

**PUA21004 Certificate II in Public
Safety (Aquatic Rescue)**

**BRONZE MEDALLION & SURF RESCUE
CERTIFICATE**

**ADDITIONAL
RESOURCES**

Contents

BRONZE MEDALLION & SURF RESCUE CERTIFICATE	1
ADDITIONAL RESOURCES.....	1
ASSESSMENT ACTIVITIES.....	3
ORDER OF ACTIVITIES	3
TIPS FOR DESIGNING ACTIVITIES.....	3
ACTIVITY GUIDES EXPLAINED.....	4
AT – 1 ACTIVITY GUIDE – SIGNALS	6
AT – 2 ACTIVITY GUIDE – RADIO	8
AT – 3 ACTIVITY GUIDE – FIRST AID.....	10
AT – 4 ACTIVITY GUIDE – RESUSCITATION	12
AT – 5 ACTIVITY GUIDE – RUN-SWIM-RUN	14
AT – 6 ACTIVITY GUIDE – RESCUES AND CARRY.....	16
AT – 7 ACTIVITY GUIDE – PATROL	18
SELF-ASSESSMENT AND REVIEW QUESTIONS	20
SUPPLEMENTARY QUESTIONS	21

Assessment Activities

Assessment of the Bronze Medallion is based on the following assessment tasks:

Dry Assessments -

Assessment Task 1 (AT-1): Signals Activity

Assessment Task 2 (AT-2): Radio Activity

Assessment Task 3 (AT-3): First Aid Activity

Assessment Task 4 (AT-4): Resuscitation Activity

Wet Assessments –

Assessment Task 5 (AT-5): Run-swim-run Activity

Assessment Task 6 (AT-6): Rescues and Carry Activity

Assessment Task 7 (AT-7): Patrol Activity

Order of Activities

There are no technical requirements for running the assessment activities in any particular order. However, there are a number of practical reasons for running some activities before others, and some activities after others. In deciding the order in which to run candidates through the above activities, the following points should be kept in mind:

- For safety reasons, candidates should demonstrate their SIGNALS skills before commencing any activities in the water.
- Activities requiring significant physical effort (eg, run-swim-run and rescues/carry) should be adequately separated to allow sufficient recovery time.
- The Patrol Activity should be left until last, as all of the other activities are assessing skills that will be required in the Patrol Activity.

Tips for Designing Activities

Activities should be designed so that:

- Participants are not made to feel uncomfortable or embarrassed
- The outcomes are clear
- The steps in the process and any timelines are clearly explained
- People play themselves or a particular role or style
- There is, if possible, an opportunity for candidates to practice new behaviour as a result of feedback
- Where appropriate, teamwork, problem solving and communication skills are utilised and assessable

Activities work best when:

- The activities are realistic
- There is adequate time to debrief the process
- The activity is followed by theory questioning to reinforce the underpinning knowledge

Activity Guides Explained

The activity guides that follow each contain a variety of important information. This information is designed to assist assessors in designing the activities, and to guide trainers and candidates on the skills and knowledge that must be evident to successfully complete each assessment task.

The guides provide a tool for Trainers and/or Assessors to structure their assessment activities. The guide is not part of the administrative evidence requirements so may or may not be filled in for each candidate during an assessment. More importantly the Trainer and/or Assessor should use the guide to ensure that they have fully covered the requirements of the assessment activity.

All of the activity guides are formatted in the same way, and each has the same distinct sections, as shown and explained in the diagram and table below:

AT-2 ACTIVITY GUIDE – RADIO				
This activity will allow candidates to demonstrate through a practical activity their competence in communicating using radio equipment to an acceptable standard.		} Activity name and brief description		
Assessment Objective: "The candidate can communicate effectively using radio communication equipment in both routine and emergency situations."			} Assessment Objective This is what competence look like.	
Designing the activity: <ul style="list-style-type: none"> This activity must be run at least twice for each candidate, and the variables below must be changed between activities –that is, one variable cannot be the same in each activity in which a candidate participates. The activity can be run with upto 4 candidates being assessed in each activity. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge. This activity should be run out of the water. 		} Designing the activity This is what the activity looks like.		
Activity essentials: The activity MUST cover each of the following critical components for each candidate eachtime it is run: <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Correct use of portable, mobile or base radio <input type="checkbox"/> Use of appropriate terminology <input type="checkbox"/> Use of correct call signs <input type="checkbox"/> Clear and effective communication <input type="checkbox"/> Correct radio technique </td> <td style="vertical-align: top;"> The activity MUST cover each of the following critical components at least once for each candidate during all of the radio activities in which a candidate participates: <ul style="list-style-type: none"> <input type="checkbox"/> Using a base-station radio (if available) <input type="checkbox"/> Correct set up and turn on <input type="checkbox"/> Channel selection <input type="checkbox"/> Appropriate use of confidential information <input type="checkbox"/> Information received is forwarded / relayed <input type="checkbox"/> Communication during an emergency (eg. Rescue) using the four P's <input type="checkbox"/> Simple assembly and disassembly <input type="checkbox"/> Complete appropriate documentation </td> </tr> </table>			<input type="checkbox"/> Correct use of portable, mobile or base radio <input type="checkbox"/> Use of appropriate terminology <input type="checkbox"/> Use of correct call signs <input type="checkbox"/> Clear and effective communication <input type="checkbox"/> Correct radio technique	The activity MUST cover each of the following critical components at least once for each candidate during all of the radio activities in which a candidate participates: <ul style="list-style-type: none"> <input type="checkbox"/> Using a base-station radio (if available) <input type="checkbox"/> Correct set up and turn on <input type="checkbox"/> Channel selection <input type="checkbox"/> Appropriate use of confidential information <input type="checkbox"/> Information received is forwarded / relayed <input type="checkbox"/> Communication during an emergency (eg. Rescue) using the four P's <input type="checkbox"/> Simple assembly and disassembly <input type="checkbox"/> Complete appropriate documentation
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Assessment checklist: The activity must be designed to allow fair and valid assessment of the following skills and knowledge: <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> Skills: <ul style="list-style-type: none"> <input type="checkbox"/> Clear communication skills <input type="checkbox"/> Questioning skills (clarification) <input type="checkbox"/> Correct use of equipment <input type="checkbox"/> Basic cleaning and servicing of equipment <input type="checkbox"/> Correct radio technique <input type="checkbox"/> Solving communication problems / issues </td> <td style="vertical-align: top;"> Knowledge: <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate language (eg. culturally) <input type="checkbox"/> Safe operation of equipment <input type="checkbox"/> Basic equipment maintenance <input type="checkbox"/> How the radio equipment works <input type="checkbox"/> Local procedures and services </td> </tr> </table>		Skills: <ul style="list-style-type: none"> <input type="checkbox"/> Clear communication skills <input type="checkbox"/> Questioning skills (clarification) <input type="checkbox"/> Correct use of equipment <input type="checkbox"/> Basic cleaning and servicing of equipment <input type="checkbox"/> Correct radio technique <input type="checkbox"/> Solving communication problems / issues 	Knowledge: <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate language (eg. culturally) <input type="checkbox"/> Safe operation of equipment <input type="checkbox"/> Basic equipment maintenance <input type="checkbox"/> How the radio equipment works <input type="checkbox"/> Local procedures and services 	} Assessment checklist These are the competencies that must be evident through the activity.
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Activity variables: These variables must be changed between activities. A variable cannot be the same in every activity in which a candidate participates. <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> A. Role in activity <ul style="list-style-type: none"> i. Outpost ii. Patrol iii. Radio room iv. Rowing </td> <td style="vertical-align: top;"> B. Communication Type <ul style="list-style-type: none"> i. Routine (include sign-on, sign-off, radio check) ii. Emergency (eg. rescue, lost child) </td> </tr> </table>		A. Role in activity <ul style="list-style-type: none"> i. Outpost ii. Patrol iii. Radio room iv. Rowing 	B. Communication Type <ul style="list-style-type: none"> i. Routine (include sign-on, sign-off, radio check) ii. Emergency (eg. rescue, lost child) 	} Assessment checklist These are the competencies that must be evident through the activity.
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Activity variables

These are the things that change between multiple activities for each candidate.

Assessment Objective

This statement is the principle underlying purpose of each assessment task. If the assessor can confidently determine that the candidate fully and consistently exhibits/meets the intent of this statement, then that candidate should be assessed as competent in the assessment task.

As simple as this statement may sound in each activity, there is a great deal of skill and knowledge required to be assessed before an assessor will be able to confidently make this determination. The ability to be able to make these professional judgements is part of the skill in being a good assessor.

Designing the activity

This section will describe the basic guidelines for designing the activity. These guidelines will not be overly prescriptive, allowing the assessor a great deal of creativity and flexibility in designing the activities. This section should be read in conjunction with all of the other elements in the guide.

Activity essentials

This section will list a number of components that **MUST** be covered during the assessments. There will be one list of components that **MUST** be covered each time the activity is run, and there will be a second list of components that **MUST** be covered at least once during all of an individual candidate's participations in that assessment task.

Assessment checklist

Each running of an activity must be designed in such a way as to allow each candidate ample opportunity to demonstrate the skills and knowledge in these lists.

Activity variables

In this section will appear a list of any items that need to be changed between each running of an activity for each candidate. The purpose here is to ensure that each candidate is given ample opportunity to display the range of skills and knowledge required to be a competent lifesaver.

For each list of variables, one variable cannot be the same in each activity in which a candidate participates. For example, the *Rescues and Carry* activity (AT- 6) has three items listed under "Equipment". As a candidate must participate in at least two AT-6 activities, they cannot each include a tube rescue. If a candidate were to participate in three AT-6 activities, two of them could include tube rescues, but the third must be either a board rescue or an unaided rescue.

Also included is a **TRACKING TOOL** to assist Trainers and Assessors. The use of this tracking tool is **entirely optional**, but it is designed to help assessors ensure that the activity variables change between assessment tasks for each candidate. It will also be useful to track which tasks have already been completed by each candidate.

The tool includes an observation checklist. This checklist is a list of all of the skills and knowledge that each candidate must demonstrate during the assessment task.

AT – 1 ACTIVITY GUIDE – SIGNALS

This activity will allow candidates to demonstrate through practical demonstration their competence in performing a selection of standard SLSA non-verbal signals.

Assessment Objective:

“The candidate can communicate effectively on more than one occasion using standard SLSA non-verbal signals.”

Designing the activity:

- This activity must be run **at least once** for each candidate.
- This activity can be run with multiple candidates being assessed in each activity. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge.
- This activity should be run out of the water.

Activity essentials:

The activity MUST cover each of the following critical components for each candidate each time it is run:

- Successful communication using signals

The activity MUST cover each of the following critical components at least once for each candidate during all of the signals activities in which a candidate participates:

- A total of at least ten different signals satisfactorily demonstrated over the course of all activities:
 - A selection of alarm signals
 - A selection of flag signals
 - A selection of hand/arm signals

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- Use correct and appropriate signals
- Non-verbal communication skills
- Awareness of correct use of alarms
- At least ten signals demonstrated
- Correct action taken on receipt of signals

Knowledge:

- SLSA non-verbal signals
- Flag design and use

Activity variables:

No variables are identified for this activity. The signals chosen for the activity could include:

Beach to Water signals

Attract attention
Remain stationary
Go to the right
Go to the left
Pick up swimmers
Return to shore
Proceed further out to sea
Pick up and adjust buoys
Message understood, all clear

Water to Beach signals

Assistance required
Signal received and understood
Search completed
Boat wishes to return to shore
Message understood
Search complete

Emergency Evacuation signals

Emergency evacuation alarm
Mass rescue

Helicopter Signal

Request to proceed under helicopter blades

AT-1 – SIGNALS – ACTIVITY TRACKER AND OBSERVATION CHECKLIST

Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
SIGNALS:	SIGNALS:	SIGNALS:	SIGNALS:	<p>Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this activity. A series of suggested supplementary questions are available to assist your determinations</p> <p>Candidates MUST demonstrate these skills:</p> <ul style="list-style-type: none"> • Use correct and appropriate signals • Non-verbal communication skills • Awareness of correct use of alarms • At least ten signals demonstrated • Correct action taken on receipt of signals <p>Candidates MUST demonstrate application of this knowledge:</p> <ul style="list-style-type: none"> • SLSA non-verbal signals Flag design and use <p>SUGGESTED EQUIPMENT</p> <p><input type="checkbox"/> Signal flags</p>
CANDIDATES:	CANDIDATES:	CANDIDATES:	CANDIDATES:	
NOTES:	NOTES:	NOTES:	NOTES:	

AT – 2 ACTIVITY GUIDE – RADIO

This activity will allow candidates to demonstrate through a practical activity their competence in communicating using radio equipment to an acceptable standard.

Assessment Objective:

“The candidate can communicate effectively using radio communication equipment in both routine and emergency situations”

Designing the activity:

- This activity must be run **at least twice** for each candidate, and the variables below must be changed between activities – that is, one variable cannot be the same in each activity in which a candidate participates.
- The activity can be run with up to 4 candidates being assessed in each activity. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge.
- This activity should be run out of the water.

Activity essentials:

The activity MUST cover each of the following critical components for each candidate each time it is run:

- Correct use of portable, mobile or base radio
- Use of appropriate terminology
- Use of correct call signs
- Clear and effective communication
- Correct radio technique

The activity MUST cover each of the following critical components at least once for each candidate during all of the signals activities in which a candidate participates:

- Using a base-station radio (if available)
- Correct set up and turn on
- Channel selection
- Appropriate use of confidential information
- Information received is forwarded/relayed
- Communication during an emergency (eg. Rescue) using the four P's
- Simple assembly and disassembly
- Complete appropriate documentation

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- Clear communication skills
- Questioning skills (clarification)
- Correct use of equipment
- Basic cleaning and servicing of equipment
- Correct radio technique
- Solving communication problems/issues

Knowledge:

- Appropriate language (eg. Culturally)
- Safe operation of equipment
- Basic equipment maintenance
- How the radio equipment works
- Local procedures and services

Activity variables:

These variables must be changed between activities. A variable cannot be the same in every activity in which a candidate participates.

A. Role in activity

- Outpost
- Patrol
- Radio room
- Roving

B. Communication Type

- Routine (include sign-on, sign-off, radio check)
- Emergency (eg. rescue, lost child)

AT-2 – RADIO – ACTIVITY TRACKER AND OBSERVATION CHECKLIST

Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
<p>Role in Activity:</p> <input type="checkbox"/> Outpost <input type="checkbox"/> Patrol <input type="checkbox"/> IRB <input type="checkbox"/> Radio room <input type="checkbox"/> Roving	<p>Role in Activity:</p> <input type="checkbox"/> Outpost <input type="checkbox"/> Patrol <input type="checkbox"/> IRB <input type="checkbox"/> Radio room <input type="checkbox"/> Roving	<p>Role in Activity:</p> <input type="checkbox"/> Outpost <input type="checkbox"/> Patrol <input type="checkbox"/> IRB <input type="checkbox"/> Radio room <input type="checkbox"/> Roving	<p>Role in Activity:</p> <input type="checkbox"/> Outpost <input type="checkbox"/> Patrol <input type="checkbox"/> IRB <input type="checkbox"/> Radio room <input type="checkbox"/> Roving	<p>Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this activity. A series of suggested supplementary questions are available to assist your determinations</p>
<p>Communication Type:</p> <input type="checkbox"/> Routine (include sign-on, sign off) <input type="checkbox"/> Emergency (eg. rescue, lost child)	<p>Communication Type:</p> <input type="checkbox"/> Routine (include sign-on, sign off) <input type="checkbox"/> Emergency (eg. rescue, lost child)	<p>Communication Type:</p> <input type="checkbox"/> Routine (include sign-on, sign off) <input type="checkbox"/> Emergency (eg. rescue, lost child)	<p>Communication Type:</p> <input type="checkbox"/> Routine (include sign-on, sign off) <input type="checkbox"/> Emergency (eg. rescue, lost child)	<p>Candidates MUST demonstrate these skills:</p> <ul style="list-style-type: none"> Clear communication skills Questioning skills (clarification) Correct use of equipment Basic cleaning and servicing of equipment Correct radio technique Solving communication problems/issues
<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>Candidates MUST demonstrate application of this knowledge:</p> <ul style="list-style-type: none"> Appropriate language (eg. culturally) Safe operation of equipment Basic equipment maintenance How the radio equipment works Local procedures and services
<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>SUGGESTED EQUIPMENT</p> <input type="checkbox"/> Portable/mobile radios <input type="checkbox"/> Base Radio <input type="checkbox"/> Appropriate radio documentation

AT – 3 ACTIVITY GUIDE – FIRST AID

This activity will allow candidates to demonstrate through a practical activity their competence in treating to an acceptable standard a patient with a single injury or illness.

Assessment Objective:

“The candidate can perform appropriate first aid on more than one occasion.”

Designing the activity:

- This activity must be run at least twice for each candidate, and the variable below must be changed between activities – that is, one variable cannot be the same in each activity in which a candidate participates.
- The activity should be run with a ratio of 1 candidate first-aider per casualty, and each casualty should be presenting with only one or two injuries or illnesses. Each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge.
- Assessors can run multiple simultaneous activities.
- This activity should be run entirely out of the water.

Activity essentials:

The activity MUST cover each of the following critical components for each candidate each time it is run:

- Appropriate communication with patient (including gaining consent for treatment and reassurance)
- Correct personal hygiene
- Use of personal protective equipment (PPE)
- Correct assessment (DRABCD)
- Use appropriate first aid equipment
- Provide appropriate treatment

The activity MUST cover each of the following critical components at least once for each candidate during all of the signals activities in which a candidate participates:

- Potential hazards to patient and/or carer
- Completion of appropriate documentation
- Monitoring vital signs
- Appropriate management of shock
- Provide condition reports or handover to 3rd party (according to procedures in manual)

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- Questioning patient
- Assessing patient needs
- Keep patient calm
- Remain calm
- Teamwork and communication among carers

Knowledge:

- Patient confidentiality issues
- Restoring equipment for re-use
- Systems of the body (respiratory, circulatory, etc)
- Causes and management of unconsciousness
- Personal limitations

Activity variables:

These variables must be changed between activities. A variable cannot be the same in every activity in which a candidate participates.

A. Equipment

- Slings
- Bandages
- First Aid kit
- Oxygen
- No first aid equipment

B. Injury/Illness

- Burn
- Bleeding
- Broken bone/s
- Marine sting
- Sprain/strains
- Temperature-related (eg. heat stroke, hypothermia)
- Respiratory issue
- Chest pain

AT-3 – FIRST AID – ACTIVITY TRACKER AND OBSERVATION CHECKLIST

Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
<p>Equipment used:</p> <input type="checkbox"/> Slings <input type="checkbox"/> Bandages <input type="checkbox"/> First Aid kit <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment	<p>Equipment used:</p> <input type="checkbox"/> Slings <input type="checkbox"/> Bandages <input type="checkbox"/> First Aid kit <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment	<p>Equipment used:</p> <input type="checkbox"/> Slings <input type="checkbox"/> Bandages <input type="checkbox"/> First Aid kit <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment	<p>Equipment used:</p> <input type="checkbox"/> Slings <input type="checkbox"/> Bandages <input type="checkbox"/> First Aid kit <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment	<p>Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this activity. A series of suggested supplementary questions are available to assist your determinations</p>
<p>Injury/Illness:</p> <input type="checkbox"/> Burn <input type="checkbox"/> Bleeding <input type="checkbox"/> Broken bones/s <input type="checkbox"/> Marine Stings <input type="checkbox"/> Sprains/strains <input type="checkbox"/> Temperature related	<p>Injury/Illness:</p> <input type="checkbox"/> Burn <input type="checkbox"/> Bleeding <input type="checkbox"/> Broken bones/s <input type="checkbox"/> Marine Stings <input type="checkbox"/> Sprains/strains <input type="checkbox"/> Temperature related	<p>Injury/Illness:</p> <input type="checkbox"/> Burn <input type="checkbox"/> Bleeding <input type="checkbox"/> Broken bones/s <input type="checkbox"/> Marine Stings <input type="checkbox"/> Sprains/strains <input type="checkbox"/> Temperature related)	<p>Injury/Illness:</p> <input type="checkbox"/> Burn <input type="checkbox"/> Bleeding <input type="checkbox"/> Broken bones/s <input type="checkbox"/> Marine Stings <input type="checkbox"/> Sprains/strains <input type="checkbox"/> Temperature related	<p>Candidates MUST demonstrate these skills:</p> <ul style="list-style-type: none"> Questioning client Assessing client needs Keep patient calm Remain calm Teamwork and communication among carers
<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>Candidates MUST demonstrate application of this knowledge:</p> <ul style="list-style-type: none"> Patient confidentiality issues Restoring equipment for re-use Systems of the body (respiratory, circulatory, etc) Causes and management of unconsciousness Personal limitations
<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>SUGGESTED EQUIPMENT</p> <input type="checkbox"/> First aid kit <input type="checkbox"/> Oxygen equipment

AT – 4 ACTIVITY GUIDE – RESUSCITATION

This activity will allow candidates to demonstrate through a practical activity their competence in applying RESUSCITATION/DEFIBRILLATION/OXYGEN to an acceptable standard.

Assessment Objective:

“The candidate can provide appropriate and effective resuscitation techniques and demonstrate correct use of resuscitation equipment on more than one occasion.”

Designing the activity:

- This activity must be run **at least twice** for each candidate, and the variables below must be changed between activities – that is, one variable cannot be the same in each activity in which a candidate participates.
- The activity can be run with up to 4 candidate rescuers being assessed in each activity. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge.
- This activity should be run completely out of the water.

NOTE: a manikin can/should be used in place of a live patient when appropriate.

Activity essentials:

The activity MUST cover each of the following critical components for each candidate each time it is run:

- Effective communication within team
- Appropriate patient care
- Correct assessment of patient
- Appropriate personal hygiene, PPE and safety
- Correct DRABCD assessment

The activity MUST cover each of the following critical components at least once for each candidate during all of the signals activities in which a candidate participates:

- Teamwork
- Communication with patient
- Use of automatic defibrillator
- Use of oxygen
- Perform CPR at appropriate rate and depth
- Completion of appropriate documentation
- Report/handover to 3rd party
- Monitor vital signs
- Multiple personnel involved in the resuscitation

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- Teamwork
- Patient assessment
- Completion of appropriate documentation
- Calm/reassure patient
- Correct operation of equipment
- Remain calm
- Perform effective resuscitation

Knowledge:

- Appropriate response
- Restoring equipment for re-use
- Systems of the body (respiratory, circulatory, etc)
- Causes and management of unconsciousness
- Personal limitations
- Communication issues within a team

Activity variables:

These variables must be changed between activities. A variable cannot be the same in every activity in which a candidate participates.

A. Equipment

- Semi-automatic defibrillator
- Oxygen
- No equipment

B. Patient status

- Conscious
- Unconscious
- Signs of life
- No signs of life

AT-4 – RESUSCITATION/DEFIB/OXYGEN – ACTIVITY TRACKER AND OBSERVATION CHECKLIST

Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
<p>Equipment:</p> <input type="checkbox"/> Semi-automatic defibrillator <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment <input type="checkbox"/> Manikin	<p>Equipment:</p> <input type="checkbox"/> Semi-automatic defibrillator <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment <input type="checkbox"/> Manikin	<p>Equipment:</p> <input type="checkbox"/> Semi-automatic defibrillator <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment <input type="checkbox"/> Manikin	<p>Equipment:</p> <input type="checkbox"/> Semi-automatic defibrillator <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment <input type="checkbox"/> Manikin	<p>Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this activity. A series of suggested supplementary questions are available to assist your determinations</p> <p>Candidates MUST demonstrate these skills:</p> <ul style="list-style-type: none"> Teamwork Patient assessment Completion of appropriate documentation Calm/reassure patient Correct operation of equipment Remain calm Perform effective resuscitation <p>Candidates MUST demonstrate application of this knowledge:</p> <ul style="list-style-type: none"> Appropriate response Restoring equipment for re-use System of the body (respiratory, circulatory, etc) Causes and management of unconsciousness Personal limitations Communication issues within a team <p>SUGGESTED EQUIPMENT</p> <input type="checkbox"/> Resuscitation equipment <input type="checkbox"/> Semi-automatic defibrillator <input type="checkbox"/> Manikin
<p>Patient Status:</p> <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	<p>Patient Status:</p> <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	<p>Patient Status:</p> <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	<p>Patient Status:</p> <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	
<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	
<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	

AT – 5 ACTIVITY GUIDE – RUN-SWIM-RUN

This activity will allow candidates to demonstrate through a practical activity that they possess an acceptable standard of physical fitness and ability.

Assessment Objective:

“The candidate has a level of fitness and physical ability appropriate to perform lifesaving duties.”

Designing the activity:

- This activity must be run **at least twice** for each candidate with a suitable recovery break between multiple activities.
- The activity can be run with any number of candidates being assessed simultaneously as long as valid assessment for each candidate is still achievable. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge.
- Assessor/s should be positioned to be able to effectively observe the candidate(s) both in and out of the water. Other SLS personal should be available to assist in case of emergency.

Activity essentials:

The activity MUST cover each of the following critical components for each candidate each time it is run:

- Perform a 200 metre run, a 200 metre swim and a 200 metre run within eight minutes.

The activity MUST cover each of the following critical components at least once for each candidate during all of the signals activities in which a candidate participates:

- Identify surf hazards (eg. rips, drift currents)
- Demonstrate surf awareness

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- Perform physical requirements
- Demonstrate appropriate levels of fitness
- Identify surf/beach hazards

Knowledge:

- Surf/beach awareness

Activity variables:

There are no variables identified for this activity.

AT-5 – RUN-SWIM-RUN– ACTIVITY TRACKER AND OBSERVATION CHECKLIST

Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
200 Metre run 200 Metre swim 200 Metre run In eight minutes or under	200 Metre run 200 Metre swim 200 Metre run In eight minutes or under	200 Metre run 200 Metre swim 200 Metre run In eight minutes or under	200 Metre run 200 Metre swim 200 Metre run In eight minutes or under	Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this activity. A series of suggested supplementary questions are available to assist your determinations
CANDIDATES:	CANDIDATES:	CANDIDATES:	CANDIDATES:	Candidates MUST demonstrate these skills: <ul style="list-style-type: none"> Perform physical requirements Demonstrate appropriate levels of fitness Identify surf/beach hazards
NOTES:	NOTES:	NOTES:	NOTES:	Candidates MUST demonstrate application of this knowledge: <ul style="list-style-type: none"> Surf/beach awareness SUGGESTED EQUIPMENT (none required)

AT – 6 ACTIVITY GUIDE – RESCUES AND CARRY

This activity will allow candidates to demonstrate through a practical activity their competence in performing **RESCUES AND CARRIES** to an acceptable standard

Assessment Objective:

“The candidate can identify the need for a rescue, and can perform a rescue and aided carry safely and effectively on more than one occasion.”

Designing the activity:

- This activity must be run **at least twice** for each candidate, and the variables below must be changed between activities – that is, one variable cannot be the same in each activity in which a candidate participates.
- The activity can be run with up to 3 candidate rescuers being assessed in each rescue/carry. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge.
- Assessor/s should be positioned to be able to effectively observe the candidate(s) both in and out of the water. Other SLS personnel should be available to assist in case of emergency.

Activity essentials:

The activity MUST cover each of the following critical components for each candidate each time it is run:

- Surf/beach awareness and negotiation
- Selection of appropriate equipment
- Identify patient
- Reach patient safely and in a timely manner
- Secure patient
- Return patient to beach
- Communication and signals

The activity MUST cover each of the following critical components at least once for each candidate during all of the signals activities in which a candidate participates:

- Carry
- Patient care
- Escape method
- Teamwork
- Two or more rescuers
- Patient positioned out of danger, appropriate for assessment
- Checks of rescue equipment

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- Use of rescue equipment
- Swim in the surf/beach conditions
- Use recognised signals
- Perform effective rescue
- Assist in a safe carry

Knowledge:

- Surf conditions, rips, currents, etc
- Surf survival/awareness and self-survival techniques

Activity variables:

These variables must be changed between activities. A variable cannot be the same in every activity in which a candidate participates.

A. Equipment

- Board
- Tube
- Unaided

B. Patient status

- Conscious
- Unconscious
- Condition (cramp or sting etc)

C. Patient response

- Cooperative
- Uncooperative

D. Patient location

- Within 100 metres of shore or within break
- More than 100 metres from shore or beyond break
- In a rip

AT-6 – RESCUE AND CARRY – ACTIVITY TRACKER AND OBSERVATION CHECKLIST

Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
<p>Equipment used:</p> <input type="checkbox"/> Board <input type="checkbox"/> Tube <input type="checkbox"/> Unaided	<p>Equipment used:</p> <input type="checkbox"/> Board <input type="checkbox"/> Tube <input type="checkbox"/> Unaided	<p>Equipment used:</p> <input type="checkbox"/> Board <input type="checkbox"/> Tube <input type="checkbox"/> Unaided	<p>Equipment used:</p> <input type="checkbox"/> Board <input type="checkbox"/> Tube <input type="checkbox"/> Unaided	<p>Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this activity. A series of suggested supplementary questions are available to assist your determinations</p> <p>Candidates MUST demonstrate these skills:</p> <ul style="list-style-type: none"> Use of rescue equipment Swim in the surf/beach conditions Use recognised signals Perform effective rescue Assist in a safe carry <p>Candidates MUST demonstrate application of this knowledge:</p> <ul style="list-style-type: none"> Surf conditions, rips, currents, etc Surf survival/awareness and self-survival techniques <p>SUGGESTED EQUIPMENT</p> <input type="checkbox"/> Rescue equipment – tubes, board, flippers
<p>Patient Status:</p> <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	<p>Patient Status:</p> <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	<p>Patient Status:</p> <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	<p>Patient Status:</p> <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	
<p>Patient response:</p> <input type="checkbox"/> Cooperative <input type="checkbox"/> Uncooperative	<p>Patient response:</p> <input type="checkbox"/> Cooperative <input type="checkbox"/> Uncooperative	<p>Patient response:</p> <input type="checkbox"/> Cooperative <input type="checkbox"/> Uncooperative	<p>Patient response:</p> <input type="checkbox"/> Cooperative <input type="checkbox"/> Uncooperative	
<p>Patient location:</p> <input type="checkbox"/> Less than 100m <input type="checkbox"/> Greater than 100m	<p>Patient location:</p> <input type="checkbox"/> Less than 100m <input type="checkbox"/> Greater than 100m	<p>Patient location:</p> <input type="checkbox"/> Less than 100m <input type="checkbox"/> Greater than 100m	<p>Patient location:</p> <input type="checkbox"/> Less than 100m <input type="checkbox"/> Greater than 100m	
<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	
<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	

AT – 7 ACTIVITY GUIDE – PATROL

This activity will allow candidates to demonstrate through a practical activity their competence in contributing safely and effectively as a member of a lifesaving team to an acceptable standard.

Assessment Objective:

“The candidate can perform safely and effectively as a member of a lifesaving team on more than one occasion.”

Designing the activity:

- This activity must be run **at least twice** for each candidate, and the variables below must be changed between activities – that is, one variable cannot be the same in each activity in which a candidate participates.
- A suitably qualified club member/assessor/trainer can take on the role of patrol captain for this activity.
- The activity can be run with up to 5 candidates being assessed in each patrol activity. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge (see the activity checklist).
- Assessor/s should be positioned to be able to effectively observe the candidate(s) both in and out of the water. Other SLS personnel should be available to assist in case of emergency.

Activity essentials:

The activity MUST cover each of the following critical components for each candidate each time it is run:

- Teamwork
- Communication
- Safe and effective surf rescue
- Correct assessment of patient
- Appropriate treatment of patient

The activity MUST cover each of the following critical components at least once for each candidate during all of the signals activities in which a candidate participates:

- Patient care
- Effective use of standard SLISA non-verbal signals
- Effective use of radio communications
- Completion of appropriate documentation
- Multiple simultaneous incidents
- Appropriate application of First aid
- Appropriate application of resuscitation
- Report/handover to 3rd party
- Self rescue/escape techniques
- Patrol meeting (briefing or debriefing)
- Set up the patrol (optional)

SPECIAL NOTE: It may not be necessary for every candidate to perform every role in this activity. If the assessor is confident that a candidate has already demonstrated competence in certain skills (for example, through previously assessed activities), the assessor may choose not to ask that candidate to demonstrate those skills again.

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- Patient care
- Reassuring patient
- Aquatic Rescue
- Remaining calm
- Participation in meetings
- Appropriate and correct use of communications equipment
- Correct selection of rescue equipment
- Appropriate and effective first aid/resuscitation

Knowledge:

- Prepare equipment for re-use
- Team requirements of a patrol
- Appropriate dress code
- Personal hygiene and safety
- Surf/beach awareness
- Communication issues within a team

Activity variables:

These variables must be changed between activities. A variable cannot be the same in every activity in which a candidate participates.

A. Patrol Role

(NB. Candidates can perform more than one role in a single activity)

- Radio operator
- Rescuer (or assist)
- Assist carry

iv. Provide resuscitation

v. Provide first aid

B. Incident type

- Single person rescue
- Multiple person rescue
- First aid incident

AT-7 – PATROL – ACTIVITY TRACKER AND OBSERVATION CHECKLIST

Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
<p>A. Patrol Role (NB. Candidates can perform more than one role in a single activity)</p> <p><input type="checkbox"/> Radio operator</p> <p><input type="checkbox"/> Rescuer (or assist)</p> <p><input type="checkbox"/> Assist carry</p> <p><input type="checkbox"/> Provide resuscitation</p> <p><input type="checkbox"/> Provide first aid</p>	<p>A. Patrol Role (NB. Candidates can perform more than one role in a single activity)</p> <p><input type="checkbox"/> Radio operator</p> <p><input type="checkbox"/> Rescuer (or assist)</p> <p><input type="checkbox"/> Assist carry</p> <p><input type="checkbox"/> Provide resuscitation</p> <p><input type="checkbox"/> Provide first aid</p>	<p>A. Patrol Role (NB. Candidates can perform more than one role in a single activity)</p> <p><input type="checkbox"/> Radio operator</p> <p><input type="checkbox"/> Rescuer (or assist)</p> <p><input type="checkbox"/> Assist carry</p> <p><input type="checkbox"/> Provide resuscitation</p> <p><input type="checkbox"/> Provide first aid</p>	<p>A. Patrol Role (NB. Candidates can perform more than one role in a single activity)</p> <p><input type="checkbox"/> Radio operator</p> <p><input type="checkbox"/> Rescuer (or assist)</p> <p><input type="checkbox"/> Assist carry</p> <p><input type="checkbox"/> Provide resuscitation</p> <p><input type="checkbox"/> Provide first aid</p>	<p>Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this activity. A series of suggested supplementary questions are available to assist your determinations</p> <p>Candidates MUST demonstrate these skills:</p> <ul style="list-style-type: none"> • Patient care • Reassuring patient • Aquatic Rescue • Remaining calm • Participation in meetings • Appropriate and correct use of communications equipment • Correct selection of rescue equipment • Appropriate and effective first aid/resuscitation <p>Candidates MUST demonstrate application of this knowledge:</p> <ul style="list-style-type: none"> • Prepare equipment for re-use • Team requirements of a surf patrol • Appropriate dress code • Personal hygiene and safety • Surf/beach awareness • Communication issues within a team <p>SUGGESTED EQUIPMENT</p> <p><input type="checkbox"/> Resuscitation equipment (oxygen, defib)</p> <p><input type="checkbox"/> Rescue equipment (tube, board etc)</p> <p><input type="checkbox"/> Radio equipment</p>
<p>B. Rescue Type</p> <p><input type="checkbox"/> Single person rescue</p> <p><input type="checkbox"/> Multiple person rescue</p>	<p>B. Rescue Type</p> <p><input type="checkbox"/> Single person rescue</p> <p><input type="checkbox"/> Multiple person rescue</p>	<p>B. Rescue Type</p> <p><input type="checkbox"/> Single person rescue</p> <p><input type="checkbox"/> Multiple person rescue</p>	<p>B. Rescue Type</p> <p><input type="checkbox"/> Single person rescue</p> <p><input type="checkbox"/> Multiple person rescue</p>	
<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	
<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	

Self-assessment and Review Questions

In addition to the Online Learning Tool developed by SLSWA, Surf Lifesaving Australia has developed a series of self-assessment and review question worksheets to assist trainers and candidates. These resources are designed to help reinforce learning, and to allow candidates to gauge their own progress.

Whilst they are NOT designed to be assessment tools, trainers may choose to use these resources as part of their training program.

The resources are available as a series of PDF files (one for each chapter in the manual) and can be downloaded from the Surf Lifesaving Australia website (www.sls.com.au). Ask your trainer or state office for details.

Supplementary Questions

In order for assessors to be satisfied that candidates possess the knowledge required to obtain the Bronze Medallion and the national qualification, they may ask candidates any appropriate questions relating to knowledge and skills from the 33rd Edition of the Public Safety and Aquatic Rescue Training Manual that assist them in making their final determination.

This section contains a list of suggested supplementary questions for each activity. Assessors may ask any questions from this list, or any other question that they feel is appropriate to ensure that the candidate understands the information presented within the 33rd Edition of the Public Safety and Aquatic Rescue Training Manual. The purpose is to allow the assessors to collect all the information they feel they need in order to make a valid, informed assessment decision. With the use of questioning, candidates are being asked to demonstrate the breadth and depth of their knowledge and understanding.

Ideally oral questions should be targeted at areas that have not already been covered within the activity section of the assessment (eg you may not need to ask a question on one person CPR timing when they have just demonstrated correct application of timing in an activity). You should also use oral questioning to gain a greater understanding of why a candidate performed a certain way within the activity (eg “At what stage in the last activity would you use the words Rescue, Rescue, Rescue?”).

Candidates can also use these questions as a learning review tool. All of the answers will be in the 33rd edition manual (“Public Safety and Aquatic Rescue”), or will have been provided during the induction or by trainers.

Induction

- Explain how you would go about raising or reporting an issue you might have with someone at the club.
- Explain what you know about the committees and committee meetings that occur here.
- What sort of training is available to you here?
- Describe some of the hazard signs you see around here.
- What is the structure of the national / state organisation?
- Where are the fire exits within your clubhouse?
- What is the process for providing improvement feedback at your club?

Note: An assessor should preferably ask questions relating to a candidate’s induction in isolation from any of the other assessment tasks.

Assessment Task 1 Signals Activity

- Describe the signal flags.
- Describe the emergency evacuation flag.
- Where is the emergency evacuation alarm located?
- How long would you sound the emergency evacuation alarm?
- Describe the mass rescue alarm, and your actions should you hear it.
- What is the correct signal response to the [*choose any signal*] signal?
- What are the different means you could use to signal to someone in the water?
- Why do we use these specific signals?

Assessment Task 2 Radio Activity

- If you drop a portable radio in the water, what do you do?
- How would you report any faults you found with a radio?
- What do you do with the radio after patrol?
- When would you use a repeater channel rather than simplex?

- How does a repeater channel work?
- What communication difficulties might you experience when giving or receiving information, and how would you overcome them?
- What documentation might you be required to complete, and why?
- Provide examples of local call signs for other SLS Services
- What is the role of SurfCom?
- What is the correct form of radio check with [Surfcom/another club radio]?
- What should you say over the radio if you expected a reply but did not receive one?
- What is the correct protocol for dealing with potentially confidential or sensitive information?
- Describe how you would report a problem with a radio.
- Describe how you would perform routine cleaning on this radio.

Assessment Task 3 First Aid Activity

- What are the principal aims of first aid?
- What do we mean by “consent” in first aid?
- What is the correct process for documenting a first aid incident?
- Who is the most appropriate person to document this incident?
- What documentation might you be required to complete, and why?
- Why do we wear personal protective equipment?
- List some of the vital signs we might look for.
- What do you look for during a body check?
- Name some of the principal systems of the body.
- Explain how the circulatory system works.
- Explain how the respiratory system works.
- What are some of the signs of shock?
- What measures can we take to guard against hypothermia?
- How does a first aider treat [choose any common injury/condition]?
- What are some signs and symptoms of a fracture?
- What are some signs and symptoms of a dislocation?
- What does the term RICER stand for?
- Explain how you would ensure that you were protected from infection.
- Did anything during that activity cause worry or stress? How did you deal with it?

Assessment Task 4 Resuscitation Activity

- What are the four stages in the chain of survival?
- What do you assess for before attending to a patient?
- How do you position a patient that you find lying on their back?
- What is the correct procedure for achieving a clear airway?
- Describe difficulties that might arise in communication and how you would overcome them.
- Under what circumstances would you use mouth-to-nose rescue breathing?
- Explain how the circulatory system works, and how this is assisted by CPR.
- Explain how the respiratory system works, and how this is assisted by CPR.

- What is the correct ratio for compressions?
- What two roles do lifesavers perform during a two-person CPR?
- How might you encourage another team member during a resuscitation?
- Describe the various roles that team members might perform during a resuscitation.
- What would you do if you were struggling or having difficulty during a resuscitation?
- When would you administer oxygen?
- What is the purpose of defibrillation?
- Describe some of the safety considerations of using a defibrillator?
- Where do we place the defibrillator pads?
- What would you do if the patient had a pace maker?
- What conditions benefit from the administering of oxygen?
- Describe some of the safety precautions you should consider when using oxygen.
- Did anything during that activity cause worry or stress? How did you deal with it?
- Is there anything you might have done differently to provide better care?

Assessment Task 5 Run-swim-run Activity

- Describe the surf conditions and how you dealt with them.
- Describe the main features of this beach.
- Name four types of rip and their features
- What is a rip? How could you use a rip to assist your swim?
- Name three types of waves and their features

Assessment Task 6 Rescues and carry Activity

- What are some of the signs that might indicate a swimmer is in distress?
- Describe how you decided upon your course of action.
- What are the manual handling issues for a rescuer?
- Describe a wrist tow.
- Describe a hip carry.
- Describe the process for rescuing an unconscious patient.
- How do you secure a heavy or exhausted patient [beyond the break]?
- What would you do if you were struggling or having difficulty during a rescue?
- Did anything during that activity cause worry or stress? How did you deal with it?
- Is there anything you might have done differently to provide better care?
- What signals did you use during that rescue?
- Describe some typical carry techniques that two people can safely perform.

Assessment Task 7 Patrol Activity

- Explain what occurred at the patrol meeting / briefing.
- How did the information at the patrol meeting improve your understanding of your role?
- What contribution did you make to the team meeting?
- What documentation might you be required to complete, and why?
- What warning or hazard flags and/or signs might be posted on the beach?
- Tell me how you might go about giving positive feedback to another team member.

- Tell me how you might go about giving constructive feedback to another team member.
- Tell me what you would do if you received negative feedback from other team members.
- How might you offer encouragement to another team member?
- Describe the various roles that might be performed during a patrol?
- What would you do if you were struggling or having difficulty during a patrol?
- How do you access information about the club?
- How do you access information about the beach?
- What would you do if you were rostered for a patrol but were unable to attend?
- Explain how you might deal with a personal conflict between patrol members.
- If you are injured on patrol what should you do?
- Can you patrol while you are injured?
- Did anything during that activity cause worry or stress? How did you deal with it?