



OPEN WATER PRACTICAL SKILLS LESSON CHECKLIST

Use this prompt sheet to remind you of the essential and less important criteria which go towards making a successful open water practical diving skills lesson in the pool. The sheet should be used to review your own performance when self-assessing, as well as providing constructive feedback to other people.

<u>ESSENTIAL CRITERIA</u>	STEP	<u>Notes</u>
S	SAFE - for Group and for real students at that stage in their training	
	Was the class controlled closely?	
	Was an appropriate depth used?	
	Were the entry & exit safe?	
	Any other safety points in the lesson?	
T	TECHNICALLY CORRECT & skilful personal demonstrations	
	Were the demonstrations clear and performed correctly?	
	Were the signals clear?	
	Did all the students see all the demos?	
	Was the class positioned so they could see?	
E	EFFECTIVE TEACHING	
	Were demonstrations clear and repeated if necessary?	
	Were significant faults in students' performances identified and corrected?	
	Was the student able to do the skill by the end of the session?	
P	PROGRESSIVE - Skill broken down & logical steps	
	Were essential skills recapped?	
	Were new skills introduced in manageable steps?	
	Were the steps introduced progressively & in a logical manner?	

<u>LESS ESSENTIAL CRITERIA</u>
Brief - did the brief cover SEEDS & was it 'brief'?
Were the kit up and buddy check taught?
Were a relevant entry & exit taught?
Was a sensible amount of content/progression covered?
Debrief – did the debrief cover REAP & was it 'brief'?
Did the instructor make effective use of the time available?



PRACTICAL SKILLS LESSON CHECKLIST

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S	SAFE - for Group and for real students at that stage in their training	
	Was the class controlled closely?	
	Was an appropriate depth used?	
	Were the entry & exit safe?	
	Any other safety points in the lesson?	
T	TECHNICALLY CORRECT & skilful personal demonstrations	
	Were the demonstrations clear and performed correctly?	
	Were the signals clear?	
	Did all the students see all the demos?	
	Was the class positioned so they could see?	
E	EFFECTIVE TEACHING	
	Were demonstrations clear and repeated if necessary?	
	Were significant faults in students' performances identified and corrected?	
	Was the student able to do the skill by the end of the session?	
P	PROGRESSIVE - Skill broken down & logical steps	
	Were essential skills recapped?	
	Were new skills introduced in manageable steps?	
	Were the steps introduced progressively & in a logical manner?	

<u>LESS ESSENTIAL CRITERIA</u>
Brief - did the brief cover SEEDS & was it 'brief'?
Were the kit up and buddy check taught?
Were a relevant entry & exit taught?
Was a sensible amount of content/progression covered?
Debrief – did the debrief cover REAP & was it 'brief'?
Did the instructor make effective use of the time available?



THEORY LESSON CHECKLIST

Use this prompt sheet to remind you of the essential and less important criteria which go towards making a successful diving theory lesson. The sheet should be used to review your own performance when self-assessing, as well as providing constructive feedback to other people.

<u>ESSENTIAL CRITERIA</u>	PAVE	<u>Notes</u>
P	PROGRESSIVE - Information taught in a logical, progressive manner	
	Was essential knowledge recapped?	
	Did the points follow on from each other logically?	
	Was the new information introduced progressively in small steps?	
A	ACCURATE - Information accurate & up to date	
	Was the information presented accurate?	
	Was the information presented up to date?	
V	VISUAL - Supported by appropriate visual aids	
	Was each piece of information supported by a visual aid?	
	Were the visual aids big, simple & colourful?	
	Were pictures or diagrams used where possible?	
E	EFFECTIVE - Contained all essential 'Must Know' information	
	Did the lesson cover the subject in suitable depth?	
	Would the lesson have taught the subject?	

<u>LESS ESSENTIAL CRITERIA</u>
Did the lesson have a structure – introduction – main theme – summary?
Were the class positioned so they could see instructor & visual aids?
Was there a sensible amount of content/progression covered?
Were the class involved, by using questions & eye contact?
Were the visual aids handled effectively?
Did the instructor check for transfer of information?
Did the instructor make sensible use of the time available?