



AUSTRALIAN LIFESAVING
ACADEMY

Lesson Plans — Module 1

Basic Beach Management

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Introduction and administration

This module is designed to prepare beach lifeguards, team leaders, duty captains and those in similar roles to undertake the Beach Management Program and therefore to complete the remaining modules to gain the Certificate III in Public Safety (Aquatic Search and Rescue) PUA31304.

This module is compulsory and designed to expand on topics covered in the Bronze Medallion.

The nominal duration of this module is 8 hours, e.g. one 8-hour days or two half-days or equivalent number of evenings. After reading through the module materials, decide how to configure the module hours to best suit participants and local conditions. You will see that the module is made up of five major sections where natural breaks occur in the material.

Prior to this module, read and complete the appropriate sections of the Module Administration Checklist on page 5.








How to use the lesson plans

These lesson plans have been developed to guide facilitators through the process of delivering this module. All content described in the module materials must be delivered as it is a compulsory part of the overall program however

There is flexibility however in tailoring your delivery for local participants. The module has been developed for participants with a wide range of backgrounds, from across the community, who play an active role in beach management. In order to ensure your delivery is relevant to your participants, use local examples and ensure you are referring to current state and local government legislation and regulations. You may also find it is necessary to spend more or less time on individual topics than indicated in the lesson plans.

Icons

The following icons (symbols) are used throughout the Learner Manual and Lesson Plans to indicate the types of activities suggested as you work through the module.

| | |
|---|--|
|  | <p>Course aim and objectives This icon indicates is used to bring attention to the course aim and objectives.</p> |
|  | <p>Reading This icon indicates learners are required to undertake an individual reading task.</p> |
|  | <p>Individual Learning Activity This icon indicates that learners are required to undertake an individual learning task. This will usually involve the documenting individual thoughts and ideas.</p> |
|  | <p>Group Learning Activity This icon indicates that learners are required to undertake a group learning task. Group activities may be completed in pairs, trios or larger groups.</p> |
|  | <p>Case study This icon indicates that learners are required to undertake an analysis of a particular case or situation used as a basis for drawing conclusions in similar situations.</p> |
|  | <p>Remember this! This icon is used to recap important and critical issues or content that learners should pay particular attention to.</p> |
|  | <p>Assessment Activity This icon indicates that learners are required to undertake an individual assessment of their skills and/or knowledge. This may involve completion of a scenario, a set of multiple choice questions and/or an exam.</p> |

Module Administration Checklist

The steps below relate to the Silver Medallion Basic Beach Management Program only.

| Steps | Date to be completed | Tick when completed |
|---|-----------------------------|----------------------------|
| Six weeks before delivering module | | |
| Obtain and read the module materials and make a personal list of preparation required. | | |
| Book venue and catering arrangements for each separate session. | | |
| Book training resources and equipment for each separate session. | | |
| Promote module and organise participants. | | |
| Two weeks before delivering module | | |
| Confirm participant numbers and send out joining instructions — see example p X. | | |
| Confirm bookings for venue, catering, training resources and equipment. | | |
| Obtain sufficient copies of participant materials for group size. | | |
| Organise copying of any additional handouts, documents or forms. | | |
| One week before delivering module | | |
| Complete own preparation including any additional documentation you consider relevant. | | |
| Day before delivering module | | |
| Set up training room and equipment if possible, positioning training resources, materials and documentation. | | |
| Ring/email reminder to participants about start time and to check all preparation listed in joining instructions have been completed. | | |

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| | | |
|---|--|--|
| First day of module | | |
| Brief participants on training venue facilities, OH&S considerations and course administration. | | |
| Ensure participants sign attendance sheet. | | |

Joining instructions

This is an example only of the type of information that should be provided to participants prior to attendance at this module. You will need to fill in the spaces with appropriate information.

Dear

Welcome to Module 1 — Silver Medallion Basic Beach Management of the Beach Management Course.

The course will be held:

Venue:

Dates:

Times: — please arrive ten minutes prior to start time.

Dress requirements are:

Your facilitator will be:

Prior to attending, please research and read, and, if possible, bring with you to training, standard operating procedures used in your organisation and local legislation, policies and procedures you are aware of.

I hope you enjoy the course.

Module introduction



The aim of this module is to prepare you to undertake the Beach Management Program and therefore to complete the remaining module to gain the Certificate III in Public Safety (Aquatic Search and Rescue) PUA31304.

This module is compulsory and designed to expand on topics covered in the Bronze Medallion.

Course outcomes

This module must be completed in order to undertake the remaining modules:

- Module 2 — Beach Team Management
- Module 3 — Beach Safety and Risk Management
- Module 4 — Community Relations
- Module 5 — Beach Operations Management.

At the completion of all five modules and associated assessment tasks, you will gain Certificate III in Public Safety (Aquatic Search and Rescue) PUA31304. Refer to the Beach Management Course Format document for further details of the whole course.

Refer to the current SLSA Course Structure to identify pathways that may be appropriate for individual participants.

Prerequisites

To enter the Beach Management course you must already have achieved the units of competency shown in the table below.

For Surf Life Saving participants these competencies will usually have been completed as part of the SLSA awards:

- Bronze Medallion
- Senior First Aid (or equivalent).

| Bronze Medallion | |
|-------------------------|---|
| PUACOM001B | Communicate in the workplace |
| PUAEME001A | Provide emergency care |
| PUAOPE002A | Operate communication systems and equipment |

| Senior First Aid | |
|------------------|---------------------------------------|
| PUAEME001A | Provide emergency care |
| PUAEME002B | Manage injuries at emergency incident |



Note: You do not need currency in the SLSA awards in order to be eligible for entry.

Module outcomes

As Lifeguards you will be able to identify during completion of this module:

- your responsibilities
- the responsibilities of others
- identify and use relevant regulations and legislation
- be responsible for your own safety
- be responsible for the safety of others
- operate communication equipment
- use operating procedures.

Recognition of Prior Learning (RPL)

You may already have some of the knowledge and skills required to complete this module. However as this module is compulsory use the time to reflect on your practice as a Lifeguard and to identify where and how you may be able to be more effective in this job role. Also use the participation in this module to share your experiences with others.

You may be eligible for recognition towards the remaining modules which is discussed within those modules.

What participants will need to complete this module

They will need as a minimum:

- the learner manual
- access to logs from their beach
- access to their local operating procedures
- access to other relevant documentation
- any other information you identify as necessary.

Topic 1 — Module introduction and where do I fit within the organisation?

Lesson plan — Topic 1 — Part 1 — Module Introduction

The whole session will take approximately two hours. Part 1 will take approximately thirty minutes.

Topics covered in Part 1 will help participants to answer the questions:

1. what is this module about?
2. what happens after completion of this module?

| Timing | Key points/content/method | Resources |
|---------------------|---|----------------------------|
| INTRODUCTION | | |
| 5 mins | <ul style="list-style-type: none">• Welcome participants.• Describe scope of this session — i.e. it's about housekeeping arrangements, facilities and an introduction to the course and the assessment process.• Give rationale for the module (you could ask participants what they think this is if time is available – e.g. Why have a Introductory module?).• Encourage participants to ask questions throughout course. | Power Point Slides 1 and 2 |

Lesson Plans — Module 1

| Timing | Key points/content/method | Resources |
|------------------------|---|--|
| BODY OF SESSION | | |
| 2 mins | Housekeeping <ul style="list-style-type: none"> • Explain venue facilities and course timeframes, catering arrangements, etc. | |
| 10 mins | Course overview <ul style="list-style-type: none"> • Provide participants with Learner Manuals and explain overall course outcomes. • Briefly run through program — e.g. number of days or evenings and times and the topics to be covered. | Power Point Slides 3 and 4 Handouts: <ul style="list-style-type: none"> • Learner Manual |
| 10 mins | Participant introductions <ul style="list-style-type: none"> • Ask participants to introduce themselves — use an icebreaker of your choice that is suitable for participants, or ask participants to introduce themselves — name, role, experience and expectations of the course, or ask participants to talk with and then introduce a partner. | |
| CONCLUSION | | |
| 3 mins | <ul style="list-style-type: none"> • Reconfirm module objectives and identify any expectations of participants that may not be met or may only be partially met by this module, explaining why. • Reiterate the importance of asking questions. • Thank participants for their attention and any questions asked so far. • Foreshadow first topic — their role in the organisation. | |

Lesson plan — Part 2 — Where do I fit within the organisation?

Part 2 will take approximately 1 hour and thirty five minutes.

Topics covered in Part 2 will help participants to answer the questions:

1. what is my responsibility?
2. what is the responsibility of others?
3. what are the limits of my responsibility?
4. how do I call on others?

This session will help participants identify the roles and responsibilities within their beach environment of themselves and others.

Participants must be competent to identify the scope and limits of their responsibilities in the beach environment and be able to confidently identify their limitations in order to call for assistance within the organisations procedures.

| Timing | Key points/content/method | Resources |
|---------------------|--|--|
| INTRODUCTION | | |
| 15 mins | <p>Topic overview</p> <ul style="list-style-type: none"> • Explain scope of the session <p>Individual Learning Activity</p> <p>This activity is to be completed individually in the first instance. Their responses can be written in their learner manual.</p> <p>Ask participants to:</p> <ul style="list-style-type: none"> • identify what tasks they perform and who they report to • identify who reports to them. <p>Conduct a brainstorming session using their responses and write their answers on the board or flipchart.</p> <p>Discuss and confirm participant responses</p> | <p>Power Point Slide 5 and 6</p> <p>Whiteboard</p> |

Training notes – Individual activity

Participants should include as a minimum the following in their answers:

| Tasks they perform | Who they report to | Who reports to them |
|--|---------------------------|----------------------------|
| Organise lifesaving services | Team Leader | Team members |
| Conduct risk assessment | Club Captain | Trainee lifeguards |
| Identify hazards | Team members | |
| Participant in duty | Lifeguard supervisors | |
| Finalise duty | | |
| Liaise with others | | |
| Complete documentation such as log books | | |

Discussion points

- There may be differences in how the beach is managed and whose responsibility it is for certain tasks. Identify and discuss those differences.
- They are responsible of others not only themselves.
- Draw out the limit of their responsibility.
- What the terms such as prevention, recognition and rescue consist of?

| Timing | Key points/content/method | Resources |
|--|--|--|
| BODY OF SESSION | | |
| Part A 10 mins Part B 10 mins | <p>Individual Learning Activity</p> <ul style="list-style-type: none"> • Refer participants to example organisational chart in learner manual. • Part A — as individuals participants are to draw an organisational chart for their beach. • Part B — organise participants into groups of 2 to complete Part B of this activity. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • Ask participants: <ul style="list-style-type: none"> – how does the structure within your club work? – if they are employed by council how does the structure work? • The charts should enable the ‘big picture’ to be explored and for them to identify where they fit. • The differences in organisational or management structure between beaches and why there may be a difference. • Code of conduct. | Learner manual Flipchart paper and marker pens Power point slide 7 |

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| Timing | Key points/content/method | Resources |
|---------|---|--|
| 15 mins | <p>Group Learning Activity</p> <p>Code of conduct Refer participants to the Code of Conduct in the learner manual or one they may have brought to the session.</p> <p>Brainstorm participant responses using whiteboard</p> <p>Discussion points should include:</p> <ul style="list-style-type: none">• safety• knowledge• skills• trust and respect. | <p>Learner Manual</p> <p>Whiteboard</p> <p>Power point slide 8</p> |

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| Timing | Key points/content/method | Resources |
|---------|--|--|
| 15 mins | <p>Case Study Activity</p> <ul style="list-style-type: none"> • In small groups participants are to identify steps they would take to manage the situation. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • Treat the patients injuries. • Complete a detailed log: <ul style="list-style-type: none"> – noting specific injuries and treatment – noting conversation – name, address etc. of patient. • If seriously injured call an ambulance. • The offender is still on the beach: <ul style="list-style-type: none"> – obtain description – call police – observe location of offender and advise police upon arrival – brief police on patients injuries and statements and introduce patient if still present. <p>If patient deported to hospital, advise police of name etc and which hospital patient transported to.</p> | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> |

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| Timing | Key points/content/method | Resources |
|---------|---|--|
| 15 mins | <p>Case Study Activity</p> <ul style="list-style-type: none"> • Organise participants into groups. If some are from the same beach/club/patrol it may be useful to split them up. • Refer participants to case study. • Participants are to read the case study and answer the questions. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <p>As this is a generic scenario there is the opportunity for discussion to be varied and led by the facilitator down a number of different paths.</p> <p>Points that could be covered include:</p> <ul style="list-style-type: none"> • obligations to the designated patrolled area vs person in difficulty away from the area • equipment, skills and training • contractual requirements • number on duty • weather and surf conditions • beach population numbers • alternative sources in area • ability to communicate in area • PPE gear required. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> |

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| Timing | Key points/content/method | Resources |
|---------|---|---|
| 5 mins | <p>Individual activity</p> <ul style="list-style-type: none"> • This activity could be a group brainstorm activity. • Ask participants what knowledge and skills they bring to their role. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <p>Highlight their role as:</p> <ul style="list-style-type: none"> • leaders • managers • organises • planners • motivators. <p>Break these into skills and knowledge such as communication; team player; time management; surf skills; knowledge of the environment etc.</p> <p>How would they maintain their skills and knowledge?</p> | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> <p>Power point slide 9</p> |
| 10 mins | <p>Session review</p> <p>Group brainstorm</p> <p>Ask participants to identify:</p> <ul style="list-style-type: none"> • what was learnt from the session • how they will apply this learning in their role? <p>Introduce next topic: Relevant legislation, policies and procedures.</p> | <p>Whiteboard</p> |

NB: This may be the opportunity to have a ten minute break.

Topic 2 – Relevant legislation, policies and procedures

Lesson plan – Your role in using relevant legislation, policies and procedures

The whole session will take approximately one hour and forty five minutes.

Topics covered will help participants to answer the questions:

1. how do I apply relevant regulations and legislation while managing the beach?
2. how do I apply relevant organisational policies and procedures while managing the beach?

This session will help participants identify the relevant regulation, legislation and policies and procedures and how to implement them.

Participants must be confident they can use the relevant regulation, legislation and policies and procedures within the scope and limits of their responsibilities while managing the beach.

This topic is a critical aspect of being effective and efficient in the role.

| Timing | Key points/content/method | Resources |
|---------------------|--|-------------------------|
| INTRODUCTION | | |
| 5 mins | Topic overview <ul style="list-style-type: none">• Explain scope of the session | Power Point Slide 10 |

| Timing | Key points/content/method | Resources |
|------------------------|--|--|
| BODY OF SESSION | | |
| 25 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> • Part A of this activity is a self review of participant knowledge of regulations, acts and policies — allow 10 minutes-then brief Part B. • Part B is designed to allow them to share experiences of using the acts — allow 10 minutes. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • Legislation, regulations and acts vary between states and territories. • Local government acts impact. • Importance of awareness of relevant legislation, regulations and acts. • Importance of the individuals responsibility. • Expand on discussion in Bronze medallion. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> <p>Power point slide 11</p> |

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| Timing | Key points/content/method | Resources |
|---------|---|--|
| 20 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> • Organise participants into pairs or small groups. • There are six questions to be discussed and answered. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • Refer to operating procedures. • Safety of self and others. • Draw on other resources. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> |
| 15 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> • Organise participants in small groups. Provide each group with flip chart paper and pens to record their responses. • There are five scenarios' to be discussed which focus on harassment. • Participants are to be prepared to justify their answers. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • Define harassment. • Types of harassment. • Their responsibility and role. • Who to refer to. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> <p>Power point slide 12</p> |

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| Timing | Key points/content/method | Resources |
|---------|--|--|
| 20 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> • Organise participants into pairs or small groups. • There are five scenarios to be discussed and answered. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • Reinforcement of the importance of knowing and implementing relevant act, legislation etc. • Where their responsibility starts and ends for instance can they arrest? • Important of finding out about legislation, acts etc that effect where you may be working if outside of your area. • Expand on discussion in Bronze Medallion. • Remember the ‘human’ and safety side. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> |
| 10 mins | <p>Session review</p> <p>Brainstorm</p> <p>Ask participants to identify:</p> <ul style="list-style-type: none"> • what was learnt from the session • how they will apply this learning in their role <p>Introduce next topic: introduction to safety and risk on the beach.</p> | <p>Whiteboard</p> |

Topic 3 – Introduction to safety and risk on the beach

Lesson plan – Introduction to safety and risk on the beach

The whole session will take approximately one hour and forty minutes.

Topics covered will help participants to answer the questions:

1. what is my Duty of Care?
2. what is my responsibility for personal protective equipment for me and others?
3. how do I identify risks and hazards?

This session will expand on what was covered in the Bronze Medallion and focus on not only the safety of self but of others.

| Timing | Key points/content/method | Resources |
|---------------------|---|----------------------|
| INTRODUCTION | | |
| 5 mins | Topic overview <ul style="list-style-type: none">• Explain scope of the session. | Power Point Slide 13 |

| Timing | Key points/content/method | Resources |
|------------------------|---|--|
| BODY OF SESSION | | |
| 10 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> • Organise participants into small groups of 3-4. This activity could also be a group brainstorm. • There are three questions to be discussed and answered relating to Duty of care. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • What duty of care is. • What duty of care means to participants as individuals. • What duty of care they have to other team members. • What duty of care they have to the public. • Expand on discussion in Bronze medallion. • Does the duty of care differ between paid lifeguards and volunteer lifesavers. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> <p>Power Point Slide 14</p> |

Lesson Plans – Module 1

| Timing | Key points/content/method | Resources |
|---------|---|--|
| 10 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> • Organise participants into pairs or small groups-the group could be the same as for the previous activity or you could rotate group members. • There are three scenarios to be discussed and answered relating to PPE. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • Identify what equipment and clothing is PPE ie hats to masks. • Identify whose responsibility issuing and maintaining PPE is. • What happens if there is a problem with PPE? • Expand on discussion in Bronze medallion. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> <p>Power Point Slide 15</p> <p>PPE policy</p> |

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| Timing | Key points/content/method | Resources |
|---------|---|--|
| 15 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> • Organise participants into pairs or small groups. • There are four questions to be discussed and answered relating to identification of risks and hazards. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • Identify what equipment and clothing is PPE ie hats to masks. • Identify whose responsibility issuing and maintaining PPE is. • What happens if there is a problem with PPE? • Expand on discussion in Bronze Medallion. • Does documentation need to be completed? If so what would that consist of? | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> |

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| Timing | Key points/content/method | Resources |
|---------|--|---|
| 15 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> • Organise participants into pairs or small groups. • Participants are required to list/flow chart the steps in identifying a hazard and to discuss what documentation would be completed. • It may be useful to provide copies of examples. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • How you go about identifying a hazard? • Who else may be involved? • The importance of identifying hazards. • The role of documentation. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> <p>Power point slide 16 and 17</p> |

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| Timing | Key points/content/method | Resources |
|---------|---|--|
| 15 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> Organise participants into pairs or small groups. There are two questions to be discussed and answered. Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> Refer to style guide manual | <p>Learner manual</p> <p>Power point slide 18</p> <p>Whiteboard</p> |
| 10 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> Organise participants into pairs or small groups. There are four questions to be discussed and answered. Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> The drowning chain. Highlight four points within this model. Draw in real examples where possible or provide them yourself. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> <p>Power point slide 19</p> |

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| Timing | Key points/content/method | Resources |
|---------------|--|------------------|
| 10 mins | <p>Session review</p> <p>Brainstorm</p> <p>Ask participants to identify:</p> <ul style="list-style-type: none">• what was learnt from the session• how they will apply this learning in their role? <p>Introduce next topic: Introduction to communication for effective beach management.</p> | Whiteboard |

Topic 4 — Introduction to communication for effective beach management

Lesson plan — Introduction to communication for effective beach management

The whole session will take approximately one hour and thirty minutes.

Topics covered will help participants to answer the questions:

1. what is my role in conducting briefings and debriefings?
2. how do I communicate with my team and the public?
3. what networks do I need to be an effective in my role?
4. how do I manage the flow of information?

Communication in one form or another is an important aspect of being an effective in your role. Communication plays a vital role in confidently liaising with the public, team members and in forming networks.

| Timing | Key points/content/method | Resources |
|---------------------|---|----------------------|
| INTRODUCTION | | |
| 5 mins | Topic overview <ul style="list-style-type: none">• Explain scope of the session. | Power Point Slide 20 |

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| Timing | Key points/content/method | Resources |
|------------------------|---|---|
| BODY OF SESSION | | |
| 10 mins | <p>Individual Learning Activity</p> <ul style="list-style-type: none"> • Individually participants are to answer five questions. Encourage them to draw on their experiences when answering. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • Process of communication. • Communication is a two way process. • Be culturally sensitive when communicating. • Draw in core interpersonal skills. • How they use communication skills while managing a beach. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> <p>Power Point Slide 21 and 22</p> |

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| Timing | Key points/content/method | Resources |
|---------|---|--|
| 10 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> • Organise participants into pairs or small groups. • There are four questions to be discussed and answered relating to using a public address system. • Brainstorm participants responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. • Brainstorm with participants a protocol they agree on and could use. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> |
| 10 mins | <p>Discussion points</p> <ul style="list-style-type: none"> • The correct use of a public address system- its use for the organisation, not personal messages. • Communication skills required-what to say, what not to say. • Identify a protocol for using the system that all agree on. | |

Lesson Plans – Module 1

| Timing | Key points/content/method | Resources |
|---------|---|--|
| 10 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> • Organise participants into pairs or small groups. • There are three questions to be discussed and answered relating to briefing. Encourage participants to draw on their experience in answering the questions. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • List of reasons for conducting a briefing; pre-duty; emergency situation; change of conditions on beach; critical incident. • Who might be involved in the varying reasons for conducting a briefing. • Knowledge and skills required to plan and conduct a briefing. • Highlight differences in approach. • What documentation needs to be kept. • Expand on discussion in Bronze Medallion. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> <p>Power point slide 23</p> |

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| Timing | Key points/content/method | Resources |
|---------|--|--|
| 15 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> • Organise participants into pairs or small groups. • Participants are required to read and discuss and answer two scenarios. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <p>The responses will draw from a number of areas: communication; briefing and debriefing protocols; risk and responsibility; operating procedures.</p> | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> <p>Power point slide 24</p> |

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| Timing | Key points/content/method | Resources |
|---------|---|--|
| 20 mins | <p>Individual Learning Activity</p> <ul style="list-style-type: none"> • Participants are to individually identify who is in their current network and who else they need to include in their network. • A suggestion would be to brief the drawing part of the activity and then brief the questions from it to break the time up. • They will also identify who they need to build a stronger relationship with in their current network. • Participants feedback responses — discuss and compare results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • What networking is? • Why it is important for the role? • Reasons why networks should be reviewed and renewed. • How to expand the network? • Internal and external networking. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> |
| 10 mins | <p>Session review</p> <p>Brainstorm</p> <p>Ask participants to identify:</p> <ul style="list-style-type: none"> • what was learnt from the session • how they will apply this learning in their role? <p>Introduce next topic: Operating procedures.</p> | <p>Whiteboard</p> |

Topic 5 — Operating procedures

Lesson plan — Operating procedures

The whole session will take approximately one hour and 10 minutes.

Topics covered will help participants to answer the questions:

1. what are the set up, on duty and post duty procedures?
2. how are resources, human and equipment allocated safely?

Having the ability and confidence to follow procedures and to identify the effective use of equipment is an important part of the role. Those resources can be both human and equipment that need to be allocated safely.

| Timing | Key points/content/method | Resources |
|---------------------|---|-------------------------|
| INTRODUCTION | | |
| 5 mins | Topic overview <ul style="list-style-type: none">• Explain scope of the session. | Power Point Slide 27 |

Lesson Plans – Module 1

| Timing | Key points/content/method | Resources |
|------------------------|---|--|
| BODY OF SESSION | | |
| 20 mins | <p>Individual Learning Activity</p> <ul style="list-style-type: none"> • Organise participants into small groups. • The activity asks them to identify how to manage the duty process. There are a series of six questions to be discussed and answered. • Encourage participants' to draw on their own experience. • Allow them the opportunity to discuss issues. • Participants feedback responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <ul style="list-style-type: none"> • What to do before duty; during duty and after duty? • What operating procedures are they following? • Who to refer to when issues arise? • Risks involved in not following procedure. | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> <p>Power Point Slide 28</p> |

Lesson Plans — Module 1

| Timing | Key points/content/method | Resources |
|---------|--|--|
| 20 mins | <p>Group Learning Activity</p> <ul style="list-style-type: none"> • Organise participants into pairs or small groups. • There are five questions to be discussed and answered relating to using allocating resources, both human and equipment. • Encourage participants to draw on their own experience. • Allow them the opportunity to discuss issues. • Brainstorm participants responses — discuss results/ask others to add suggestions if possible/add your own suggestions if necessary. <p>Discussion points</p> <p>Human resources:</p> <ul style="list-style-type: none"> • team members • Duty officer • IRB members • physical/equipment resources • shelter • PPE • flags • rescue equipment • first aid supplies • logs/documents. <p>Highlight:</p> <ul style="list-style-type: none"> • Risk factors • Communication • Responsibility • Surveillance | <p>Learner manual</p> <p>Flipchart paper and marker pens</p> <p>Power point slide 29</p> |

Lesson Plans – Module 1

| Timing | Key points/content/method | Resources |
|---------------|---|--|
| 15 min | Session review Ask participants to complete the Module Self Check Allow the opportunity to address any issues or concerns | Learner manual Power point slide 30 Whiteboard |
| 10 mins | Brainstorm Ask participants to identify: <ul style="list-style-type: none">• what was learnt from the session• how they will apply this learning in their role? Introduce next module | |