

Preserve life. Prevent further injury. Promote recovery.

Lifesaving First Aid Instructor

Course Booklet



LIFESAVING SOCIETY®
The Lifeguarding Experts

First Aid is the immediate and temporary care of illness or injury.



LIFESAVING SOCIETY®

The Lifeguarding Experts

LIFESAVING FIRST AID INSTRUCTOR COURSE BOOKLET

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The Lifesaving Society is Canada's lifeguarding expert. The Society works to prevent drowning and water-related injury through its training programs, Water Smart® public education initiatives, water-incident research, aquatic safety management services, and lifesaving sport.

Annually, well over 700,000 Canadians participate in the Society's swimming, lifesaving, lifeguard, and leadership training programs. The Society sets the standard for aquatic safety in Canada and certifies Canada's National Lifeguards.

The Society is an independent, charitable organization educating Canadian lifesavers since the first Lifesaving Society Bronze Medallion Award was earned in 1896.

The Society represents Canada internationally as an active member of the royal Life Saving Society and the International Life Saving Federation. The Society is the Canadian governing body for lifesaving sport - a sport recognized by the International Olympic Committee and the Commonwealth Games Federation.

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LIFESAVING FIRST AID INSTRUCTOR

COURSE BOOKLET



LIFESAVING SOCIETY®

The Lifeguarding Experts



LIFESAVING SOCIETY®

The Lifeguarding Experts

Canada's lifeguarding experts

– saving lives for over 100 years.

Almost 500 Canadians die every year in water-related incidents. Most of these are preventable and occur in unsupervised settings, which is why more Canadians need the basic swimming and lifesaving skills to save themselves in an aquatic emergency.

The Lifesaving Society has a long and proud history of teaching swimming and lifesaving to Canadians.

We trace our roots to the late 19th century in London, England where we began as The Candidates' Life Saving Society. In 1894, Arthur Lewis Cochrane brought the lifesaving skills he learned in his homeland to Canada. And he passed them along to students at Upper Canada College in Toronto, Ontario. In June 1896, 18 of his students were the first recipients of our distinguished Bronze Medallion award. Under the patronage of King Edward VII in 1904, we became The Royal Life Saving Society.

In the 1950s, we were the first Canadian organization to adopt mouth-to-mouth as the methods of choice over manual methods of artificial respiration. We started our first CPR training program in the 1960s. In the 1980s, we initiated a project to design an economical CPR training manikin (ACTAR 911™), and we launched our Water Smart® drowning prevention campaign.

In the 1990s, the Society introduced innovative new programs including Boat Operator Accredited Training, the Junior Lifeguard Club and the Canadian Swim Patrol Program, and we launched our Aquatic Safety Management Service. We expanded our First Aid training programs and completely revamped the Bronze medal and the National Lifeguard training program to suit the needs of the new century.

In 2001, we defined the Canadian Swim to Survive® Standard and subsequently launched our Swim to Survive program to teach Canadians the minimum essential skills they need to survive an unexpected fall into deep water. Our learn-to-swim program – Swim for Life® – is our latest drowning prevention initiative.

Today, we are known to Canadians simply as the Lifesaving Society, a national volunteer organization and registered charity. And while we've expanded our strengths over the past century to include research and public education, we haven't forgotten the ideals that formed the foundation of our organization.

The Lifesaving Society has always been – and will continue to be – Canada's lifeguarding experts.

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Forward

Welcome to the Aquatic Emergency Care (AEC)/Lifesaving First Aid (LFA) Instructor course. The AEC/LFA Instructor course is the beginning of the certification process to become an AEC Instructor or LFA Instructor. Instructors pursuing this level learn all aspects of teaching and evaluating first aid skills in both aquatic and non-aquatic environments. LFA Instructors become certified to teach the Lifesaving Emergency First Aid, Lifesaving Standard First Aid, Lifesaving CPR, Lifesaving AED and Lifesaving Oxygen Administration programs. AEC Instructors can teach all of the awards taught by LFA Instructors as well as the Aquatic Emergency Care course.

Please be aware that successful completion of this course makes you an active member of the Lifesaving Society and classifies you as a voting member. We encourage you to attend our Annual General Meeting and stay informed by reading the important information and updates that you receive.

The course workbook is designed to be used throughout your Instructor course and as a reference after the course. It provides you with the following information:

- The course sessions outline for your instructor course which includes spaces for you to record the teaching episode topics that you will teach as part of the course
- The evaluation criteria that will be used to evaluate you during the course
- The course curriculum for your instructor course
- Materials that will be used for course activities such as an evaluation worksheet
- Forms that you will need during and after your course

The items you will need to bring to every class include:

- Pens
- Paper
- Lifesaving Canadian First Aid
- Comfortable clothes
- Course materials you received with this course

Lifesaving First Aid Instructor

32-Hour Course Outline

Notes

- 30 Hour plan is for those that do not have an Lifesaving Instructor Pre-requisite
- The duration for these lesson plans are an estimate.
- The total time for this course is 32 hours.
- The additional time may be used for discussions and concerns as they come up, as well as short breaks.

Lesson	Description	Duration	Location
1	Welcome and Introductions	30 minutes	Dry
2	The Lifesaving Society	30 minutes	Dry
3	Program Model Design	25 minutes	Dry
4	Roles and Responsibilities	20 minutes	Dry
5	Safety Rules	20 minutes	Dry
6	Instructing - Key to Success	30 minutes	Dry
7	Communication and Feedback	45 minutes	Dry
8	Routines and Formations	15 minutes	Dry
9	Evaluation	45 minutes	Dry
10	Sequential Learning for Resuscitations	20 minutes	Dry
12	Peer Teaching presentations (5 sessions)	300 minutes each (12 x 25 min / session)	Dry
13	Course Planning	30 minutes	Dry
14	Quality Assurance	30 minutes	Dry
15	What Now?	15 minutes	Dry
16	Final Course Evaluation	60 minutes	Dry

Lifesaving First Aid Instructor

16-Hour Course Outline

Notes

- 16 Hour plan is for those that do hold a Lifesaving Instructor Award
- The duration for these lesson plans are an estimate.
- The total time for this course is 16 hours.
- The additional time may be used for discussions and concerns as they come up, as well as short breaks.

Lesson	Description	Duration	Location
1	Welcome and Introductions	30 minutes	Dry
2	The Lifesaving Society	30 minutes	Dry
3	Program Model Design	25 minutes	Dry
4	Roles and Responsibilities	20 minutes	Dry
6	Instructing - Key to Success	30 minutes	Dry
7	Communication and Feedback	45 minutes	Dry
9	Evaluation	45 minutes	Dry
10	Sequential Learning for Resuscitations	20 minutes	Dry
11	Situations	45 minutes	Wet
12	Peer Teaching presentations (4 sessions)	180 minutes each (12 x 15 min / session)	Dry/Wet
13	Course Planning	30 minutes	Dry
14	Quality Assurance	30 minutes	Dry
15	What Now?	15 minutes	Dry
16	Final Course Evaluation	60 minutes	Dry

Welcome and Introductions

Orientation to Course

Outcome Understand and accept the evaluation criteria and course outline of the Instructor course.
Understand the materials required for the Instructor course.

Facilitating their peers through:

- 1) An ice breaker that would be appropriate for first aid candidates;
- 2) Orientation to building: Ensure that participants know the location of washrooms, eating area, smoking areas/restrictions, telephone, cell phones to be turned off or on vibrate (just because it rings, you do not have to answer it) etc.
- 3) Materials - Guided exploration of material and what they are used for/ what information they contain.

Course Booklet contains the information required before, during and after the course.

Lesson Plan Booklet includes the long term lesson plans for different courses.

Policy and Procedures includes administrative information required to promote and deliver Lifesaving Society programs.

Award Guide provides the evaluation criteria for all of the levels. The learning activities section at the back includes ideas for fun activities that can be used to enhance support candidate learning.

Following four statements:

I am most excited about...

I am most anxious about...

I expect from my trainer...

I expect from my co-instructors and I...

Welcome and Introductions

Course Curriculum

Welcome and Introduction

- Understand and accept the evaluation criteria and course outline of the AEC/LFA Instructor Course
- Understand the materials required for the AEC/LFA Instructor course

The Lifesaving Society

- Identify aims, history, mission and activities of the Lifesaving Society
- Use the Lifesaving Society literature to locate relevant information about the Lifesaving Society and its activities and programs

Program Model Design

- Understand the Lifesaving Society Leadership Philosophy and Program Model Design

Roles and Responsibilities

- Understand the roles and responsibilities of AEC/LFA Instructors
- Know key documents including the Right to Privacy Form and Code of Conduct for Leadership Volunteers

Evaluation

- Know how to use the Award Guide in evaluating candidates
- Describe and apply evaluation standards with reference to Award Guides
- Develop evaluation skills through practice

Resuscitation

- Use the Lifesaving Society literature to locate the necessary technical, planning, teaching and evaluating information
- Demonstrate teaching skills and strategies

Course Planning

- Understand the importance and principles of course and lesson planning
- Apply the principles of planning and use the Lifesaving Society reference material
- Understand how to plan and conduct a Lifesaving Society examination.

Welcome and Introductions

Course Curriculum

Peer Teaching Presentations

- Use the Lifesaving Society literature to locate the necessary technical, planning, teaching and evaluating information
- Demonstrate teaching skills and strategies

Quality Assurance

- Understand the use and function of test sheets and other administrative procedures
- Understand Branch program policy and procedures

What Now?

- Understand recertification process
- Understand possible opportunities for further training or education

Final Course Evaluation

- Understand whether you have successfully completed the AEC/LFA Instructor course

Welcome and Introductions

Evaluation Criteria

Teaching

- Demonstrates knowledge of appropriate resources
- Uses the appropriate and effective activities from the resources during teaching sessions

Communication

- Provides learners with clear and effective directions for activities during teaching sessions

Class Management

- Applies the "Safety Rules" at all times during teaching sessions
- Demonstrates the use of appropriate formations and routines during teaching sessions

Planning

- Able to locate information and resource material in manual(s)
- Demonstrates effective use of teaching activities to teach assigned Lifesaving program curriculum items

Evaluation

- Provides learners with specific and effective feedback about their performance
- Uses self reflection and provides constructive peer feedback during perception checks, debriefing and evaluation opportunities

Lifesaving Society

- Awareness and understanding of role and responsibility as a Lifesaving Society Instructor - code of conduct, administration
- Appropriate behaviours demonstrated during course - punctual, interactive, respectful
- Prepared for all course assignments and activities - complete, participation, and discussions

The Lifesaving Society

Outcome Identify aims, history, mission and activities of the Lifesaving Society.

- 1) What do you know about Drowning in Canada?

- 2) What do you know about the history of the Lifesaving Society?

- 3) What courses, programs and services does the Lifesaving Society offer?

- 4) What do you know about the aims and mission of the Lifesaving Society?

- 5) What types of volunteer opportunities are there within the Society?

- 6) What programs can you teach once you complete this course?

Roles and Responsibilities

- Outcome Understand the roles and responsibilities of the Instructor, facilities, affiliates, and the Lifesaving Society.
Know key documents including Right to Privacy Form and Code of Conduct for Leadership Volunteers.
- Put participants in six groups and brainstorm the key roles and responsibilities of each. Review the answers with the group as a whole. Discussion as a group should include the following.
- 1) Instructors to candidates
 - 2) Candidates to the Instructor
 - 3) Instructors to affiliates/facilities
 - 4) Affiliates/Facilities to the Instructor
 - 5) Instructors to the Lifesaving Society
 - 6) Lifesaving Society to the Instructor

Safety Rules

Safety

The instructor is responsible for the safety of the candidates in their class. It is important that the instructor create a learning environment that minimizes risk to the learners. During lesson planning, safety-conscious instructors ask themselves if a specific drill, game or progression will enhance learning, and if it is safe. The instructor must consider a variety of factors to determine if an activity is safe:

The area required for the activity.

- Is there adequate space for each candidate?
- Is there a buffer area between candidates and other classes?
- Are there any hazards (eg. , equipment, etc.)?

The ability of the candidates.

- Do the candidates have the appropriate lead-up skills?
- Do the candidates understand the activity to be performed?
- Is the activity appropriate for the physical ability of the candidates?

The ability of the individual learner.

- Is the activity flexible to accommodate differences in levels of experience and skill?
- Does the activity allow observation of each person at all times?

Emergency Procedures

Emergency procedures are a series of actions as required by facility staff in the event of an situation. Emergency procedures are facility specific; every facility has emergency procedures describing how different emergency situations are to be handled. Common emergency procedures include power outages, first aid situations, and mechanical problems. In-services and training sessions given by your employer will help provide more specifics on the facility's emergency procedures. It is imperative that you are familiar with these procedures to ensure that you know what immediate steps to take in the event of an emergency.

Instructing Keys to Success

A successful instructor is an instructor who understands the needs of the learner and can create a learning environment that helps the learner meet their needs. The instructor must have an understanding of the factors that affect learning, teaching methods, strategies for managing the group, time management, safety management, and the planning required to accomplish all of this.

Factors Affecting Learning

No two people learn the same thing in exactly the same way. Many things influence the way we learn, and why we learn differently. Five important factors which affect learning are:

- Age
- Practice
- Readiness to Learn
- Learning Rates
- Disabilities

Age

Although learners are individuals, and should be treated as such, people of a similar age often have traits and goals that are common. An understanding of age characteristics can help instructors design appropriate learning situations for each learner.

Children Under 8

- Crave activity - lessons should be action-packed.
- Have short attention spans - activities need to be changed frequently.
- Want to have fun - activities should be enjoyable.
- Enjoy games - non-competitive games should be included in lessons.
- May have little endurance - activities to increase but not overtax endurance should be included.

Ages 8 - 12

- Crave activity - lessons should be action packed.
- Are developing longer attention spans and greater understanding.
- Activities can be longer and more complex.
- Want to have fun - activities should be enjoyable.
- Enjoy games - competitive games can be introduced, but remember to switch team members to ensure everyone wins at some point.

Adolescents

- Want peer approval - include activities which allow learners to work together and to develop solutions together.
- May be self-conscious - care should be taken in the choice of demonstrators. Positive feedback should precede corrections.
- Enjoy responsibility - discovery teaching techniques can be used to allow the learner greater responsibility over what and how he learns.

Lesson 6

- May challenge authority - explain the reasoning behind the skill or item being taught. Encourage new solutions to the problems to how to perform a skill.
- Have good coordination - activities to perfect skills and techniques should be included.

Adults

- Are highly motivated - concentrate on reducing anxieties adults may feel about joining a class or trying a skill rather than thinking of ways to increase their motivation.
- Are independent learners - assign individual or group tasks and provide feedback.
- Have good attention spans - assign longer tasks meaningful to the individual's progress.
- Like to set their own pace - involve adults in decisions about practice time.
- Differ in physical abilities - accommodate the needs and abilities of the individual.

Learning Rates

We all learn at our own rate. Recognition of this fact is crucial in helping the learner. Each individual assimilates information according to their abilities and past experience. The instructor who always gears the lesson at the middle student may bore the fast learners and over-challenge the slow learners.

The instructor may accommodate different learning rates by:

- carefully planning the course;
- carefully planning each lesson;
- putting learners of similar age, training and ability in the same classes;
- being alert to signs that the information is not being understood, and then reteaching the information or trying another method to teach the information; and
- providing choices or alternatives for tasks which allow individuals to progress at their own rates.

Readiness to Learn

In order to learn, we must want to learn. It has been said that motivation stems from our perception of the value of the learning and our expectation of success. The instructor can arouse motivation through effective teaching.

Value

Fortunately, the value of learning lifesaving skills is very high. A sincere and honest approach to training will help emphasize the high value of the skills the learner is acquiring. First Aid skills can provide self-rescue skills, personal challenge, and the ability to enjoy various activities with friends and family. The words of our motto - "Whomsoever you see in distress, recognize in him a fellow man" - effectively summarizes the importance of lifesaving training. Lifesaving Instructors teach more than just rescue skills. They instill personal responsibility, decision making and individual courage in the character of every candidate.

Success

Making mistakes is an essential part of learning. Where errors are not permitted, there is likely to be little learning. Instructors must strive to create a learning atmosphere that is free from threat,

Lesson 6

giving learners the freedom to “fail” without penalty. Design learning activities and tasks so that success is a built-in factor. Success can be built-in with:

- careful planning.
- logical progressions.
- realistic goals.
- manageable “chunks” of information.
- alertness to the learner’s difficulties and potential.

Practice Without the opportunity to practice the new skill, there is little chance of the individual learning it. How this practice is performed is very important. Practice must be:

- realistic.
- a replica (as much as possible) of the skill to be learned.
- developmental, that is, leading toward mastery of the whole skill.

An effective instructor designs the lesson so that it is well-paced and provides variety. For example, learners may find skills that require mental concentration difficult to master if they are overly-stimulated from a previous skill. To prevent this situation, the instructor may plan to present the skill first, and practice session second.

Practice Time To achieve a reasonable level of performance in any physical skill, the learner must engage in repetition. To improve skill performance. instructors must provide for maximum activity for each learner in each class. Instructors must ask: “How can I organize the class for maximum participation (repetition and practice) and maximum feedback?”

Here are 4 ways to accomplish this goal:

- plan.
- keep instructions short and precise.
- give the individual time to practice at each stage of learning.
- provide time for group practice and general correction.

Persons with Disabilities

People have varying levels of ability. The successful instructor can respond to meet the needs of individuals with different abilities. There are different types of individuals with special needs:

Learning The individual may have difficulty learning or responding in a specific way (eg. through print or orally). The instructor may find it necessary to apply alternate methods of teaching and evaluation compatible with the learning disability.

Mental These individuals may not assimilate information well or at all. These learners may also have corresponding difficulties with physical coordination and performance of skills. The instructor must be patient and determine how the individual learns best. Instruction should be modified to suit each individual.

Lesson 6

Physical	The physical disabilities of learners may vary in degree and type. Disabilities may be caused by injuries, cerebral palsy, muscular dystrophy, arthritis, blindness, cystic fibrosis, etc. Since these disabilities all affect physical performance, the instructor will find it necessary to adapt the performance of the skill to suit each individual.
Independence	Discuss ways in which you can help the individual help themselves to maximize independence in both learning and socializing.
Special Attention	Take time to understand the individual. Try alternate methods of teaching skills. Be sure to provide lots of positive feedback and encourage the learners to give you feedback too.
Aids/Adaptations	Wheelchairs, canes, and other such aids may be necessary for individuals to function. Be supportive and helpful where necessary. Adapt the circumstance/situation/environment to provide ease of movement for the candidate and to develop his confidence. It may necessary to use flotation aids to help an individual learn a skill.
Integration	Individuals with disabilities, like everybody else, need to associate with other people. Include learners with disabilities as part of the group in all activities. Do not separate them. Encourage group interaction and socialization among participants.

Teaching Strategies

Teaching strategies fall into two groups: direct approach and discovery approach. Each approach has advantages and limitations that the instructor must consider when selecting a teaching strategy.

Direct approach

The instructor:

- Applies the 3Ds – Demonstrate, Discuss, Do.
- Presents a short demonstration and discussion of the skill or item to be learned.
- Has the candidates practice the skill together in a specific formation.

Direct teaching assumes that candidates:

- Will learn more or less at the same rate.
- Will learn in the same way.
- Are equally motivated.

Advantages:

- The instructor can control use of time and space.
- The instructor can cover large amounts of material within a limited time.
- Large numbers of learners are easier to handle.

Limitations:

- The approach may be geared to the average learner, and may therefore be inappropriate to those above and below the average.
- The approach does not take into account that there may be many other ways of meeting the criteria.
- Learning acquired this way is easily forgotten if not comprehended.

Lesson 6

Discovery approach

The instructor:

- Presents the objective to be met or the problem to be solved.
- Allows the candidates sufficient time to devise solutions.
- May further refine the limitations or description of the problem.
- Allows the candidates time to try out their solutions.
- Has the candidates present their solutions, and then evaluates them.

The discovery approach assumes that:

- Learners are equally motivated to accomplish the task.
- The task is sufficiently difficult to challenge the faster learner but not so difficult to discourage others.
- The task is specific and meaningful and justifies greater amounts of time than would be spent if the instructor chose the direct approach - the 3 Ds.

Advantages:

- Learners participate by applying their knowledge.
- Many solutions are possible, offering a greater possibility of achievement or success.
- Learners discover solutions at their own rates.
- Individual learning and decision-making is encouraged.
- Learners are motivated by a task that is meaningful and realistic.
- The instructor acts as a resource and/or guide.
- Learners experience a sense of accomplishment and/or challenge.
- Learners tend to retain longer that which they discover themselves.

Limitations:

- More time is needed.
- Time must be allotted to review the task results with the group.
- The instructor may have difficulty watching everyone at once.
- Learners will be confused or frustrated if the task is unclear or unmanageable.

Communication and Feedback

Visual Presentations

The way an instructor presents information is important to the success of a candidate. Here are some key points that presenters need to remember when giving a visual presentation for any group.

- Black and blue are the best colours for main points because they show up very well. Red is a good colour for highlighting points. Green is a poor colour choice since people who are colour-blind may have difficulties in distinguishing green from black or blue.
- The writing to viewing distance ratio is 1 inch : 5 feet. If the furthest person is 20 feet away from the presentation, the writing should be 4 inches tall.
- When using flipchart paper, lightly write the answers in pencil on the paper to keep your answers close at hand. When you are prepared to reveal the answers, simply write over top with a marker.
- When using a whiteboard, ensure that you are using a dry-erase marker and that you erase the marks off the board as soon as possible to prevent staining. A piece of masking tape down the side of the board can hold your notes in a convenient place.
- When using transparencies, be sure to know how to open the machine to change the bulb if necessary. Also, make sure the focus is clear at the back of the room.
- Spelling must be correct in order for people to focus on the message.

Feedback

Feedback serves three important functions in learning:

- It enables the instructor to guide improvement in performance.
- It helps the learner measure this improvement
- It helps sustain interest in the task.

Feedback to the learners should be given regularly, and should provide specific comments dealing with changeable behaviors. While it is not necessary to give every learner individual feedback every time they attempt a skill, it is important to ensure that all learners in your class know if they are performing the skill correctly and what they can do to improve.

To provide effective feedback, the instructor must:

- Recognize when a learner needs feedback. Do not immediately give corrective feedback after the first attempt at a new skill or drill. Allow the candidate 4 or 5 attempts to try to solve the problem. Then give feedback to help him if he needs more help to figure it out. As soon as he gets it right, tell him.
- Concentrate on what is right, not just what is wrong. Learners need to know what they are doing correctly. Otherwise, they may change their performance for the worse
- Be specific, concrete and positive. Feedback given to learners should be as specific as possible with a positive and constructive comment given. Telling a learner who just completed a rescue that his rescue was "pretty good", is not as useful as telling him that "you checked for hazards and called for help. I want you to perform reverse and ready in order to maintain your personal safety". Learners will perform better when

Lesson 7

they know what is expected of them. Be careful to use neutral statements. Value statements project a positive or negative value or feeling about performance. Corrective statements identify the error and suggest how to correct it. Gesture and intonation can readily change neutral or corrective statements into value statements.

- Deal only with behaviours that are changeable. There are some things we cannot change, such as body type. However, feedback may help the individual compensate for these things.
- Provide manageable “chunks” of feedback. If the learner is overwhelmed with information, he may be unable to translate any of it into action. A short, specific correction, incorporating a feel or image cue (eg. swim skinny) is more helpful than a long and complex explanation. Concentrate on one aspect at a time.
- Relate feedback to the whole skill. It is important that corrective feedback be related to the whole skill even though a correction is for only a part. For example: you may relate how correcting a pull may affect the feel of the entire stroke.

Basic Conflict Resolution

There may be times when conflict may result from the instructor’s evaluation of a skill item. When such an occurrence happens, it is vital that the conflict be dealt with in a professional and discrete manner. These strategies are useful when dealing with a learner, learner’s parent or another instructor who does not agree with your evaluation.

1. Always ensure the safety of your candidates. If the candidates are spread out, stay where you can see them but out of earshot of any other candidates or get another instructor to watch them.
2. Maintain an open body position while engaged in the conversation: arms loose by your side, facing the other person, maintaining eye contact, and keep a reasonable distance apart.
3. Give each party involved an opportunity to present their side of the story without interruption. If you are dealing with a parent or candidate let them go first.
4. Reread the appropriate part of the Lifesaving Society Award Guide evaluation criteria (eg. Purpose, Must Sees, Minimum Performance Requirements) that you feel the candidate is missing or has completed successfully. Explain why you feel this way, the behavior or actions that merit the evaluation.
5. After each person has spoken, check for agreement. If no agreement can be reached try steps 3 and 4 again.
6. If no agreement can be reached, you can bring in another instructor, have the candidate perform the skill again and check your observations, or invite your supervisor to help resolve the conflict.

Note: Documentation during an evaluation session will help to resolve these conflicts by giving specific examples of how the candidate did or did not perform a skill to the standard.

Spelling must be correct on all your handouts and charts.

Many people focus on your little mistakes instead of your message.

Routines and Formations

Routines and formations are important systems for managing your candidates, organizing activities, keeping the class learning, and safety. Routines provide the candidate with clear expectations and consistency within the lesson. The candidate knows where he needs to be for each activity and how he is expected to organize themselves within the group. This reduces the amount of time the instructor must spend providing instructions about organizing the activity or acting as a traffic cop.

The following is a set of routines you should use in your class.

- **Meeting Place:** This place may be set by the facility or be decided by you and passed on to your candidates on the first day. Each class the candidates should meet in the same spot.
- **Head Count and Attendance:** Instructors need to track the number of candidates in the class at the start and continue regular head counts throughout the lesson. Attendance can be done at the beginning of the first lesson in a lesson set and used to learn the candidates' names. After the first lesson, do not waste time at the beginning of the lesson with attendance. Record the attendance during a practice activity and after the late arrivals join the lesson. Make a point of using a candidate's name at least 3 - 5 times during the first lesson to lock it in your long-term memory.
- **Evaluation:** Inform the candidates what is expected of them, how the skill is to be performed, and how you will be able to tell whether or not they performed the skill correctly. Evaluation criteria for a skill can be found in the corresponding Award Guide.
- **Formations:** Use the same formations each time when practicing skills. Your candidates learn very quickly how they should arrange themselves as a group for each activity. Formations should be designed to maximize the number of candidates who can safely practice a skill at the same time. Keeping the same direction and space for practicing skills will minimize activity set up time and maximize practice time. Distance depends on space available and skill being performed. The choice of formation should also consider the needs of the learners and instructors to see and hear each other for the purposes of providing directions, evaluation and safety supervision. Fig. 1(a) to Fig. 1(g) illustrate some sample formations and their uses.

Fig. 1 There are a variety of **formations** that may be used to serve many purposes. You may choose to design your own formations to suit the needs of your class.

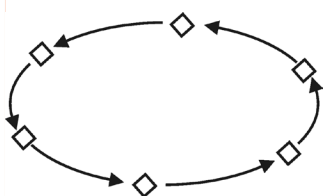


Fig. 1(a) **Circle or Loop.** Possible use include stations.

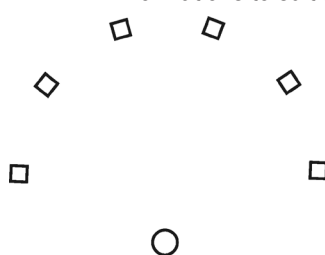


Fig. 1(c) **Semicircle.** Possible uses include land demonstrations, discussion, explanations, and giving instructions.

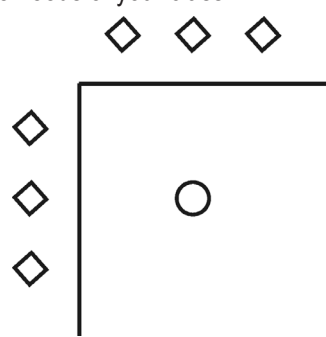


Fig. 1(b) **Table.** Possible uses include demonstrations.

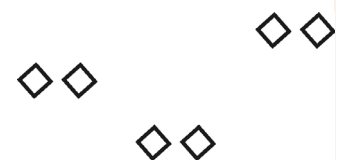


Fig. 1(d) **Partners.** Possible uses include rescues and defense methods and releases. Partners can also provide feedback to each other on a variety of other skills.

Evaluation

Evaluation is the instructor's tool for measuring a candidate's performance and is intended to provide feedback to the learner.

Evaluation of candidates serves as a measurement of the candidate's progress or learning within the specific swimming or lifesaving award. The evaluation should determine if the candidate has the judgment, knowledge, and skill to perform activities appropriate to the award level. It is also intended to provide the candidate with feedback about his performance and how to further develop his skills.

Evaluation Criteria

When evaluating, the instructor must consider four sets of criteria for each award item: Item Description, Purpose Statements, Must Sees, and Notes. The evaluation criteria is found in the corresponding program family Award Guide.

1. **Item Description:** The Item Description describes the skill, knowledge and/or activity to be evaluated. It may also include conditions of performance or behaviour that must be followed by the candidate or instructor.
2. **Purpose Statements:** These statements define the purpose of each skill item. Purpose statements define what the item achieves when performed successfully. If the candidates perform with the necessary judgment, knowledge, and skill to achieve the purpose, then they are performing at or above the required standard.
3. **Must Sees:** The Must Sees are characteristics of the performance which will achieve the purpose of the item. These characteristics do not describe the skills and performances. In many cases a variety of techniques or methods will be effective.
4. **Notes:** The Notes section provides suggestions, explanations or limitations for the instructor.

The Result – Pass or Fail

After considering all of the criteria, the instructor must make a decision and inform the candidate. How did his performance measure up against the standard? The result for each skill item can be described as a Pass or Fail. The following definitions are intended to guide instructors in describing if the standard for the skill item was achieved.

Pass: The purpose is accomplished and all relevant Must Sees have been performed successfully.

Fail: The purpose has not been accomplished and one or more relevant Must Sees was not performed successfully. A Fail on one or more award items will result in a Fail for the award.

Note: A Must See may not be relevant to a particular situation; therefore, the instructor cannot realistically expect that it will be performed. For example, a rescue situation may be designed where an aid is not available; thus the instructor cannot apply the Must See for "appropriate choice and use of aid".

Inclusion

Lifesaving Society Programs can readily accommodate the needs of most persons with disabilities. The four sets of evaluation criteria provide a great deal of latitude for an instructor to help a person with a disability adapt or modify a skill so that he can successfully achieve the skill item.

Lesson 9

For example, when developing the CPR skills of a candidate, the instructor's goal is to help the candidate develop the skills which are efficient for their ability. This includes helping the candidate adapt to any limitations caused by a physical disability. If the adapted skill can achieve the purpose, the candidate should Pass the item.

Another example is the evaluation of a rescue. While the rescuer must be able to communicate effectively, there is not any requirement for the communication to be verbal. A person who is deaf may be taught strategies that allowed him to successfully accomplish the communication requirements of the award items.

The Lifesaving Society encourages instructors to view physical disabilities as challenges with solutions, not as barriers to participation or success. Input from all involved including parents, candidates, other instructors, and programmers can act as a support system for instructors helping a candidate with a disability. We also need to recognize that even if a solution cannot be found, there are positive values for candidates in participation and accepting the personal challenge.

Teaching Priorities

As the instructor, the priority is to teach all candidates in the program to achieve the minimum standard in all activities in the program. Once the minimum standard has been achieved, the instructor can help the candidates improve to become more efficient and exceed the minimum standard. If a few candidates participating in a group activity are at or above the minimum standard, they can be given feedback to challenge themselves, but the priority should continue to be teaching all candidates in the group to achieve the minimum standard.

Candidates may also be affected by their readiness to learn. This can be changed if the instructor breaks the candidate's trust in any way. It is, therefore, important that the instructor strives to make the skills as comfortable as possible for the candidate to learn by doing such things as asking if the candidate feels ready, not pushing too hard when he is not, and not forcing a candidate to attempt a skill he is not ready for. See Instructor Notes (page 6) for more information.

Evaluation Approaches

There are three types of evaluation approaches that can be used in a course. Whatever evaluation approach you are using, the candidates must know how and when they are being evaluated.

Continuous Evaluation:

- This type of evaluation can be used with all Lifesaving Society courses.
- Evaluation is performed each class or session with candidates completing the level when they meet the requirements of the level.
- This type of evaluation means the instructor must keep continual records of all of the candidates' achievements.

Exam:

- This type of evaluation requires the candidates be at their best the day of the exam. If a candidate does not feel well the day of the exam, he may not be able to perform well for the instructor and fail the exam even if he has previously performed the skills well.
- Final evaluation is performed only once, on the day of the exam.

Lesson 9

Combination:

- This type of evaluation uses both of the previous approaches. While skill items are being continuously evaluated, some evaluated items may be evaluated on the exam day.
- This allows candidates a little more room for exam anxiety than an exam day alone.
- An instructor may use this approach, bringing in a second instructor on the day of the exam. This can be useful in cases where the instructor feels he may be biased for or against candidates and wants another opinion.

Teaching with Evaluation

As part of the evaluation process, the instructor should provide feedback to the candidate. The feedback generally takes two forms: acknowledgement of successful completion of the skill or as a teaching comment designed to bring the candidate's performance up to the required performance standard. Improving a candidate's performance during the evaluation process through additional teaching is useful and quite common. If the candidate can successfully apply the feedback and demonstrate the skill correctly, he will pass the award item.

Recertification Exams

If a candidate wishes to keep his award current, he must attend a recertification exam. The exam is designed to test the candidate's knowledge and should encompass all skill items. The purpose of the recertification exam is to re-examine the necessary skills for the certification.

Evaluation

Evaluation Worksheet Answer Key

Item	Candidate Performance Description	Result / Rationale
7a One Rescuer CPR	Does 29 instead of 30 compressions.	
8d Obstructed Airway	Forgets to do a visual check the first time but does it every other time.	
8d Obstructed Airway	Candidate is shaky and hesitant as she does the skills, but does it correctly.	
8d Obstructed Airway	Rescuer uses abdominal thrusts rather than chest compressions on an unconscious victim.	
8d Obstructed Airway	Does not reposition the head after an unsuccessful attempt to ventilate.	
7a One Rescuer CPR	Candidate rolls victim away from himself when victim vomits.	
10b Heart Attack or Angina	Victim has no previous history and candidate can't tell if it's angina or a heart attack but provides correct treatment.	
10d Bleeding	Candidate does not use gloves.	
13 Facial Injury	Bandages only the injured eye.	
14 Care of Unconscious Victim	Candidate does not communicate at all with unconscious victim.	
14 Care of Unconscious Victim	Candidate doesn't look for reasons for unconsciousness.	
16 Secondary Assessment	When assessing vitals, candidate checks for signs of circulation but does not check for a pulse.	
16 Secondary Assessment	During head to toe assessment, candidate doesn't verbalize.	
20 Bone or Joint Injury	Assesses for circulation and sensation above injury but not below.	
20 Bone or Joint Injury	Candidate doesn't recognize signs and symptoms of pelvic injury but keeps victim immobilized.	
18 Suspected Head Injury	Does not assess for spinal injury on conscious victim complaining of head pain after falling off a bike.	
26 Aquatic Spinal Injury Management	Straps victim's head to spine board first, then straps on chest strap.	

Peer Teaching Presentations

Outcome Use the Lifesaving Society literature to locate the necessary technical, planning, teaching and evaluating information.

The Process Each instructor candidate will have to do Peer Teaching Presentations during Course. The instructor candidates will present a 10 - 25 minute portion of a lesson for their assigned topic to the class. Candidates are required to follow their Lesson Plans and use their Candidate Manuals during the delivery of their Peer Teaching Presentations.

Instructor candidates will follow these steps when doing their Peer Teaching Presentations:

Step 1: Sign up for a skill. Record your choices below.

Step 2: Find the Skill signed up for in the Lifesaving First Aid Lesson Plans and Award Guide.

Step 3: Deliver 10 - 25 minutes of the lesson plan.

Lesson Plan	Session	Lesson Plan	Session	Lesson Plan	Session
1	Welcome and Introductions	8d	Obstructed Airway: Unconscious	17	Suspected Spinal Injury
2	The Lifesaving Society	9	Management of Bystanders	18	Suspected Head Injury
3	Principles of First Aid	10a	Circulatory Emergencies: Shock	19	Environmental Emergencies
4a	Scene Assessment	10b	Circulatory Emergencies: Heart attack, Angina	20	Bone or Joint Injuries
4b	Primary Assessment	10c	Circulatory Emergencies: Stroke, and TIA	21	Abdominal or Chest Injury
5	Self Protection	10d	Bleeding	22	Seizure
6	AED Knowledge	11	Respiratory Emergencies	23	Diabetes
7a/b	One rescuer CPR & AED: Adult / Child	12	Burns	24	Poisoning
7c	One rescuer CPR & AED: Infant	13	Facial Injury	25	Critical Incident stress
7d	Two Rescuer CPR & AED	14	Care of Unconscious Victim	29	First Aid in the Workplace
8a/b	Obstructed Airway: Conscious Adult / Child	15	Medical/Legal Aspects of First Aid	35	What Now
8c	Obstructed Airway: Conscious Infant	16	Secondary Assessment	36	Final Course Evaluations



LIFESAVING SOCIETY
SOCIÉTÉ DE SAUVETAGE

Lifesaving First Aid (with AED) Soins d'urgence (avec DEA)

- Aquatic Emergency Care / Soins d'urgence aquatique Original Recertification/Requalification
 Lifesaving Standard First Aid / Premiers Soins Original Recertification/Requalification
 Lifesaving Emergency First Aid / Premiers Secours Original Recertification/Requalification

Side 2: Please print each candidate's name and contact information legibly.
Verso: Veuillez inscrire en lettres moulées le nom et les coordonnées de chaque candidat.

ILCOR and OH&S 2010 Changes Included, All Candidates Receive AED with these Awards

YY MM DD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Result / Résultat
	Date of Birth - Date de naissance																														
	First Aid Principles - Principes de soins																														
	Assessment - Évaluation des lieux																														
	AED Knowledge - Connaissance du DEA																														
	Single Rescuer CPR - RCR à un secouriste																														
	Two Rescuer CPR - RCR à deux secouristes																														
	Obstructed Airways - Voies respiratoires obstruées																														
	Bystander Man/ Self Protection - Gestion des passants / auto-protection																														
	Respiratory Emergencies - Urgences respiratoires																														
	Circulatory Emergencies - Urgences du système circulatoire																														
	Burns - Brûlures																														
	Facial Injury - Blessure au visage																														
	Unconscious Victim - Victime inconsciente																														
	Medical / Legal Aspect of First Aid - Médicale / juridique Aspect de secourisme																														
	Critical Incident Stress Management or Peer Support - Gestion du stress à la suite d'un incident critique et de soutien par les pairs																														
	First Aid in the Workplace - Secourisme en milieu de travail																														
	Spinal Injury - Blessure à la colonne vertébrale																														
	Head Injury - Blessure à la tête																														
	Environmental Emergencies - Urgences liées à l'environnement																														
	Bone/Joint Injury - Blessure aux os/articulations																														
	Abdominal/Chest Injury - Blessure à l'abdomen/poitrine																														
	Seizure, Diabetes - Convulsions, diabète																														
	Poisoning - Intoxication																														
	Aquatic Spinal Injury - Gestion des blessures à la colonne vertébrale en milieu aquatique																														
	Shallow Water Rescue - Sauvetage en eau peu profonde																														
	Pressure Related Injury - Blessure due à la pression																														
	Lifesaving Emergency First Aid / Premiers Secours																														
	Lifesaving Standard First Aid / Premiers Soins																														
	Aquatic Emergency Care / Soins d'urgence aquatique																														

Check box if there are more candidates on the reverse side of this page. / Cochez cette case s'il y a d'autres noms de candidats au verso de cette feuille.
 Satisfactory Performance / Performance satisfaisante
 Fail / Échec
 Total Pass for Exam / Total des réussites:
 Total Fail for Exam / Total échec:

Instructor information/Informations sur le moniteur		Exam information/Informations sur l'examen	
Instructor's name/Nom du moniteur	ID# / # d'identification	l'examen:	
E-mail/Courriel	()	Y/A	M/M D/J
Téléphone	Signature	()	
Payment information/Informations sur les frais		Awards information/Information sur le certificat	
<input type="checkbox"/> Exam fees attached/ Frais d'examen inclus <input type="checkbox"/> Exam fees not attached/ Frais d'examen non inclus		<input type="checkbox"/> Awards issued by affiliate/Certificats émis <input type="checkbox"/> Awards not issued/Certificats non émis	
Send invoice or receipt to/Facturer à ()		Examiner information/Information sur l'examineur	
Affiliation	Téléphone	Examiner's name/Nom de l'examineur ID#/# d'identification	
Address/Adresse		E-mail/Courriel ()	
City/Ville	Province	Postal code/Code postal	Signature

Return completed test sheet to the Lifesaving Society Branch Office promptly after the exam. Retain one copy for your records. Do not send cash by mail.
Veuillez retourner le formulaire dûment rempli au bureau local de la Société de sauvetage dès la fin du cours. Conservez-en une copie pour vos dossiers. Prière de ne pas envoyer d'argent comptant par la poste.

First Aid Instructor Test

Revised November 2011

Instructions

Write your name on the Answer Sheet.

For each question, choose a single response. The choice you make should correspond to the best way of answering the question, even if in certain cases there are partially correct choices.

For each question, mark your answer on the Answer Sheet. Select only one answer per question.

To obtain the pass mark of 70%, you must score 16 correct responses of the 22.

Do not write on the question paper.

You may consult reference materials.

This test should take 45 minutes to one hour to complete.

When you have finished, give the completed Answer Sheet to your Instructor Trainer.

First Aid Instructor Test

Revised November 2011

1. What is the Lifesaving Society Mission Statement?
 - a. To prevent drowning and water-related incidents for all Canadians by providing lifesaving, lifeguarding and leadership education and public education
 - b. Preserve life, Prevent further injury, Promote recovery
 - c. Whoemsoever you see in distress, recognize in him a fellow man.
 - d. All of the above
2. Factors affecting learning include:
 - a. Age & Learning Rates
 - b. Readiness to Learn
 - c. Disabilities
 - d. All of the above
3. One characteristic of an adult learner is;
 - a. Are independent learners
 - b. Has a good attention span
 - c. May challenge authority
 - d. both a and b
4. What are the "3 Ps" of First Aid?
 - a. Preserve, prevent, and promote
 - b. Produce, pronounce and prepare
 - c. Principle, prevent and preserve
 - d. Popular, principle and promote
5. Principles of the direct method of instruction include:
 - a. Demonstrate
 - b. Discuss
 - c. Do
 - d. All of the above
6. How often should you review your long term lesson plan?
 - a. When revisions come out
 - b. During a course, after each lesson
 - c. Once a year
 - d. At the completion of each course
7. Providing constructive feedback involves:
 - a. Being specific, concrete and positive
 - b. Detailed explanations
 - c. Concentrating only on what is wrong
 - d. Waiting until the last class
8. Who is responsible for completing all of the information on a test sheet?
 - a. The candidate
 - b. The Instructor/Examiner
 - c. The facility manager
 - d. No one is, as long as most of it is filled in
9. To whom are all Instructor/Examiners accountable for the effective and correct delivery of Lifesaving Society programs?
 - a. The Candidates
 - b. The Lifesaving Society
 - c. Their boss
 - d. All of the above
10. Who should have a copy of a completed test sheet?
 - a. The Affiliate hosting the program
 - b. The Lifesaving Society
 - c. The Instructor/Examiner
 - d. a and b

First Aid Instructor Test

Revised November 2011

Q. 11-18

11. When evaluating whether a candidate passes or fails an item you use:
 - a. The Must Sees only
 - b. The Must Sees and Purpose statement
 - c. The Item Description, Purpose statement, Must Sees and Notes
 - d. Your own experience
12. How can you ensure that your demonstration and lecture techniques follow the Lifesaving Society's Program Model Design?
 - a. By following the supplied Lifesaving Society First Aid Lesson Plan
 - b. Wing it
 - c. By using the candidate manual as a reference guide
 - d. By making up your own lesson plan the night before the course.
13. Perception Checks after the completion of a Short Term Lesson Plan item should include asking the candidates:
 - a. What they learned from the session?
 - b. What would they like more information on?
 - c. If they like you?
 - d. a and b
14. What are the prerequisites for Lifesaving Society First Aid courses?
 - a. Candidate must be 12 (twelve) years of age
 - b. CPR C
 - c. There are none
 - d. Bronze Star
15. Worksite First Aid legislation is governed by:
 - a. the Federal Government
 - b. the Provincial Government
 - c. the Local Government
 - d. the worksite
16. Who has access to Worksite First Aid Records?
 - a. Occupational Health and Safety Officers
 - b. Immigration and Industry
 - c. Alberta Employment
 - d. all of the above
17. Which three items must your First Aid candidates remember when it comes to legal considerations as a First Aider?
 - a. Get Consent, Exercise reasonable care and fill out a report
 - b. Get Consent, Exercise reasonable care and use proper protection
 - c. Get Consent, Exercise reasonable care and do not exceed the level of your training
 - d. Get Consent, Do not exceed the level of your training and have your certification cards handy.
18. Where would you find equipment recommendations for your course?
 - a. Policy and Procedure Manual
 - b. Short Term Lesson Plans
 - c. Award Guide Notes
 - d. All of the above

First Aid Instructor Test

Revised November 2011

19. Where would you find a specific listing of first aid equipment and supplies required by law at a particular work site?
 - a. Occupational Health and Safety Code
 - b. On the inside of the first aid kit
 - c. From your instructor
 - d. There isn't one

20. Which are considerations in developing a First Aid Plan for a work site?
 - a. Number of workers
 - b. Types of injuries likely to occur
 - c. How close is medical treatment
 - d. All of the above

21. In the Lifesaving Society Leadership Philosophy, what is the objective of all Society courses?
 - a. To teach all learners over and above the standard
 - b. To teach all learners to achieve the standard and evaluate them at the standard
 - c. To teach all learners to your own personal expectations
 - d. To pass anyone who takes the course

22. Program Model Design provides Instructors/Examiners and Instructor Trainers with:
 - a. Training and materials to consistently achieve the required standard.
 - b. The ability to walk out of the Instructor/Examiner course or IT clinic prepared for success.
 - c. Teaching tools based on simple, effective, and tested teaching and evaluation strategies and activities.
 - d. All of the above.

Answers

First Aid Instructor Test Revised November 2011

- | | |
|-------------|-------------|
| 1. a b c d | 16. a b c d |
| 2. a b c d | 17. a b c d |
| 3. a b c d | 18. a b c d |
| 4. a b c d | 19. a b c d |
| 5. a b c d | 20. a b c d |
| 6. a b c d | 21. a b c d |
| 7. a b c d | 22. a b c d |
| 8. a b c d | |
| 9. a b c d | |
| 10. a b c d | |
| 11. a b c d | |
| 12. a b c d | |
| 13. a b c d | |
| 14. a b c d | |
| 15. a b c d | |

Name: _____

Peer Teaching

Evaluation Tool

Lifesaving First Aid
INSTRUCTOR

Lesson 12

Candidate: _____

Topic:	Safety Rules Followed <input type="checkbox"/>
Notes:	Appropriate Formations <input type="checkbox"/>
	Course Materials Used <input type="checkbox"/>
	Demo/Discuss/Do <input type="checkbox"/>
	Correct Content <input type="checkbox"/>
	Effective Communication <input type="checkbox"/>

Topic:	Safety Rules Followed <input type="checkbox"/>
Notes:	Appropriate Formations <input type="checkbox"/>
	Course Materials Used <input type="checkbox"/>
	Demo/Discuss/Do <input type="checkbox"/>
	Correct Content <input type="checkbox"/>
	Effective Communication <input type="checkbox"/>

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Peer Teaching

Evaluation Tool

Lifesaving First Aid
INSTRUCTOR

Lesson 12

Candidate: _____

Topic:	Safety Rules Followed <input type="checkbox"/>
Notes:	Appropriate Formations <input type="checkbox"/>
	Course Materials Used <input type="checkbox"/>
	Demo/Discuss/Do <input type="checkbox"/>
	Correct Content <input type="checkbox"/>
	Effective Communication <input type="checkbox"/>

Topic:	Safety Rules Followed <input type="checkbox"/>
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	Effective Communication <input type="checkbox"/>

Topic:	Safety Rules Followed <input type="checkbox"/>
Notes:	Appropriate Formations <input type="checkbox"/>
	Course Materials Used <input type="checkbox"/>
	Demo/Discuss/Do <input type="checkbox"/>
	Correct Content <input type="checkbox"/>
	Effective Communication <input type="checkbox"/>

Welcome and Introductions

Evaluation Criteria

Teaching

- Demonstrates knowledge of appropriate resources
- Uses the appropriate and effective activities from the resources during teaching sessions

Communication

- Provides learners with clear and effective directions for activities during teaching sessions

Class Management

- Applies the "Safety Rules" at all times during teaching sessions
- Demonstrates the use of appropriate formations and routines during teaching sessions

Planning

- Able to locate information and resource material in manual(s)
- Demonstrates effective use of teaching activities to teach assigned Lifesaving program curriculum items

Evaluation

- Provides learners with specific and effective feedback about their performance
- Uses self reflection and provides constructive peer feedback during perception checks, debriefing and evaluation opportunities

Lifesaving Society

- Awareness and understanding of role and responsibility as a Lifesaving Society Instructor - code of conduct, administration
- Appropriate behaviours demonstrated during course - punctual, interactive, respectful
- Prepared for all course assignments and activities - complete, participation, and discussions

Additional Comments:

 <p>LIFESAVING SOCIETY® <i>The Lifeguarding Experts</i></p>	Alberta & Northwest Territories 11759 Groat Road Edmonton, AB T5M 3K6
	MEMBERS ONLY: Username Request Form
	T: 780-415-1755 F: 780-427-9334 experts@lifesaving.org www.lifesaving.org

Please keep a copy for your records

The Lifesaving Society is happy to bring you Members Only – a feature of our website exclusively for our affiliates and members. Members Only will give you better access to the most current information available for the Member Services CD and any Leadership CD (i.e. NLS Instructor; AEC/FA Instructor, etc.).

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CITY	PROVINCE	POSTAL CODE
CONTACT PERSON		POSITION / TITLE
CONTACT PHONE ()		CONTACT EMAIL
SIGNATURE		DATE:

FOR INDIVIDUALS: Instructors, Instructor Trainers or Private Affiliates

COMPANY NAME (IF APPLICABLE)		
CONTACT PERSON		
CONTACT PHONE ()		CONTACT EMAIL
ADDRESS		
CITY	PROVINCE	POSTAL CODE
SIGNATURE		DATE:

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Lifesaving Society Alberta & Northwest Territories	Fax: 780-427-9334
Mail: 11759 Groat Road, Edmonton, AB T5M 3K6	Email: experts@lifesaving.org

FOR OFFICE USE ONLY – Do not write in this area

DATE RECEIVED: _____ PASSWORD/USERNAME ISSUED:



Course/Clinic Evaluation

Course/Clinic Name: _____

Course/Clinic Dates: _____

Location: _____

Instructor/Trainer(s): _____

The objectives of the course/clinic were clear.
 SD D N A SA NA

The method of evaluation for the course/clinic was explained
 SD D N A SA NA

I found the course materials useful.
 SD D N A SA NA

I found the assignments informative and worthwhile.
 SD D N A SA NA

I found the practice situations challenging and worthwhile.
 SD D N A SA NA

I increased my knowledge in the field of lifesaving.
 SD D N A SA NA

The instructor/trainer was knowledgeable.
 SD D N A SA NA

The instructor/trainer was well prepared.
 SD D N A SA NA

The instructor/trainer treated candidates with respect.
 SD D N A SA NA

The instructor/trainer spoke in a clear voice.
 SD D N A SA NA

The instructor/trainer presented and explained concepts well.
 SD D N A SA NA

The instructor/trainer was approachable.
 SD D N A SA NA

The instructor/trainer provided feedback throughout the course/clinic.
 SD D N A SA NA

I attended class regularly.
 SD D N A SA NA

I expect to pass this course/clinic.
 SD D N A SA NA

Instructions: Lifesaving Society Course/Clinic Evaluations are intended to provide the Lifesaving Society, facility, and instructor/trainer(s) with feedback on the quality of the course/clinic. Course/clinic evaluations are completely confidential and will not have any bearing on the result of the candidates' performance. Fill in the circle that best reflects your view.

(SD = strongly disagree, D = disagree, N = neutral, A = agree, SA = strongly agree, NA = not applicable)

Please answer the following short questions. Use another sheet of paper if required.

1. What part of the course/clinic did you find valuable?

2. What part of the course/clinic did you find least valuable?

3. Other comments.



LIFESAVING SOCIETY®
The Lifeguarding Experts

FIGHT TO PRIVACY

Alberta & Northwest Territories
11759 Groat Road
Edmonton AB T5M 3K6

T: 780-415-1755
F: 780-427-9334

experts@lifesaving.org
www.lifesaving.org

Personal Information Collected by the Lifesaving Society

By participating in any Lifesaving Society program or by accessing any of the Society's services, there is an implied consent to the Society collecting personal information. Candidate information collected on Society Test Sheets and Rosters are required for the administration of Lifesaving Society programs. The personal information collected include gender, date of birth, phone/fax numbers, street address and email. These are recorded in the Member Management System.

The personal information collected will not be released to third parties unless authorized by the member. The personal information collected will not be used for any purpose other than the administration and delivery of the Society's programs and services.

It is the Lifesaving Society's practice to regularly print and supply our Annual and Seasonal Affiliate Members with a report listing certified Instructors, Instructor Trainers, and other leadership volunteers, which includes the phone number and mailing and email addresses. The purpose of the report is to provide Affiliate Members with a list of individuals they can contact directly for their program delivery needs.

If you **do not** want your name and personal information to be listed on these reports, please complete and return this form to the Society office.

PLEASE DO NOT INCLUDE ME IN THE CURRENT LEADERSHIP VOLUNTEER REPORTS THAT THE SOCIETY GENERATES AND REGULARLY SENDS TO AFFILIATE MEMBERS.

Name (Please Print)

Address

City

Province

Postal Code

Telephone

Signature

Date

Publications of the Lifesaving Society are available from any Branch office. Inquiries from outside Canada should be directed to the National Office.

Alberta and Northwest Territories Branch

11759 Groat Road
Edmonton, Alberta T5M 3K6
Telephone: (780) 415-1755
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E-mail: experts@lifesaving.org
Website: www.lifesaving.org

British Columbia & Yukon Branch

112 - 3989 Henning Drive
Burnaby, British Columbia V5C 6N5
Telephone: (604) 299-5450
Fax: (604) 299-5795
E-mail: info@lifesaving.bc.ca
Website: www.lifesaving.bc.ca

Manitoba Branch

504-138 Portage Avenue East
Winnipeg, Manitoba R3C 0A1
Telephone: (204) 956-2124
Fax: (204) 944-8546
E-mail: aquatics@lifesaving.mb.ca
Website: www.lifesaving.mb.ca

National Office

287 McArthur Avenue
Ottawa, Ontario K1L 6P3
Telephone: (613) 746-5694
Fax: (613) 746-9929
E-mail: experts@lifesaving.ca
Website: www.lifesaving.ca

New Brunswick Branch

55 Whiting Road, Unit 34
Fredericton, New Brunswick E3B 5Y5
Telephone: (506) 455-5762
Fax: (506) 450-7946
E-mail: lifesave@nb.aibn.com
Website: www.lifesavingnb.ca

Newfoundland & Labrador Branch

P.O. Box 8065, Station "A"
St. John's, Newfoundland A1B 3M9
Telephone: (709) 576-1953
Fax: (709) 738-1475
E-mail: lifeguard@nl.rogers.com
Website: www.lifesavingnl.ca

Nova Scotia Branch

5516 Spring Garden Road, 4th Floor
Halifax, Nova Scotia B3J 1G6
Telephone: (902) 425-5450
Fax: (902) 425-5606
E-mail: experts@lifesavingsociety.ns.ca
Website: www.lifesavingsociety.ns.ca

Ontario Branch

400 Consumers Road
Toronto, Ontario M2J 1P8
Telephone: (416) 490-8844
Fax: (416) 490-8766
E-mail: experts@lifeguarding.com
Website: www.lifesavingsociety.com

Prince Edward Island Branch

P.O. Box 2411
Charlottetown, Prince Edward Island C1A 8C1
Telephone: (902) 368-7757
Fax: (902) 368-1593
E-mail: pei.lifesaving@islandtelecom.com
Website: www.lifesavingpei.ca

Quebec Branch

4545 Pierre de Coubertin Avenue
P.O. Box 1000, Station "M"
Montreal, Quebec H1V 3R2
Telephone: (514) 252-3100 or 1-800-265-3093
Fax: (514) 254-6232
E-mail: alerte@sauvetage.qc.ca
Website: www.lifesaving.qc.ca

Saskatchewan Branch

2224 Smith Street
Regina, Saskatchewan S4P 2P4
Telephone: (306) 780-9255
Fax: (306) 780-9498
E-mail: lifesaving@sasktel.net
Website: www.lifesavingsociety.sk.ca



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