Canadian Coast Guard Auxiliary (Pacific)

Advanced Rescue

Trainers/Evaluator Course

ARTE Guide

2008 Edition

The huge contribution of Canadian Coast Guard, and in particular by Tyler Brand, and Brian Cameron (then Director of Training), is acknowledged here, and to whom much thanks should go.

TABLE OF CONTENTS

Introduction

Background
This manual has been written to support the current Canadian Coast Guard Auxiliary (Pacific) 's training system.

Rescue vessels are getting faster and electronics more efficient. A CCGA rescue vessel is a different machine than it was ten years ago. The Coast Guard Auxiliary is acquiring advanced technology, and training has to be kept up to date to match it. The current system is a competency based training system, that has inherent integrity to ensure the delivery of excellent performance on the water. We need a uniform level of safety and knowledge for all new members who step on board a vessel. There is always the chance that a new crewmember may be thrown into a complex and dangerous scene that first time out.

All of the basic crew components involved in good seamanship and rescue operations are included in both the standards as well as the crew manual. This manual is only one part of a competency based training program that ensures a top level of performance that will become universal onboard all Coast Guard Auxiliary vessels.

This document describes the process of developing and completing a crew level training program for the Coast Guard Auxiliary Pacific.

Each crewmember is evaluated against a performance standard that describes the skills and knowledge necessary to function as a well-trained member of a CCGA rescue crew. This program was written around those standards and delivers a straight forward, step-by-step approach to achieving the skills along with a breakdown of positions and responsibilities of members. There are a set of performance standards and a basic manual for CCGA crew level. The crew manual describes in detail all of the duties and expectations of a rescue vessel crewmember.

The ARTE team are experienced auxiliaries who have been trained in performance based evaluation and delivery of competency based materials. The CCGA needs quality training to enable the prevention of accidents causing death or injury during the course of an auxiliary crew member's duties.

Mandate
As indicated in the National Guidelines respecting Canadian Coast Guard Auxiliary activities, the common National SAR objective is:

"The prevention of loss of life and/or injury at sea, including, where possible and directly related thereto, reasonable efforts to minimise damage to or loss of property"

To this end, members of the CCGA volunteer their services and agree to assist the CCGA and Coast Guard in meeting this objective through SAR Operations and Prevention activities without profit or personal gain.

Principles

In order to fulfil the roles associated with the indicated tasks of the CCGA, CCGA members should obtain the qualifications for each role as indicated before being considered competent to perform the duties required by that role. These minimum qualifications may be obtained through training, or as demonstrated through the endorsement of previous learning and experience. In order to maintain some qualifications there may be a requirement for revalidation training as indicated in this standard or by a specific training program.

This manual delivers specific descriptions of the duties and responsibilities of a crewmember onboard a CCGA vessel.

- SAP: This manual uses the new Stop Assess and Plan (SAP) protocol to reduce the risk of injuries and accidents on the rescue scene.
- Commands and Signals: Each chapter includes a list of common commands and signals used by the Canadian Coast Guard and the Coast Guard Auxiliary Coxswains during complex and dangerous operations.
- On Watch: This manual is the first to specifically define the roles of each crewmember in reference to the mission of the vessel. These position sections will help a captain or coxswain assign duties and responsibilities to his/her crew as well as enable the crew to understand their role in the mission without a lengthy explanation.
- Live examples: Every section has real life examples, scripted scenarios and actual Vessel Log excerpts from experienced rescue crews. The new crewmember and experienced member will all benefit from seeing how other vessels and stations approach these fundamental duties.

The training structure of the Canadian Coast Guard Auxiliary is a simple yet viable system that is easy to maintain. This system is designed to grow and update itself without constant restructuring.

Two main components of a competency-based system are the performance standards and the quality of evaluators. The actual training activities will vary in quality and content from station to station and the evaluation of performance will remain the same. By maintaining the standards and quality of evaluation the quality of training and performance is constantly driven to improve.

The individual stations will be using the training tools and developing new training strategies in order to keep their members successful in the performance evaluations.

If a station is not producing members that are performing to standards the evaluators will identify the shortcomings and the Coast Guard Auxiliary will intervene and support training efforts within that station.

Credibility and Accountability does not lie in the Process - it lies in the People:

Over time any training system will wax and wane; overly complicated and process driven systems will quickly dissolve with a lack of interest in maintaining detailed reporting and tracking systems.

By having a small network of individuals that can support all the training efforts it becomes easier to maintain the system. Only a handful of individuals will require retraining or updating in order to keep up the momentum.

The key to a sustainable system is to minimise the process and the requirements for action and maximize the training activity with reward for achievement. If the system is easy to use it will last. Because the quality control lies in the evaluation and not the training we do not need to hinder or restrict training efforts by requiring qualification to train. Anyone who is already training, may continue to do so and those efforts will be supported with the addition of many training resources.

Crewmember - Performance Objective

A CCGA Certified Crewmember shall be able to perform the basic functions of Lookout, Helm, Line handler, Navigation Monitor, and Communications on board a small or medium sized (6-15m) rescue vessel. He or she shall be able to respond to any onboard emergencies as they may occur.

Advanced Crewmember - Performance Objective

A CCGA Certified Advanced Crewmember shall be able to train new crew in the basic crew level functions as well as some of the basic functions of a coxswain such as navigation, communications, risk assessment on board a small or medium sized (6-15m) rescue vessel. He or she shall be able to respond to situations by communicating operational plans to the crew and assessing the progress of the team.

Coxswain - Performance Objective

A CCGA Certified coxswain shall be proficient in all crew level and advanced crew level tasks as well as the CCG RHIOT competencies. Coxswains will be proficient in tasks such as heavy weather boat handling, radar navigation, collision avoidance, CCGA operational administrative tasks, advanced crew communications as well as leadership. Coxswain's will be able to train and evaluate new and advanced crewmembers using the CCGA-P training system and materials.

ARTE Members - Performance objective

An ARTE member shall be proficient at all of the CCGA coxswain or boating safety skill standards set. Members shall deliver and support the delivery of CCGA training programs on a zone level as well as on a station level. ARTE members will use on water scenarios and exercises as training and evaluation tools to monitor and improve the performance of CCGA teams.

Types of vessels covered:
Power driven vessels (6m-15m) tasked or dedicated to the role of a search and rescue vessel in Canadian waters.

Practice Concepts and Skills
Once the basic concepts have been delivered, trainer candidates will use their new bag of tricks to design sections of their course and combine strategies. This will provide the trainers with different approaches to achieve the same learning objective.

The trainer course will then provide the candidates with the opportunities to test their concepts in the classroom and get constructive feed back on their effectiveness as well as teaching and presentation style.

1. ARTE Team Mission

Mission Statement

- ***Members will work together and individually to change target behaviours in stations and members throughout CCGA-Pacific***
- ***The team will use their own skill base to enhance or influence skills and practices in the support of CCGA-Pacific marine rescue training programs.***

ARTE Team Performance

ARTE team members will accomplish this mission statement by acting as a regional resource under the direction of the CCGA-P Training Manager with the following aims:

First: ARTE team members will form a mobile regional training team that can be used to influence or enhance skills and practices throughout CCGA-Pacific,

Second ARTE team members are trained to evaluate the higher skill / knowledge sets of the various CCGA-Pacific marine rescue training programs, and

Third ARTE team members will assist all stations within CCGA-Pacific in order to perform training assessment analysis, provide essential individual / crew training and assist in the development of overall station training.

The skills that are expected of an ARTE team member will be instructional techniques, training assessment or analysis skills, knowledge of CCGA-Pacific training approach and standards, the application of appropriate training delivery techniques and evaluation skills.

The strength of our region lies somewhat in its regional diversity and station uniqueness. However, in order to "raise the overall measurable training standard of ALL stations and members throughout CCGA-Pacific" we must be sensitive to the individual station needs and be prepared to assist all stations on a regional basis. An ARTE team member can be expected to assist any station in Pacific region by doing an assessment or analysis of their training situation and needs, paying close attention to their uniqueness and the variables that make that station unique. They must be able to provide individual / crew training skill and knowledge sets using the appropriate delivery technique and finally, they must be able to assist with the overall station training development.

ARTE team members will form the training and knowledge base that will influence future training development in the course, qualification, preparation and delivery.
ARTE team members are the future of CCGA-Pacific and this is the team of dedicated trainers who will ensure CCGA-Pacific is a leader in marine Search and Rescue.

2. CCGA-P Training Strategies

Competency Based Approach

The Coast Guard Auxiliary has started to employ a competency based training approach that decreases cost and training time while improving performance and accountability. It is a member driven processes in which coxswain's and trainers support training activities initiated by the member.

A Competency based training model is a shift in control from the teaching and classroom activities to the careful assessment of performance. By standardising the method of assessment against a recognised and system wide standard, an organisation may become more flexible in training delivery yet still ensure a reliable output of performance. An individual station may use a standard training package or develop their own unique approach to training as long as their members are tested and assessed by qualified training coxswains and evaluators.

Much like receiving your driver's licence one must practice and study in order to develop their skills, knowledge and attitude. In order to attain a performance level where they may pass the written test and the driving assessment, up and coming drivers may choose to enrol in a driver's training program or practice and study on their own until they believe that they are ready.

The Coast Guard auxiliary has developed a system where the Operational SAR levels are awarded by the stations after routine standardised evaluation/testing conducted by training coxswain's and ARTE members. The stations will run ongoing training programs along with on the water exercises for members. Individual members can use the station's and the organisation's training resources to varying degrees in order to achieve the accepted performance levels in skills, knowledge and attitude. Station testing is ongoing followed by a final assessment comprised of a written and on the water scenarios.

Competent performance can be described in three different dimensions; **Skill, Knowledge** and **Attitude (SKA)**. When someone does something well, we seldom ask ourselves what specifically made that task well done? If we break the performance down into these three categories we can explore the anatomy of performance and design learning processes starting from the end result and eventually working back to the initial training strategies.

The SKA breakdown

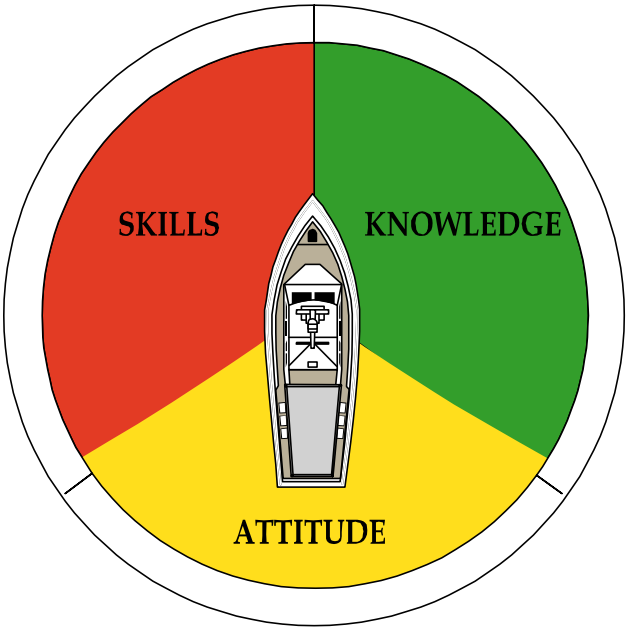
Skills: These are things that one does; they can be physically grounded (such as steering a vessel) or mentally grounded (such as communicating on the radio.)

Knowledge: These are things that one knows. Knowledge in competency based training is usually closely related to the competency of interest. For some skills

one must use their acquired knowledge to successfully perform the steps. This is called primary knowledge and is found as the main teaching points (MTP) in a lesson plan. Knowledge that offers a history, in-depth explanation or closely related material to primary knowledge is called tertiary knowledge.

Attitude: This is the propulsion component of competent performance. Attitude can be crucial in some competencies and minor in others, yet, is always present. In skill competencies such as knot tying or anchoring, attitude plays a minor roll. In competencies such as assessment and crew communication, attitude is a critical component.

Team Performance:
As a rescue vessel speeds towards the scene of an accident, a number of systems must be functioning in order for that vessel to arrive safely, assess the



scene and resolve the incident. The most important system is the crew system. It is the cumulative thoughts, efforts and concerns that create more than the sum of the individual aspects. A SAR team must achieve that balance of skills, knowledge and attitude in order to perform efficiently and safely. A good team leader will use the different crewmembers' strengths and weaknesses to keep this balance.

An effective team leader will continually assess this SKA balance, often taking action to adjust it. New crew members often tip the scales. An enthusiastic inexperienced person may contribute to the attitude component yet not be able to add much in skills and knowledge. This new crewmember can motivate the experienced crew, who have lots of skills and knowledge, yet need to work on their attitude by getting involved in training and practice. This balance needs

constant attention and accomplished leaders will have their finger on the SKA pulse of their team.

SKA in training:
Competent performance is described in terms of SKA in the performance standards. The standards are the evaluator's tool to establish credibility in a training system. A clear set of standards will ensure a simple and consistent evaluation. Reliable evaluation allows trainers the freedom to develop and employ a variety of training strategies to get their students to a passing level.

With a competency based program, members set their own pace and learn at home, during auxiliary gatherings or at training sessions. Most of the learning activities are initiated and completed by the member on their own or with assistance from other crew. Designated evaluator/trainers support the training efforts with supplemental lessons and study sessions. The evaluator/trainers will monitor the progress of the crewmembers and when they are ready; they may schedule evaluations of skills or ask certain crew to attend an exercise or an evaluation session.

This style of training relies on a clear description of the competent performance in the form of standards plus the necessary skilled evaluators with an adequate knowledge base as a foundation for training delivery. With a competency based system the trainer is free to try many strategies to obtain the desired terminal behaviour yet that terminal behaviour is evaluated in a very consistent and accountable manner.

Crew Level Performance Standards
The importance of the Canadian Coast Guard Auxiliary to Search and Rescue Operations and Prevention has generated the need for a common approach and universally agreed professional training standards for the various roles of the CCGA member. The successful delivery of CCGA services depends upon competent and experienced people to discharge the various responsibilities of the CCGA.

The recruitment, selection and training of CCGA members are pre-requisites to the provision of professionally qualified personnel capable of contributing to safe and efficient maritime operations. This will help to ensure that full and due regard are given to the diverse tasks inherent in CCGA and that relations between the CCGA and the Canadian Coast Guard (CCG) are stable and defined.

This Standard sets out the minimum training requirements and certification standards for CCGA members however, the standard is written in such a manner that other aspects of SAR and Environmental Response can be included. These may be implemented jointly by CCGA/CCG.

The performance standards are designed so that any one who achieves the Terminal Performance objectives will meet crew level standard. The trainers must be sure when finishing each lesson that the objectives in the bottom line boxes are met and that the students have been provided with the tools to meet the skills outlined.

Traditional Training:
Imagine a plumber showing up at your house to fix your sink with only one wrench in his hand. This plumber also only has one replacement part in one size.

Traditional training consists of a class with a teacher and students that all must sit through the same lectures at the same time. All classes and lectures are controlled and instructors are not allowed to deviate from the syllabus. Most students need some of the material but already know and can do much of it, while others need lots of basic training and attention. Out of a traditional class of 20 less than 6 students are getting training at the level they need (Work Place basics 1990). At the end of the class, students sit and write a multiple choice exam that consists of material only partially relevant to the student's learning needs or job requirements.

The Toolbox approach
A real plumber will show up to your house and have a look at what your sink is in need of. He will reach into the toolbox and arrange the tools that are needed and then go out to his truck and find the right size parts.

Competency based instructors employ the same approach. They assess the needs of the group along with levels of performance; the instructor will reach into the tool box and pull out the tools that are needed and make a delivery plan for the training. Ideally, it is better to do an assessment prior to the training session and to arrive with a training plan in hand. During training you can make adjustments to your lessons and exercises. Sometimes there isn't an opportunity to assess the group prior to arriving and the instructors will take some time to discuss a plan after the assessments are complete.

This approach, gives the instructor and adult students the freedom to try different strategies to get to the desired performance level, and gives students who are already at the performance level a chance at being evaluated and moved to the next level. It also evaluates skills as well as knowledge (skills being considered more important than book knowledge).

All stations are now doing competency based training. We are training a set of evaluators (people who like to do training) to show you how to use some of the tools and how to assess your students.

Once a member is past their probationary levels and assigned a crew to work with then it is that coxswain's responsibility to assist in the active training of their basic individual skills. The new crewmember will use their own coxswain, other

coxswains or experienced crewmembers to get enough practice and get their skills signed off in their logbook. As they progress into the more complex team skills, they will require an evaluator to set up scenarios designed to evaluate specific skill sets. Once they have the minimum number of skills signed off in the logbooks, they will be awarded their crew level.

Three Main Roles in competency based training:
Member
Members are charged with advancing themselves in the training program by:
Studying, acquiring reference material (books, CD's, etc.) from the evaluators
Practicing with other crewmembers
Requesting training support and lessons from the evaluator/trainer
Scheduling evaluations sessions

Trainer/Coxswain
Support Training by making time for all crew that are active in advancement
Rewarding achievements
Evaluating the standards in a positive, constructive and accountable manner
Being a respected and experienced working member of the crew

Evaluator
Assisting trainers and coxswains in delivery of training and support of all efforts
Provide extra training for stations and members as needed
Provide Trainers for special needs and interests
Reward the trainers and crewmembers that advance

Assemble the tool set
An Accountable training system has the following Components:

Standards: A specific yet flexible set of standards in the form of competency profiles

Evaluation System: Conditions and consistent criteria for evaluation of the SKA components performance.

Reference material: A Manual that is clearly written and focuses on the knowledge components the standards. This material should be easy to read and comprehensive.

Mentoring: Structured exercises and learning session integrated into the work plan of the more experienced members.

Administrative support: For recognition of training achievements and currency of skills.

Primary Benefits to an Accountable Training System
A clear, concrete, realistic and agreed upon method to perform SAR

A self-sustaining system that regularly evaluates and improves performance through scheduled input from the crew, trainers and CGA management
A transparent and active training system that produces a standard of performance that is attractive to other agencies
Clearly established performance standards and evaluation criteria provide a solid foundation for the SAR system in the event of an accident and inquiry
After initial development, training costs are reduced.

Joe the New Member

Joe's Orientation:
Joe Rescue will join a station and request to be put on the active crew training.
He will be given an introduction interview and screened for pre-reqs (Radio, First Aid).
He will write the PCOC if he does not already have it.
He will receive a loaner copy of the SAR crew manual and asked to complete the orientation package assignments.
Joe will then be taken down to the dock for a short orientation to the vessel and facilities.
Joe will then be scheduled and evaluated on the water for the new member orientation level.

Joe's a new crew
Once Joe has completed orientation he will receive a log book a SAR Crew manual and assigned to a crew. That crew's coxswain will now be responsible for a large amount of his crew level training. See station data sheet (coxswains can evaluate all skills that are not marked E). As Joe attends the different training sessions, he will approach coxswains and evaluators to get his skills signed off over the next year. Once he has completed many of the individual skills, the evaluator will put him through various scenarios to complete his skill set for crew level.

Tracking Joe's progress:
When Joe demonstrates a skill successfully during training or during an incident, the coxswain will sign his logbook and update the station data sheet with his initials. Every month the station training officer will use the station data sheet to update the database on-line. Any member will able to log on the website and see their progress, but not change it. When Joe is assessed by an evaluator his performance will be carefully measured and noted on the evaluator's sheets. These are held by the evaluator and will be used to settle any disputes or discrepancies.

Here's the catch (accountability):
If Joe is going trough his scenarios and he cannot perform basic skills (those that Joe's coxswain has signed), then all the skills signed by that coxswain will be

erased. Joe will have to repeat those skills for an evaluator. If this happens to a coxswain more than once, that coxswain will lose the ability to sign for skills.

Joes now a regular crew
Joe has now been awarded his crew level pin and has started on his advanced crew skills. The remaining electives (shaded in grey on the station data sheet) will be signed off as Joe responds to incidents and attends more training. He will work his way through his advanced skills and be reassessed at some of the crew level skills before he is awarded his advanced crew level (assistant coxswain).

Joe the advanced Crew
Joe is now allowed to be on the boat with only a coxswain and a new crewmember; He can be considered for RHIOT School and can complete the Pre-RHIOT package and skills assessment.

Over-all Failsafe
Canadian Coast Guard staff or the Marine SAR Training Officer will be conducting exercises and scenarios with stations to ascertain whether certified crew members are consistently performing to the standards.
If necessary the coxswains and evaluators will have to submit all of their evaluation sheets to the CGA Training Manager for review and more of their certified crewmembers may be re-assessed.

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CGA Training Profile

Notes:
- Probation Period to be determined by the unit
- Advanced crew training is to be developed in the future
- The appointment of coxswains will remain a unit responsibility, however the qualification other than RHIOT is under review.

Receive Log Book

First Aid
Radio Operator
PCOC

Enroll New Member
Active/Probationer

New Member
Associate

Unit introduction

Probation Period
(Notes 2,3)
Orientation Package

SAR Crew Level
(Note 1)

Unit Specific Training

Owner
Operator

Advanced
Crew

Admin
Fundraising
Membership
Secretary
Maintenance
(Determined by unit)

RHIOT School

Trainer
Course

Evaluator
Training Officer

SAR Coxswain

Boating Safety
Education
Examiner
Instructor

3. Training And Presentation Skills

Trainer's Mission
To create, modify or eliminate target behaviours

How does one do this? Part of a trainer's primary tool box is a full set of effective presentation skills. By speaking to groups, facilitating workshops and delivering training sessions, a trainer can begin to affect behaviour through influence. The stronger your presentations skills are, the stronger your influence on the group will be. Your ideas will spread beyond the immediate group of students and your target behaviours will begin to change.

A Learner Centred delivery of material:
Adult learners no longer have the time or the patience for the traditional teacher centred lecture style of instruction. By using different co-operative techniques that enable the student to take part in the process, a skilled trainer can deliver a very effective course. This style of instruction yields very high retention rates and performance results. Trainer candidates will be introduced to the concepts involved in this style of teaching and design their own ways to deliver them to the various groups.

Preparing for the presentation
(Section Taken from CCG Central and Arctic Presentation Skills Manual)
The purpose of the presentation must be clearly established. This vital first step will be the focus for preparation and delivery. Firmly fixing the purpose helps the presenter to concentrate on developing only essential information. Generally speaking, presentations are designed to accomplish one or more of these basic functions:

Identifying the purpose of the Presentation

- To inform: To keep supervisors, subordinates, and others advised of developments, progress and significant events.

- To Review: recount events of importance to the audience, such as project progress and goal accomplishment.

- To Seek Decisions: To present significant information to facilitate decision-making.

Knowing the Audience

- Who and how large is your audience?
- Audience background?
- Audience subject familiarity?
- Are they accustomed to the technical language you plan to use?
- Is it a homogenous group or will there be people of various backgrounds and expertise?

Whatever the purpose, the presentation must meet the audience's expectations. Before beginning the actual preparation of the presentation, you have to find out as much information as possible on your audience:

Answering these and other questions is essential if the presentation is to be effective. Presenters should prepare their materials and plan their delivery with the needs of the audience in mind.

Another factor to consider when preparing a presentation is to identify potential problem areas or contentious issues that an audience might raise. By anticipating problems and developing the presentation to accommodate the areas of difficulty, presenters will be increasing the effectiveness of the presentation.

Structuring the Presentation

- The Introduction
- The Body
- The Conclusion

One very important element to keep in mind is what you expect your audience to get from your presentation. In other words, what information will they have acquired or what conclusions do you want them to draw at the end of your talk. The objectives will determine the content of your presentation and the method of delivery. Whether you prepare a fully scripted talk or an outline talk mapped out on card (one side only), the presentation will comprise three basic parts, each of which must be carefully crafted in order to be effective.

The Introduction

The introduction serves to establish the purpose, scope, and objective of the presentation. A well-constructed introduction sets the tone, sparks interest, and outlines the main topics that will be discussed, and tells the audience what is expected of them.

The Body

The body develops the main points of the communication in a logical and orderly way. Each major point developed in the body should be linked to the purpose and objective and move the audience forward to a more complete understanding. The presentation sequence should also ensure that the information is presented

in small segments that can easily be followed and understood. Carefully controlling the quality and amount of information will ensure the effectiveness and success of the presentation.

The Conclusion
The conclusion serves to summarize the major points presented and to ensure that the purpose of the presentation has been accomplished. It must not include new information. The conclusion should be linked to the introduction and ensure that the points outlined in the introduction have indeed been fully covered.

Speech and Body Language
(Section Taken from CCG Central and Arctic Presentation Skills Manual)

You've probably heard the expression – "it's not what we say, but how we say it". If we added to that "…and what we're doing when we say it…", we have the basic elements of a presentation.

Surprisingly, the content of a presentation is not what sells our audience; rather, we sell our audience on our presentations content and how it came across to them. Let's consider the following psychological elements we all use in the communication process, who these elements affect, our audience's perception of us, and the overall effect of presentation impact.

Eye Contact
We tend to feel comfortable and assured by someone who uses good eye contact when speaking to us. In giving presentations, the same holds true. Good eye contact during our presentation tells our audience that we're comfortable, sure of our material, convinced of our position.

Facial Expression
Like eye contact, facial expression also affects our audience's perception of us. How we apparently feel about standing in front of them; the confidence in our level of information; our sincerity in what we're saying-all of these are evident to our audience through our facial expression. On the other hand, we can also tell quite a bit about our audience's reaction to our presentation by 'reading' their facial expressions. Although not 100% accurate, reading their expressions is a good visual aid we can use to tell how we're doing i.e. approval, doubt, agreement or disagreement.

Body Language
Over the years, body language has become a visual science of its own, certainly requiring more space and time for its study than this course allows. We can, however, look at a few guidelines regarding body language.

First, by scanning your audience's body posture, you can get a good "feel" as to how you're doing. If their posture seems attentive, they probably are attentive. If however, their heads are resting on the table or their chests, they're probably not

attentive and you're probably in trouble. Second, consider your body language and posture. Generally, we should leave our body language alone and concentrate on our presentation. If we are aware of a specific habit we have, we can work on fixing the habit. Otherwise, we need to concentrate on the presentation. Often we are unaware of our habits, but if repeated too frequently they can become a distraction or annoyance. It is sometimes helpful to ask a friend or colleague to point these out to you so you can endeavour to correct them. Third, keep an erect posture but move around and use natural gestures. Anyone who is sincerely communicating ideas and feeling must naturally use some kind of action. Keep your gesture natural and spontaneous and avoid any staged, theatrical movements.

The total impact of these 4 visual areas is not to be taken lightly. Together they provide approximately 55 percent of the total effect our presentation has on our audience. Obviously, the non-vocal elements are critical in how our audience perceives not only us, but also, the persuasiveness of our entire presentation

Object Language

How we dress, the jewellery we wear, our hairstyle, even the automobiles we drive represent our object language. In relation to giving presentations, our main consideration of object language is in our style of dress. Although dress doesn't affect what we know or don't know about our subject, it does affect our audience's initial perception of our credibility. The issue here, is knowing our audience so we can dress accordingly. Dressing accordingly also gains or loses importance depending on whether we are giving the presentation to people we know well or don't know at all.

The Vocal Impact

Breathing

Our vocal chords cannot produce a good volume of sound without sufficient air in our lungs. A nervous presenter is tense and his voice emerges high pitched and strained. A useful tip for any presenter is to take a deep breath, pause briefly, and then let the words come out strongly. Until it becomes a habit, think consciously of breathing deeply throughout your presentation.

Speed and Rate of Voice

On the average, we speak at approximately 125-145 words per minute, depending on our environmental conditioning. People who speak substantially slower than this rate, tend to lull their audience to sleep. Those speaking substantially faster catch the attention of their audience, but their listeners may soon be concentrating on the rapidity of their voice rather than the content of the presentation. A varied rate adds sparkle and life to the delivery. Pauses provide punctuation in speech. They provide emphasis, hold attention and give time for a new idea to be digested. Above all, avoid bridging the pause with the deadly "er" or "uh".

Tone of Voice

The tone of voice is the most powerful tool we have next to visual impact. The tone of our voice reveals how we "feel" about what we are saying. Our audience will perceive our own beliefs in our presentation vs. a canned speech through our tone of voice. It's very easy for an audience to tell the difference between a canned speech and an "alive" presentation.

There is nothing more frustrating than trying to listen to a presenter who can't be heard from the back of the room. Also distracting is the over-loud booming voice in a very small room (even though it does keep the group awake). Adjust the volume of your voice so that it can be heard just beyond the back of the room, over the usual audience coughs and throat clearings. Remember to take a deep breath if necessary to project far back. Effective emphasis of important points can be obtained by a sudden increase or decrease in volume.

Attitude

Attitude is reflected in body movements and voice. Here we are concerned with what the audience senses or feels. Your attitude towards the job of presenting will be reflected in your body movements and your voice. The audience is quick to sense the emptiness of thought or feeling in a listless delivery. They are also quick to respond to an enthusiastic and sincere delivery.

Secrets to Delivering a Powerful Speech

- Fit your topic to your audience's interests. Communicate in their language.
- Organize your presentation. Know your main points well.
- Never read your speech from a text. Use minimal notes.
- Practice and rehearse your speech over and over. Preferably in front of real people. Otherwise on your feet.
- Dramatize, emphasize, and energize.
- Pause frequently.
- Tell them you are looking forward to your presentation.
- Start slowly and then gradually speed up to a comfortable pace.
- Look happy and confident. Smile.

Secrets to Improve Your Body Language

- Stand and sit to your tallest. Never slouch.
- Always wear your best clothes.
- Move slowly, deliberately and gracefully.
- Never rush in front of your audience.
- Shoulders back. Chest out. Chin up. Smile!

Tips and Thoughts

Shoulders and Head Positioning

Confident and Positive		Nervous and Negative
Shoulders Back		Shoulders Drooping
Head Up		Head Down
Smile		Frown
Full of Energy		Low Energy
Ready to Perform		Not Ready
I am Great		I'm no Good
Yes I Can		No I Cannot
Life is Great		Life is Rotten

Five Sure Ways to Kill a Presentation

- Do not make eye contact with your audience
- Make people feel stupid – Talk down to them
- Tell them just the facts – Nothing but the facts
- Do not get excited – Keep it boring – do not use any body language
- Do not smile at all

A Good Teacher

The purpose of coaching is to help people learn about and enjoy safe boating. Your students will come to you curious about boating and will want to improve their techniques. Encourage them by following these general guidelines.

Use a wide range of teaching styles
Accept feelings, encourage ideas and opinions
Demonstrate the skills you talk about
Help to clarify what your students are trying to say
Offer sincere praise and encouragement
Help your student to bring out their ideas, and to solve problems

Feedback

Personalising what you say lets you offer more of yourself to students. As a result, what you say means more to them and has a strong, positive effect on their behaviour.

To personalise what you say, preface statements with phrases like "It seems to me that. . ." or "In my opinion,".

Feedback is information, and getting the right information is essential. Moreover, asking for feedback is often the best way of getting the information you need. Asking for feedback also helps you verify what your students are hearing. By asking them to clarify important points and by encouraging requests for clarification, you reduce the chances that misunderstandings will occur and all of you save time in the long run.

Self-concept influences his or her goals and motivation. By providing adequate feedback and evaluation, you can help a learner modify his or her goals to a realistic level-neither so low that little effort is required to attain them, nor so high, that failure is likely. By providing feedback and reinforcement, you help the learner see and analyse the results of his or her personal performance.

Learners, who know that they are making successful progress, learn more effectively. Through feedback, you can play an important role in ensuring that learners both recognize their achievements and see when their skill requires improvement. People learn best when they are ready to learn. You can help learners be ready by providing the best learning environment and by introducing material gradually and in effective order. For example, someone will learn a skill more readily if prepared first by an explanation of why it is done in a certain way.

Because individuals learn at different rates and in different ways, you can focus on the different ways people receive and process information and provide a variety of listening, watching, and doing activities in each lesson. In addition, because people learn using all their senses, you can maximise learning with activities appealing to the full range of senses. Your teaching strategies should

include an appropriate balance of firsthand, or concrete, experiences and second-hand, or vicarious, experiences.

Learning styles:
People learn in different ways; that is, they have different styles of learning. You should consider two aspects of learning styles when developing your methods of instruction. The first is that learners receive information from the outside world through different modes of perception, or senses. Second, people process information in various ways. The following sections outline the ways in which different people learn best.

Receiving Information and Modes of Perception: Recent research on brain function and individual styles has discovered that individual learners favour different means of receiving information from the outside world. Both children and adult learners favour different modes of perceiving.

Visual
Visual learners seem to learn best by experiencing rich visual images. Colour, graphic visual presentations, demonstrations, and written summaries help visual learners receive information. Information given to a visual learner by other means (lecture especially) must usually be reinforced with some form of visual representation.

Auditory
Auditory learners receive information best through sound. They can happily sit and listen to a person lecture for an extended time and readily receive new information. The auditory learner thrives in a learning situation involving sound, music, or spoken language.

Tactile
Tactile learners learn best by touch and manipulation. Tactile learners comprehend lessons better when they have hands-on experience. People who favour this modality have great difficulty learning solely by listening or observing.

Kinaesthetic
Kinaesthetic learners take information best by learning in a physically active manner. The active learner cannot effectively receive information by passively listening, observing, or being restricted in physical involvement. If the full body is not involved, such as in performing skills, learning is restricted. In general, individuals take in information most effectively in these channels. Seldom does a person learn through only one of these channels. However, by understanding that people receive information through different senses, you can maximise the power of your instruction by appealing to all the senses.

Types of Learning
To help understand the learning process, educators often identify three different types or domains of learning

1. Knowledge or cognitive learning (thinking-mental)
2. Skill or psychomotor learning (doing-physical)
3. Attitude or effective learning (feeling-emotional).

You should take these three types of learning into account when developing learning objectives, lesson plans, and learner materials. Although it may be useful to think of the three types of learning separately, they usually occur at the same time.

Knowledge

Knowledge or cognitive learning is the type of learning that relies on words. The learner reads, is told about a topic, or actively participates in activities to gain the knowledge. The intent is to have him or her know about the topic. This kind of learning is easily evaluated by asking learners direct questions. As a boating Trainer, you will find that much of the information you impart to your learners is cognitive learning.

Skill

Skill or psychomotor learning is learning how to do something, such as tying knots or docking a vessel. When learning skills, actions are important. The learner must be able to perform the skill, not merely know about it. For example, he or she has to be able to start the engine. Much of any course involves the learning and teaching of physical skills in the psychomotor domain, such as steering by compass or throwing a line. A skilled psychomotor performance usually involves:

Accurate conception of the task to be performed
Efficient use of cues
Coordinated movements
Speed and accuracy
Feedback to ensure proper shaping of skills
Ample practice with feedback

Steps in Learning a Motor Skill

Perception (the person perceives the environment through the senses)
Translation (the person analyzes and develops a plan of action)
Effect (the muscles carry out the plan of action)
Feedback (the person gains feedback through the senses and body systems and changes the skill performance as needed)

Steps in Teaching Basic Motor Skills

Reduce distractions in the environment so that learners can focus on the learning task at hand. Break up complex concepts or skills into simple steps and use a sequential method to teach each separately.
Have the learners practice as much as needed.
Use specific, descriptive phrases rather than abstract terms when describing the skill steps.

Organise material into blocks for easier retention (such as the Stop Assess Plan protocol).
Practice mentally: visualise the entire scenario as it is done perfectly. Practice does not make perfect; perfect practice makes perfect.

Adult Learners
Past experiences help determine how the individual interprets new experiences and how he or she will learn. Ready, Willing, able adults enter learning activities with needs, problems, feelings, and expectations. Adults are highly motivated to learn if the information is relevant to their needs and can be immediately applied to real-life experiences and when they have the necessary skills for managing their own learning and for processing the required information.

Objectives, Practice and Feedback
Adults need to practice newly learned skills in a non-threatening environment, as well as redefining their own objectives on the basis of their progress. To continue learning, adults receive feedback to become aware of inadequacies and limitations.

Success and Motivation
The earlier in the course the learner has these feelings of satisfaction and success, the more motivated s/he becomes to further learn throughout the course.

Physical and Emotional
Adults learn best:
when they are in good health, well rested, and not under stress;
when the environment of the class allows them to focus on the information;
when given opportunities for informal, interpersonal interactions with both the trainer and other learners.

Perception Checks
How do you know when your message has been received?
Ask for feedback from learners; this works as a perception check to make sure communication is succeeding.
Ask questions about pertinent comments you have made.
Ask learners to paraphrase your comments; this indicates how well they have understood them and encourages learners to pay attention.
Describe the behaviour of others without evaluating or interpreting it. Whenever possible, avoid value judgements. Such judgements can cause conflict, with the end result being your message is lost.

Why did I do that?

When you demonstrating a subject, ask the student the question "**Why did I do that?**" or "**Why do I do that?**" to into check their detailed knowledge of the subject.

Feedback
Feedback is a communication and instructional tool to give learners information about their performances. Feedback has three specific roles:
To give direction to the learner for present efforts by providing information about previous right and wrong efforts and by recognising improvement
To reward past efforts
To motivate future efforts through praise and encouragement Feedback should be:
Specific
Constructive
Directed at changeable behaviour.
Immediate
Checked for clarity and interpretation.

Give feedback continuously throughout the course.

Positive Feedback
Tells a learner what is good about how he or she is doing the skill and communicates that s/he is improving. It is a part of every learning situation. When the learner knows what he or she is doing correctly, he or she can concentrate on parts of the skill that still need improvement. Positive feedback motivates and encourages; success breeds success.

Corrective Feedback
Should be specific and include suggestions for improvement.
Use it to correct learner's mistakes, errors, or poor performance. It should not communicate or imply any judgment of the learner's ability or intelligence.

Teaching Techniques
There is no one blueprint for successful teaching. Good teachers have always developed their own teaching styles, based on what works best for them and for their learners. As a trainer, you will find that your personal style will develop as you teach more. The course content will remain the same, but your style of teaching, the manner in which you guide learners through the experience, will be refined and eventually become automatic and comfortable. When teaching a course, you can choose from a wide range of teaching methods. A teaching method is a pattern or manner of treating people, objects, and events in order to achieve a particular goal. Every trainer must choose particular methods for use in given situations. To choose an appropriate and effective method, you must consider several factors, including; the learners, the situation, your strengths, the information to be taught, the equipment, space, and time available.

For each technique, consider the following:
- Is it suitable to your objectives?
- Can you do it well?
- Can learners gain from the technique?

- Is it right for the class's experience?
- Is the physical environment appropriate?
- Has the stage been set for using it?

The next section will discuss the following teaching techniques

- Lecture
- Question and Answer
- Skill Demonstrations 3 Ds
- Problem Solving
- Case Studies
- Role Playing
- Discussion
- Learning Stations
- Small Group Work
- Brainstorming

Lecture

Although this method is used often, it is the least effective. It assumes the following:

1. All learners can learn at the same rate.
2. All learners can take effective notes.
3. That you are a stimulating lecturer.

The faults of lecture are

1. Learners may daydream.
2. Neither trainer nor learners get feedback
3. Learners can become bored.

Question and Answer

For this method to be effective, learners must feel free to participate. The students must not feel threatened if their answers are wrong.
This method is good for a quick review and starting a discussion.

Purposes of Questioning

- **Alerting**: Getting learners' attention
- **Involving**: Actively involving learners
- **Confidence building**: Through correct answers, providing learners with a sense of accomplishment
- **Thinking**: Helping learners put together various facts to solve problems
- **Testing:** Finding out what the learner knows

Principles for asking good questions

Use a random pattern of questions to keep learners alert (question, pause, name).
Be patient and use probes rather than blurt out the answer.

Use positive phrasing for feedback, find something good or useful about any answer.
Build questions based on what the learner already knows, moving from known to unknown.
Praise the learner for good answers and attempts to answer difficult questions.

How to answer questions from learners:

- Don't bluff if you don't know the answer.
- Make sure you understand the question.
- Repeat the question so that the whole class may participate. (But don't always do this or the class will never listen to the original speaker).
- Answer simply and concisely.
- Answer only what is asked.
- If you believe the questioner is capable of answering his or her own question, use probes to guide the learner to the correct answer.
- End questioning firmly and politely.
- Do not encourage questions about irrelevant subject matter.

(Question EX) See if you can guess the answers to these questions about questions
What is an open question?
Please explain and give and example of a greater response question?
Redirect question (stimulate a Q/ to redirect)
Do you think a leading question drives a person towards a desired conclusion?
Which type of question do you think is better?
An alternative question that gives a choice of answers?
An open question that gives the student a chance to respond in detail?

A closed question only requires a single answer, is this true? yes or no.
Do we all agree that a coordinating question could be used to wrap up a session and summarize the various uses for questions in groups

Skill Development
(section adapted form CYA LTR manual)

Planning a Session

Now that you have determined your drill progression, let's plan a session. For this lesson, you have decided to focus on station keeping. If you want to teach more skills on this day, building towards a proper application of this skill in context, chose a skill that does not require proper performance at the beginning of the session. For example, trying to teach someone to recover a person from the rocks before they can hold the vessel still would not be a good choice. This skill requires both station keeping skills, and knowledge of what the currents are doing.

To make things simpler, in this sample session the trainer is only teaching starting and stopping with respect to a steady point of reference. The trainer has a plan to work on assessing surf and person recovery later instead of building on starting skills for the remainder of the day.

Station Keeping Objective: To immediately stop a boat, and hold that position within a given distance for a designated period of time.

Land Presentation: Tools necessary to present this on land might be markers and a white board to draw it out. Brainstorm ideas with your students about how they can stop their boat and accelerate again quickly. Don't forget to explain how these skills relate to the evolution of recovering a person from shore at go, so your students see the relevance of this drill to effect a rescue technique.

On-water Communication (on-water briefing)

On water briefing is a really good tool to correct the progression of your day. If you see that your session is not going as planned, regroup the boats and use quick and simple words to brief the group for the next drill.

Tips:

- Give the reason for change, the goal and explain the drill
- Use familiar vocabulary
- Be quick
- Make sure every body understood using sign language
- If one didn't understand, get a team that did to explain the change.

Effective communication on the water can sometimes be difficult to achieve. Here are some things to think about:

- Can my students hear me over the noise of my engines? Could I turn my engine off in this wind or would I drift too far?
- Is this something I should tell the whole group together?
- What points should I save to say on land?

We all know that two-way communication can be difficult to achieve on the water. Usually trainers attempt to give just one or two essential points to their athletes on the water and move on. If you have more to say to someone, get them to steer a course and drive up alongside. Choose a communication style and try to be consistent in your teaching. The use of signs and signals can be effective if you have taken the time to establish the signals before hand. Asking students to

tap their head to confirm they understand your commands or always using three whistles blows to bring a group together are a few examples.

On land communication; debriefing a training group

Tips on communicating assertively during your debriefs

- Think before your speak- it makes what you say easier to understand
- Determine the purpose of your communication. Communication has many different purposes: to inform, to correct, to initiate action, to congratulate, to change behaviour, etc. Clarifying your purpose reduces the temptation to communicate too much at once.
- Choose an appropriate physical setting to avoid communication barriers.
- Individualize your communication- take into account each person's background, needs, and expectation.
- Make sure that your body language is consistent with what you say – non-verbal messages are very powerful. Communication is at its best when your tone of voice, facial expression, and gestures are consistent with your words.
- Encourage feedback. Ask people if they have understood what you said; paraphrase what others say, etc.
- Be honest and sincere – it breeds trust. Say what you mean in an open manner.
- Communicate for the future and the present. Most communication deals with the present. Keep longer-term goals in mind when you are talking about current issues.

A trainer's debriefs must be to the point yet positive constructive and accountable.

Detection and correction

These skills are probably a good trainer's most important skill set. This is the most critical part of effective coaching, but it takes time to develop. Although you might understand all the theory of how to do detection and correction, only practice will make you a master! Do not make things up for detection and correction - if something is good say so and move on with your drill. Only give feedback that is relevant to the training situation that you are trying to work on. Feedback does have to be relevant to the problem at all times or at least until you can clearly identify that there is possibly another item that is creating the problem.

The priority in productive detection and correction is a good knowledge of the subject. When doing detection and correction of mechanical movements of the coxswain and crew, first of all study video of top crews in that class to see how movement should happen.

For example, when noticing a problem with boat handling, there are several things to consider when examining the problem. Is the driver aware of the pivot point? Are they keeping track of Speed, Helm and Throttle? Examine the boat, and work through all of the possible problems in your mind. Usually in a situation

like this, it is skipper/crew's starting position, so adjusting accordingly is easy and should show quantifiable results.
If there are many problems with their technique, choose the simplest aspect to work on. Pick the one thing that will improve their mechanical performance the greatest! Once that skill is mastered, move on to another (slightly more complex) problem.
The important reminder here is, good detection and correction takes time to see what the real issues in a boat are. Creating drills that will help to bring out a problem on the boat is also an important tool to enhance your detection and correction skills skills.

Feedback vs. Criticism
For a SAR trainer, it is very important to understand the difference between positive feedback and constructive criticism. A trainer has to challenge, inspire, enable, model, and encourage the newer or novice boat teams. Positive feedback, therefore, has a better impact on the team's retention and attitude towards training. At a higher level of performance, the ratio feedback/criticism grows smaller. The constructive criticism becomes more relevant to the team's improvement curve as the intensity of the training grows.

Many clinics work on the technical components for effective performance. The trainer's will manipulate the drill or activity, in order to create a learning situation. Drills can provide opportunities to address an identified performance factor. Trainer's and students need to ensure straight talk, positive communication that is clear and focused and builds partnerships that are based on interdependence and self-reliance. There should be a focus on empowerment where athletes take responsibility for how they practice and perform through development of a strong sense of personal power and confidence.

Trainers need to be sensitive to the following issues.
What to say? What is it that the session is focusing on, what are you trying to improve? Although some feel that there is much that needs to improve, it is important to focus on 1 or 2 specifics and ensure it is something they can change today. Some of these things are easy to adjust. Feedback needs to be specific.

When to say it? Research indicates that it is important to give feedback almost immediately, which is why on-water sessions are so effective. Waiting until you are off the water may be the only option in some situations, but try to give input to technique, rescue situations, boat handling or set up when it is actually happening.

How you say it? SAR can be a very emotional, ensure that the communication is not negatively affected by it. Yelling at the crew will not have a positive change in behaviour and if it does, it isn't done constructively.

Other elements to be concerned with

Embarrassing your athletes: Many new members quit the CCGA because they felt people where laughing at them, or could not do the task to the correct level. Be aware of the gender issues, learner style of the student, and adjust your message to ensure they are having fun.

Praise cleanly and towards positive behavior. Research shows that you do not need to be a cheerleader and positive all the time to affect intensity of work or support positive behaviors and outcomes. Strategically placed positive comments can have incredible affect on self-esteem, level of effort and have a positive effect on your relationship with the student.

Non-verbal Communication Sunglasses, crossed arms, bad posture while you are giving feedback will certainly taint how the feedback is received.

Celebrate. When you see something that is done well, and is not related to the theme of the training session, praise them. Students sometimes are trying to impress the trainer and if you miss an opportunity to praise when it is warranted, they may feel the trainer is not into it so why should they be?

Guidelines for giving feedback:

- Be sensitive to the needs of the crew
- Give feedback at an optimal level of frankness and honesty for the student
- Make sure that your motivation for giving feedback is its' value to the student.
- Choose the appropriate time and place
- Provide a digestible amount of feedback
- Check that the intended message was received

Guideline for receiving feedback

- Listen to the whole message, both verbal and non-verbal
- Don't explain, defend, or deny
- Be open to hearing feedback: don't listen selectively.
- Ask for clarification
- Give yourself time to absorb new information

Skill Demonstrations-The 3 Ds: you want your learners to succeed readily and effortlessly at the skills you are presenting. This makes your work easier and more rewarding. To simplify the learners' process, follow these guidelines for teaching skills.

Proximity:
The proximity of the demonstration to learners is very important: the closer, the better.
Learners can more easily mimic some skills if they view the demonstration from the same angle as when they perform the skill

Timing
Learners need to do the skill as soon as possible after it's taught. The quicker they try something, the better the chances of remembering the details and steps.

Chunking:
Chunk teaching is also significant. Give learners digestible chunks of skills and time to practise each one.

The Three D's

- Demonstrate,
- Describe,
- Do

Simple skills may be taught in their entirety, whereas more complex skills should be taught in a series of progressive steps.

Demonstrate.
Before the demonstration, tell learners what they are going to learn and its' importance or value. Demonstration shows the learner the big picture. Demonstrate at the full normal speed so the learner will see the start and end. During the demonstration, be silent. Speak or count only as you would while actually performing the skill. Any talking will only distract learners from the learning. Your demonstration of the skill should be very exact, although you may use larger-than-life movements for emphasis. Avoid letting specific movements run into one another, because the learners will not see the separate movements. Demonstrate the entire skill first and then, if necessary, demonstrate the skill in parts.

Describe.
After giving the demonstration, describe what you have done. Describe each movement step by step. Rationales for some steps may be appropriate at this time, but try to keep them to a minimum. Excessive discussion may cause learners to lose focus on the skill. At this time, it is often helpful to repeat the demonstration. Remind learners of the big picture, especially if you think they are feeling confused and lost. Repeat the demonstration now at fitful speed with no talking before you go on to the next step. Repetition at this time will clear up misunderstandings more than any amount of description. Make skill demonstrations consistent each time to avoid confusion and misconception.

Do

1. Learners all start together, doing one chunk at a time and remaining at the same step. As they go through the skill together from start to finish, give help and guidance as needed. Keep the speed of the skill very slow to make sure everyone understands and stays with each step. Manipulate the learners' position or remind them of specifics of the skill as needed. Give explicit instructions and check the learners' understanding before permitting a learner to practise a new skill.
2. Learners repeat the skill as you walk them through it step by step. How many times you do this depends on the learners' level and the particular skill. Allow learners to practise, first with direction, and then without direction.
3. Now give learners time for individual practise and questions. Allocate a section of the room where each group can practise the skill. Some learners will catch on more quickly than others. Wander through the room now to be available to learners. Assess their performance according to established evaluation standards and provide all learners with feedback.
4. The more learners practise, the more ingrained the skill will become. Any time during the course, either now during instruction time or later during scenarios, practises will be beneficial. Present a problem involving the skill learned (if time allows)

Problem Solving

Problem solving is a very effective method when used in small groups. By creating a team, and presenting the team with a challenging problem, all team members will become motivated to work together and apply the principles that have been taught. The ability to solve problems depends on an individual's knowledge and grasp of concepts and his or her ability to apply that knowledge to practical situations. Problem solving usually involves the following steps:

- Know your goal. .
- Assess the situation. .
- Restate the problem in more specific terms. .
- Consider options and their consequences or implications. .
- Decide what to do and do it.

Case Studies and Scenarios

Case studies give learners the opportunity to apply principles they have learned to a real situation. To be useful, a case study must be realistic, contain sufficient data, and outline a problem that is both relevant and significant. The case study method is especially useful for on water situations in which there is more than one right answer and the learner's judgment is essential. It is a valuable teaching method for groups of adults because it encourages learners to test what they have learned and translate principles into action. This is particularly effective when teaching vessel operations, which requires careful assessment and judgment.

Role Playing:

Role-playing is an excellent opportunity for learners to learn how they might react in an emergency. It involves safe but challenging situations in which learners can practice their skills and identify any crucial errors in the performance of these skills. This process helps learners become better prepared to provide first aid in a real situation. In addition to stimulating discussion, role-playing helps learners develop leadership and human relation's skills, sensitivity to people and situations, and the ability to solve problems. For role playing to be effective, you must structure and control the experience. Ensure that no one is hurt or embarrassed, and that learners meet the objective of the exercise. Keep the following steps in mind when organising role-playing exercises. Precede role-playing exercises with a general discussion and a warm-up period. Explain the pertinent factors of the situation just enough to give learners a fair sense of the problem. Enact the situation.

You are probably not a Ninja Master

A traditional teaching style involves students who seek to learn from a great master. They arrive and are truly in awe of his or her great skills and wisdom. They strive to emulate the great one in every way and they are silently lapping up every word uttered from the revered teacher. Unless you are a Ninja Master you can forget this style of teaching. **The goals of an adult trainer are to co-ordinate learning activities for other adults and assist them with their own learning.**

One of the hardest lessons a trainer can learn in class is that there is always a student that has higher qualifications or more knowledge on a subject then the trainer. This fact makes life miserable for the trainer that attempts to maintain a traditional superior teaching style. If you belittle to your class or try to impress them with your vast skills and knowledge then they will lay in waiting ready to pounce on your first mistake. Do not do this to yourself.

Seating Arrangements

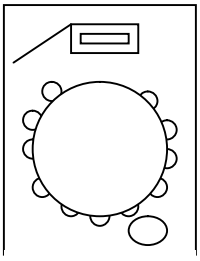
Once you've selected the room for your presentation, you need to determine the best seating arrangement, consider the size of the room, the number of people in attendance, and any special needs of your audience. For example, if you have individuals in wheelchairs or other special needs participants, you must make sure that the room is fully accessible.

SEATING ARRANGEMENT CHART

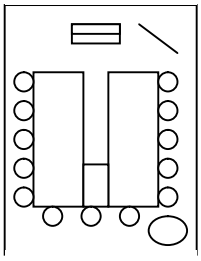
The chart below will help you determine which arrangement to use for your presentation if you have some flexibility.

Style	Room Size	Group Size
Conference	Small	Small
U-shaped	Small/medium	Small
Circle	Small/medium	Small/medium
Pod	Medium	Medium+
Classroom	Medium	Large
Chevron	Medium+	Large
Theater	Large	Large

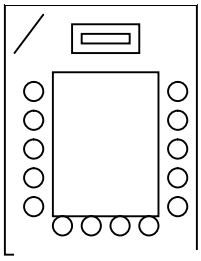
Circle Style



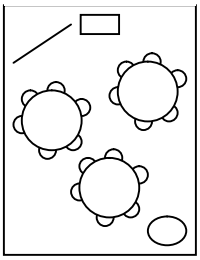
U-Shaped



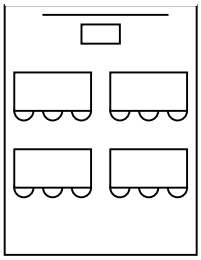
Conference



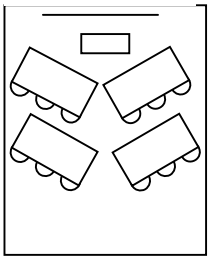
Pod Style



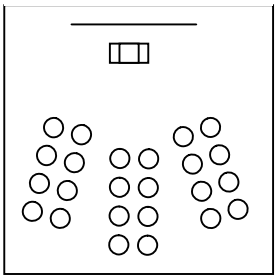
Classroom



Chevron



Theatre Style



Advantages and Disadvantages

When you select a seating arrangement, you have many more options than you might think. Here are some examples, with the advantages and disadvantages of each.

Conference Style: The conference style setup usually can accommodate four to 16 people. This is a good choice for a small room and is conducive to conducting a working session. While everyone can easily see the speaker, some people may have to turn in their chairs slightly to see any visual displays. If you walk around during your presentation, you need to stay in the front of the room so that you don't walk behind members of your audience. This arrangement allows for easy interaction among participants because of the closeness of the arrangement. The speaker must be careful when using slides, transparencies or a flip chart in this setting. It's very easy to stand in someone's line of sight because of the size of the room.

U-shaped Style: The U-shape is also appropriate to use in smaller groups of four to 16 people. Unlike the conference style, however, participants find it difficult to talk unless they are sitting beside one another. This style provides for big group interaction, but people must speak up. It's also very easy for people to table-chat with the person next to them.

Circle Style: The circle style is more suited to small groups. The leader can either stand at the front of the room or sit down with the group for a more informal presentation. A restricted view of audio/visual materials is one drawback to this seating arrangement.

Pod Style: The pod style is appropriate for a working session, as each table can work independently. This style is suited to a speaker who likes to walk among the participants. It also offers diverse work groups a way to organize and discuss agenda items.

Classroom Style: The classroom style is more formal than the pod style. In this arrangement, the speaker can move back and forth across the front of the room or down the aisle. This allows the speaker to get closer to all members and helps to make all participants feel a part of the group. It can be used with almost any size of group. It's important to give each person adequate table space to work. Straddling table legs gets old very quickly. Voice amplification must also be considered, because the classroom style causes people to move away from the speaker.

Chevron Style: The chevron style is a variation of the classroom style. It can be used with both small and large groups because the angled tables enable all participants to see the speaker and the visuals.

Theater Style: The theatre style is the most often used setup for large groups. Since no tables are included, this arrangement isn't a good idea if participants need to take notes. Leaving at least one aisle in the middle will allow the speaker to get closer to the participants and help to keep their attention.

Regardless of the selected style, it is best if you are able to walk within a few feet of the audience. This allows everyone to feel a part of the presentation. This is

difficult to accomplish if the speaker mains at the front of the room or hides behind a lectern.

The Lesson Plan

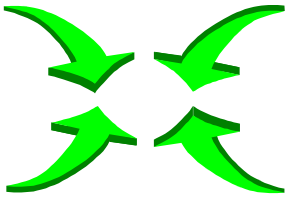
(excerpts adapted from CYA coach level 2 manual)
Reading the following review material will reinforce the standards you should be trying to attain in your lesson planning during this clinic and in your regular teaching.

Lesson Preparation and Planning

The success of your lesson will, to a large extent, depend on how well you prepare yourself and plan your lesson. Your preparations should include:

Listing and obtaining necessary teaching aids and materials.

Reviewing the skills and knowledge to be included in the lesson.



Planning your lesson (what, when, where).

Setting your objectives.

Lesson Fundamentals

A lesson is a single, complete bit of learning. It may take thirty minutes or all day. During the lesson, the instructor may use different teaching methods and present different aspects of the theory or skill to be learned.

Let's say you have a group of students for an afternoon lesson on docking. You may wish to first describe the process to them on the blackboard or with a boat, then ask them to pretend they're in a boat and go through the motions and commands, finally, moving onto the water for actual teaching of the skill.

Important Characteristics

- A lesson must be a single package of learning.
- Each lesson should contain something new. Exclusive of review lessons, a lesson should contain both something old to tie to past learning and something new to extend learning.
- The lesson should be reasonable in scope.
- The lesson should be suited to the needs of the students. It must be material that isn't over their head. It should be consistent with the goals of the course and should work toward these.
- The lesson should have a clear sequence.

- The lesson should require a measurable standard of achievement. Tell your students how well they have to know something or how well they are to be able to do it.

Flexibility

Be prepared. For every lesson you plan, prepare alternate stations, or whole alternate lessons that you can swing right into if the weather breaks, the wind picks up (or drops), the boat breaks down, or nobody feels like listening to a lecture today. Recognizing when a lesson isn't going well and quickly coming up with a workable alternative is the mark of a good trainer. Planning your alternatives in advance makes this possible.

Review Your Material

Your student's think you are an expert on the material you are teaching them. Don't let them down. Before planning a lesson in knots, make certain you know and can clearly demonstrate all the knots and explain their uses. Before planning a lesson on searches, get out on the water and review the procedure yourself, step-by-step as you would have them do it. Be prepared for extra questions. Know more about each topic than you intend to teach.

Effective lessons

(This section is adapted from CCG Central and Arctic's BSS instructor manual)

"If you have no port in mind,
It matters little what course you steer."
Seneca.

"Students are often overwhelmed by the quantity of information heaped upon them. No one tells them what is important and what they should be able to do at the end of the instruction period.

Students should not have to play guessing games about objectives. We should have the objectives for every course and for every instructional event, presentation, or class period.

If you give each learner a copy of your objectives, you may not have to do much else. If students are told precisely what the objectives are, minimum performance is described, and they are given sample test questions, the entire learning task suddenly breaks through the murk of overabundant, disorganized information.

A student entering a classroom to take an examination should feel as smug and secure as an individual who has somehow gotten a copy of the examination in advance, but without the guilt.

We should have no secrets from our students - if we, the leaders, know where we are leading them."

Deterline. (1968) "The Secrets We Keep From Students"

Types of Objectives

Course Objective: A course objective specifies what the student should know or be able to do at the **end** of the course.

Terminal Objective: A terminal objective describes the terminal or final performance expected of the student at the end of that **segment** of learning. It could represent the goal of a lesson or module. Or, it could represent the objective of an entire portion of a course.

Enabling Objectives: Enabling objectives divide the terminal objective into **smaller, manageable parts**. For instance, to learn about buoyant devices, we introduce smaller parts like lifejackets, personal flotation devices and so on. The completion of all these smaller parts, or steps, leads us to the terminal objective.

Teaching Points: These are the steps or points that must be covered, explained or illustrated for each enabling objective to be reached. An instructor's manual contains a collection of "teaching points", or the **content needed for objectives** to be reached.

An effective lesson is one which has clear goals and which has content and activities that implement those goals.

Effective instruction is implementing an effective lesson plan with appropriate style, voice, physical behaviour, humour, eye contact, pace, enthusiasm, and so on.

EFFECTIVE LESSON

Clear and public goals

Teaching points (and activities) which lead logically to the goals

However, as an Instructor, you still need to make sure your class:

(a) **Knows the goals** you are trying to reach, and,

(b) Understands how the **content leads to the goals**.

Levels of Learning

Teaching objectives should be based upon the job the learner is being trained to do. At the same time, we must consider the depth of training that is possible for us to attain in a course within the time we have available. Often it is more effective to train students well in typical job tasks and brief them on less frequently performed tasks.

This forces us to decide upon the level of training we will aim for. Although we are required to "cover" the content in a PCCC Course, we can modify our emphasis on topics. We can also demand more from students on various topics. We can, and should, fine-tune our training demands considering the "job the learner is being trained to do". In another way, an instructor can, and should, fine-tune the course to local situations and learner requirements.

Remember that "emphasis" on a topic does not always mean more of the same. Emphasis on a topic, hopefully, means we increase the **level** of understanding, and increase the scope of uses. The following levels of learning show the possibilities for student learning:

1. **Recall** (the lowest level): remembering a fact

2. **Comprehension**: understanding how, when, why, what facts, should be used

3. **Application**: using facts, principles, and procedures to perform or create a plan

4. **Analysis**: ability to take apart a whole and sort out its component parts

5. **Synthesis**: ability to assemble skills and knowledge into a workable whole

6. **Evaluation** (the highest level): ability to judge and measure the utility and effectiveness of knowledge and skills

The Lesson Plan

As you already know, there are three parts to a "Lesson Plan":

1. Introduction
2. Presentation
3. Conclusion

Introduction

Basically, you want the class to be ready for new learning. Of course you want to convey your motivation and the goals of the "lesson" but try to be imaginative. A joke, a story, a problem, a recall of what has already been learned can all help get the lesson off to a good start.

Presentation

This is the essential content of the lesson. It includes all the teaching points, activities, summaries, questions, reviews and demonstrations. For effective instruction and learning, we try to "sequence" the content in a lesson. These are self-explanatory.

Simple to Complex

Known to Unknown

From a Part to a Whole

Chronological Order

Most Common to Least Common

Logical Sequence

> What I hear, I forget
>
> What I see I remember
>
> What I do, I understand
>
> Confucius, 451 BC

Here are some other "tips" which may help your presentation:

- Never tell students anything they can tell you.
- Develop ideas through questions as much as possible.
- Support ideas with aids, examples, comparisons, and statistics.
- Wherever possible, let the class be active.
- Don't be a slave to the clock. Take the time you need.
- Take frequent "breaks". Most people can't sit for long periods.
- Remember, you are dealing with adults.
- Always be aware of different reading levels in the class.
- Keep your perspective. Perfection escapes most of us.
- Enjoy the class and have fun.
- If it's important and they don't get it. Just try it again.
- If it's not important, don't beat it to death.

Conclusion
The whole idea of the conclusion is to **confirm** for the student that they have really learned something. So, the review or summary should never be "here's what you CAN'T do". It must also emphasize what the student CAN do, or what they DO know.

The **confirming** idea of the conclusion builds student confidence, builds student trust in you as an instructor, and paves the way for an easy beginning of the next new learning.

Think of the conclusion of the lesson as building a link or bridge to the next learning, not just as an end to the last learning.

Evaluation Session – Title – How to use this
Venue: Dock, Class or Afloat

Time	Key Concepts: ***Under Construction*** These are the most important messages that are simple and can guide students through future challenges. Trainers are encourage to help develop these concepts.	Notes
	Main Teaching Points: These are points that are key components to the course. They may be full knowledge statements that should be specifically expressed or point form topics ideas that may be taught in different ways. These points must be covered to meet the enabling objectives and are the examinable material. Skills and activities are also included in the MTP's but the performance standard at the end of the lesson is where the competency of skill is outlined Teaching Strategies: brief activities used to deliver a point in the MTP section. They will be referred to as: (DEMO) demonstrating a point using props or actions (OHD) using an over head to develop a point (HAND OUT) exercises or information on sheets (GRP EX) small group exercises (CLS EX) class exercise (HM WRK) exercise taken home (Links) a link is a relation to other parts of the course, you can review those sections or use materials to help teach this section *Main teaching points are those that must be taught* Rationalization: This section is where we can add information, tell stories and use scenarios to illustrate the need to achieve the standard. *Suggested Activities:* These are a list of major learning activities that may help accomplish the terminal and enabling objectives. Most are described in terms of: Exercises Case Studies Game or competitions Class problem solving Small Group Problem solving Small Group Creation	This section provides a list of required equipment: Safety tips for the exercises and emphasised messages Use this section to write you own notes Page numbers linked to text Audio visual Aids and class notes

	Exercises: The exercises are divided into three elements: Title, Purpose, Description. Notes: Briefings and safety considerations ➢ *All briefing and safety reminders are listed here for preparation for exercises.* ➢ *The notes are intended to give the trainer insight on some of the logistical, and principal challenges of the exercises.* ➢ *These notes also provide helpful hints.*	

Method of Evaluation & Condition	***Skill / Knowledge and Standard***
<u>Skill</u>	
Conditions, requirements and pre-requisites of the skill are put here. The method and terms of evaluation conditions are as follows: ➢ **Consistently** (more than once effectively) ➢ **At least once effectively** ➢ **Once effectively** ➢ **Participate** (Active participation in activity means student must complete at least one of the divided tasks assigned by the group). ➢ **Demonstrated in conditions of calm weather**	Here is a list and descriptions of the skills to be performed and the criteria for their evaluation. 1. The <u>skill name</u> 2. <u>Standard</u> the overall goal of the skill with statements such as with or without prompting or reference 3. <u>Critical actions /steps</u> This section reminds the trainer of what the skill competency standard is. There may be references to regulations or guides that describe a standard action or skill.
<u>Knowledge</u>	
The knowledge statement or concept can be tested verbally, on operator proficiency exam or on the final as written. Some may be tested in any of the above.	1. The topic <u>name</u> 2. Description of knowledge points to test 3. <u>Standard</u> or quality of practice with /without reference 4. Operator proficiency Standard: (Tasks #)and summary

4. Evaluation

CCGA qualifications shall be awarded following the completion of training programs that relate to this standard, and should be noted in the CCGA Training Log. Training should include a demonstration of skills in order to assess fully the competence of the auxiliary's. Training and experience received outside of the CCGA organization that relates to this standard should be verified against this standard and accepted or amended as appropriate.

Objectives

The objectives of these Standards are to:

- Provide a basis for training on the specific knowledge and skill requirements necessary for qualification in the various roles as a CCGA member;
- Maintain an effective and professional level of operational performance through the systematic provision of refresher and/or advancement training for qualified members;
- Provide the CCGA with guidelines for recruiting potential CCGA members;
- Ensure that personnel are qualified to fulfill the various roles of the CCGA;
- Assess CCGA members' ability to perform to established and recognized standards;
- Support, as far as is practicable, the consistent application of standard operating procedures by CCGA;
- Foster professionalism and pride in the CCGA;
- Foster a strong partnership between CCGA and CCG;
- Provide the basis for future development of training for all aspects of Maritime Search and Rescue, and;
- Operations and Prevention.

Five Steps to getting your station underway

Step One: Keep training your members at their assigned levels:

All training activities fit into the program. They will be assessed as advanced crew when the evaluators set up the scenarios and evaluation sessions. If they are not able to perform at the advanced crew level the evaluator will recommend skills to practice and re-evaluate when they are ready.

Step Two: Advertise the standards and the assessment sheets**:**
Members should all have access to the performance standards (post them on a special training board at meetings so that all can see them, print out copies or handout diskettes). All members should know what level of performance is expected and how they are to be evaluated.

Log on to the web page and enter all of your new crewmembers and their member numbers that are working on their crew level training.

Log onto the training resources page and make sure that you have all of the updates.

Step Three: Use the Manual and Materials
Use the manual and materials to encourage training by the coxswains and crews. Set up a routine during the meetings where crews can work together to present sessions to the whole group. Make it fun and challenging for the crews to create exercises and presentations for different subjects. The evaluator can help the crews by giving them ready made exercises, lesson plans. You, the evaluator, may have to deliver the first few sessions but don't get stuck doing all the training.

Step Four: Get your Coxswains training and evaluating the crew skills.
Set up some coxswain's meetings and give them a personal set of the training material to start covering off the basic skills. As the coxswains work with their crews they should be signing their log book as well as the station data sheet (coxswains are not allowed to sign off on the (E) skills, only the evaluator can do this). If a crew member does something that meets or exceeds the standards during a call or exercise then a coxswain can sign that skill. Update those skills on line.

Step Five: Initiate Your Training Plan and Use It.
Update the web for all of your crew levels, meet with your coxswains to review their crew's progress, and create individual and crew training plans. You need to contact the other ARTE team members to set up multi-station scenarios and exercises. REMEMBER all major exercises are an opportunity to evaluate skills at all levels (individual crew, individual coxswain and team skills). Do not miss these opportunities.

How to use the standards:

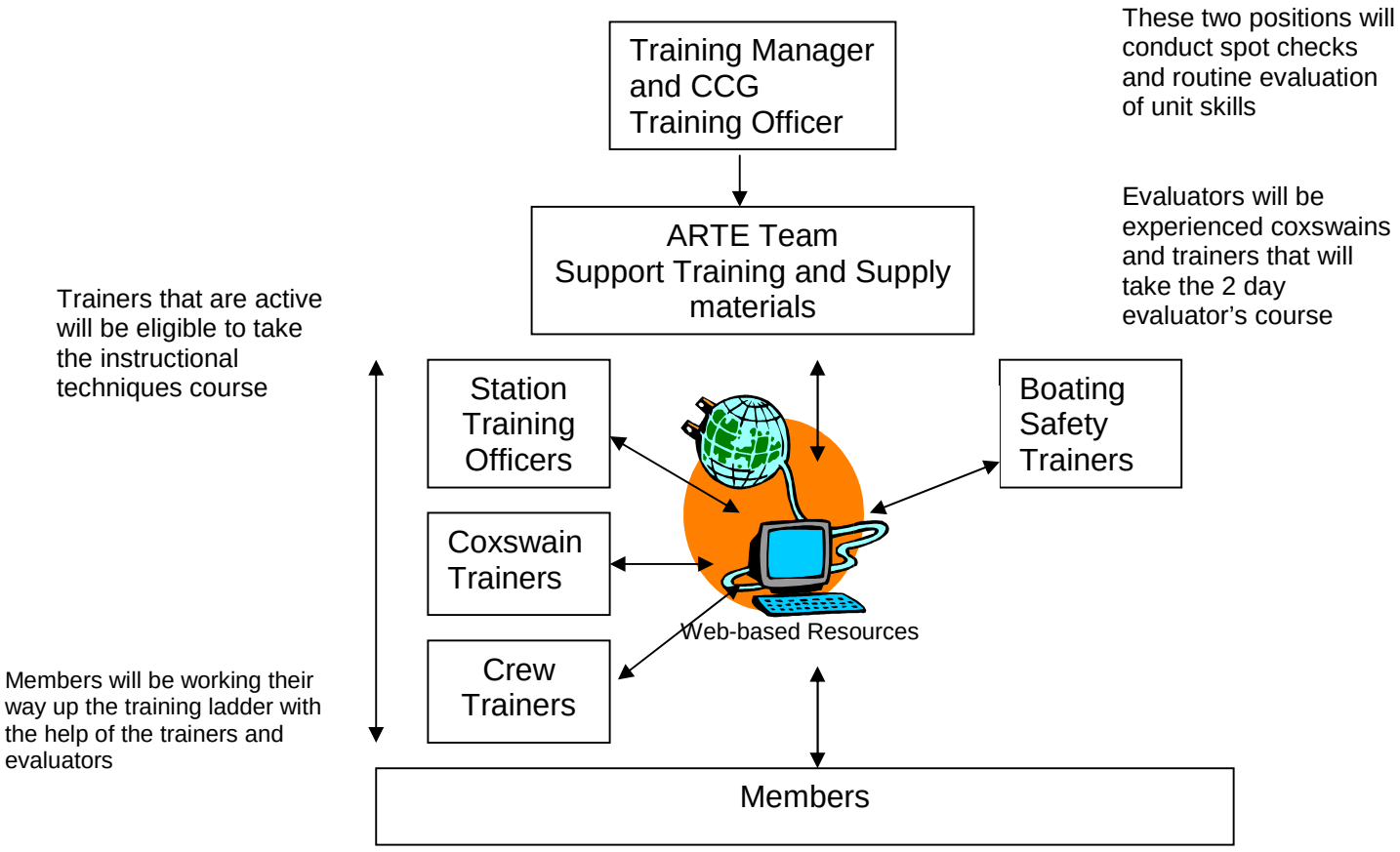
Evaluators will use these skills for reference and clarification when they set up their exercises and the candidates can refer to them when studying or practicing their skills. These standards will serve as the base for all of the training materials and reference guides. The rules and conditions for evaluation are laid out here so all evaluators are responsible for meeting the conditions and only evaluating the standards. (You can't fail someone for something that is not in the standards).

Tasks & references	**Standard**		**Conditions for Evaluation**	
	Knowledge	Skills	Knowledge	Skills
Main Function The first row is the general function and the description of the competencies involved in that level of performance of that function. In the Evaluation section of the first row it will list all of specific competencies required and the number of elective competencies. Each candidate will have to have successfully completed the required competency and a specified number of electives needed for successful completion of the function. The elective competencies are in **grayed** and labeled **elective**.	The knowledge standard describes the topics and subtopics involved and any references to large bodies of information. If there is a substantial amount of information involved then often the paragraph or chapter headings will be listed here along with a summary description of emphasis to certain aspects of that information.	Here is a list and descriptions of the skills to be performed. For the whole subject area. Eg. When towing each candidate shall be able to do the following: Towing/SAP assessment Towing Communications Towing gear inspection and use Set up Approach and passing the line Tow watch and line control Towing Emergencies Towing Alongside Towing Salvage operations	The conditions that are acceptable for evaluation of the skills are stated in this section: The knowledge statement or concept can be tested verbally, on a proficiency exam or on the final as written. Some may be tested through the successful demonstration of the skill related to the knowledge. While the candidate is demonstrating the skill the evaluator can ask questions testing the related theory.	**Conditions**, requirements and pre-requisites of for the skill are put here, The criteria for evaluation will include Method of evaluation, Supplied components Setting, Surroundings and Weather **Method** Describes the evaluation process in regards to the activity. Skills can be demonstrated through scenarios, drills, questioning **Setting, Surroundings and Weather** Condition also implies the setting of the evaluation and factors that effect degree of difficulty. For basic skills the setting must not hamper the demonstration of the skill. E.g. Demonstrated in conditions of light wind and chop, in night
Competency 1 The next rows are individual competencies and their steps. The table is divided two halves: In the first two columns after the competency title is the raw description of the knowledge and skill and their components or steps. The second half tells the evaluator and the candidate the Conditions, rules and criteria for evaluation of the Skills and Knowledge	Standard or quality of practice with or without reference Use terms like list, explain, compare or state the difference between two ideas or concepts E.g. Each candidate will identify the rules (collision regulations rule 18) in regards to the required actions when a power vessel meets: A Fishing vessel A sailing vessel	The skill name Standard; the overall goal of the skill with subjective and objective qualifying statements such effectively, efficiently or successfully. Critical actions /steps There may be references to regulations or guides that describe a standard action or skill.	E.g. by consistently starting a vessel safely it implies the theory involved in the steps to starting a vessel. (Written test not necessary.) Terms for knowledge evaluation Knowledge List the factors/items/actions Describe the actions/Items Choose the correct actions/items	The terms of evaluation conditions are as follows: **Guided** (this skill may be guided or prompted by a checklist, coxswain or evaluator) **Consistently** (more than once effectively) **At least once effectively** **Participate** (Active participation in activity means student must complete at least one of the divided tasks assigned by the group). **Supplied Components**: Are the equipment, vessel, assistants and/or written material that may be included in a fair evaluation of the skill. Some terms like familiar vessel will require that the candidate shall be evaluated on their own vessel or be given time to familiarize themselves with the test vessel.

Tasks & references	Standard		
	Knowledge	Skills	Conditions for Evaluation
4.0 Electronic Communications Function 4.1SAR Communication system 4.2 Operating the VHF Radio 4.3Electronic EmergencySignaling systems 4.4 Communicating as a SAR unit & Radio Log work	Each candidate shall list the distress and regular CCGA working channels for the area and keep a radio watch for any of the radio distress signals. The candidate shall identify the controls of the VHF radio on a familiar vessel. Each candidate shall list the information included in a SITREP and the non-distress signals Pan Pan and Securité.	Each candidate will turn on and set up the VHF Radios to monitor VHF 16 and any designated working channels. Each candidate will transmit a departure message to RCC or the MRSC via the Coast Radio Station (MCTS). Each candidate shall issue a SITREP and report all of the relevant information (see list in competency 4 knowledge section) Each candidate shall demonstrate the use of any electronic emergency signaling devices on board their vessel. Each candidate shall keep a radio log and record all of the relevant information	Electronic Communications will be verbally tested and demonstrated through practical exercises. The instructor may set classroom scenarios utilizing candidate(s) to represent SAR units to exchange signals, and practice priority signals. (Actual use of VHF radio for priority signals is discouraged). Given a VHF radio set equipped with basic controls, each student will perform the steps listed in the skills column during an exercise or during regular activities of the CCGA vessel.
SAR Communication system EC 4.1	The candidate shall identify the following: • The Controlling MCTS facility in the station's area of operation, • Any major peripheral sites • The local MCTS's standard working channels The candidate will also identify common radio channels used by other vessels in the local area.	Each candidate shall communicate with RCC/MRSC via MCTS designated working channel	Each candidate will list all of the items specified in the knowledge column during the practical evaluation of radio skills. This knowledge can be evaluated through the practical performance of competency 4.

Many of the knowledge standards can be evaluated through assignments, exercises and exams. Some can be covered as oral questions during skill assessments. These standards can be found on the CCGA-P website.

Maintaining the training system structure



Competence Chart Standard (level) Reference

This table provides clarification for the Standard (level) of competence required

General	Attitude and/or Knowledge	Skill
Level 1 Work of a routine and predictable nature generally requiring supervision	**Comprehension.** Understands facts and principles; interprets verbal/written material; interprets charts, graphs and illustrations; estimates future consequences implied in data; justifies methods and procedures	**Guided response.** The early stages in learning a complex skill and includes imitation by repeating a demonstrated action using a multi-response approach (trial and error method) to identify an appropriate response.
Level 2 More demanding range of work involving greater individual responsibility. Some complex/non-routine activities	**Application.** Applies concepts and principles to new situations; applies laws and theories to practical situations; demonstrates correct usage of methods or procedures.	**Autonomous response.** The learned responses have become habitual and the movement is performed with confidence and proficiency.
Level 3 Skilled work involving a broad range of work activities. Mostly complex and non-routine	**Analysis.** Recognizes un-stated assumptions; recognizes logical inconsistencies in reasoning; distinguishes between facts and inferences; evaluates the relevancy of data; analyses the organizational structure of work.	**Complex overt response**. The skilful performance of acts that involve complex movement patterns. Proficiency is demonstrated by quick, smooth, accurate performance. The accomplishment of acts at this level includes a highly coordinated automatic performance
Level 4 Work that is often complex, technical and professional with a substantial degree of personal responsibility and autonomy	**Synthesis.** Integrates learning from different areas into a plan for solving a problem; formulates a new scheme for classifying objects or events.	Adaptation. Skills are so well developed that individuals can modify movement patterns to fit special requirements or to meet a problem situation.
Level 5 Complex techniques across wide and often unpredicted variety of contexts. Professional/senior managerial work.	**Evaluation.** Judges the adequacy with which conclusions are supported by data; judges the value of a work by use of internal criteria; judges the value of a work by use of external standards of excellence.	**Creation.** The creation of new practices or procedures to fit a particular situation or specific problem and emphasizes creativity based upon highly developed skills.

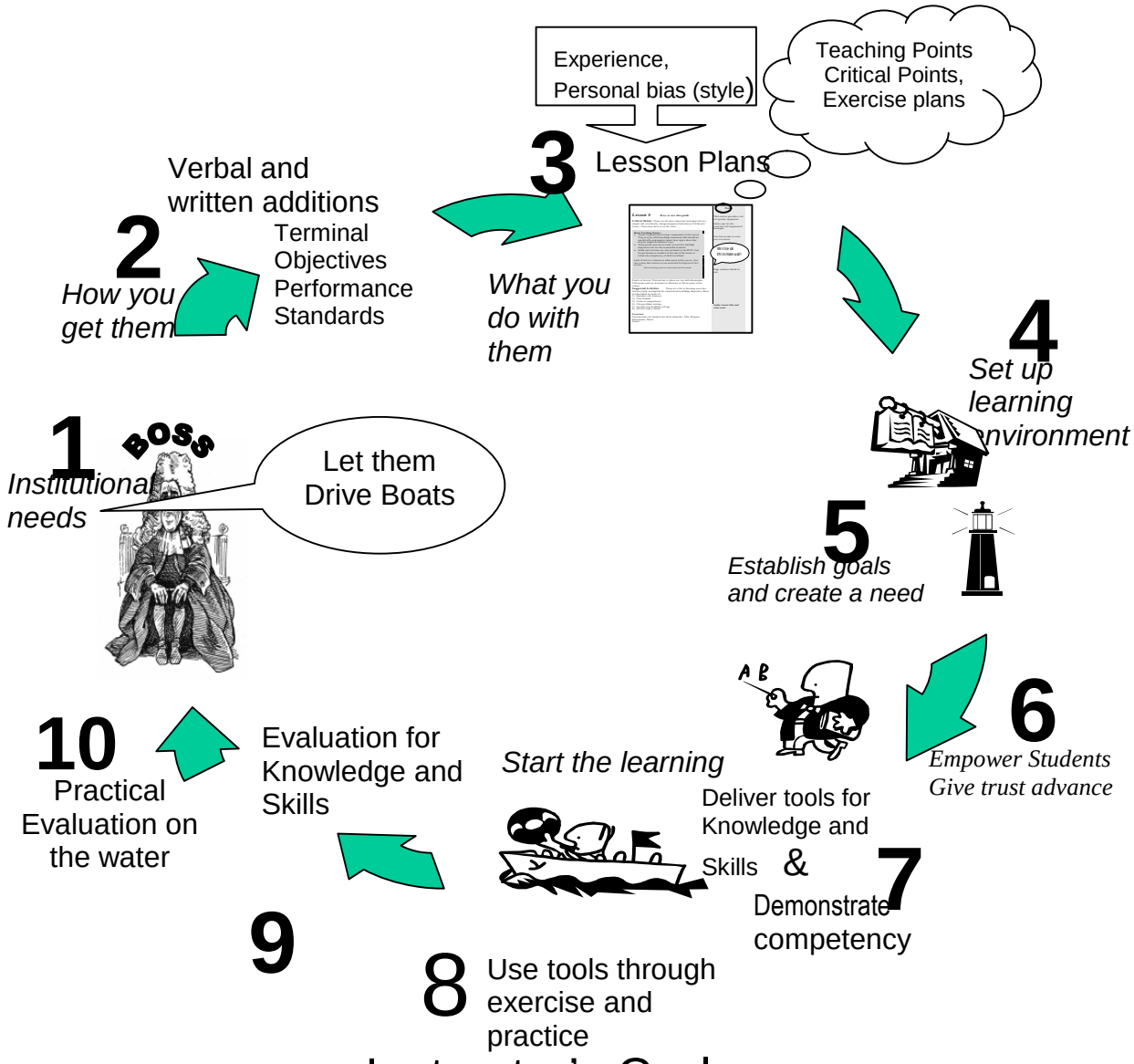
Delivering your Program

Do you have everything you need? After doing your first exercises you will get an idea of the things that you require in order to run the rest of your program. Courses that are on the water practical require preparation and equipment for success. You, the trainer, are setting the standard (and providing an example) for trip preparation, maintenance of equipment and good boating habits.

Make an equipment and teaching supplies checklist for each exercise. Map you exercises and plan the transitions of students and gear between each exercise.

As a trainer (see cycle next page)

You are part of a system for delivery of a skill and knowledge standard to professional boaters. This system starts with the organization's needs for employee performance, the trainer takes that material and delivers training to that level of performance. When you sign off on a skill you are certifying that person has performed that skill to the standard.



Instructor's Cycle

Crew level Training Progression

Once a member is past their probationary levels and assigned a crew to work with then it is that coxswain's responsibility to assist in the active training of their basic individual skills. The new crewmember will use their own coxswain; other coxswains or experienced crewmembers to get enough practice and get their skills signed off in their logbook. As they progress into the more complex team skills (Sections 7-10) they will require an evaluator to set up scenarios designed to evaluate specific skill sets. Once they have the minimum number of skills signed off in the logbooks they will be awarded their crew level.

A suggested training cycle for new members is depicted in the diagram on the next page. Here each member can follow the pacing set by the station or they can move through the requirements faster than of the evaluators.

Crew Level Training Activities

The station can deliver training support and training sessions through any of the following tools:

Regular training classroom sessions

Lectures
Videos / PowerPoint
Guest Lectures
Exercises
Exams
Tabletop Scenarios

On the Dock

Skill drills
Simple Scenarios First Aid MOB etc..
Seamanship
Docking and Slow vessel Maneuvering

On the Water

Boat skill drills: Trim, Object avoidance, Steering by compass,
Simple scenarios: MOB recovery, Pass the line, Set up the Pump
Complex scenarios: Search Patterns, Navigation, Communications,
Major Exercises

All of these activities are effective tools to progress as long as they fit into the logical skill advancement and help the teams reach their assessment goals. The trainer or evaluator setting up your training plan must keep in mind the goal of each exercise and try to maximize member progression for training time.

List of suggested Training sequences for completion of CCGA Crew level Performance Standards

Orientation Competencies
Personal Safety 2.1-2.7
Vessel Safety 3.1-4, 3.7-10

Safety and Communications
Vessel Safety 3.5-3.6
Electronic Communication 4.1-4.4

Seamanship and Boat Handling
Seamanship 5.1- 5.5
Boat handling 6.1-6.6

Basic Navigation Competencies
Navigation 7.1a-7.9a
Navigation 7.1b-7.10b

Towing Competencies
Towing 8.1-8.7

Search and Rescue & Electronic Navigation
Navigation 7.1c-7.7c
Search 9.1-9.7
Rescue 10.1-10.8

Each new member can start at their skill level and work through the standard. The stations will be conducting a stream of sequential sessions throughout the year but coxswains and training officers can tailor sessions and assignments to meet the needs of the boat crews. Any material can be taught or presented at any time throughout the year and all should be welcome to attend.

Recognize Prior Learning
The only crew level training that is absolutely required would be vessel and area familiarization training. The rest of the training should be optional and individuals who are capable of performing to the standard can be assessed and awarded the crew level very quickly. If an individual possesses a Transport Canada or Coast Guard recognized certificate, eg. Small Vessel Command, Watch Keeping Mate's ticket, Command endorsement, then certain standards may be recognized immediately:

Watch Keeping Mate's Ticket would be recognized to have completed these standards to competency
Navigation 7.1a-7.9a
Navigation 7.1-710b

Navigation 7.1c,7.2c,

At this time Power Squadron, CYA, BYA, are not recognized as equivalent to these performance standards but individuals with those certifications are welcome to be assessed at the Station Leader's /Training officer's discretion.

In adult training, 100% attendance is not mandatory but 100% Performance is. If station members do not show up to training sessions and then have trouble performing to the standard when assessed, they will have to explain why they cannot do the skills and have not attended the training made available. Crewmembers that do not progress in skills and performance may be asked to leave active duty on the SAR vessels and make room for those that are motivated to train.

Station Training Strategies

What is the best approach for your station? Many factors can affect your strategies for your own station training some of things you may wish to take into consideration when creating a station plan are:

Station Size;
Demographics (age and stage of people)
Community size
Number of crews to Train
Training resources (who do you have to draw on and what do they have to offer?)
Training space and facilities
Vessels Available
Features in your response area.

General curriculum design procedure

(Section Adapted form CYA Coaching guide level 2)

Assessing Needs

What Standards are you teaching?
Who are you teaching?
What is the fitness level of your students?
How many students will be in the session?
What is the course style? Are they half-day, full-day or evenings?

Assessing Resources of Your Program

Identify community resources such as:

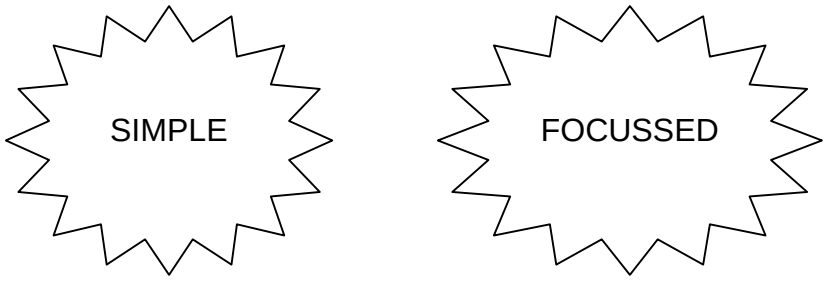
Canadian Coast Guard – lectures on professional SAR
First aid or health care professional - lessons on artificial respiration
Weatherman - lessons on local weather patterns.
Library - movies, tests, magazines.
Guest Experts.

Setting Overall Objectives
The overall, or long-range, objectives of your program are based upon what your students want to learn and what you feel you can teach them in the time you have.

What do your students want to learn from the course? The best way to find out is to ask them in one of the opening sessions. They might all be coming just to get a suntan or to learn to race - or just to learn to get across the harbour and back safely. Find out, and then make sure your program includes the things they said they want to learn.

Of course, time, people's capabilities, and the facilities available to you and your own abilities restrict you. Set program objectives that are reasonable, keeping these things in mind. Don't make the mistake of setting unrealistic goals that will disappoint them. First and foremost be on time, enthusiastic, helpful, interested, and deliver on what you promise. Remember they paid money for a service that you are providing.

Setting Specific Performance Objectives
Performance objectives are individual lesson goals used to achieve an overall objective. Performance objectives should be:



To clearly state a goal, you should be able to say what you want someone to achieve (action) under what circumstances (condition) to what level of proficiency (standard).

Examples:

"At the end of the lesson Johnnie will be able to tie a bowline (action) in ten seconds (condition) without assistance (standard)".

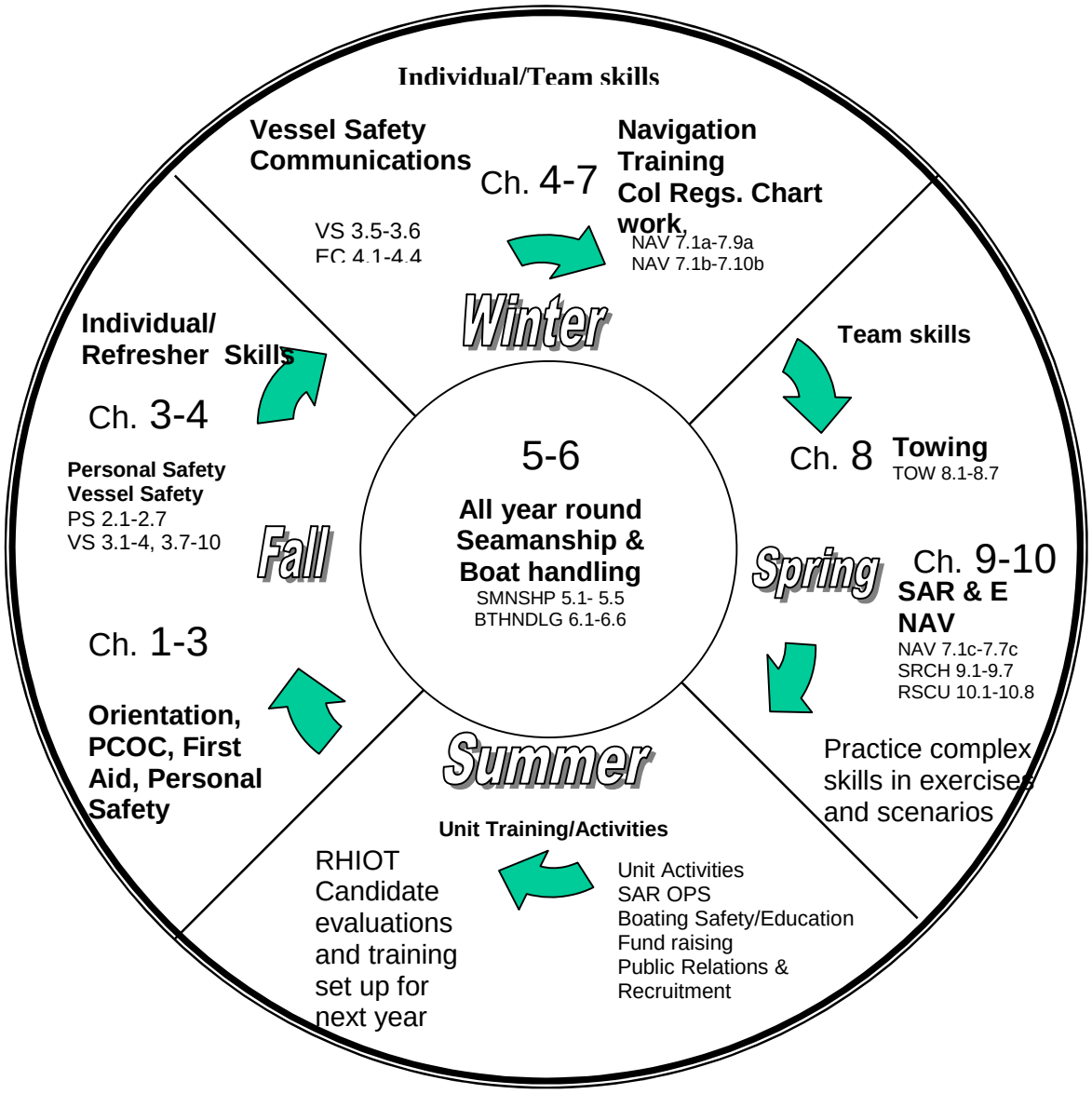
"At the end of this month, students will be able to dock (action) confidently and safely (standard 6.5) in winds up to 10 mph (condition).

Sequencing Performance Objectives
Look at all the logical sequences your performance objectives could have.
Allow for logical progression of skills and knowledge.

Work through carefully to ensure no gaps.
Allow for bad weather and equipment failure. Consider using a modular design (more flexible).

Evaluation of the Program
Did you change behaviours?
Did you change target behaviours?
Did you change target behaviours in a positive manner?
Are your students happy?
Are you on schedule?

Suggested Crew Level Training Cycle



5. Leadership

Leadership in SAR

A dysfunctional Search and Rescue Station (SRU) may perform many SAR tasks without a team that works together, without a leader that focuses all the minds on board on the mission.

An SRU will occasionally face challenges that can overwhelm the team. These incidents will put the vessel in extreme danger and the crew's lives in imminent peril. The only way for the team to survive and prevail in these conditions is through the joint thought and planned effort of the entire crew. A leader can only lead a crew out of danger after his or her leadership has developed and grown with the team. The moment your vessel is steaming along with one crewmember resigned, rebellious, or malicious, the vessel is in danger. It is up to both, the crew and captain, to overcome their natural responses to conflict and disagreement.

A Mariner's Attitude

The attitude qualities that make a mariner able to survive and overcome:

Commitment:

Each crewmember must be committed to the vessel and her crew. One must recognize that only through co-operation, communication, and extraordinary effort is the vessel able to function and perform in the conditions that it may face. Each crewmember must occasionally support the team through plans and actions with which they do not agree. The support and effort must be 100% even in these cases.

Diligence:

When a crewmember steps on-board a vessel his or her habits and personality change to those of a mariner:

.

Mariners always have one eye on their mate and one eye on their task, ready to jump to assistance in the event of an accident or mishap.

Mariners watch the ocean ahead for those tiny dots that become vessels in minutes. Mariners think ahead into the anticipated needs of the vessel and her crew.

Mariners are obsessed with order and routine; they clean, organize and inspect the vessel and her gear constantly.

Integrity:

Integrity means honesty and transparency. Team members communicate their thoughts and concerns freely and openly. The leader must maintain an encouraging environment for this open communication. Your crewmates know when you are not feeling well or are worried. The confines of a vessel require

that each person is honest and trustworthy. Effective team members do what they say they will do, and admit what they are not able to do.

Compassion:
Canadian Coast Guard Auxiliary vessels only exist because their members recognize the hardship and risks of being on the water. The Rescue Crews know that everyone faces the same risk and at any time we all could be overwhelmed and thrown into distress. Sharing the same state allows us to care and respond when someone is in need of help. In a sense, by coming to aid of other mariners we are making the waters safer for ourselves.

Commitment, Diligence, Integrity and Compassion; these are the traits that allow your vessel to survive through the extreme conditions and unexpected challenges that are characteristic of the business of Search and Rescue.

Malicious Obedience: The Silent Killer
Have you ever worked for a controlling manager who needs to change all your decisions and constantly corrects you on small, seemingly irrelevant details? If so, how did you react when he or she did this? What was your coping strategy? When faced with this common dilemma, most people stop trying to make decisions on their own and wait for the next detailed instruction. They follow the directions to the letter regardless of whether it is the right action or even a safe action. At this point all personal commitment in the success of the tasks and pride in the outcome disappear.

We become maliciously obedient when we state: "If this guy knows everything then why should I tell him that the water in this bay is only six feet deep?"

Malicious obedience is a passive aggressive state that can slow down productivity in an office or kill a rescue crew. Two factors encourage malicious obedience: the first is a coxswain or captain that is unable to communicate their expectations, thereby getting frustrated and taking over or micromanaging every action on the vessel. The second is a crewmember who forgets the consequences of this brand of mental resignation and lets his/her attention drift to the conflict and not the vessel's mission.

Earning Credibility
Credibility + Accountability = Integrity
It's simple math, and this is the equation that every trainer should memorize. Integrity allows the vessel to prosper from her crew's strengths rather than being crippled by its weaknesses, and in the world of training volunteers, credibility and accountability are both essential tools in the effecting the behaviour of others. Credibility is hard to earn and even harder to maintain in today's climate of competition and antagonistic business practice. A trainer must be accountable for their actions in the classroom and on the water. Leadership by example coupled with a genuine interest in the improved performance of the learners will help move the trainer into a credible position.

HINT: If you speak of honesty and credibility then you had best back it up with your conduct. Or your ship is sunk !!!

Establishing Credibility

Many think that step one is to establish your credentials but it is not. The first thing you must do is to establish your commitment to the team. Use their time efficiently and effectively. You must clarify what you have to offer; and then ask them what they want you to do with their time. Everyone should have chance to voice their concerns and wishes, but once you establish a group direction it is your job to pilot the group to the goal and not to be sidetracked.

Get your learners to commit to you.

It is an astounding sight to behold, a class full of motivated enthusiastic adults that are ready and willing to embark on a lesson or an exercise. It is the horror of horrors to stand in front of a group of hostile and resentful adults that have decided that you are wasting their time.

Your group will be happier if they have made a conscious decision to be active in the days' goals. Many show up expecting to sit and passively take in a lecture and watch a video or two. You must identify your expectations of performance and effort immediately. You can explain that, although common classroom practice, an instructor using only lecture and video has a very slim chance of meeting the days' goals.

Your adult students are welcome to leave and go about their business but, if they stay, they should participate. When they decide to stay then they have made a conscious decision to participate. There are a few different methods of having your students or crew buy in to your leadership (see volunteer code of ethics exercise).

Five Rules for Leadership in Training

Rule One: Be Prepared

A few minutes of preparation can save you hours of grief and embarrassment during your course.

1. Review your notes the night before and arrive well before your students.
2. Set up your learning environment early.
3. Test all your equipment and have numerous copies of your outline handy.
4. Walk through the exercises in your head and always try a new exercise out on your family/friends before you work on it on your students.

The most common error with new exercises is not enough attention paid to the group preparation and basic instructions of the exercise.

Rule Two: Be Honest

Admit your mistakes and ignorance on certain subjects. Never bluff your way through material. The class will catch you every time. You do not have to be a

meteorologist to teach a class on weather. If some one wants to add knowledge to your lesson support them and acknowledge them.

Rule Three: Empower your class

One simple step can transport you from being alone up there, to becoming a member of a large team. When you give people responsibility for their own learning they will motivate you as well as the unmotivated. Welcome to Co-operative learning, where your class is always busy, and active in learning activities. If you design your course to include sections that can be altered or possible variations in your outline then let the class decide how they will achieve those goals. If the class decides a path then they will participate in getting to the finish

Rule Four: Set Goals and Map you Key Concepts

Goals must be set for you as a trainer and your students. Identify the key points of your sessions and fight for them. The things that are important to you and that you believe are critical points are worth getting passionate about. Repeat these messages throughout the course. These points are the back bone of your course, the students should see them written, hear them many times, feel them and practice them until they fully comprehend these points. Make it your mission to convert all dissenters. Let the class see your passion and conviction.

The students will always have goals of their own and you had best discover what they are. Start the class with an icebreaker and a goals exercise. Find out whom you are dealing with and ask them what they want to gain from your course. If they have goals that are contradicting yours then it may be worth a try to persuade them to set new goals for the course. If not, then try to avoid public conflict and carry on.

Rule Five: Accept that you are human and make mistakes

Even a Ninja Master makes mistakes, says silly things and forgets stuff. You will gain credibility by being a real person. The fact that you are real and you make mistakes will put your class at rest. No one will take it as a personal challenge to prove that you are wrong or to triumph in a power struggle with you.

Appendix

Example Lessons

Personal Safety
Vessel Inspection and Pre Departure Briefing
Seamanship

1. Evaluation Session – Personal Safety

Time	Key Concepts: Crew and Vessel Fit and ready	Notes
	Personal Safety Session Set-up 1. Candidate should be instructed to bring their whole kit to this session, regardless of the weather. 2. Use watch or timing device **Session Strategies** (GRP EX): up to 6 people **Scenario**: wind 25-30kts, temp 10 degrees Celsius **Instructions:** 1. Please get dressed for a search at night and do so with a sense of urgency. 2. Once you are dressed, conduct a personal safety equipment check on each other and identify any deficiencies. **Evaluation Strategies: Key Concept (set them up to succeed!)** Time the group but let them get dressed unhindered. Times more than 5 minutes will have to be looked at but there is no penalty for taking too long. **Questions:** 1. Please identify the primary heat loss areas and identify how their clothing and protective gear is effective in providing: ▪ Floatation ▪ Insulation ▪ Protection ▪ Mobility ▪ Visibility Please state the rules regarding personal safety gear for the CGA as a whole and the standard operating procedures of the individual station	Page numbers linked to text Audio visual Aids and class notes

Performance Measures

Method of evaluation & Condition	Skill / Knowledge and Standard
Skill	
Given an on the water scenario/exercise and predicted weather conditions candidates shall consistently choose the appropriate gear for the exercise and during other CGA missions. The five criteria are listed in the knowledge section	Skill name: Personal safety Standard 2.0 Critical actions /steps Each candidate shall take measures to prevent hypothermia and cold shock by donning protective cloths and equipment throughout the course. 1. Wearing items such as :survival suit, Drysuit, Fleece, Coveralls, Floater Jacket. **C**hoose insulating clothing appropriate for weather. 2. Bring gear in kit bag in case of weather change. Demonstrate the HELP position. 3. Demonstrate the Huddle position. 4. Get body out of water if possible.
Knowledge	
Given perspective bad weather and wet/cold conditions each candidate shall demonstrate that they have at least 10 items of protective gear and clothing that they would bring on the CGA vessel. Each candidate shall list the primary heat loss areas and identify how their clothing and protective gear is effective in providing: ▪ Floatation ▪ Insulation ▪ Protection ▪ Mobility ▪ Visibility Each candidate shall state the rules regarding personal safety gear for the CGA as a whole and the standard operating procedures of the individual station.	Name: Personal Safety 2.1-2.4 Points /Items Each candidate shall identify required personal equipment outlines in the small vessel regulations. Each candidate shall explain the principles of heat loss prevention Each candidate shall identify the appropriate gear necessary to achieve: ▪ Floatation ▪ Insulation ▪ Protection ▪ Mobility ▪ Visibility

02.01 Flotation

Candidates shall always wear the minimum flotation gear required by CCGA and unit specific standing orders and small vessel regulations.	Each candidate shall explain the minimum required floatation device for the CCGA crew member. Each crew member shall demonstrate the ability to understand the information on the PFD or life jacket and the requirements of the small vessel regulations. Each candidate shall describe the difference between a PFD and a life jacket.

Evaluation:
The candidate shall identify the information on the PFD to determine its approval and suitability. Candidates shall be able to perform the skills consistently over time. The course shall provide lots of opportunities to test this.

02.02 Warmth

Candidates shall demonstrate the consistent choice of insulative clothing appropriate for the present and predicted weather conditions on the days of training.	Candidates shall list the good and bad insulation properties of materials such as: Cotton Wool Polypropylene Nylon

Evaluation:
Each candidate shall pass an exam that includes questions regarding insulation properties of different materials listed in the knowledge section. Candidates shall demonstrate the consistent choice of protective equipment and clothing appropriate for the present and predicted weather during the training days designated.

02.03 Protection

Each candidate shall demonstrate the ability to choose and wear appropriate protective gear for the weather conditions and mission demands.	Each candidate shall identify examples of protective gear that may be needed for extreme conditions: Helmet Eye wear Boots Gloves Drysuit

Evaluation:
Each candidate shall demonstrate the ability to choose and wear appropriate gear for the weather conditions and mission demands during the training days designated.

02.04 Visibility amd Signalling

Each candidate shall wear orange, red, or yellow flotation as well as reflective and signalling devices.	Each candidate shall list items that may be used to signal a distress in the event of sudden immersion in cold water.

Evaluation:
Each candidate shall pass an exam that includes questions regarding the identification and use of personal signaling gear.
Each candidate shall demonstrate the ability to choose and wear appropriate gear for signaling for help in the event of immersion as well as general reflective visibility.

2. Evaluation Session – Vessel Inspection and Pre Departure Briefing

Time	Key Concepts	Notes
30 min	**Session Set-up** 1. This session should follow the personal safety session. 2. Crew are instructed to redress to fit the real weather conditions and meet at the dock for vessel inspection and briefing. 3. Bring any equipment or tools necessary to gain access, start and inspect the vessel. **Inspection Session Strategies: A routine inspection (not a monthly)** (GRP EX): 2 to 6 people **Optional evaluation strategies**: Loonies to find You can hide two or three loonies on the vessel in plane view at regular routine inspection stops (e.g. fire extinguisher, spot lights, antennas and fittings). Do not tell them prior to the inspection about the loonies but if they are not found then announce that certain places have been missed an they should go back and try it again. **Instructions:** 1. Please get your check sheet and organize in a team to complete a routine inspection of your vessel not a monthly. (time guidelines 15-20 minutes). 2. Do not start up the fire pump. 3. Please note and describe any concerns or defects or deficiencies that are found on the vessel or equipment.	Page numbers linked to text Audio visual Aids and class notes
30 min	**Briefing Session Strategies** (GRP EX): 2 to 6 people, one briefer at a time **Scenario**: Read out to one candidate as if they were talking to an RCC controller: *We have a report from a concerned person ashore regarding two people on board a 22ft Bayliner Trophy drifting onto the rocks in Beecher Bay. The vessel is reported to be 300 ft off of white slab rocks. The description of the vessel is a white hull with a blue stripe and a blue dodger. We have issued a General Marine Broadcast and got no reply. We would like you to go and assist this vessel.* **Instructions for briefing exercise:**	

	1. I will read this scenario out to you as though a Marine RCC controller was giving you the information. 2. You may ask any questions you like but when the phone is hung up you then must brief your crew on the mission. 3. The spot is 10 nautical miles your response speed is 30knots. What is your transit time and what ETA would you give RCC. 4. Please instruct your crew in regards to vessel positions and responsibilities. **Pre-departure Session Strategies** After the briefing **Should list at least 5 items** **Instructions**: Please list as many of the steps to a pre-departure check as you can remember, if you have a list in your note book you may use them.	

Method of evaluation & Condition	Skill / Knowledge and Standard
Skill	
Given a familiar CGA vessel, each candidate shall participate in an effective and thorough routine inspection of the vessel using a checklist	Skill name Vessel Inspection Standard 3.2 Critical actions /steps Candidates shall to determine whether a vessel meets minimum requirements according to the Small Vessel Regulations. Inspect these items: 1. Personal Protection Equipment 2. Boat Safety Equipment 3. Distress Equipment 4. Navigation Equipment 5. Lights Technical And Sunset To Sunrise Skill name SAR Briefing : Advanced Crew level Standard Not yet defined Critical actions /steps Each candidate shall brief their crew using the SMEAC model to pass as much information as possible **Situation, Mission, Execution, Administration, Communications,** Skill name Calculate ETA Crew level Standard 7a.9 Critical actions /steps Calculate an ETA at a given speed for that distance Each Candidate will use the 6-minute finger method for calculating quick ETA's for speeds in the 12-35 knot range**.** 10 miles at 30 knots is 20 min 6 minute finger rule is three finger walks and a 1/3 of 6
Knowledge	
See instructions above Each candidate shall list at least five general briefing points, or point's specific to their vessel. At least three of these points must be from the list in the knowledge section of this standard The effects of the motion of the craft, sunlight, waves, wind, and sound	Pre-departure check Standard 3.2 Critical actions /steps Each candidate shall list at least five or more of the following items in a pre-departure check: 1) Fuel 2) Radio Communications (Weather & Information On Board) 3) Navigation Lights 4) Search Lights 5) Void Spaces Or Tanks (Doors & Deck) 6) SAR Equipment State And Stowage 7) Major Safety Systems (Self Righting) 8) Electronic Navigation Systems (Powered And Tested) 9) Engine Lines, Fittings And Propellers (Steering Test) 10) Rigging Or Mast Works (Roll Cages)

03.02 Pre-Departure Check

Candidates must participate in a predeparture check that takes into account all relevant elements of the planned trip.	Candidates shall list items that are included in the pre-departure check and explain the consequences of the listed equipment failing during SAR operations.

Evaluation:
Each candidate shall list five or more of the following items in a pre-departure check:
1) Fuel
2) Radio Communications (weather & information on board)
3) Navigation Lights
4) Search Lights
5) Void Spaces Or Tanks (Doors & Deck)
6) SAR Equipment State And Stowage
7) Major Safety Systems (Self Righting)
8) Electronic Navigation Systems (Powered And Tested)
9) Engine Lines, Fittings, and Propellers (Steering Test)
10) Rigging or Mast Works (Roll Cages)

Each candidate shall participate in one or more successful pre-departure check identifying any shortfalls and discussing the consequences of equipment failure during SAR operations.

07.a09 Calculating Time, Speed, and Distance (ETA)

Each candidate shall measure a distance between two points and calculate an ETA at a given speed for that distance. Each candidate will use the 6-minute finger method for calculating quick ETAs for speeds in the 12-35 knot range.	Each candidate shall write the 60 D = S T equation and identify the symbols.

Evaluation:
Each candidate shall pass an exam that includes questions that regard all of the items listed.

3. Evaluation Session - Seamanship

Time	Key Concepts	Notes
	Session Set-up 1. One line for each candidate is required 2. If along side vessel set this exercise using vessel lines **Knot Session Strategies** (GRP EX): up to 6 people **Instructions:** 1. Please secure the towline or line to this rail/or pole using two suitable knots for securing the vessel 2. Please demonstrate the proper method for tying to a cleat 3. Please coil a line and stow it in a secure manner 4. Have students tie and untie each of these knots in groups a. Bowline b. Reef knot c. Clove hitch d. Sheet bend e. Half hitch **Evaluation Strategies:** During towing, tying up and other operations most of these skills can be assessed without a formal exercise **Evaluation points** 1) Working with lines under load a) Keep hands clear of cleats or guides b) Describe a line under too much strain c) Never stand in the bight d) Bollard 2) Good Habits a) All lines not being used should be coiled and stowed b) All gear not being used should be secure c) Any tools left out will surely find their way to the worst place d) Never stand in the bight e) Never stand under a load 3) Securing to different points (slip lines. spliced ends, bitter ends a) Cleats (dipping the eye) b) Pilings c) Toggles 4) Go over the different mooring lines of a small vessel 5) Demonstrate the variations of securing a vessel	Page numbers linked to text Audio visual Aids and class notes

Performance measures

Method of evaluation & Condition	Skill / Knowledge and Standard
Skill	
1. Each candidate shall tie five knots. 2. Each candidate will demonstrate safe working practices when working around lines under load can be demonstrated during a towing exercise. 3. Each Candidate shall tie up the vessel and use correct securing techniques as well as secure the deck and equipment for weather.	Skill name seamanship Standard 5.1,5.2,5.3 Critical actions /steps 1. Each candidate shall tie five knots. 2. Each candidate will demonstrate safe working practices when working around lines under load. 3. Each Candidate shall tie up the vessel and use correct securing techniques as well as secure the deck and equipment for weather.
Knowledge	

05.01 Knots and Lines

Each candidate shall tie the following knots:
1. Bowline
2. Round turn and two half hitches
3. Clove hitch
4. Reef knot
5. Sheet bend

Each candidate shall use these knots in effective applications. Each candidate shall coil and stow lines.

Each candidate shall identify the types of line found on the vessel and describe the strengths and weaknesses of each type.
- Polypropylene
- Nylon/Dacron (other)
- Natural Fibre

Each candidate shall describe proper line care and stowage.

Each candidate shall identify the signs of line damage or excessive wear.

Evaluation:
Each candidate shall pass an exam that includes the types of lines and correct care and stowage of lines. Each candidate shall answer questions during the demonstration regarding applications of knots. Given a piece of line, the candidate shall tie the following knots correctly at least once:
1. Bowline
2. Round turn and two half hitches
3. Clove hitch
4. Reef knot
5. Sheet bend

Each candidate shall use these knots in effective applications. Each candidate shall coil and stow lines.

05.02 Deck Safety and Lines under Load

Each candidate shall demonstrate safe working practices when demonstrating skills such as anchoring and towing. Lines will be kept orderly and direct communication will be used when working with lines under load. Each candidate will demonstrate the ability to secure gear and equipment in lockers and on deck. Each candidate will exercise caution when doing so.

Each candidate shall list the following safety rules:
1. Do not stand in the bight
2. Do not stand under a load
3. Wear your safety gear (hat & toes)
4. Do not use gloves with rope
towline
5. Keep hands away from cleat when feeding a line out
6. Prevent shock loading
7. Stand aside from the direction of recoil of a towline under load

Evaluation:
The candidate shall pass a written exam that includes at least two of the listed safety practices. Given exercises like anchoring, towing, and tying up each candidate will demonstrate the habits listed in the skills section.

05.03 Mooring and Securing a Vessel

Each candidate will secure and let these lines in the appropriate order (order defined by the coxswain). Each candidate will apply bowline on first and off last when passing a line to another vessel alongside while underway.	Each candidate will identify the following five lines: 1. Bowline 2. Forward spring line 3. Breast line 4. After spring 5. Stern line

Evaluation:
The candidate shall pass a written exam that includes the five mooring lines and their purpose. Given a familiar CCGA vessel with a minimum of three mooring lines each candidate will demonstrate the habits listed in the skill section through exercises like anchoring, towing, and tying up.