



## Practical Skills Lesson Planning Sheet – Open Water

Open Water Lesson ..... Time Allowed .....

|  |  |                          |   |                          |                               |                                    |                          |                     |  |                          |                       |  |                          |
|--|--|--------------------------|---|--------------------------|-------------------------------|------------------------------------|--------------------------|---------------------|--|--------------------------|-----------------------|--|--------------------------|
| <p><b>1 Skill Elements</b> Break the skill down into the elements needed to perform it</p><br><br><br><br><br><br><br><br><br><br>   | <p><b>2 Demonstrations</b> Put the elements from (1) into a logical, progressive order which you can demonstrate to the students</p><br><br><br><br><br><br><br><br><br><br> |                          |   |                          |                               |                                    |                          |                     |  |                          |                       |  |                          |
| <p><b>3 Lesson Site</b> Select your site and identify depth, positioning and safety issues which arise</p><br><br><br>   |  |                          |   |                          |                               |                                    |                          |                     |  |                          |                       |  |                          |
| <p><b>4 Entry/Exit Method</b> Select an entry &amp; exit method, appropriate to the lesson and the level of the student and the site</p><br><br><br>   |  |                          |   |                          |                               |                                    |                          |                     |  |                          |                       |  |                          |
| <p><b>5 Kit up &amp; Buddy Check</b> Decide how you are going to teach kit up &amp; buddy check, appropriate to the lesson and the level of student</p><br><br><br>  |  |                          |   |                          |                               |                                    |                          |                     |  |                          |                       |  |                          |
| <p><b>6 Descent and ascent</b> Decide how you will control the ascent and descent</p><br><br><br>  |  |                          |   |                          |                               |                                    |                          |                     |  |                          |                       |  |                          |
| <p><b>7 Brief</b> Design your brief around the lesson content</p> <p>Safety</p> <p>Equipment</p> <p>Exercise</p> <p>Discipline</p> <p>Signals</p>  | <p><b>8 Debrief</b> Remind yourself of the way debriefs are conducted using the REAP principle</p> <p>Review</p> <p>Encourage</p> <p>Assess</p> <p>Preview</p>               |                          |   |                          |                               |                                    |                          |                     |  |                          |                       |  |                          |
| <p><b>9 Essential Criteria</b> Check that your lesson covers these four essential criteria</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"><b>Safe: -</b></td> <td>Safe for students at that stage of their training</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td><b>Technically Correct: -</b></td> <td>Demonstrations correct and skilful</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td><b>Effective: -</b></td> <td>Demo/mimic/assess, faults analysed and corrected</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> <tr> <td><b>Progressive: -</b></td> <td>Lesson builds logically on each previous step.</td> <td style="text-align: right;"><input type="checkbox"/></td> </tr> </table> |  | <b>Safe: -</b>           | Safe for students at that stage of their training | <input type="checkbox"/> | <b>Technically Correct: -</b> | Demonstrations correct and skilful | <input type="checkbox"/> | <b>Effective: -</b> | Demo/mimic/assess, faults analysed and corrected | <input type="checkbox"/> | <b>Progressive: -</b> | Lesson builds logically on each previous step. | <input type="checkbox"/> |
| <b>Safe: -</b>   | Safe for students at that stage of their training  | <input type="checkbox"/> |   |                          |                               |                                    |                          |                     |  |                          |                       |  |                          |
| <b>Technically Correct: -</b>  | Demonstrations correct and skilful   | <input type="checkbox"/> |   |                          |                               |                                    |                          |                     |  |                          |                       |  |                          |
| <b>Effective: -</b>  | Demo/mimic/assess, faults analysed and corrected   | <input type="checkbox"/> |   |                          |                               |                                    |                          |                     |  |                          |                       |  |                          |
| <b>Progressive: -</b>  | Lesson builds logically on each previous step.   | <input type="checkbox"/> |   |                          |                               |                                    |                          |                     |  |                          |                       |  |                          |
| <p><b>10 Transfer your lesson plan to a slate</b></p>  |  |                          |   |                          |                               |                                    |                          |                     |  |                          |                       |  |                          |