



Western Australia

WA TRAINING OFFICER

LEARNER GUIDE

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SLSWA TRAINERS COURSE

As a trainer for SLSWA, your job is to develop the knowledge and skills of your candidates to achieve a set of pre-defined goals using existing learning resources. This needs to happen in a safe and positive environment, considering that candidates will have different needs, experiences, and existing skill sets. As a trainer, you are often the first point of contact for a new member, so it is vital that you provide a positive experience and set a good example.

There is a huge amount of information that has been developed about teaching and there are many different approaches and ways of teaching. In this course we are looking to cover some of the key components and to give a simple structure of how-to setup and deliver a course. It is by no means the only way to teach, and we encourage trainers to explore and use other tools and techniques as you develop your teaching skills.

Once this course is complete you are required to gain teaching practice by helping with club training on at least two courses where you are expected to attend the majority of the course (80%+). Members with relevant expertise/teaching experience may be granted a degree of recognition, enter details on the logbook or contact SLSWA for more information.

Do not feel rushed to complete the logbook. Once you are a qualified trainer you can run courses independently, but you are also responsible for your candidates and owe them a duty of care, both in their safety during the course and their ability to perform safely and effectively when doing SLS duties.

Course outcomes

By the end of this course you should be able to:

- Know where to find all the relevant resources
- Organise your instruction and demonstration
- Conduct instruction and demonstration
- Check training performance
- Review personal training performance and finalise documentation

Prerequisites

To be eligible to receive this award, candidates must meet all the following conditions:

- Be at least 16 years of age on the date of final assessment
- Completed a Child Safe Awareness Course

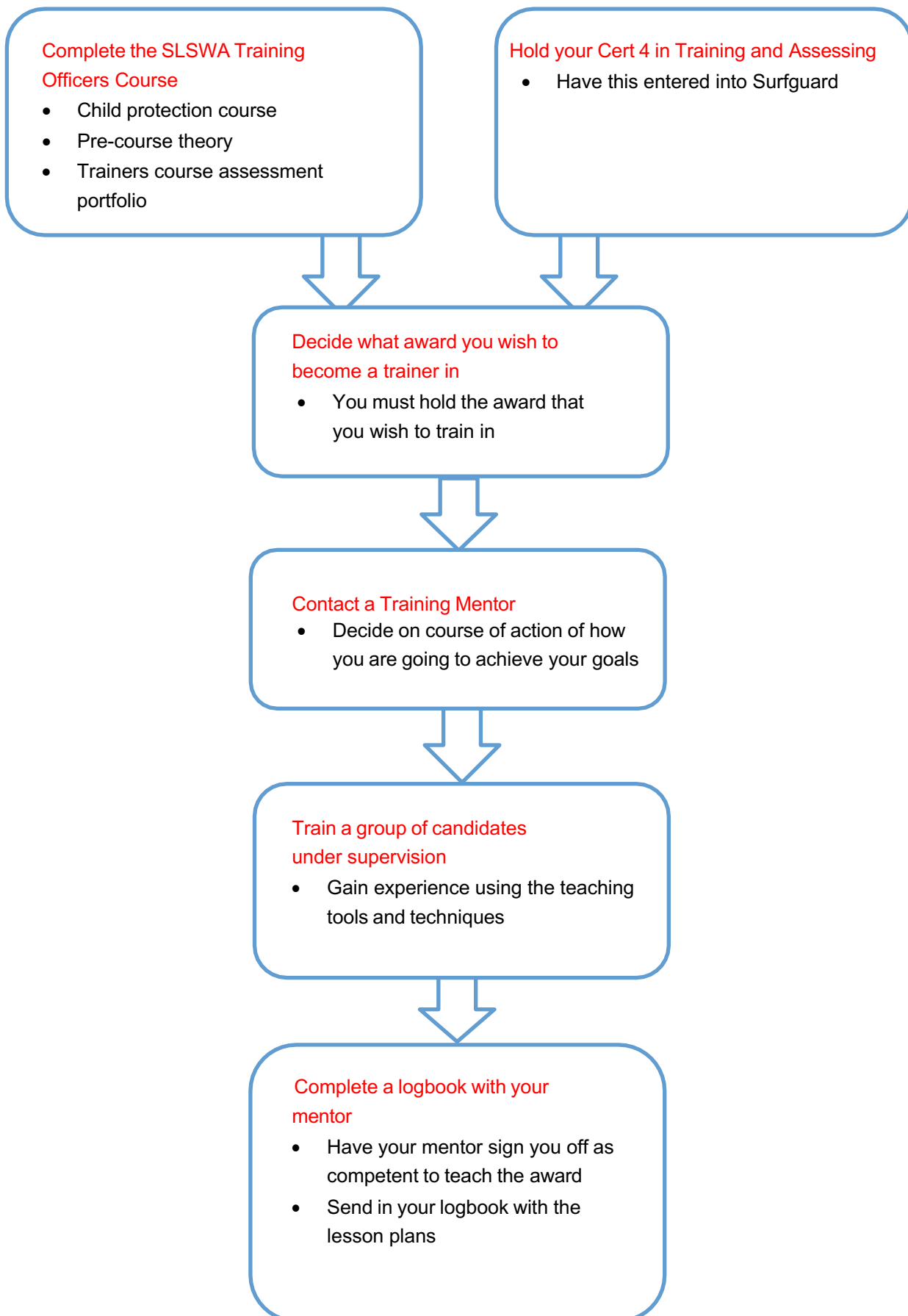
Note: Before you can become a trainer in a particular award you must train and complete a logbook under the supervision of a qualified Mentor in that award. You must be proficient in the award.

How you will be assessed

- Written questions
- Training session delivery
- Training review

Below shows the pathway to becoming a trainer for SLSWA.

HOW TO BECOME A TRAINER



PRE-COURSE LEARNING AND ACTIVITIES

Please complete the Pre-Course Learning and Activities (**Pre-Course Activities 1 to 9**) in the Assessment Portfolio before attending the course. These are designed so that you can maximise your learning during the face to face component of the course and will be used and referred to during the course.

Please complete the SLSA - 'SLS - Child Safe Awareness' module found on the SLSA eLearning website in the 'SLS – *Safety and Wellbeing*' section, or equivalent such as Play By The Rules Child Protection Module, Medical Staff Child Protection Module etc. Attach proof of completion to this portfolio.

COURSE LEARNING

During this course, work through the learner guide and complete the Activities in the Assessment Portfolio. This includes creating a lesson plan for a short teaching session that you will then deliver to the group.

INTRODUCTION

As a trainer there is a variety of information and skills you need to have. This course aims to teach you an understanding of how to organise a teaching session, what elements need to go into a course and some of the underpinning skills a trainer is required to have.

To help pull all these items together we can create:

Course Plan

The overview of how you will run the course. Here you would include times and dates, what subjects you are going to cover, the location(s), when will the candidates be assessed and possibly the equipment required, and which trainers are going to teach which sessions.

The course plan comes from comparing your candidate's current skill level, what their needs are and what the course requirements are. Check what resource, personnel, equipment, and venue are required.

You should be mindful of how the candidates are going to develop their skills. If the subject is new, start simple and gradually increase complexity.

Clubs often have set training plans, which have been developed over the years so talk to your chief training officer about what your club normally does.

You may also need alternative options if conditions prevent you following your initial plan. See appendix 2 for some examples.

Lesson Plans

Planning lessons before delivering them is vitally important to ensuring successful training takes place.

Trainers need to make sure adequate space is available, they have access to equipment and resources, water safety and other WHS policies are covered, and that they understand the content to be delivered during the lesson. It is wise to have some back-up plans at the ready should your original lesson be compromised, eg, if the surf is too big to learn a board rescue.

There are many ways of writing lesson plans and there are many examples online. The key is that you understand and own your lesson plan. Here is a suggested list of components:

- Subject
- Location
- No. Candidates
- Resources required
- Goals
- Safety concerns
- Recap of last lesson
- What and how you are going to teach
- Wrap up and conclusions
- What's next
- Time Frame
- Back-up plan if conditions change

As a new trainer it is recommended to write lesson plans in detail for every lesson you deliver. As you gain more experience you can modify your plans as you find out what works well and what doesn't work.

See appendix 3 for some examples.

You will be completing a lesson plan in Activity 9 for the skill you chose in Pe-Course Activity 1

To see what needs to go into a Course and Lesson Plan we can separate it into 3 sections.

- Learner Needs
- Resources Required
- Trainer Skills

LEARNER NEEDS

When teaching, the focus should be on the needs of the learner. By finding out the learner's needs, you can identify what you need to do for a learner to become competent. You can also form a better relationship and build trust by taking an interest in your candidates. Here are some elements to take into account when structuring your teaching session.

Motivation

Find out why the candidates want to do the course. This helps you to understand why the learner is here, what they want to get out of the course and their likely intrinsic motivation. Members who want to be there are more likely to be engaged as opposed to people who have been told they have to be there.

People learn better if:

- Understand relevance of what they are learning
- Degree of responsibility
- Relate to personal experiences
- Motivated by internal pressures (self-esteem, life quality etc.)
- Self-evaluate

Complete Activity 1: Why are your Learners here?

People learn differently

As a trainer you need to structure your sessions to allow your candidates to process the information in a way that is best suited for their learning style.

What type of learner do you think you are? Pragmatists – enthusiastic about trying out new ideas; Activists - get on with it at once and proceed by trial and error; Reflectors - stand back, observe, and think things through analytically; Theorists - work systematically on a structured program.

Links to the videos from the Assessment Portfolio are also in [Appendix 4](#) of this guide.

Current knowledge and experience

By identifying participants' current knowledge and experience you will gain an insight into the level of training required. Some participants in the group may be reasonably competent and just need to enhance their performance, for others the skills may be totally new and are going to require more time and input.

Note down the current skill level you want your participants to have in Activity 9

Physical and psychological needs

Some physical and psychological needs may impact on the training; it is important to identify these needs prior to training commencing. The principles of access and equity must be applied to insure the inclusion of all individuals. Your role is to identify that there is a special need, inform the Chief Training Officer and adjusting training content as necessary.

Cultural background and needs

This need may involve changing delivery schedules to meet cultural or religious beliefs or addressing the training techniques used or the makeup of gender in the class (all male or all female). This need will depend on the cultural background of your participants; you may need to seek advice from SLSWA to accommodate their needs. It could be as simple as changing the delivery dates.

Language, literacy, and numeracy

LLN means the level of skill a participant has in the areas of Language, Literacy and Numeracy. Your training program has been designed around the requirements of the skills required, so during the gathering of participants' characteristics you may identify that some of your participants have LLN needs.

Complete Activity 2: Modify your Delivery to the Learners' Needs in the Assessment Portfolio

Note: While a good trainer will adjust delivery of content to best suit the learners needs, participants must demonstrate all the required skills during the assessment.

RESOURCES REQUIRED

Having appropriate resources available is critical to ensuring successful training takes place. Trainers need to ensure adequate space is available, they have access to appropriate equipment and resources, water safety and other WHS policies are covered, and you know how and what you are going to teach. It is also wise to have some back-up plans at the ready should your original lesson be compromised, eg, if the surf is big to learn a board rescue.

Facilities

Course content will determine what facilities are needed. Check to see if you need to book club rooms. Weather/sea conditions may make you alter your plans.

Documents

Every course in SLSWA has several documents relating to it. These documents define what needs to be taught, skill level required, how candidates are assessed, and should form the basis of how you structure your course in conjunction with the Learners Needs.

Up to date documents for all courses are found on the SLSA member's area. To find this information go to <https://members.sls.com.au> and logon to your account. Select 'Document Library' then select 'Education' for a list of all member education awards. You then need to select 'Organisation' level 'Surf Life Saving WA'. For most courses, there is a: Learners Guide, Assessment Portfolio and Delivery Guide. They may also be videos, delivery guide, PowerPoint presentation etc. available for the course that you are interested in becoming a trainer in (See appendix 5 for more details).

Once the course is completed these documents must be sent to SLSWA to be processed and the award is then registered on Surfguard so it will appear on the Members record. Make sure all required documents are fully completed and sent in. If not, it creates delays to members receiving their award.

In addition to these resources there is a restricted resource area for trainers and assessor. You will be given the Probationary TAF award to gain access to these.

See Pre-course activities 7 and 8.

Online Theory

Some courses also have online theory components. Access these from your members area from the 'eLearning' page. This will open the etrainu website where you can view, enrol and review the courses. As a trainer, you should familiarise yourself with the content of the modules related to the course you are going to train. When delivering face-to-face sessions, you should check your candidates for understanding of the work they have done and get them to apply the theoretical knowledge in a practical way.

Equipment

All courses require a certain amount of equipment which the club should have. As well as equipment required to perform the task e.g., manikins for CPR training, boards for board training, there will be additional equipment such as manikin cleaner, signs to mark an area, safety equipment in case of an accident, water, sun cream, rashies, shade etc.

Write down what equipment and location you will need for the skill you will deliver in Activity 9: Complete a Lesson Plan.

KEY SKILLS OF THE TRAINER

There are many skills a good trainer needs, and there is a wealth of information online, in books, in other courses and from other trainers. Here we shall cover some of the key ones.

Complete Activity 3: Key Skills in the Assessment Portfolio

Safety

You must abide by all Federal and State WHS legislation, SLISA policies and procedures and your club's policies. You should set up your training environment to minimise any chance of injury and the severity of injury. A risk assessment must be carried out for all activities and for all water-based activities it must be recorded. It is recommended that it is kept for a minimum of 7 years.

Duty of Care

As a Trainer you have a duty of care for all your candidates. You have a legal obligation to anticipate possible causes of injury and illness and take reasonably practicable steps to remove or minimise these possible causes of harm.

Things trainers need to know

- Relevant State/Territory WHS legislation as it relates to participants in both their education and work environment. E.g. occupational health and safety acts; Safe Work Australia Act 2008, Model work health and safety act 2010.
- Website references:
 - <http://australia.gov.au/Topics/health-and-safety/occupational-health-and-safety>

- www.safeworkaustralia.gov.au
 - Principles and practice of effective occupational health and safety management
 - Common hazards in both the educational and workplace environment of participants, as well as how they can be controlled
 - SLSWA's own policies, procedures and codes of practice. See the Members Area Library for a full list of policies.
 - Any injuries or medical issues that may affect the safety of the candidate on the courses. These must be kept confidential.

Risk Assessments

As a Trainer you must

- Carry out Risk Assessments:
 - Identify hazards
 - Assess the risks – the likelihood and the consequence
 - Determine if controls are needed (Elimination, Substitution, Isolation, Engineering, Admin, PPE)
 - Monitor
 - Follow and implement the WHS policies and procedures of both the training room and the practical environment
 - Fill in Risk Assessment Form for all water-based activities, on either paper or using the SLS Water Safety App (recommended, contact SLISA IT help desk). It is recommended to keep these documents for 7 years.

See Appendix 1 for more details on Hazard Identification and risk management.

Complete Activity 4: Fill in a Risk Assessment in the Assessment Portfolio

Child Protection

Ensure a copy of your Child Safe Awareness Course (or equivalent) Certificate is attached to your Assessment portfolio. Remember that this applies to anyone under the age of 18. Make sure you follow all the recommendations and know who to contact if you think there are any issues.

As a trainer make sure you do not put yourself in a compromising situation (several of these apply when teaching adults as well):

- Don't be alone in a room with a minor
- Minimise physical contact during demos, do not touch inappropriate areas
- Use candidates to demo
- Think about how it will be perceived by other people watching you

Further information can be found in the 'Safeguarding Children Training Program Participant Handbook' in the Members Area Library.

Content

The better you know your content the more you can focus on your delivery style, giving feedback, controlling your group, planning what's next and be confident. Having good subject knowledge will also help to build student confidence and engagement.

There are various source of information:

- Read and understand delivery and assessment guides, manuals, PowerPoints, and videos in the SLISA Library,

- attend SLSWA in-services every year,
- shadow courses and watch other trainers
- Reference ANZCOR guidelines for all first aid and resuscitation Ultimately the best way to understand the content is by doing and practicing it.

As a good trainer you should have a greater depth and breadth of knowledge than just the minimum required to pass a course.

You need to make sure you stay current with the content of the course. SLSWA run Trainer updates every year.

Complete Activity 5: write down the key content for the subject you have chosen.

Communication

As a Trainer being able to communicate information to your candidates is a critical skill if you want them to achieve their goals. Communication is a two-way process and involves giving and receiving information in a way that is clearly understood.

Methods

The method of communication largely depends on:

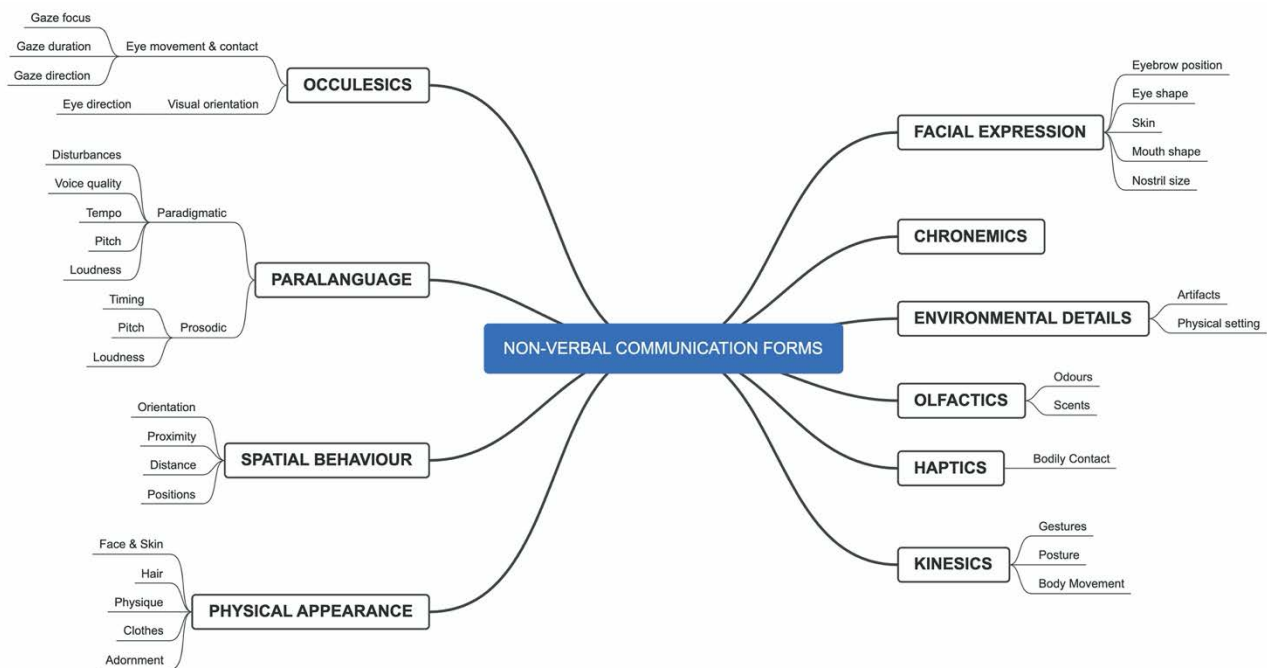
- What the information is
- What want the candidates need to do with it
- What out-come is expected Key points when communicating by:

Verbally/Non-Verbally

When taking make sure you:

- Know what you are going to say
- Pronounce your words clearly
- Vary pitch and tone
- Face your audience
- Project your voice
-

A large percentage (65%) of verbal communication is affected by non-verbal elements. Gestures, body language, facial expressions, posture, physical presence, appearance etc. all affect how well your learners absorb the information. Here are some of the non-verbal elements that you should be aware of when communicating:



Writing

Make sure it is clear and you have included all the critical information. Information with greater importance should come first. Re-read it before you send it and check it can't be mis-understood.

Graphically

Gets the information across succinctly and is often more practical for physical activities. Lots of sources on the web. If drawing, practice, use different colour pens.

Demonstrations

The majority of SLS courses are physical activities and the best way to communicate how they should be done is to demonstrate them.

When demonstrating them make sure:

- You can do it well, at different speeds, emphasis key elements, exaggerate techniques
- Everyone can see (move people if needed)

- If needing a partner be aware of personal space, get permission
- Minimise distractions

Use the DEDICT model ([see below](#)) as an initial model when conducting demonstrations.

You may have members on the course who have good skills in some areas, use them to help with the demonstrations.

Ways of Communicating

When organising and delivering a course you will need to communicate with your participants in several ways. Find out from your club who does what, what are your responsibilities as a trainer. Some examples are:

- Club Newsletter
- E-mail Course details
- Face to face club induction
- Setting up Online Theory
- Verbal Explanations, Demonstrations, Feedback, Writing/Drawing Diagrams when delivering sessions

Two Way Process

Communication is a two-way process. In most instances you want to get some form of communication back from your candidates so that you are confident they have understood and can act on the information you are giving them.

For example:

- | | |
|--|--|
| • Receiving an E-mail reply | • Have them repeat back the instructions |
| • Turning up on time | • Complete the task successfully |
| • Reading people's faces and body language | |
| • Allow questions | |

Presenting Information

Trainers need to decide the best way to present information to their candidates. Referencing back to the first video we can see there are various ways of presenting information. Whatever method you use it should:

- Motivate participants
- Get participants involved
- Give you feedback on how well participants understand the information
- Reinforces key points helping participants remember them
- Give participants the opportunity to apply the new information

To help keep participants motivated, draw the link between:

- The overall goal
- The information that has been presented, and
- The chosen learning activity

When presenting take care on the volume of information being delivered at any one time:

Technique	Example
Present Information in small chunks • Don't overload participants with too much new information at once • Put these chunks of information into an appropriate sequence	When teaching CPR for the first time, break it down into DRSABCD. First get participants competent with Danger, Response and Sending for help before teaching them how to check the Airway.
Make it interesting • Create interest in the new information • Link the new information with something they already know • Use a variety of presentation methods/resources • Combine talk with a project or case study to make it more interesting • Use flip charts, coloured pens, and videos to liven up the presentation	When teaching defibrillator use, link it to the CPR learnt already. Use visual demonstrations, present a case study of how a defibrillator was successful, use diagrams that show the positive effects of early AED intervention, in small groups, talk through and handle all parts of the AED kit.
Allow for breaks • Allow time for participants to absorb and reflect on the information • Don't overload participants	Allow breaks every 1.5 hours, change the activity every half an hour to maintain interest.
Check for understanding • Ensure that participants understand • Ask appropriate questions • Get participants to tell you what they know	After presenting on radio operations, ask questions and give participants some scenarios to check they understand how to talk on the radio.
Get participants to practice the new information • Use activities, which get participants to practice and apply the new information such as role-plays, brainstorming, and discussions • Students need time to assimilate the skills/information	After presenting First Aid information, use scenarios to practice applying the information.

Engagement

By engaging with your candidates, you can find out more about them, what motivates them, what they like/dislike, what their goals are, any issues they may have, enabling you to tailor the sessions to them. By showing interest in them as an individual you are able to build up trust, if the candidates trust you, they are more likely to engage with the learning, improve their skills, try new things and enjoy it. People learn better when they are enjoying the activity. What makes a person enjoy something is personal to that individual.

Complete Activity 8: Engagement and Trust in the Assessment Portfolio

In small groups, discuss which of the trainer qualities would help you to build candidates trust in you?

Professionalism

Remember as a trainer you are representing the values of SLSA, SLSWA and your Club. Often as a trainer, you are the first main point of contact for new members so how you act will influence how they view the organisation, and how they act on patrol. You should act in a professional manner at all-time which would include things such as, being on time, having equipment setup and ready to go, neat appearance, know your subject etc.

PUTTING IT ALL TOGETHER

Delivering a course is about organising the equipment, resources, and students to come together and using your key skills to deliver content in a way that best suits the students, to maximize their learning and enjoyment.

Here are some ideas to help:

Course Plan

The overview of how you will run the course. Here you would include times and dates, what subjects you are going to cover, the location(s), when will the candidates be assessed and possibly the equipment required, and which trainers are going to teach which sessions.

The course plan comes from comparing your candidate's current skill level, what their needs are and what the course requirements are. Check what resource, personnel, equipment, and venue are required.

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Clubs often have set training plans, which have been developed over the years so talk to your chief training officer about what your club normally does.

You may also need alternative options if conditions prevent you following your initial plan. See appendix 2 for some examples.

Lesson Plans

Planning lessons before delivering them is vitally important to ensuring successful training takes place.

Trainers need to ensure adequate space is available, they have access to appropriate equipment and resources, water safety and other WHS policies are covered, and that what they are covering in the lesson will be relevant to the course! It is also wise to have some back-up plans at the ready should your original lesson be compromised, e.g., if the surf is too big to learn a board rescue.

There are many ways of writing lesson plans and there are many examples online. The key is that you understand and own your lesson plan. Here is a suggested list of components:

- Subject
- Location
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As a new trainer it is recommended to write lesson plans in detail for every lesson you deliver. As you gain more experience you can modify your plans as you find out what works well and what doesn't work.

See appendix 3 for some examples.

Goal Setting

Use Goal Setting to clarify to the candidates what they need to achieve, motivate them, show them how they are going to achieve the required outcome and help to create a structure for the course. As well as the goal of passing the course (you hope) your candidates may have other goals not necessarily related to the course:

Use the acronym **SMARTER** to structure your goal setting.

- **Specific:** Your goals should be specific to what you want to accomplish.
- **Measurable:** Use a metric to determine when you reach your goal.
- **Agreed Upon:** All parties agree on what the goal is.
- **Realistic.** Have the required skills, resources, and time.
- **Time phased.** There should be a time frame around achieving the goal.
- **Engagement.** Set the goal in a way that excites/motivates candidates.
- **Recorded.** You are more likely to stay committed to the pursuit of your goals when you write them down.

Write down your Goals in your lesson plan for Activity 9

Presenting the Subject

Decide on the methods you are going to use to deliver the information to your candidates. When presenting structure your delivery by breaking the skills down and then recombining the elements, especially for more complex subjects. For example, you might break down DRSABCD into each individual element D, R, S, A, B, C, D then combine into DRS, AB, CD then DRSABCD.

In addition, most sessions will use a range of communication techniques such as power point, verbal explanation, demonstration. Select which you think are the most appropriate.

The DEDICT model works well for practical skills.

The (D)EDICT Model

The following steps provide a structure to use when you are demonstrating a skill:

- (D)** Demonstrate
- E** Explain
- D** Demonstrate slowly
- I** Imitate
- C** Coach
- T** Test or trial

Demonstrate

Initially, you provide participants with a global overview by demonstrating the skill in real time. Participants can see what the skill is and see what you want them to achieve. They are unlikely to take in all the details. Depending on time constraints, use of other material (video), pre-existing knowledge etc. you might miss this step.

Explain

Here the trainer explains the skill in sufficient detail for the participants to understand the major requirements of the skill or task. At this stage highlight the key areas.

Demonstrate slowly

Demonstrate the task or skill again. This time do so slowly so that participants have sufficient time to focus on the various body parts as they complete the task. Again, highlight the key areas that you mentioned in your explanation.

Imitate

Get the participants to begin their practice. Initially, they imitate the trainer's performance. This is done under close supervision.

Coach

The trainer now takes a coaching role to support the participants as they start to modify and refine their initial imitation. Provide feedback to enable the participants to refine their performance.

Trial or Test

After adequate coaching, it is time for the participants to test their skills and practice them independently of the trainer.

In Activity 9 write down how you will structure the delivery of the lesson

Feedback

Feedback gives the candidates information about how they are performing against set criteria. The criteria may be objective e.g., 8 minutes for the run swim run, or subjective e.g. you got the casualty on the board in an appropriate time given the conditions. Tasks should be designed with what criteria are going to be measured and how it is going to be measured. Sources of feedback may include the trainer, the clock, physical change, video, participant's partner, comparing to a demonstration, etc.

When feedback is given make sure it is:

Positive – focus on how to improve the skill rather than what went wrong

Specific – Make it obvious to the candidate what they are measuring the skill against

Relevant – to the skill that they are developing

Strategies for Feedback

Reinforcement: Use feedback to reinforce correct technique as well as correcting techniques.

Esteem: Consider how participants will feel about themselves after you have given them your feedback. Help participants to see your feedback as a form of encouragement rather than as blame or judgement.

Environment: Choose an appropriate time and place to give feedback. Also, check that you have dealt with any of your own negative emotions, which could create an uncomfortable environment when you speak to the participant.

Demonstrate Understanding: Check that the participant understands what your feedback means by asking them to repeat it back to you in their own words. This will also help them acknowledge and remember it.

Be honest and sensitive: When the participants' performance is not up to the standard, it is your responsibility to give them constructive feedback. Although this can be difficult, you must not avoid giving them feedback when it is necessary. Be tactful as you identify specific issues and help the participant work out what went wrong and how to improve it.

Actions – not the person: When you need to give feedback, focus on the things the participant did, rather than the person.

Confidentiality: If the feedback is personal/sensitive, give the feedback in private.

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

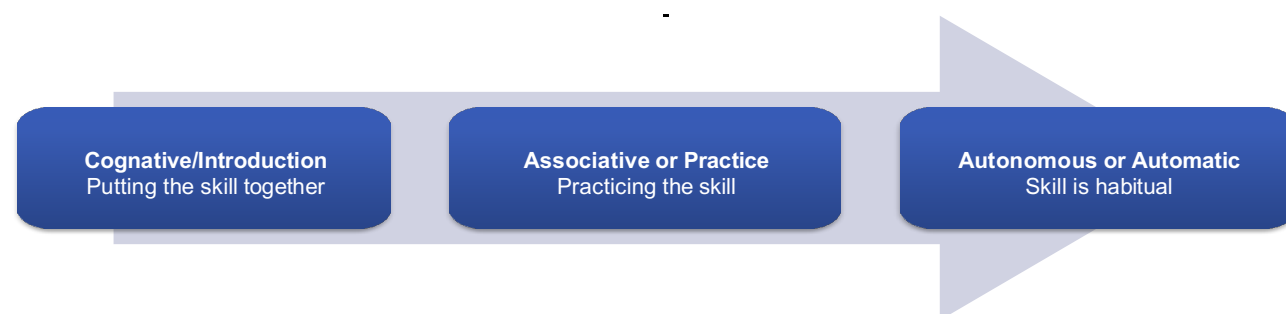
In Activity 9 write down how you will measure the success of the Learners

Skill Development

Once a candidate has been introduced to a skill it needs to be developed until the level of the skill meets the requirements laid down in the assessment guide and the candidate is deemed competent. Developed by P.

Fitts & M. Posner there are thought to be 3 stages of skill acquisition. See the video in the Pre-Course Workbook Stages of Learning: Skill Acquisition (P. Fitts & M. Posner 2015

<https://www.youtube.com/watch?v=n7UcobScnck> for more details.



As a trainer you have more input at the start of the process, reducing as the learner moves through the stages. Once the candidates understand the skill make sure they have enough time to practice.

Concluding a training session

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

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

Complete Activity 9 and add timings to your lesson

Complete Activity 10 and 11: Conduct a Demo and Give Feedback in the Assessment Portfolio

OTHER ELEMENTS

Dealing with Difficult Participants

Sometimes during training, you will come across difficult participants. They may constantly interrupt, refuse to participate, or act rudely and be quite rebellious.

The following are some strategies that you can use when dealing with difficult participants.

- Project an image of confidence and good humour
- Don't be put off by minor breaches of conduct or "smart talk"
- Be well prepared and have everything ready
- Use effective communication skills and work at developing sound personal relationships with your participants
- Ease your way into the group and don't use heavy handed or authoritarian methods
- Show participants that you have high expectations of their performance and behaviour, but set tasks that are well within their capabilities
- Don't be discouraged by antagonistic attitudes or negative reactions. Participants will respond positively in time if you demonstrate that you are not ruffled by indications of resentment
- Don't become anxious about management and control. Good trainers do not focus primarily on management but on effective instruction and communication
- Give clear guidelines about what is expected of the participants. Make sure participants are aware of any rules and involve them in the process of rulemaking
- Don't be sarcastic. If a participant is being difficult, try positive rather than negative control measures
- Be professional
- Discuss with another experienced trainer/head of training
- Document the issues and interactions in case it escalates

Readiness for Assessment

Throughout the training sessions the skills and knowledge of the participants gradually increase and develop. At some point during the training the trainer needs to make a judgement as to whether the participants are ready for assessment. For this to occur competence has to be demonstrated. Compare the candidate's performance against the Course Requirements.

This can be achieved by:

- Observing participants during training and using checklist to record the development of the participants
- Asking another trainer to observe the participants to gain their feedback

Recording Training Details

Keeping records of training is an important aspect of managing your training program. Records provide the details that people might have to refer back to in the future. You must record:

- attendance and session content
- risk assessments (if applicable)
- any incidents that happened (e.g., injuries, conflicts)
- assessment details

See the SLSWA Members Education Handbook for requirements and discuss with your Head of Education, how your club manages paperwork.

Encouraging reflection

Reflection is another critical part of learning. It is often when we take time to reflect on our actions and their consequences that we can identify better or more useful ways of doing things. Reflection also allows us to consider how we would apply a skill in a new context or how else we might handle a situation.

Reflection encourages us to learn from our experiences and integrate new learning into future actions. We need to encourage our participants to reflect on their skills and knowledge.

Some techniques that participants can use for reflection are:

- Asking other participants for feedback
- Asking colleagues about specific aspects of their performance
- Seeking follow up sessions with the trainer 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

APPENDIX 1 – HAZARD IDENTIFICATION AND RISK MANAGEMENT

A hazard is a source of potential harm. Risk is the likelihood that harm will occur as a result of exposure to hazard. Risk assessment involves evaluating both the chance of harm occurring and the severity of the consequences. Risk management involves implementing methods of minimising exposure to the hazard in order to reduce the risk of harm occurring.

Harm may be caused to:

- People – injury, incapacity or fatality
- Property – damage, destruction
- Equipment – damage, destruction
- Environment – contamination, pollution, damage to flora, injury to fauna, death to flora or fauna, disruption or damage to species life cycles, inherited damage due to toxic effects
- production/work processes – where work is disrupted, delayed or has to be re-done
- organisation – reputation, market position, infrastructure, corporate knowledge, internal culture, intellectual property, client information.

The lifesaving environment has a range of hazards associated with:

- the beach, including back of beach (e.g., car park, access roads, cliffs and sand dunes)
- the water (e.g., waves, water depth, rip currents, rocks/rock platforms, watercraft activities, wildlife)
- weather conditions (e.g., hot or cold air or water temperatures, sun exposure, dehydration)
- club or service facilities (e.g., stairs, buildings, toilets, grandstands, observation towers)
- lifesaving equipment (e.g., ATVs, IRBs, rescue boards, tents, trailers, ropes, oxygen bottles, fuel, painkillers, adrenaline auto-injectors, first aid materials)
- bodily fluids (e.g., blood, vomit from injuries)
- human error (e.g., training being forgotten or SOPs not being adopted correctly).

Where SLSA has agreed to provide training services, the organisation owes a duty of care to both members of the public and members of the organisation. Appropriate management of the risks associated with identifiable hazards will ensure that our operations are as safe as is reasonably practicable. Due to the nature of the beach environment, it is not possible to eliminate all risks entirely.

SLSA has comprehensive risk management framework incorporating the following elements:

- national policies that outline the organisation's management of risks in the water, workplace (under WHS law volunteer organisations are defined as workplaces), events and organisation
- standard operating procedures that have been developed with a view to managing risks
- member training that reflects best practice in the public safety industry
- risk management tools for clubs and members to use
- incident reporting mechanisms.

Risk management is everyone's responsibility. There are number of formal and informal procedures you can use for identifying hazards and mitigating risks, including:

- club hazard register
- reports from club members or members of the public
- reviews of any incidents
- consultation with stakeholders
- information provided by regulators, manufacturers, industry or professional organisations
- workplace information and experience
- media reports.

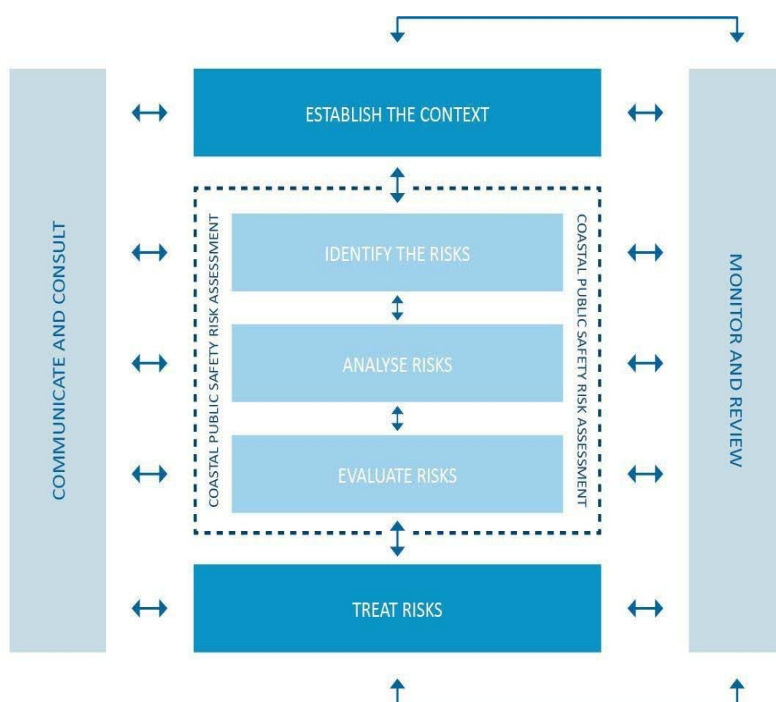
The SLSA Risk Management Policy and Procedures can be found on [the Members Portal](#)

Safer Surf Clubs is also a comprehensive resource covering risk management in the SLS context. You can download a copy and/or access the online learning tool via the SLS Members Portal. See pages 27 to 35 for more details.

The risk management process

The following guidelines are based on the Australian Standard for risk management and will help you identify and treat risks.

1. Communicate and consult. This should occur at every stage of risk management. You should consult your team, council lifeguards and locals about their perceptions of hazard and risks and strategies to adopt in mitigating them.
2. Establish the context. For a patrol captain, this will be all the areas specified by your service agreement.
3. Identify risks. Identify all hazards, their associated risks and what mitigation strategies are currently in place.
4. Analyse risks. Think about all possible consequences and the likelihood that they will occur. If you are unsure of what consequences or chances to consider, discuss this with your team and other people involved.
5. Evaluate risks. Prioritise the risks you have identified based on your analysis. The highest risks will be the most urgent to manage.
6. Treat risks. Treatment of risk involves the implementation of strategies to reduce the level of risk for identified hazards.



7. Monitor and review. Any risk mitigation strategies you have adopted should be continuously monitored to ensure they are working effectively. If they are found to be not working, you will need to adapt your control strategies.

AS NZS ISO 31000-2009 Risk management – Principles and guidelines

APPENDIX 2 – EXAMPLES OF COURSE PLANS

Bronze Medallion Course

Week	Date	Day	Time	Type	Hours	Content
1	13-Aug	Mon	6.30pm-8.30pm	Dry Training	2	Intro, how, what why, basic signals radio talk
	15-Aug	Wed	6.30pm-8.30pm	Dry Training	2	DRSABC, basic signals, radio
	17-Aug	Sat	9.00am-11.30am	Water Training	2.5	RSR, Surf skills, Board intro, tube rescue
	18-Aug	Sun	9.00am-11.30am	Water Training	2.5	Tube and Board rescues
2	20-Aug	Mon	6.30pm-8.30pm	Dry Training	2	DRSABCD, radios
	24-Aug	Sat	9.00am-11.30am	Water Training	2.5	Board and tubes into ABCs
	25-Aug	Sun	9.00am-11.30am	Water Training	2.5	Spinal rescues
3	27-Aug	Mon	6.30pm-8.30pm	Dry Training	2	1st Aid, radios
	29-Aug	Wed	6.30pm-8.30pm	Dry Training	2	1st Aid, patrolling
	31-Aug	Sat	9.00am-11.30am	Water Training	2.5	Spinal rescues
4	3-Sep	Mon	6.30pm-8.30pm	Dry Training	2	DRSABCD, radios
	7-Sep	Sat	9.00am-11.30am	Water Training	2.5	Patrol scenarios, board and tube
	8-Sep	Sun	9.00am-11.30am	Water Training	2.5	Patrol scenarios, spinal
5	10-Sep	Mon	6.30pm-8.30pm	Dry Training	2	1st aid,
	12-Sep	Wed	6.30pm-9.00pm	Mock Exam - Dry	2	SC dry
	14-Sep	Sat	9.00am-12.00am	Mock Exam - Wet	3	SC wet
	15-Sep	Sun	9.00am-11.30am	Water Training	2.5	revision
6	17-Sep	Mon	6.30pm-8.30pm	Dry Training	2	revision
	19-Sep	Wed	6.30pm-9.00pm	Exam Dry	2.5	Assessment
	21-Sep	Sat	9.00am-12.00am	Exam Wet	3	Assessment

Course Plan Example Short Bronze Course

Mon 8:30 Intro, safety, team building 9:00 Hazard and, Beach awareness, Patrol setup and skills awareness. Surf skills. Professionalism 10:10 Signals 10:30 Break 10:40 RSR, tube rescues, board skills 12:00 Lunch 12:45 Radio basics 13:00 DRSABCD – 1 and 2 person 15:00 Finish Homework – modules 1,2,8	Tue 8:30 Housekeeping 8:45 DRSABCD – 4 person, defib, O2 10:00 signals 10:20 Break 10:30 RSR, tube rescues, board rescues, IRB awareness 12:00 Lunch 12:45 Radios 13:00 Body systems, 1 st aid (with break) 15:00 Finish Homework – modules 3,4
Wed 8:30 Housekeeping 8:45 1 st aid recap 9:45 Radios 10:00 Signals 10:20 Break 10:30 RSR, Spinal rescues, 12:00 Lunch 12:45 Patrol scenarios 14:15 DRSABCD 15:00 Finish Homework – modules 5,6,7 Radio Questions	Thu 8:30 Housekeeping 8:45 Paperwork 9:15 Radios 9:45 Signals 10:00 Break 10:10 RSR, Releases, Tows, Spinal Rescues, Tube rescues, Board rescues 12:00 Lunch 12:45 Patrol scenarios 15:00 Finish
Friday 8:30 Mock Assessment 12:00 Lunch 12:45 Revision of any weaker subjects 15:00 Finish	Saturday 8:30 Mock Assessment 12:00 BBQ

APPENDIX 3 – LESSON PLAN EXAMPLES

Example 1

Lesson Plan – Title No. Students: Ages: Skill Levels: Resources needed:

Safety Considerations:

Times required for each item. Introduction to People/Subject

Recap of last lesson, check for any queries and understanding

Goal of the Lesson – Learn a Skill, Develop the group, Enjoyment, Increase Confidence (see topic 2)
SMARTER goals

Body of the lesson.

Presenting the Information. Split the information/skill into manageable segments.

Segment 1

Use Shaping, whole part whole, chaining.

Use DEDICT (see topic 6)

- Demonstrate
- Explain
- Demo slowly
- Imitate (students to copy)
- Coach (or correct) using good feedback
- Trails (students practice)

Segment 2 2 As Above

Segment 3 etc.

Connect the different segments if applicable either in the wrap up or in an additional section e.g.,
Section 1 – DRSAB, Section 2 – C, section 3 DRSABC

Extra activities if needed (dependent on skill level especially if you have a mixed skill group)

Plan B if conditions etc. force a change of activity

Common faults (if wanted)

Conclusion – what went well, what to improve on, what is next.

Example 2

Bronze Course SLS

Lesson Plan- 1 and 2 person DRSABC

Time 2 hours

No. in class - 12 Current skill level - none

Equipment – Power point, white board, manikins, masks, head model

Goals of the session – be able to perform 1 and 2-person CPR

Safety Concerns – Cross contamination, no compressions on partners

Content

Time	Subject
5 min	Recap of last lesson, check for any queries and understanding
5 min	Introduction to subject- what and why. Check on prior learning. Session goals - Safely assess a patient and provide CPR if needed.
	Split task into 4 segments. DRSAB and then C then put everything together.
	Segment 1
10 min	Use power point, white board, model: Demo full DRSABC then discusses/practice individual elements: 1. Discuss dangers with group, PPE. 2. Demo how to check for response and discuss safety aspects 3. Check everyone knows how to end for help – 000 or radios if covered. 4Ps 4. Discuss what might block airway – foreign body, head/jaw position. Show how to open airway – pistol grip, jaw support. Students to practice pistol grip on self. 5. Show how to check for breathing 10 seconds. Look listen feel. 6. Show recovery position if patient is breathing.
20 min	Students practice in pairs. Trainer to give feedback on critical performance criteria (see BM Trainers Guide page 6 and 7). Talk group through on 1 st round giving prompts.
	Segment 2
10 min	Use power point, white board, manikin, mask. Demo C then discusses/practice individual elements: 1. Discuss ratio compressions:breathing, which do you do first 2. Discuss and demo compressions – hand position, depth rate. 3. Discuss and demo breathing – open airway, seal, volume, mouth to mouth, mouth to nose, mask, head tilt, jaw support, jaw thrust. 4. Demo second person taking over compressions.
20 min	Students practice in pairs. Trainer to give feedback. Include regurgitation and recovery. Do a timed 2 mins 5 cycles. Get partner to give feedback on a set parameter eg is there chest rise on breaths.
10 min	Break
	Segment 3
20 min	Students to practice full DRSABC in pairs on manikin. 1 st round cue students on each step. 2 nd round no cues. 3 rd round 2 person CPR. Provide feedback.
	Segment 4
20 min	Complications – children, infants, pregnant women. When can you stop?
5 min	Debrief – refresh on what was learnt, reinforce good points.
5 min	Wrap up and conclusions did everyone reach the goal? What will be taught next – 4 person CPR with Defib and Oxy.

Common faults

Forgetting steps – especially S	Poor mask seal
Not hip and shoulder rolling	Compression rate and speed
Keep open air way when checking breathing	Hand position on compressions
Poor downward head tilt when draining	Pistol grip – fingers pressing on airway
Poor head tilt	

Extras

For students who are competent increase complexity – casualty in different position, practice jaw thrust, introduce AED or refine minor points.

Example 3

Bronze Course SLS

Lesson Plan- 1 and 2 person DRSABCD

Time 2 hours

No. in class - 12 Current skill level – know DRSABC

Equipment – Power point, white board, manikins, masks, AED, Training AED, Oxyviva or similar

Goals of the session – be able to perform 4-person CPR

Safety Concerns – Cross contamination, no compressions on partners

Content

Time	Subject
5 min	Recap of last lesson, check for any queries and understanding
5 min	Introduction to subject- introduce AED and O2 into CPR. Check on prior learning. Session goals – refine DRSABC. Use AED and O2 Safely, Water
	Split task into 4 segments. Recap DRSABC. Look at AED, then O2 then put everything together.
	Segment 1
10 min	Recap and practice of last lesson, full demo of DRSABC students to practice full DRSABC in pairs on manikin. 1 st round cue students on each step. 2 nd round no cues. 3 rd round 2-person CPR. Provide feedback.
	Segment 2
15 min	Use power point, white board, manikin, AED and Training AEDs. Discusses and Demo AED then discusses/practice individual elements: 5. Discuss how it works, who to use it on 6. Discuss safety issues 7. Discuss and demo AED use, other equipment needed (scissors, razor) Students practice
15 min	in pairs. One doing CPR one introducing AED. Trainer to give feedback. Include wet manikin
10 min	Break
	Segment 3
15 min	Use power point, white board, manikin, Oxyviva. Discusses and Demo use of O2 then discusses/practice individual elements: 1. Discuss use of O2, safety 2. Show Oxyviva, components, checks, changing bottles

15min	3. Discuss and demo O2 use on non-breathing patient Students practice in pairs. One doing CPR one introducing O2. Trainer to give feedback.
	Segment 4
20 min	3/4 person CPR. Clarify positioning. Each person to do each position. Vary dry/wet patients. Use t-shirts on manikins, place things in manikins mouth etc
5 min	Debrief – refresh on what was learnt, reinforce good points.
5 min	Wrap up and conclusions did everyone reach the goal? What will be learnt next – refining 4 person CPR/spinal injury with CPR

Common faults

Poor o2 checks	Not turning o2 on
AED operator not taking charge	Poor communication

Extras

For students who are competent increase complexity – spinal injury, secondary injuries, 2 min swap over

APPENDIX 4 – USEFUL RESOURCES

Videos from the Assessment Portfolio

Title	Link to video
The importance of critical self-reflection (Tesia Marshik, 2015)	https://www.youtube.com/watch?v=855Now8h5Rs
Learning styles (Honey & Mumford, 1982)	https://www.youtube.com/watch?v=-92dIFiN_p8
The learning cycle (Kolb, 1984)	https://www.youtube.com/watch?v=ObQ2DheGOKA
Stages of Learning: Skill Acquisition (P. Fitts & M. Posner 2015)	https://www.youtube.com/watch?v=n7UcobScnck

Australian Institute of Sport - www.ausport.gov.au - Aimed at sports but has some good information about general skill development, lesson plans and some short courses.

Acquisition of skill document.

http://lib.oup.com.au/secondary/health/PDHPE/HSC/Student%20Book/PDHPE_HSC_e_chapter_Ch_8.pdf

ANZCOR – Guidelines for first aid and resuscitation - <https://resus.org.au/the-arc-guidelines/>

APPENDIX 5 - RESOURCE LOCATOR SLSWA EDUCATION

This document is to help Locate relevant material for a particular course award in the Members Area-Document Library.

Note: For course documents SLSWA have some different documents from SLSA. Use SLSWA documents (they are generally easier and simpler to complete). If SLSWA is using a National document, it will be copied into the WA section of the library.

To find the relevant documents for a course:

- From the 'Organisation' dropdown menu select '**Surf Life Saving WA**'
- From the 'Categories' select '**Education**'
- Ensure 'Officer Positions' is '**All**'
- Type in the name or part of the name of the document you wish to locate in the 'search' function
- OR use the below Search Terms to find the documents for a particular course.

Documents relating to	Course Code – First word in Description
Bronze Medallion course	BM
Surf Rescue Certificate course	SRC
Skills Maintenance WA	SMC
Silver Medallion Patrol Captains Course	SMPC
Trainers, Assessors or Facilitators	TAF
Gold Medallion	GM
Radio award or information	Radio
Drone Operator	Drone Operator
Pain Management	Pain
Rock Rescue and Retrieval	RRR
Rescue Water Craft Operators	RWC
Documents relating to multiple courses	Admin
First Aid Training	FA
WA Nipper Rescue Certificate	NRC
Advanced Resuscitation Technique	ART

Restricted Resources: SLSA & SLSWA

Some resources are restricted and can only be accessed by Trainers, Assessors and Facilitators (TAF), they will have  symbol next to them. To gain access to them Trainers can be given the 'Probationary TAF' award on surfguard. Contact your head of education