

# **GUIDELINES** FOR **PREPARING** **TEACHING PRESENTATIONS**



**PADI**<sup>®</sup>

# Guidelines for Preparing Knowledge Development Teaching Presentations

Use these guidelines to help prepare knowledge development presentations. By following the four steps and instructions below, you'll use the proper planning procedures and quickly create an effective teaching presentation.

## Step One

Identify the learning objectives and topic scope. If you're presenting information from a course supported by PADI diver materials, read/watch the section related to your topic. It will refamiliarize you with the subject matter and lets you know what student divers have read or seen. It also provides further insight into the detail and complexity of your presentation.

If your topic is from a course with no student diver materials, look for other resources (e.g. *The Encyclopedia of Recreational Diving*) to refresh and supplement your knowledge.

If your topic is supported by PADI Lesson Guides, plan to use the guides as your primary visual aid during the presentation. Reviewing the lesson guides, and any associated presentation notes, will help you develop and organize your thoughts. It also may prompt ideas for other training aids you can use to enhance your presentation.

If lesson guides are not available for your topic, create an outline to use as a visual aid. You'll display the outline or project it for students to follow. You may also project a section from the relevant instructor guide or student manual if available in a digital form.

Make sure that training aids and other instructional tools contribute to the presentation by helping you explain or demonstrate key concepts.

## Step Two

Complete a Lesson Plan Form. The Lesson Plan Form (or a similar document) is your personalized presentation outline. This form has a place for each component of the presentation, so it helps prevent omission of important information.

Be certain to clearly identify the major components of the lesson plan by using a highlighter or different color ink. Make sure your handwriting or type is large and clear enough to read during the presentation. Avoid using full sentences because they take too long to read and may cause you to read the lesson plan verbatim instead of elaborating in a relaxed and fluid manner. Use bullet point and short phrases.

Use as many pages as you need. Experiment to find a lesson plan format that best fits your delivery style.

As you complete your Lesson Plan, review the following:

## Preparing an Introduction

1. Formulate a contact to gain attention in an interesting, positive way and convey the value of the topic.
  - Ask an interesting, relevant question, or questions, and get student responses.
  - Tell a short story related to the subject.
  - Show a relationship or analogy between something familiar to student divers and the subject.
  - Show something that is interesting or familiar to student divers that relates to the topic.
2. Overview the main topics or subjects and the order you'll cover them to give student divers an idea of where the presentation is going and to help them focus on the material. Follow lesson guides or the main points of the presentation outline.
3. Explain expected student diver conduct by describing what to do and how to interact with you during the lesson – take notes, ask questions, stop me if I'm going too fast or if I'm unclear, etc.
4. Provide motivation to learn by identifying the topic's value and creating a need to know. State realistic values in a positive context and apply information to current level of training. Emphasize how the information may help avoid or handle a negative situation.
5. Think about how you'll interact with students. Plan to connect with students to keep them engaged by having them do something related to what you're teaching, such as answer open-ended questions.

## Preparing the Body

1. During most presentations, especially longer ones, you'll state a learning objective and then supply student divers with the information that helps them fulfill that objective. State objectives in measurable terms as either questions to be answered or actions to be completed.
2. To adapt the information to student divers' needs and make the material meaningful:
  - Follow general statements with specific examples that apply to student divers and the local environment.
  - Relate material to specific aspects of the confined water or open water dives, as appropriate for the course.
  - Give examples of how the material relates to diver educational tools or other experiences in the course.
  - Use analogies to tie new or unfamiliar information to what divers already know or have experienced.
  - Link information to continuing education and discuss benefits with specific examples.
  - Relate information to dive equipment and the benefits of owning it.
  - Relate information to dive travel experiences.

- If possible, relate information to upcoming environmental activities or discuss how the topic increases environmental awareness or protection efforts.

### Preparing a Summary

1. Keep students engaged by asking questions or otherwise applying what they've learned. Give them a chance to ask questions.
2. Restate the value by describing how divers will apply the information in the current course. Relate information to a situation or apply it in an immediate way. You can integrate this with the topic review.
3. Briefly review what was covered and the sequence by referring back to the lesson guide or presentation notes.
4. Restate the objectives in the present tense or call on student divers to answer objective-oriented questions.
5. Remind students how what they're learning relates to other topics, PADI continuing education, owning dive gear, dive experiences or environmental activities.

### Step Three

Review the Lesson Plan Form in the context of the evaluation criteria. After completing your lesson, make sure it is consistent with the Knowledge Development Evaluation criteria. By checking it against the criteria, you can catch any mistakes or omissions before delivering the presentation. Ask the following questions – if you can answer yes to each item, your plan is complete.

### Introduction

1. Do you have a way of gaining the attention of the class? (Interesting question, analogy, story, etc.)
2. Does the content convey a positive and appropriate attitude toward the topic? (Assume you have a wide variety of student divers – children, teenagers, adults, etc.)
3. Do you have a positive value statement that clearly identifies why the information is important and how it relates to the current course?
4. Are you ready to overview the main topics by using lesson guides or the course outline?
5. Do you have a statement telling student divers what they should do during the presentation? (Take notes, ask questions, etc.)
6. Do you have a plan for interacting with students?

### Content

7. Did you prepare the body of the presentation following information contained in the appropriate diver manual or presentation outline?
8. Are the objectives taken directly from the appropriate diver manual or presentation outline?
9. Did you include all objectives appropriate for the topic?
10. Is the information sufficient to fulfill all of the stated objectives?

11. Do you have examples of how the information presented applies to the actual diving circumstances or diving within the local environment?
12. Does the presentation follow the sequence within the PADI materials?
13. Are you prepared to explain how points within the presentation are interrelated?
14. Are you prepared to give examples of how the information relates to other components within the course? (Other lesson guides, manual, video, confined water, open water, etc.)
15. Did you incorporate references about how information applies to PADI continuing education courses?
16. Have you identified dive equipment that relates to the topic and incorporated references about the importance of owning that equipment?
17. Have you tied dive travel and/or environmental activities to the topic?
18. Have you made provisions to use visual aids during your presentation? (Appropriate lesson guides, dive equipment, black/whiteboard, manual, diagrams, etc.)
19. Have you planned to interact with student divers? (Asking them questions, involving them in demonstrations, etc.)

## Summary

20. Are you prepared to review the main topics or subjects?
21. Do you emphasize the value of this information as it relates to the topic?
22. Do you have examples of how and when this information will be applied?
23. Are you prepared to restate the objectives?
24. Do you have a statement that promotes or ties in a PADI continuing education course?
25. Do you have a statement that promotes or ties in dive equipment ownership or dive travel or environmental activities?

## Step Four

Practice the lesson. The only way to determine how your lesson will sound when presented is to practice it out loud. You may discover a difference between the way a lesson plan is written on paper and how you execute it. By practicing, you'll be able to fine-tune the plan at the same time you gain confidence in your performance.

Practice by talking to yourself in front of a mirror, or better yet, in front of a friend or classmate. Visualize the classroom you'll use, speak out clearly, use visual aids, ask questions and imagine how student divers will respond. If possible, record your effort on video so that you can review your performance. Make adjustments as necessary.

Remember to concentrate on developing the structure of the presentation first, then work on polishing delivery style. Another advantage of practicing involves getting comfortable with using visual aids. You also may discover that you need other visual aids to make the presentation more effective.

# Guidelines for Preparing Confined Water Teaching Presentations

Use these guidelines to help prepare confined water teaching presentations. By following the six steps and instructions below, you'll use the proper planning procedures and quickly create an effective teaching presentation.

## Step One

Review performance requirement in the appropriate PADI Instructor Guide. The performance requirement for your assigned skill is found in the course instructor guide and may also be listed on the course Instructor Slate or Cue Cards. The performance requirement tells you exactly what student divers must achieve.

## Step Two

Review the Conduct and Skill Recommendations for the appropriate course in PADI's *Guide to Teaching*. The techniques recommended are designed to help you formulate a plan to make sure student divers meet the performance requirements.

Remember that there are many effective methods for teaching a skill – the recommended techniques are just a guide for you to use. Your job as an instructor is to adapt your teaching methods to the needs of your student divers and the dive environment.

You should also read the section in a PADI manual that describes the skill or watch the skill demonstrated in a PADI video. By reading the manual and watching the video, you'll identify what student divers have seen and can focus on why it's important for student divers to learn the skill. You'll also review critical skill components and procedures involved in conducting the skill.

## Step Three

Note possible problems student divers may have in performing the skill. Draw from your own experience with skills or working with student divers. You can also refer to the Commonly Encountered Problems list in PADI's *Guide to Teaching*. Being able to recognize and solve problems is important for diver learning and safety. You must be able to identify a problem, determine if it puts the student diver in immediate danger, and then correct the problem in a way that ensures safety and reinforces learning.

Thinking through the problems allows you to anticipate what problems may occur and be ready to deal with or prevent them. It will also help you form a more complete briefing that includes information specific to avoiding the most common problems.

## Step Four

Complete your Skill Development Preparation Slate. Once you've determined the skill performance requirement, reviewed the recommended techniques and identified the common problems, you're ready to prepare your teaching presentation.

The Skill Development Preparation Slate should help you include all the important elements. Because you can take this slate in the water with you, it will be your primary reference during the presentation along with the course cue cards. The slate provides ample space to write notes and prompts you to include necessary components. Make sure your handwriting is large and clear enough to read. Avoid using full sentences because they take too long to read and may increase the tendency to read the plan instead of speaking in a relaxed manner.

## Step Five

Review your slate in the context of the Confined and Open Water Evaluation criteria. By checking it against the criteria, you can catch any mistakes or omissions before delivering the presentation. Ask the following questions – if you can answer yes to each item, your lesson is complete.

### Briefing

1. Does the briefing include a clear statement of the performance requirement?
2. Is there a realistic value statement that clearly identifies why the skill is important while diving?
3. Does the briefing detail all of the skill's critical steps or subskills?
4. Do student divers receive directions on exactly how, where and when the skill will be performed?
5. Does the briefing mention how you'll communicate with student divers underwater?

### Demonstration

6. Have you determined how to demonstrate the skill slowly, with deliberate movements detailing each component?
7. Have you practiced the skill and feel comfortable with your demonstration quality?

### Control and Delivery

8. Have you reviewed the recommended techniques and know what techniques you'll use to ensure student divers meet the performance requirement, including time or distance requirements?
9. Have you planned where you'll position student divers, and where you and your assistant will be positioned relative to student divers?
10. Have you planned how to organize the activity flow for efficient time use and in an environmentally aware manner, as appropriate?
11. Do you know how you'll let student divers know when they've done a good job?

### Problem Solving

12. Do you know how you'll respond if any of the commonly encountered problems occur during student diver practice?
13. Do you know how you're going to communicate any problem-solving techniques to your student divers?

14. Have you considered ways of conducting the skill to minimize problems or reduce the risk to student divers should problems occur?

## Debriefing

15. Have you considered how you will reinforce the student diver's performance with specific positive statements?
16. Do you plan to restate the performance requirement in the present tense?
17. Have you considered how you will state any problems that occurred during the skill practice?
18. Have you considered how you will suggest ways to solve those problems and improve performance by reinforcing the correct technique for the skill?
19. Do you plan to reinforce the value of the skill?

## Step Six

Rehearse the presentation to determine how your briefing and debriefing will come across. By practicing out loud you may discover a difference between the way it's written on your slate and how you execute it. Rehearsing it will allow you to fine-tune the lesson.

If you can't practice your presentation in confined water, you can still rehearse using visualization. Imagine yourself speaking to student divers during the briefing, demonstrating the skill, directing your assistant, conducting skill practice, catching and correcting problems, and providing student divers with positive reinforcement. By visualizing the presentation, you may identify ways to improve performance and note areas that need close attention.



# Guidelines for Preparing Open Water Teaching Presentations

Use these guidelines to help prepare open water teaching presentations. By following the five steps and instructions below, you'll use the proper planning procedures and quickly create an effective teaching presentation.

## Step One

Review performance requirement in the appropriate PADI Instructor Guide. The performance requirements for your assigned skills are found in the course instructor guide and may also be listed on the course Instructor Slate or Cue Cards. The performance requirement tells you exactly what student divers must achieve.

## Step Two

Review the Conduct and Skill Recommendations for the appropriate course in PADI's *Guide to Teaching*. The techniques recommended are designed to help you formulate a plan to make sure student divers meet the performance requirements. Note that some skills may be introduced in open water and require a demonstration as well as practice.

Remember that there are many effective methods for organizing skills practice – the recommended techniques are just a guide for you to use. Your job as an instructor is to adapt to the needs of your student divers and the dive environment.

You should also read the section in the appropriate PADI manual that describes how the skill is applied in open water. By reading the manual, you'll identify what student divers have read, and review critical skill components and procedures involved in conducting the skill.

## Step Three

Complete your Skill Development Preparation Slate. Once you've determined the skill performance requirement and reviewed the recommended techniques, you're ready to prepare your teaching presentation.

The Skill Development Preparation Slate should help you include all the important elements. The slate provides ample space to write notes and prompts you to include necessary components. Make sure your handwriting is large and clear enough to read. Avoid using full sentences because they take too long to read and may increase the tendency to read the lesson plan instead of speaking in a relaxed manner.

Remember that open water teaching presentations should emphasize how to adapt and apply skills to the open water environment. This means you usually don't need to include a detailed explanation of how to do the skill and may only need to demonstrate skills that are introduced in open water for the first time, such as skills from continuing education courses.

## Step Four

Review your slate in the context of the Confined and Open Water Evaluation criteria. By checking it against the criteria, you can catch any mistakes or omissions before delivering the presentation. Ask the following questions – if you can answer yes to each item, your lesson is complete.

### Briefing

1. Does the briefing include a clear statement of the performance requirements?
2. Are there realistic value statements that clearly identify why the skills are important while diving?
3. Do student divers receive directions on exactly how, where and when the skill will be performed?
4. Does the briefing mention how you'll communicate with student divers underwater?
5. Does the briefing briefly review the skill's key steps or provide more detailed information if divers are learning the skill for the first time?

### Demonstration (if required)

6. Have you determined how to demonstrate the skill slowly, with deliberate movements detailing each component?
7. Have you practiced the skill and feel comfortable with your demonstration quality?

### Control and Delivery

8. Have you reviewed the recommended techniques and know what techniques you'll use to ensure student divers meet the performance requirement, including time and distance requirements?
9. Have you planned where you'll position student divers, and where you and your assistant will be positioned relative to student divers?
10. Have you planned how to organize the activity flow for efficient time use and in an environmentally aware manner?
11. Do you know how you'll let student divers know when they've done a good job?

### Problem Solving

12. Do you know how you'll respond if any of the commonly encountered problems occur during student diver practice?
13. Have you considered ways of conducting the skill to minimize problems or reduce the risk to student divers should problems occur?

### Debriefing

14. Have you considered how you will reinforce the student diver's performance with specific positive statements?
15. Do you plan to restate the performance requirement in the present tense?

16. Have you considered how you will state any problems that occurred during the skill practice?
17. Have you considered how you will suggest ways to solve those problems and improve performance by reinforcing the correct technique for the skill?
18. Do you plan to reinforce the value of the skill?

## Step Five

Rehearse the presentation to determine how your briefing and debriefing will come across. By practicing out loud you may discover a difference between the way it's written on your slate and how you execute it. Rehearsing it will allow you to fine-tune the lesson.

Imagine yourself conducting each component. Mentally rehearse the presentation several times imagining varying water conditions – poor visibility, mild current, muddy bottom, surge, etc. This prepares you to deal with whatever conditions you find. By visualizing the open water site and student divers underwater, you may identify ways to improve your presentation and note areas that need close attention.