowledge of graphic communication.
8. Communicate using a two-way radio.
9. Perform a tube rescue.
10. Provide resuscitation.
11. Provide first aid.
12. Manage first aid in emergency situations.

Patrol Support Award

Minimum age: 14 years
Pre-requisite awards: Current member of a surf lifesaving club

The PSA is made up of competencies which are expressed as the following units:

1. Demonstrate knowledge of health, safety, welfare and risk management for all surf lifeguards.
2. Identify and describe the roles and responsibilities surf lifeguards encounter while on patrol and their responsibilities as members of SLSNZ.
3. Describe the features of the surf environment.
4. Demonstrate knowledge of effective communication and how to communicate effectively.
5. Demonstrate knowledge of patient identification and effective scanning techniques
6. Demonstrate signals used by surf lifeguards and knowledge of graphic communication.
7. Communicate using a two-way radio.
8. Provide resuscitation.
9. Provide first aid.
10. Manage first aid in emergency situations.

Candidate Workbook

For both awards, the majority of evidence for the key content is gathered by the instructor during instruction of the candidate. All evidence gathered in the instructional phase is completed in the surf lifeguard candidate workbook. The workbook must be checked and signed off by the instructor. This could be done after each lesson or at the end of the instruction phase for the specific task.

The candidate workbook assesses several key areas before a theory component of an exam:

- **Understanding of content and concepts:** It ensures that candidates have a solid grasp of fundamental SLA concepts and content that will be built upon in the theory component of the exam.
- **Application of Knowledge:** Workbooks often include exercises that require students to apply what they have learned in theory, and practical trainings, helping to reinforce their understanding.
- **Problem-Solving Skills:** Workbooks assess students' ability to solve problems and think critically, which is crucial for tackling more complex theoretical questions.
- **Preparation and Practice:** Workbooks provide practice questions similar to those that might appear in the theory test, helping students become familiar with the format and types of questions they will encounter.

These assessments help ensure that candidates are well-prepared and confident when they approach the theory component of their exam.

The workbook must be handed over to the examiner prior to the commencement of the exam. It is not a requirement for the examiner to mark all of the candidate workbooks, however as part of SLSNZ's moderation process examiners must quickly scan every book for completion and randomly select one workbook from each club per exam to check for acceptable completion.

Other evidence is gathered by the examiner in charge during the exam and collated on the candidate beach cards or assessment sheets. Examiners must send away all candidate workbooks for those successfully completing the course along with Surf Lifeguard Award examination beach cards, and theory exam papers.

Theory Test

The SLA theory paper assesses candidates:

- **Knowledge and Understanding:** Assesses the candidates' grasp of Surf lifeguard content, concepts and facts.
- **Critical Thinking:** Assesses the candidate's ability to analyze, evaluate, and synthesize information.
- **Memory:** Assesses the candidates recall of specific information or definitions.
- **Written or Oral Communication:** Evaluates how well the candidates can express their knowledge and understanding by writing or using a reader/writer if required.

Practical Tests

The practical tests assess candidate's:

- **Application of Skills:** Assess the candidate's ability to apply theoretical knowledge with a Surf Lifeguards roles and responsibilities.
- **Hands-On Tasks:** Assess the candidates ability to perform specific SLA patrol tasks, first aid, rescue procedures, and surf lifeguard skills and techniques.
- **Problem-Solving:** Assesses the candidate's ability to troubleshoot and solve practical lifeguard real life situations.
- **Technical Proficiency:** Assesses the candidate's competency in using patrol, first aid, and communication equipment.

All of the workbook, theory and practical assessment components are important as they test different aspects of the candidates learning and readiness to achieve the SLA award.

Exam Components

Surf Lifeguard Award

1. Candidate Workbook

The candidate workbook check **MUST** be completed satisfactorily, if not, the candidate must not complete the exam and all other candidate workbooks from the club must also be checked. The candidate must complete and have passed the workbook to move onto section 2 of the exam. The workbook must be completed before any of the other exam components.

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

2. Pool test

Candidates **MUST PASS** all three skills to progress to the practical beach components, as listed in point 4 (Run-swim-run and tube rescue). However, you could do the theory test before the pool components.

400 metre swim* Pre requisite for the 'perform a tube rescue' unit.

Releases and tows Perform releases and tows in an aquatic

environment. **Tube rescue (pool)** Pre requisite for the 'perform a tube rescue (beach)' unit.

**NB: a candidate who fails to meet the 400m swim time can still complete the radio, signals, first aid and resuscitation components to be awarded Patrol Support (see over page)*



3. Theory test

Theory Paper

The theory test must be after section 1 (workbook check).

4. Practical test

Radio	Communicate using a two-way radio.
Signals members for	Demonstrate signals used by Surf Lifesaving communication.
Resuscitation	Provide resuscitation.
First Aid	Provide first aid. Manage first aid in emergency situations.

5. Beach Practical Test

Run-Swim-Run	Prerequisite for the 'perform a tube rescue' unit.
Tube Rescue (beach)	Perform a tube rescue.

Note: The Chief Examiner can apply to SLSNZ for candidate workbook completion flexibility. This must be made in writing to the National Education Manager, SLSNZ.

Patrol Support Award

All candidates completing the Patrol Support Award will be examined on the following SLA components:

1. Candidate Workbook

The candidate workbook check **MUST** be completed satisfactorily, if not, the candidate must not complete the exam and all other candidate workbooks from the club must also be checked. The candidate must complete and have passed the workbook to move onto section 2 of the exam. The workbook must be completed before any of the other exam components.

Candidate workbook	One randomly picked candidate workbook must be checked from each attending club.
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2. Theory test

Theory Paper

The theory test must be completed prior the section 3.

3. Practical test

Radio	Communicate using a two-way radio.
Signals	Demonstrate signals used by Surf Lifesaving Members for communication.

CPR
First Aid

Provide resuscitation.
 Provide first aid.
 Manage first aid in emergency situations.

Note: The Chief Examiner can apply to SLSNZ for candidate workbook completion flexibility. This must be made in writing to the National Member Education Manager, SLSNZ.

Comparative Table

The following table provides an overview of the exam components for the SLA and PSA to easily see what is examined for each award.

	Pre-Exam	Pool			Theory				
Surf Lifeguard Award	Workbook	400m Swim	Releases & Tows	Tube Rescue	Theory	Radios	Signals	CPR	First Aid
Patrol Support Award	Workbook	n/a	n/a	n/a	Theory	Radios	Signals	CPR	First Aid

	Beach	
Surf Lifeguard Award	Run-Swim-Run	Tube Rescue
Patrol Support Award	n/a	n/a

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

Exam Task Details

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

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

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

400m Pool Swim

Swim will be continuous freestyle, which is referred to as front crawl, over arm stroke. This does not include backstroke, breaststroke, butterfly, or side stroke. No aids are to be used (fins, kickboards, wetsuits, pull buoys, hand paddles etc.).

Candidates may not:

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

Candidates must swim 400 meters in under 9 minutes.

***Any candidate unable to pass this may not progress on to the other practical water exam components.**

Releases and Tows

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

Tube Rescue Pool

The rescuer will be assessed on:

- Correct approach to the patient (Three points; 1 stops short (5m), 2 reassures the patient, 3 hands the patient the tube).
- Clipping the patient in successfully.
- Swimming the patient back to the other end of the pool.
- Demonstrate back stroke for at least 6 strokes on the return swim.

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

Theory Test

There is a **1 hour and 30-minute time limit** in which you must complete this test and it is **not an** open book. Candidates must correctly answer 36 or above questions correct out of 45 to pass the test (80%). Follow up oral questions may be asked for scores, between 31 and 35.

Any scores below 30 are considered unsuccessful, and the candidate must re-test the paper at a later date in order to gain a pass.

Score Summary

- 36 or above is a pass.
- 31-35 is an oral reassessment.
- 30 or below is a full theory re-test.

Only examiners are permitted to mark candidate theory papers. Club representatives or club instructors are not permitted to mark theory papers.

Two-way Radio

A - Candidates must demonstrate:

- Ability to turn radio on for operations
- Communication technique
- Radio Communication using correct language.
- Knowledge of the 4 P's. (Compulsory)

B - The Examiner shall randomly select 4 questions out of the 12 questions from the Examination Checklist to be answered by the candidate.

To pass, all the 4 questions asked by the Examiner are to be correctly answered.

Signals

For Signals the Examiner shall randomly select **five** signals to be demonstrated by all candidates.

One of the signals will be 'Assistance Required'.

All (100 percent) signals asked by the Examiner are to be correctly demonstrated to Pass.

Unsuccessful candidates may be re-presented on the day at the Examiner in charge's discretion but **must be examined to 10 signals at 100 percent pass rate.**

Run-Swim-Run

Candidates are now in the public eye. Candidates **MUST** wear fins during the run-swim-run in all conditions.

Fin Types

Recommended fins for swimming in the surf environment are rubber fins with an open heel band, as pictured below.



- Candidates must wear a SLSNZ regulation high vis vest.
- The course shall be completed within 7 minutes.
- If conditions warrant, the time for the course or course shape/ direction may be altered (before the commencement of the Run-Swim-Run) by the Examiner in charge.
- Fins must be worn in the surf. Candidates can either run carrying their fins or pick them up when entering the water.

Tube Rescue and Recovery Position

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

Candidates must perform a tube rescue showing the following:

- Enter the water and negotiate the surf, including rip currents, to reach a patient in difficulty.
- Water entries demonstrated are appropriate to the emergency and the water conditions and meet SLSNZ standards as detailed in the SLA training manual.
- Negotiation of the surf to reach a patient in difficulty meets SLSNZ standards, as detailed in the SLA training manual.
- Information relevant to the emergency situation is communicated to other surf lifeguards before entering the water.
- Secure patient in the surf and return them to shore.
- Tube rescue securing techniques performed in response to the emergency are appropriate to the situation, and meet SLSNZ standards, as detailed in the SLA training manual.
- Care is provided for the patient in the surf according to the SLSNZ standards, as detailed in the SLA training manual.
- Surf lifeguard must maintain contact and monitoring of the patients condition whilst returning to shore; once in knee deep water signals for assistance.



- Care is provided for the patient onto the beach.
- Patient removal from the water may include but not limited to one person drag, two person drag. But must include the recovery position and patient check of ABC's.
- Candidates are to work in pairs: One to act as rescuer and one as patient.
- The rescuer must wear swim fins.
- The examiner will signal commencement of examination and state clearly: "Check and prepare equipment for tube rescue."
- Once equipment has been prepared the examiner will state clearly: "You have a patient, rescue" (or similar).
- Once patients have reached the required distance the examiner will signal the patients to remain stationary and signal the rescuers by raising one arm straight up in the air.
- Rescuer commences the rescue.
- Upon reaching the knee depth water, the rescuer shall assist the patient from the water.
- The examiner will decide which of the carries/drags must be used during the examination, the decision will depend on the nature of the beach and surf conditions:
 - One person drag: Patients may stand and walk with the rescuer.
 - Two person drag.
 - Two person carry.



Single person drag



Two person drag



Two person carry

- Then candidates will lay the patient on the sand above the water line and place the patient in the recovery position.



Tube Rescue Check points:

Rescue tube tied correctly prior to the rescue Rope wound around the tube towards the buckle end. Sash tucked tightly under rope. Tube able to be opened successfully by pulling on sash.
Surf skills: Wading in shallows Candidate runs, lifts knees out of the water, swing arms to generate leg swing leverage.
Surf skills: Duck diving in surf zone Candidate dives under wave, pushes off and either swims or completes another duck dive.
Surf skills: Ability to put on surf fins promptly with undue delay Candidate is able to stop wading or duck diving, put fins on, and continue without delay.
Surf skills: Surf swimming (maintaining visual contact on patient and surf conditions) Candidate swim's freestyle, if swimming head down, lifts head to look at patient every few strokes and detects any broken or unbroken waves passing through.
Surf skills: Candidate takes most effective route to patient – uses surf conditions effectively Candidate makes use of any rip currents, calculates drift with accuracy, and calculates where patient is likely to be by the time they arrive at the patient.
When within voice range – reassure the patient Firm, loud and clear verbal comments made from applicant to patient.
Candidate stops short of the patient (5m) and pushes the rescue tube towards them
Patient secured effectively by clipping brass ring onto brass clip with patient inside tube
Patient given instructions to lie on back, relax and kick to assist candidate
Swimming technique in the surf zone – return journey Candidate displays awareness of surf conditions and patient progress during return to beach
Patient protection When wave comes, candidate shelters the patient by positioning themselves between wave and patient, both facing the shore. Or depending on the conditions, faces towards the wave.
Signal for assistance The signal should be completed once the candidate reaches knee deep water
Patient safely escorted to dry land. The rescuer should remove their surf fins and secure (arms through the ankle loops) and walk backwards so as to keep an eye on the surf. The candidate may use one of the following methods to move the patient up to dry land: Single person drag, two person drag or two person carry
Recovery position: <ul style="list-style-type: none"> • Patient is stable, and will not roll onto their back or front • Check patient ABC's. Airway is open, allowing free drainage. Ensure airway to not obstructed and that they are breathing freely. • The patient can be easily rolled onto their back if the need arises

Cardiopulmonary Resuscitation

Each candidate **must** provide CPR for an adult patient **including a simulation of the use of an AED in an examination.**

- The candidate will be asked to conduct a 'primary assessment' of the patient.
- The examiner will use a CPR checklist from the examiner's manual and call candidates in one at a time.
- When the candidate has opened the airway and completed the 'look listen and feel' phase, they will be given the command "Breathing is absent" (or similar).
- When the candidate has "gone for help if alone" and returned, CPR should begin. For assessment purposes, the candidate can state "if alone I will place in recovery position and go for help".
- The CPR is to be timed for a minimum of 1 minute and a maximum of 5 minutes.
- After that time (1 to 5 minutes) the Examiner states clearly "trained help has arrived, and you have been relieved. Please clean the manikin and move outside the room".

Resuscitation Checkpoints:

SLSNZ will assess Surf Lifeguard Award candidates on their knowledge of The NZ Resuscitation Council Level 2 - Adult Resuscitation. (Adult CPR 8 years +)

Criteria – Single rescuer CPR (cardiac arrest)
<p>Recognise the need for prompt intervention Candidate recognises (visually) there is an emergency and responds without undue delay</p>
<p>DANGER: Check if scene is safe Candidate checks own safety first, then patient safety. Possible hazards identified</p>
<p>Approach patient with caution but without undue delay</p>
<p>RESPONSE: Check for response using voice Loud, clear, verbal contact attempted including introduction (i.e. 'hi, I'm Steve, I'm a lifeguard, are you ok?')</p>
<p>RESPONSE: Check for response using touch Repeated verbal (above) but this time physically touching the patient (i.e. holding shoulder firmly and squeezing to check for a response, collar bone tap, finger squeeze or similar)</p>
<p>SEND FOR HELP: Call for an ambulance via 111 Candidate calls out verbally clear and loud asking for a helper to call 111 and return with confirmation help is on its way. Options include cell phone call made, radio surf com/tower.</p>
<p>AIRWAY: Check in mouth for airway obstruction Open mouth; look in and around, if obstructed then roll the patient onto their side to clear. IF solid debris can be seen, remove with fingers.</p>
<p>AIRWAY: Open the airway Head tilt, chin lift technique. Effective grip on chin maintained, head tilted to neutral open airway position.</p>
<p>BREATHING: Look, listen and feel for chest rise, no longer that 10 seconds. Look for movement of the chest and abdomen. Listen for breathing and feel for the expansion or rise and fall of the chest.</p>



Go for help (if alone) If help has advised it is on the way, stay and continue. If no help confirmed, place patient into recovery position with an open airway and go for help.
COMPRESSIONS: Correct location for chest compressions Centre of the chest
COMPRESSIONS: 30 chest compressions delivered 30 delivered, good flow, locked elbows, straight back = good technique. Chest must be allowed to fully recoil after each compression. Push hard, push fast and minimise interruptions.
Correct compression rate (100-120 per min) and depth (1/3 of victims' chest depth)
TWO (2) effective ventilations provided Effective grip on chin maintained, airway open, nostrils pinched, good seal around mouth, chest rise, and fall observed indicating air is entering lungs effectively
Correct ratio of compressions to ventilations (30:2) maintained Minimum of 3 cycles to be performed at 30:2 competently
AED: Attach Defibrillator Candidate simulates attaching AED to the manikin. Follow the voice prompts.

- Candidates will also be asked three questions based on their knowledge and understanding of CPR. **(These are based on content covered in the 2025 SLA Manual on Pages 74-78)**

Further guidance on AED usage is below.

- Immediate CPR and rapid defibrillation are the two most effective interventions a surf lifeguard can perform in a cardiac arrest.
- Attaching a defibrillator forms part of the DRABCD action plan and is the foundation of basic life support. Use the DRABCD action plan every time you access or re assess a sick patient.
- AEDs can only work when there is a shockable cardiac rhythm. This usually occurs after the sudden collapse of an adult. This is called a primary cardiac arrest and is the most common cause of cardiac arrest in the community. A prompt shock can sometimes reset the heart's rhythm and restore its pumping ability. Reducing the "time to first shock" is critical.
- While CPR continues:
 - Turn on the AED.
 - Wipe the patient's chest if wet/sandy.
 - Attach AED pads and follow the AED voice prompt.

Ensure your candidates are familiar with the following or similar scenarios as this is how the practical exam first aid task will be presented for an Adult Patient.

ADULT CPR SCENARIOS

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



CHILD CPR SCENARIOS

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

INFANT CPR SCENARIOS

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

First Aid

The examiners will ask each candidate to demonstrate the correct procedure for;

1. Applying a dressing and pressure for a bleeding patient and treating them for shock.
2. Treatment for a jelly fish sting.

To pass this section a candidate must:

- Answer four out of ten first aid questions correctly (only a total of six can be asked, if the candidate is unsuccessful after six, they do not pass)
- Correctly demonstrate treatment for **TWO** scenarios treating for bleeding, and shock and a jelly fish sting.

These will be presented to candidates as a simple scenario. **Details in the scenarios will determine the treatment plan.**

For external bleeding and shock candidates will need to demonstrate,

- Use of appropriate personal protective equipment (gloves) and a gauze pad.
- Application of direct, firm, and sustained pressure to the bleeding site to control the flow of blood, ensuring that the pressure does not cause the patient pain (this should be verbalised by the candidate).
- Application of a clean dressing once bleeding is controlled and secured firmly with a bandage.
- Appropriate treatment of shock, with patient positioned typically lying flat with legs elevated.

For a suspected jelly fish sting candidates will need to demonstrate,

- Appropriate use of personal protective equipment. (gloves)
- Correct treatment for the sting, and an awareness of burns in children or elderly with use of 45-degree water.
- Symptoms should be monitored for an allergic reaction.

Instructors need to ensure that candidates are prepared to be examined on all signs, symptoms, and can articulate and show a full treatment plan including patient care for common first aid injuries and conditions. Additional questions can be asked as part of the assessment.

All content for these assessment tasks is included from pages: 80-92 of the SLA 2025 Manual, and in the Instructor Toolkit resource material.

Readiness for Assessment

During the SLA training program instructors will need to monitor the progress of candidates. Instructors will be assessing and testing candidates regularly to see if they are ready for examination.

Covering learning outcomes in sessions is essential for guiding both teaching and learning. It ensures that students know what they are expected to learn and helps instructors measure whether those expectations have been met.

Each SLA Instructor lesson plan has specific and clear learning outcomes stated at the beginning of the lesson. This makes sure that you have something qualitative to assess learners understanding, and application of the concept being taught in the session. (These are all available on the SLSNZ Website)

When summarizing your lesson with candidates, it is important to follow these key steps.

- Identify the key learning points.
- Briefly mention what the lesson covered.
- Make sure that the candidates have understood the content and carry out a simple assessment to measure their understanding. This can be done by asking questions, or candidates reflecting on the session, and sharing key points complete a simple quiz, Kahoot. All SLSNZ lesson plans have recap questions to reinforce understanding.

Throughout the SLA training program the understanding of key concepts, skills and knowledge of the candidates will gradually increase and develop. As an instructor a judgement needs to be made as to whether the candidates are ready for the SLA examination process. Candidates need to be competent in all of the necessary tasks to the required standard.

This can be achieved by:

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

Ways we can check performance

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

Self and Peer assessment

Encouraging learners to assess their own performance (self-evaluation)

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

Some techniques that candidates can use for self and peer assessment are:

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

Where possible, give candidates the opportunity to use self, and peer assessment opportunities.

Using a **mock exam** as an assessment tool is a practice test that simulates the format, content, and timing of all parts of the lifeguard award examination components. It helps students prepare by giving them an idea of what to expect and allowing them to practice answering questions under exam conditions. Instructors can develop these based on the exam component guidelines that cover all the content covered the SLA Manual and Workbook.

- Mock theory exam papers provide candidates with a chance to familiarise themselves with the format and structure of the theory exam, in terms of number of questions, short, long answers, multiple choice, time constraints and the overall layout. Understanding these aspects reduces anxiety on the actual exam day and helps candidates feel more confident.
- Mock theory exams allow candidates to practice time management, and gauge how long the actual exam will take to complete.
- Assessing all areas of the examination (practical, verbal, and written theory) will highlight where candidates may be weak and gives candidates and instructors key concept areas they need to review.
- They give candidates an opportunity to become familiar with how they might approach different types of questions and different assessment tasks (both practical, verbal, and written theory).

Using regular mock assessment tasks builds candidate confidence and helps track progress throughout the training program, and ensures they are prepared, confident and skilled at handling the challenge of the formal examination. Candidates who aren't yet ready shouldn't be pushed to be assessed with their cohort as this will likely result in a negative experience for candidates, instructors, and examiners.

The Teaching Toolbox

This section of The SLA Instructors resource has been developed by Surf Life Saving New Zealand to help Instructors deliver and implement an effective training program for Surf Lifeguard award.

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.

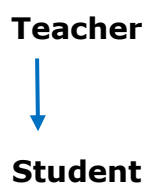
Instructional concepts

Tuakana-Teina

Tuakana refers to a person who is older or has more knowledge in a specific area than another person. This can also be referred to as the teacher, facilitator, instructor or subject matter expert.

Teina refers to a person who is younger or holds less knowledge in a specific area than another person. This can also be referred to as the learner, student or candidate.

Traditional teaching methods have relied on a monologue or one-way system where the teacher and the student share a relationship where the teacher imparts knowledge, and the student takes the knowledge.



A Tuakana-Teina approach is somewhat different where the relationship between the tuakana and the teina is flatter and reciprocal in nature. These are relationships where each participant in the relationship learns from the other. It is truly learner centric.



This approach recognizes that the tuakana can learn from the teina, and the teina can learn from the tuakana.

It describes:

- Peer to peer interactions: where teina teaches teina or tuakana teaches tuakana
- Younger to older – where the teina teaches the tuakana. Technology based learning is a good example of younger to older tuakana-teina relationships.

- Older to younger – where the tuakana teaches the teina. This is representative of teacher and student.
- Able to less able – where a more abled person is able to teach a less abled person.

In this approach, while we have explained that the Tuakana is the teacher, the teacher could be any learner in the class with specific subject matter and the teina, the rest of the students including the facilitator. For example, Adam has specific knowledge and skills in the area of risk management as this is what he does for a paid job. Adam teaches the others in the classroom about risk management, with assistance from the teacher in order to cover all required points. The next session, Lauren has specific knowledge on radio procedures, Adam becomes a learner with the rest of the classroom and Lauren teaches the others for this session. The tuakana, teacher or facilitator takes all other sessions as they have knowledge on Surf Lifesaving New Zealand policies, procedures and guidelines.

The approach shifts the dynamic from a teacher led model, to a learner led model. This allows learners to take responsibility over their own learning and in some cases teaching of themselves and others.

A Tuakana-Teina approach is an approach that is drawn for Te Ao Maori but provides a basis of mutual trust and respect for many learners from different cultures. In a Surf Lifesaving New Zealand, this approach is about recognizing that while the instructor has certain skills and knowledge, so do each of the learners. This can create a sense of mutual respect and trust between the instructor and learners. If the individual abilities of each person are valued and used in a supportive way, the whole group benefit from the learning experience and it is enriched for everyone. This two-way approach respects the contributions that each person in the group can make and acknowledges that everyone has something from which others can learn.

Kaitiakitanga

Kaitiakitanga is another Te Ao Maori approach that can be related to all cultures in the learning environment.

In a traditional sense, Kaitiakitanga is an understanding and respect for care and conservation of the land and such resources. It places a focus on relationships and responsibility. Essentially, its goal is to bring balance to relationships and bonds between people and places as ensures activities are mana-enhancing.

Mana-enhancing activities are those activities that are respectful, and they protect a person's identity and self-worth. It does not reflect activities that trigger insecurities or activities that do not reflect individuals and the vast cultures and experiences they bring.

In an educational setting, Kaitiakitanga refers to concepts related to leadership, mentoring, coaching, care, guidance, nurturing, sharing, responsibilities and external consultation. It places each individual in a role of kaitiaki (guardian) of knowledge and learning. With this comes six elements:

1. Te Tiaki – to care
2. Te Pupuri – to hold (holder of knowledge)
3. Te Tuku – to transmit
4. Te Arataki – to guide
5. Te Tuatoko – to support
6. Te Tohutohu – to instruct or correct.

In other words, as a holder of knowledge and instructors in the Surf Lifeguard Award area, sessions should show a passion and care for the work that Surf Lifeguards do, as well as care

for the learner and their needs and preferences. As an instructor, that knowledge that is held by you should be transmitted to learners within the group. Instruction, guidance and support while learners are learning are essential. Positivity, encouragement and motivation are key to these concepts.

A good reading to learn more about Kaitiakitanga in education is found here:

[How to "Undertake Kaitiakitanga" For Learner Success: 3 Solid Principles You Need To Know - \(thisisgraeme.me\)](http://thisisgraeme.me)

The concept of ako

To teach and to learn. The concept of ako recognises the knowledge that both instructors and learners bring to learning interactions. It acknowledges the way that new knowledge and understandings can grow out of shared learning experiences. It fosters the partnership between instructors and candidates and among candidates, where everyone is empowered to learn with and from each other.

Adult learning theories and 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 so you are able to vary your approach as needed depending on the learners in your group.

Younger learner characteristics	Adult learner characteristics
Pedagogical approach – teaching younger learners who are more dependent on the facilitator.	Andragogical approach – facilitating learning for adults who are self-directed learners.
Learners focus is on gaining a required award or accomplishment in the curriculum.	Relies on past experiences to solve complex problems
Learning resources often need to be supplied by the facilitator/tutor.	The 'why' and 'how' of what they are learning is imperative. Why is the learning required, and how can it be applied to their roles.
Subject-focused and have less experience to relate concepts to.	Conversations and activities which allow for incorporation of past experience in different fields and sectors is helpful.
Motivation is external – it comes from parents, facilitators, rewards etc.	Many have moved from dependence to independence. They are usually self-aware and have autonomy.
The teacher or facilitator acts as an expert and imparts knowledge and skills to the learner.	Learning needs to be flexible and available to fit around their other life roles.
	Adult learners often don't need hypotheticals but instead prefer a 'problem and solution' approach.
	Often self-motivated.

For all learners, the following concepts are important:

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

While each learner type has some common characteristics, each learner is an individual. A large part of being an effective instructor is getting to know your learners and their needs, wants and preferences in the learning environment. This will allow tailoring of activities and support to ensure success for all learners.

Given the vast differences between younger learners and adult learners, the instructor needs to be skilled at balancing the needs of both learner types in the sessions. Activities and learning strategies that are being utilized will need to appeal to both the younger learner and the adult learner.

Adult learning

A learning theory is used to describe how learners learn. They are used to inform how learning events and curriculums are managed and taught. Essentially, they provide comprehensive learning strategies that are adaptable to the learners and meet the needs of each learner.

Common theories include:

Behaviorism	Behaviorism is about changes in behavior based on stimulus-response associations. Essentially, changes in behavior that come about by positively or negatively reinforcing behaviors. In the education space, this looks like modelling appropriate behaviors and cueing learners.
Constructivism	The learner builds upon their current knowledge and gains a new understanding or meaning of concepts. This is done through active engagement with activities that lend itself to problem solving.
Connectivism	This is like connecting the dots. It is focused on identifying gaps in knowledge and bridging them. It also has a focus on assisting learners to find the answers for themselves – knowing where to gain information is as important as the information itself.
Cognitivism	Cognitivism is a theory that looks at how information is received, organized, stored and retrieved by individual minds. It concludes that learners should be actively involved in the learning process to gain knowledge, memory recall and problem solving abilities.
Transformational	New knowledge that is gained can change our perspectives. There is a large focus on critical reflection.
Social	There are a couple of different social aspects to learning including social learning theory and social constructivism. Social learning theory is learning through observing, modelling and imitating behavior.

	Social constructivism is the importance of collaborative learning. It acknowledges that people learn from interacting with each other, the community and the environment.
Experimental	This is about learning through experiences and doing something. This may be simulations or real-world experiences.

From these theories, the learning environment needs to capture:

- Activities that allow learners to try different techniques and perspectives in a safe manner.
- Activities where learners are able to use problem solving skills with new and existing knowledge.
- An opportunity to identify current knowledge and where the gaps in knowledge exist. Individualised learning plans developed and knowledge transfer to ensure all gaps are covered in the learning material.
- Activities that are engaging and allow the learners to take part, rather than lecture style or pure 'PowerPoint' presentation style. While these hold a place, they should not be relied on as the sole learning strategy. Other strategies that should be included are allowing learners the opportunity to ask questions, case studies, simulations and group discussions.
- Allow learners the opportunity to critically reflect on their performance.
- Encourage collaboration between learners in discussions and case based learning.

Each learner is an individual and will have different learning preferences. It is therefore imperative to take the time to get to know your learners and plan strategies accordingly. This means that while one strategy might work for one group of learners, it may not work for another.

In the past, the visual, auditory, read-write and kinesthetic (VARK) was the largest used learning theory. However, it has been shown in recent years that learners often do not sit within one preference and for a meaningful learning experience, multiple preferences need to be addressed at any one time.

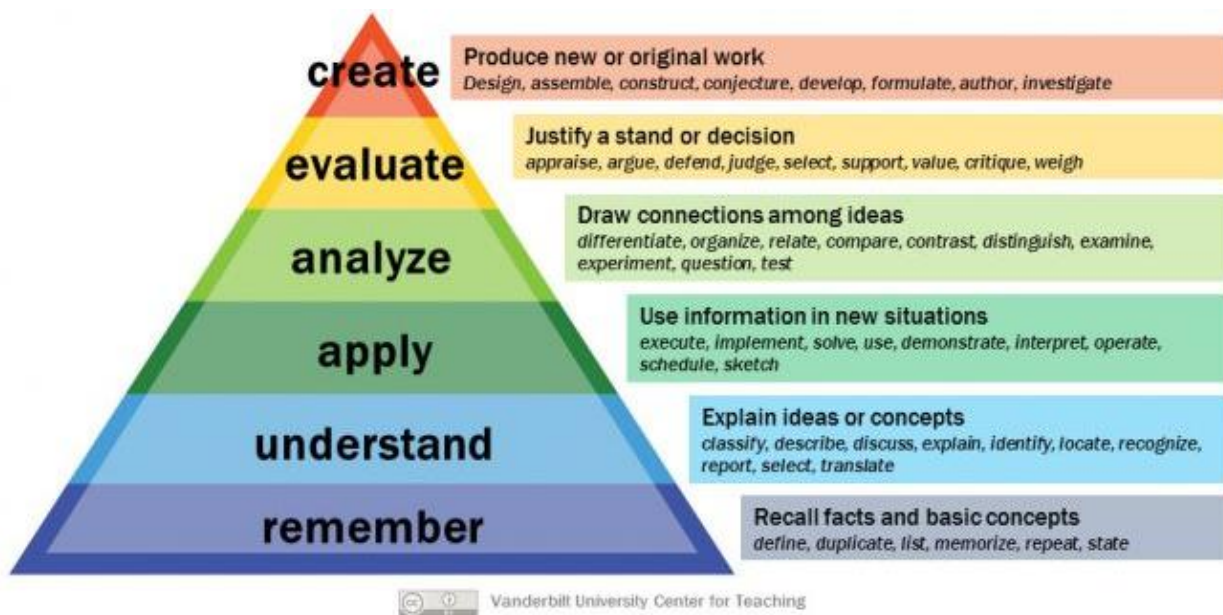
This concept is still around, however is not as widely used. There are many aspects of the VARK theory that can still be utilized, in particular when planning and delivering learning events. By making sure all learning preferences are addressed, a well-rounded learning experience can be provided.

Some activities that you may choose to utilize in accordance with VARK are shown below:

<p>Visual</p> <p>Stimulate visual preferences by:</p> <ul style="list-style-type: none"> • Using charts, posters and graphics. • Creating visual displays. • Giving the learner booklets, brochures and handouts. • Using a variety of colours and shapes. • Visual aids such as videos. 	<p>Auditory</p> <p>Stimulate auditory preferences by:</p> <ul style="list-style-type: none"> • Question and answer sessions. • Audio tapes and stories. • Discussions in groups or pairs. • Music, slogans or algorithms.
Reading/writing	Kinesthetic

<p>Stimulate reading/writing preferences by:</p> <ul style="list-style-type: none"> • Creating lists and dictionaries. • Giving handouts, booklets and brochures. • Giving time and space to make notes. 	<p>Stimulate kinesthetic preferences by:</p> <ul style="list-style-type: none"> • Encouraging team activities. • Allowing hands on experience. • Role playing and simulations. • Discussions in groups or pairs. • Changing activities regularly.
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BLOOMS Taxonomy



Blooms taxonomy is a way of categorising and ordering thinking skills and is a way of defining lower order thinking skills from higher order thinking skills.

It can be used to help facilitators understand learning objectives, create lessons plans and learning activities.

Each level is a foundation for the next – i.e., a learner must meet the elements below it in order to move onto the next level.

How can this be used in lesson plans and when lesson planning?

This concept helps to offer a structure about how people learn. In this structure, a scaffolding approach is recommended so that remembering and understanding components feature near the start of the course and any higher-level thinking occurs after this. A good grasp of content needs to be held before moving on to higher levels.

How can Blooms Taxonomy be used within the SLA learning activities/ experiences?

Blooms taxonomy has been used to create learning activities for the level of learning that is taking place. For example, creating an activity that involves analysis, or creation may be unsuitable for a course that focusses on knowledge recall or remembering.

Activities relevant to each level:

Remember:

- Question and answer sessions
- Multiple choice questions



- Quote information

Understand:

- Getting learners to provide analogies or examples
- Telling a story
- Explaining a concept to others

Apply:

- Practical skills in action
- Mirroring real-life activities

Analyse:

- Debates
- Reasoning activities

Evaluate

- Justifying a decision
- Reflection

Creating

- Design and produce a product
- Writing a report
- Creating a manual / policy/ procedure

Blooms Taxonomy is used within the IRB Crewperson module, and SLA IRB Drivers lesson plans, workbooks, videos, and the assessment tools used to evaluate learners knowledge, and skill.

MASLOW Hierarchy of needs



Maslow's hierarchy of needs

Applying Abraham Maslow's theory of a pyramid-shaped hierarchy to instructional lessons is an ideal way to assess lesson plans, and instructional sessions. Like the rungs of a ladder, each need has to be met before progressing to the next level. Students may move back and forth on the hierarchy, so it is important to have ongoing check ins with candidates to ensure that their needs are being met.

Ways to support candidates physiological needs

- Allow students to take regular water and toilet breaks, if in-person.
- Provide breaks for food - and offer nutritious snacking options.
- Ensure adequate lighting and ventilation.
- Monitor temperature so that candidates do not feel too hot or cold.

Ways to support candidates safety needs

- Have well-defined routines or plans to your sessions.
- Follow all health and safety guidelines effectively.
- Develop an environment that allows for healthy discussion and non-judgmental conversation.
- Monitor the environment of your sessions to identify any areas where candidates maybe feeling overwhelmed and in a "learning pit."

Ways to support candidates love and belonging needs

- Establish ground rules about being respectful towards one another.
- Create a sense of team by engaging candidates in team-building and bonding activities.
- Encourage group work and other inclusive learning techniques.
- Make conscious seating arrangements and groups. Place candidates where they can be best supported and aided.

Ways to support candidates' self-esteem needs

- Show your candidates that their efforts and hard work are noticed and appreciated. Provide powerful affirmative feedback. A simple "Good job!" or a "Well done!" can go a long way in boosting someone's self-esteem and self-worth.
- Create opportunities for candidates to share positive feedback with their peers.

Ways to support candidates' self-actualization needs

- Encourage and support candidates to explore different pathways with SLSNZ.
- Provide opportunities for candidates to lead others.

Instructional techniques

Whanaungatanga

Whanaungatanga is focused around building and maintaining relationships between individuals and communities. These relationships are built through shared experiences and creating a sense of belonging.

In an educational context, whanaungatanga creates a learner-centered environment where each learner feels connected and have a common expectation, vision and goal. It is an environment where each learner is respected and encouraged to celebrate their diverse abilities, excellence and successes. This is created by:

- Encouraging learners to be the best that they can be while learning.
- Look for opportunities to incorporate learners life experiences as part of learning.
- Getting to know learners.
- Having a genuine desire to help the learner to succeed.



- Provide individualized support to enable all learners to succeed.

Whakawhanaungatanga is the art of getting to know one another. This is an important part of whanaungatanga. Without whakawhanaungatanga, it is difficult to build strong whanaungatanga in the classroom environment. Whakawhanaungatanga is done through taking the time to provide activities in the beginning of the session – these could be introductions or even team building activities.

While time is often of the essence in many educational situations, whakawhanaungatanga should not be under-estimated.

Connecting learning experience to create meaning

As learners need to connect learning and experience and understand the 'why' and 'how' of the learning, the instructor needs to create an environment and activities that allow learners to make these connections. Techniques that are often used for this purpose are:

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

The importance of the 'why' and 'how'

Adult learners need to know why they are learning something before undertaking to learn it. They also need to know it benefits them, the role that they are in and the people that they serve in their role.

Learning new skills and knowledge is a considerable task and consumes considerable energy. Many adults have to make many sacrifices in order to take the time to learn the skills and knowledge required for a particular role. This may be taking time out from work, family or other community responsibilities. Determining the benefits, the why and the how of learning will enable a learner to get behind the cause and place the required energy into the learning process. Failure to describe the why and how may result in learners that do not feel connected to the learning and learners who do not place an emphasis on the learning therefore resulting in unmotivated and difficult classroom environments.

Consequently, one of the first tasks of the instructor is to help candidates understand the why and how behind the learning that lies ahead. This is both for the Surf Lifeguard Award (SLA) as a whole program and each individual session included in the programme. In your training you should set aside time to explain how the learning will be conducted and why it is important.

For example, CPR is taught in this session. By completing this session, the CPR skills you learn will be used as a Surf Lifeguard to potentially save the life of someone who is unconscious and not breathing. The session will be focused on the key knowledge you need to know to perform CPR and the be followed by practical scenarios to help you embed the knowledge. You will be given an opportunity to practice your CPR skills before the scenario work.

Learner centered approaches

A learner centered approach is designed to put the learners at the forefront of their own learning. It encourages learning through learners actively creating knowledge through collaboration, exploration and activities that enhance their own learning. Learners are actively involved rather than being a passive participant.



In this style of learning and facilitating, the instructor is a facilitator of learning. This means that learning is seen as creative, interactive and a process that is flexible rather than being one size fits all. In this approach:

- Session planning is flexible and based upon learner needs and preferences.
- The instructor will employ a variety of learning strategies including problem solving, interactive discussion, practical applications, hands on experimentation and self and peer evaluations.
- The learners prior experiences are valued as utilized as a rich resource for learning.
- Full participation and self-directed learning is encouraged.
- The learning environment is informal, mutually respectful, collaborative and supportive.
- The group dynamic is engaged and active and balances achievement of tasks with supporting a friendly, safe and enjoyable learning environment.

Critical thinking, creative thinking, communicating, collaborating - The 4 C's

The Four C's help learner's navigate in an ever-changing society. These skills do not stand alone. Including learning experiences using the 4 C's within instructional lessons helps candidates to develop new knowledge and skills.

Critical thinking

Critical thinking is all about helping learners to look at problems in new ways and analysing the "how" and "why". These types of thinking skills examples include the ability to compare evidence, evaluate and consider information to make sensible decisions.

The learner is then able to evaluate a situation in greater depth and explore a range of solutions.

Creativity

Creativity isn't limited to artistic endeavours, it's about innovation and invention, and is available to all learner's. An instructor's innovative and creative approach is essential for all different learners. Critical and creative thinking skills are closely linked – after using critical skills to analyse a situation, creative thinking can be applied to find an original approach to an idea or problem.

Collaboration

Most significant work or achievement is accomplished by people working together. Collaboration is about working together to reach a goal and combining different and complementary skills, expertise and experience. As the world becomes more and more connected, the skill of collaboration becomes more vital when catering for learner's needs. Providing collaborative experiences and building on other's skills, knowledge, and backgrounds, helps to develop quality learning experiences.

Communication

The ability to express thoughts clearly, articulate opinions, give coherent instructions and motivate others through speech is important. Communication is about sharing

thoughts, questions, ideas and solutions effectively – understanding that people and groups from different cultures, ages and backgrounds require different communication styles and methods. Learning how to use current and emerging technologies to communicate is important when thinking about providing rich learning experiences.

Critical reflection

Critical reflection when used as a tool in education can help to increase learner’s creative abilities, academic success, critical reasoning skills, persistence, patience and perseverance. It also develops personal awareness, strengths and areas for improvement and moving forwards towards learner goals.

Critical self-reflection should have a focus in the classroom and when performing assessment tasks. Intentional time should be put aside for learners to think about how an activity went and how they could improve in the future. Remember that learners often don’t set aside their own time for this to occur – you will need to ensure there is allocated time to perform critical reflection.

The ABC approach is an easy way to get learners thinking reflectively and critically about their performances during activities.

- A- Affect: How did you feel during that activity?
- B- Behaviour: What did you do that was successful or perhaps not so successful?
- C- Cognition: What will you do next time you encounter this problem?

When asking learners to critically reflect, remember that the process is designed to view improvements in a positive light. Human nature suggests that when a learner is beginning to critically reflect upon themselves and their performance, they will be their own worst critics. It is important to ensure you assist the learner to see the positives of their performance and use this as a motivator to continue with the activities and critical reflection.

It is through this process that true self-awareness begins to be built. Responses such as “I didn’t do anything well there”, “That was terrible”, “I can’t do this” should be respectfully questioned by the instructor to help the learner see their positive points – **remember, nothing is all bad and everything has good learning!**

Planning

An instructor should spend some time planning two key areas:

1. **Intake planning** – this includes from recruiting the candidates through to their examination as qualified members.
2. **Lesson planning** – this includes documenting how you intend to deliver/provide training to candidates for each lesson within the qualification.

For example, you may wish to use lesson plans for the instructor resources that are available, or you may choose to create your own. In each case you will need:

- a. Decide upon the activities that are going to be used during the lesson.
- b. Identify the resources required for the lesson and gather the resources in the appropriate quantities.

Intake planning

Before the intake:

- Gather information about your candidates
- Complete operational risk assessment before undertaking training.

Gathering information about your candidates:

The most important person in any training activity is the candidate or the learner. You will need to do your best to support each individual candidate/learner so you will need to take some time to understand your learners needs, preferences and how best to support them. The best way to do this is to have a conversation with the candidate/learner.

You will also need to inform the candidate/learner of the sequence of learning and how the training will be delivered. This may be done over the phone, in person or in writing.

Note that your candidates/learners may have many different experiences and may come from different backgrounds. Candidates/learners may be:

- Current members of the organization attempting a new award.
- New members to the organization.
- Adults.
- Younger learners, as young as 14 years old.

Lesson planning

A lesson plan is a roadmap of how a lesson will run and the road to candidate/learner success. A lesson plan aids the instructor to understand the learning outcomes of the lesson, gather the resources required for the lesson and ensure a structured approach to learning.

It is important that the instructor understands what is to be delivered, how it is to be delivered and why it is to be delivered. Following a structured path during the lesson will assist the instructor to ensure all elements related to knowledge acquisition and skills are passed on. Inability to ensure all the knowledge and skills required are covered will compromise the assessment and candidate/learner success.

A lesson plan generally has three key components:

- Lesson outcomes
- Teaching and learning activities
- Strategies to check learner understanding.

Each lesson should:

- Give the outcomes of the lesson.
- Refresh the last lesson.
- Explain the topic or skill being taught.
- Summarise the contents of the lesson at the end of the session.
- Allow an opportunity for the learner to provide feedback.
- Provide details on the next lesson.

To prepare a lesson:

1. Identify the learning outcomes for the session.

The first step is to determine what the learning outcomes are for the lesson. This is what the candidate/learner will know or be able to do at the end of the lesson. In each



hour lesson, there should be 3-4 learning outcomes. Any more than this and the focus on the lesson is often missed.

If you are developing your lesson, the learning outcomes can be located in the provided lesson plans in this instructor resource.

2. Develop the introduction.

This should stimulate candidate/learner interest and encourage learners to think about a particular topic. It is within the introduction that you want to gain an understanding of the candidate/learners prior knowledge.

To create an engaging introduction:

- Keep the introduction interactive where possible.
- Share a story or other interesting information that is related to the content.
- Summarise content from the previous lesson.
- Discuss any pre-learning material that was used (if applicable).

3. Plan activities and their sequence

Develop and design the content of the lesson. Think about the activities that will be engaged in to meet the requirements of the learning outcomes you identified in the first step.

- How long will these activities take?
- What does the instructor need to do?
- What will the learners do?
- What resources will be required?

A helpful hint here it to vary the activity or strategy every 15 minutes to reduce candidate/learner fatigue and enhance concentration.

4. Plan how to check understanding

This step is about understanding how the candidates/learners are learning and ensuring they are retaining the knowledge and skills being taught. It also helps to identify any gaps in their knowledge and where to focus in future time or lessons. This might be done by asking questions of the learner or getting them to demonstrate skills.

5. Develop a session conclusion

Summarising the key points and allowing the candidate/learner to ask any questions they may have remaining is important here. This should be thought provoking and relate back to the outcomes that have been covered during the session.

You may also like to preview the next lesson here and relate the concepts together if appropriate.

The Surf Lifeguard Award (SLA) candidate workbook has tasks and questions that are used to fulfill evidence gathering requirements for the units in this qualification. As an instructor you must enable learners and cover all content related to this in order for candidates to complete the qualification. This will need to be incorporated into the lesson plan.

SLSNZ SLA Instructors toolbox

Resources are available for you to use as instructors.

Using these resources are fundamental to candidate competency and invaluable resources to use in your SLA training programs.

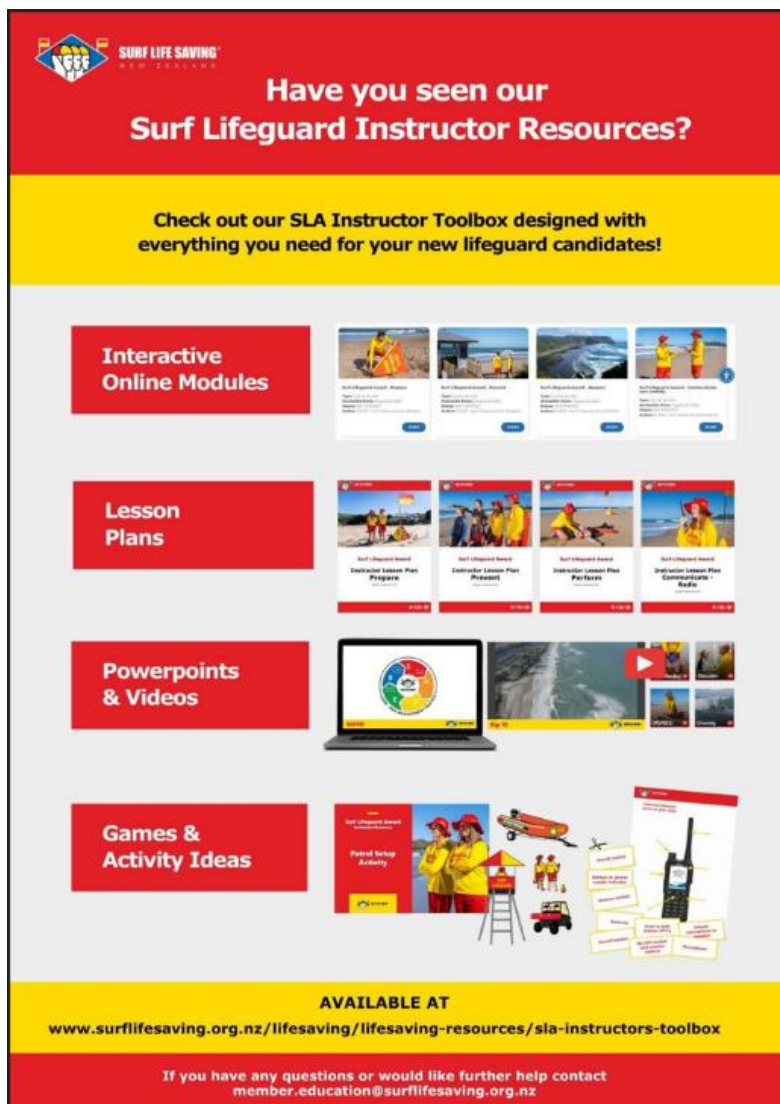
INSTRUCTORS TOOLBOX

You can go to the SLA Instructors Toolbox and navigate through the website page.

[Surf Lifesaving NZ - Surf Lifeguard Award Instructors Toolbox](http://www.surflifesaving.org.nz/lifesaving/lifesaving-resources/sla-instructors-toolbox)

Being able to understand and apply different instructional strategies to teach specific practical and theory content within the SLA context is crucial for effective instruction.

This involves selecting and using teaching methods that cater to different learning needs, engaging students in the material, and ensuring that they gain the necessary practical skills that meet the examination guidelines. Interactive online modules (in Etrainu), lesson plans, power points, videos, games and activity ideas are all available to enrich your clubs SLA Training Programs.



Have you seen our Surf Lifeguard Instructor Resources?

Check out our SLA Instructor Toolbox designed with everything you need for your new lifeguard candidates!

Interactive Online Modules

Lesson Plans

Powerpoints & Videos

Games & Activity Ideas

AVAILABLE AT
www.surflifesaving.org.nz/lifesaving/lifesaving-resources/sla-instructors-toolbox

If you have any questions or would like further help contact
member.education@surflifesaving.org.nz

Instructional skills

Creating safe learning environments

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 the instructors responsibility in conjunction with the club and Surf Life Saving New Zealand (SLSNZ) to help create learning environments that are physically and emotionally safe for members to learn and develop these lifeguarding skills and competencies.

Each learner should feel safe and comfortable to engage in the learning process, for them to be themselves and to bring their own culture, perspectives and life experiences to the lessons.

Creating a safe learning environment can be done by:

- Adopting a tuakana-teina approach
- Incorporating concepts of Kaitiakitanga
- Encouraging whanaungatana and engaging in whakawhanaungatanga.
- Work together with other instructors and candidates/learners to spark new ideas, reflect, converse and inquire.
- Create a shared vision and values at the beginning of the qualification.
- Encourage discussion between learners and instructors.
- Remain positive and manage the classroom effectively.
- Take the time to provide support to all candidates/learners as a group and as a whole.
- Ask questions to clarify your understanding of candidate/learner perspectives.
- Respect confidentiality.

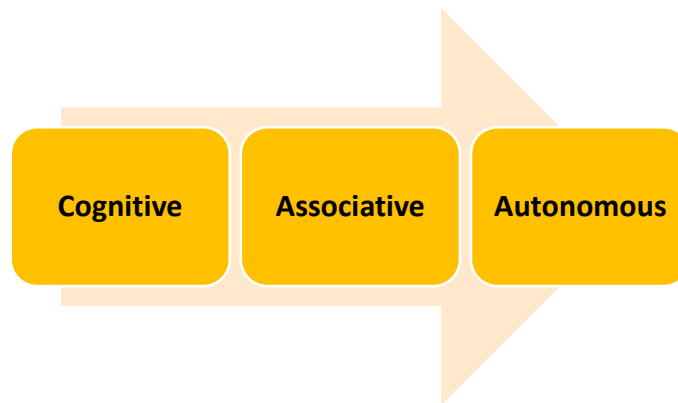
Part of creating a safe learning environment is risk management. It is the responsibility of the instructor to ensure that activities performed inside and outside of the classroom are safely managed. In addition to this, it is the instructor's responsibility to ensure all candidates/learners are competent in risk assessment and management processes for each task that is required for the various roles that Lifeguards perform in operations and activities – this should be fostered and learnt throughout the lessons.

Lifeguards choose 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 minimize and negate the risk of harm. 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.

Delivering skills and knowledge

There are many skills that you will instruct in a qualification – this could include tube rescue, CPR, IRB patient pick up, engine reinstatement.

Learners move along a continuum of skill acquisition as they progress their skills. Teaching a skill has a goal of moving from the cognitive domain to the associative domain. The autonomous domain comes when a learner continuously practices the skill in the environment.



1. **Cognitive** – in this stage of skill acquisition, the learner is thinking about the skill and may not be fluid in the process. Demonstrations and feedback are required in order for the learner to progress through this phase.
2. **Associative** – the learner in this stage has moved from thinking about the skill to thinking about the end result. The learners efforts become smoother and the learners are able to adjust their approach to achieve the result. Learners are able to critically reflect. Learners need lots of practice in this stage.
3. **Autonomous** – the learner here no longer thinks about the skill and movement and progression come naturally. Learners are able to perform the skills under pressure.

In order to teach learners and elevate their success of moving through the skill acquisition continuum, the following five steps should be followed:

1. Introduce the skill

- Ensure all the group can see and hear
- Name the skill
- Give the reason/rationale as to why the candidates need to know the 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 slowly describing each step.
- Demonstrate the skill again slowly but without description.
-

3. Demonstrate the skill in real time

- Demonstrate the skill in real time, allowing learners to visualize what it will look like at the end.

4. Practice the skill

- Learners/candidates should get an opportunity to practice the skill as soon as possible after the demonstrations.



- 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 and reattempted in whole. This known as the whole-part-whole learning process.

5. Provide feedback to the learner as they practice the skills

- When a candidate is making several mistakes executing a skill, concentrate your feedback on one aspect at a time.

Questioning

Effective questioning allows imparting of skills and knowledge to the learner. It is a skill that all instructors should develop and become comfortable in using. At the beginning of the lesson, questioning allows instructors to assess what learners already know and what they need to learn. At the end of a lesson, questioning can be used to evaluate a learners learning and the concepts that they have understood versus the concepts that might need more attention.

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 get learners to evaluate their own skills and knowledge.

Question 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 training.

There are many types of questions that you can use to ensure understanding and involve learners. It is often best to use a variety of different question types throughout the lesson to keep learners engaged and to ensure questioning is effective.

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.

This type of questioning can also be used if the learners are not engaging or providing discussion. While being mindful of people feeling uncomfortable, activities that question the learner, for example post-it note activities where learners write and post thoughts, ideas and knowledge can be used to question learners. It is even more effective if each learner has a different coloured post it note or different coloured pen to write in. This allows identification of the learners contribution to the instructor. This approach is much less confronting than typical direct questions.

Note that some learners from some cultures, such as Pacific Cultures do not always engage with answering questions. This is not because they are not engaged, it is often

because of previous classroom experiences where it has been very much facilitator led. It is seen as a sign of respect to listen to those in a position of knowing more on a particular subject.

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.

Some tips for developing effective questioning:

- Allow the learners time to think about their response to the question – silence is ok. Avoid answering the question for the learners.
- Ask one question at a time. Avoid asking a number of questions at the same time – do not make them double-ended. For example, you might ask the learner to identify a specific type of wave. You would ask the one question – you wouldn't ask 'what type of wave this is and what are the consequences that wave brings' in one question.
- Keep questions clear and not too wordy. Keep them short and simple.
- Ensure questions are unambiguous.

Feedback

During training we need to ensure that learners are encouraged and provided with feedback that lets them know what they are doing is correct and how well they are progressing. Feedback can be verbal or non-verbal and has a significant effect on how well candidates learn and perform.

Just like learning, each learner will have a different preference for feedback and will react differently to different forms of feedback. As an instructor, it is important to ensure an understanding of learner preferences as this will have a considerable impact on the learner taking on board the feedback that is being given. Giving feedback in a manner that the learner is offended by or does not relate to will reduce the feedback's effectiveness.

Consider the following:

- Choose an appropriate time and place to give feedback.
- Ensure that you are in a positive frame of mind prior to giving feedback. Betari's box (your attitude affects your behavior, your behavior affects my attitude and my



behavior) suggests if you're in a negative mindset, the feedback may be given in a negative manner.

- Check that the learner understands what you mean. Have the learner acknowledge and recall the feedback. Allow the learner to ask any questions.
- Be constructive in the feedback that you give. Help the learner come to a solution to ensure the learner feels supported and sees they are able to achieve tasks with modifications.
- Focus on things that the candidate did rather than how you feel about them. Don't make it personal.
- Show the learner respect and give feedback in an appropriate manner.
- Keep it short – don't overload the learner with too much information.
- Encourage the learner to self-reflect.

The feedback sandwich is a positive structure to provide feedback.

1. Begin with a positive about the learner's performance.
2. Then give constructive points for improvement.
3. Finally, finish on a positive note about the learners performance.

It can also be a good idea to ask the learner how they thought they performed. Just remember, you need to ensure the learner sees the positive in their performance. It is human nature to focus on the points to improve or the negative points. This does not instill confidence in the learner and the positives need to be expressed.

“Feedback shines a light on strengths we can build on and opportunities we haven't yet mastered.”

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



Candidate Workbook Answers

PREPARE

1. The SAFER model helps guide surf lifeguards to understand the concept of risk management. What does SAFER stand for?

Spot the hazard

Assess the risk

Fix the problem

Evaluate the result

Record your SAFER actions

2. What are the eight steps that outline effective risk management that are applied during surf lifesaving activities, and provide an example for each:

Step 1 – Identify the activity – *Surf lifeguards plan to set up and operate a patrolled flag area for the public.*

Step 2 – Identify the people - *Surf lifeguards identify the people likely to use the flagged area and the surrounding beach, which includes the surf lifeguards themselves. This may include competent swimmers, boogie boarders, surfers, poor swimmers, children, families, and first time beach users.*

Step 3 – Identify the hazards - *Surf lifeguards identify hazards which may include:* • *Environmental hazards – rips, currents, and wave height/type.* • *Potential human hazards – surfers near the proposed flag area, or first time beach users.* • *Potential 'man made' hazards – jet skis on the water, vehicles on the beach, or the remains of an old disused wharf or jetty.*

Step 4 – Assess the risks - *Surf lifeguards then identify and assess the risks to the people using the flagged area which may include; potential injury to swimmers due to location of surfers, potential drowning of swimmers entering the water fully clothed, or the location and strength of rips. Surf lifeguards then identify and assess the risks before considering what actions to apply to manage the risks.*

Step 5 – Apply preventative actions - *Having assessed the risks, surf lifeguards make informed decisions about where to locate the flags, e.g. away from surfers and rips. They may also place signs to warn beach users of dangerous currents and may talk to first time beach users about the safety of swimming between the flags. These are all preventative actions or controls which help prevent harm to those using the beach.*

Step 6 – Monitor - *Surf lifeguards monitor and review steps 1-5 and amend as necessary to prevent harm to people.*

Step 7 – Maintain - *Surf lifeguards may record this information via the operational risk assessment app.*

Step 8 - *Implement emergency response - Surf lifeguards implement emergency responses when preventative actions have failed, or where hazards have suddenly appeared. e.g. surf lifeguards rescue swimmers from a flash rip that suddenly appears.*

3. What are some hazards that surf lifeguards may encounter in a beach environment or at their club?

- Environmental hazards – rips, currents, and wave height/type.
- Potential human hazards – surfers near the proposed flag area, or first time beach users.
- Potential 'man made' hazards – jet skis on the water, vehicles on the beach, or the remains of an old disused wharf or jetty.



4. Identify five ways a surf lifeguard can protect themselves from the sun on the beach?
 1. Seek shade whenever possible, particularly between 10am and 4pm.
 2. Wear a wide-brimmed hat.
 3. Wear a long-sleeved surf lifeguard patrol shirt.
 4. Use broad spectrum sunscreens with a sun protection factor (SPF) of 30 or higher, and:
 - Apply before going out into the sun.
 - Apply to exposed skin every 2 hours.
 - Reapply every time you exit the water.
 - Apply zinc or lip balm.
 5. Wear UV protective sunglasses that meet the AS/NZS 1067:2003 standard.

5. A common injury that occurs when lifting and carrying heavy objects is:

A common injury is to the lower back, caused by incorrect lifting or handling of heavy, awkward or large objects.

6. What are the health and safety responsibilities of your club?
 - Prevent harm to members and visitors to the club.
 - Provide safe access to the club.
 - Provide information, training and supervision.
 - Inspect, maintain and control use of gear/equipment.

7. What health and safety responsibilities are YOU responsible for?
 - Operating with your patrol captain and other club members.
 - Operate equipment, in accordance with SLSNZ, club and manufacturer's requirements in order to prevent harm to yourself or others.
 - Provide for the health, safety and wellbeing of yourself and other members.
 - Provide first aid when required.
 - Behave appropriately for the role and duties you have been assigned.
 - Effectively manage patrol members that you are responsible for.

8. Name two ways you can help to reduce injuries to members (including yourself) or visitors to yours Surf club
 1. Inspect and control use of gear/equipment; control the conduct of members you are responsible for.
 2. Warn other members of risks; apply training (such as first aid) as per your training.

PREVENT

1. What is proactive lifeguarding?

Proactive lifeguarding is about continually assessing hazards and risks, and applying preventative actions in order to prevent incidents or rescues from happening.

2. Name four types of preventative actions a surf lifeguard may take during patrol?
 - Preventative Actions:
 - Shifting the flagged area during the day due to a change in conditions.
 - Preventing swimmers from entering a rip or hole.
 - Removing or isolating broken glass or other hazards from the beach.
 - Checking on swimmers who may appear to be in difficulty.
 - Clearing the beach of swimmers due to a suspected shark sighting.
 - Shifting board and ski riders out of the flagged area.



3. Why is it important to hear your surf lifeguard uniform on patrol?

On patrol a surf lifeguard must wear a uniform to make the public aware that a patrol is operating and ensures that members of the public are able to readily identify the surf lifeguards. This is particularly important in emergency or rescue situations.

4. Give three examples of when you SHOULD NOT wear your surf lifeguard uniform:

- At a party with your friends.
- At the supermarket or any locations you choose to stop of at after patrol.
- Dress up party.
- You can't lend it out to your friends or sell your uniform to anyone.

5. Give three examples of when you SHOULD wear your surf lifeguard uniform:

- While on patrol.
- During event safety.
- Surf lifeguard related training, such as rock training, refresher training and search and rescue.
- Any educational activities promoting SLSNZ.

6. What are NSOPs?

National standard operating procedures are the national minimum standards to be achieved by all clubs and services.

7. What is the purpose of CSOPs?

CSOPs provide important club specific information and procedures that are unique to the club or patrol location.

8. What are the five types of reports and what information is gathered for each?

1) Patrol Captains Report - Used for key patrol information such as weather conditions and preventative actions taken by lifeguards during that patrol.

2) Incident Report - Used to record information about incidents that may happen during a patrol such as a rescue, search or first aid.

3) Patient Report - Used to record patient details, treatment, vital signs etc. Patient Report must be filled out for all major rescues, first aid and searches.

4) IRB Operations Log - Used to record all information about IRBs used on patrol. It includes a checklist of safety checks for the IRB. IRB operators should always check previous IRB entry.

5) RWC Operations Log - Used to record all information about any RWC (jetski) used on a patrol. RWC operators should always check previous logs.



9. Patrol, membership database and online learning:
- What is some of the data recorded on the Patrol and Membership Database (PAM)?
Record details of members including contact details, awards and club memberships.
PAM also captures patrol and incident information.
 - What is your username you need to enter when logging into the member portal?
SLS_membership number.
10. Rescue vehicles and patrolling roles:
- If your club has an All-Terrain Vehicle (ATV) what qualifications must you have to be able to operate it?
All ATV operators shall hold a current motorcycle or driver's license (restricted or full).
 - What must you wear to operate an ATV?
All ATV operators must wear a seat belt
11. Name four items that an ATV must carry at all times:
- First aid equipment.
 - Resuscitation equipment.
 - Rescue tube.
 - Surf fins.
 - Hand-held radio protected by a waterproof pouch or base radio mounted to the vehicle.
12. If a rescue operation is starting to become too large or difficult to control, who could you contact to help assist your patrol?
SurfCom
13. What are the different types of patrolling roles required on patrol?
- Patrol captain
 - Vice patrol captain
 - Flag duty
 - IRB driver and crewperson
 - Tower
 - First aid
 - Roaming patrol
 - Patrol support
14. Missing persons
- A member of the public approaches you and notifies you they have a missing person. What are your tasks as a surf lifeguards?
 - Obtain as much information as possible from the informant about the missing person.
 - Keep the informant with you at all times.
 - Alert the patrol captain.
 - What questions should you ask them?
 - What was the last known point of the missing person?
 - What was the person doing prior to going missing?
 - If the person was in the water, did you see them submerge?
 - General details about the person, age, height, gender, complexion, what they were wearing.



- c) If the person cannot be located, what should you do?

If the person is still not found, the patrol captain should contact police immediately who will then make contact with SurfCom and/or the local surf lifesaving search and rescue squad.

RESPECT

1. Waves

- a) What is a wave and how is it formed?

A wave is a body of water moving through the surface of the ocean. As wind blows across the ocean, energy is transferred to the water's surface to form waves.

- b) What three factors can affect the size of waves?

D – The **distance** the wind blows – **fetch**

H – How **hard** the wind blows – **velocity**

L – The **length** of time it blows – **duration**

- c) Identify the following wave types and explain the characteristics of each:

Wave type: Spilling Wave - *A spilling wave occurs where the sea floor gradually gets shallower, and the top of the wave tumbles down the face of the wave. Spilling waves are typically not as powerful as dumper or plunging waves. These waves are safer for swimmers and learner board riders.*

Wave type: Dumper or Plunging Wave - *Dumper or plunging waves break where there is a sudden change in water depth. This can be on a steeper beach, sandbar, or reef. The steep slope causes the wave height to increase quickly, then the top of the wave plunges or dumps forwards and downwards. These waves can be powerful and hazardous to water users, who may be injured if thrown onto the sea floor.*

Wave type: Shorebreak - *This is a dumper or plunging wave that breaks right on the shore. Shorebreaks can be particularly hazardous to children, people with limited mobility, and those entering and exiting the water.*

Wave type: Surging Wave - *Surging waves occur in areas where there is deep water very close to shore. These waves are common around rocks and can knock people off their feet and sweep them back into deep water.*

2. Wind

- a) Why can offshore winds be hazardous?

Offshore winds can be particularly hazardous for those using inflatable craft, kayaks, or other watercraft.

- b) Why can rip currents be harder to see during onshore winds?

Rip currents may be harder to see during onshore winds because of the short choppy waves.

3. Tides

- a) What is the tide?

The gravitational pull of the moon and the sun causes tidal movement in the earth's oceans and seas.



b) Explain how changes in the tide can affect the surf conditions?

The tide can affect a variety of surf conditions and hazards in the surf zone.

- Tides can cause rip currents which can change the flow of rip current channels.
- Tides change Rock conditions. At high tide larger waves can crash onto them.
- Sandbars and holes change as the tide goes in and out.
- Wave formation changes due to tidal currents.
- Tidal currents change the landscape around headlands, islands and rock formations.

c) Does the tide affect waves on your beach, if so, how?

This answer will be specific to your beach.

It is recommended that all surf lifeguards are aware of tidal movements specific to their beach. The SAFESWIM website allows you to look up the specific tide conditions and hazards at the beach you are patrolling at safeswim.org.nz.

4. Rips and holes

a) What is a rip current?

A rip current is a narrow body of water moving out to sea. Breaking waves transport water towards the shore and rip currents help return that water offshore. Water flows from areas of breaking waves (e.g. over sandbars) to areas of deeper water where fewer waves break (e.g. channels), and flows seaward as a rip current.

b) Name six identifying features of a rip current:

- Calm patches in the surf (the rip) with waves breaking each side.
- Rippled or crisscrossed water.
- Discoloured, sandy water.
- Debris floating in the water.
- Foamy or sandy water extending beyond the surf zone.
- An obvious channel, or deeper darker coloured water.

c) What should you do if you are caught in a rip current?

If in trouble use the **3 R's**:

Relax; float on your back and resist the urge to fight the current.

Raise your hand; signal for help.

Ride the rip; remain floating until the current weakens.

Many rips will circulate and bring you back to shallower waters. Only if you are a confident ocean swimmer you should swim parallel to the shore to an area of breaking waves before returning to shore.

d) What are the main features of each of the below rip currents?

Boundary rip current

Boundary rip currents are generated by permanent features like a headland, rocks, wharfs or storm water pipes. These features move water offshore, scouring out the sand and creating a deeper channel where the rip current flows out to sea. Boundary rips can remain in the same area for months or even years. The strength and speed of the rip changes during different tides and surf conditions.



Channel rip current

This type of rip occurs in deeper channels between sandbars. Once established, channel rips can be relatively stable in position over days, weeks, and sometimes months. However, a change in surf conditions can alter the shape of sandbars and channels, and therefore the location of the rip. The strength of channel rips varies at different stages of the tide and is strongest at low tide.

Flash rip current

These are temporary rip currents generated by increased surf size, increasing the amount of water coming into the shore. These rips occur suddenly, without warning, and decrease rapidly (within two to five minutes). This type of rip can move along the beach and is generally associated with an alongshore feeder current. The nature of these rips means swimmers can quickly be pulled from areas of water that were safe only moments earlier to areas of greater hazard.

e) How are holes formed?

Holes and channels form where waves, tides and currents scour out a deeper area on the sea floor. However, holes can still be present once waves and rip currents have subsided. Inshore holes may form as a trough or gutter that runs parallel to the shore, often with considerable variation in depth, or as a channel between sandbars.

5. What is SAFESWIM

The SAFESWIM website is the 'one stop shop' for live beach safety information.

SAFESWIM provides information on:

- Beach patrol hours.
- Hazards & safety alerts.
- Tides.
- Surf conditions.
- Water temperature.
- Weather.
- Public facilities

COMMUNICATE

1. Effective communication:

a) Identify some of the ways surf lifeguards communicate while on patrol:

- Speaking to lifeguards and the public face-to-face, by radio, over a public address system, by phone and other communication tools.
- Filling in forms and recording information.
- Using online apps.
- Wearing a lifeguard uniform to inform the public who you are.
- Using gestures to help the public understand your message, e.g. pointing in the direction you want people to move.



- Using signals to communicate with fellow surf lifeguards and members of the public.
 - Using patrol flags and signs to help the public use the beach safely.
- b) What are the five skills that surf lifeguards need to understand to be an effective communicator?
1. **Pay attention** Show the person you are interested in what is said.
 2. **Observe** Watch the person to pick up non-verbal signals.
 3. **Listen** Use any pauses in the conversation to think about what the person is saying.
 4. **Summarise** Put what the person has said into a short brief statement to clarify what you have heard and understood.
 5. **Respond** Show that you have been listening by responding in an appropriate manner.
- c) What communication barriers exist in the surf lifesaving environment?
- Make sure background noise does not prevent them hearing the message: crowd noise, waves, IRB engines etc.
 - Use appropriate language that matches their own language skills. If you are speaking to a person who has English as a second language, don't use jargon and speak slowly.
 - Don't make assumptions about them, or their beliefs or feelings on an issue.
 - Listen to them. Make sure you understand what they are telling you.
 - Avoid conflict with them. Don't argue.
 - Use an appropriate tone, emphasis and volume. Use a calm voice.

2. Radio Communication:

- a) What is the VHF marine radio network?
VHF marine radio is an international communications system used by both recreational and commercial vessels.
- b) What is SurfCom?
Surf lifesaving communication centre or SLSNZ has a national surf lifesaving communication centre, SurfCom.
- c) Identify **some** radio techniques a surf lifeguard SHOULD NOT DO when operating a radio?
Identify some of these:
- Carry a radio by the antenna or touch the antenna while the radio is in operation.
 - Expect an immediate reply from an IRB or RWC operator if they are in the surf zone or performing a rescue.
 - Hold the radio like a mobile phone as you will not be speaking into the microphone.
 - Hold the radio on its side.
 - Press the PTT button when another station is transmitting, as you may interfere with that transmission.
 - Yell into the radio even if there is a lot of noise around as this may cause distortion and make your message difficult to understand.
 - Have arguments.
- d) Identify **some** radio techniques a surf lifeguard SHOULD DO when operating a radio?
- Identify some of these:
 - Ensure that the channel is not in use before transmitting your message.
 - Ensure you are clear of obstructions that may block your radio signal, e.g. thick concrete walls or sand dunes.



- Ensure the antenna of the portable radio is as vertical as possible at all times (always point it to the sky).
 - Hold the portable radio, or the microphone from a mobile radio, approximately 10 cm from your mouth and to the side.
 - Press and hold the PTT button for 2 seconds before speaking clearly to transmit your message.
 - Release the PTT button once you have finished your message.
 - Remain stationary when transmitting if possible, as running to an incident while trying to transmit can make it difficult for other stations to understand your message.
 - Shield the microphone when talking in high noise and windy areas.
 - Speak as if you were talking to someone next to you.
 - Speak carefully and slowly.
 - Be brief. When you are using the radio it means others cannot. You may be preventing somebody else calling for assistance in an emergency.
 - Think about radio procedures before transmitting as well as what you are going to say, e.g. include call signs, pro-words and other radio terminology wherever possible.
- e) What does 'out' mean?
I am getting out of this conversation. End of conversation, network is clear and free for use.
- f) What are call signs?
Call signs uniquely identify each station on a radio network. A number of standard call signs exist.
- g) What should you say into the radio in an emergency? And why should it be said?
'Rescue, Rescue, Rescue'.
- h) What are the 4 Ps to pass on accurate information in an incident?
Position, Problem, People, Progress.
- i) What are your clubs' procedures for maintenance and recharging radios after use?
Sample answer below – check your club CSOPS for details.
- All radios should be checked prior to, and after, their use, including:
 - Operation of on/off and volume control knobs or buttons.
 - Operation of channel change control knobs or buttons.
 - Operation of PTT button (Push To Talk).
 - Damage to the case or antenna.
 - Check if water has gotten into the unit.
 - Check that the microphone is free from water.
 - Check for signs of water around and under the battery.
 - Battery contacts are in good condition.
 - Operation of any programmed buttons.
 - Display screens (if fitted) are clearly readable.
 - Perform a radio check. After use, radio bags, cases and harnesses should be rinsed lightly with fresh water to remove salt water and sand, then air-dried.
 - Radio batteries should always be fully charged for the next patrol duty or lifesaving operation. A radio with a low or a flat battery may deliver a warning beep or turn off when trying to transmit. Turn this radio off and put it on to charge immediately, ensuring that the charge light is on.
 - The charging of radios used at your surf lifesaving club should follow the manufacturer's recommendations and your club's CSOPs.



3. Verbal and non-verbal communication:

a) Identify some examples of verbal and non-verbal communication in a surf lifesaving environment:

Verbal communication examples:

- One-on-one, face-to-face.
- Using a hand-held radio.
- On the phone.
- In a group discussion.
- Speaking to a group.
- Loud speaker or microphone.
- PA (public address) system.

Non-verbal communication examples:

- Gesture and body language.
- Touch.
- Eye contact.
- Facial expressions.
- Posture.
- Walking.
- Gestures or hand signals.
- General physical appearance.
- Mode of dress and grooming.
- Sounds. Voice tones, pitch, volume, pace.
- Signs and flags.

b) Why are non-verbal cues or body language important in communication?

Body language can be positive, supporting the verbal message being sent. For example, if you want swimmers to move so that they are between the flags, using a rescue tube or blowing a whistle to gain their attention, speak politely but firmly into a loudspeaker, or use a loud voice, asking them to move back to between the flags. Point to where you want them to move and begin to move in that direction. Smile to acknowledge the interaction as they move.



4. Graphic Communication:

For each of the signs or flags below, identify the name and when it should be used:



Name: Patrol flag and swim between flags sign

Use: Used together, this flag and sign indicate surf lifeguard patrolled areas. Swim between flags sign can also be used separately at beach access ways and other areas to indicate where the flagged area is.



Name: Warning - swimming not advised

Use: Used to indicate swimming is not advised in the indicated area. If the surf is too dangerous to set out patrol flags, then these signs are placed on the beach along with the danger flag.



Name: Warning - strong currents

Use: Placed on the beach to indicate to beach-goers that there are strong currents present.



Name: Warning - sharks

Use: Used when there is a shark sighting.



Name: Warning - jellyfish

Use: Placed on the beach to indicate there are jellyfish present either in the water or on the beach.



Name: Danger flag

Use: Fly the red flag from your clubhouse in place of the patrol flag when sea conditions are too dangerous to designate a patrolled area on the beach.

RESPOND

1. Patient Identification

Identify the following potential patients and detail why they are more likely to get into difficulty at the beach:

Children - A young child in the shallows can easily be knocked over by a wave and dragged out to sea. Parents/caregivers should be encouraged to be with their children in the water.

Elderly & overweight people - Usually lack physical strength and stamina.

Very thin people - May lack physical strength and are more likely to get cold quickly.

Migrants - Generally have little experience of New Zealand surf conditions.

Flotation users - Inflatable rings, wave skis, lilos, boogie boards. A flotation user may not be a competent swimmer. Strong offshore winds can quickly push a person on a flotation device out beyond his or her depth.

Intoxicated persons - Alcohol and/or drugs and swimming do not mix!

Improperly dressed - Such as wearing jeans, long t-shirts or dresses. The weight of their clothes increases dramatically when it gets wet, making swimming difficult. Also, such people are likely to have had little swimming experience, otherwise they would have proper swimming gear



2. Scanning

- a) Identify and describe what senses surf lifeguards must use to monitor what is happening around them?

Vision

- Track the general movement of swimmers. Watch for changing weather conditions.
- Monitor the positions and activities of other surf lifeguards.

Hearing

- Listen for unusual sounds, which might indicate potential danger.
- Listen for signals from other surf lifeguards or beach users.

Smell

- Smells can warn of dangers that may be silent and/or invisible.
- Be aware of unfamiliar smells.

- b) Identify the five key points that are important to remember when learning how to scan and describe each one:

Fixed focus

- Focus upon specific people and what they are doing. Look and listen for the unusual.

Wide focus

- Use your peripheral vision, your side view, to detect movement and notice activity.
- Maintain focus and avoid turning your back to the sea, the area under surveillance, for extended periods.

Avoiding fatigue

- Avoid staring for long periods at one thing. Give your eyes a break by focusing momentarily on some distant object or on the horizon.
- Move your visual area by turning your head, not just your eyes.

Moving focus

- Move your eyes at a moderate pace across the surveillance area, sweeping back and forth to take in environmental conditions that might affect patrol behaviour and safety issues.
- Use moving focus for short periods only.

Tracking

- Track a particular moving target for a set period. Track the progress of individuals who submerge (go under the surface), and those who fit the high-risk profile, such as a lone child at the water's edge.

- c) What are the principles of the five minute scanning approach?

- Every five minutes, change your posture, position and scanning pattern.
- To reduce eye fatigue, move your head and eyes together. Rotation keeps you more alert.
- Movement helps to prevent boredom. Count people in the area every five minutes.



d) Name the following scanning patterns?



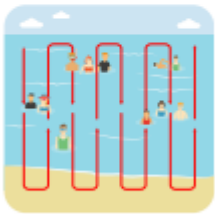
Connect the dots.



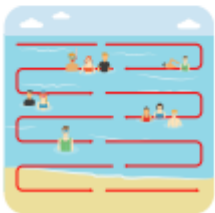
Head count.



Grouping.



Vertical.



Horizontal.

e) Why is it important to change your scanning strategy every five minutes?

To reduce eye fatigue, move your head and eyes together. Rotation keeps you more alert. Movement helps to prevent boredom.

3. Identify five signs of a swimmer in difficulty.

- Poor Swimmer.
- Hair in eyes.
- Facing the shore.
- Hand waving.
- Climbing the ladder.
- Arms flailing.
- Bobbing up and down.
- Unconscious person.
- Injured swimmer.
- People clinging to an object.
- Two heads together.



PERFORM

1. Fill in the blanks below:

D – Danger
R – Responsive
S – Send for help
A – Open airway
B – Normal Breathing
C – Start CPR
D – Attach Defibrillator (AED)

2. If you are alone with an adult who is unresponsive and not breathing normally, what should you do?

If you're alone with an adult who is unresponsive and not breathing normally, place them in recovery position, establish an open airway, and then go for help.

3. Complete the table below:

	Adult	Child	Infant
Age range	Over 8	1 to 8	Birth to 1
Compress with	2 hands	1 or 2 hand	2 fingers
Breath into	Mouth	Mouth	Mouth and Nose
Compression rate per minute	100-120	100-120	100-120
Compression/ventilation ratio	30:2	30:2	30:2
Compression depth	1/3 chest >5cm	1/3 chest 5cm	1/3 chest 4cm

4. A man develops chest pain while talking to friends, and a minute later collapses. He is unresponsive and not breathing normally. What are the TWO most important next steps you and your helper can take?

CPR and Rapid Defibrillation.

5. Drowning:

- a) What should a surf lifeguard do in a drowning situation?

The focus is on getting to the patient and starting rescue breathing (ventilations) within the first few minutes of submersion. If they've stopped breathing, but their heart is still beating (respiratory arrest) their chance of survival is very much higher than if they go on to develop cardiac arrest. Getting to them quickly with early ventilations and CPR is critical.

- b) How long does it usually take for a victim to lose consciousness if drowning occurs?

Within a minute the patient usually loses consciousness due to low blood oxygen levels (hypoxia), and further breathing attempts stop. This is respiratory arrest.



First Aid

6. Shock:

a) What is shock?

Shock is the poor circulation of oxygenated blood to the body, especially to vital organs such as the brain, kidneys and heart.

b) What are the signs and symptoms of shock?

The patient feels sick, sweaty, faint or light headed, is confused or unconscious. Pale, cool, or clammy skin, rapid heart rate, weak pulse, and low blood pressure.

c) In what situations could a person develop shock?

- Blood loss due to trauma.
- Hypoxia (lack of oxygen) due to drowning.
- Anaphylaxis, a potentially life-threatening allergic reaction.
- Massive heart attack. Serious medication or drug overdose.
- Severe hypothermia (cold) or heat stroke.

d) How should you treat shock?

- Call an ambulance early if shock is suspected. Make sure that the 111 operator understands the severity of the situation. Shock is a time-critical emergency.
- The primary goals of the surf lifeguard are to identify when shock is occurring and clearly communicate the need for immediate medical assistance to the 111 operator.
- Treatment should begin immediately while urgent transport is being arranged:
 - Lie the patient down.
 - Keep them warm, comfortable and calm.
 - Recheck DRSABCD frequently.
 - Reassure the patient by talking to them.
 - Help a trained surf lifeguard administer oxygen.
 - Identify and provide specific care for causes of shock such as massive bleeding or anaphylaxis.
 - Do not give food or fluids to the patient.
 - Be prepared to perform CPR if the patient becomes unresponsive and is not breathing normally.

7. Trauma:

a) An older lady has suffered a deep laceration to her scalp. Bleeding stopped with pressure, and you placed a dressing and bandage. Blood has soaked through both. What is the correct treatment?

Remove all the dressings and reapply firm, direct, prolonged pressure directly onto the wound until the bleeding has stopped, then reapply a dressing.

b) What are the signs and symptoms of internal bleeding?

Look for bruises, broken bones, swelling, or tenderness with trouble breathing, abdominal pain, loss of consciousness, or signs/symptoms of shock.

c) If you suspect a patient to be bleeding internally what should you do?

- Call an ambulance early if internal bleeding is suspected.
- Lie the patient flat, keep them warm and calm.
- Reassess DRSABCD frequently, until someone with more advanced training can take over care.



8. Injuries to the head:

- a) What are some of the signs symptoms of a serious head injury?

Serious head injuries may cause a loss of consciousness, headache, confusion, disorientation, slurred speech, unsteadiness, blurry vision, nausea or vomiting.

- b) What should you do to treat a head injury?

- Check for external signs of trauma such as swelling or bruising on the scalp.
- If the patient has mild symptoms, they should get checked out by their GP, or medical centre within a day.
- If the patient under your care is having symptoms of a serious head injury, they should be referred to their GP, the nearest emergency department, or immediate review by ambulance.
- Any patient who has lost consciousness should not drive home; you should help them make alternate arrangements to be escorted by a competent adult for medical assessment. Any patient who has signs of serious head injury as above, must not return to sport until cleared by a doctor.

9. Spinal injuries:

- a) What is the greatest risk when dealing with a spinal injury?

Breathing and circulation take priority over maintaining cervical spine precautions. Answer may include 'damage to spinal cord' or 'permanent injury.' However, stress should be put on priority of maintaining breathing and circulation.

- b) If a patient with a strongly suspected spinal injury must be turned, use a Long roll technique.

10. Anaphylaxis:

- a) What are at least four signs and symptoms of anaphylaxis?

Tongue swelling, throat tightness. Trouble breathing, wheeze. Light-headedness, dizziness, loss of consciousness. Vomiting, diarrhoea, abdominal pain. Widespread rash/hives. Consider anaphylaxis in any patient found with an unexplained collapse. Check for a medical alert bracelet, or a rash.

- b) A few minutes ago, a 4-year-old child stepped on a bee and was stung. Their parent has brought them to you in the surf club. The child now has a rash over their entire body, and their lips and tongue are severely swollen. Their voice is raspy and they are panicked. What is the most important action you can take?

- Have the patient lie flat, or sit down.
- Remove bee stingers or other obvious causes of anaphylaxis.
- If you think the patient is having anaphylaxis, use the EpiPen (adrenaline auto-injector) per its labelled instructions.
- Recheck DRSABCD.

11. Stings:

- a) How should you treat a sting from a jellyfish?

- Pluck tentacles off immediately using your fingers. Gloves should be used if available, even though most jellyfish are incapable of stinging through the thicker skin of the fingertips.
- Flush the sting area with water to assist with tentacle removal.
- Pick off any remaining tentacles with fingers or tweezers.



- Find a suitably trained senior lifeguard to help the patient soak the sting site in 45°C water, or as hot as tolerable, for 20 minutes. Beware you do not cause burns in children/ elderly patients.
 - Manage any allergic symptoms, if they occur.
12. Burns:
- a) Name three ways burns can be caused.
- by fire or hot water, chemicals or electricity extreme cold.
- b) What steps should you take to manage minor and major burns?
- Minor burns:** such as sunburn, have redness or minimal blistering, and can be referred to a GP clinic for a wound check in 2-3 days.
- Major burns:** call an ambulance for any burns that are:
- Involving the airway, face, eyes, hands, feet or groin. Associated with smoke inhalation, coughing, or trouble breathing.
 - Caused by chemicals, or electricity.
 - Deeper than a sunburn, or where the skin is white, grey, black/charred, grey, or where the skin is peeling off in sheets.
 - Accompanied by decreased sensation, or capillary refill longer than 2 seconds. Occurring in infants, children or elderly patients. Covering a surface larger than half the patient's arm.
13. Injuries to the eyes:
- a) If a member of the public approaches you complaining of sand in their eye, what should you do?
- Help the patient flood their eyes copiously with water under a tap, hose or shower for 20 minutes, including under the eyelids. Saline is acceptable if tap water is unavailable. Prevent rubbing the affected eye. If vision is reduced, or there is an embedded foreign body in the eye, or ongoing pain despite 20 minutes of irrigation, place a dressing over the eye.
14. Exposure to heat:
- a) What is the difference between heat exhaustion and heat stroke?
- Heat stroke** is when a patient is confused, disoriented, unconscious, has a seizure, or other neurological dysfunction due to a high body temperature, usually over 40 degrees & their brain is not working normally anymore.
- Heat exhaustion** is generally caused by physical activities in a hot humid environment & they will feel weak and lightheaded.
- b) How would you care for a patient if they had heat stroke?
- Call an ambulance immediately.
 - Get the patient into a cool, shaded location.
 - Have the patient lie down under a cool shower, hose or tap.
 - Remove any excess clothing.
 - Have them drink water only if they are fully alert.
 - Continue cooling them under running water.
 - If running water is not available, keep wetting their bare skin and direct a fan on them.
- c) What are two ways you can prevent heat related problems?



Remain hydrated, avoid prolonged contact with the sun, dress appropriately for the planned activity, avoid where possible strenuous activity in the main heat of the day.

15. Exposure to cold

a) What is hypothermia?

Hypothermia occurs when the core body temperature drops.

b) List the signs and symptoms of hypothermia

- Feeling cold and shivering.
- Blue-tinged fingertips and lips.
- Followed by weakness, incoordination.
- Confusion.
- Slow/weak pulse.
- Loss of consciousness, and progressively in extreme cases, even death.

c) How would you treat a person who has hypothermia and is still conscious?

- Mild hypothermia (no confusion, stable patient): have them sit or lie down, supported and continuously observed, under a warm shower. If that's not possible, remove wet clothing, dry them thoroughly and wrap them in warm blankets.
- Severe hypothermia (confusion or signs of shock): call an ambulance, lie the patient down on a padded/insulated surface, remove all clothing, dry them, and use warm (not hot) packs wrapped in cloth and warm blankets. They will require medical care. Recheck DRsABCD frequently.

d) What can you do to prevent hypothermia?

Dress appropriately for the activity, use layers of clothing for insulation, seek shelter from adverse conditions when necessary, maintain metabolism by snacking regularly and regular exercise through the day.

16. Asthma

a) What are some signs and symptoms of asthma?

Asthma causes tightening of the airways, which patients notice as:

- Wheezing.
- Trouble breathing.
- Chest tightness. In severe cases, patients can become blue around the lips.
- Panicked and unable to speak or breathe.
- They may lose consciousness.

b) If a patient becomes unresponsive during an asthma attack, what should you do?

Begin CPR.

c) Discuss with your Instructor

A 20-year-old woman is found unconscious in her campervan in the car park on a sunny summer day. She is unresponsive, and you notice she is wearing a medical bracelet. List some of the most likely causes for this patient's unconsciousness?

- List of causes can include:
- Severe allergic reaction.
- Heart Attack.
- Asthma Attack.
- Seizure.
- Overdose/ Intoxication.



17. Stroke

a) Complete the acronym below and what each word means?

F Face - does the face appear symmetrical when they smile

A Arms - can they raise both arms, squeeze hands equally?

S Speech - is speech slurred, or jumbled?

T Time - call 111 immediately. Stroke treatment is time critical!

b) What are the steps to take if you suspect someone is having a stroke?

Call 111 immediately. Reassure patient. Lie them down, or in a comfortable position. Watch for shock, monitor DRSABCDs.

18. A 20-year-old woman is found unconscious in her campervan in the car park on a sunny summer day. She is unresponsive, and you notice she is wearing a medical bracelet. List some of the most likely causes for this patient's unconsciousness.

Severe allergic reaction (anaphylaxis)

Seizure/Overdose/Intoxication

Diabetes (blood glucose too high/low)

Heat Stroke

Asthma Attack

Choking

Heart Attack.

Risk and Incident Management

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

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

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

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

Ensure you read all relevant information on these website links.

The SAFER Model

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

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



Operational Risk Assessment (ORA)

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

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