

Fill in the blanks

The texts in your Instructor Candidate Workbook are not complete. You are supposed to write some key words that are shown on the slides, but to get a better flow during the lectures, I ask you to take a few minutes to fill in the blanks now. This makes it also easier for you to read the text before the lessons on the instructor course. Below you also find some hints to get better prepared for the lessons.

Course Orientation

- Read the text, including the *IECandidate Statement of Understanding*.
- Prepare a short presentation of yourself.
- List possible attributes of a professional educator in the space provided on page 1-4. Think back on the good teachers that you have had during your life. What made them so good? Some common answers are:
 - Knowledge of subject
 - Excellent diving skills
 - Ethical (fair/objective)
 - Fit for diving
 - Organized and prepared
 - Keeping time
 - Humour, interesting to listen to
 - Keeps updated
 - Good contact with students

Learning, Instruction and the PADI System

- Read the text and make the following additions:

Page 2-3

- 2 c. *performance-based/time-based*
- 3 a. *student/instructor*
- 3 b. *objective/product*

Page 2-4

- 3 c. *repetition*

Page 2-7

3. *art*

Developing Knowledge Development Presentations

- Read the text and make the following additions:

Page 3-3

1. *complete/compact*

Page 3-4

- 3 b. *mastered*

Page 2-5

- 1 a. *micro*
- 1 a. *prescriptive*

Page 3-12

1. *meaningful*

- Check the *Knowledge Development Evaluation Form* and try to understand how it is used.
- Read the *Guidelines for Preparing Knowledge Development Presentations*. You find it on page 3 in the Study Tools section.
- Take a look at your first two assigned presentations and start to prepare them in the manner just presented.

Teaching the Project AWARE and Peak Performance Buoyancy Specialties

- Read the text and make the following additions:

Page 4-3

2. *understand/believe*

Page 4-5

- 2 a. *correct amount of weight*
- 2 b. *Fine-tune*
- 2 d. *descents/ascents*

Page 4-6

4. *under the direction*

- Read the Peak Performance Buoyancy Specialty outline in your instructor manual. On day 6 of the IDC you will do a presentation from this course. See the assignments list for your specific skill.

PADI Discover Scuba and Snorkeling Programs

- Read the text and make the following additions:

Page 5-3

1. *lead/dive*

Page 5-4

1. *dives/student/divers*

Page 5-4

2. *open water*

Page 5-8. Possible answers include:

1. *You don't need instruction to have fun snorkeling.*
2. *You don't need fancy equipment to snorkel.*
3. *You don't need a guide to explore a local site.*
4. *Snorkelers associate dive centers, dive resorts, and dive instructors exclusively with scuba diving.*
5. *Scuba divers talk about snorkeling as a boring activity compared to diving or suggest that snorkeling is a "step down" from diving. Thus, snorkelers avoid things associated with scuba diving.*

Page 5-9.

1. *formal*

Page 5-10.

1. *separately*

Teaching Confined Water

- Read the text and make the following additions:

Page 6-3

1. *water/classroom*

Page 6-4

3. *mastery learning*

Page 6-5.

- 4 a. *Site facilities.*
- 4 b. *Location of first aid kit/oxygen, extra equipment/weights, etc.*
- 4 c. *How much assistance and guidance to give student divers.*
- 4 d. *Expected order of skills and where to position themselves.*
- 4 e. *What skills they may help you demonstrate.*

Page 6-7

5. *fun*

Page 6-8

2. *sequence*
3. *task loading*

Page 6-11

1. *exaggerating*
1. *repetition*

Page 6-12

2. *specific*
3. *specific*
4. *specific*

- Consider the organisation of confined water dive number 3 and answer the questions on page 6-8 and 6-9 (questions 1 to 4). The setting is an indoor swimmingpool, 25 metres long, with a shallow end sloping gradually down to 5 metres.

- Check the *Confined Water Presentation Evaluation Form* on page 6-15 and try to understand how it is used.

- Read the *Guidelines for Preparing Confined Water Teaching Presentations*. You find it on page 8 in the Study Tools section.

- Check the "Common Encountered Problems" list starting on page 6-17. During the role plays it is very likely that we assign problems from this list.

- Take a look at your assigned presentations and start to prepare them in the manner just presented.

Conducting Open Water Dives

- Read the text and make the following additions:

Page 7-4

4. *alternative*
- 1 a. *excitement/apprehension*

Page 7-5.

1. *Be prepared*
3. *assistants*
6. *fun*

Page 7-6

1. *apply*
2. *demonstrate*
3. *predictable*
4. *integrated*

Page 7-7.

- 2 b. *realistic*

- 3 a. *self-correct/safety*
- 3 b. *reinforcing*

Page 7-8.

- 5 a. *specific*
- 5 c. *specific*
- 5 d. *specific*

- Consider the organisation of open water dive number 2 and answer the questions on page 7-5 and 7-6 (questions 1 to 6). The setting is a local dive site at your choice.
- Check the *Open Water Presentation Evaluation Form* on page 7-9 and try to understand how it is used.
- Read the *Guidelines for Preparing Open Water Lesson Plans*. You find it on page 13 in the Study Tools section.
- Check the "Common Encountered Problems" list starting on page 6-17. During the role plays it is very likely that we assign problems from this list.
- Take a look at your assigned presentations and start to prepare them in the manner just presented.

Dive Industry News

- Read the text and make the following additions:

Page 8-4. Possible answers include:

- *Instructors, assistant instructors, divemasters, dive guides, etc*
- *Dive centers, dive resorts, dive operations, etc*
- *Dive boats, live-aboards, etc.*
- *Dive equipment manufacturers, accessory manufacturers, etc.*
- *Training organizations*
- *Trade, retailer, resort and watersports organizations*
- *Dive media and publications - magazines, books, videos, etc*
- *Dive travel agencies and wholesalers*
- *Environmental organizations*
- *Dive societies and clubs*

Page 8-4

1. *education/equipment/experiences*

Page 8-6

- 4 a. *quality*
- 4 b. *diverse*
- 4 c. *travelling*
- 4 d. *experiences*

Page 8-8

- 4 a. *see and interact with aquatic life/adventure/exploring the unknown*

Page 8-11. Possible answers include:

- *Independent learning with PADI educational materials is the norm.*
- *Dive equipment innovations mean adapting training techniques - new BCD configurations, dive computers, etc.*
- *"Try It" dives become more popular - people want to try dives before, or instead of, committing to a course - usually more "extreme" dives, such as enriched air, semiclosed rebreathers, ice diving, cavern diving, etc.*
- *Technical diving grows - PADI's TecRec program.*
- *More families dive together.*
- *Environmental issues become critical.*
- *Governmental regulations alter business practices.*
- *Customer service and professionalism are the keys to competing successfully.*

General Standards and Procedures

- Read the text and make the following additions:

Page 9-3

1. *foundation*
2. *worldwide*
3. *proven*
4. *maximizing*
5. *credibility*
6. *self-regulation*

Page 9-6

1. *proficient*
2. *reasonably*

Page 9-10

- 1 a. *personal disputes*
- 2. *seven*
- 1 b. *individuals/one year*

Page 9-11

2. *retrain*

Legal Responsibility and Risk Management

- Read the text and make the following additions:

Page 10-4. Possible answers include:

- *Diver safety*
- *Personal safety*
- *Avoiding accidents and injuries*

- *Public perception*
- *Diving's image*
- *Avoiding or minimizing government regulation of diving*
- *Liability protection*
- *Avoiding claims and lawsuits*
- *Continued availability of insurance*

Page 10-7

3. *alter/edit*

The Role of Media and Prescriptive Teaching

- Read the text and make the following additions:

Page 11-4

1. *Local information*

Page 11-5

2. *Alternate explanations/clarifications*
3. *Evaluation of mastery*

Page 11-7

Answer to Problem 1

Performance Requirements in the Open Water Diver Manual, Chapter One:

- 17. What is the most important rule in scuba diving?
- 18. What are the consequences of breaking the most important rule.
- 19. What is a reverse block?
- 20. What should you do if you feel discomfort during ascent due to air expansion in the ears, sinuses, stomach, intestines or teeth?

Present the two lesson guides on Comfortable Ascents.

Answer to Problem 2

Performance requirements in the Open Water Diver Manual, Chapter Four:

- 22. What are five symptoms of nitrogen narcosis?
- 22. What are five symptoms of nitrogen narcosis?
- 23. What should you do if nitrogen narcosis becomes a problem?
- 24. How do you prevent nitrogen narcosis?

Present one lesson guide on Nitrogen Narcosis.

Answer to Problem 3

Performance requirement in the Rescue Diver Manual, Chapter Two:

- What are the differences between heat exhaustion and heat stroke, and how do you treat each?
- Present information from Rescue Lesson Guides 2-20 and 2-21.*

Answer to Problem 4

Performance requirements in the Rescue Diver Manual, Chapter Three:

- What are the two possible roles a Rescue Diver may have at a dive accident scene?
 - What are the six basic steps for emergency management?
- Present information from Rescue Lesson Guides 3-5 through 3-9.*

Answer to Problem 5

Performance requirements in the Divemaster Manual, Chapter Two:

- What are the characteristics of pre-dive stress, and how do you help divers deal with it?
- Present information from Divemaster Lesson Guides 2-22.*

- Now you are ready to take a look at your first two assigned presentations and start to prepare them in the manner just presented.

PADI Scuba Diver and Open Water Diver Course

- Read the text and make the following additions:

Page 12-4

3. *motivates*

Page 12-5

Possible benefits for the diver:

- Earn recognition as a diver
- Minimal time commitment
- May be more affordable
- Always have a dive professional to guide your dive and assist you - locally and while traveling
- Allows you to obtain dive equipment and other services from dive centers/resorts
- Don't have to participate in Discover Scuba Diving experiences every time you go on holiday
- Have up to one year to complete Open Water Diver course certification requirements.
- May enroll in nondiving specialty diver courses

Possible benefits for the dive professional:

- Can conduct in conjunction with Open Water Diver course
- Uses the same materials as Open Water Diver course
- Enroll people in PADI Scuba Diver program and upgrade them to Open Water Divers
- Offer special tours for PADI Scuba Divers

Page 12-6

2. *staged*

Page 12-7

- 2 a. *dive today*

Page 12-8

2. *surface*

Page 12-11

1. *adventure*
2. *Promote/honour*
4. *Anyplace/anytime/anyone*

How to Teach the Recreational Dive Planner

This session is required for all instructor candidates who are crossing over from other certification organizations due to their lack of familiarity with the RDP. It is optional for other candidates depending upon their need to brush up on RDP use and build confidence in teaching the RDP.

Teaching Children

• Read the text and make the following additions:

Page 14-7. Possible answers include:

- React more quickly to stress or problems - less thought.
- Have shorter attention spans.
- May be less aware of what's going on around them - narrow focus.
- Make decisions or apply judgment differently - don't always think through the consequences.
- May be more dependent on parents or authority figures.
- Are concrete thinkers and need more time to understand concepts. May need information broken down into smaller pieces.
- Look for more recognition, reassurance and reinforcement.
- Find more delight in simpler things.

Page 14-8

2. *experiencing/experimenting*

Page 14-9

3. *why*

Page 14-10

3. *applying*

Page 14-12

1. *minimums*

Page 14-15. Possible answers include:

- *Help them to build friendships and gain confidence*
- *Use humor – it's a powerful tool with this age group when used wisely and responsibly.*
- *Encourage healthy competition, but remember for this group playing is more important than winning*
- *Present "challenges" for already learned skills by asking them to do it a specified number of times in a row such as "can you swim 20 slow kicks with fins, while pointing your toes?" Or, "can you remove, replace and clear your regulator 3 times a row while your buddy counts for you?"*
- *Use a lot of positive reinforcement*
- *Recognize that they want to have fun - be their guide*
- *Keep them moving*
- *Be a role model – they will imitate what you do, not what you say*
- *Perfection is not important – their movements demonstrate their understanding*
- *Self-image is important – encourage independence while being part of a buddy team*

Page 14-16. Possible answers include:

- *Use lots of variety in training*
- *Build up confidence by working on basics and providing lots of repetition (teenagers going through puberty have growth spurts and may lose confidence)*
- *Treat them as young adults – show them the same respect you would like to receive*
- *Encourage group camaraderie to replace isolation*
- *Work as a team or in buddy pairs-be their coach*
- *Exercise care with what you say-they can be sensitive*
- *Provide good demonstrations, allow students to view skills from different angles*
- *Pay attention to body language (they may be worried about what others think of them)*
- *Be a good role model – inspire them!*
- *When playing games, introduce competition and contests sparingly – losing a competition at this age can be very difficult.*

The PADI Continuing Education Philosophy

• Read the text and make the following additions:

Page 15-3. Possible answers include:

- Fun for the instructor – reduces burnout.
- Easier logistics – no pool/classroom needed for most courses.
- Less stress – divers are more competent.
- More income – for the dive center and resort as well as for the instructor.
- Reduced liability - students are already certified divers.
- Integrates well with travel.

Page 15-4. Possible answers include:

- Reinforces good diving practices – students learn new skills and refresh old skills under supervision.
- Decrease diver dropout – surveys show divers tend to stay more active if they have additional training and experience beyond an entry level certification.
- Opportunities to meet new people – potential new dive buddies.
- Introduction to new dive sites.
- Introduction to new equipment.
- Fun and adventure.

Page 15-5

1. *self-oriented*
2. *task-oriented*
3. *other person-oriented*
4. *self-actualization*
5. *leadership-oriented*

Page 15-6

1. *immediately*

Page 15-10

Consider the following objections:

1. Learned everything in the entry-level course
2. Cost – can't afford it
3. Inconvenient scheduling
4. Need more experience before continuing

How would you respond to these objections

Business Principles for the Dive Professional

• Read the text and make the following additions:

Page 16-3

1. *Quality*
2. *Service*
3. *Value*

Page 16-4

2. *expect safety*
- 2 a. *easier*
- 2 b. *exciting*

Page 16-5. Possible answers include:

- Sales – in store and on the phone
- Merchandising – cleaning, straightening and designing displays
- Marketing – designing flyers, brochures, advertisements and promotions, etc.
- Maintenance and repair – rental equipment, compressor, vehicles, dive boat, etc
- Record keeping – maintaining customer and student diver database, monitoring maintenance logs,
- Accounting – balancing the cash register, handling customer lay-a-ways or financing, etc.
- Correspondence – answering email inquiries, faxing information, writing newsletter, etc.
- Inventory control – monitoring stock and ordering merchandise, training materials, etc.

Page 16-6

- 1 a. *want your help*

Page 16-8

- 1 a. *proper planning/expenses*

Page 16-10 and 16-11. Here you have an example of how to set the price for an Open Water Diver course. Please note that this is an example only and does not reflect PADI's opinion on the price. Costs and things included in the calculations also varies internationally. Various taxes are not included in this calculation, but this is of course a very important consideration.

Step 1 - Determine long-term expenses per student diver.

- How many divers do you expect to teach in a year? Example: 150
- What fixed expenses do you have for the year and what is the cost per student diver? Example:

Liability insurance and dues – \$600 ÷ 150 students = \$4

Personal equipment maintenance – \$150 ÷ 150 students = \$1

Advertising – \$1500 ÷ 150 = \$10

- What expenses can you spread out over several years and what is the cost per student diver?

Example:

Personal dive equipment – \$3600 ÷ 2 years of use = \$1800/year ÷ 150 student divers/year = \$12

Instructional equipment (computer plus LCD projector) – \$5400 ÷ 3 years of use = \$1800/year ÷ 150 student divers/year = \$12

Emergency and safety equipment – \$900 ÷ 3 years of use = \$300/year ÷ 150 student divers/year = \$2

Total long-term expenses per student diver - \$4 + \$1 + \$10 + \$12 + \$12 + \$2 = \$41

Step 2 - Determine short-term expenses per student diver

- What direct expenses do you have per student diver?

Example:

Student protection insurance = \$5

Certification fee and certificate = \$16

Equipment rental and air fills = \$100

Incidentals (folders, forms, etc.) = \$15

What direct expenses can be averaged over the number of student divers in the class?

Example: Based on eight student divers per class.

Pool costs – \$20 per hour x 12 hours = \$240 ÷ 8 student divers = \$30

Parking and dive site fees – \$24 ÷ 8 student divers = \$3

Certified assistant fees – \$200 ÷ 8 student divers = \$25

Total short-term expenses per student diver – \$5 + \$16 + \$100 + \$15 + \$30 + \$3 + \$25 = \$194

Keep in mind that fewer student divers per course means higher costs per individual.

Step 3 - Determine total cost per student diver

\$41 (total long-term expenses per student diver) + \$194 (total short-term expenses per student diver)

= \$235 per student diver

Is the total cost per student diver higher or lower than you expected?

Step 4 - Determine profit a dive center or resort may choose to add instructor fees in as an expense.

An instructor may choose to determine profit on a per course,

per student or per hour basis.

• What do you expect to earn on a per course basis for a class of eight open water diver students?

Example: \$600

\$600 ÷ 8 student divers = \$75 per student diver

Step 5 - Determine course price - add expenses plus profit \$235 (expenses) + \$75 (profit) = \$310

Adventures in Diving Program

•Read the text and make the following additions:

Page 17-5

1. *deep/underwater navigation*

1. *Open Water Diver*

Page 17-9. Possible answers include:

•Divers may choose only the dives that interest them.

•Divers may progress to certification at their own pace.

•Divers can pay as they go.

•Experienced divers are more likely to sign up for a single dive than for a course they don't think they need. (broader market appeal)

•Allows more scheduling flexibility.

•You need only convince divers to try one dive, not commit to a whole course.

•Divers take on much of the responsibility for scheduling and completing courses at their convenience.

You're not constrained by trying to have all student divers start and complete certification requirements at the same time.

•Given the option, many divers will go on to complete Advanced Open Water Diver and/or several specialty courses.

•You can mix in Adventure Diver, Advanced Open Water Diver and Specialty Diver students on any dive within applicable ratios.

Specialty Diver Courses and Master Scuba Diver Program

•Read the text and make the following additions:

Page 18-3

2. *experts*

Page 18-6

3. *Promote/honour*

Rescue Diver Course

•Read the text and make the following additions:

Page 19-3

1 a. *observation*

Page 19-4

1. *Expand diver knowledge in preparation for PADI leadership training*

2. *Teach effective diver rescue and first aid skills*

3. *Prepare divers to manage realistic rescue situations*

4. *Increase awareness of dive safety*

5. *Encourage divers to anticipate and prevent problems*

Page 19-5

4. *CPR/two*

1. *1/2*

Page 19-7

4. *diving oriented*

3. *calendar*

Divemaster Course

•Read the text and make the following additions:

Page 20-3

The attributes of an mentor could be summarized as: someone who takes a personal interest in the development of another and provides support.

Page 20-4

1. *attitudes/judgement*

4. *role model*

Page 20-6

1. *dive theory*

Page 20-8

2. *promote/honour*

Diver Retention Programs

Page 21-4. Possible answers include:

• Boat dives

• Dive trips

• Weekend dives and picnics at local dive site

• After-work dives

• Beach cleanups

• Contests and rallies – scavenger hunts, pumpkin carving, navigation challenges, etc.

• Splash parties, bring-a-friend to DiscoverScuba, etc.

• Charity/fund raising dives

• Equipment seminars with manufacturers

• Aquatic life talks and slide shows, dive-related presentations and movies, etc.

Page 22-5.

This section is optional since PADI Diving Society membership is not available to divers in all areas.

However, it's a good idea to review this section if you are likely to work and teach in areas where the PADI Diving Society is available.

1. Many PADI Divers feel that they are "PADI Members" even though official membership is limited to dive professionals. The PADI Diving Society allows these divers to become part of a huge PADI organization that puts them in touch with other PADI Divers, PADI Dive Centers and Resorts and PADI Members.

2. Society members receive:

a. Subscription to Sport Diver magazine which includes information of dive events, locations, and programs as well as environmental issues.

b. Special rates on travel packages and equipment rebates.

c. Invitations to members-only events.

3. PADI Dive Centers and Resorts are listed as PADI Diving Society chapters. Society members are encouraged to visit their local dive center or resort for the dive services they need.

a. Society members that don't already have local dive center or resort relationships find connections to dive equipment, education and experiences.

b. Dive centers and resorts have the opportunity to recruit new, enthusiastic dive customers.

4. Dive operations that already have affiliated dive clubs can add value by including PADI Diving Society membership benefits. PADI Diving Society events easily become part of dive club activities.