PADI'S GUIDE TO TEACHING

PADI®

Product No. 79540-5 (Rev. 01/19) Version 1.0

PADI's *Guide to Teaching*

Published and distributed by PADI
30151 Tomas
Rancho Santa Margarita, CA 92688-2125 USA

Printed in USA

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Scuba diving can never be entirely risk-free. However, by adhering to the philosophy and teaching techniques outlined within this manual whenever training or supervising divers who participate in PADI courses and programs, PADI Members can provide a strong platform from which divers and novices can learn to manage those risks and have fun in the process.

How to Use This Manual

PADI's *Guide to Teaching* is a companion piece to the PADI *Instructor Manual*. While the *Instructor Manual* lists required standards, PADI's *Guide to Teaching* provides explanations, teaching techniques and suggested approaches to meeting those standards. It contains the "how to" information about fulfilling course requirements. Use the three sections in PADI's *Guide to Teaching* in conjunction with the PADI *Instructor Manual* to conduct PADI courses and programs.

When preparing to teach a PADI course or program, particularly those you don't conduct on a regular basis, you'll find the reminders in this manual valuable in helping you organize training sessions and dives. The manual also provides guidance about handling special circumstances, such as helping a student diver with a learning disability or assisting a student diver returning after an interruption in training. Being familiar with *what* information is in this manual will make it a beneficial instructional tool that you'll use often.

You begin using PADI's *Guide to Teaching* in your instructor development program and will continue to use it throughout your teaching career. The following outlines what's in the manual and how you can effectively find information in it.

Teaching Techniques

Most of this section consists of conduct and skill recommendations for all core PADI courses and several programs. Look for a course or program overview followed by general considerations, sequencing information and specific directions for teaching skills and conducting confined and open water dives.

Two additional subsections offer general teaching techniques and considerations for special circumstances, plus organizational suggestions to make the best use of time and resources while teaching.

Philosophy and Approach

This section discusses the PADI organization and the PADI System of diver education. It also reviews PADI's approach to risk management and the quality management, assurance and recognition program. There's information about training dive leaders and other important references about instructional approach and philosophy.

Membership Procedures

Refer to this section when you need reminders about how to order certification cards from your PADI Regional Headquarters and other general procedural information.

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CONDUCT AND SKILL RECOMMENDATIONS

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Conduct and Skill Recommendations

This section includes techniques and recommendations you can use to help your student divers meet PADI course skill performance requirements. Because there may be several techniques you can use to accomplish a performance requirement, these are suggestions to help your student divers meet their goals. Use creativity and your own teaching preferences to guide divers.

These recommendations directly support (but do not include all of) the PADI diver course standards in the PADI *Instructor Manual*. For this reason, it's important that you reference the PADI *Instructor Manual* for the specific course performance requirements.

OPEN WATER DIVER COURSE
Conduct and Skill Recommendations

The PADI Open Water Diver course teaches student divers the foundational knowledge and skills they need to dive with a buddy, independent of supervision. Your primary objective is to put safety first – the safety of your student divers, staff and your own safety in the planning, organization and conduct of the course.

Overview – Confined Water Dives

In confined water, student divers apply what they've learned through knowledge development by practicing basic dive skills in a relatively controlled environment. When teaching in confined water, create a fun and exciting experience that keeps motivation and enthusiasm high. Confined water dives open the door to the fun your divers signed up for and set the stage for future learning. Confined water is where divers begin developing their confidence as well as their competence.

Open Water Diver course skills are sequenced from simple to more complex. As you introduce skills, be aware of diver motivation and readiness and allow for repetition and practice until skills are mastered.

General Suggestions

Since the goal of confined water dives is to provide the skills base for making the transition to open water dives, simulate open water diving as much as possible throughout confined water sessions.

1. *Make it fun.* Student divers learn better, learn faster, face challenges with more enthusiasm and become comfortable with diving quickly if they have fun. How you accomplish this depends on your personal style. Humor, good-natured games and similar methods make learning entertaining as well as relevant. Simple ideas motivate divers, such as giving them snapshot cameras to play with during "minidives" or having someone not involved in training video their confined water dives to watch afterward.
2. *Tell student divers you're helping them learn open water dive habits.* By focusing on this goal, it's easier to actively take part in learning. Statements such as "the ocean isn't as flat and calm as this, so let's make a habit of keeping our masks on and our snorkels in our mouth" benefit learning much more than simple instructions to keep masks on and snorkels in. Also, as divers gain buoyancy control, begin to introduce and practice skills in mid-water or while divers gently rest on fins tips, instead of kneeling stationary on the bottom. This adds realism, builds confidence and creates good dive habits.
3. *Emphasize care for the environment.* As student divers develop and master new skills, continue to make the connection between divers and the environment. Share ways divers can protect the underwater environment and link their mastery of skills to conservation-minded diving practices.
4. *Use the equipment they'll use in the open water.* This acclimates them to the equipment. If conditions require full exposure suits with hoods, you may want to reduce task loading by starting with less and increasing it so that they're in full equipment by Confined Water Dive 3.
5. *Enforce the buddy system and air supply monitoring.* Ask student divers to stay within touching distance of their buddies at all times. You can make a game of it by recording

"separations" and offering a prize to the individual(s) with the fewest buddy team "separations." Student divers need to be able to tell you, within 20 bar/300 psi, how much air they have at any time without rechecking. You can reward the diver with the most accurate air supply reporting.

6. *Allow ample time for practice and mastery.* When student divers have ample time, practice is more relaxed, fun and enjoyable. Relaxed divers learn more easily. Focus on performance-based, not time-based learning. Have student divers use the PADI Skill Practice and Dive Planning Slate to indicate if they're comfortable, or want more practice, with each skill. Although you can do this after each skill, it's probably more time effective to have student divers mark skills recently learned during normal pauses or breaks. Student divers who may be reluctant to ask for more practice in front of others may indicate they want more practice this way. Review slates at appropriate intervals and organize additional practice as necessary.
7. *Give student divers some control.* Although you have to be in charge, you can help student divers learn more effectively and develop confidence by letting them have some say in what they do. After divers complete a skill, ask them how much more practice they'd like before moving on. This approach assumes they will want more practice and helps reduce peer pressure to move on before confident with a skill. Before ending each confined water dive, ask divers if they're ready to get out. Allow time to extend the session if they want it.
8. *Conduct minidives.* A minidive is required on Confined Water Dive 5, but you can conduct minidives anytime after Confined Water Dive 1 to further enhance skill development and fun. In setting up minidives, let student divers choose whether they're simulating a shore dive or dive from a large or a small boat, etc.

Sequencing Considerations

1. Student divers master all performance requirements for one confined water dive before going to the next. You can conduct more than one confined water dive in a single session, as long as the dives are in sequence. You can rearrange skills within a dive.
2. Before Confined Water Dive 1, student divers complete either the Discover Scuba Diving briefing or Knowledge Development Session 1. It keeps motivation high if you get student divers in the water early by giving the Discover Scuba Diving briefing before Confined Water Dive 1, and follow with Knowledge Development Session 1.
3. For Confined Water Dives 2 – 5, knowledge development may either precede or follow the confined water dives, although before is recommended.
4. There are several dive flexible skills that are not assigned to a confined water dive. You determine when it's most logistically advantageous to include them. Note, however, that student divers:
    a. Complete the 10-minute swim/float without using any swim aids prior to Open Water Dive 2.
    b. Correctly assemble and disassemble the scuba unit three or more times before the end of Confined Water Dive 3.
    c. Demonstrate the proper post-dive care of scuba equipment before the end of Confined Water Dive 3.
    d. Correctly assemble and disassemble the scuba unit five or more times before the end of Confined Water Dive 5.
    e. Complete skin diving skills anytime during Confined Water Dives 2, 3, 4 or 5.

f. Complete the emergency weight drop during any dive, in either confined or open water.

g. PADI Scuba Diver students must disconnect a low pressure inflator hose and remove and replace the weight system before the end of Confined Water Dive 3.

h. PADI Scuba Diver students must complete the snorkel to regulator exchange, cramp release, inflatable signal tube/DSMB deployment and emergency weight drop before the end of Open Water Dive 2.

It's important to track completion of confined water dives, especially noting when dive flexible skills were mastered, as the course progresses. Use the Student Record File/Course Record and Referral Form to document dive and skill completion. In team teaching situations or referrals, this allows another instructor to clearly see what student divers have learned.

Confined Water Conduct and Technique Recommendations

First introduce and demonstrate skills, then have student divers practice until they are comfortable and meet performance requirements.

Waterskills Assessment

The overall objective of the 10 minute swim/float and continuous swim is for you, the instructor, to see that student divers have reasonable swimming ability. If conditions warrant, student divers may wear an exposure suit as long as they are weighted for neutral buoyancy.

Advise people who appear weak and uncomfortable in the water to improve through lessons or practice before engaging in dive training. Advise those with marginal water skills to practice and strengthen their skills for participation in the open water dives.

Equipment Preparation and Care

Organize adequate practice and repetition of equipment assembly and disassembly throughout the course. Student divers can assemble equipment during the confined water dives, during the knowledge development sessions or during a combination of these.

Introduce assembly/disassembly by first demonstrating, then have student divers assemble/disassemble twice in a row. Distribute the remainder of the assembly/disassembly practice as logistically advantageous while meeting the performance requirements. The repetitions may exceed the minimums listed. Consider adding equipment assembly and disassembly to minidives as time and logistics allow.

Show student divers how to properly set up equipment to eliminate unnecessary drag and minimize potential damage to the aquatic environment. The goal is to remain streamlined throughout the confined water dives and simulate care for the environment needed in open water.

Have student divers demonstrate that they know how to properly rinse and maintain dive equipment as part of a confined water or knowledge development session. In the interest of customer service, many dive centers handle equipment cleaning and maintenance of training/rental equipment. This practice does not conflict with training; student divers can simulate rinsing and maintaining equipment by disassembling the equipment, replacing dust caps, etc. Have divers show and tell you how to care for the equipment.

Skin Diving Skills

Conduct skin diving skills during Confined Water Dives 2, 3, 4 or 5. PADI Divemasters and Assistant Instructors may teach these skills independently.

Surface dives – Wearing skin diving equipment in deep water, have student divers surface dive by bending forward at the waist, thrusting their head and arms downward while lifting their legs above the surface. Individuals with physical challenges may use alternate, adaptive techniques. Emphasize proper body positioning to descend without excessive effort. Reminders – look up, reach up, then come up. Buddy teams practice the *one-up-one-down* technique.

Breathhold technique – Explain and demonstrate how to relax and breathe from the diaphragm. Show students how their abdomens should expand and contract. Have student divers breathe and relax for several moments, then take a deeper breath, hold it and surface dive.

Snorkel clearing – Have student divers clear a snorkel by using either the displacement or blast method depending on snorkel design. It's useful to expose divers to a variety of snorkels and both snorkel clearing methods.

Optional Skin Minidive – Make a game of completing four cycles.

1. 25 metre/yard surface snorkel swim
2. Surface dive – one buddy up and one buddy down
3. 15 metre/50 foot underwater swim
4. Ascent and snorkel clear

Disconnect Low Pressure Inflator Hose

Have student divers respond to a stuck inflator by disconnecting the low pressure inflator hose from the BCD. To simulate the stuck inflator, hold the inflator button down with one hand while disconnecting the hose with the other. Use a grip that doesn't interfere with disconnecting the low pressure hose. Either you or the student diver may simulate the stuck inflator. Emphasize pressing the hose toward the connector to make the release easier, and venting the BCD to prevent excess positive buoyancy. Conduct this skill in shallow water either at the surface or underwater. Ask divers to reconnect the hose after the exercise.

Loose Cylinder Band

Ask student divers to first make sure they know how to release and resecure the cylinder band on their buddies' scuba kits. Conduct the skill in the water at the surface, preferably in water too deep in which to stand, or underwater. You may have students practice this at the surface and underwater, but only one is required.

If conducting the skill at the surface, make sure student divers are floating and not standing on the bottom. Have student divers simulate tightening a loose cylinder band for another diver by being positioned behind their buddy and first releasing the band, then tightening (or simulating tightening it) and resecuring the band. Emphasize positive buoyancy, using a snorkel or regulator, and working together to create stability, such as the diver with the loose cylinder band holding on to the pool ladder, pool side or float for support, or if necessary, removing the scuba kit and offering minimal assistance with releasing and resecuring the cylinder band.

Underwater, emphasize that the diver with the loose cylinder band can provide stability by lying face down on an insensitive bottom, or grasping something such as the pool ladder or line.

Weight System Removal and Replacement (surface)

Have student divers remove and replace their weight systems at the surface in water too deep in which to stand. This skill may be integrated with the weight check and adjustment. For safety and comfort, student divers need to have either a snorkel or regulator in their mouths. Use the technique most appropriate for their gear.

With weight integrated BCDs, divers may remove and replace individual pockets – remove pocket, replace it, then do the same with another pocket, etc. Reminders – getting weight pockets back in may be difficult with a full BCD, deflating slightly may help. Buddy assistance is allowed if necessary to help guide pockets back into place.

With weight belts, have divers remove and replace their weight belts. Reminders – maintain a snorkel or regulator in the mouth; have firm grasp to avoid dropping the belt; lean forward to put the weight on the back; release the buckle by feel; pull the belt clear of the body; replace by rolling or holding the belt in a loop and buckling by feel.

Emergency Weight Drop

Conduct this skill in either confined water or open water (or both for added practice) in water too deep in which to stand. The overall objective is for student divers to drop their weights exactly as they would in an emergency and experience the sudden buoyancy increase.

To start, have the student diver adjust for proper weighting, ensuring that the regulator is in place and the student diver is floating at eye level. The student diver should be able to gently kick (or scull) to remain at the surface with a deflated BCD. Conduct this skill one-on-one at the surface. Have the student diver breathe from the regulator and deflate the BCD, then release, pull clear and drop enough weight using the quick release system to experience positive buoyancy. With multiple weight systems or pockets, it's not always necessary to drop all weight – just enough to become positively buoyant. With a weight belt, divers must pull the belt away from the body before dropping it.

Have student divers drop their weights exactly as they would in an emergency. However, to protect the pool or sensitive open water bottom, or to avoid having to collect weights from deep water, you may use the following techniques, or any method that meets the requirement without changing how student divers would release the weights in an actual emergency.

- Capture lines can be clipped to weights and weight pockets and attached to a buoy, ladder, etc., to keep the weights from sinking to the bottom.
- You or an assistant may catch the weight system (using a basket, for example) as it is released, as long as it doesn't affect the student diver's actions. Don't ask student divers to hand you or an assistant the weight system, because this is not what they would do in an emergency.

Regardless of the technique used, be sure the area below the student diver is free of other divers or sensitive aquatic life before each weight release.

Sample Confined Water Dive Plans

Confined Water Dive 1

- Equipment preparation and mask defogging
- Entry, put on gear and weights
- Predive safety check – guided
- BCD inflation/deflation on surface
- Introduction to breathing underwater
- Regulator clear – exhalation and purge
- Regulator recovery
- Clear partially flooded mask
- Alternate air source use
- Descent and equalization
- Underwater swimming
- Hand signals
- SPG use and air monitoring
- Fun and skill practice
- Ascent and positive buoyancy
- Oral BCD inflation at surface
- Surface swimming and good surface habits
- *Emergency weight drop (dive flexible)*
- Exit
- Equipment disassembly and care

Confined Water Dive 2

- Dive planning and air management reminder
- Assemble and put on gear
- Predive safety check
- Deep water entry
- Weight check
- Snorkel breathing and clearing
- Snorkel/regulator exchange
- Snorkel swimming with buddy
- *Disconnect inflator hose (dive flexible)*
- *Loose cylinder band (dive flexible)*
- Five point descent
- Neutral buoyancy
- Clear fully flooded mask
- Remove, replace and clear mask
- No mask breathing
- Air depletion exercise
- Air management within 20 bar/300 psi
- Fun and skill practice
- Five point ascent
- Exit
- Equipment disassembly and care

Confined Water Dive 3

- Assemble, put on gear and predive safety check
- Deep water entry
- Weight check and adjustment
- *Weight system removal and replacement at surface (dive flexible)*
- Cramp release
- Descent with visual reference
- Hovering
- Trim and weight positioning
- Air depletion/alternate air source use (donor/receiver) swim and ascent
- Controlled emergency swimming ascent
- Air management within 20 bar/300 psi
- Fun and skill practice
- Five point ascent
- Exit
- Equipment disassembly and care

Confined Water Dive 4

- Assemble, put on gear and predive safety check
- Entry
- Weight and trim check
- Tired-diver tow
- Scuba kit removal and replacement at surface
- Descent – stop before contacting bottom
- Underwater swim over sensitive bottom
- Hover – oral BCD inflation
- Freeflow regulator breathing
- No mask swim
- Air management within 20 bar/300 psi
- Fun and skill practice
- Ascent without contacting bottom
- *Skin diving skills (dive flexible)*
- Exit
- Equipment disassembly and care

Confined Water Dive 5

- Assemble, put on gear and predive safety check
- Entry
- Scuba kit removal and replacement – underwater
- Weight system removal and replacement – underwater
- Minidive
- Exit
- Equipment disassembly and care

Confined Water Dive 1

At the surface

Equipment preparation – Set up scuba kits in advance, or conduct assembly practice, depending on how you plan to meet equipment assembly/disassembly requirements.

Mask defogging – Explain various techniques at water's edge.

Water entry – Have student divers enter shallow water without their scuba equipment.

Put on gear and weights – Demonstrate proper lifting techniques (using the legs for lifting with a straight back) along with how to put on and adjust the scuba kit. Emphasize securing everything so nothing dangles. Ask buddies to assist each other and have staff help divers put on their equipment while standing in shallow water. Check that masks, fins, snorkels, weight belts, etc. fit properly.

Predive safety check – Perform the predive check with each student diver. Explain that they will learn and practice the details of the check in future sessions. Primarily emphasize the importance of the check while giving a quick overview of it.

BCD inflation/deflation – Demonstrate the function of the BCD in shallow water using low pressure inflation. Demonstrate proper positioning for complete deflation. Explain that student divers should develop the habit of having the BCD inflated at the surface and inflating it whenever they return to the surface.

Underwater in shallow water

Introduction to scuba – Have student divers sit or kneel in shallow water and breathe slowly and deeply. Allow ample time for divers to become accustomed to breathing before doing anything else. For many this is a new sensation – give them time to enjoy it.

Regulator clearing – Have student divers practice both exhalation and purge-button methods. Stress the importance of exhaling (making a sound/blowing continuous bubbles to ensure an open airway) any time the regulator is out of the mouth. Discuss proper airway control – taking initial breaths cautiously and using the tongue as a splash guard.

Regulator recovery – Introduce both the arm-sweep and reach methods. Stress proper body positioning to find the second stage. You may combine this exercise with regulator clearing.

Keep in mind that the intent of the skill is for divers to be able to efficiently recover a regular in any situation. When divers are in a trim, horizontal position (or in sidemount configuration) the regulator may hang straight down in front of them, not behind the shoulder, and be quite easy to recover. If necessary to meet the performance requirement, have divers recover the regulator from a more upright position as well as from the trim, horizontal position, even though the regulator may only be behind the shoulder when upright. While resting on the surface or in other circumstances, a diver will need to know how to recover a regulator from behind the shoulder.

Mask clearing – Have student divers clear a partially flooded (below eye level) mask. Stress proper head position (looking up, or down with purge valve) and continuously exhaling through the nose.

Use of an alternate air source – Have student divers locate, secure and breathe from an alternate air source in a stationary position. Student divers may secure your alternate air source,

or you may have student divers alternate as donors and receivers. Explain procedures based on the alternate air source configurations being used. Emphasize clear signals from the out-of-air diver, locating, securing and clearing the alternate, making buddy contact, clear communication and elevating the BCD deflator to allow venting in preparation for ascent.

Underwater

Equalization and swimming underwater – Explain various equalization techniques, and have student divers practice them while swimming slowly from shallow to deep water, and returning to shallow. Allow ample time for divers to practice equalization techniques. Introduce flutter kicks, emphasizing proper leg/fin position and a slow, wide kick cycle. Allow time to practice swimming underwater. Help those with physical challenges to find ways to propel themselves effectively using special kicks, arms, etc.

SPG use – While underwater, use hand signals to ask student divers how much air they have and have them signal you with an answer. Ask student divers to indicate whether they have adequate air based on the caution zone or other limit you set. Repeat the SPG check at intervals during the rest of the session.

Hand signal recognition – Establish the habit of using hand signals and expecting a reply.

Fun and skill practice in buddy teams – Allow sufficient time for divers to have fun underwater, practicing skills, etc. Have student divers indicate their comfort with skills on the PADI Skill Practice and Dive Planning Slate. Check slates and guide practice with specific skills as indicated on individual slates. Emphasize staying within touching distance of designated buddy. Use games that add to the fun of diving while developing skills and underwater experience.

Ascents – Have student divers practice the components of the ascent – signal, swim up slowly, look up/reach up/turn, inflate BCD at surface.

At the surface in water too deep in which to stand

BCD oral inflation – Have student divers deflate their BCDs, then orally inflate them at the surface in water to deep in which to stand. Emphasize kicking upward while inhaling, then relaxing and sinking while inflating orally. Remind divers to release the deflate button when not blowing into the BCD to keep air from escaping.

Swimming on the surface and good surface habits – Have student divers swim facedown on the surface breathing from snorkels or regulators. Practice this as you have them move around to reach shallow or deeper water for the next skill. Emphasize developing good surface habits, such as keeping their masks on, inflating their BCDs upon surfacing after an ascent and always breathing from regulators or snorkels.

Exit – If using a pool, have student divers remove gear in shallow water and place it on the pool's edge prior to exiting the water. Note that if using confined open water and when logistics permit, student divers may progress directly to Open Water Dive 1 without exiting the water.

Equipment disassembly and care – Staff may handle this, or conduct disassembly and care for equipment practice, depending on how you plan to meet equipment assembly/disassembly requirements. Reinforce proper lifting techniques.

Debriefing – Debrief student divers on their performance and counsel individuals as needed.

Confined Water Dive 2

At the surface

Briefing and dive planning – Brief the dive in the context of developing a dive plan, involving student divers. Briefly discuss all the elements of a dive plan, including the entry and exit techniques, time and depth limits, signals review, air supply limit, emergency procedures and objectives. Have student divers note these items on the PADI Skill Practice and Dive Planning Slate as you discuss them. Begin developing dive planning habits, but keep it short and to the point – avoid long discussions.

Air management – During the briefing, tell student divers that during the dive, at any time, you may ask for their remaining cylinder pressure. Explain that you expect them to check their air pressures often, without you prompting them, and they should know their pressures within 20 bar/300 psi without rechecking their SPGs. When you do ask, they'll tell you their remaining pressure, then together you'll check their SPGs to be sure they're within 20 bar/300 psi. You'll recheck at random to be sure they meet the goal of knowing their air pressures within 20 bar/300 psi. Explain that your expectations for them knowing their pressure will become more stringent during future confined water dives.

Equipment preparation – Set up scuba kits in advance, or conduct assembly practice.

Put on scuba equipment – Have student divers put on their kits with assistance, preferably by the buddy, as appropriate for the planned deep water entry. Reinforce proper lifting techniques.

Predive safety check – After student divers suit up, have divers practice using a memory device, such as: **B**egin (BCD ok) **W**ith (weights ok) **R**eview (releases) **A**nd (air ok) **F**riend (final ok).

Deep water entry (suggested giant stride) **–** Use the most appropriate entry for the confined water site, which may be just walking into deep water.

For a giant stride entry, emphasize getting agreement from buddy, checking the entry area, having adequate BCD inflation, holding mask, breathing from regulator, signaling okay upon entry, and swimming clear of area. Explain that this is a common dive boat entry.

Proper weighting – At the surface and in water too deep in which to stand, have student divers practice weighting for neutral buoyancy. They should float at eye level at the surface with no or minimal air in the BCD and while holding a normal breath. If done with full cylinders, add weight to compensate for air used during the dive – typically about 2 kg/5 lbs.

Snorkel breathing and clearing – While in shallow water, have student divers fill and blast clear their snorkels. Point out proper snorkel positioning and proper airway control, so that divers can keep their faces in the water after clearing while continuing to breathe.

Snorkel/regulator exchange – While in shallow water, have student divers practice exchanging the snorkel for the regulator and back again several times (at least two exchanges – twice breathing from the snorkel and twice breathing from the regulator). Emphasize clearing techniques and keeping the face in the water. Have divers practice exchanges while swimming.

Snorkel swimming with buddy – Have student divers snorkel at least 50 metres/yards to simulate a surface swim to a dive site. Emphasize staying close to your buddy, proper body positioning (head up to keep snorkel out of water, arms at sides) and a slow, relaxed pace (fins below the surface).

Underwater

Five point descent – In deep water, have student divers practice a five point descent. Consider teaching divers a memory aid, such as SORTD, to help them remember the steps – **S** = signal, **O** = orient yourself, **R** = regulator in mouth, **T** = time/dive computer check, **D** = deflate and equalize. Remind student divers to equalize early and often, maintain buddy contact and use a reference (pool side, line, etc.) to assist with descent control. Emphasize primarily using their BCDs to control descent by adding small bursts of air as necessary.

Neutral buoyancy underwater – Have student divers gently rise and fall using low-pressure inflation in a controlled manner during inhalation and exhalation. Divers can pivot up and down on their fin tips or other point of contact. Some equipment configurations make pivoting difficult, so it isn't required. The goal is to gently rise and fall in a controlled manner, and to experience how lung volume change affects buoyancy. Remind divers not to hold their breath and practice even breathing while learning to fine-tune buoyancy.

Mask clearing – fully flooded – Have student divers clear a fully flooded mask, initially in shallow water, then in water too deep in which to stand. Divers may start with a partial clear first, if desired. Stress proper head position (looking up, or down with purge valve) and continuously exhaling through the nose. For realistic application, have divers go on to practice this skill while neutrally buoyant or with only fin tips in contact with an insensitive bottom**.**

Mask removal and replacement underwater – Have student divers remove, replace and clear their masks. Stress proper mask positioning. If divers wear contact lenses, remind them to close their eyes while their masks are off or flooded. This skill may be introduced initially in shallow water then repeated in water too deep in which to stand, and it may be conducted in conjunction with the one minute no-mask breathing skill.

No-mask breathing – Have student divers breathe underwater without a mask for at least one minute without pinching their nostrils. Stress airway control and through-the-nose exhalation. This skill may be introduced initially in shallow water then repeated in water too deep in which to stand in conjunction with the mask removal and replacement skill.

Air-depletion exercise – Simulate air supply depletion to allow student divers to experience the sensation of a gradual increase in inhalation effort. Brief student divers on what will occur and how to use the "out-of-air" signal when inhalation requires increased effort. Encourage the diver to look at the SPG to see how air supply decreases to zero. Begin by moving in front of each student diver and slowly turning off the valve until the diver feels the depletion occur. Maintain contact with the diver's tank valve and restore the air supply immediately when the out-of-air signal is given.

Fun and skill practice in buddy teams – Allow time for divers to have fun underwater, practicing skills, etc. If possible, conduct a minidive focusing on the skills learned to this point (see Confined Water Dive 5 for minidive overview). Ask student divers to indicate their comfort with skills on the PADI Skill Practice and Dive Planning Slate. Check slates and guide skills practice as indicated on individual slates.

Five point ascent – Building on ascent training from the previous confined water dive, have student divers demonstrate the five points of an ascent – signal buddy, check time/dive computer, hands up and on BCD deflator, look up and around, swim up slowly. Emphasize maintaining buddy contact and establishing positive buoyancy at the surface.

Exit – Use the exit appropriate for the location. If a ladder is available, have student divers perform a ladder exit. Reminders – keep masks on, use regulator, take off fins and hand them to someone or place on pool deck or slip them on wrist, and not be under or behind another diver on the ladder.

Equipment disassembly and care – Conduct disassembly and care for equipment practice, depending on how you plan to meet equipment assembly/disassembly requirements.

Debriefing – Debrief student divers on their performance and counsel individuals as needed.

Confined Water Dive 3

At the surface in water too deep in which to stand

Air management – During the briefing, tell student divers that during the dive, at any time, you or a certified assistant may ask for their remaining cylinder pressure. They should signal their remaining pressure, then together you'll check their SPGs to be sure they're within 20 bar/300 psi. If a student diver incorrectly indicates air pressure, ask more frequently until the diver signals the correct air pressure at least two times consecutively.

Equipment assembly and put on scuba gear – Give divers an increasing degree of independence, allowing for buddy assistance. Do not allow one buddy to do everything for another. Divers must demonstrate that they can properly streamline and secure equipment by the end of this confined water dive. Reinforce proper lifting techniques.

Predive safety check – Have buddy teams perform the safety check with minimal direction from staff.

Deep water entry (suggested seated back roll) **–** Use the most appropriate entry for the confined water site, which may be just walking into deep water.

For a seated back roll entry, emphasize getting agreement from buddy, checking the entry area, having adequate BCD inflation, holding mask, breathing from regulator, signaling okay upon entry, and swimming clear of area. Explain that this is a common entry from smaller boats and low, unstable platforms.

Weight adjustment – In buddy teams, have student divers check their weight and adjust as necessary based on previous confined water dives. Supervise, but allow buddy teams to do this as independently as possible.

Cramp release – Have student divers stretch a "cramped" calf muscle by pulling the fin tip toward the body and massaging the muscle. Practice technique on self and assisting a buddy. Conduct this skill either at the surface or underwater, or both for added practice.

Underwater

Five point descent (free with visual reference) **–** Have student divers demonstrate a five point free descent with a buddy. Remind them to equalize early and often, maintain buddy contact and use a visual reference (pool side, line, etc.) to assist with descent control. Emphasize primarily using their BCDs to control descent by adding small bursts of air as necessary.

Buoyancy control (hovering) – In water too deep in which to stand, have student divers hover using only buoyancy control (no arm or fin use) for at least 30 seconds. Emphasize using breath

control to make slight adjustments, without breath holding. An orientation device, such as a stationary line, may help divers determine whether they're rising or sinking. After this skill, try to introduce subsequent new skills with student divers almost neutrally buoyant, with just their fin tips contacting the bottom.

Trim and weight positioning – Have each student diver become neutrally buoyant (continued from previous skill) and then relax completely while swimming slowly, allowing the body to orient into its natural trim. Evaluate divers and make adjustments, as needed and possible, to create a face down, horizontal trim for maximum comfort and minimum fatigue. For example, shift weights on belts, add or remove small weights from BCD trim pockets, even out weights in weight pockets, add or remove small weights to cylinder, move cylinder up or down, etc. Depending on the equipment, it may be difficult to fully optimize trim while underwater. If necessary, work with student divers after the session to optimize weight placement for the next confined water dive. Refer to the PADI Peak Performance Buoyancy Specialty Instructor Guide for additional tips on trim and streamlining.

Air depletion/alternate air source swim and ascent – In water too deep in which to stand, turn off one diver's air after you've instructed the diver to signal out-of-air upon feeling air loss, secure a buddy's alternate air source and begin breathing. Reopen the valve as the diver secures the buddy's alternate so the regulator again becomes available for use. Have the donor and receiver swim together with the receiver using the alternate air source for at least one minute to simulate the time it would take to ascend from depth. At the end of the minute, have divers surface together, controlling their rate and buoyancy. On the surface, ask the receiver to orally inflate the BCD while the donor stands by to offer support.

Alternate air source donor – Combine this with the previous skill and switch roles so all divers act as donors.

Controlled emergency swimming ascent (CESA) **–** Explain proper technique: retaining the second stage, extending the head, keeping a hand on the BCD exhaust valve for control and exhaling continuously by making a sound. Have student divers practice in shallow water by swimming horizontally, then practice in deeper water by making a diagonal ascent to shallow water. Reinforce that divers must establish positive buoyancy at the surface by either dropping their weights or orally inflating their BCDs; based on your teaching logistics, direct divers to do one or the other or both.

Fun and skill practice in buddy teams – Allow sufficient time for divers to have fun underwater, practicing skills, etc. If possible, conduct a minidive focusing on the skills learned to this point (see Confined Water Dive 5 for minidive overview). Check each student diver's PADI Skill Practice and Dive Planning Slate to guide practice with specific skills as indicated on individual slates. Use games that add to the fun while developing skills and underwater experience. This is a good time for divers to practice neutral buoyancy skills and to emphasize the skill's value both in providing positioning control and conservation of open water environments.

Exit – Have student divers exit using whatever method they may use during open water dives.

Equipment disassembly and care – Encourage independence with equipment disassembly and care.

Debriefing – Debrief student divers on their performance and counsel individuals as needed.

Confined Water Dive 4

At the surface in water too deep in which to stand

Air management – During the briefing, tell student divers that during the dive, at any time, you or a certified assistant may ask for their remaining cylinder pressure. They should signal their remaining pressure, then together you'll check their SPGs to be sure they're within 20 bar/300 psi. If a student diver incorrectly indicates air pressure, ask more frequently until the diver signals the correct air pressure at least two times consecutively.

Equipment assembly, put on scuba gear and predive safety check – Give divers an increasing degree of independence, allowing for buddy assistance. Reinforce proper lifting techniques. Have buddy teams perform the safety check with minimal direction.

Entry – Use entry techniques appropriate for the local area or any unique techniques. You may have divers practice a controlled seated entry, with or without equipment on. If practiced without equipment on, divers can put on their scuba kit in the water, which meets half of the remove/replace scuba kit at the surface requirement.

Weight and trim adjustment – In buddy teams, have student divers check their weight and trim and adjust, as necessary, based on trim check from previous confined water dive. Supervise, but allow buddy teams to do this as independently as possible.

Tired-diver tow – Have student divers use the cylinder valve tow, fin push or other appropriate method to tow a buddy. Emphasize positive buoyancy for the tired diver.

Removal and replacement of scuba kit (surface) **–** Have student divers remove and replace their scuba kits at the surface in water too deep in which to stand. For safety and comfort, student divers need to have their snorkels in their mouths. Use the technique most appropriate for their gear – jacket-style removal and replacement, or sit on and slide into method. Be sure the kit has enough buoyancy to provide support once it has been removed. Remind divers to remain in control of the kit after they remove it. Allow buddy assistance only if required. If divers enter the water without equipment and then put it on, they can remove their equipment before exiting the water to complete the removal and replacement requirement.

Underwater

Neutral buoyancy – descent, swimming and ascent near sensitive environments – You may combine the descent, swim and ascent skills into a single exercise to cover the three performance requirements, or complete each skill separately. Tell student divers to treat the confined water bottom as if it is environmentally sensitive. In buddy teams, have divers make a five point descent while controlling buoyancy to stop the descent without touching the bottom, then swim together for at least 10 metres/yards over the bottom without making contact. When ready, have them make a five point ascent, without bottom contact and in full control of their buoyancy. Repeat all or parts of the exercise as necessary for mastery.

Buoyancy control using oral BCD inflation (hovering) **–** In water too deep in which to stand, have student divers deflate their BCDs completely, then orally inflate them to gain neutral buoyancy and hover for at least one minute. This skill may be introduced initially in shallow water then repeated in deeper water. Remind student divers to hold on to their regulator second stage, blow bubbles when their regulators aren't in their mouths, add only a portion of their breath to the BCD and to release the exhaust valve when not exhaling into their BCDs. Emphasize using

breath control to make slight buoyancy adjustments, without breath holding. An orientation device, such as a stationary line, may help divers determine whether they're rising or sinking.

For students using dry suits, you may conduct this skill by first having student divers demonstrate neutral buoyancy via oral BCD inflation (fin pivoting, for example) which demonstrates that the student can use controlled manual inflation underwater in the event of an inflator freeze or malfunction. Once the student is neutrally buoyant, then have the student demonstrate hovering using either BCD oral inflation, BCD LPI inflation or dry suit inflation.

Freeflow regulator breathing – Have student divers practice breathing from a simulated freeflowing regulator for at least 30 seconds. Stress that divers should not seal their lips around the mouthpiece. Divers can use their tongues as splash guards to prevent choking on water. It may help to turn the head to one side so that the air rushing to the surface avoids jostling or dislodging the mask. Ask divers to check their air supply before and after the skill.

No-mask swim – Have student divers descend and remove their masks. Allow divers to become reaccustomed to no-mask breathing while in a stationary position. Once they become comfortable, have them swim underwater without their masks. Encourage them to open their eyes (except contact lens wearers who should keep their eyes closed). Buddies take turns guiding each other.

Fun and skill practice in buddy teams – Allow sufficient time for divers to have fun underwater, practicing skills, etc. If possible, conduct a minidive focusing on the skills learned to this point (see Confined Water Dive 5 for minidive overview). Check each student diver's PADI Skill Practice and Dive Planning Slate to guide practice with specific skills as indicated on individual slates. Use games that add to the fun while developing skills and underwater experience.

Exit – Have student divers exit using whatever method they may use during open water dives. Doing a deep water exit by removing the scuba kit in the water meets the other half of the remove/replace scuba kit at the surface requirement. Reminders for a deep water exit – stress removal of weights first, then scuba and fins if necessary. Have divers climb from the water or use fins as propulsion to "pull and kick" out of water. Buddy assistance is allowed.

Equipment disassembly and care – Encourage independence with equipment disassembly and care.

Debriefing – Debrief student divers on their performance and counsel individuals as needed.

Confined Water Dive 5

Underwater

Air management – During the briefing, tell student divers that during the dive, at any time, you or a certified assistant may ask for their remaining cylinder pressure. They should signal their remaining pressure, then together you'll check their SPGs to be sure they're within 20 bar/300 psi. If a student diver incorrectly indicates air pressure, ask more frequently until the diver signals the correct air pressure at least two times consecutively.

Equipment assembly, put on scuba gear and predive safety check – Have buddy teams independently assemble equipment and put it on. Reinforce proper lifting techniques. Have buddy teams perform the safety check.

Entry – Practice entry techniques for the local area.

Removal and replacement of scuba kit (underwater) **–** Have student divers practice the removal/replacement technique most appropriate for their gear. Reminders – keep the regulator in the mouth and use breath control to maintain a stable position; avoid too much buoyancy in the scuba kit; maintain control of kit; do as much by feel as possible. Allow buddy assistance only if required. Have the buddy check that equipment is in place at the end of the exercise.

Removal and replacement of weight system (underwater) **–** For student divers using weight-integrated BCDs, have divers remove and replace weights or individual weight pockets on the bottom.

For divers using a conventional weight belt, have them remove and replace their weight belt. Reminders – maintain the regulator in the mouth; have firm grasp to avoid dropping the belt; lean forward to put the weight on the back; release the buckle by feel; pull the belt clear of the body; replace by rolling or holding the belt in a loop and buckling by feel; and check that hoses/straps are not trapped under belt. Allow buddy assistance only if required.

For divers using a weight harness or any system that requires reassembly, have divers dump weights on the bottom in shallow water. If necessary, have divers reassemble the system out of the water after weights are removed.

Minidive – A minidive is a simulated open water dive that student divers will plan and execute with their buddies. Make the minidive the focus of this confined water session to help divers transition skill competence into skill confidence. During the minidive, you assign simulated emergency situations for divers to respond to according to their training or ask them to perform specific skills. You also designate environmentally sensitive areas for divers to avoid contact with by using good buoyancy control. If using confined open water, explain boundaries for exploration as well as a depth limit, as appropriate for the site.

Start by having student divers use their PADI Skill Practice and Dive Planning Slate to plan this minidive with a buddy. Provide guidance only as necessary. The plan should include:

- Entry and exit techniques
- Dive time and air supply limits that you designate. (Use the maximums as appropriate for logistics, so divers have to watch both time and air supply.) Explain that they are expected to know their SPG pressures within 20 bar/300 psi, and to signal to end the dive upon reaching the designated time or air supply pressure.
- Dive skills they want to practice.

- Buddy separation procedures and other emergency/problem considerations

Tell divers to take turns practicing skills, one buddy at a time. Suggest practicing skills while swimming, instead of stationary. Remind divers that buddies should remain within touching distance of each other throughout the dive and to be aware of designated environmentally sensitive areas.

Explain to divers that at some point you will signal at least one of the following situations for them to respond to, either individually or as a buddy team: leg cramps, out of air/share air (alternate air source use only), freeflow regulator, mask flooded or off, regulator dropped from mouth, BCD inflator failure and/or buddy separation. Ask them to correct the problem or respond appropriately to the situation. Let students know that you're looking for them to stop, think and then act. Explain that if one buddy is handling a situation, such as mask replacement, the other buddy should remain attentive and supportive as if this were an actual open water dive. Limit assigned situations to a maximum of three per diver, so the minidive does not become continuous problem solving, and there is time to enjoy the dive.

Supervise divers as they conduct their minidive and practice skills, providing suggestions and correction as necessary. Encourage divers to have fun while they explore the confined water site with their buddy. Establish a way to gain everyone's attention – perhaps a sound – that allows you to gather the group together for direction or to end the dive.

Exit – Have student divers exit using whatever method they may use during open water dives.

Equipment disassembly and care – Require independent equipment disassembly and care.

Debriefing – Debrief student divers on their performance and counsel individuals as needed.

Commonly Encountered Problems

1. **Gear up, donning and adjustment**
   - BCD attached to wrong side of cylinder
   - Cylinder too high, low or loose in backpack assembly
   - Regulator attached backwards or incorrectly to valve
   - Low pressure inflator not connected or incorrectly connected
   - Air not turned all the way on
   - Cylinder left standing unattended
   - Snorkel on the wrong side
   - Improperly adjusted or twisted straps
   - Hoses trapped under straps
   - Failure to use proper lifting techniques
2. **BCD inflation/deflation with LPI on surface**
   - Pushing the wrong button
   - Too little/too much inflation
   - Incorrect body position for deflation
3. **Regulator recovery and clearing**
   - Failure to make continuous sound or exhale when regulator is out of mouth
   - Turning the regulator so it free-flows when out of the mouth
   - Improper body position to find regulator by sweeping or reaching
   - Sweeping the wrong way
   - Inability to clear regulator by exhaling – no air left
   - Poor airway control – incautious first breath after purge
4. **Mask Clearing**
   - Poor control while flooding mask – too much/too little water
   - Improper hand or head position for clearing
   - Inability to exhale through nose or exhaling through mouth
   - Inadequate exhalation
   - Mask skirt too far from face or failure to seal back to face
5. **Alternate Air Source Use – stationary**
   - Failure to signal and secure alternate air source from buddy
   - Difficulty securing, orienting, clearing or breathing from alternate air source
   - Failure to make continuous sound or exhale when regulator is out of mouth
   - Lack of secure contact between buddies
6. **Descents and Equalization**
   - Improper body position to deflate BCD
   - Venting air too quickly – descending too fast
   - Descending too fast to equalize properly
   - Inability to equalize
   - Landing hard on bottom – no buoyancy control
7. **Underwater Swimming**
   - Knees bent – kicking from knee
   - Leg and ankles too stiff
   - Toes not pointed
   - Too small or too large fin stroke
   - Inability to control buoyancy, direction and maintain depth
   - Excessive use of arm swimming – when not appropriate
8. **SPG Use**
   - Inability to locate SPG
   - Incorrectly reading and/or signaling air pressure
   - Not resecuring SPG or allowing it to dangle
9. **Ascents**
   - No five-point check between buddies before ascent
   - Inflating BCD to ascend
   - Ascending too quickly
   - Improper body position for ascent – not looking and reaching up
   - Poor buoyancy control at start – hitting bottom – or during ascent
10. **Oral BCD inflation at surface**
    - Pushing the wrong button for oral inflation
    - Not kicking upward while inhaling
    - Not releasing button and allowing air to escape
    - Inability to get enough air in for positive buoyancy
11. **Equipment Disassembly**
    - Forgetting to purge air from hoses
    - Turning cylinder valve in wrong direction
    - Cylinder left standing unattended

12. Predive Safety Check

- Failure to remember steps
- Buddies not working together

13. Deep Water Entry

- Failure to check entry area before entry
- Entering without regulator in mouth
- Entering without regulator in mouth or without weights
- Entering without weights or other equipment
- Loss of balance on entry
- Too close to edge – failure to enter far enough away
- Insufficient buoyancy upon entering water
- Failure to signal okay or move out of entry area
- Failure to hold mask/equipment during giant stride entry
- Improper body position to lift and turn into water for controlled seated entry

14. Proper Weighting and Weight Check

- Too much/too little weight
- Failure to completely deflate BCD
- Not holding a normal breath during check

15. Snorkel to Regulator Exchange

- Improper head or hand position for easy exchange
- Insufficient exhalation or inability to clear snorkel or regulator
- Lifting face out of water to clear snorkel or regulator
- Poor airway control – incautious first breath after clearing

16. Surface Swimming and Good Surface Habits

- Improper body position/buoyancy to swim easily on surface
- Improper head or snorkel position to breathe easily
- Failure to keep masks on
- Failure to always breathe from regulator or snorkel
- Failure to check direction and position relative to buddy thus swimming off course

17. Five Point Descent

- No five-point check between buddies before descent
- Improper body position to deflate BCD
- Venting air too quickly – descending too fast with no buoyancy control
- Descending too fast to equalize properly
- Not using a reference
- Failure to control buoyancy throughout descent

18. Neutral Buoyancy

- Too much/too little inflation/deflation of BCD
- Failure to allow sufficient time before adding/depleting air from BCD
- Failure to breath slowly and deeply – fine tune breath control
- Using hands/legs to push off bottom

19. No Mask Breathing and Mask Replacement Underwater

- Poor breathing control – inhaling water through nose
- Failure to hold on to mask or properly orient it
- Hair, hood or strap caught under skirt on replacement
- Improper hand or head position for clearing
- Inability to exhale through nose or exhaling through mouth
- Inadequate exhalation to clear
- Mask skirt too far from face or failure to seal back to face
- Failure to look up/down depending on the mask configuration

20. Air Depletion

- Improper signal or failure to signal
- Removing regulator for mouth

21. Air Management within 20 bar/300 psi

- Improper signal indicating air supply
- Checking air supply before signaling amount
- Failure to indicate air supply within 20 bar/300 psi
- Not resecuring SPG or allowing it to dangle

22. Cramp Release

- Improper body position to grasp fin tip
- Too much/too little buoyancy at surface
- Improper manipulation of fin tip
- Inability to maintain/control proper body position underwater

23. Hovering using LPI

- Too much/too little inflation/deflation of BCD
- Failure to allow sufficient time before adding/depleting air from BCD

- Failure to breathe slowly and deeply – fine tune breath control
- Using hands/legs to maintain position – sculling

24. Horizontal Swim and Trim Adjustment

- Inability to achieve neutral buoyancy
- Poor swimming technique – inability to swim slowly and relax

25. Air Depletion and Air Source Swim and Ascent

- Improper signal or failure to signal air depletion
- Failure to signal and secure alternate air source from buddy
- Failure to make continuous sound or exhale when regulator is out of mouth
- Difficulty securing, orienting, clearing or breathing from alternate air source
- Lack of secure contact between buddies
- Improper positioning for effective swimming while sharing air
- Poor buoyancy control during swim and ascent
- Failure of out-of-air diver to orally inflate BCD on surface

26. Controlled Emergency Swimming Ascent

- Improper body/hand position for swim
- Removing regulator from mouth
- Failure to make a continuous sound
- Swimming to fast/slow
- Lack of buoyancy control

27. Tired Diver Tow

- Too little/too much buoyancy to swim easily through water
- Improper tow position hinders swimming ability
- Inefficient propulsion for towing
- Failure to communicate with the tired diver while towing

28. Scuba Kit Removal and Replacement on the Surface

- Insufficient or excessive buoyancy
- Difficulty finding and releasing straps
- Failure to hold on to or control scuba kit once removed
- Difficulty correctly replacing and securing scuba kit – entanglement
- Trapping hoses on replacement
- Failure to check that hoses are not trapped following replacement
- Failure to keep snorkel or regulator in the mouth

29. Hovering using oral inflation

- Too much/too little inflation/deflation of BCD
- Failure to make continuous sound or exhale when regulator is out of mouth
- Failure to allow sufficient time before adding/depleting air from BCD
- Failure to breathe slowly and deeply – fine tune breath control
- Using hands/legs to maintain position – sculling

30. Free Flow Regulator Breathing

- Incorrectly or in adequately pushing the purge valve
- Sealing lips around the mouthpiece
- Poor airway control – incautious breathing
- Improper head position to breathe comfortably

31. No Mask Swim

- Poor breathing control – inhaling water through nose
- Lack of buoyancy control during swim
- Loss of direction or poor swimming ability

32. Scuba Kit Removal and Replacement Underwater

- Difficulty finding and releasing straps
- Pulling regulator out of mouth on removal
- Failure to hold on to or control scuba kit once removed
- Difficulty correctly replacing and securing scuba kit – entanglement
- Trapping hoses on replacement
- Failure to check that hoses are not trapped following replacement

33. Weight System Removal and Replacement Underwater

- Difficulty finding, releasing and holding weight system
- Loss of balance and improper body position when weight system is removed
- Difficulty correctly replacing and securing weight system

- Trapping hoses on replacement
- Failure to check that hoses are not trapped following replacement

34. Exiting Water

- Insufficient buoyancy
- Difficulty exiting
- Difficulty in removing equipment
- Removing equipment in improper order
- Dropping equipment

35. Skin Diving – Surface Dive, Snorkel Breathing and Clearing

- Improper breathing before dive
- Improper body/leg position for dive
- Too buoyant
- Difficulty equalizing on descent
- Improper body/arm position during ascent
- Inability to clear snorkel
- Improper head or snorkel position to breathe easily
- Lifting face out of water to clear snorkel
- Poor airway control – incautious first breath after clearing

36. Disconnect Low Pressure Inflator

- Improper hand position to disconnect hose
- Inability to disconnect hose
- Pushing on inflator creates excess positive buoyancy – failure to vent BCD

37. Resecure Loose Cylinder Band

- Unfamiliar/unable to unsecure buddy's cylinder band
- Improper body position/stability to manipulate cylinder band
- Inability to resecure cylinder band
- Lack of positive buoyancy if on surface
- Lack of cooperation/coordination between buddies

38. Weight System Removal and Replacement on the Surface

- Insufficient buoyancy
- Difficulty finding, releasing and holding weight system
- Loss of balance and improper body position when weight system is removed
- Difficulty correctly replacing and securing weight system
- Trapping hoses on replacement
- Failure to check that hoses are not trapped following replacement

39. Emergency Weight Drop

- Too much buoyancy to start
- Difficulty finding and releasing weight system
- Releasing weight but not pulling clear/ dropping
- Not checking area below before dropping weight

Overview – Open Water Dives

Open water dives introduce student divers to the open water environment and allow them to combine and apply what they learn in the knowledge development sections and the confined water dives. Although they've already practiced the skills they'll perform, the presence of new variables and conditions makes the open water dives the most critical and significant aspect of the course.

During open water dives, guide divers to apply essential dive skills such as good judgment, buoyancy control, underwater awareness, air supply, depth and time monitoring, ascents and descents, etc. Divers build confidence as they demonstrate skills that prepare them to deal with potential problems, such as clearing water from a mask, replacing a regulator and handling out of air emergencies.

For many student divers this will be their first introduction to the adventure and excitement diving offers. It's important that you are not only vigilant in your risk assessments and make appropriate decisions for their skill level, but that you provide an enjoyable experience that leaves them wanting more.

General Suggestions

Open water dive preparation involves planning, organization and observation. You need to consider many variables to maintain adequate control and continually assess risk throughout each dive. Available logistical support, diver readiness, equipment needs and environmental conditions all must be evaluated. Paying attention to the details makes the dive experience more enjoyable for everyone while minimizing risk.

1. Site selection – Choose a dive site that has the appropriate depth and topography that makes it easy to supervise student divers. The site should be within student diver capabilities and represent an environment novice divers would visit in the local area. Be aware that after certification, divers often return to dive the sites where they trained.
2. Site logistics – Provide student divers with directions, maps, general information about the training site, and other information such as extra items to bring (sun screen, protective clothing, lunch, etc.), estimated duration of dives, time of return from outing, etc.
3. Staff – Have enough certified assistants available and thoroughly brief them about their roles during the session. Be sure all staff are aware of emergency procedures for the dive site and know where to find emergency equipment.
4. Equipment – Make sure you, your staff and the student divers have all necessary dive and safety equipment. This includes having an adequate surface support station and lines to conduct skills and enhance control. If using a surface float and line, carefully consider its configuration and be careful how and where you anchor the float to avoid damaging aquatic life. Position it in an area that keeps student divers from accidentally harming the environment.
5. Evaluating conditions and dive planning – Include student divers in dive planning by having them use the PADI Skill Practice and Dive Planning Slate to record dive details. Teach them to evaluate conditions and begin developing good judgment with respect to deciding whether or not to dive and what factors to consider in forming that decision. Use good judgment and err on the side of caution. Dive cancellations are disappointing, but they present a powerful lesson – when conditions aren't adequate, you don't dive.

6. Diver stress – Watch for signs of student diver stress. Because they're not experienced, they may tire more quickly, chill more quickly and experience more anxiety. What is routine for you may not be easy or obvious to them. Give adequate support and encouragement without pressuring or adding to their stress. Be mindful and respectful of individual comfort levels.
7. Open water control – Use effective student diver control measures while in the water. Maintain close enough proximity to your student divers so that you can immediately respond to them as needed. Position yourself and your assistants so that you can easily see and interact with all divers in your group. Introduce student divers to the audible underwater signal you use to gain their attention, and explain that if they hear it underwater, they should immediately look to you for direction.
8. Role modeling – Be conspicuous with role-model activities. Student divers learn as much by what they see you do as by what you tell them, so make it easy for them to see your good habits.
9. Fun – Put energy into making training experiences fun. Point out interesting animals and features to student divers whenever possible. Stop or delay an exercise to watch a unique creature. Spread out skill performances throughout the dive to give divers extended time to explore the site. If student divers don't have fun, they won't keep diving.
10. Conservation – Emphasize appreciation for preserving the underwater world. Discuss and model specific ways to respect the surroundings and teach local conservation practices during the dive and on land/boat.
11. Excursion dives – Adding excursion dives can provide a relaxing, slower pace, while increasing diving experience and comfort levels as these dives shift focus from skills practice to general diving and exploration. Follow Open Water Diver course ratios and supervision requirements.
12. Logging dives – Have student divers log each dive in a personal log book or digital log, and you must personally sign or verify each log entry. Set an example by having divers sign your log entries or show them your digital entries.

Sequencing Considerations

1. Student divers must master all performance requirements for one open water dive before going to the next. If circumstances (such as running low on air, getting cold, etc.) don't allow you to complete all the skills in one dive, you may conduct them as the first skills in the next dive. If task loading is an issue, make a separate dive to finish uncompleted skills prior to the next open water dive.
2. Before Open Water Dive 1, student divers meet one of these prerequisite options.

   Option 1 – complete the Discover Scuba Diving briefing and Confined Water Dive 1 with a PADI Instructor. (Use Discover Scuba Diving supervision and ratio.)

   Option 2 – complete Open Water Diver course Knowledge Development Session 1 (including Quiz) and Confined Water Dive 1 (use Discover Scuba Diving supervision and ratio).

   Option 3 – complete Open Water Diver course Knowledge Development Sessions 1-3 and Confined Water Dives 1-3.
3. Before Open Water Dive 2, student divers complete Knowledge Development Sections 1-3 (including Quizzes), Confined Water Dives 1-3 and the 10-minute swim/float without using any swim aids.

4. Before Open Water Dives 3 and 4, student divers complete all Knowledge Development (including Quizzes) and all Confined Water Dives.
5. Before certification, student divers complete a 200 metre/yard continuous surface swim or a 300 metre/yard swim with mask, fins and snorkel, and Final Exam.
6. Student divers may participate in excursion dives any time after Open Water Dive 1.

Open Water Conduct and Technique Recommendations

Dive Flexible Skills

Conduct dive flexible skills during any Open Water Dive (except Underwater Compass Navigation and the Controlled Emergency Swimming Ascent) at your discretion. Student divers need to have previously mastered skills during the confined water dives, with the exceptions of surface and underwater compass swims, inflatable signal tube use and the emergency weight drop.

The following surface skills may be evaluated by a PADI Assistant Instructor

Cramp Release – Have student divers pull on a fin tip to stretch a calf muscle, then help a buddy by firmly holding the buddy's fin while the buddy stretches a calf muscle. This skill is required for PADI Scuba Diver certification.

Tired Diver Tow – With divers in scuba kits, have them take turns assisting a tired buddy by using a tank valve tow, fin push or other appropriate tow technique. Consider conducting this during a surface swim to or back from your float, if applicable.

Inflatable Signal Tube/DSMB* Deployment – Make sure student divers know how to inflate the signal tube they will use. In the water, have each diver inflate the tube using the appropriate method while maintaining control of it. It's usually most convenient to conduct this skill at the end of the dive after surfacing. Encourage each diver to have an inflatable signal tube, but require at least one per buddy team.

In areas where the use of DSMBs (delayed surface marker buoys) is a standard practice, have student divers launch a DSMB from a maximum depth of 12 metres/40 feet – shallower is preferred – from a stationary position, such as on a nonsensitive bottom. Make sure student divers are familiar with the DSMB they'll use and review the steps before the dive. Have student divers use the appropriate method for inflating their DSMBs, such as using an alternate air source, exhaled bubbles, or a separate dedicated inflator. Caution divers to hold the reel and keep tension on the line to reduce the potential for entanglement. It's usually most convenient to conduct this skill at the end of the dive, so that divers can surface following the DSMB line. It's recommended that you have students practice DSMB use in confined water before demonstrating deployment in open water.

This skill is required for PADI Scuba Diver certification.

*** Exception:** DSMB deployment from underwater must be evaluated by an instructor – not assistant instructor.

Straight Line Surface Swim With Compass – Before student divers use a compass in the water, begin with land practice during the briefing. Show student divers how to establish and set a course and the reciprocal heading. Emphasize aligning the body with the compass centerline and looking over, rather than down on the compass while navigating a straight line.

In the water, have the compass-using buddy lead, swimming on a predetermined heading toward a distant object, perhaps your float. The diver may use a specified number of kick cycles to estimate the required distance and does not look up to check position during the exercise. After traveling 50 metres/yards, the buddy (not using the compass) signals and they switch roles, navigating back to the start on a reciprocal heading. Encourage each diver to have a compass, but require at least one compass per buddy team.

Snorkel/Regulator Exchange – Have student divers blast clear their snorkels as they switch back and forth to their regulators. You may also have student divers practice snorkel/regulator exchange while swimming. This skill is required for PADI Scuba Diver certification.

Remove and Replace Weight System and Scuba Kit (surface) – You may meet this performance requirement by making it part of the entry and exit, for example from a boat. Have student divers enter the water without their scuba kits and weight systems. Buddies or assistants hand in their scuba kits to put on in the water. They do the same with their weight systems if not BCD integrated. At the end of the dive, have divers remove their weight systems first and hand them up. Next they remove their scuba units and hand them up. Fins remain on throughout the exercise.

Another option is to have student divers remove and replace their scuba kits and weight systems at the surface while next to a float or the boat.

Emergency Weight Drop – This skill is conducted in either confined water or open water, or both for added practice. Make sure student divers are properly weighted, so that by gently kicking (or sculling) they remain at the surface with a deflated BCD. Conduct this skill one-on-one at the surface. Have the student diver breathe from the regulator and deflate the BCD, then release, pull clear and drop enough weight using the quick release system to experience positive buoyancy. With multiple weight systems or pockets, it's not always necessary to drop all weight – just enough to become positively buoyant. With a weight belt, divers must pull the belt away from the body before dropping it.

Have student divers drop their weights exactly as they would in an emergency. However, to protect a sensitive bottom or to avoid having to collect weights from deep water, you may use the following techniques, or any method that meets the requirement.

- Capture lines can be clipped to weights and weight pockets and attached to a buoy to keep the weights from sinking to the bottom.
- You or an assistant may catch the weight system as it is released, as long as it doesn't affect the student diver's actions. Don't ask student divers to hand you or an assistant the weight system, because this is not what they would do in an emergency.

Regardless of the technique used, be sure the area below the student diver is free of other divers or sensitive aquatic life before each weight release.

The following skills are evaluated by you, the instructor, underwater

Underwater Compass Navigation – As with the surface compass swim, learning is easier and more efficient when student divers first practice navigating on land. Begin this exercise at a fixed reference point underwater such as the descent or anchor line. Have buddy teams, accompanied by you (or a certified assistant at a 2:1 ratio), navigate on a predetermined heading out from the reference for a specified number of kick cycles (10 to 20), then turn and follow the reciprocal heading back to the reference point. Have divers stay near the bottom, which provides another reference besides the compass. If they don't find the starting point at the end of the return course, they can surface to relocate the start point and see how accurate they've been. Each diver must successfully navigate out and back. Conduct this skill only on Open Water Dive 2, 3 or 4.

Controlled Emergency Swimming Ascent (CESA) – Conduct a controlled emergency swimming ascent using the detailed guidelines in your PADI *Instructor Manual*. Do a predive "dry run" to emphasize proper positioning. Avoid conducting the skill in heavy water movement – surge or currents. Allow student divers time to acclimate to the water conditions before conducting this skill. Before starting the ascent, make sure the student diver is neutrally buoyant. You may choose to keep a hand on the line or use a leg wrap for line orientation – *see illustrations*. You must maintain a point of control on the line in the event it is necessary to stop the ascent.

Divers with physical challenges who are not able to kick to start the ascent may use another technique (for example, forceful arm thrusts or arm swimming). However, oral or low-pressure BCD inflation, or use of buddy assistance, does not meet the intent of the skill (which is independent response to an out-of-air situation). Because this skill is complex, observe student divers and wait for them to become calm and relaxed before moving on.

Conduct this skill only on Open Water Dive 2, 3 or 4. You may use this skill as the ascent to end the dive for student divers as appropriate logistically.

Sample Open Water Dive Plans

Open Water Dive 1

- Briefing and hand signal review
- Predive acclimation
- Assemble and put on gear
- Predive safety check
- Entry – positively buoyant
- Check and adjust weighting
- *Snorkel-to-regulator exchange (dive flexible)*
- Controlled descent
- Trim check
- Clear partially flooded mask
- Regulator recovery and clear
- Explore the dive site
- Air monitoring
- Ascent
- *Emergency weight drop (dive flexible)*
- Exit
- Equipment disassembly and care
- Debriefing and log dive

Open Water Dive 2

- Dive planning and briefing
- Assemble and put on gear
- Predive safety check
- Entry and good surface habits
- Weight and trim check
- BCD oral inflation at surface
- *Cramp release (dive flexible)*
- *Tired diver tow (dive flexible)*
- Controlled descent
- Neutral buoyancy
- Clear fully flooded mask
- Alternate air source use (donor/receiver) and ascent
- Explore the dive site – avoid bottom contact and stay close to buddy
- Air management within 20 bar/300 psi and signal air remaining
- Five point ascent – safety stop, if feasible
- *Inflatable signal tube deployment (dive flexible)*
- Exit
- Equipment disassembly and care
- Debriefing and log dive

Open Water Dive 3

- Dive planning and briefing
- Assemble and put on gear
- Predive safety check
- Entry and good surface habits
- Weight and trim check
- *Weight system and scuba kit removal and replacement at surface (dive flexible)*
- Straight line surface swim with compass (dive flexible)
- Descent with visual reference
- Hovering – oral BCD inflation
- Mask removal and replacement
- Underwater compass navigation (dive flexible)
- Controlled emergency swimming ascent (dive flexible)
- Explore the dive site – avoid bottom contact and stay close to buddy
- Air management within 20 bar/300 psi and signal air remaining
- Five point ascent – safety stop, if feasible
- Exit
- Equipment disassembly and care
- Debriefing and log dive

Open Water Dive 4

- Plan dive using Dive Planning Slate
- Assemble and put on gear
- Predive safety check
- Entry and good surface habits
- Weight and trim check
- Free descent without reference
- Explore the dive site as buddy team – avoid bottom contact and stay close to buddy
- Air management within 20 bar/300 psi and signal turn/ascent points
- Five point ascent with safety stop
- Exit
- Equipment disassembly and care
- Debriefing and log dive

Open Water Dive 1

At the surface

Briefing – Describe the dive from start to finish, including what student divers can expect to see, where and how they will enter, exit, descend and ascend. Start building their ability to plan open water dives by sharing with them why you make certain decisions and recommendations and how you evaluate conditions. Have students use the PADI Skill Practice and Dive Planning Slate to note turn points and other dive details. When conducting the dive with student divers who have only completed Confined Water Dive 1, it's a good idea to review dive signals – "okay," "something is wrong," "ear problem," "low air," "up/end the dive" and "stay with your buddy." Go over how you will ask them to check their air supply and how to tell you how much air they have remaining. Also, demonstrate the audible signal you'll use to gain their attention and indicate "look at me." This sets up an important control measure for this and future dives.

Predive acclimation – When feasible and appropriate, acclimate student divers to the water temperature and conditions before the first open water dive by having them enter the water with mask, fins, snorkel and exposure suit (no weights) and splash/play around a bit.

Equipment preparation and put on scuba gear – If student divers have only completed Confined Water Dive 1, they need staff help to set up scuba kits and gear up. If divers have completed at least Confined Water Dive 3, give them more independence in assembling equipment and working with a buddy to put on gear. Reinforce proper lifting techniques.

Predive safety check – If student divers have only completed Confined Water Dive 1, walk them through a predive safety check. If divers have completed at least Confined Water Dive 3, have buddy teams perform the check with minimal direction.

Check and adjust weighting – Assist student divers in setting their weight properly. First, estimate the amount of weight to use initially, particularly if going from fresh water to salt water, or if student divers are using more exposure protection. When possible, conduct buoyancy checks in shallow water. Have student divers enter the water with their BCDs inflated to provide positive buoyancy. With their regulators in their mouths, have student divers deflate their BCDs, hold normal breaths, squat to eye level, draw their feet off the bottom and hang motionless. With proper weighting, they will float at eye level. Add or remove weight as needed and recheck buoyancy. Add weight to offset the weight change from air use during the dive, usually about 2 kg/5 lbs with a full cylinder. Have extra weights on hand, perhaps in a float if you're not near a dock or boat.

If you conduct the buoyancy check in water too deep in which to stand, supervise the student divers more closely. Be sure you are close enough to assure overweighted divers don't sink too far with empty BCDs.

On occasion, you may have a student diver who has trouble staying down even though "properly" weighted. Apprehension (high lung volume) and other factors may cause this. Find out the source of the apprehension and help the diver overcome it. Keep a couple of weights handy during the dive in the event you need them.

Underwater

Controlled descent – Have student divers descend either following bottom contours or using a line. The line can extend along the bottom from shore to the training area or it can be the boat's anchor line or a vertical descent line. If student divers have only completed Confined Water Dive 1, help them through the five-point descent before going underwater. Have divers who have completed at least Confined Water Dive 3 perform a five-point descent with a buddy – signal intention to descend; orient to some surface object for reference; remove snorkel and replace it with their regulators; check time/dive computer; and deflate BCD to begin descent.

Reminders: Descend with head above feet to remain oriented; equalize early and often; stop the descent using the bottom or descent line if they have trouble equalizing; descend slowly and be careful not to disturb or damage the bottom.

Trim check – Have student divers swim over an insensitive bottom and note their trim. For example, gear should be adjusted properly for good fit. Scuba kit rides high and tight on back with hoses and any accessories secured. Divers easily maintain horizontal swim position. Adjust it if necessary, and possible, with their equipment configuration. Otherwise, note adjustments to be made before the next confined or open water dive, and discuss the need for the adjustments during the debriefing.

Mask clearing – Have student divers clear a partially flooded mask. Emphasize control when flooding the mask to acclimate to the water temperature, especially in cold water, and carefully resealing the mask if wearing a hood. Remind contact lens wearers to keep their eyes closed when their masks are flooded.

Regulator recovery and clearing – Have student divers recover and clear their second stages using the recovery and clearing method they prefer. Have your alternate air source ready in case they have difficulty relocating their second stages.

Explore the site – Student divers learn a great deal while exploring, such as controlling body movement, direction and attitude, buddy contact and communication, monitoring air supply and general underwater awareness. Conduct frequent air supply checks and remind divers to stay close to their buddy. Given that they are more likely to come into contact with the bottom, try to stay away from sensitive areas. You may need to help control diver buoyancy or prompt BCD use by signaling. Point out local aquatic life, points of interest and small features that beginners may overlook. This exploration must be under your direct supervision.

Ascent – If possible, have student divers ascend following the bottom contour or an angled line into shallow water. If divers have only completed Confined Water Dive 1, help them maintain neutral buoyancy during the ascent. If divers have completed at least Confined Water Dive 3, have them perform the five points of an ascent with a buddy – signal buddy, check time/dive computer, hands up and on BCD deflator, look up and around, swim up slowly. Listen for boats, if applicable, and watch for overhead obstructions before surfacing.

After surfacing, remind divers to maintain good habits by immediately inflating their BCDs, keeping their masks on and breathing from their snorkels or regulators until out of the water or in water shallow enough in which to walk.

Open Water Dive 2

At the surface

Plan dive – Include student divers in dive planning by guiding them through evaluating conditions and discussing entry and exit techniques and locations, what to do if separated from a buddy, course you will follow, environmental conservation practices, potential hazards, air pressure turn point, and depth and time limits, especially if this is a repetitive dive. If they've completed Knowledge Development 4, ask them to use either their dive computers, or RDPs, to plan dive time limits. Remind student divers that they should know their remaining pressure within 20 bar/300 psi at all times, and signal when they reach designated air pressure points, such as the turn pressure or planned reserve for ascent. Have students write the dive plan data on their PADI Skill Practice and Dive Planning Slates to reference during the dive.

Equipment preparation and put on scuba gear – Have student divers assemble their gear with little or no assistance. Do not permit one buddy to assemble gear for another. Encourage buddies to help each other put on and adjust equipment. Reinforce proper lifting techniques.

Predive safety check – Have buddy teams perform the predive safety check, with staff confirming the check.

Adjust weighting and trim – Help student divers determine how much weight they need or make trim adjustments, as noted on the first dive. Otherwise, a quick buoyancy check should be all that's necessary. With their regulators in their mouths, have divers deflate their BCDs, hold normal breaths and hang motionless. Add or remove weight, as necessary.

BCD oral inflation at surface – Have student divers deflate their BCDs, then orally inflate them at the surface. Remind divers to kick upward while inhaling, then relax while inflating orally, and release the deflate button when not blowing into the BCD.

Underwater

Controlled descent – Have student divers descend either following bottom contours or using a line. The line can extend along the bottom from shore to the training area or it can be the boat's anchor line or a vertical descent line. Buddy teams perform a five-point descent – signal intention to descend; orient to some surface object for reference; remove snorkel and replace it with regulator; check time or dive computer; and deflate BCD to begin descent.

Reminders: Descend with head above feet to remain oriented; equalize early and often; stop the descent using the bottom or descent line if they have trouble equalizing; descend slowly and be careful not to disturb or damage the bottom.

Neutral buoyancy – Have student divers use low pressure inflation to attain neutral buoyancy. Position them in an area that minimizes stirring up the bottom during the skill and avoids having them drift into fragile aquatic life. Remind them that they may need to use more air due to wet suit compression at depth.

Mask clearing – Have student divers clear a fully flooded mask. Emphasize control when flooding the mask, especially in cold water. Remind contact lens wearers to keep their eyes closed when their masks are flooded. For realistic application, have divers demonstrate this skill while neutrally buoyant or with only fin tips in contact with an insensitive bottom.

Alternate air source use – Have student divers practice alternate air source use techniques and positioning with their buddies during the briefing. Whether the donor breathes from the primary or the secondary regulator depends on the equipment configuration and buddies need to know how each other's systems work. Be sure divers know what is right side up for the alternates they'll use to avoid the wet breathing that upside down regulator use can cause.

Have student divers begin with the out-of-air signal. The receiver secures the alternate air source – either given by the donor or by taking it independently. For configurations in which the donor gives up the primary second stage, the donor hands the primary to the receiver and switches to the alternate. After sufficient time to adjust, establish contact and get comfortable, have divers stop and switch roles as donor and receiver.

Alternate air source ascent – You may combine this skill with alternate air source use and have divers ascend when they switch roles. Only one alternate air source ascent is required per buddy team. You may also use this as the ascent for student divers, if they have met the performance requirement for a five point ascent on Open Water Dive 1.

After establishing contact and getting comfortable, have the buddy team ascend face-to-face or side-by-side as appropriate for the configuration. Be prepared to provide your alternate air source.

Reminders: Control buoyancy to maintain a normal ascent rate; listen for boats, if applicable, and watch overhead for obstructions; revert to using their own regulators if they experience any difficulties; at the surface, the receiver inflates the BCD using oral inflation to simulate being out of air with the buddy offering support.

Explore the site – Student divers continue to learn buoyancy control and streamlining, buddy contact and communication, monitoring air supply and general underwater awareness. Point out local aquatic life and points of interest. Conduct random air supply checks to verify that student divers know their remaining pressure within 20 bar/300 psi. Make sure that divers are staying close to their buddies and avoiding contact with sensitive organisms.

Five point ascent – Emphasize maintaining buoyancy control, proper ascent rate and buddy contact during the ascent. Have student divers follow the bottom contour or reference line to help gauge and control their ascents. Have them perform the five points of an ascent with a buddy – signal buddy, check time/dive computer, hands up and on BCD deflator, look up and around, swim up slowly. If feasible, have student divers make a three minute safety stop at five metres/15 feet. Remind divers to listen for boats, if applicable, and to watch overhead for obstructions before surfacing

If divers have met the five point ascent performance requirement on Open Water Dive 1, you may conduct the alternate air source ascent as the final skill to get divers to the surface.

After surfacing, remind divers to maintain good habits by immediately inflating their BCDs, keeping their masks on and breathing from their snorkels or regulators until out of the water or in water shallow enough in which to walk.

Open Water Dive 3

At the surface

Plan dive – Using the PADI Skill Practice and Dive Planning Slate, have student divers plan the dive based on your description of the dive site. Provide guidance as necessary regarding dive conditions, entry and exit techniques and locations, what to do if separated from a buddy, course to follow, environmental conservation practices, potential hazards, air pressure turn point and ascent point, and depth and time limits using either their dive computers, or RDPs. Adjust the dive plan as appropriate to accommodate skills. Have student divers write the dive plan data on their slates to reference during the dive.

Remind student divers that they should know their remaining pressure within 20 bar/300 psi at all times, and signal when they reach designated air pressure points, such as the turn pressure or planned reserve for ascent.

Equipment preparation and put on scuba gear – Have student divers assemble their gear with little or no assistance. Encourage buddies to help each other put on and adjust equipment. Reinforce proper lifting techniques.

Predive safety check – Have buddy teams perform the predive safety check, with staff confirming the check.

Adjust weighting and trim – Help student divers determine how much weight they need or make trim adjustments, if different than previous dives. Have them conduct a quick buoyancy check with their regulators in their mouths, deflate their BCDs, hold normal breaths and hang motionless. Add or remove and adjust weights, as necessary.

Underwater

Descent with visual reference – Have student divers start the descent with the five point method. Remind them to use buoyancy control during their descent while using a line or other fixed item as a visual reference only. Advise student divers not to hold on to the line, unless they have a problem and need support. Remind divers to stay with their buddies, to equalize early and often, and to add air to their BCDs in small amounts frequently so they maintain proper buoyancy as they descend.

Neutral buoyancy – Have student divers orally inflate their BCDs to attain neutral buoyancy and hover without kicking or sculling. Position student divers near a line or other visual reference in an area that minimizes stirring up the bottom during the skill and avoids having them drift into fragile aquatic life. Remind them that they may need to use more air due to wet suit compression at depth. Stay close enough to stop a diver who begins to rise unaware. This skill has no time limit because you're looking for mastery.

Mask removal, replacement and clearing – Have divers slowly flood their masks to acclimate to the water temperature before removing the mask. Remind divers to reseal the mask properly if wearing a hood. Remind contact lens wearers to keep eyes closed when their masks are flooded. For realistic application, have divers practice this skill while neutrally buoyant or with only fin tips in contact with an insensitive bottom.

Explore the site – Student divers continue to learn buoyancy control and streamlining, buddy contact and communication, monitoring air supply and general underwater awareness. Point out

local aquatic life and points of interest. Conduct random air supply checks to verify that student divers know their remaining pressure within 20 bar/300 psi. Make sure that divers are staying close to their buddies and avoiding contact with sensitive organisms.

Five point ascent – Emphasize maintaining buoyancy control, proper ascent rate and buddy contact during the ascent. Have student divers follow the bottom contour or reference line to help gauge and control their ascents. Have them perform the five points of an ascent with a buddy – signal buddy, check time/dive computer, hands up and on BCD deflator, look up and around, swim up slowly. If feasible, have student divers make a three minute safety stop at 5 metres/15 feet. Remind divers to listen for boats, if applicable, and to watch overhead for obstructions before surfacing.

After surfacing, remind divers to maintain good habits by immediately inflating their BCDs, keeping their masks on and breathing from their snorkels or regulators until out of the water or in water shallow enough in which to walk.

Open Water Dive 4

At the surface

Plan dive – Using the PADI Skill Practice and Dive Planning Slate, have student divers independently plan the dive based on your description of the dive site similar to what they did in preparation for the confined water minidive. They may plan the dive as a group if everyone will stay together, or plan in buddy teams that will be accompanied on the dive by you or a certified assistant.

The goal is for student divers to transition to certified entry-level divers with reasonable self confidence in their ability to plan and execute dives appropriate for PADI Open Water Divers. Confirm that they evaluate dive conditions and discuss and plan entry and exit techniques and locations, what to do if separated from a buddy, course to follow, environmental conservation practices, potential hazards, air pressure turn and ascent points, and depth and time limits using either their dive computers, or RDPs, and planned safety stop. Provide suggestions or make corrections only as necessary for logistical purposes, skill performance and safety reasons. Make sure student divers write the dive plan data on their slates to reference during the dive.

Remind student divers that they should know their remaining pressure within 20 bar/300 psi at all times, and follow their dive plan regarding air pressure turn and ascent points, or time limits. Also remind them of your audible signal to gain their attention. This is an important control measure should you or your assistants need to gain attention and give direction during the dive.

Equipment preparation and put on scuba gear – Have student divers assemble their gear with little or no assistance. Encourage buddies to help each other put on and adjust equipment using proper lifting techniques.

Predive safety check – Have buddy teams perform the predive safety check, with staff confirming the check.

Adjust weighting and trim – Have student divers conduct a quick buoyancy check with their buddies and make adjustments, if any, as necessary.

Underwater

Descent with no reference – Have buddy teams descend maintaining control of their descent rate. They may refer to their dive computers/depth gauges and watch each other, but should not have any other stationary visual reference nearby to guide the descent. If a reference line is close, have buddy teams face away from it. Tell divers that although you are with them during the descent, they are setting the descent rate. This makes them control the rate rather than trying to match yours.

Explore the site – You may have the class stay as a group, or they may be accompanied in buddy teams by you or a certified assistant (2:1 ratio). Remember that divers are following their dive plan and you are there for support, as necessary. Depending on the dive site and conditions, divers may lead the dive or you may guide the route. Allow as much independence as possible while maintaining control. You are supervising and assessing diver performance regarding buoyancy control and streamlining, buddy contact and communication, monitoring air supply and dive time, basic navigation and general underwater awareness. To be successful, divers need to take appropriate action at planned air supply turn point or turn time, and planned air supply ascent point or dive time limit.

Five point ascent and safety stop – Emphasize maintaining buoyancy control, proper ascent rate and buddy contact during the ascent. Have them perform the five points of an ascent with a buddy and make a three minute safety stop at five metres/15 feet. The safety stop is required. A certified assistant may evaluate this safety stop if you have conducted and evaluated a safety stop on Open Water Dive 1, 2 or 3. Remind divers to listen for boats, if applicable, and to watch overhead for obstructions before surfacing.

After surfacing, assess that divers maintain good habits by immediately inflating their BCDs, keeping their masks on and breathing from their snorkels or regulators until out of the water or in water shallow enough in which to walk.

ADVANCED OPEN WATER DIVER COURSE
Conduct and Skill Recommendations

Overview

The PADI Advanced Open Water Diver program provides divers with a structured means to explore special diving interests and gain dive experience. Once comfortable with basic skills, divers want to conquer new tasks, see different creatures, journey into diverse environments and experience new adventures.

Because divers look for convenience and flexibility in continuing their diving education, the program allows divers to choose the dives that interest them and to sample activities under your guidance.

The Advanced Open Water Diver program is comprised of two courses: Advanced Open Water Diver and Adventure Diver.

Advanced Open Water Diver includes the Underwater Navigation and Deep Adventure Dives, which develop core skills that apply widely to many types of diving and environments, and three other Adventure Dives. Divers choose these with your guidance and approval to accommodate their individual interests.

A diver earns the Adventure Diver certification by successfully completing any three Adventure Dives. This level accommodates some beginning divers who feel they want a smaller next step, or have limited time at their destination.

Each Adventure Dive credits toward the related PADI Specialty Diver course (at the specialty instructor's discretion), which provides an incentive for student divers to continue training. The Advanced Open Water Diver program sets the foundation for additional training, not only for PADI Specialties, but also for meeting other PADI course prerequisites that build on skills divers acquire during various Adventure Dives.

General Suggestions

1. As with any PADI course or program, diver safety is your first priority when planning, organizing and conducting Adventure Dives.
2. Diver readiness assessment – As described in the PADI *Instructor Manual,* General Standards and Procedures Guide – Training Standards, for any continuing education course, assess student diver skills and comfort level inwater as well as dive knowledge. Remediate skills and knowledge as necessary before training continues. A higher level of skill, comfort and knowledge may be required for some dives, particularly deeper dives or those in overhead environments. If in doubt, always be more conservative.
3. Dive options – Divers begin their training by choosing dives, with your guidance. Ideally, you want to offer as many Adventure Dives, as possible, however, geographical differences, your credentials and equipment availability may limit which dives you can offer. To best serve your student divers' needs, provide options for dives not offered locally by arranging trips to other dive locations. Continue your training to expand the Adventures Dives you can offer.

4. Knowledge development – There are a couple of ways for divers to learn the information needed before each Adventure Dive. The first is by completing the associated section of the PADI *Advanced Open Water Diver Manual* or *eLearning* including the Knowledge Review. The second option is that if the diver doesn't have time to do this before the dive, you may present important information during a thorough predive briefing or question and answer session. The diver completes the section and the Knowledge Review after the dive, but before you give credit for completing the Adventure Dive. Ideally, the Thinking Like A Diver knowledge development section should precede the first Adventure Dive, but it may be completed any time prior to certification.
5. Special circumstances – Because PADI Advanced Open Water Diver materials do not include information about some specialty activities, student divers must gain this knowledge through other means. These may include:
    - Studying independently using PADI Specialty Diver course materials/AWARE materials and Knowledge Reviews.
    - Attending your presentations based on associated specialty instructor guides for Adventure Dives for which student materials don't exist. Use this option also when there are no student materials available in a language that the student understands.
6. Special equipment – Because many Adventure Dives require specialized equipment, make sure that you, your staff and student divers have the necessary gear to complete the dive. Use a checklist to gather equipment before a dive. Show divers how to attach or configure new equipment for streamlining. Consider organizing Adventure Dive kits with all the instructional equipment you need for the dive. For example, a Night Adventure Dive Kit might contain surface/shore lights, extra marker lights, backup dive lights, extra batteries, a compass, etc.
7. Predive sessions – Divers may benefit from predive practical training sessions that allow them to practice using new items and trying new techniques they'll employ on an Adventure Dive. These sessions may include land-based rehearsals, confined water dives or a combination of both. Organize sessions to allow discovery, maximum practice and fun. If time and logistics allow, offer the following (or similar) sessions for the corresponding Adventure Dives:
    - View slides/video of local fish, aquatic life and ecosystems – Fish Identification and Underwater Naturalist Dive
    - Tie knots and work with lines – Boat Dive, Deep Dive and Search & Recovery Dive
    - Compass use – Underwater Navigation Dive and Search & Recovery Dive
    - Practice with search patterns – Search & Recovery Dive
    - Lift bag use – Search & Recovery Dive
    - Dry suit preparation and use – Dry Suit Dive
    - Underwater light preparation and use – Night Dive
    - Underwater camera preparation and use – Digital Underwater Imaging Dive
8. Site selection – Choose sites that are appropriate for the particular Adventure Dive and allow all dive performance requirements to be met. When conducting several Adventure Dives with student divers, use as many different training locations as possible. Variety and exploring new sites under your guidance is one reason divers continue training. Choose dive sites and conditions appropriate for your student divers' skill levels.

9. Care for the Environment – Remind divers to maintain environmental awareness and good buoyancy control on every Adventure Dive to avoid damaging aquatic life. Follow and share Project AWARE's 10 Tips for Divers to Protect the Ocean Planet. Set a role model example.
10. Reinforce Thinking Like a Diver concepts on all dives. (See Thinking Like a Diver Discussion Points.) Refer to your PADI Advanced Open Water Diver Instructor Slates at the dive site.
11. Have student divers use their Advanced Open Water Diver Multipurpose Data Carriers for predive planning, recording dive information and underwater note taking.
12. Document training – Document completion of an Adventure Dive by signing the student diver's log book. PADI Adventure Dive Training Records may also be used to verify completion of Adventure Dives.

Sequencing Considerations

Scheduling five dives over two days, including the Deep Dive and Underwater Navigation Dive, allows divers to earn the Advanced Open Water Diver certification. You may also choose to schedule various Adventure Dives separately throughout the month.

If conditions and other factors are favorable, you can conduct three Adventure Dives in one day for the Adventure Diver rating. If one of those dives is the Underwater Navigation Dive, Adventure Divers are then eligible to begin the Rescue Diver course.

Thinking Like a Diver Discussion Points

The purpose of Thinking Like a Diver in the PADI Advanced Open Water Diver program is to build upon the procedures and principles divers learn in their entry-level course. Your job is to expand how divers think as they prepare for and execute each dive, helping them approach their diving more like seasoned divers. Remind divers of the principles before each Adventure Dive by giving practical examples that apply to the specific dive. In the briefing, be specific about what divers should think about and do before and during the dive. After the dive, ask them about these. Your recommendations may relate directly to the Adventure Dive objectives, to dives in the local environment, and/or to broader safety principles that apply to all dives.

In the briefing, include these reminders:

- Primary objective (returning safely) and secondary objectives related to Adventure Dive.
- Dive planning – planned maximum depth, maximum time, gas turn, reserve and ascent pressures. Have divers use their Advanced Open Water Diver Multipurpose Data Carriers to record limits for reference during the dive.
- Situational awareness – gas management, exertion, depth, buddy, navigation, equipment, hazards and the environment.
- Managing task loading – dive first, situation second, communicate third.
- Practicing good habits – examples: predive safety check, mask on and snorkel or regulator in the mouth, maintaining buoyancy at the surface and diving conservatively.

Keep the debriefing interactive by asking leading questions that direct thought. This develops mental application skills and keeps divers from simply responding with expected answers. Avoid questions divers can answer "yes" or "no." Treat debriefings like interviews, adapting your questions as you learn how the dive went.

Questions to prompt thinking like a diver discussions:

1. What did you base your gas planning on? How did that work out for you?
    - When did you turn the dive? Why?
    - How much of your reserve pressure did you have left?
2. What choices did you have to make based on environmental conditions (waves, current, visibility, hazards)?
    - How did you and your buddy communicate this?
    - Which of these were expected and which were unexpected?
3. How did navigation to and from the entry/exit point go?
4. What are examples of how you used thinking priorities on the dive? (Dive first, situation second, communicate third)
5. What good dive habits did you practice and observe in your team?
6. If you could change anything and do it differently from this dive, what would it be?
7. What did you learn on this dive?

Adventure Dive Conduct and Technique Recommendations

Use the following recommendations for all Adventure Dives supported by PADI Advanced Open Water Diver materials. For all other Adventure Dives, follow conduct and technique recommendations in the associated PADI Specialty Course Instructor Guide.

First introduce and demonstrate skills, as appropriate, then have divers practice until they are comfortable and meet performance requirements.

Core Dives

Deep Adventure Dive

1. If you do not have recent dive experience with a student diver, in preparation for the dive, generally assess diver knowledge, and, before going to depth in open water, evaluate the diver inwater for prerequisite skills needed to complete the Deep Dive. This evaluation may include checking the diver's buoyancy control, familiarity with dive equipment such as being able to easily access and understand instrument readings (the SPG, dive computer, depth gauge, timing device), and the ability to clearly communicate underwater. You can conduct this preassessment as a separate confined water session or at the start of the Deep Dive, as long as you evaluate the diver before you go to depth.
2. Directly supervise student divers at a maximum 8:1 ratio. Do not increase this ratio with the use of certified assistants. If conditions affect your ability to directly observe and respond to divers, reduce ratios. Position yourself so that you or a certified assistant can make immediate physical contact with and render assistance to divers. Continually observe divers with only the brief, periodic interruptions needed to lead the dive and to provide assistance to individual divers.
3. Conduct the dive between 18-30 metres/60-100 feet. The maximum depth for Junior Divers (12-14 years old) is 21 metres/70 feet.
4. Use good judgment in choosing dive sites that are appropriate, conducive to meeting dive requirements, and match the skill and comfort levels of your student divers. Similarly, make sure the depth chosen is appropriate – there is little to be gained by conducting a deep dive to depths that inhibit diver learning or comfort under the prevailing conditions.
5. With a buddy, have divers plan the dive and their gas management, including determining turn pressure, ascent pressure and reserve pressure, and establish no stop and dive time limits. Divers should use their personal dive computers or the Recreational Dive Planner, and conduct the dive within the limits of their plan.
6. Have divers help prepare any surface floats, reference lines and emergency decompression breathing equipment (if appropriate).
7. Due to the nature of deep diving, be aware of and ready to quickly respond to potential problems, such as hypothermia, nitrogen narcosis, buoyancy control in deep water, diver anxiety and stress.
8. Have certified assistants help with inwater activities. For example, an assistant may help the instructor take multiple buddy teams down the reference line and organize the group throughout the descent. Another assistant may remain on the boat/shore to administrate the check-in and check-out procedures and to assist student divers.

9. When possible, descend and ascend using a reference line as a visual or tactile guide to help with control. It may also help decrease diver anxiety while in midwater.
10. For the computer (depth gauge) comparison, have as many types of depth gauges available as possible – computers, capillary depth gauge, different types of bourdon tube depth gauges, etc. Have divers note depth comparison on their Advanced Open Water Diver Multipurpose Data Carrier.
11. For the color change comparison, use a red, orange, pink or yellow object, so that the color change is obvious between the surface and bottom. Use the color chart on the diver's Advanced Open Water Diver Multipurpose Data Carrier.
12. When possible, make the safety stop on a weighted line or safety stop bar hanging from the boat, or on the mooring/anchor line. Emphasize a slow ascent to the stop and a slow ascent to the surface afterward. Remind divers to listen for boats, if applicable, and to watch overhead for obstructions before surfacing.

Underwater Navigation Adventure Dive

1. Recommended depth for the dive is 6-9 metres/20-30 feet.
2. Have certified assistants set up the 30-metre/100-foot measured course and other navigation buoys as needed. They may also assist with predive and postdive activities, and supervise buddy teams during navigation skills.
3. Review with divers how to hold the compass, take a bearing and reciprocal, operate the bezel, and keep the compass level while swimming, or go over how to set and use the diver's electronic compass.
4. Have divers practice compass use and navigation patterns by walking through them on shore (or boat deck) – straight-line course and its reciprocal, and square pattern.
5. In some situations, it's advantageous to evaluate diver performance from the surface by giving each buddy team a different colored buoy and line to tow (DSMBs or small painted, plastic bottles work well). Observe the buoys as teams perform search patterns. A certified assistant may accompany each buddy team.
6. For the distance estimation, have buddy teams start at one end of the course and swim at a normal relaxed pace to the other end while counting the number of kick cycles it takes to cover the distance. They should record the count on their Advanced Open Water Diver Multipurpose Data Carriers. As they return, have them measure the elapsed time needed to cover the distance and record it.
7. For natural navigation, mark a location approximately 30-90 metres/100-300 feet from the starting point with a buoy. Ask one buddy to keep track of the distance and have the other buddy note and record significant underwater topographical features to use as references. After reaching the location, have teams return to the starting point – surfacing only if necessary for orientation.
8. For compass navigation, mark a location approximately 30-90 metres/100-300 feet from the starting point with a buoy. Ask the navigating diver to take a compass bearing on the buoy at the surface. The other diver will keep track of distance. Have the buddy team descend and follow the compass heading for the predetermined distance. Without surfacing, have the navigator calculate a reciprocal course and navigate back to the starting point. If the team is within 6 metres/20 feet of the starting point, have them switch roles and complete the exercise again. If not, repeat the exercise until divers meet the performance requirement.

Have divers note headings and distance estimates on their Advanced Open Water Diver Multipurpose Data Carriers.

9. For square navigation, instruct teams to swim a predetermined heading for a distance of approximately 30 metres/100 feet. One student diver navigates with a compass, the other estimates distance. Based on topography and depth, it's acceptable to navigate a rectangle pattern. At the end of each leg, have teams turn 90° for another 30 metres/100 feet. If after three turns, the team is within 8 metres/25 feet of the starting point, have them switch roles and complete the exercise again. If not, repeat the exercise until all divers meet the performance requirement. Have divers note headings on their Advanced Open Water Diver Multipurpose Data Carriers.
10. To heighten the challenge and add some fun, provide incentives for accurate navigation and recognize divers who return closest to the end points without having to surface.
11. Emphasize streamlining, correct body positioning and maintaining neutral buoyancy.

Elective Dives

Altitude Adventure Dive

1. Review no stop limits at altitude, descent and ascent considerations, and buoyancy control. Emphasize the need to enroll in an Altitude Diver Specialty course.
2. When conducting this dive at altitudes between 300-2400 metres/1000-8000 feet, divers should wait six hours after arrival at altitude before diving. At altitudes between 2400-3000 metres/8000-10,000 feet, divers must wait a minimum of six hours before diving.
3. Due to the nature of altitude diving, be aware of potential problems caused by elevation and cooler temperatures, such as hypothermia and hypoxia.
4. If student divers intend to drive to higher altitude after the dive, such as crossing a mountain pass, plan accordingly. Refer to the flying after diving guidelines.
5. Divers should ascend no faster than 9 metres/30 feet per minute (or the maximum rate allowed by their computers) and make a safety stop prior to surfacing. Safety stop depth (theoretical) is determined by the dive's altitude.
6. For the depth-gauge-comparison-at-depth exercise, have as many types of depth gauges available as possible – computers, capillary depth gauge, different types of bourdon tube depth gauges, etc.
7. Have divers perform a buoyancy check and adjust their weights, especially if they are using thicker exposure protection than usual or do not regularly dive in fresh water.

Boat Adventure Dive

1. Vessels used to conduct this dive may range from small inflatables to large, live-aboard charter boats. When possible, dive from a boat that student divers are most likely to dive from again in the future.
2. Orient student divers to the boat and discuss proper boat diving etiquette, common boat terminology, specific boat diving entries and exits, local boat diving laws (including mooring/anchoring rules) and overview of the vessel's safety and emergency equipment.
3. Be sensitive to potential problems with seasickness.

4. If appropriate and permissible for the vessel, familiarize divers with basic boating duties – securing lines or the anchor, using the radio, docking assistance, rigging the dive flag for display, etc. without interfering with or participating in crew functions.
5. Explain to divers how they will navigate during the dive to return to the ascent point. Depending on the circumstances, this could be starting at the anchor/mooring line, taking a compass heading, swimming into the current and returning to the line using the reciprocal compass heading. Other navigation methods, such as natural navigation, may apply with the goal of returning to the planned exit area.
6. Make sure student divers know how to inflate the signal tube or DSMB (delayed surface marker buoy) they will use. For surface signaling tubes, it's usually most convenient to conduct this skill at the end of the dive after surfacing. In the water, have each diver inflate the tube using the appropriate method while maintaining control of it. In areas where the use of DSMBs is a standard practice, have divers launch a DSMB from a depth less than 12 metres/40 feet – shallower is preferred – from a stationary position, such as on a nonsensitive bottom. Caution divers to hold the reel and keep tension on the line to reduce the potential for entanglement.
7. When possible, have divers make the safety stop on a weighted line or safety stop bar hanging from the boat, or on the mooring/anchor line.

Digital Underwater Imaging Adventure Dive

1. Before the dive, show divers sample pictures to emulate. Have them try to replicate a similar shot with respect to lighting, angle, focus, etc.
2. Guide divers through specific camera assembly, sealing and testing.
3. Have certified assistants help with predive and postdive activities. Assistants can help with camera preparations, serve as image subjects and supervise diver entries and exits.
4. Stay shallow for both light and time. Divers will learn more if they can shoot for 60 minutes instead of 10.
5. Dive in the clearest water possible. Help divers adjust their shooting techniques to the conditions encountered.
6. Choose an interesting dive site with a variety of aquatic life or objects for still and/or video images. Remind divers who are shooting video to follow a planned story line.
7. Teach environmentally-friendly imaging. Remind divers to maintain environmental awareness and good buoyancy control to avoid damaging aquatic life. Set a role model example.

Drift Adventure Dive

1. Consider doing a boat dive because it's the most common and easiest drift dive option.
2. Review drift diving entries and exits, and descent and ascent techniques. Emphasize maintaining buddy contact and neutral buoyancy throughout the dive.
3. Use the procedure (towed float, no float, DSMB) most common in the local area. Drifting with a highly visible float and line, when appropriate for the environment, allows boaters to see the group's location and divers to use the line as a reference during descents, ascents and safety stops.
4. Have certified assistants available to help supervise divers. Assign an assistant to handle the dive float and line.

Dry Suit Adventure Dive

1. Orient first-time dry suit users to the suit in confined water before making the dive. Focus on how to use the suit, proper weighting and how to adjust buoyancy.
2. Accompany student divers at a maximum ratio of 8:1, or a certified assistant may accompany divers at a maximum ratio of 4:1.
3. Divers must wear BCDs.
4. Have divers orient themselves to their dive buddy's dry suit system (specifically knowing how to add and vent air).
5. Base choice of insulation garment on the water temperature and the type of dry suit. Evaluate diver's insulation garment to make sure thermal protection is appropriate.
6. Emphasize proper weighting, factoring in the ability to make a safety stop at 5 metres/15 feet at the end of the dive.
7. Divers may either use their suits to control buoyancy underwater or add enough gas to the suit to avoid suit squeeze and otherwise control buoyancy with their BCDs, depending upon suit type, manufacturer recommendations and personal preferences.
8. Advise divers on how to prevent suit squeezes during descent and remind them to adjust the gas volume in their suits to control buoyancy and comfort.
9. For the scuba unit and weight system removal and replacement skills on the surface, explain that having a minimal amount of gas in the dry suits will make it easier.

Fish Identification Adventure Dive

1. The Fish Identification Dive familiarizes divers with common fish families and species found in the local area.
    a. If student divers have previous fish-watching experience, this dive may focus on collecting fish survey data that could be submitted to organizations, such as the REEF Fish Survey project.
    b. If student divers have little previous experience, focus on basic fish identification techniques.
2. Introduce divers to fish common to the local area. Show photos or videos of the fish species divers are likely to see and have reference materials available for review.
3. Encourage divers to carry fish identification slates/field guides, if available for the local area, and have reference materials on hand at the dive site. This allows divers to quickly verify that their observations are correct.
4. Emphasize responsible aquatic life interactions by maintaining neutral buoyancy, avoiding unnecessary contact, securing dangling equipment and moving slowly to avoid disturbing the aquatic life.
5. Have certified assistants to help divers find particular fish, identify them, and point out unique behaviors and interesting interactions.

Night Adventure Dive

1. Conduct this dive any time between sunset and sunrise. In some regions, during times of the year when the sun doesn't set, conduct the dive during the darkest possible time.

2. Directly supervise divers at a maximum ratio of 8:1, or a certified assistant may supervise divers at a maximum ratio of 4:1. Recommended maximum depth for the dive is 18 metres/60 feet.
3. Student divers must each have an underwater light and a whistle. A backup light and chemical/marker lights for every diver are also recommended.
4. When possible, dive a site that divers have explored during daylight hours to help decrease diver anxiety and aid navigation.
5. Involve student divers in dive planning activities and have them assist with placing shore/boat surface lights and underwater orientation lights (chemical lights, strobe beacons, etc.).
6. Due to the nature of night diving, pay close attention to equipment preparedness and signs of diver anxiety and stress. Be ready to respond quickly.
7. Ask divers to note how the night environment affects aquatic organism behavior and have them look for phenomena not seen during the day.
8. Explain to divers how they will navigate to a predetermined location using a compass/natural features and return to the starting point. Have divers practice compass use by walking a straight-line course and its reciprocal on shore (or boat deck). Have divers note their compass headings and estimated kick cycles, or time to destination, on their Advanced Open Water Diver Multipurpose Data Carriers.
9. Use a reference line as a tactile or visual guide, if possible. Remind divers to point lights downward, watching for the bottom and to use anti-silting techniques (buoyancy control and controlling fin movement).

Peak Performance Buoyancy Adventure Dive

1. Because changes in buoyancy are more apparent at shallower depths, the recommended depth for the Peak Performance Buoyancy Dive is 9-12 metres/30-40 feet to give student divers more frequent practice adjusting buoyancy.
2. Select a dive site that allows easy entry/exit for making weighting adjustments. Diving from a boat or near a dock, pier or floating platform is convenient for divers trying out different weighting options.
3. Have a variety of weight systems, buoyancy-related accessories and BCDs for divers to try. Emphasize proper weight positioning, distribution, trim, securing weights, release and ditching in an emergency.
4. Using PADI's Basic Weighting Guidelines as a reference, have divers estimate the amount of weight needed for the dive. Have divers note their weight distribution for trim along with their weight before and after the dive on their Advanced Open Water Diver Multipurpose Data Carriers.
5. Instruct divers to visualize attaining buoyancy control while diving.
6. Emphasize breath control to make minor depth adjustments for open circuit divers and encourage divers to practice hovering in different positions.
7. Emphasize the importance of buoyancy control to care for the environment and incorporate buoyancy games to make the dive fun. For example, swim through weighted devices positioned in midwater without touching the obstacles. Practice one-finger push offs without disturbing aquatic life. Practice sculling forward and backward using minimal hand and fin movement.

Search and Recovery Adventure Dive

1. Recommended depth for the dive is 6-9 metres/20-30 feet.
2. Equipment preparation and preplanning are important for this dive. Have recoverable objects ready and know where you will place them within the established search area.
3. On the shore or boat, have student divers:
    - Walk through a circular/rope search pattern – assign one diver to be the "pivot" and one to be the "searcher."
    - Walk through a "U" search pattern, and have divers determine the approximate time/kick cycles required to complete the different legs – assign one diver to be the "navigator" and one to be the "searcher."
    - Practice tying the following knots: bowline, two half-hitches and sheet bend. Have divers refer to knot diagrams on their Advanced Open Water Diver Multipurpose Data Carriers or access knot tying videos on the PADI App.
    - Practice rigging an object similar to that being recovered.
4. For the first skill, place small objects that can be hand-carried to the surface (coins, sunglasses, eating utensils, etc. – size depends on visibility). For the second skill, place a larger, heavier object (approximately 11 kilograms/25 pounds) to raise with a lift bag (bucket filled with sand/sediment, brick, concrete block, small boat anchor, weight belt, engine parts, etc.).
5. Place the small and large objects before divers arrive at the site or have assistants place them while divers are preparing to dive. Have certified assistants help with predive and postdive activities, supervise buddy teams during search patterns and while rigging and lifting objects from the bottom. Assistants may also help recover objects not located by divers, thus avoiding littering the bottom.
6. Have buddy teams search for and recover a small object that has been placed in a predetermined area approximately 15 x 15 metres/50 x 50 feet. Have teams mark off the search area with buoys and initiate a circular/rope pattern search for the small object.
7. Have buddy teams search for and recover the larger, heavier object that has been placed in a predetermined area approximately 30 x 30 metres/100 x 100 feet. Have teams mark off the search area with buoys and initiate a "U" pattern search for the object. When the object is located, teams attach a marker buoy to it.
8. Emphasize paying attention to the dive's primary and secondary objectives and applying situational awareness, which means that divers may need to stop a search when a dive limit is reached, even if the object wasn't found.
9. In some situations, it's advantageous to evaluate diver performance from the surface by giving each buddy team a different colored buoy and line to tow (DSMBs or small painted, plastic bottles work well). Observe the buoys as teams perform search patterns.
10. Have each student diver practice rigging the lift bag, using the knots they've practiced as appropriate, and bringing the object to the surface.

Underwater Naturalist Adventure Dive

1. Encourage student divers to prepare for the dive by looking through reference material available for the local environment. Have divers carry aquatic life identification slates, if available for the local area, or make sketches on slates of what they see for later identification.

2. Remind divers to interact responsibly with the aquatic life through passive observation, to control buoyancy to keep off the bottom, secure dangling hoses, and to move slowly to avoid disturbances.
3. Have certified assistants help divers find and identify organisms, point out unique behaviors and call attention to interesting interactions.
4. Have buddy teams find and identify at least two (one for freshwater) aquatic plants. The plants may be algae or flowering plants.
5. Have buddy teams find, identify and observe at least four aquatic invertebrates (one for freshwater), such as sponges, corals, anemones, jellyfishes, segmented worms, snails, clams, octopus, squids, lobsters, crabs, shrimp, fresh water crawfish, sea stars, sea urchins, sea cucumbers, brittlestars and sea squirts.
6. Have buddy teams find, identify and observe at least five aquatic vertebrates (two for freshwater), such as fish (e.g. sharks or rays), reptiles (e.g. turtles), amphibians (e.g. frogs), or mammals (e.g. seals or manatees).

Wreck Adventure Dive

1. Directly supervise divers at a maximum ratio of 8:1, or a certified assistant may supervise divers at a maximum ratio of 4:1.
2. Wreck penetration is not allowed on this dive.
3. Provide divers with information about the wreck's background (date it sank, previous use, historical significance, etc.). Discuss wreck's size, structure, interesting features, depth and any potential hazards and how to avoid them.
4. Discuss local laws that apply to wreck diving.
5. Provide an overview of the wreck's exterior. Take divers on a tour that allows practice of basic wreck diving techniques. Supervise as they explore and navigate the wreck. Have divers note wreck features and hazards on their Advanced Open Water Diver Multipurpose Data Carriers.

RESCUE DIVER COURSE
Conduct and Skill Recommendations

Overview

The PADI Rescue Diver course is a pivotal step in expanding a diver's knowledge and experience. Rescue Divers learn to look beyond themselves to consider the safety and well-being of other divers. This is why the PADI Rescue Diver certification is a prerequisite for all PADI leadership-level training.

Rescue Diver training expands the basic problem prevention and accident management skills divers learn beginning with the PADI Open Water Diver course. At the Rescue Diver level, divers are ready to learn to manage more complex dive emergencies and to apply direct intervention techniques to assist others in an emergency. By its nature, the course is demanding, though realistic in its conduct, content and approach. Although the context in which rescue training may be used is serious, the course should be an enjoyable challenge that builds diver confidence.

The PADI Rescue Diver course focuses on the concept that there is rarely only one way to accomplish a task. There is no single "right" way to perform a rescue, but rather there are many variables and resources that rescuers consider and draw upon, depending upon the scenario. The course takes a flexible, conceptual approach to rescue – a rescuer's relative size and strength, for example, as well as environmental factors, may dictate or influence what rescue technique will be most effective.

The rescue exercises and scenarios develop foundational skills and encourage divers to experiment, learn to capitalize on their strengths, recognize their limitations and consider these in emergency situations. Divers learn to first think about the options available for handling an emergency, and then to act using their appraisal of the best method for the situation.

General Suggestions

1. As with any PADI course or program, diver safety is your first priority when planning, organizing and conducting rescue training.
2. Though all rescue exercises and scenarios are conducted in open water, consider conducting initial training in confined water to develop foundational skills. When conducting rescue exercises in open water, make sure that current, waves, temperature and visibility do not complicate and interfere with learning the basic skills. As the course progresses, you may expose student divers to more challenging conditions.
3. Use a variety of training locations to represent the different types of dive environments found in the local area. For example, if boat diving is popular, conduct at least one session from a boat.
4. You can begin the course in the water with self-rescue skills practice, before knowledge development. Move on to Rescue Exercises 1 and 2 as appropriate, briefing student divers on the information they'll find in the PADI *Rescue Diver Manual* and *Video*. This approach enhances their motivation to learn, to complete independent study and to have fun.
5. Because rescues require applying knowledge and motor skills to unpredictable, real-life situations, emphasize stopping and thinking before acting. Encourage technique variation as needed to accommodate individual strengths and weaknesses.

6. As skill practice progresses, add variables, such as equipment changes (for example, add gloves and hoods, different sized distressed divers, etc.). These changes should not overwhelm divers, but gradually broaden their ability by teaching them to adapt. It isn't necessary to announce these variations – simply add them as divers show mastery. This teaches divers to analyze and think about a situation before acting.
7. Review with divers the value of being a good "victim." A successful rescue usually rests upon the rescuer's ability to identify the characteristics of and distinguish between a diver who is tired, injured, distressed, panicky or unresponsive. The best way to reinforce diver understanding of the differences, similarities and risks divers-in-need face is to have them play the part of the "victim" during training sessions.
8. Rescue exercises and scenarios require divers to use different pieces of rescue equipment – rescue breathing masks, first aid kits, oxygen units, etc. Have multiple pieces of equipment available, so that all divers have adequate practice time with various items.
9. Make the scenarios as realistic as possible, within reasonable logistical and safety requirements. Staff guidance should be minimal, with staff functioning primarily to close gaps in the simulation, such as role-playing the local EMS operator on the telephone, or telling a diver whether to treat a simulated victim as breathing or nonbreathing. Consider the following:
    - Post signs that state clearly "Rescue Training in Progress, Calls for Help are for Practice Only." This allows divers to make real calls for help from the water.
    - Involve local EMS. With prior scheduling, EMS services are often willing to participate for their own practice. This is especially true in smaller communities where the teams have fewer real emergencies.

Sequencing Considerations

1. Student divers must master all performance requirements for Rescue Exercises in sequence because each exercise builds upon previously learned skills.
2. If you integrate Emergency First Response Primary and Secondary Care training into the Rescue Diver course, it's best to complete it before Rescue Exercise 7 – Unresponsive Diver at the Surface, where divers practice resuscitation techniques.
3. If you integrate the PADI Emergency Oxygen Provider course into the Rescue Diver course, use Emergency Oxygen Provider skill development session as a replacement for Rescue Exercise 9 – First Aid for Pressure-related Injuries and Oxygen Administration.
4. Student divers must complete Rescue Exercises 1-6 before participating in Rescue Scenario 1, and Exercises 7-10 before participating in Rescue Scenario 2.

Sample Rescue Diver Course Schedules

The following sample schedules suggest ways you can organize the PADI Rescue Diver course to meet sequencing requirements. With this as a guide, arrange a schedule that fits your logistical and student diver needs.

Schedule 1

One

Independent Study – Divers read *Rescue Diver Manual* and watch *Rescue Diver Video*, Section One and complete Knowledge Review.

Welcome/Introduction and Knowledge Development One – Go over Knowledge Review. Use Rescue Diver Prescriptive Lesson Guides to cover or review material as necessary.

Rescue Exercises (may be conducted before Knowledge Development One)

- Self Rescue Review
- Exercise 1 – Tired Diver
- Exercise 2 – Panicked Diver

Emergency First Response Primary Care (CPR) and Secondary Care (First Aid) courses

Two

Independent Study – *Manual* and *Video*, Section Two

Knowledge Development Two

Rescue Exercise 3 – Response from Shore, Boat or Dock

Three

Independent Study – *Manual* and *Video*, Section Three

Knowledge Development Three

Rescue Exercises

- Exercise 4 – Distressed Diver Underwater
- Exercise 5 – Missing Diver

Emergency Assistance Plan – Review diver's completed plan

Four

Independent Study – *Manual* and *Video*, Section Four

Knowledge Development Four

Rescue Exercises

- Exercise 6 – Surfacing the Unresponsive Diver
- Exercise 7 – Unresponsive Diver at the Surface

Five

Independent Study – *Manual* and *Video*, Section Five

Knowledge Development Five

Administer Rescue Diver Exam

Rescue Exercises

- Exercise 8 – Exiting the Unresponsive Diver
- Exercise 9 – First Aid for Pressure-related Injuries and Oxygen Administration (or PADI Emergency Oxygen Provider course skill development)
- Exercise 10 – Response from Shore/Boat Unresponsive Diver

Rescue Scenario 1 – Unresponsive Diver Underwater

Rescue Scenario 2 – Unresponsive Diver at the Surface

Schedule 2

Independent Study – Divers read entire *Rescue Diver Manual*, watch *Rescue Diver Video* and complete all Knowledge Reviews.

Emergency First Response Primary Care (CPR) and Secondary Care (First Aid) courses

Welcome/Introduction and Knowledge Development – Go over Knowledge Reviews. Use Rescue Diver Prescriptive Lesson Guides to cover or review material as necessary.

Administer Rescue Diver Exam

Rescue Exercises – Self Rescue Review and Exercises 1 -10

Emergency Assistance Plan – Review diver's completed plan

Rescue Scenario 1 – Unresponsive Diver Underwater

Rescue Scenario 2 – Unresponsive Diver at the Surface

Schedule 3

Independent Study – Divers read *Rescue Diver Manual* and watch *Rescue Diver Video*, Sections One-Three, and complete associated Knowledge Reviews.

Emergency First Response Primary Care (CPR) and Secondary Care (First Aid) Courses

Welcome/Introduction and Knowledge Development – Go over Knowledge Reviews for Sections One-Three. Use Rescue Diver Prescriptive Lesson Guides to cover or review material as necessary.

Rescue Exercises

- Self Rescue Review
- Exercise 1 – Tired Diver
- Exercise 2 – Panicked Diver
- Exercise 3 – Response from Shore, Boat or Dock
- Exercise 4 – Distressed Diver Underwater
- Exercise 5 – Missing Diver
- Exercise 6 – Surfacing the Unresponsive Diver

Emergency Assistance Plan – Review diver's completed plan

Rescue Scenario 1 – Unresponsive Diver Underwater

Independent Study – Divers read *Rescue Diver Manual* and watch *Rescue Diver Video,* Sections Four and Five, and complete associated Knowledge Reviews

Administer Rescue Diver Exam

Rescue Exercises

- Exercise 7 – Unresponsive Diver at the Surface
- Exercise 8 – Exiting the Unresponsive Diver
- Exercise 9 – First Aid for Pressure-related Injuries and Oxygen Administration (or PADI Emergency Oxygen Provider course skill development)
- Exercise 10 – Response from Shore/Boat Unresponsive Diver

Rescue Scenario 2 – Unresponsive Diver at the Surface

Rescue Exercise Conduct and Technique Recommendations

First introduce and demonstrate skills, as appropriate, then have divers practice procedures until they are comfortable and meet performance requirements. Refer to the PADI *Rescue Diver Manual* for additional technique information, photos and illustrations.

Self Rescue Review

Cramp release – Have student divers stretch the "cramped" calf muscle by pulling the fin tip toward the body.

Establishing buoyancy at the surface – Have student divers demonstrate positive buoyancy at the surface by inflating their BCDs using both low pressure inflation and oral inflation methods and by releasing and discarding weight belts/systems. Practice with actual weight if possible, but using little or no weight is acceptable if necessary to protect pool bottoms or to prevent loss.

Airway control – Have student divers perform the snorkel to regulator exchange and practice breathing past small amounts of water.

Use of an alternate air source – Have student divers locate, secure and breathe from an alternate air source supplied by a buddy, in a stationary position. Have divers swim together using the alternate air source. Switch roles so that each diver acts as donor and receiver, and complete the exercise ascending while breathing from an alternate air source. Review the use of an independent air source such as a pony bottle or a self-contained ascent bottle.

Overcoming vertigo – Have student divers close their eyes in midwater to simulate vertigo, then take hold of something stationary, such as the descent line, to reestablish their sense of direction.

Rescue Exercise 1 – Tired Diver

Approach – Advise rescuers to always equip themselves with at least mask, fins and snorkel. Have one person watch the tired diver as the rescuer puts on mask and fins and enters the water. Procedures – swim with the head out of water; continuously watch the tired diver; and pace approach to have sufficient energy to complete the rescue.

Evaluate – Have the rescuer halt the approach near, but out of reach of, the tired diver. Procedures – assess the victim's mental state (rational or irrational); note the location and type of BCD inflator; and attempt to talk the diver through the difficulty by providing commanding, clear and concise directions. ("Inflate your BCD!" "Drop your weights!")

Make Contact – Have the rescuer establish substantial personal buoyancy, then continue to approach from the front. Procedures – explain what is being done or request that the diver take action; use a contact-support position (underarm lift or tank knee cradle) to stabilize and reassure the tired diver; and provide the tired diver with positive buoyancy (use of low-pressure inflator preferred).

Reassure the Diver – Have the rescuer reassure the tired diver by making eye contact and talking directly to the diver. If surface conditions allow, advise rescuer to let the tired diver remove equipment, such as mask and regulator/snorkel, and rest before resuming activity.

Assists and Transport – Explain that the rescuer should allow the tired diver to do as much as possible. Procedures – while transporting, make sure the tired diver's face is above the water; have

positive buoyancy (both rescuer and tired diver); control the situation, maintain communication and eye-to-eye contact.

Have the rescuer practice the following tows:

- Underarm push (one and two rescuers)
- Modified tired-swimmer carry
- Tank valve tow

Equipment Removal – Have the rescuer help the tired diver discard equipment, such as removing the scuba unit to facilitate swimming, especially for an exit through waves or other challenging conditions.

Rescue Exercise 2 – Panicked Diver

Approach and Evaluation – Instruct the rescuer to approach and evaluate the panicked diver using the same approach as with a tired diver. Explain the importance of stopping and evaluating beyond the victim's immediate reach. Procedures – note the location and type of BCD inflator; attempt to talk to the diver ("Inflate your BCD!" and "Drop your weights!"); think about making contact based on size and strength relative to the panicked diver – on the surface or from underwater.

Making Contact – For the surface approach, advise the rescuer to attain substantial personal buoyancy and then attempt to swim behind the diver, staying out of reach. Alternatively, grasp the panicked diver's opposite wrist (right wrist with right hand, or left with left) and quickly pull and turn, spinning the panicked diver. Have the rescuer grasp the tank valve and assume the knee-cradle position, which provides support and gives control, then inflate the diver's BCD and/or drop the weights.

For the underwater approach, explain that this is the best choice if the rescuer is substantially smaller or weaker than the panicked diver. Procedures – approach from underwater at knee to ankle level; remove the panicked diver's weights; turn or swim around the diver to attain a position from behind; ascend while maintaining contact; grasp the tank valve and assume the knee-cradle position; inflate the panicked diver's BCD (if weights haven't been removed, do so at this time).

Releases – Explain that releases help regain control of a situation if caught in a panicked diver's grasp. One release is to breathe from the regulator and descend because underwater is the last place a panicked diver wants to go. Once underwater, continue with an underwater approach rescue.

Another release is to inflate both the rescuer's and panicked diver's BCDs to push them apart and establish buoyancy at the same time. Have the rescuer push the panicked diver up and away and then kick away when the diver lets go.

Approach with Quick Reverse – Have the rescuer stop and evaluate the panicked diver while being prepared to quickly back away into a position of safety if the diver reaches out. Procedures – lean backward and angle legs towards the panicked diver, then kick away quickly to stay out of reach.

Rescue Exercise 3 – Response from Shore, Boat or Dock (responsive diver)

Nonswimming Assists – Have the rescuer practice reaching for a distressed diver by lying down on the deck, legs spread with only one hand out. Then, have rescuer practice extending an object to reach farther. Explain that this allows letting go if there is a risk of being pulled in by the distressed diver.

Have the rescuer practice the proper technique for throwing a line and retrieving a distressed diver approximately 9 metres/30 feet from the pool deck/dock/shore/boat. Emphasize throwing past the distressed diver to avoid needing a second throw, and towing slowly to avoid pulling the line out of the diver's hands. Discuss use of a stern or tag line trailed behind an anchored vessel as a rescue/assistance device.

Water Entries – Remind the rescuer to always respond wearing at least mask, fins, snorkel and some form of flotation. It may be best to enter the water with mask and snorkel, then put on fins. Discuss the technique for entering into deep water by wearing fins and bringing legs together to avoid submerging the face. Remind the rescuer that if wearing a buoyant exposure suit, weights may be needed to descend if a distressed diver sinks.

Procedures – be close to the water, but avoid losing sight of the distressed diver; enter water at a point nearest the distressed diver; have someone keep an eye on and point to the distressed diver; look back to see where the spotter is pointing as necessary.

Swimming Assists – Have the rescuer use a float such as rescue board, life ring, etc. to assist a distressed diver without making physical contact. Makeshift items such as BCDs, fender buoys, and other buoyant objects work as well – explain the need to be prepared to improvise.

Have the rescuer assist a tired or panicked diver when no emergency flotation is available using previously practiced rescue techniques, as appropriate for the situation.

Tows – Have the rescuer practice towing a distressed diver first with all equipment in place. Then, with the scuba unit and weights removed. Use the following tows:

- Underarm push
- Modified tired-swimmer carry
- Tank valve tow

Exiting with a Responsive Diver – Explain that if the exit will be difficult, allow the distressed diver to rest to save energy for when it is needed most. Also consider which, if any, equipment to remove to make the exit easier.

For a shore exit, have the rescuer assist a weak distressed diver by standing at the diver's side with the diver's arm over a shoulder while grabbing the diver's wrist and supplying further support around the diver's waist or tank. Then, walk the distressed diver to safety. If the diver is too weak to walk, have the diver crawl out.

For a boat or dock exit, have the rescuer help the distressed diver remove equipment and then assist in crawling up the ladder.

Rescue Exercise 4 – Distressed Diver Underwater

Overexertion Underwater – Remind the rescuer that a distressed, overexerted diver underwater will display heavy breathing and stress signs like wide eyes. Procedures – approach the distressed diver and signal "stop;" make gentle physical contact to reassure the diver; have the diver hold on to something while resting, if possible; and encourage the diver to reestablish a normal breathing rhythm.

Panicked Diver Making Uncontrolled Ascent – Underwater have the rescuer watch for a panicked diver in a head up orientation, swimming with arms and fixated on the surface. Procedures – make contact with the panicked diver, low on the body or from behind, to slow and control the panicked ascent; dump air from the BCD(s) and flare out to create drag.

Emphasize that "panicked divers" should keep the regulators in their mouths and the ascent rate should be no faster than 18 metres/60 feet per minute. The maximum depth for this exercise is 12 metres/40 feet.

Out-of-Air Emergency and Ascent – Make sure divers are familiar with each other's alternate air source configurations. Have a diver simulating an out-of-air emergency swim up to the rescuer. Procedures – provide an alternate air source and take control of the situation; communicate with the out-of-air diver; maintain contact and ensure that the diver has reestablished normal breathing before beginning the ascent.

Ask the out-of-air diver to orally inflate the BCD at the surface to continue simulating out-of-air. Have the rescuer provide buoyancy support during oral inflation.

Rescue Exercise 5 – Missing Diver

Missing Diver Procedures – Conduct this exercise as a scenario of a diver who surfaces then disappears, perhaps incapacitated. Have each rescuer take charge of the situation and start by determining where the diver was last seen by talking to the diver's buddy or others who may have seen the diver. Procedures – post spotters to watch for bubbles; send skin divers to mark the last known location; begin the initial search with a buddy on scuba in the area where the missing diver was last seen; sink, not swim, to the bottom to replicate how an unconscious diver might drift; use the search pattern most suited to the environment or situation – U pattern search, expanding square search, circular search and surface led search.

It's useful to have the rescuer walk through search patterns on land/boat first.

Rescue Exercise 6 – Surfacing the Unresponsive Diver

Positive Buoyancy Ascents – Have student divers use their low pressure inflators to make themselves slightly positively buoyant, then kick upward to start the ascent. The divers need to vent excess air to control the ascent rate – frequently releasing small amounts of air from the BCD so the expanding air doesn't cause a runaway ascent. Explain that if they become too positively buoyant, they can slow the ascent by flaring out. The divers need to breathe continuously and ascend no faster than 18 metres/60 feet per minute. The maximum depth for this exercise is 9 metres/30 feet.

Surfacing an Unresponsive Diver – Have the rescuer find an unresponsive diver underwater. Procedures – take note of the situation without wasting time – for example, look to see if the cause of the accident is obvious, what equipment is in place and what is the unresponsive diver's position relative to bottom (face down, floating off bottom, etc.); if the regulator is in the diver's

mouth, hold it in place during ascent and if not, don't waste time trying to replace it; grasp the unresponsive diver from behind or by the tank valve and maintain head in a normal position; establish slight positive buoyancy (unresponsive diver or rescuer) and control the ascent as practiced.

Advise divers that if the rescuer loses control of the ascent – abort the exercise, establish control and try again. On reaching the surface, have the rescuer turn the unresponsive diver face up, establish positive buoyancy, including effective weight removal, and call for help.

Rescue Exercise 7 – Unresponsive Diver at the Surface

Make Contact and Check for Breathing – Have the rescuer first confirm that the diver is unresponsive by splashing or calling to the diver. Procedures – get the unresponsive diver's face above water by crossing arms and grabbing the wrists to turn the diver face up; establish buoyancy by removing weight pockets and/or weight belt, pulling clear from the body before dropping and inflating BCDs; at some point, call for help; remove the unresponsive diver's mask and regulator, open the airway and check for breathing for approximately 10 seconds by placing your face near the diver's mouth while looking at the diver's chest.

Make sure equipment handlers are in place to hold on to removed equipment.

Inwater Rescue Breathing – Remind the rescuer that the priorities are to keep water from entering the unresponsive diver's airway, to maintain effective and adequate ventilations and to pace physical exertion to avoid exhaustion. Have the rescuer start by establishing enough buoyancy to maintain comfortable and effective technique. Then have the rescuer open and maintain the unresponsive diver's airway using the do-si-do and head cradle methods. (Teaching positioning for mouth-to-nose breathing is optional.)

Have the rescuer use a rescue breathing mask by deploying the mask on approach to the victim. Procedures – work above the unresponsive diver's head, with fingers on the diver's jaw bone, thumbs on mask and diver's head tilted to maintain airway; start with two full breaths near (not in) the rescue breathing mask inlet, and then one breath every five seconds; place a thumb over inlet and maintain mask seal to protect from waves entering the mask.

Have the rescuer practice mouth-to-mouth breathing. Procedures – maintain the open airway; administer two initial breaths by slightly lifting and rolling the unresponsive diver toward you without submerging the diver; simulate mouth-to-mouth contact by sealing your mouth on the diver's chin (immediately below the mouth); follow with one breath every five seconds; and in adverse environmental conditions, cover the unresponsive diver's mouth while not ventilating.

Cover optional mouth-to-nose techniques if this is an appropriate technique for the area. Also cover optional mouth-to-snorkel techniques by reviewing acceptable snorkel types, correct positioning of snorkel and hands, and use during towing.

Equipment Removal While Towing – Remind the rescuer that equipment removal is always a secondary priority to administering effective ventilations and getting an unresponsive diver out of the water as quickly as possible. Simulating a long swim to shore, have the rescuer remove personal gear and the unresponsive diver's equipment in small steps. Make sure equipment handlers are in place to hold on to removed equipment.

Procedures: Think about buoyancy first; start removing equipment in a logical order while always using one hand to ensure the diver's airway stays open; keep a rhythm when giving rescue breaths

and release and remove equipment pieces between breaths; if rescue breaths are interrupted, resume as soon as possible with two breaths; and keep towing to safety while ditching gear.

Have the rescuer practice different techniques such as removing personal equipment first, then the unresponsive diver's. Have the rescuer practice with divers of different sizes with different equipment configurations, if possible.

Rescue Exercise 8 – Exiting the Unresponsive Diver

Exit with a Breathing, Unresponsive Diver – If exiting onto shore, discuss techniques for getting through surf or dealing with a rocky exit as appropriate for the area. Have the rescuer practice the following carries as appropriate for the environment and based on the rescuer's capabilities:

- Drag
- Fireman's carry
- Saddleback carry
- Packstrap carry

Next have rescuers practice two-person carries onto shore.

If conducting dock or boat exits, have the rescuer practice the following exit techniques as appropriate and based on the rescuer's capabilities.

- Standard lifeguard exit
- Ladder carry

Next have rescuers practice two-person exits onto the dock or boat including:

- Roll up
- Use of backboard or makeshift backboard.

Exit with a Nonbreathing Diver – For a nonbreathing diver, explain that the main priority is maintaining continuous rescue breathing while exiting. The rescuer should not interrupt rescue breaths longer than 30 seconds, and if possible, administer two ventilations prior to interruption and administer two breaths when resuming rescue breathing.

Have the rescuer start rescue breathing with the nonbreathing diver, then exit the water using one of the carries or techniques previously practiced – first unassisted and then again with assistance. Encourage the rescuer to try different techniques with each attempt until confident in exiting with a nonbreathing diver.

Rescue Exercise 9 – First Aid for Pressure-related Injuries and Oxygen Administration

(or PADI Emergency Oxygen Provider course skill development)

Administer Oxygen to a Breathing, Unresponsive Diver – Remind the rescuer that a breathing injured diver can get 100 percent oxygen through a nonresuscitator demand valve unit. If not available, a free-flow mask is acceptable. Have the rescuer start by opening the oxygen kit and assembling the unit, if necessary. Procedures – slowly open the valve and test the unit by inhaling from the mask, but not exhaling into the mask; secure the oxygen unit to prevent movement and say to the injured diver "This is oxygen. It will help you. May I give it to you?" if no

answer, assume agreement; place the mask on the diver's face; use the head strap and be sure to monitor the oxygen pressure gauge.

Administer Oxygen to a Nonbreathing Diver – Explain that with a nonbreathing diver, using a rescue breathing mask with oxygen inlet valve and continuous flow oxygen is beneficial. Have a student diver (or staff) begin CPR on a simulated nonbreathing diver (or mannequin) while using a rescue breathing mask for rescue breathing. Have the rescuer open the oxygen kit and attach the oxygen tube from the continuous flow outlet to the rescue breathing mask without interfering with rescue breathing/CPR. Procedures – slowly turn open the valve and set the flow rate for 15 litres per minute; secure the oxygen unit to prevent movement and monitor the oxygen pressure gauge.

Have the rescuers switch positions so that everyone does CPR and also attaches the oxygen to the mask.

Rescue Exercise 10 – Response from Shore/Boat to Unresponsive (nonbreathing) Diver at the Surface

Unresponsive Diver at the Surface – Explain that this exercise combines most of the skills student divers have been learning and prepares them for participating in the scenarios. Start by positioning the nonbreathing diver and equipment handler 50-100 metres/yards offshore or away from the boat. Have the rescuer enter the water (without scuba), swim to the unresponsive nonbreathing diver and initiate rescue breathing. Procedures – transport the nonbreathing diver toward safety, removing equipment if it seems appropriate; exit with the nonbreathing diver while continuing rescue breathing using aid if it's available (other student divers or certified assistant).

Once on shore/boat, tell the rescuer that the nonbreathing diver does have a weak pulse, but is still not breathing. Have the rescuer take first aid measures such as administering oxygen. Repeat the exercise until all student divers have been the rescuer.

Emergency Assistance Plan

Have each student diver prepare an emergency assistance plan for the location(s) where the scenario(s) will be held. Assign the location ahead of time to allow time for divers to complete the plan(s). Refer divers to Chapter One of the PADI *Rescue Diver Manual* for information on emergency assistance plans.

Evaluate the Emergency Assistance Plans based on their completeness in providing information needed to manage a dive accident at the assigned site. The plan may include information such as local emergency medical contact information, contact information for local authorities involved in evacuating an injured diver, contact for area diver emergency service (if applicable) or nearest operational recompression chamber, communication requirements (such as if the area has no cellular service) and any other information that would apply to the particular area.

When plans are complete, have divers make copies of their plans for each other's reference and use during the scenarios. The Emergency Assistance Plan may be credited as meeting the Emergency Assistance Plan requirement in the PADI Divemaster course.

Rescue Review

The PADI Rescue Diver course encourages student divers to periodically update and refresh their skills. The following outlines a rescue review program for certified Rescue Divers interested in refresher training. This is not a certification. Additional topics may be added at instructor discretion.

1. Assign divers to enroll in *Rescue Diver eLearning* to review knowledge development, or have them review the most current versions of the PADI *Rescue Diver Manual* and watch the PADI *Rescue Diver Video* and administer the PADI Rescue Diver examination. Discuss any questions missed until divers demonstrate mastery.
2. It's recommended that you conduct an Emergency First Response Refresher with the Rescue Review to retrain and update CPR/first aid skills.
3. Conduct Rescue Exercises 7, 8 and 10 with the divers. You may combine Rescue Review participants with student divers in the PADI Rescue Diver course.
4. Conduct Open Water Rescue Scenario 2; ideally with a PADI Rescue Diver course in progress.

Rescue Scenarios Conduct and Technique Recommendations

Scenario 1 – Unresponsive Diver Underwater

Set Up

1. Maximum depth for this scenario is 9 metres/30 feet.
2. Consider conducting the scenario in two parts. The first part is the search for the missing diver and the second part is bringing a diver simulating unresponsiveness to the surface using controlled positive buoyancy.
3. For the first part, have rescuers search for a large object rather than a diver, so that bubbles don't easily give away the location. When the object is found, have a diver step in as the unresponsive diver.
4. Use at least four divers to make this scenario realistic (a combination of student divers, certified assistants or other Rescue Divers).
5. For the scenario, assign divers to be the:
    - Missing, unresponsive diver
    - Missing diver's buddy
    - Shore or boat support/spotter/skin diver to mark the last known location
    - Rescuers
6. Have a certified assistant or the missing diver's buddy position the missing object on the bottom. Have the missing diver's buddy take a position on the surface not necessarily near the missing object. Position everyone else on shore or the boat.

Conduct

1. Begin the scenario with the missing diver's buddy swimming toward the shore/boat yelling about the missing buddy.
2. Have the rescuer or rescue buddy team take charge and gather information from the missing diver's buddy. The rescuer or team should make assignments to the others available and initiate the search for the missing diver.
3. When the missing object is found, have the rescuer surface an actual missing diver using a controlled positive buoyancy ascent. This is the end of the scenario.
4. If the search is taking too long, stop and reorganize the scenario.
5. Repeat the scenario to build confidence, improve rescuer performance.

Debrief

Have divers critique themselves constructively while you guide the process by asking these questions:

- Was the missing diver found quickly? If not, why?
- Was the search organized quickly and effectively? Was anything left out? If so, what?
- Did you note the victim's condition on the bottom?
- What worked effectively during the rescue? What didn't?
- Was emergency care summoned as quickly as possible? Why or why not?
- What would you do differently?

Scenario 2 – Unresponsive Diver at the Surface

Set Up

1. For the scenario, assign divers to be the:
    - Unresponsive diver
    - Rescuer
    - Gear handlers
    - Shore or boat support
2. Have a first aid kit and oxygen unit available for rescuers to use.
3. Have a CPR mannequin and AED available, if possible.
4. Position the unresponsive diver on the surface several metres/yards away from the rescuer. Position gear handlers nearby, but everyone else on the shore or boat.

Conduct

1. Begin the scenario with the unresponsive diver weakly calling for help, then slumping over face-down on the surface.
2. Have the rescuer respond by approaching the diver, evaluating the situation and making contact. At this point, tell the rescuer that the diver is not breathing.
3. The rescuer should begin inwater resuscitation, getting the diver to the shore or boat and exiting as effectively as possible – using assistance if available.
4. On the shore or boat deck, when the rescuer checks for signs of circulation, tell the rescuer that the diver has no pulse. At this point, switch a CPR mannequin for the diver, if available
5. End the scenario after a couple minutes of CPR or after the rescuer sets up and uses the AED unit (if available).
6. Repeat the scenario to build confidence, improve rescuer performance.

Debrief

Have divers critique themselves constructively while you guide the process by asking these questions:

- Did you assess the victim's condition (breathing or not)?
- Did you assess how long it would take to reach help (more or less than 5 minutes)?
- Was emergency care summoned as quickly as possible? Why or why not?
- Was equipment removed? If so, was it done in the best place for the circumstances? Why or why not?
- How effective was first aid? What could have been improved?
- What worked effectively during the rescue? What didn't?
- What would you do differently?

DIVEMASTER COURSE
Conduct and Skill Recommendations

Overview

The PADI Divemaster course builds on the problem solving skills developed in the PADI Rescue Diver program, and extends their application from accident management and prevention to supervisory situations with students and certified divers. The course also helps divers form the appropriate leadership attitude and prepares them to make sound judgment calls. Divemaster candidates learn to problem-solve safety-related issues, and to have a positive, solution-oriented attitude toward customer service, business and operational challenges.

The PADI Divemaster course is divided into knowledge development, waterskills development, and practical application sections. Through this training, divemaster candidates develop exemplary dive skills including fine-tuning rescue skills. They also strengthen their dive theory knowledge, which is the foundation for creative problem solving. Divemasters gain competence as certified assistants and dive supervisors. Certified PADI Divemasters are role models who follow responsible dive practices and demonstrate care for the aquatic environment. Their knowledge, skill and enthusiasm for diving helps people have fun within their interests and skill levels.

General Suggestions

1. As with any PADI course or program, diver safety is your first priority when planning, organizing and conducting divemaster training.
2. Develop a mentor relationship with divemaster candidates. Guide them by explaining why you make specific choices and the basis for your judgment. Share your personal insights about teaching and supervising divers. This mentorship approach and relationship is more effective in developing divemaster candidates' judgment and attitudes than simply trying to tell them how to think. (See Training Dive Leaders in the Philosophy and Approach section of this manual for more on this instructional approach.)
3. For the knowledge development segment of the course, candidates have two independent study options: 1) complete PADI *Divemaster eLearning*; or 2) read the PADI *Divemaster Manual* and watch the PADI *Divemaster Video.* You must conduct the first presentation – The Role and Characteristics of a PADI Divemaster. You fill in additional information and clarify understanding during classroom review sessions. Use the Divemaster Course Lesson Guides for both class presentations and prescriptive review.
4. The Divemaster Final Exam is divided into Part 1 and Part 2, and there are two versions of the exam – A and B. Each part contains 60 questions. Part 1 tests knowledge relating to supervising divers and instructional activities. Part 2 tests environmental and dive theory knowledge. Either administer the entire 120-question test, or have candidates take each part separately. Candidates who have completed *Dive Theory eLearning* within 12 months (eRecord is proof) may receive credit for Part 2 of the exam. Candidates must score 75 percent on each part of the exam. Retest and remediate as necessary for mastery.
5. For the waterskills development segment, consider scheduling several confined water dives to spread out the exercises. This helps to avoid overwhelming candidates – both physically and mentally – and gives them time to work independently on stamina or skills in between sessions.

6. Conduct the practical application skills and workshops as developmental sessions that include a variety of problem-solving scenarios. This provides candidates with hands-on experience in handling problems and learning from their mistakes within a low-stress developmental situation.
7. Candidates who have a PADI Search and Recovery Diver certification may be credited with completing Skill 4 - Search and Recovery Scenario. Candidates who have a PADI Deep Diver certification may be credited with completing Skill 5 - Deep Dive Scenario.
    a. For candidates who need more logged dives to meet the prerequisite requirement of 40 dives, consider offering these two specialties prior to the divemaster course.
    b. For candidates who need more logged dives to meet the certification requirement of 60 dives, consider integrating these two specialty courses into divemaster training.
8. It's best to have candidates work with student divers during Practical Assessments 1-3. However, if this is not feasible, role playing is acceptable. Have at least four people to role-play during each assessment. Role-players can be other divemaster candidates, instructional staff or certified divers. Have divemaster candidates work with certified divers during Practical Assessment 4. Repeat assessments as necessary until divemaster candidates meet performance requirements.
9. Encourage divemaster candidates to dive as much as possible throughout the course. Everyone benefits from spending more time diving.
10. At the time of certification, divemaster candidates also need to have current EFR Primary and Secondary Care training within 24 months. Consider offering EFR Instructor training as part of your divemaster courses to ensure that candidates meet this requirement and also gain additional teaching opportunities after certification.

Sequencing Considerations

1. Knowledge Development Topic 1 – The Role and Characteristics of a PADI Divemaster precedes all water sessions – exercises, workshops, assessments and practical application.
2. Knowledge Development Topics 2 and 3 – Supervising Certified Divers and Assisting with Student Divers must precede all Practical Assessments.
3. Knowledge Development Topic 5 – Divemaster-Conducted Programs should precede Divemaster-Conducted Programs Workshops.
4. Assign the emergency assistance plan and mapping project to divemaster candidates early in the course to give them adequate time to complete the assignments. Note that the Emergency Assistance Plan candidates completed for their PADI Rescue Diver course may be credited as meeting the corresponding requirement in this course.
5. Refer to the Sample Divemaster Course Schedule for suggestions regarding integrating skills and workshops. For example it's logical to conduct Skill 3 – Dive Briefing and then continue on to Workshop 5 – Discover Local Diving in Open Water that has candidates present a dive briefing to participants.

Sample Divemaster Course Schedule – 1

The following sample schedule suggests ways you can organize the PADI Divemaster course when candidates complete independent study through PADI *Divemaster eLearning*. With this as a guide, arrange a schedule that fits your logistical and candidate needs. Remember that there is a great deal of flexibility allowed for arranging course components.

One

Preparation: Candidates read the PADI *Divemaster Manual* Chapter 1 online.
Candidates print out eRecord after completing *Divemaster eLearning*.

Classroom: Course Orientation and The Role and Characteristics of a PADI Divemaster.
Review Knowledge Review for Topic 1.

Confined Water:

- Waterskills Exercises 1 and 2
- Skill demonstration practice (one skill to score 5; review 24 skills)
- Workshop 1 – ReActivate Program

Assignments: Emergency – Assistance Plan and Mapping Project locations

Two

Confined Water:

- Waterskills Exercises 3 and 4
- Diver Rescue
- Workshop 2 – Skin Diver Course and Snorkeling Supervision

Open Water:

- Skill 1 – Dive Site Set Up and Management
- Skill 4 – Search and Recovery Scenario

Three

Confined Water:

- Waterskills Exercise 5
- Workshop 3 – Discover Scuba Diving in Confined Water

Open Water:

- Workshop 4 – Discover Scuba Diving – Additional Open Water Dive

Four

Confined Water:

- Dive Skills Workshop – evaluate 24 skills

Open Water:

- Skill 3 – Dive Briefing
- Workshop 5 – Discover Local Diving in Open Water

Five

Classroom: Divemaster Final Exam

Open Water:

- Skill 5 – Deep Dive Scenario
- Practical Assessment 3 – Continuing Education Student Divers in Open Water

Six

Confined Water: Practical Assessment 1 – Open Water Diver Students in Confined Water

Seven

Open Water: Practical Assessment 2 – Open Water Diver Students in Open Water

Eight

Open Water: Practical Assessment 4 – Certified Divers in Open Water

Sample Divemaster Course Schedule – 2

The following sample schedule suggests ways you can organize the PADI Divemaster course when candidates study independently with the PADI *Divemaster Manual* and *Video*. With this as a guide, arrange a schedule that fits your logistical and candidate needs. Remember that there is a great deal of flexibility allowed for arranging course components.

One

Preparation: Candidates read the PADI *Divemaster Manual* Chapter 1 and watch the Divemaster Video

Classroom: Course Orientation and The Role and Characteristics of a PADI Divemaster.
Review Knowledge Review for Topic 1.

Confined Water:

- Waterskills Exercises 1 and 2
- Diver Rescue

Assignments: Emergency Assistance Plan and Mapping Project locations.
Read the *Divemaster Manual* Chapters 2 and 3 and review the video.

Two

Classroom: Review Knowledge Reviews for Topic 2 – Supervising Diving Activities and
Topic 3 – Assisting with Student Divers

Confined Water:

- Waterskills Exercises 3 and 4
- Skill demonstration practice (one skill to score 5; review 24 skills)

Open Water:

- Skill 1 – Dive Site Set Up and Management

Assignments: Read the *Divemaster Manual* Chapters 4 and 5 and review the video.

Three

Classroom: Review Knowledge Reviews for Topic 4 – Diver Safety and Risk Management and Topic 5 – Divemaster-Conducted Programs

Confined Water:

- Waterskills Exercise 5
- Workshop 1 – ReActivate Program
- Dive Skills Workshop – evaluate 24 skills

Assignments: Read the *Divemaster Manual* Chapter 6

Four

Classroom: Review Knowledge Reviews for Topic 6 – Specialized Skills and Activities

Open Water:

- Workshop 2 – Skin Diver Course and Snorkeling Supervision
- Skill 4 – Search and Recovery Scenario

Assignments: Read the *Divemaster Manual* Chapters 7 and 8

Five

Classroom: Review Knowledge Reviews for Topic 7 – Business of Diving and Your Career and Topic 8 – Awareness of the Dive Environment

Confined Water:

- Workshop 3 – Discover Scuba Diving in Confined Water

Open Water:

- Skill 3 – Dive Briefing
- Workshop 4 – Discover Scuba Diving - Additional Open Water Dive
- Workshop 5 – Discover Local Diving in Open Water

Assignments: Read the *Divemaster Manual* Chapter 9

Six

Classroom: Review Knowledge Review for Topic 9 – Dive Theory Review and administer Divemaster Final Exam

Open Water:

- Skill 5 – Deep Dive Scenario

Seven

Confined Water: Practical Assessment 1 – Open Water Diver Students in Confined Water

Eight

Open Water: Practical Assessment 2 – Open Water Diver Students in Open Water

Nine

Open Water: Practical Assessment 3 – Continuing Education Student Divers in Open Water

Ten

Open Water: Practical Assessment 4 – Certified Divers in Open Water

Divemaster Waterskills Development Conduct and Technique Recommendations

Waterskills Exercises

Conduct the five required Waterskills Exercises in confined water. If using a swimming pool, make sure you know the length and number of laps required for each exercise. If using confined open water, have an accurate way of measuring the required distance and supply visual guides so candidates can stay on course. To ensure accuracy, have staff count laps for candidates.

There is no passing score for most exercises, except for a minimum passing score of 3 required for the Equipment Exchange. However, candidates must complete each exercise (for example, swim the entire distance required) to earn a score. A combined score of 15 or more is required prior to certification. Encourage candidates to aim for the top score (5) on each exercise. Give divemaster candidates who don't pass initially time to practice and develop their abilities while continuing in other areas of the course.

Exercise 1: 400 Metre/Yard Swim – Have candidates swim 400 metres/yards without stopping. Explain that they can use any stroke or combination of strokes. No swimming aids are allowed.

Exercise 2: 15 Minute Tread – Have candidates tread water, drown proof, bob or float using no aids and wearing only a swimsuit for 15 minutes, with hands (not arms) out of the water during the last two minutes. A candidate who has a physical impairment that makes it difficult or impossible to hold hands out of the water is exempted from that portion of the exercise with no effect on the score.

Exercise 3: 800 Metre/Yard Snorkel Swim – Have candidates swim 800 metres/yards without stopping using mask, snorkel and fins. Explain that they must swim face down, not use arms and that no flotation aids are allowed. A candidate with leg-use limitations who normally arm-swims, may use arms. If a candidate stops, the exercise is incomplete and must be repeated.

Exercise 4: 100 Metre/Yard Inert Diver Tow – At the surface, have candidates tow (or push) a diver for 100 metres/yards nonstop without assistance. Both divers have on full scuba equipment. This is a swimming power evaluation (speed-against-drag) not a rescue evaluation. If a candidate stops, the exercise is incomplete and must be repeated.

Exercise 5: Equipment Exchange – This exercise creates an environment with unforeseeable challenges that requires candidates to apply their experience, knowledge and creativity to meet the demands of the moment. It is a problem-solving evaluation and development tool only – it has no other application. In confined water:

- Assign buddy teams and have candidates put on full scuba equipment. Orient candidates to procedures for sharing the same single regulator second stage, including exhalation between breaths and not covering the purge button as the regulator is passed back and forth.
- Give buddy teams less than five minutes to discuss the exercise. Have candidates begin sharing a single regulator second stage in water too deep in which to stand, exchange equipment and continue sharing air until they swim into shallow water.
- Variation from normal diving practice is acceptable during the exchange, because this exercise creates highly unusual circumstances.

- Evaluate each candidate's ability to control stress while solving problems. It's acceptable to give each member of a buddy team a different score if one member dominates the exercise, or if it's obvious that difficulties lie with one candidate substantially more than the other.
- Do not assign problems during this exercise. Problems and unforeseeable challenges typically occur naturally during the exercise for candidates to resolve.

Diver Rescue

Conduct this diver rescue assessment in either confined water or open water. Evaluate the divemaster candidate's ability to perform a rescue in an emergency and also to be a role model for assisting with PADI Rescue Diver courses. The focus is on proper techniques with emphasize on quick transport to a solid surface to begin compressions.

Start with the victim in full scuba equipment submerged about 25 metres/yards from the rescuer. Gear handlers should be ready to collect and hold equipment. Have the rescuer enter the water to locate and surface the victim. Watch that the rescuer properly checks for and initiates breathing, tows the victim while removing equipment and removes the victim from the water.

Use the following criteria to determine if the rescuer made an effective rescue. Did the rescuer:

- Surface with the victim in an appropriate manner?
- Establish the victim's buoyancy after surfacing; pulling weights clear from the body before dropping?
- Look, listen and feel for breathing?
- Open the airway and give two rescue breaths?
- Call for help?
- Use an effective inwater rescue breathing technique?
- Protect the victim's airway?
- Maintain regular ventilations with no or very few interruptions?
- Remove both sets of equipment?
- Prioritize towing the diver to safety while protecting the airway, continuing rescue breathing?
- Exit the water with the diver (using assistance only when physical challenges or the environment made it necessary)?

Dive Skills Workshop

Developing Demonstration-quality Skills – Describe the characteristics of a demonstration-quality skill and explain that the focus is on exaggerating the critical attributes. Tell candidates that the goal is to execute the skill in a way that allows student divers to see and then copy the skill. Explain that fine-tuned skill demonstrations are effective teaching tools. Demonstrate each skill, then allow candidates to practice independently while you watch. Remediate as necessary until candidates are comfortable with each skill.

Dive Skills Evaluation – When candidates are prepared, score each candidate skill demonstration. Explain that candidates should strive to score a 4 or 5 on each skill. Have candidates perform the 24 skills (as listed in the PADI *Instructor Manual* – Divemaster Course Instructor Guide) and grade them according to the scoring criteria. Use Skill Evaluation Slate and encourage candidates to perform skills while neutrally buoyant. If candidates have difficulty with certain skills, demonstrate the skills for them. Have candidates repeat the skills until they earn at least 82 total points, with no individual score below 3. They must score a 5 on at least one underwater skill.

Divemaster Practical Application Conduct and Technique Recommendations

Practical Skills

Skill 1: Dive Site Set Up and Management – This skill prepares candidates to organize and manage the predive preparation at a dive site whether they are supervising certified divers or acting as an instructional assistant. Conduct this from a boat or a shore location depending on what candidates will experience after certification. With a large number of candidates, consider visiting different dive sites, so each candidate has the opportunity to think through a new site set up and management. Have candidates work in buddy teams or independently, with other candidates or staff role-playing divers.

After arriving at the dive site, prompt candidates to:

- Choose a location appropriate for divers to assemble equipment. Ask candidates to explain why they chose the location. For example, why choose a shady spot with grass versus a sandy spot on the beach in full sun, or vice versa?
- Prepare emergency equipment, such as a first aid kit and oxygen unit. Ask candidates to explain what emergency equipment is available and where it is located. Have candidates explain diver recall procedures.
- Role-play greeting divers as they arrive at the site/boat and provide direction, such as where to place equipment, the location of nearest facilities, etc. Remind candidates of the social aspects of divemastering – smiling, being helpful and ensuring a fun experience.
- Role-play organizing a dive roster and reviewing check-in and check-out procedures with divers.
- Choose an appropriate vantage point from which to monitor the dive – either on the surface or underwater. Ask candidates to explain why they chose the vantage point for the dive.
- Be accessible to answer diver questions and prepare to assist divers both before and after the dive. Ask candidates to explain how they might interact with divers (for example, providing snacks or drinks, or discussing local aquatic life and how to protect it, etc.) and what help they anticipate divers may need before and after the dive. Have divers role-play asking for assistance from the divemaster. This may include a diver with equipment problems; a diver missing equipment or with equipment that needs minor repair; a diver who feels seasick or is overheated, etc.
- Prepare and set a float or descent line and dive flag. If shore diving, have candidates prepare the float and flag, then enter the water and set the float in an appropriate location. Ask candidates to explain why they chose the location for the float. If boat diving, have candidates set or check on the descent line and dive flag.

Skill 2: Mapping Project – Candidates combine several skills – dive planning, underwater navigation, search patterns and data recording – to make a map of a dive site. Assign different dive sites to buddy teams to complete independently, or you may have the entire class collaborate on a single map. Try to select sites that the candidates aren't overly familiar with. Emphasize the importance of dive planning as primary to successful mapping. Remind candidates to be as accurate as possible in their measurements and what they record –

attention to detail makes for a better map. Point out that the grid on their Divemaster Slates is helpful to use during this project. Help candidates practice search patterns, as necessary, before the mapping project.

Have divemaster candidates survey an open water dive site and create a detailed map of the site showing (as applicable to the site) the underwater relief, important points of interest, any relevant environmental notes, recommended entry/exit areas, local facilities, and potential hazards.

When the map is complete, ask candidates to analyze how the project went – what they did well and what they would change.

Skill 3: Dive Briefing – Because candidates will conduct dive briefings during course workshops and throughout their divemaster careers, this skill allows them to practice speaking to a role-playing group of divers while using their Divemaster Slates as a guide. Have candidates reference the PADI *Divemaster Manual* for more information on the briefing points.

Have divemaster candidates conduct a dive briefing for a familiar dive site covering all 10 points as listed on the Divemaster Slates. Suggest that candidates use their Mapping Project dive site map, if possible. Encourage candidates to smile, relax and interact with the divers during the briefing. Provide positive reinforcement for points covered well and briefly offer suggestions for improvement for future briefings.

Skill 4: Search and Recovery Scenario – Candidates who have a PADI Search and Recovery Diver certification may be credited with completing this skill. Consider integrating the Search and Recovery specialty course into divemaster training to cover this requirement.

As dive professionals, candidates will likely be involved in a search and recovery operation at some point during their careers – even if it's just searching for a dropped piece of dive equipment. This skill provides practice in running search patterns and using a lifting device.

To conduct this skill, you'll set up several search and recovery scenarios. In the first scenario, hide a small object for candidates to find. Give them an approximate location (for example, explain that sunglasses were dropped within 3 metres/10 feet of the dive flag) and have candidates work in buddy teams to search for the object. Remind them to pick a search pattern appropriate for the local conditions and object size.

The next scenario involves finding a larger, heavier object (not more than 11 kilograms/25 pounds) and using a lifting device to bring it to the surface. Provide candidates with a general description of where the object might be and remind buddy teams to choose an appropriate search pattern. Have candidates tie knots appropriate for attaching the lifting device to the object – a bowline, two half-hitches and/or a sheet bend (if tying lines together), or have them tie the knots separately while underwater. Remind buddy teams to practice proper lifting techniques. Repeat scenarios as necessary so all candidates lead searches, tie the knots and lift the object.

Skill 5: Deep Dive Scenario – Candidates who have a PADI Deep Diver certification may be credited with completing this skill. Consider integrating the Deep Diver specialty course into training to cover this requirement.

Because deep diving takes more planning and preparation, this skill provides candidates with additional experience to better prepare them to supervise deep dives. To conduct this skill, start by having candidates prepare emergency breathing equipment to position at the safety stop depth.

Consider having each buddy team set up a system and position it suspended from the boat, or on the descent line if diving from shore.

Review and have candidates practice descent techniques for a deep dive – using a visual reference, controlling the descent rate and staying with their buddy or the group.

While at depth, have candidates navigate using a compass at least 20 kick cycles away from and back to the reference line or a designated spot. Repeat as necessary until candidates master accurate navigation.

Have candidates ascend at a rate no faster than 18 metres/60 feet per minute while using a depth gauge and timing device, or a dive computer, to monitor the ascent rate. At the 3-minute safety stop, have candidates maintain their positions without holding on to the reference line or the emergency breathing equipment.

After the dive, ask candidates what additional factors they would need to consider if supervising a group of divers on a deep dive at this location.

Divemaster-Conducted Programs Workshops

Workshop 1: ReActivate Program – This workshop prepares candidates to independently conduct a PADI ReActivate program for certified divers. Start by reviewing ReActivate standards with candidates in the PADI *Instructor Manual,* and discuss knowledge assessment options.

Explain that *ReActivate eLearning* come with replacement certification card processing. A diver must complete both the knowledge and skill refresher to qualify for a replacement card with a "ReActivated" date. Position ReActivate as not just a refresher, but an inviting way to get people back in the water enjoying the dive lifestyle.

At the confined or open water site, role-model how to organize participants and equipment. Provide a general area/facility orientation, and ask candidates what other information or directions they might provide to participating divers; for example, how to enter or exit the water, etc.

Have candidates refer to their Divemaster Slates and use the questions on the slate to interview divers and prescriptively decide skills to practice. Ask the other candidates/staff role-playing as divers to request skills to practice or imply a need to review certain skills based on a period of inactivity or past dive experiences. Emphasize the need to keep the dive prescriptive to the divers' needs, so that it remains enjoyable while building diver confidence.

Have candidates take turns briefing one of the four required skills or a requested skill, demonstrating the skill and conducting practice with other candidates/staff who are acting as participants. Randomly assign problems to participants for the candidates to catch and correct. Remediate demonstrations and problem-solving as necessary.

Conclude by discussing procedures for processing certification cards with ReActivate dates through the PADI Online Processing Center. Go over how to encourage participants to go on to complete another dive through the Discover Local Diving experience.

Workshop 2: Skin Diver Course and Snorkeling Supervision – This workshop can either focus on preparing candidates to teach the PADI Skin Diver course, or on showing candidates how to lead snorkeling tours and supervise snorkelers. Base the focus on candidates' interests as well as what opportunities exist for candidates in the local area. You may conduct two workshops if appropriate. Workshops may be conducted either in confined water or open water.

At the confined or open water site, role-model how to organize participants and equipment. Provide a general area/facility orientation, and ask candidates what other information or directions they might provide to participants; for example, how to enter or exit the water, etc.

Have candidates refer to their Divemaster Slates and discuss the difference between a scuba dive briefing and a skin dive/snorkel tour briefing. Point out that the PADI Skin Diver course skills are listed on their slates.

Assign a different scenario to each candidate, and ask the candidates to conduct a briefing based on the scenario. For example, if focusing on leading snorkel tours, tell a candidate that there are 20 snorkelers ready to explore a tropical reef from a large boat; or four skin divers in temperate water entering off the beach through mild surf; or two families with children snorkeling in a calm lagoon.

If focusing on the PADI Skin Diver course, create a scenario with four Skin Diver course students learning skin diving skills in the pool. Vary the ages and physical abilities of the skin diving students. In the water, have candidates take turns leading a short tour or practicing skin diving skills while other candidates/staff act as participants. Randomly assign problems to participants for candidates to catch and correct. Remediate supervision techniques and problem-solving as necessary.

Conclude by having candidates explain the differences between supervising snorkel tours where people swim on the surface only and don't require much coaching, to working with people who are interested in surface dives and perfecting their skills. Also, discuss why people snorkel instead of scuba dive, and how a divemaster can supply experiences that allow snorkelers and skin divers to discover the underwater world.

Workshop 3: Discover Scuba Diving Program in Confined Water – This workshop helps candidates understand the extra caution and conservative measures needed when working with nondivers. Start by reviewing Discover Scuba Diving standards with candidates in the PADI *Instructor Manual*, and discuss what a divemaster can do as a certified assistant during a confined water experience. Also review Discover Scuba Diving Leader Internship Requirements with candidates and discuss how candidates can qualify after certification as a divemaster.

In the water, conduct a role-model Discover Scuba Diving confined water session. Have candidates take turns acting as your certified assistant while other candidates/staff act as participants. Have candidates help participants with equipment and supervise participants as they swim around in s hallow water. Randomly assign problems to participants being supervised by a candidate, for the candidate to catch and correct. Remediate assistant positioning, supervision and problem-solving as necessary.

Workshop 4: Discover Scuba Diving Program – Additional Open Water Dive – This workshop continues reinforcing to candidates the extra caution and conservative measures needed when working with nondivers. Start by reviewing Discover Scuba Diving standards with candidates specific to ratios and supervision during a divemaster-led additional open water dive. Stress the importance of positioning to stay close to and observe participants, adjust participants' buoyancy, and to respond immediately if a need arises. Also stress that candidates are responsible for monitoring participant air supply and depth.

Assign two people (other candidates/staff) to role-play participants for each candidate. Have each candidate conduct a dive briefing for their assigned participants. Emphasize the need to interact with participants and build rapport before the dive.

In the water, have candidates take turns leading their participants during the dive. Randomly assign problems to participants for candidates to catch and correct. Remediate supervision techniques and problem-solving as necessary.

Conclude by discussing how to encourage participants to enroll in a PADI Open Water Diver course.

Workshop 5: Discover Local Diving in Open Water – This workshop allows candidates to practice evaluating dive conditions, planning a dive, giving a dive briefing with a complete environmental orientation, leading a dive and supervising divers. It also has candidates learn how to and demonstrate deploying a surface marker buoy (SMB). Make sure you have SMBs available for candidates to use during the dive.

Start by reviewing Discover Local Diving standards with candidates. Point out that the Divemaster Slates outline the Discover Local Diving program. Choose a dive site that candidates are familiar with, and at the site, ask candidates to evaluate the dive conditions and explain their observations.

Assign a different scenario to each candidate and ask the candidates to plan the dive and conduct a briefing based on the scenario. Examples of possible scenarios include: two divers who just completed a ReActivate program after not diving for several years; three divers diving in cold water in a kelp forest for the first time; four divers making their first boat dive; two divers using a surface marker buoy (SMB) for the first time per local protocol; etc. Encourage candidates to smile, relax and interact with the divers during the briefing and use their Mapping Project dive site map, if possible.

Have candidates take turns leading the dive while other candidates/staff act as participants. Randomly assign problems to participants for candidates to catch and correct. Remediate supervision techniques and problem-solving as necessary.

At some point during the dive, demonstrate how to deploy one or more types of surface markers used in the region such as an SMB, delayed surface marker buoy (DSMB) or inflatable signal tube. Have each candidate practice deploying one or more buoys.

Conclude by having each candidate conduct a short debriefing based on the assigned scenario and observations during the dive. Discuss signing participant log books.

Practical Assessments

It's ideal to have candidates work with student divers during Practical Assessments 1-3, because this provides realistic training. Keep in mind, however, that candidates need to meet performance requirements such as assisting a student diver with a problem. If no problems occur, then candidates will need to repeat practical assessments until all performance requirements are met. This may mean attending additional confined water or open water dives with a class or assisting with another class of student divers.

Remember that you can't use divemaster candidates to increase student diver to instructor ratios. Directly supervise candidates who are working with student divers, and fill in any gaps or make any corrections necessary to assure that student divers receive complete and accurate training.

If having candidates work with actual student divers is not feasible, role-playing is acceptable. You may also choose to have some practical assessment with student divers and others, or repeat sessions, using role-playing. If role-playing, ask participants to try to play their parts as realistically as possible. The more realistic, the more candidates learn about responding to diver problems.

Practical Assessment 1: Open Water Diver Students in Confined Water

Start an Open Water Diver course - Confined Water Dive by having divemaster candidates assist with predive activities as student divers arrive at the confined water site. If several divemaster candidates are participating, consider assigning a student diver buddy team to each candidate. Ask candidates to help organize student diver equipment set-up and supervise student divers as they prepare to enter the water.

In the water, if several candidates are participating, rotate roles so each candidate is involved in all phases of the confined water dive, including:

- Demonstrating a skill you have briefed.
- Supervising and coordinating student diver flow during skill practice.
- Handling problems that occur with student divers you're not working with.
- Working independently with a student diver who has difficulty mastering a skill.

If role-playing, assign participants various problems to have during each phase of the session. Explain exactly how quickly or slowly they should "learn" the skill when working one-on-one with the divemaster candidate who is trying to solve their problem. Rotate roles and repeat for each candidate.

Practical Assessment 2: Open Water Diver Students in Open Water

Start an Open Water Diver course - Open Water Dive by having divemaster candidates evaluate conditions and assess the open water training site. Have them report what they've observed, and ask if they think the site is suitable for training entry-level divers. Discuss your observations and your judgment regarding the suitability of the dive site.

Have candidates set up the dive site by choosing a location appropriate for student divers to assemble equipment and preparing emergency equipment. Also have candidates prepare and set a float, or descent line and dive flag, as appropriate to the site.

Have candidates greet student divers and assist with predive activities. If several divemaster candidates are participating, consider assigning a student diver buddy team to each candidate. Ask

candidates to help organize student diver equipment set-up and supervise student divers as they get ready to enter the water.

During the dive, if several candidates are participating, rotate roles so each candidate is involved in all phases of the dive, including:

- Coordinating student diver flow during skill practice.
- Supervising student divers not receiving your immediate attention.
- Responding to, or preventing, student diver problems as they occur.
- Leading two student divers on an underwater tour while you follow to observe and assess performance.

If role-playing, assign participants various problems to have during the dive. Rotate roles and repeat for each candidate.

Debrief the group about the open water dive, then privately debrief each candidate.

Practical Assessment 3: Continuing Education Student Divers in Open Water

Choose a dive from a PADI continuing education course that allows indirect instructor supervision. If it's a Specialty Diver course dive, select a specialty with which the divemaster candidates have experience. If several candidates are participating, consider assigning a student diver buddy team to each candidate.

Begin by having divemaster candidates evaluate conditions and assess the suitability of the open water training site for the level of training. Have them report what they've observed. Discuss your observations and your judgment regarding the dive site.

Have candidates set up the dive site by choosing a location appropriate for student divers to assemble equipment and preparing emergency equipment. Also have candidates prepare and set a float, or descent line and dive flag, as appropriate to the site.

Explain to candidates that you will follow along, but to conduct the dive as if you were indirectly supervising. During the dive, have candidates escort the divers as they work through the dive performance requirements. Be sure to fill in any gaps or make any corrections necessary to assure that student divers receive complete and accurate training. Rotate roles so each candidate is involved in all phases of the dive, including:

- Coordinating student diver flow during training.
- Helping a student diver overcome a learning difficulty.
- Responding to, or preventing, student diver problems as they occur.

If role-playing, assign participants various problems to have during the dive. Rotate roles and repeat for each candidate.

After the dive, ask candidates if the student divers had any performance and learning difficulties. Debrief the group about the open water dive, then privately debrief each candidate.

Practical Assessment 4: Certified Divers in Open Water

Choose a dive site used by local recreational divers. For this assessment, each divemaster candidate needs to conduct the dive with at least four certified divers.

Have the candidate evaluate conditions and assess the site. Have the candidate also assess the divers based on information the divers provide, such as certification level, experience, etc. Ask the candidate to report observations and explain the plan to organize and supervise the dive.

Have the candidate brief the group, confirm buddy teams, direct predive safety checks and take appropriate steps to account for buddy teams entering and leaving the water.

During the dive, follow along to observe how candidates escort divers and handle any problems as they occur. After the dive, have the candidate debrief the divers. Privately debrief each candidate.

Professionalism

Divemasters are expected to display professionalism in their attitude, appearance, interaction with others and care for the dive environment. As part of their overall evaluation, candidates are scored on their professionalism. By measuring these attributes, you can better work with them to define what it means to be a dive professional. If candidates score 1 or 2 in any of the Professionalism Evaluation Score criteria (found in the Divemaster Course Instructor Guide in the PADI *Instructor Manual),* counsel and guide them until a 3 or higher is achieved.

DISCOVER SCUBA DIVING
Conduct and Recommendations

Overview

The PADI Discover Scuba Diving program introduces people to scuba diving in a highly supervised, controlled and relaxed manner. It dispels common misconceptions about scuba by letting individuals try it for themselves. Under the guidance of a PADI Professional, nondivers learn basic safety concepts, put on equipment and swim around underwater while being closely supervised. The PADI Discover Scuba Diving program can take place in a swimming pool, in a protected confined open water area and at an open water dive site.

PADI Professionals conducting the Discover Scuba Diving program should maintain awareness that the participants in their programs have varying degrees of aquatic comfort and experience, and differing expectations. Some may have thought about such an adventure a great deal, some may have joined in on the spur of the moment and some may be there primarily at the urging of a friend or partner. These participants need and deserve a high-level of patience, attention and sensitivity, both for their safety and for their enjoyment of the program.

The real reward for the PADI Professional offering the Discover Scuba Diving program is the day-to-day opportunity to guide people through, and share with them, a truly remarkable experience in discovering diving.

After trying scuba, based upon the quality of their individual experiences, Discover Scuba Diving participants may decide to repeat the program, if not immediately, then on other occasions, or they may enroll in a PADI Open Water Diver course. The goal, then, of the Discover Scuba Diving program is to provide nondivers a careful, enjoyable and closely supervised experience that introduces them to the joys of diving and the underwater world, while encouraging further participation.

As with any PADI course or program, diver safety is the first priority when planning, organizing and conducting Discover Scuba Diving.

Materials

Because each Discover Scuba Diving participant must have the *Discover Scuba Diving Participant Guide,* have participants following along in their guides as you deliver the knowledge development and skills overview portion of the program. You can also use the Discover Scuba Diving flip chart as an aid to conduct the briefing, and take the Discover Scuba Diving instructor cue card in the water as a reference.

Use the *Discover Scuba Diving Participant Guide* for every experience (pool, confined open water and open water) to go over information with participants. Beyond the knowledge and skills overview, the guide includes the administrative paperwork requirements for Discover Scuba Diving and includes a written Knowledge and Safety Review. Participants answer questions based on your briefing and review of the safety rules. Participants must have a complete understanding of this safety information before getting in the water on scuba equipment. After the experience, have participants log their dives on the pages provided in the guide.

Pool Experiences

The Discover Scuba Diving program may be used by PADI Professionals as an introductory experience in a swimming pool, as well as in confined open water or open water. Due to the very controlled nature of swimming pools, you simply help participants with equipment, have them practice inflating and deflating their BCD at the surface, and closely supervising them as they swim around – first in shallow water, then deeper water, if they are comfortable.

These experiences are ideal when a student diver brings a friend to try diving after an Open Water Diver course confined water session or when holding other try-dive promotions.

Since conducting Discover Scuba Diving experiences in confined open water and open water brings the higher risks associated with the natural environment, more skills are introduced and practiced as listed in the Confined Water Performance Requirements (Section Three of the Discover Scuba Diving Instructor Guide).

Skills Introduction

Before going to deeper water for a confined open water or open water dive, you introduce breathing techniques and the basic required skills to participants in shallow water (as listed in the Confined Water Performance Requirements, Section Three of the Discover Scuba Diving Instructor Guide). Take your time with these novice participants, and give them the attention and opportunity they need to gain comfort with the skills you present. The more acclimated and comfortable they feel, the more they will enjoy the experience, and the more successful you will be as their dive professional.

For skill teaching recommendations, see the Open Water Diver Course – Confined Water Conduct and Technique Recommendations section of this manual.

Open Water Descent Lines, Hang Bars and Platforms

When making an open water dive where shallow water is not available for skills practice, the required skills may be introduced using a descent line, horizontal bar or platform that is near the surface. Practice skills with just one participant at a time. Position the participant just beneath the surface, so it's easy to reach the surface by standing up or ascending a bit on a line. When using a line or hang bar, hang on to both the line or bar and the participant to secure both of you and to easily ascend with the participant when needed.

> **NOTE:** See illustrations of techniques for using a line for control under Open Water Diver Course, Open Water Conduct and Technique Recommendations, Controlled Emergency Swimming Ascent in this manual.

If other participants are in the water, they must be kept at the surface, directly supervised by a certified assistant or another instructor.

After participants meet skill performance requirements and are comfortable, they may progress to the open water dive.

Control and Supervision in Confined Open Water and Open Water

Discover Scuba Diving participants do not have sufficient skill level and experience to dive without close supervision and assistance. For this reason, you have a heightened responsibility to make sound and conservative decisions on their behalf during the entire experience.

For example:

- Choose a suitable dive site, carefully considering all the variables (such as entry-exit points, depth and bottom contour, waves, current, visibility, boat traffic, etc.). Try to choose sites that will augment the experience for participants, by being interesting, having aquatic life to view, etc., but don't give in to the biases of your extensive experience by feeling they may become quickly bored with "everyday" dive sites and need to be provided more interesting opportunities, such as peering into lava tubes, being taken near a drop-off, etc. These generally first-experience divers will be thrilled by simply being underwater in an interesting, comfortable setting that has sights and life they have never experienced before.
- On site, evaluate conditions carefully when deciding whether to conduct the Discover Scuba Diving program and when determining appropriate ratios. Do not dive in marginal conditions; it both denigrates the experience for the participants and increases risks. And, do not hesitate in aborting a dive when it is needed for participant comfort and safety. It's important to make conservative decisions and use good judgment.
- How you determine ratios and supervise Discover Scuba Diving participants is detailed and specific in PADI Discover Scuba Diving standards. Because Discover Scuba Diving participants have limited training, these experiences require vigilant supervision and control. Your constant participant observation, assessment of risks and application of good judgment before, during and after the dive is crucial to a successful experience.
- Pay close attention to positioning in the water. Position yourself and assistants so that you are always within immediate reach of your participants and that you can observe all of them at all times.
- Consider your overall technique and approach to guiding participants underwater, for the purpose of effective observation and control. Various methods are used successfully. One frequently used method is to lead the group, keeping them all near you, while you swim backwards in order to keep them in sight. Momentary glances away to keep track of your direction are, of course, necessary, but they should be just that – momentary. If you employ this technique and find the characteristics of your participants, inwater conditions, the nature of the dive site or other issues interfere with your ability to maintain an adequate degree of observation, proximity and control, you should alter the dive plan, reduce the ratios, add a certified assistant, change technique or otherwise resolve the problem. Another popular, effective technique is to lead the group while maintaining direct observation and supervision, and have a certified assistant closely follow the group.
- Focus your attention on Discover Scuba Diving participants. Even if participants seem relaxed and all is going well, be prepared to respond to an emergency at a moment's notice. Though you also are pointing out things of interest underwater, do not do so at the expense of not observing the participants. Be vigilant and mindful of the fact that they are novices who are relying on you to guide them. Make judgment calls based on the least comfortable participant in your group.

- Watch for signs of anxiety and respond to them immediately. If you see these signs during skill introduction, and find that the participant can't easily overcome them, remove the participant from the water. Gently counsel the participant about the need for additional practice, increased comfort levels and time in the shallow water before reconsidering a move to deeper water or an open water dive.
- Consider diver age and ability. Factor in ratio reduction when participants are young, elderly or have physical challenges. Use additional certified assistants during the dive, if possible, to provide an extra measure of control.
- For participant comfort, minimize time wearing equipment out of water before or after the dive. Make entries and exits as efficiently as possible to minimize time floating at the surface.
- Because participants have not been trained in underwater buoyancy control, you are responsible for making their buoyancy adjustments while underwater. Make descents onto a bottom free of sensitive organisms.
- Although new divers learn basic hand signals, carry a slate to write notes as necessary to facilitate communication.
- Check participant air supply frequently. Plan to end the dive with sufficient air for them to exit the water while continuing to breathe from their tanks.

Subsequent Dives

After participants complete a PADI Discover Scuba Diving open water dive with a PADI Instructor, they may participate in additional dives supervised by certified assistants. Use your judgment to determine if a participant needs skill review before participating in subsequent dives. For example, a participant diving with the same dive operation on a single holiday may only need a few quick reminders before a subsequent dive – repeating the program is not required. However, if the participant returns at a later date, or goes to a new dive operation, the entire program must be repeated and new administrative paperwork completed. PADI Discover Scuba Diving is a simple, introductory program that does not require skill mastery, such as in the Open Water Diver course, so a reorientation to diving is important when there is a break or change of operation.

Discover Scuba Diving Leaders

A Discover Scuba Diving Leader is a PADI Divemaster who completes a Discover Scuba Diving internship. This includes conducting four separate PADI Discover Scuba Diving programs in a pool or confined open water environment under the direct supervision of a PADI Instructor. Certified Discover Scuba Diving Leaders are authorized to conduct Discover Scuba Diving in confined water (both pool and confined open water), but not open water. See Discover Scuba Diving Leader procedures in the PADI *Instructor Manual,* Professional Membership section.

Registration and Recognition

After the experience provide participants with instant recognition via the card in the *Discover Scuba Diving Participant Guide*. Explain how and where they may continue their dive education; discuss all the benefits available including training options such as PADI eLearning® and how they can make additional scuba dives.

There are several ways to register participants – use the registration portion of the *Discover Scuba Diving Participant Guide,* register participants online or use the Discover Scuba Diving program registration form. Contact your PADI Office for other possible options.

PADI SEAL TEAM
Conduct and Skill Recommendations

Overview

The PADI Seal Team program is an exciting underwater activity-filled introduction to the world of diving for children. Through confined water dives and interactive discussions, children develop skills, learn about the aquatic realm and have a lot of good, clean fun. Parents and guardians should come to appreciate how the program's educational and activities based-structure helps their children grow while having great adventures.

To become official PADI Seal Team members, children must complete the first five of 15 AquaMissions. Finishing AquaMissions 1-5 is equivalent to completing the skills in Confined Water Dive One from the Open Water Diver course. Children learn about diving by watching the PADI *Seal Team* video, through the PADI Seal Team *AquaMission and Log Book,* and during predive briefings.

Specialty AquaMissions introduce young divers to new dive experiences and equipment. PADI Seal Team members who complete 10 additional AquaMissions and demonstrate the ability to assemble and disassemble their scuba gear, qualify as PADI Master Seal Team members.

If you have a fun idea for a new AquaMission, submit your idea to your PADI Office on the Seal Team Specialty AquaMission Application (download from the Pros' Site at padi.com). Make sure the AquaMission is age-appropriate, and that it includes a title, goals, a brief challenge (knowledge development objectives) and pool skills as well as a brief description of special materials used and set up for the AquaMission. When approved, you can incorporate your new AquaMission into PADI Seal Team programs.

The PADI Seal Team program keeps youngsters diving, learning and having fun until they are ready to enroll in the PADI Junior Scuba Diver or Open Water Diver course.

General Suggestions

1. As with any PADI course or program, diver safety is your first priority when planning, organizing and conducting PADI Seal Team programs.
2. Have participants and parents or guardians complete and sign the PADI Seal Team Statement prior to inwater activities. This statement is valid for 12 months. Participants who answer yes to any question on the medical history form must receive medical approval from a licensed physician prior to inwater activities.
3. Teaching children requires increased attention, supervision and direction. Keep yourself above reproach by demonstrating positive practices and involving parents/guardians in activities. Have other adults present during training and maintain professional conduct, positive appearance and a good attitude at all times. Abide by the Youth Leader's Commitment in the Commitment to Excellence section of your PADI *Instructor Manual* and refer to the Child Protection Guidelines for PADI Dive Centers and Resorts available on the Pros' Site at padi.com.
4. Have participants watch, either on their own or with you, the PADI *Seal Team* video. Viewing the video is required only once during the program.

5. Assign participants to work through the appropriate section in their PADI Seal Team *AquaMission and Log Book*, then review the section as part of your interactive briefing.
6. Consider the children's age and maturity levels as you cover key points. Keep information simple, but involve participants in the discussion by asking challenging questions. Encourage participants to ask questions about things that interest them.
7. For pool games, shop for toys in the watersports departments of sporting goods and pool stores or surf the web for fun and interesting gadgets. Apart from commercially available toys and games, you can construct simple geometric assembly puzzles and swim-through obstacles using PVC pipe and connecting joints. Weighted board games, laminated card games and dominos provide underwater entertainment. Pool games and toys allow kids to develop dive skills and build confidence while having fun. Look for AquaMission Game suggestions on the Pros' Site of padi.com
8. Invite parents, guardians, family members and other friends to attend AquaMission 5, as it results in PADI Seal Team membership. If appropriate, have family and friends put on snorkeling gear to watch the demonstration, or use other underwater viewing devices so they can see participants underwater.
9. Although this program is tailored to children, adults like to have fun, too. Invite families – parents, siblings, grandparents, friends – to take the program along with the child.

AquaMission Conduct and Technique Recommendations

AquaMission 1

Maximum depth is two metres/six feet.

Briefing

1. Ask the following questions and solicit interaction from participants:
   - Has anyone ever been scuba diving before?
   - Who's seen diving movies or shows on TV?
   - What do you think it's like to go diving?
   - We're going to be breathing underwater today, how do you think we're going to do that?
2. Use the PADI Seal Team Flip Chart for an interactive review of the PADI Seal Team Code of Conduct, diving safety rules, hand signals and equipment. Go over AquaMission 1 activities.
3. Review Challenge in the PADI Seal Team *AquaMission and Log Book.*

Pool Dive

1. Gather participants to the poolside and help them set up their equipment. Assign buddies and remind participants of pool and underwater safety rules.
2. Introduce these skills and conduct practice in shallow water:

   (See Open Water Diver Course – Confined Water Conduct and Technique Recommendations)
   - Make a shallow water entry.
   - Put on and adjust equipment with assistance.

- Breathe normally, without breath-holding.
- Control depth and direction while swimming.
- Equalize ears and mask.
- Monitor air supply and signal whether the air supply is adequate or low.
- Communicate using hand signals.
- Demonstrate a proper ascent.

3. Introduce and play games in shallow water, such as – toss and throw games or underwater racket ball. (Look for AquaMission Game suggestions on the Pros' Site at padi.com)

Debriefing

1. Ask questions about the pool dive and solicit interaction from participants.
2. Issue decals for the *AquaMission and Log Book* along with other recognition items.
3. Remind participants to read the appropriate section in their PADI Seal Team *AquaMission and Log Books* for their next AquaMission.
4. Report to parents or guardians on their children's performance.

AquaMission 2

Participants must be proficient with skills in shallow water before progressing to deeper water – maximum of four metres/12 feet.

Briefing

1. Ask the following questions and solicit interaction from participants:.
   - Who remembers why it's very, very important to blow bubbles when your regulator is out of your mouth?
   - Who can show me the purge button on your regulator?
   - Who can tell me if an octopus regulator has a purge button?
   - Do you remember how to clear your ears while diving?
   - Who wants to go to deeper water today?
2. Use the PADI Seal Team Flip Chart for an interactive review of the PADI Seal Team Code of Conduct, diving safety rules, hand signals and equipment. Go over AquaMission 2 activities.
3. Review Challenge in the PADI Seal Team *AquaMission and Log Book.*

Pool Dive

1. Gather participants to the poolside and help them set up their equipment. Assign buddies and remind participants of pool and underwater safety rules. Discuss games and toys.
2. Introduce these skills and conduct practice in shallow water:

   (See Open Water Diver Course – Confined Water Conduct and Technique Recommendations)
   - Make a shallow water entry.
   - Put on and adjust equipment with assistance.
   - Clear a regulator using the purge button and resume breathing from it.
   - Equalize ears and mask.

- Communicate using hand signals.
- Demonstrate a proper ascent.

3. Introduce and play games, such as – coin collecting, coin toss or dive rings.

   (Look for AquaMission Game suggestions on the Pros' Site at padi.com)

Debriefing

1. Ask questions about the pool dive and solicit interaction from participants.
2. Issue decals for the *AquaMission and Log Book* along with other recognition items.
3. Remind participants to read the appropriate section in their PADI Seal Team *AquaMission and Log Book* for their next AquaMission.
4. Report to parents or guardians on their children's performance.

AquaMission 3

Participants must be proficient with skills in shallow water before progressing to deeper water – maximum of four metres/12 feet.

Briefing

1. Ask the following questions and solicit interaction from participants:
   - Who can tell me when and why you would want to inflate your BCD on the surface?
   - Who can show me the power inflator button on your BCD?
   - Who knows how to get water out of your mask if some gets in while you're underwater?
   - Who has felt a mask squeezing on your face?
   - Who knows what an octopus regulator is?
   - Why is it good for a diver to know how to breathe off of an octopus regulator?
   - What's the most important rule in scuba diving?
2. Use the PADI Seal Team Flip Chart for an interactive review of the PADI Seal Team Code of Conduct, diving safety rules, hand signals and equipment. Go over AquaMission 3 activities.
3. Review Challenge in the PADI Seal Team *AquaMission and Log Book.*

Pool Dive

1. Gather participants to the poolside and help them set up their equipment. Assign buddies and remind participants of pool and underwater safety rules. Discuss games and toys.
2. Introduce these skills and conduct practice in shallow water:

   (See Open Water Diver Course – Confined Water Conduct and Technique Recommendations)
   - Make a shallow water entry.
   - Put on and adjust equipment with assistance.
   - Inflate and deflate BCD using low-pressure inflator on the surface.
   - Clear a partially flooded mask.
   - Breathe for at least 30 seconds from an alternate air source supplied by the instructor.

- Communicate using hand signals.
- Demonstrate a proper ascent.

3. Introduce and play games, such as – ping pong ball and upside down spoon relay race, egg and spoon race, pass the snorkel relay race, air supply reading relay race, assembly and puzzle games. (Look for AquaMission Game suggestions on the Pros' Site at padi.com)

Debriefing

1. Ask questions about the pool dive and solicit interaction from participants.
2. Issue decals for the *AquaMission and Log Book* along with other recognition items.
3. Remind participants to read the appropriate section in their PADI Seal Team *AquaMission and Log Book* for their next AquaMission.
4. Report to parents or guardians on their children's performance.

AquaMission 4

Participants must be proficient with skills in shallow water (except hovering) before progressing to deeper water – maximum of four metres/12 feet.

Briefing

1. Ask the following questions and solicit interaction from participants:
   - Do you think feeling weightless underwater is like being an astronaut who is weightless in space?
   - Who can tell me what pieces of your scuba equipment are used to make you weightless underwater?
   - What do you think happens if you put too much air into your BCD?
   - What do you think happens if you let too much air out?
2. Use the PADI Seal Team Flip Chart for an interactive review of the PADI Seal Team Code of Conduct, diving safety rules, hand signals and equipment. Go over AquaMission 4 activities.
3. Review Challenge in the PADI Seal Team *AquaMission and Log Book.*

Pool Dive

1. Gather participants to the poolside and help them set up their equipment. Assign buddies and remind participants of pool and underwater safety rules. Discuss games and toys.
2. Introduce these skills and conduct practice in shallow water:

(See Open Water Diver Course – Confined Water Conduct and Technique Recommendations)

- Make a shallow water entry.
- Put on and adjust equipment with assistance.
- Recover a regulator from behind the shoulder.
- Clear a regulator using exhalation and resume breathing from it.
- Practice neutral buoyancy using the low pressure inflator.
- Hover without kicking or sculling.
- Demonstrate a proper ascent.

3. Introduce and play games, such as – swimming through an obstacle course of weighted PVC pipe squares or diamonds, or Hula Hoops™, playing "airplane" by swimming with arms extended, avoiding contact with the pool bottom, or hovering mid-water in a cross legged position. (Look for AquaMission Game suggestions on the Pros' Site at padi.com)

Debriefing

1. Ask questions about the pool dive and solicit interaction from participants.
2. Issue decals for the *AquaMission and Log Book* along with other recognition items.
3. Remind participants to read the appropriate section in their PADI Seal Team *AquaMission and Log Book* for their next AquaMission.
4. Report to parents or guardians on their children's performance.

AquaMission 5

Participants must be proficient with skills in shallow water (except hovering) before progressing to deeper water – maximum of four metres/12 feet.

Briefing

1. Ask the following questions and solicit interaction from participants:
   - Who can tell me why scuba divers would want to use a snorkel?
   - Who can tell me why divers would want to switch back and forth from breathing through a regulator to breathing through a snorkel?
   - Who can tell me why descending into deep water is easier with a descent line?
   - Who can tell me how to keep from going down too fast?
   - Who can tell me how to clear your ears while going down a descent line?
2. Use the PADI Seal Team Flip Chart for an interactive review of the PADI Seal Team Code of Conduct, diving safety rules, hand signals and equipment. Go over AquaMission 5 activities.
3. Review Challenge in the PADI Seal Team *AquaMission and Log Book.*

Pool Dive

1. Gather participants to the poolside and help them set up their equipment. Assign buddies and remind participants of pool and underwater safety rules. Discuss games, toys and skill circuit.
2. Introduce these skills and conduct practice in shallow water:

   (See Open Water Diver Course – Confined Water Conduct and Technique Recommendations)
   - Blast-clear a snorkel.
   - Exchange snorkel for regulator and regulator for snorkel repeatedly without lifting the face from the water.
   - Swim while wearing scuba and breathing through a snorkel.
   - Deflate the BCD, then orally inflate it until positively buoyant.
3. Have participant go through the skill circuit that includes the skills they have already mastered in AquaMissions 1- 4.

4. Introduce and play games.

   (Look for AquaMission Game suggestions on the Pros' Site at padi.com)

Debriefing

1. Ask questions about the pool dive and solicit interaction from participants.
2. Issue decals for the *AquaMission and Log Book*.
3. Complete applications for PADI Seal Team membership cards and hand out PADI Seal Team Wall Certificates and other appropriate recognition items: T-shirts, hats, towels, etc.
4. Congratulate participants and promote Specialty AquaMissions. Invite PADI Seal Team members to continue on to become PADI Master Seal Team members. Discuss PADI Junior Scuba Diver and Junior Open Water Diver certification.
5. Include parents or guardians in recognition celebration.

AquaMission Creature ID Specialist

Set Up

1. If possible, have photos, video, aquatic life identification slates or other representations (laminated pictures, painted wooden cutouts, waterproof toys, etc.) of aquatic creature found in the local area. Focus on aquatic habitats (ponds, tide-pools, etc.) or local dive/snorkel sites that participants are likely to visit.
2. Have blank slates and pencils available for you and participants to draw on.
3. Pick several creatures to describe in detail and choose several different propulsion methods for participants to practice underwater (e.g., dolphin kick).

Briefing

1. Ask the following questions and solicit interaction from participants:
   - When you hear the words – aquatic life – what do you think of?
   - Can you think of any plants that live underwater?
   - Why do you think it's important to have such a wide variety of creatures underwater?
   - Can you think of different ways that aquatic animals move around underwater?
   - What special characteristics does this creature (name) have?
2. Use the PADI Seal Team Flip Chart for an interactive review and review Challenge in the PADI Seal Team *AquaMission and Log Book.*

Pool Dive

1. Gather participants to the poolside and help them set up their equipment. Assign buddies and remind participants of pool and underwater safety rules. Pass out slates.
2. Have participants practice neutral buoyancy.
3. Indicate a creature you discussed by pointing to it on the aquatic life slate/waterproof representation and have participants write its name on their slates. Or, write a creature's name and have participants point to it on an aquatic life slate or draw it on their slates.
4. Point to a creature and have participants show the appropriate hand signal.

5. Demonstrate and have participants practice moving underwater like various creatures – kick like a dolphin, crawl like a starfish, fly like a ray, fin like a seal, side-walk like a crab, wiggle like an eel, etc. Pass around webbed gloves to try, if available.

Debriefing

1. Ask the following questions and solicit interaction from participants:
   - Which creature would you look forward to seeing underwater for real? Why?
   - Which creature was the easiest to move around like? The most fun?
   - What did you learn?
2. Issue decals for the *AquaMission and Log Book*.
3. Report to parents or guardians on their children's performance.

AquaMission Environmental Specialist

Set Up

1. Have three or four different plastic puzzles with sinking pieces (may require some weighting). Show the puzzles to participants, then mix the puzzle pieces together and scatter them in the pool.
2. Have mesh collection bags and gloves for each diver.
3. Have several unusual or not readily identifiable pieces of litter that you've collected during a beach or underwater cleanup.

Briefing

1. Ask the following questions and solicit interaction from participants:
   - What's bad about pollution and litter going into the ocean, rivers or lakes?
   - Who knows what this is? [Hold up litter pieces. Conclude by identifying what the objects are and where you found them.]
   - Has anyone ever been to a beach or underwater cleanup? [Describe Project AWARE's Dive Against Debris program. Explain that participants write down how much and what kind of litter they find underwater, which helps us understand where the rubbish comes from and, more importantly, take action to stop it before it pollutes our ocean, rivers or lakes. Every piece of litter is like part of a big puzzle.]
   - How do we stop pollution?
2. Use the PADI Seal Team Flip Chart for an interactive review and review Challenge in the PADI Seal Team *AquaMission and Log Book*.

Pool Dive

1. Gather participants to the poolside and help them set up their equipment. Assign buddies and remind participants of pool and underwater safety rules. Pass out mesh bags and gloves.
2. Have participants practice neutral buoyancy.
3. Demonstrate and have participants practice feet-high, head-down swimming in preparation for running search pattern.
4. Demonstrate and have buddy teams run search patterns while they gather puzzle pieces.

Debriefing

1. Have participants put together puzzles.
2. Ask the following questions and solicit interaction from participants:
    - What were the puzzles and how hard was it to figure out what they were?
    - How hard do you think it can be for scientists to figure out where pollution comes from?
3. Issue decals for the *AquaMission and Log Book*.
4. Report to parents or guardians on their children's performance.

AquaMission Inner Space Specialist

Set Up

1. Because this AquaMission is about buoyancy control, have structures or obstacles for participants to maneuver around and through. Look on the Pros' Site of padi.com for instructions on building Shallow Space Nine out of PVC pipe.
2. Have flying disks, weighted plastic eggs and spoons, and other toys to play with while practicing buoyancy control.

Briefing

1. Ask the following questions and solicit interaction from participants:
    - What is buoyancy?
    - Astronauts preparing for space travel spend time training in swimming pools with scuba equipment. Why do you think they do that?
    - When controlling your buoyancy, it is best to add or take out little puffs of air at a time. Why?
    - Why do divers want to learn how to hover in the water?
2. Use the PADI Seal Team Flip Chart for an interactive review and review Challenge in the PADI Seal Team *AquaMission and Log Book.*

Pool Dive

1. Gather participants to the poolside and help them set up their equipment. Assign buddies and remind participants of pool and underwater safety rules. Pass out mesh bags and gloves.
2. Have participants practice neutral buoyancy.
3. Have participants hover using a point of reference.
4. Involve participants in assembling PVC structure or placing other buoyancy control obstacles. Encourage them to not touch the bottom or push off the walls so they assemble the structure much as an astronaut would on a space walk.
5. Play games while neutrally buoyant, such as – tossing discs, hovering while holding a weighted egg on spoon, etc.

Debriefing

1. Ask the following questions and solicit interaction from participants:

- What did you learn by not using the bottom or walls and always staying neutrally buoyant?
- Do you suppose it's easy to be an astronaut working on the International Space Station? It's harder than it looks on TV, isn't it?

2. Issue decals for the *AquaMission and Log Book*.
3. Report to parents or guardians on their children's performance.

AquaMission Navigation Specialist

Set Up

1. Have underwater compasses along with slates and pencils for participants. Having a rope to measure distance and provide guidance is helpful.

Briefing

1. Ask the following questions and solicit interaction from participants:
   - Why do you think divers have more fun when they know where they are underwater?
   - If you're out in the ocean, how do you tell which way you're going?
   - How do we measure how far we go?
   - If you swim a certain distance and count your kicks, do you think you can figure out how far you went?
2. Show participants a compass and point out the needle, lubber line and index marks.
3. Demonstrate how to hold the compass correctly and how the needle always points the same way and should stay between the index marks. Show how the needle moves away from the marks when you turn.
4. Help participants set a course along a straight line, such as a rope on the pool deck, and have them walk along the straight line using the compass. Emphasize that as long as they're going straight, the needle stays in the marks. Explain that underwater they will also need to keep their bodies in-line with the center line of the compass as they swim.
5. Have participants walk along a measured line, counting steps, to simulate counting kick cycles. Have buddies count and record steps for each other. Compare the differences in how many steps it takes for each to walk the measured distance.
6. Use the PADI Seal Team Flip Chart for an interactive review and review Challenge in the PADI Seal Team *AquaMission and Log Book.*

Pool Dive

1. Gather participants to the poolside and help them set up their equipment. Assign buddies and remind participants of pool and underwater safety rules. Pass out compasses and slates.
2. Have participants practice neutral buoyancy.
3. Have one buddy navigate a straight line with a compass while swimming along a line, if available. Then they switch positions and the other buddy navigates back.
4. Have participants swim along a measured distance while counting kicks. One buddy swims at a normal pace while the other counts kicks and records them on a slate.

Debriefing

1. Ask the following questions and solicit interaction from participants:
    - How many kicks did it take to swim along the line?
    - What did you learn about swimming with a compass?
2. Issue decals for the *AquaMission and Log Book*.
3. Report to parents or guardians on their children's performance.

AquaMission Night Specialist

Set Up

1. The dive can take place anytime after sunset for a pool lit by sunlight or it can take place in an indoor pool that can be almost completely darkened.
2. Each participants must have a dive light. Also consider having chemical/marker lights, backup lights, surface reference lights and underwater orientation lights perhaps attached to a float with descent line.
3. To make the dive interesting, have aquatic animal toys scattered around the pool simulating a night aquatic environment – fish sleeping in crevices, lobster crawling on the bottom, morays out foraging, etc. Use buckets and other plastic containers to simulate rocks and crevices.
4. Involve participants with dive planning activities that may include setting up shore/surface reference lights and underwater orientation lights (chemical lights, strobes, etc.).

Briefing

1. Ask the following questions and solicit interaction from participants:
    - What are some differences between the day and night diving environment?
    - What special diving equipment do you think we'll need to night dive?
    - What's the difference between dive lights and regular flashlights?
    - How do you think you can communicate underwater at night?
    - How do you think you can read your gauges at night?
2. Use the PADI Seal Team Flip Chart for an interactive review and review Challenge in the PADI Seal Team *AquaMission and Log Book*.

Pool Dive

1. Gather participants to the poolside and help them set up their equipment. Assign buddies and remind participants of pool and underwater safety rules. Pass out lights.
2. Have participants check their lights in shallow water. Go over hand signals with lights and avoiding shining lights in each other's eyes.
3. Have participants practice neutral buoyancy.
4. At some point, have participants cover their lights (press against body, or cover with hand) to adjust to the darkness.
5. Have participants search for night creatures.

Debriefing

1. Ask the following question and solicit interaction from participants:
   - What was different about diving at night?
2. Issue decals for the *AquaMission and Log Book*.
3. Report to parents or guardians on their children's performance.

AquaMission Safety Specialist

Set Up

1. Have equipment for assisting from pool deck such as lines and floats. Also have inwater safety equipment such as whistles and inflatable signals tubes.

Briefing

1. Ask the following questions and solicit interaction from participants:
   - Why do you think we sometimes get a leg cramp when using fins?
   - How do you know when to call for help?
   - What are some ways to call or signal for help?
   - Why is it important to stay near and communicate with your buddy?
   - What are some ways to help an anxious or tired buddy calm down and relax?
   - Once you and your buddy are floating at the surface, what are some ways you can help a tired buddy reach the shore/boat?
   - When your partner needs help and you assist, how does that make you feel?
   - What are some easy ways to keep problems from occurring when diving?
2. Discuss the Four Step Assist:
   - Buoyancy – Put air in your BCD so you float at the surface. Then do this for the person needing help. You can also remove weight belts.
   - Relax – Calmly tell the person that you can help and to relax and stop swimming.
   - Breathe – Tell your buddy to take slow, deep breaths to help feel and think better.
   - Tow – Tow your buddy by holding on to the tank valve or arm. Or, you can push from your buddy's legs.
3. Use the PADI Seal Team Flip Chart for an interactive review and review Challenge in the PADI Seal Team *AquaMission and Log Book.*

Pool Dive

1. Gather participants to the poolside and help them set up their equipment. Assign buddies and remind participants of pool and underwater safety rules.
2. Position one buddy in the pool in snorkeling equipment (or an assistant) and station the other buddy on the pool deck as the rescuer. Have the rescuer throw a line, float or other item to the person in the pool, then pull the person slowly to safety. Have participants take turns as both rescuer and diver in trouble.
3. Have participants put on and adjust equipment, then conduct a predive safety check (BCD, Weights, Releases, Air, Final OK) before entering the pool.

4. On the surface or underwater, demonstrate and have participants practice cramp removal for themselves and then helping a buddy.
5. Demonstrate assisting a diver in trouble at the surface by talking to the diver, then establishing positive buoyancy for yourself and helping the diver establish positive buoyancy. Have participants practice this in buddy teams, switching roles.
6. Demonstrate towing a tired diver using various techniques. Have participants practice this in buddy teams, switching roles.

Debriefing

1. Ask the following questions and solicit interaction from participants:
   - What did you learn about helping someone in a dive emergency?
   - When would you call for help?
2. Issue decals for the *AquaMission and Log Book*.
3. Report to parents or guardians on their children's performance.

AquaMission Search and Recovery Specialist

Set Up

1. Have mesh bags for participants to collect small, hard-to-see search items (e.g., six-pack ring, food wrapper, plastic beverage container, etc.). Have enough of these items so that each buddy team is searching for a different object. Distribute items throughout the pool.
2. Have a small lift bag and additional line for practicing knots, if applicable.
3. Make sure the object to lift is small enough that it will not be hazardous if it were to sink.

Briefing

1. Ask the following questions and solicit interaction from participants:
   - Have you ever accidentally dropped something in the water – off a boat or dock, or even in a pool? Maybe someone you know did?
   - Can you think of other items that end up in the water that shouldn't be there?
   - Of the items mentioned, which ones do you think scuba divers can find and recover?
   - Is anyone here good at tying knots? (optional)
   - If you want to search an area of the pool, how can you do it in an organized manner?
2. Demonstrate, then have participants walk through search patterns on the pool deck. Show turns using arm extensions. Emphasize buddy cooperation and communication.
3. If appropriate, have participants practice knot tying and rigging the object to the lift bag. Otherwise, you can rig the lift bag.
4. Use the PADI Seal Team Flip Chart for an interactive review and review Challenge in the PADI Seal Team *AquaMission and Log Book*.

Pool Dive

1. Gather participants to the poolside and help them set up their equipment. Assign buddies and remind participants of pool and underwater safety rules. Pass out mess bags.

2. Have participants practice neutral buoyancy.
3. Have participants search for their items and bring them back to throw in a trash can.
4. Demonstrate rigging the lift bag, filling it with small bursts of air with an octopus, getting the object neutrally buoyant, then rechecking the rig for security before continuing lift. Under close supervision, have buddy teams rig and lift a small object.

Debriefing

1. Ask the following questions and solicit interaction from participants:
   - If someone told you they lost an earring or even a contact lens in the pool, could you find it? How would you do it?
   - How do you feel about your ability to locate a specific object and mark it?
   - What did you learn by lifting the object?
2. Issue decals for the *AquaMission and Log Book*.
3. Report to parents or guardians on their children's performance.

AquaMission Skin Diver Specialist

Set Up

1. Participants need snorkeling vests or BCDs. If using exposure suits, weights may be needed.
2. This AquaMission may be conducted as a PADI Skin Diver Course – see PADI Skin Diver Course Instructor Guide for performance requirements.

Briefing

1. Ask the following questions and solicit interaction from participants:
   - Why do people sometimes snorkel instead of scuba dive?
   - Why do we need a snorkel?
   - What can you do if you get water in your snorkel?
   - What is the best way to swim with fins at the surface?
   - Why should we snorkel with a partner?
   - What should you do if you get cold while snorkeling?
2. Use the PADI Seal Team Flip Chart for an interactive review and review Challenge in the PADI Seal Team *AquaMission and Log Book.*

Pool Dive

1. Gather participants to the poolside and help them adjust snorkeling equipment. Assign buddies and remind participants of pool and safety rules.
2. Demonstrate and have participants practice clearing their snorkels in shallow water.
3. Demonstrate and have participants practice clearing a partially flooded mask while snorkeling on the surface.
4. Demonstrate and have participants practice swimming without hands on the surface. Remind them to snorkel with their buddies.
5. If conducting a PADI Skin Diver course, continue teaching the additional skills.

Debriefing

1. Ask the following question and solicit interaction from participants:
    - What is easier – scuba diving or snorkeling?
2. Issue decals for the *AquaMission and Log Book*.
3. Report to parents or guardians on their children's performance.

AquaMission Snapshot Specialist

Set Up

1. Have simple underwater photo or video cameras already set up and ready to use.
2. Place an assortment of aquatic-life toys or other interesting photo subjects in the pool as props.

Briefing

1. Ask the following questions and solicit interaction from participants:
    - You're sharing a camera with your buddy, why do you think you did this?
    - How can you help your buddy take good pictures?
    - What are some of the things that you think might be important about taking good underwater pictures?
2. Use the PADI Seal Team Flip Chart for an interactive review and review Challenge in the PADI Seal Team *AquaMission and Log Book*.

Pool Dive

1. Gather participants to the poolside and help them adjust equipment. Assign buddies and remind participants of pool and safety rules. Tell them which buddy will take photos for the first half of the dive before they switch roles.
2. Have participants practice neutral buoyancy.
3. Pass out cameras, briefly demonstrate camera function and work in buddy teams to take photos. Switch roles half way through the dive.

Debriefing

1. Ask the following questions and solicit interaction from participants:
    - Do you think you got some good pictures underwater?
    - What did you learn?
2. Schedule a meeting to share photos or video taken in this AquaMission.
3. Issue decals for the *AquaMission and Log Book*.
4. Report to parents or guardians on their children's performance.

AquaMission Wreck Specialist

Set Up

1. Have a large slate for each buddy team that already has the wreck outline drawn on it along with a tape measure. Consider having cameras available to document the wreck.
2. Submerge your shipwreck (any boat or boat-shaped item, such as an old rowboat, plastic boat-shaped kiddie pool, or a boat shape fabricated from PVC tubing, or a boat-shape made from weighted line on the pool bottom). Look on the Pros' Site of padi.com for shipwreck building ideas.
3. In or near the wreck place artifacts, such as a comb, play money, costume jewelry, plastic dishes/or pans, etc.

Briefing

1. Ask the following questions and solicit interaction from participants:
   - Who can tell me what a shipwreck is?
   - What happens to a ship after it's been underwater for a long time?
   - If a wreck falls apart and things grow on it, does it become part of the environment like a reef? Do we have to be careful when we dive on it?
   - What would happen if someone took everything as souvenirs, or moved stuff around?
   - What do you call a scientist who studies old shipwrecks?
2. Explain how participants will make their maps using a slate and tape measure. Show them where they'll fill in the wreck's length and width, and objects found on the wreck.
3. Use the PADI Seal Team Flip Chart for an interactive review and review Challenge in the PADI Seal Team *AquaMission and Log Book.*

Pool Dive

1. Gather participants to the poolside and help them adjust equipment. Assign buddies and remind participants of pool and safety rules. Pass out slates and tape measures.
2. Have participants practice neutral buoyancy.
3. Demonstrate how to use the tape measure and have participants work together to measure and map the wreck. Closely supervise activities and assist as needed.
4. If cameras are available, assign one buddy to photograph the wreck.

Debriefing

1. Ask the following questions and solicit interaction from participants:
   - Where were the bunks (bedroom), galley (kitchen) – whatever – based on what artifacts you grouped? How could you tell?
   - How long and wide was the wreck?
   - What did you learn about being an underwater archeologist?
2. Schedule a meeting to share photos taken in this AquaMission, if applicable.
3. Issue decals for the *AquaMission and Log Book*.
4. Report to parents or guardians on their children's performance.

ReACTIVATE PROGRAM
Conduct and Recommendations

Overview

The ReActivate program is intended to get certified PADI Divers back in the water enjoying scuba diving by refreshing their fundamental scuba knowledge and dive skills.

The program has two components: knowledge review and dive skills refresher. Divers who successfully complete the knowledge review receive a certificate acknowledging their accomplishment. After successfully completing both components, a PADI Diver receives a replacement certification card showing a "ReActivated Thru" date, which is two years after the program completion.

General Suggestions

1. Participants refresh their knowledge using *ReActivate eLearning* and receive a completion certificate that they bring to you.
    a. Verify that participants completed the ReActivate Quick Review as part of eLearning. If a diver did not complete the Quick Review, administer it and review it with the diver. The ReActivate Quick Review is available in various languages on the PADI Pros' Site.
    b. Confirm that divers understand the concepts they studied, and review any topics they still have difficulty with until achieving mastery.
    c. As necessary, use the PADI *Open Water Diver Manual* to provide additional information and explanation.
2. To prepare for the dive skills refresher, conduct a predive interview with each diver. Check the diver's log book (if available) and ask questions about experience and recent dives, such as what exposure suits were worn, cylinder types used and amount of weight used. Let the diver explain reasons for seeking this refresher and desired outcome. This allows you to conduct the program prescriptively. Some divers will want a lot of review and reminders, while others may only want a supervised dive to regain confidence in scuba skills.
3. To better assess diver comfort levels with skills, it's highly recommended that you use the PADI Skill Practice and Dive Planning Slate. During the predive interview, ask divers to indicate their level of comfort with each skill. Plan to conduct any skills they mark as needing more practice during the water skills session.
4. The PADI Skill Evaluation Slate is helpful to track skills and note participant performance during the water skills session.
5. Have the diver log the dive, then add your signature (unless it is a digital log.)

Water Skills General Considerations

1. Depending upon logistical needs, the ReActivate water skills session may be a dedicated confined water or open water dive, or integrated into a general tour dive. If integrated in a general tour dive, all divers in the group count toward the ratio of eight participants to one instructor/divemaster.

2. While preparing for the dive, observe divers as they go through predive planning, equipment assembly and adjustment and the predive safety check. Only step in to provide reminders or demonstrations as necessary, or as requested by the divers.
3. Conduct a thorough predive briefing with an overview of the skills and performance requirements. Prescriptively provide reminders about general dive skills based on your observations and requests from divers.
4. Don't hesitate to add skills beyond those required to confirm adequate review and practice.

Recognition

1. For PADI certified divers who have successfully completed both the knowledge and skills review, use the PADI Online Processing Center to process a replacement PADI certification card with their "ReActivated Thru" date, which is two years after the program completion. The card also shows the diver's original certification date. Use the ReActivate code associated with the diver's ReActivate product, or displayed on the diver's knowledge review completion certificate.
2. The ReActivate date can be placed on any PADI certification card the diver has earned, including all specialty diver ratings as long as they are inwater courses. For example, PADI Equipment Specialist would not apply.
3. Divers choose a card when registering to use their ReActivate product. Be sure to reconfirm the choice before processing.

Other Uses for ReActivate

Junior Diver Upgrade

Encourage junior divers to complete ReActivate before upgrading to an adult (not Junior) PADI certification card. These divers benefit from refreshing their knowledge and skills, and have the ReActivate date on their new card (as well as the original certification date) to confirm it.

PADI Scuba Diver Upgrade

Instructors can have PADI Scuba Divers who want to upgrade to PADI Open Water Diver certification complete *ReActivate eLearning* as a refresher, then follow Upgrade to Open Water Diver procedures in the PADI Scuba Diver Course Instructor Guide.

Continuing Education Assessment

Encourage divers who have not been active (or divers who are new to you) to complete the ReActivate program before enrolling in a PADI continuing education course. ReActivate serves as your assessment of the diver's readiness to continue.

Certified Divers From Other Organizations

For divers certified through organizations other than PADI, find directions on the PADI Pros' Site/Training Essentials/Curriculum.

DISCOVER SNORKELING
Conduct and Recommendations

NOTE: There are no standards listed for this program in the PADI *Instructor Manual.*

Overview

Snorkeling is simple, fun, inexpensive, has no age barriers and can be experienced nearly anywhere. Consequently, more people are interested in snorkeling than in scuba. Although the potential market is huge, the types of services that snorkelers seek are different from the needs of scuba divers. To successfully cater to this market, it's important to understand why people snorkel, then supply the experiences, equipment and services that allow snorkelers to discover the underwater world.

Observing the Underwater World

People snorkel to see the underwater world. Aquatic life identification books, slates and videos are popular snorkeling materials because they enhance the snorkelers' experiences by defining and categorizing the animals and plants they see.

Beyond aquatic life identification, snorkelers like photography and videography. Collecting and sharing photos or videos taken while snorkeling broadens and diversifies the experience. Some snorkelers like shallow water exploration for artifacts and participating in research activities. Near shore or partially submerged wrecks provide exciting snorkeling. Night snorkeling can produce the same thrill experienced by night divers.

Snorkeling often appeals to those with a general interest in oceans, tide pools, and inland waterways. Snorkelers also tend to be nature-oriented people who pursue environmental causes, and want to take part in preserving our underwater resources. Snorkelers can be strong Project AWARE supporters, participating in beach and shallow-water cleanups, and other activities.

Easy, with Minimal Risk

Because most people who snorkel do so without formal training, potential snorkelers may not be interested in seeking professional instruction. Snorkelers may enjoy themselves in the water, even if they have little or no aquatic ability. Although most people enjoy snorkeling in the open water environment, snorkeling in a swimming pool may also be fun. For example, snorkeling may be an aerobic activity, part of an overall fitness program in health clubs, colleges and universities.

Doesn't Always Lead to Scuba

Scuba-oriented people have a natural tendency to want to persuade snorkelers to scuba dive. Because many scuba divers were first introduced to the underwater world through snorkeling, they see trying scuba diving as a logical progression.

However, there is risk of alienating a snorkeling customer when scuba is promoted in a manner that diminishes snorkeling. Some snorkelers have no desire to try scuba. Others have tried diving and decided that snorkeling suits them better. Avoid promoting snorkeling as an activity that is nothing more than a precursor to scuba diving.

Snorkeling is a worthwhile activity; and you're more likely to have more satisfied, returning customers if you promote it as such. Sometimes even scuba divers want to spend time snorkeling.

Differences Between Snorkeling, Supplied Air Snorkeling and Skin Diving

Snorkeling is using a mask and snorkel to breathe comfortably while looking underwater from the surface. Snorkelers may also use fins, buoyancy vests, and exposure suits, although this equipment may not be necessary depending on the environment. Snorkelers generally stay on the surface, although they may perform occasional dives to get a better look at something below.

Supplied air snorkeling involves the use of a BCD-like flotation device with a compressed air cylinder and regulator. Wearing a mask, fins and the supplied air snorkeling unit, users swim on the surface while breathing air supplied via the regulator and cylinder. Supplied air snorkelers may also use exposure suits. Going below the surface is not possible when using these units. The units are attractive options for those who are ineligible to dive or do not wish to descend on scuba, yet prefer the units over snorkeling equipment. Participants must be five years of age or older.

Skin divers use masks, snorkels, fins and buoyancy vests to both snorkel on the surface and make breath-hold dives. Skin divers are proficient at properly adjusting their equipment and buoyancy, equalizing air spaces while diving and clearing their snorkels of water. Skin divers generally venture further than snorkelers and may make frequent surface dives.

Differences Between Discover Snorkeling and the PADI Skin Diver Course

The PADI Skin Diver course is structured and has specific performance requirements. Skin Diver students must demonstrate proficiency in surface dives, equalization and ascent techniques. Once the course is completed, students earn a PADI Skin Diver certification.

Discover Snorkeling, on the other hand, is an experience, not a course. It's a supervised snorkeling tour. Snorkelers can return to you many times to participate in different Discover Snorkeling tours. Introducing snorkelers to surface dives and equalization can be part of the tips given by the Discover Snorkeling tour leader, however, this is done only if the snorkeler wants to learn these skills.

At some point the Discover Snorkeling participants may or may not be interested in pursuing PADI Skin Diver certification. Either way, both snorkelers and certified Skin Divers can participate in Discover Snorkeling.

Discover Snorkeling Conduct and Technique Recommendations

Leading Discover Snorkeling Tours

Because Discover Snorkeling is entirely experiential, most often all you will do is lead a PADI Discover Snorkeling tour. Tailor the Discover Snorkeling experience to each participant's needs.

Use these guidelines:

1. As with any PADI course or program, safety is your first priority when planning, organizing and leading snorkeling tours.
2. If possible, have participants view the Discover the Underwater World video prior to the experience to learn about basic equipment use, water safety, aquatic life and snorkeling destinations.
3. Overview and brief participants on points of interest, aquatic life, local conditions, and hazards including:
    - Things to do and see
    - Watching aquatic life
    - Photography
    - Exploration
    - Care for the environment (how to avoid harming sensitive aquatic life)
    - Local activities
4. Provide guidance (snorkeling tips and suggestions) when necessary and appropriate. This may include orienting participants to:
    - Mask defogging
    - Mask and fin adjustment
    - Swimming with fins
    - Snorkel breathing
    - Entering and exiting the water – procedures and techniques
    - Maintaining themselves in the water comfortably and with ease
    - Removing water from snorkel and mask

DISCOVER LOCAL DIVING
Conduct and Recommendations

Overview

Discover Local Diving is a supervised underwater tour designed to orient divers to unfamiliar aquatic conditions and environments. It may also be used in conjunction with the ReActivate program to reintroduce divers to the open water environment after a period of diving inactivity. Divers may choose to discover new aspects of a dive site close to home or get an orientation to the local area while on a diving holiday. The guidance provided allows participants to comfortably explore different underwater environments, find items of interest and avoid potential hazards.

Discover Local Diving differs from a guided recreational scuba dive* in that it is a dedicated PADI program designed to introduce divers to environments with differing characteristics including:

1. Physical properties (temperature, water movement, salinity, ambient light and visibility)
2. Bio-geography (coral ecosystems, kelp ecosystems, sandy bottoms, etc.)
3. Topography (walls, submarine canyons, pinnacles, etc.)
4. Artificial aquatic structures (piers, wrecks, large aquariums, etc.)

In addition to learning about local conditions, hazards and points of interest, divers receive information about aquatic life and how to interact responsibly with the local environment.

General Suggestions

1. Have divers complete a PADI Release of Liability/Assumption of Risk/Non-agency Acknowledgment Form – Certified Diver Experience Programs (or EU version).
2. Conduct a thorough briefing focusing on local conditions, procedures and techniques.
3. Guide the dive, pointing out features or aquatic life discussed in the briefing.
4. Debrief the dive by discussing observations.
5. Have divers log the dive as a Discover Local Diving dive.

*** NOTE:** Do not label a simple guided dive as Discover Local Diving to avoid confusing divers about the intent of the dive and level of guidance provided.

TEACHING TECHNIQUES

GENERAL CONSIDERATIONS

PADI®

General Considerations

The following descriptions, explanations and suggestions are alphabetized for easy reference.

Assessing Knowledge, Skills and Readiness

You may complete training for referred student divers and accept certified divers into a PADI course after conducting a knowledge and skill assessment. This assessment is important to determine a diver's readiness to continue. If there are gaps in prerequisite knowledge or difficulty with foundational skills, a diver will need remediation to ensure success before continuing with training.

Knowledge assessment can occur using these tools:

- PADI *ReActivate eLearning*
- PADI *Scuba Tune-up Guidebook*
- PADI Open Water Diver course quizzes
- PADI Open Water Diver course final exam
- PADI *Open Water Diver eLearning* Quick Review

Skill assessments can occur by conducting the ReActivate water skills session as a prescriptive skills assessment, or using the PADI Skill Evaluation Slate or Open Water Diver Course Confined Water Cue Cards as a guide for reviewing skills. Have referred and noncertified divers only review the skills they've already learned in confined water.

Care for the Environment

Follow and share with your student divers Project AWARE's 10 Tips for Divers to Protect the Ocean Planet and link the mastery of skills to responsible diving practices. As divers develop and master new scuba skills through a variety of PADI courses, continue to make the connection between scuba divers and their responsibility to care for the environment.

Dry Suit Orientation

Orient student divers who have never used a dry suit to dry suit use before using one in open water. This orientation allows divers to become comfortable with their dry suits, practice skills and eliminate potential equipment problems. An orientation may include the following skills:

1. Put on and remove a dry suit (with help only as necessary).
2. Conduct a buoyancy check at the surface while wearing a dry suit with undergarments (when needed) and full scuba equipment.
3. Demonstrate neutral buoyancy.
4. Demonstrate a technique for recovering from excess gas in the feet.
5. Disconnect and reconnect the low-pressure hose from the dry suit inflator valve while underwater.
6. Perform a neutrally buoyant ascent at a normal ascent rate (no faster than 18 metres/60 feet per minute).
7. Remove and replace both the scuba unit and weight system while on the surface.

Enriched Air Use

Because the PADI Enriched Air Diver course is theory-based with some practical application and no dive requirements, it may be taught concurrently with other PADI courses. Certified enriched air divers may use enriched air during PADI continuing education training dives.

Open Water Diver course link – integrate PADI Enriched Air Diver course knowledge development, predive simulation and practical application exercises any time during the course. Minimum student diver age is 12. Open Water Diver students may use enriched air on Open Water Dive 4, after completing Enriched Air Diver course requirements. Have your student divers plan Open Water Dive 4 using the planning requirements of Enriched Air Diver course Dive 1. This allows divers to meet Open Water Diver course Dive 4 performance requirements while getting practical experience planning an enriched air dive under supervision.

Advanced Open Water Diver course link – integrate PADI Enriched Air Diver course knowledge development, predive simulation and practical application exercises any time during the course. Minimum student diver age is 12. Divers may use enriched air on Adventure Dives after completing the Enriched Air Diver course requirements. To earn credit for the Enriched Air Adventure Dive, divers must complete a dedicated Enriched Air Adventure Dive that is not combined with another Adventure Dive.

Equipment Considerations

When teaching and supervising, divers may use a variety of equipment types and configurations. This can range from different alternate air source types to divers using sidemounted cylinders, rebreathers or full face masks.

When teaching, it's important that you understand how your student divers' equipment functions to help determine whether any technique variations are needed to meet course performance requirements. It will also help you more efficiently manage a dive emergency.

When supervising divers and leading tours, it's also helpful to have a basic understanding of the equipment being used on the dive. Equipment familiarity helps prepare for emergency response.

It's also important that buddies become familiar with each other's equipment. This happens during the predive safety check; however, it may require some additional discussion, with your support, for more complex equipment configurations.

To learn more about various equipment types and configurations, take the appropriate PADI courses, such as PADI Sidemount Diver and PADI Rebreather Diver. You can also access information from manufacturers or through resources found on the PADI Pros' Site.

Interruptions in Training

If a student diver starts a course, then stops for some reason – work, family, school, travel, etc. – and wants to resume training again, consider the following points.

There is no time limit on resuming training as long as it is with the same instructor. Training may also continue at the same dive center or resort if team teaching is practiced and student diver records are complete and accessible. If the break in training is 12 months or greater, have the student diver complete new administrative paperwork including a liability release, PADI Medical Statement and Safe Diving Practices Statement of Understanding.

If the student diver wants to resume training in a different location with a new instructor, referral procedures may apply. This depends on the course, the length of interruption and if any referral documentation is available from the previous instructor. For example, a diver with two logged Adventure Dives may continue training toward an Advanced Open Water Diver certification with any instructor by simply enrolling in the course and completing the additional Adventure Dives (without a referral form). However, an Open Water Diver student needs a referral form that clearly identifies what course segments were completed and when.

Whenever a student diver resumes training after an interruption, assess the diver's readiness to continue. Review material and skills the diver should have learned up to the interruption and remediate as necessary.

Knowledge Reviews

Knowledge Reviews are key components of the PADI educational model. Diver manuals (or online or multimedia versions) that have Knowledge Reviews are required for all core PADI courses and many specialty courses. When a course manual is required and available in a language understood by student divers, the divers must complete the Knowledge Review.

Go over student diver Knowledge Reviews to clarify information and answer questions – perhaps using the course Prescriptive Lesson Guides. Provide tips and suggestions that apply to the local environment or specific areas where training will occur. Have divers sign the student statement verifying understanding. Document in each student divers' training record that you reviewed the completed Knowledge Reviews or retain a copy of the student divers' completed and signed Knowledge Reviews in Student Record Files.

Learning Disabilities

Learning disability is a broad term that can encompass a wide range of conditions. In general, people with learning disabilities have some degree of difficulty reading, writing, spelling, reasoning, recalling or organizing information. People with learning disabilities often have average or above average intelligence, however, because they have difficulty receiving, processing, storing and responding to information, they don't excel academically unless they know how to compensate for their learning difficulties.

You may have student divers who know they have learning disabilities. PADI Standards allow you to make adjustments to help them learn. If a student diver needs special accommodations, ask for a letter from a credentialed health care practitioner (medical doctor, psychologist, etc.) stating that the diver has been diagnosed with a learning disability. Keep the letter in the student diver's record file. Find out what learning method works best for the diver so you can adjust your teaching style to meet the diver's needs.

Although it is preferable for student divers to read exam questions and answers independently, make reasonable provisions such as allowing the use of reading aids, reading out loud, or having someone read the exam to the student diver. The goal is to provide an objective testing environment that allows divers to clearly understand the questions and answers choices.

Logging Dives

To credit as a logged dive for course requirements, the dive must take place in open water and specific information about the dive (i.e. date, time, location, depth, profile, etc.) needs to be

recorded in the diver's personal log book. You then personally sign and date the log page to verify completion of all performance requirements. Do not use a signature stamp, embosser, or decal (in place of a signature) in a student diver's log book as a means of verifying training.

If a student diver does not successfully complete all the skills required for a dive, you can have the diver log the dive on a regular log page – not on the course-specific training log page. This allows the student diver to log every dive and ensures that the diver won't mistakenly get credit for the training dive until meeting all the dive requirements.

For the PADI Rescue Diver course, have student divers log the two open water rescue scenarios as dives. These dives may be applied toward the minimum logged dive requirements for PADI Divemaster and Instructor certifications.

Cosigning

When a PADI Assistant Instructor conducts a Peak Performance Buoyancy specialty course under the direction of a PADI Instructor, the instructor must cosign the student diver's log book/training record after verifying that all performance requirements have been met. The instructor who cosigns may certify the diver as an Adventure Diver or Advanced Open Water Diver if the Peak Performance Buoyancy Dive is the final dive needed for that certification.

When a PADI Divemaster or Assistant Instructor (who is a PADI Digital Underwater Photographer Specialty Instructor) conducts the Digital Underwater Photographer specialty course, a PADI Instructor who is also certified as a PADI Digital Underwater Photographer Specialty Instructor must cosign the student diver's log book/training record after verifying that all performance requirements have been met. The instructor cosigning the log book may certify divers as Adventure Divers or Advanced Open Water Divers if Dive Two is the final dive needed for certification.

Medical Fitness for Diving

Every student diver must review, complete and sign the PADI Medical Statement (RSTC Medical form) at the beginning of each PADI course/experience that includes any inwater activities. If a student diver answers "yes" to any question in the Divers Medical Questionnaire section, the student diver must get written medical approval prior to any inwater activity. In some areas, all student divers must get medical approval before diving. Because requirements vary from country to country, consult with your PADI Office whenever you start teaching in a new area.

Any question of medical fitness is solely the physician's area of expertise. Student divers who are physicians can't sign their own medical statement or give themselves medical clearance. Ultimately, you have the right to make the final decision about who you will accept into your scuba course after medical approval is obtained. You have no obligation to accept every applicant.

NOTE: The Continuing Education Administrative document, which includes the Divers Medical Questionnaire, covers continuing education divers for any course they take within 12 months – including PADI Advanced Open Water Diver, Rescue Diver, Master Scuba Diver and Specialty Diver courses.

New Medical Statement?

When enrolled in a PADI course, if a student diver becomes ill or injured for any reason, the diver must complete a new PADI Medical Statement to document a change in medical history. In some instances, a temporary change in condition may not merit a new form or medical evaluation. Use

the medical form to determine if the student diver's change in medical condition would cause the diver to check off something new on the form. If so, the diver must be cleared for diving by a physician prior to resuming inwater training.

If a diver enrolls in the next course, and answers "yes" to any medical questions on the PADI Medical Statement, the diver only needs to seek medical clearance again if the diver's medical condition has changed since the last medical form. If the diver obtained medical clearance from a physician within the past year for the same "yes" answers, the diver does not need to obtain new clearance. However, if the diver answered "yes" to any additional questions or the clearance is older than 12 months, the diver must receive medical clearance from a physician before any inwater activities.

Physical Challenges/Disabilities

Some student divers have physical challenges that interfere with their ability to perform certain motor skills. Although meeting some skill performance requirements may be difficult, adaptive techniques and reasonable accommodations can be made to help individuals with physical challenges master dive skills and enjoy diving.

The overall approach is to invite anyone interested in scuba diving into a program, as long as there is a desire and the person can meet the medical screening guidelines established by the industry and leading physicians knowledgeable in dive medicine. With medical clearance, you can train people with a wide variety of challenges by focusing on their desire to dive, rather than on any disability they may have.

While the standards themselves can't be compromised, a variety of techniques can be used to help divers meet a performance requirement. Look for reasonable and creative ways to meet the standards. Complete the PADI Adaptive Techniques Specialty course to learn more.

Also consider the options available in the PADI System. If a student diver is unable to meet all Open Water Diver course performance requirements, the individual may be able to earn a PADI Scuba Diver rating. Discover Scuba Diving programs may a good option for continued participation – giving someone with challenges a closely-supervised, conservative diving experience. The PADI Seal Team program easily adapts to adult participants with physical challenges, the elderly and others who require a closely-controlled experience that fulfills the desire to have fun underwater. You can help people learn to cope with limitations and better use the full extent of their abilities by establishing reasonable, and achievable goals. You have the options you need to introduce scuba to all who seek it out.

Information

In many areas there are laws that protect people with disabilities from discrimination. If you choose not to teach people with special challenges, your policies should not unfairly exclude people from participating in snorkeling or diving activities.

If you welcome people with physical challenges into your courses, you have a responsibility to inform them about general diving risks as well as special considerations they may have based on their capabilities. Make sure everyone enrolled in your courses knows that participation will not result in certification unless all performance requirements are met.

As with every course, make sure all costs and services are clearly communicated to student divers before the course begins. If you anticipate that student divers may need extra sessions, specialized equipment, a sign language translator or other additional service make sure everything is clearly written out and agreed to in advance. Your service policy should be distributed and agreed to by all student divers in all courses, equally.

You'll find that most of the time you can accommodate divers with disabilities in your regularly scheduled courses. However, you may consider creating a special training package that includes all the extras an individual may need.

Medical Considerations

People with injuries at high levels of the spine may have an impaired body thermoregulation and are more susceptible to hypothermia and heat exhaustion. On a warm day, help individuals avoid overheating by having adequate shade, water spray bottles or moist towels and fans available. To avoid chilling problems, make sure divers have a correct fitting exposure suit, even in tropical climates. Always try to enter the water and begin activities as soon as possible.

Reduced circulation caused by some physical impairments decreases healing ability, so that even minor bumps and scrapes could take months to heal, or worse, lead to hospitalization. Make sure divers with physical challenges always wear protective clothing, such as exposure suits, tennis shoes, booties, heavy pants, etc. in and around the pool, beach and on dive boats. When possible, pad pool sides and boat swim steps to provide further protection.

Modifications

While standard dive equipment may work for many people, sometimes minor modifications are necessary to compensate for physical impairments. For example, amputees can benefit for removing the unnecessary part of a wet suit and resealing it for warmth and protection. Divers with limited or no leg mobility can use webbed gloves for more efficient swimming. Divers with no right or left arm use may switch clips, gauges and hoses around for better access with their usable arm. Divers with poor vision may benefit from a magnifying glass attached to a mask for gauge reading.

People with limited or no use of their legs may not be able to stand in shallow water. During confined water sessions provide reasonable accommodations such as blocks, step stools or plastic chairs for stability.

Assistance

Participants with limited mobility may need assistance when entering and exiting pools, confined water or open water sites. Use certified assistants to position wheelchairs, canes or crutches for easier entries and exits, and provide necessary lifting or steadying.

Make sure you and your certified assistants use proper lifting techniques. Remind assistants to adopt a stable position with their feet apart – one leg slightly forward to maintain balance and create a stable base for lifting. Be prepared to move their feet for stability if necessary, and keep their backs straight, maintaining a natural curve, and not twist their bodies when lifting. No one should lift or handle more than can be managed easily, and ask for help if needed.

Referrals

Referring

You may refer a student diver who has completed any course segment, such as a knowledge development session, confined water dive or open water dive, to a PADI Instructor in another location to complete certification requirements. The PADI Instructor receiving a referred student diver must ensure that the diver is adequately prepared to participate in the next training step.

A referral begins when you issue a referral record to the student diver documenting the completed training. You must initial/sign the form and list completion dates. Send a copy of the student diver's completed Medical Statement with medical clearance so that the student diver does not have to get new medical clearance for the receiving instructor.

It's important to consider that a referred student diver knows very little about PADI Standards, training methods or protocols. The diver trusts and expects you and the receiving instructor to follow the procedures that allow training to be completed.

A referral record is valid for 12 months from the last training segment completion date. However, encourage referred divers to complete training as soon as possible. You may extend the referral by an additional 12 months by having the student diver complete a new segment of the course, by repeating a previous training segment, or by assessing the diver's knowledge and skills to determine readiness to continue. Each time a diver completes a segment or knowledge and skill assessment another 12 month period begins.

It's a good idea to assist the referred diver in selecting a dive center or resort to complete training and to work with the diver to make the appropriate arrangements prior to departure. Give the selected dive center/resort your contact information should questions arise or a problem occur. Follow up by asking the referred diver to visit you after earning certification. This will give you a chance to congratulate the diver and talk about continuing education and the additional dive services you offer.

Receiving

If receiving a referred student diver, review the referral documentation and have the diver review, complete and sign administrative paperwork. Assess the diver's skills and comfort level inwater and generally assess dive knowledge. Remediate as necessary before any open water dives.

You must ensure that the student diver meets all certification requirements. Because for some courses, like the Open Water Diver course or Divemaster course, waterskill assessments, dive flexible skills or exercises may be conducted at various points during training, carefully check the student diver's referral documents and organize dives to ensure the diver has completed all skills.

If you complete the final open water training submit a PIC (envelope or online) or appropriate application to your PADI Office. If the diver can't complete training with you, sign off segments that were completed on the referral document and refer the student diver to another PADI Instructor.

Receiving Entry-level Divers from Other Certification Organizations

You may also receive referred entry-level student divers who have started their training (knowledge development and confined water) with a certification organization other than PADI by following these procedures:

- Review the referral document to verify that the student diver completed the knowledge and skill development portions of an entry-level scuba course.
- Verify that the student diver completed a water skills assessment (at least a 200 metre/yard swim or 300 metre/yard mask, snorkel, and fin swim and a 10 minute tread/float). If not, have the diver complete these assessments.
- Verify that the training completion date listed on the referral document is not older than 12 months.
- Have the student diver complete administrative paperwork.
- Have student diver complete the ReActivate Quick Review or Open Water Diver Course final exam, and conduct a confined water dive that reviews Open Water Diver course skills in preparation for open water training dives. Remediate the diver's knowledge and skills, as necessary, before any open water dives occur.
- Conduct all four open water dives.
- Submit a PIC (envelope or online) to your PADI Office and retain referral documents along with administrative paperwork.

Surface Marker Buoys

If towing a float and dive flag, or using a surface marker buoy or a delayed surface marker buoy (DSMB) while diving is a common practice in the local area, you may introduce the use of this equipment during Dive 4 of the PADI Open Water Diver course or on any subsequent dive in any PADI course or program.

Remind student divers that when towing a float or marker buoy, to hold the reel so it can be released immediately if necessary. Don't attach it to their dive equipment. Also, keeping tension on the line and avoiding slack reduces the potential for entanglement.

For DSMB use, have student divers launch a DSMB from a stationary position at a maximum depth of 12 metres/40 feet using the following procedures:

1. Brief student divers on the skill prior to the dive, and encourage them to review the steps on the shore (or boat deck) before getting in the water.
2. Evaluate environmental conditions, including water temperature and turbidity, to select the appropriate method for launching a DSMB, such as using an alternate air source, exhaled bubbles, or a separate dedicated cylinder.
3. Demonstrate launching a DSMB for divers prior to their practice.
4. Directly supervise divers as they launch their DSMBs.

TEACHING TECHNIQUES

ORGANIZATION

PADI®

Organization

The following descriptions, explanations and suggestions are alphabetized for easy reference.

Certified Assistants

Certified assistants help you to maintain group control and student diver supervision. They provide logistical support and can coordinate activities on the shore or boat. Although you can teach PADI courses without the help of certified assistants, it's not only so much easier when they are there, but they add significantly to control and responsiveness to emergencies. This is especially true for experience programs or entry-level courses when you can't leave divers unattended.

To benefit the most from your certified assistants' help, consider the following:

- Thoroughly brief assistants about their roles during the dive, including information on site facilities, so they can answer student diver questions. Make sure they know where to find and how to use emergency equipment – first aid kit, oxygen unit, AED, telephone/radio, etc. They should also know where extra equipment, weights, etc. are located.
- Discuss how much assistance and guidance to give student divers before, during and after the dive.
- Go over the expected order of activities and where they should position themselves in the water.
- To increase practice time, have certified assistants monitor additional student diver practice. After a student diver successfully performs a skill for you, have an assistant supervise repeated demonstrations.

When using certified assistants during PADI Specialty Diver course training, it's not required, but strongly recommended, that they hold those specialty ratings, especially with more advanced specialty courses such as Ice, Cavern, and Wreck Diver.

Linking Courses

Linking one PADI program to another is a great way to promote continuing diver education. When divers get to experience a segment of the next course or training level, they have more motivation to continue. To link courses successfully, it takes planning and organization. For the complete list of linking options, see your PADI *Instructor Manual*, General Standards and Procedures Guide, Paperwork and Administrative Procedures. Here are a few additional suggestions to enhance your efforts:

Discover Scuba Diving to Open Water Diver – Schedule extra time in confined water when you suspect that Discover Scuba Diving participants may be interested in enrolling in an Open Water Diver course. Conduct the Discover Scuba Diving program as designed, then after participants have spent time swimming around offer to introduce skills from the Open Water Diver course – Confined Water Dive 1. If divers master all of the skills from Confined Water Dive 1, you may conduct Open Water Dive 1 as well. This allows the participant to credit both dives toward Open Water Diver course requirements. Promote *Open Water Diver eLearning* as a convenient means of completing knowledge development.

Open Water Diver to Advanced Open Water Diver – After student divers successfully complete Open Water Diver course – Dive 4, get them excited about additional underwater

activities by conducting an Adventure Dive from the Advanced Open Water Diver course as a third training dive of the day. Explain that this dive may credit toward their Adventure Diver or Advanced Open Water Diver certification and/or the appropriate specialty.

> **NOTE:** An Adventure Dive completed on the same day as Dive 4 is covered by the Open Water Diver course administrative paperwork. If you plan to conduct this Adventure Dive, it's a good idea to explain this to student divers when they complete and sign the releases.

Open Water Diver to Specialty Diver to Advanced Open Water Diver – You can conduct one specialty diver course (as listed in your PADI *Instructor Manual*) concurrent with the Open Water Diver course if you hold that PADI Specialty Instructor rating. Keep in mind that the dedicated Specialty Dive 2 conducted after the required four open water dives is the dive that credits as an Adventure Dive. Explain to divers that they've not only earned a specialty diver certification but also have one dive toward their Adventure Diver or Advanced Open Water Diver certification.

Multiple-level Training

Multiple-level training is a method of conducting different courses at the same location at the same time. It's efficient because it maximizes resources by keeping everyone – you, your certified assistants and your student divers – together at the dive center/resort, confined or open water dive site. It's also a great way to promote continuing education because divers have the opportunity to interact and find out about the next course from each other.

Carefully choreograph the training so that you make the best use of everyone's time and meet the course needs. This approach often works best when there are several instructors and certified assistant available.

You can start by scheduling course orientation sessions for the same time at the dive center or resort. Conduct a general welcome and facility overview for everyone. Explain that you'll begin by filling out paperwork together then split divers into their course groups to get information specific to their particular program. Have instructors or certified assistants move student divers to different parts of the facility to complete the orientations.

Consider having a social time in the retail area at the conclusion to allow divers and staff to talk. Always take the time to introduce student divers to each other. This allows them to share experiences and ask questions about other courses with little prompting from you.

If you have access to a large pool or confined water area and have several instructors available, you can schedule several courses to be in the water at the same time including – Discover Scuba Diving participants, Open Water Diver students, ReActivate participants, Advanced Open Water Diver and specialty diver course participants (completing practical application sessions), Rescue Diver students and Divemaster candidates

If your confined water site is small or you are the only instructor available, overlap schedules by 15 minutes, so that one course is preparing to get in the water while the other course is just finishing. Make sure divers have time to interact during the transition.

Multiple-level training produces the best results when used at open water dive sites because this is where divers really get to see aspects of the other courses. Start by planning everyone's activities for the entire day. Give your certified assistants a complete schedule that lists expected start and finish times for each activity. Produce another schedule for divers that contains only the information they need for the day.

As you look over this example schedule below, note the following:

- Divemaster candidates in buddy teams can complete the mapping exercise without direct instructor supervision.
- There are social opportunities, such as over drinks and snacks or lunch.
- During the afternoon, have specialty divers or Advanced Open Water Diver course divers arrive just as everyone is finishing lunch.
- You need a third instructor or a PADI Assistant Instructor to conduct the Peak Performance Buoyancy specialty.
- Delays may occur, but with a complete overview of the day, you can make adjustments.

Multiple-level Open Water Dive Day Schedule

7:00 am	Staff meeting and site setup
7:30 am	Divemaster candidates arrive
7:45 am	Divemaster candidates prepare for mapping exercise
8:00 am	Open water and rescue divers arrive
8:15 am	Site briefing for everyone
8:30 am	Divemaster candidates get in the water and rescue divers begin training sessions
8:45 am	Open water divers get in the water
9:30 am	Everyone out from first dive
10:00 am	Bring out snacks
10:15 am	Course briefings for second dive
10:30 am	Second dive begins
11:30 am	Everyone out from second dive
12:15 pm	Debriefing and log dives
12:30 pm	Picnic lunch
1:00 pm	Specialty diver students arrive
1:15 pm	Briefing for specialty divers
1:30 pm	Specialty divers get in the water
1:45 pm	Briefing for divemaster candidates assisting with skin dive for open water divers
2:00 pm	Briefing for open water and rescue divers
2:15 pm	Third dive begins
2:30 pm	Specialty divers out from dive
3:00 pm	Everyone else out
3:15 pm	Bring out afternoon snack
3:30 pm	Briefing for specialty divers
3:45 pm	Specialty divers begin second dive
4:00 pm	Debriefing and log dives for open water, rescue and divemaster candidates
Note:	Invite divers to come by and watch the night diver course get in the water at 7:00 pm.
4:30 pm	Specialty divers out from dive
5:00 pm	Debriefing and log dives

PHILOSOPHY AND APPROACH

PADI®

PADI's Brand Promise

Purpose

Develop the best diver training programs and materials for PADI Dive Centers, Resorts and Professionals who offer the world's most sought-after diver certifications that enable people to explore our water planet confidently and competently.

Slogan

The Way the World Learns to Dive®

Vision

Be the best *in* and *for* the world.

Mission

Galvanize a global community of confident, competent and active divers who are champions of the water planet. BE BEST. BE PADI.℠

Who is PADI?

PADI (Professional Association of Diving Instructors) is the world's largest recreational diver training, certification and membership organization. PADI Members (dive centers, resorts, educational facilities, instructors, assistant instructors and divemasters) train more than one million people each year and have issued more than 25 million diver certifications in total. This makes underwater exploration and adventure accessible to the public while maintaining the highest industry standards for diver training, safety and customer service.

PADI Regional Headquarters serve a global membership of more than 135,000 individual professional members and more than 6500 dive centers and resorts in more than 186 countries and territories. PADI Regional Headquarters and service offices are located in Australia, Brazil, Canada, China, Japan, Russia, the United Kingdom and the United States. PADI materials are available in more than 24 languages.

PADI Worldwide is located in California, USA, and is a privately held corporation that is guided by Drew Richardson, President and Chief Executive Officer (CEO), along with a group of officers and directors. PADI Worldwide manages the long-range strategies, planning and global marketing for the organization while the officers, managers and staff at each PADI Regional Headquarters conduct the day-to-day business activities that support PADI programs and provide services to PADI Members.

PADI Worldwide is also affiliated with Emergency First Response, a CPR and first aid training organization; the PADI Foundation, a nonprofit organization that supports environmental and educational efforts through grant programs; Current Publishing, which develops and publishes marine science educational programs for youngsters; and the Project AWARE Foundation, a registered nonprofit environmental organization that's focused on empowering divers around the world to work together for a clean, healthy and abundant ocean planet.

PADI Values

Leadership

Being a world-class leader in every aspect of the dive business, including designing and developing products, training snorkelers, scuba divers, freedivers and technical divers, diver safety, aquatic environmental education, support and service provided to PADI Members and the global marketing of diving and dive adventures.

People and Integrity

Placing high value on the skills, strengths and perspectives of PADI's diverse membership and employee groups. Continually encouraging cooperative efforts at every level. Honoring commitments while practicing the highest ethical standards and treating everyone fairly with trust and respect.

Quality and Customer Satisfaction

Taking pride in performing tasks correctly and accurately the first time to the highest standards of quality and efficiency. Maintaining a robust system of standards enforcement and quality management. Keeping customers satisfied means understanding what customers want and delivering it flawlessly.

Environment and Underwater Cultural Heritage

Being committed to protecting the aquatic environment and preserving underwater cultural heritage for future generations.

Core Competencies

Unsurpassed Customer Service and Knowledge

PADI's strength and competitive advantage is delivering outstanding customer service, and developing excellent programs and products.

International Program Integration

The PADI System of diver education provides consistent, standardized and state-of-the-art training that adapts to diverse cultures, customs, protocols and languages on a local level.

Unparalleled Educational Validity

PADI's courses were the first to be independently evaluated and recommended for college credit equivalency by the American Council on Education (ACE). PADI courses have received recognition from other educational institutions internationally, are certified as ISO-compliant, and meet or exceed World Recreational Scuba Training Council standards.

Unequaled Diversity in Professional Membership

PADI Instructors are the most ethnically, culturally, racially and gender diverse group of dive educators in the world. Nearly everywhere people can find PADI courses offered by a person from their own culture and in their own language.

Adaptability

PADI courses are developed to accommodate varied student abilities and PADI Professionals learn adaptive teaching techniques to better work with people with physical and mental challenges.

PADI's Environmental and Community Advocacy

PADI Professionals have been introducing people to the wonder of the aquatic world since 1966. Since that time, PADI has continued to grow because the organization stands for the deeper purpose of being a global *force for good*. PADI Instructors transform people into divers, instilling a love for the underwater world and changing their lives forever. Together, the PADI network of dive professionals and divers are positioned to drive positive change in their communities and for the environment. Through PADI's global reach, divers can help preserve our oceans for future generations. The PADI family is dedicated to being best *in* and *for* the world.

PADI Pillars of Change

The PADI Pillars of Change is a four-tired social and environmental brand activism platform designed to empower divers to get involved with causes they care about in tangible ways. The PADI organization pledges to take an active stance on the critical issues that affect dive communities and the environment, and invites PADI Divers to do the same.

Ocean Health: Take action and support global efforts to ensure a healthy ocean. Forge partnerships with organizations that support the establishment of more marine protected areas (MPAs), the reduction of marine debris and plastic pollution, and the restoration and recovery of coral reefs. Be an advocate for ocean conservation.

Marine Animal Protection: Protect marine life biodiversity by teaching environmentally-friendly dive behavior, promoting sustainable dive tourism and supporting organizations like Project AWARE that work to implement protection laws, enact legislation and help establish balance in our aquatic ecosystems.

People and Community: Provide more educational opportunities for people to become PADI Professionals and divers because teaching the world to dive is the heart of PADI. Support local groups that expose people to sustainability efforts and help to build dive infrastructure that fosters local growth and prosperity.

Healing and Wellness: Inspire people to find personal transformation and healing, both mentally and physically through diving. Amazing stories of triumph over adversity, illness and hardships testify to diving's healing power – sometimes when nothing else worked. Many people have found hope for their futures while experiencing external and internal healing.

PADI's Commitments

Education • Exploration • Community • Conservation

Education

As the recognized leader in diver education, the PADI organization is committed to developing the best diver training materials and delivering them to the global network of PADI Dive Centers, Resorts and Professionals. They, in turn, offer the world's most sought-after diver certifications, enabling people to explore our water planet confidently and competently.

PADI Regional Headquarters provide members with a full range of educational materials, training aids, promotional pieces and recognition materials to conduct and market PADI programs. These materials are developed by educational experts and instructional designers who use state-of-the-art technology and learning theories to produce quality products.

When student divers successfully complete PADI courses, they receive positive identification certification cards that identify them as PADI Divers. In addition to course materials and certification cards, PADI Regional Headquarters support members' teaching efforts by supplying consultation services in current instructional methods and protocols.

The PADI System of diver education is performance-based and consists of progressive training that introduces skills, safety related information and local environmental knowledge to student divers in stages. PADI courses are student-centered and provide for maximum practice and application. Student divers learn the basics through independent study and then are guided through additional development by their instructors until essential diving requirements are mastered. The goal is to get student divers into the water as soon as possible and provide them with the instruction necessary to gain confidence in their diving abilities.

The educationally valid, unsurpassed quality of PADI courses and materials have been independently acknowledged by international educational and vocational training authorities. PADI courses are certified as ISO-compliant, and meet or exceed World Recreational Scuba Training Council standards.

PADI's entry-level scuba certification is Open Water Diver. Once certified, divers can continue their education by becoming Advanced Open Water, Specialty and Rescue Divers. Further training, such as the Divemaster and Assistant Instructor courses, allow interested divers to become dive leaders.

Prior to certification, interested individuals can try scuba diving through the Discover Scuba Diving program. Children who aren't old enough or ready for the Open Water Diver course, can experience diving through the Bubblemaker or the PADI Seal Team programs. Discover Snorkeling and the PADI Skin Diver course are also options for youngsters, and for those who prefer to view the underwater world using snorkeling gear.

All divers are encouraged to stay current and refresh their knowledge and skills, especially after a period of inactivity. The PADI ReActivate program is a prescriptive update that helps divers prepare to get back in the water.

The PADI Freediver program introduces people to breathhold diving and allows them to progress to Advanced Freediver and Master Freediver.

PADI TecRec courses teach divers the techniques and skills required to dive beyond recreational diving limits. A full array of courses allow those willing to accept the added risks, training and commitment to advance their underwater exploration opportunities.

The PADI Public Safety Diver program trains divers to work with local authorities to provide underwater services, such as rescues, recoveries and underwater criminal investigations. This special training teaches the technical skills public safety divers may need on the job.

Divers who want to explore the numerous opportunities for lifelong careers can become PADI Open Water Scuba Instructors, PADI Freediver Instructors, Emergency First Response Instructors, PADI Public Safety Diver Instructors and/or PADI TecRec Instructors.

The PADI Instructor Development program sets the industry standard for scuba instructor training. Through a comprehensive curriculum, dive leaders build upon their supervisory skills and learn to teach PADI courses. Each new PADI Instructor has demonstrated a thorough knowledge of the PADI System and the ability to conduct PADI programs by meeting specific evaluation criteria during a PADI Instructor Examination (IE). PADI Instructor Development programs may only be conducted by qualified PADI Course Directors. Course Directors are experienced Master Instructors who have received training and gained experience in conducting instructor development programs. PADI Instructor Examinations are conducted by PADI Staff who are designated as Instructor Examiners. Having IEs conducted only by authorized PADI Staff ensures that the evaluation process is objective, fair and consistent.

All PADI programs, entry-level through instructor training, fall under strict educational standards to maintain worldwide consistency and quality. PADI Regional Headquarters take a proactive approach to quality assurance, with a full-time department that surveys PADI Divers to monitor PADI programs and to confirm that they meet PADI's high standards. This commitment to a strong quality assurance process contributes to diver safety, helps maintain educational integrity and continually improves customer satisfaction.

Exploration

More than 70 percent of the planet is covered by water, providing infinite possibilities for adventure. PADI Divers hold the passport to explore the last frontier where endless opportunities for underwater discovery await.

PADI training fulfills the desire for exploration and adventure. The unique dive services that PADI Members supply arm millions of divers with the tools they need to tour the aquatic realm.

To foster this exploration, everyone is encouraged to visit padi.com – the hub of diving information. Visitors to the site can find information that ranges from upcoming events and course descriptions to dive travel and dive destinations. They can also gain inspiration from My PADI stories about passionate individuals committed to changing the world through their role as PADI Divers or Professionals.

Linked to padi.com is PADI Travel™, the ultimate travel resource that offers PADI Members and divers access to online dive travel booking services with expert support. Travel has always been intrinsically linked to diving and exploration, and PADI's global travel platform strengthens this connection by offering hundreds of dive trips. As part of the PADI organization's mission to be the best in and for the world, PADI Travel inspires divers to venture to new places, remain active as divers and, ultimately, become more focused on taking care of the world's ocean resources.

Community

Community-building programs differentiate PADI in the marketplace and are critical to making PADI the most sought-after certification because they connect the world's largest and most active tribe of divers and professionals. Keeping divers and PADI Members engaged allows everyone to continue doing what they love.

The PADI AmbassaDiver™ Program elevates diving in global communities by inspiring more people to pursue their passions or follow their dreams to explore, protect and experience the underwater world. Each AmbassaDiver is a brand representative who has excelled within their field and motivates others to start diving, keep diving or teach diving. They represent PADI values and help to welcome divers, ocean advocates and explorers into the PADI family.

The PADI blogs contain the latest PADI dive news and diving-related articles. PADI's various highly-engaging social media channels attract millions of fans, which allows PADI Divers and Pros to interact through sharing stories, photos and videos while discussing their passion for diving and exploring the underwater world.

PADI publications keep PADI Members up-to-date on important dive issues, safety, training techniques, and business information. *The Undersea Journal* (a magazine for dive industry professionals) features information regarding diver education, safety standards, dive retailing, travel, industry news, science and the environment.

PADI Members also receive from their PADI Regional Headquarters special bulletins and newsletters, such as the *Surface Interval* eNewsletter that allows members to stay abreast of training and education issues, instructor development news and information specific to the needs of PADI Dive Centers and Resorts.

The *Training Bulletin* and Training Bulletin LIVE! webinar keep members updated regarding training suggestions and requirements as well as important changes to PADI courses and programs.

To help PADI Members save valuable time and find the tools they need to be effective educators, the PADI Pros' Site is an online information hub that offers training updates, business of diving webinars and forums along with marketing tools. Job placement opportunities at PADI Dive Centers or Resorts can also be found on the Pros' Site employment board.

To assist PADI Members grow both personally and professionally, PADI Regional Headquarters conduct annual seminars that cover various educational, marketing and risk management topics. Also offered are sales training and business development programs. Each year PADI Staff attend advisory meetings and member forums to discuss local issues and supply participants with information regarding current trends in diving. PADI Regional Managers visit PADI Dive Centers and Resorts to consult with members regarding sales, merchandising, marketing and staff training. Retailers and resort operators also have access to a variety of business services through the PADI Retail and Resort Associations.

As PADI Members, both individuals and dive businesses can obtain professional liability and several other types of business insurance policies. PADI Regional Headquarters maintain a staff of professionals who address legal, insurance and legislative issues that affect PADI Members and diving in general. PADI Staff are also involved in developing national and international dive community minimum training standards. With the assistance of legal advisors and interaction with other groups, the PADI organization represent the interests of members and divers in the community and before governments.

Conservation

PADI has a long-standing commitment to environmental conservation. Through course offerings and alignment with organizations, such as Project AWARE, PADI diver education urges people to take action to safeguard threatened marine species and delicate aquatic habitats.

To be the best *for* the world, the PADI organization must be the catalyst for change through the implementation of global programs that encourage social and environmental responsibility.

To support the Ocean Health and Marine Protection initiatives, PADI has a formal partnership with Mission Blue, which is led by legendary oceanographer Dr. Sylvia Earle. Mission Blue is an alliance that is building public support for the protection of Hope Spots, which are special places vital to the health of the ocean. Another partnership is with the Global Ghost Gear Initiative (GGGI), a global alliance working to solve the problem of lost and abandoned fishing gear, known as ghost gear. GGGI works to reduce the volume of ghost gear, remove and recycle it, and rescue entangled animals.

With thousands of PADI Members and millions of divers, PADI is a growing force to protect the underwater environment. By empowering divers with information, many choose to get involved with causes they care about in tangible ways. Diver voices can speak loudly for the fragile, threatened inhabitants of the ocean.

In PADI courses divers learn the importance of protecting fragile aquatic ecosystems and are encouraged to become involved in conservation efforts. Fostering this sustainability mindset helps increase the pool of ocean stewards who are inspired to act. Igniting a shared passion for the ocean helps inspire action and forges partnerships with organizations that are making a positive impact on the water planet.

In support of Project AWARE's efforts and programs, PADI Divers are prompted to join the movement and make every dive count for a clean, healthy ocean planet. Project AWARE's website - projectaware.org – outlines their environmental focus, achievements and actions.

The PADI System of Diver Education

The PADI System provides PADI Members with complete curricula and training materials for a variety of experience programs and certification courses, from introductory programs, such as Discover Scuba Diving, to leadership level training such as Divemaster. Many PADI courses include junior diver certification levels. PADI Specialty Instructors may offer courses that allow divers to further pursue their diving interests. PADI Members who qualify as Emergency First Response Instructors may offer integrated CPR and first aid courses to divers and members of the public who wish to learn the basic skills of emergency patient care. PADI Freediver Instructors qualify to offer the various certifications for the PADI Freediver program and PADI TecRec Instructors must qualify to offer different levels of the PADI TecRec program.

Qualified PADI Members can offer these programs:

- Emergency First Response
- Discover Snorkeling
- PADI Seal Team
- Bubblemaker
- Discover Scuba Diving
- Discover Local Diving
- ReActivate
- Skin Diver
- PADI Scuba Diver
- Open Water Diver
- Adventure Diver or Advanced Open Water Diver
- Rescue Diver
- Master Scuba Diver and Dedicated Master Scuba Diver
- Divemaster
- Assistant Instructor
- Instructor
  - Master Scuba Diver Trainer
  - IDC Staff Instructor
  - Specialty Instructor
  - EFR Instructor
- Tec Rec
  - Gas Blender
  - Trimix Blender
  - Tec 40
  - Tec 45
  - Tec 50
  - Tec 65
  - Tec Trimix
  - Rebreather Diver
  - Advanced Rebreather Diver
  - Tec Sidemount Diver
  - Tec 40 CCR
  - Tec 60 CCR
  - Tec 100 CCR
  - Gas Blender Instructor
  - Trimix Blender Instructor
  - Rebreather Instructor
  - Tec Sidemount Instructor
  - Tec Instructor
  - Tec Deep Instructor
  - Tec Trimix Instructor
  - Tec 40 CCR Instructor
  - Tec 60 CCR Instructor
  - Tec 100 CCR Instructor
  - Tec Specialty Instructor
- PADI Freediver
  - Freediver and Basic Freediver
  - Advanced Freediver
  - Master Freediver
  - Freediver Instructor
  - Advanced Freediver Instructor
  - Master Freediver Instructor
- PADI Public Safety Diver
  - Surface Support Specialist
  - Underwater Criminal Investigator
  - Public Safety Diver Instructor
- Specialty Diver
  - Adaptive Support Diver
  - Adaptive Techniques
  - Altitude Diver
  - AWARE Dive Against Debris®
  - AWARE Shark Conservation Diver
  - Boat Diver
  - Cavern Diver
  - Coral Reef Conservation
  - Deep Diver
  - Delayed Surface Marker Buoy (DSMB)
  - Digital Underwater Photographer
  - Diver Propulsion Vehicle (DPV) Diver
  - Drift Diver
  - Dry Suit Diver
  - Emergency Oxygen Provider
  - Enriched Air Diver
  - Equipment Specialist
  - Fish Identification
  - Full Face Mask
  - Ice Diver
  - Night Diver
  - Peak Performance Buoyancy
  - Project AWARE Specialist
  - Search and Recovery Diver
  - Self-Reliant Diver
  - Sidemount Diver
  - Underwater Naturalist
  - Underwater Navigator
  - Underwater Photographer
  - Underwater Videographer
  - Wreck Diver
  - Other Specialty Diver courses

Performance Based Learning

PADI courses are designed using the concept of performance-based learning. This means student divers progress through the course by demonstrating that they meet measurable learning objectives. The courses' instructional design sequences these objectives from simple to complex, so student divers build upon previous learning as they progress. Attempting to learn something without mastering prerequisite objectives is more difficult, and such an approach can complicate and interfere with learning. For this reason, student divers must satisfactorily meet knowledge development and water skills performance requirements in their required sequences. Satisfactory demonstration is called "mastery."

Performance Flexibility

The advantage of using an integrated instructional system is that it provides you flexibility in accommodating learning styles, personal preferences and needs and logistics while maintaining educational validity. You have tremendous latitude structuring your courses. Here are some of your options:

1. Lead with diving. For most PADI programs, you don't have to start student divers with knowledge development. You may get them directly into the water – diving – even if it's just shallow confined water. By doing this, you more accurately focus on dive activities and get divers excited, which enhances motivation. Motivated student divers are more likely to complete their independent study, pay closer attention and have more fun.
2. Brief elaborations. Thanks to the effectiveness of independent study with the PADI diver materials and online learning options, you don't need to lecture for knowledge development. Instead, you can assess learning by reviewing Knowledge Reviews and having student divers complete the quizzes and exams. You elaborate by emphasizing only those areas that need it or where student divers express an interest in more detail. This gives you more time to help student divers apply skills to the local environment and allows you to assist them with other interests, such as equipment selection or dive travel planning.
3. Options open. One reason independent study works well is that individuals learn differently. Some people need lots of breaks, whereas others need uninterrupted concentration. Independent study accommodates these differences, meaning student divers study more effectively and learn more. It also gives you flexibility and accommodates unique scheduling opportunities such as weekend courses. Obviously an instructional system does have some sequencing requirements, however as long as you meet particular sequencing required by standards, there are many options for organizing training.
4. More than one way. The philosophy is that there is rarely only one way to accomplish a task. There is no single "right" way to perform a skill, but rather there are many acceptable methods for reaching the same goal. Most courses takes a flexible, conceptual approach to performing skills based on factors, such as diver abilities, that may dictate or influence what technique will be most effective. Skill development encourages divers to experiment, learning to capitalize on their strengths, recognize their limitations and consider these if problems arise. Student divers learn to first stop and think about the options, and then act by applying what they've learned.

LEGAL RESPONSIBILITY
and Risk Management

Overview

As a dive professional, it is important to understand your responsibilities and to know how to manage risks to avoid or minimize problems. Although you may not expect something to go wrong when you teach or assist with a course, or involve yourself in other professional activities, you should always use appropriate risk management practices – it's a mark of being a professional. Besides helping to prevent accidents in the first place, the attitudes, judgments, techniques and tools inherent in good diving risk management can also help you to defend yourself should an accident occur, through helping both guide and document your reasonable behavior and practices. All in all, good risk management practices serve as your best ongoing process to provide for the safety of the students and divers in your care, while providing you the means to protect yourself from liability should an accident occur.

The most important reasons for employing good risk management practices include:

1. ***Striving to keep divers safe –*** this is the primary and most important goal of risk management.
2. ***Providing liability protection –*** risk management plays the important role of helping to protect you legally in case something goes wrong, despite your best efforts. By following a proven standard of practice and by documenting your actions, you maintain an improved level of liability protection.
3. ***Maintaining the availability of insurance –*** dive professionals need the protection of reliable insurance coverage. The continued availability of adequate insurance is directly related to the effectiveness of managing diving's risks. The first, most important, step is to reduce claims by preventing accidents. The second is to reduce claims losses through successful defense when litigation does occur.
4. ***Maintaining public relations and image control –*** diving's continued viability as an industry is directly related to its continued image as a responsible, professionally practiced activity with a reasonable safety record.

Your Personal Health and Safety

Part of assuring the safety of your student divers is assuring your own safety as a professional. Because you dive frequently as a professional, you have more opportunities to have a decompression illness or other incident than someone who dives less frequently. However, statistics show that the accident risk for dive professionals at work is extremely low. Take steps to manage your risk and maintain safety by:

1. Maintaining an ascent rate of not more than 18 metres/60 feet per minute, or slower if mandated by your dive computer. Since training often includes multiple ascents for the instructor, conservatism is prudent.
2. Conduct repetitive dives so each dive is to a shallower depth.
3. Team teach with another PADI Member.
4. Dive conservatively, well within dive table or computer limits, as well as your personal limits.

5. Use common sense, caution and good judgment regarding your health. Do not dive when you are not in the proper health to do so.
6. Maintain diver accident insurance for yourself.

Risk is inevitable in any endeavor or profession, but exercising good judgment and conservatism will help you minimize and manage risk.

The Role of Standards and Instructional Systems

Standards and instructional systems help dive educators organize and conduct effective courses and programs. They also assist in reducing legal risk.

Standards

Educational and professional standards establish much of the conduct or *code of practice* expected of a reasonably prudent dive professional. Responsibility for creating those standards falls on PADI and the dive industry at large, not on the individual. Adhering to accepted standards makes your teaching practices much easier to defend because you are following proven, defendable practices. Deviating from standards makes defending a dive educator's teaching practices much more difficult because the burden shifts to the more difficult task of proving that the individual's personal actions were prudent.

Instructional Systems

An instructional system relieves the dive educator of responsibility for *instructional design.* The responsibility for course or program content and sequencing falls on PADI. When an instructional system is used it proves definitively what was taught. It shows that the dive educator presented necessary, appropriate material as outlined in PADI manuals, videos, cue cards, instructor guides, etc.

An instructional system also shows how many times a topic, particularly safety related information, is presented. Quizzes, exams and Knowledge Reviews provide further documentation that student divers mastered the material. When the validity of the instructional system is combined with the structure provided by standards, it not only improves educational consistency and risk protection for student divers, but it becomes easier to prove that a dive professional's conduct is that of a reasonably prudent educator.

The failure to follow a valid, established instructional system or the use of a self-designed program, even when standards are followed, makes it harder to defend a dive professional's teaching practices. The professional's credentials to act as a qualified "instructional designer" may be challenged. Only a bonafide instructional system will tie together and clearly establish the material's presentation, repetition and multiple proof of student diver mastery.

The Role of Paperwork (Documentation)

Forms, files and log book pages document that the dive professional followed standards and used the instructional system. Paperwork also provides the documentation needed in many legal systems to show that the dive professional acted appropriately.

The forms that all student divers or participants must complete as part of a PADI course or program document their understanding of the risks and requirements associated with scuba

diving. The Liability Release and Assumption of Risk Agreement establishes that the student/participant understands and assumes the risks and releases the instructor from liability. The PADI Safe Diving Practices Statement of Understanding establishes that the diver understands appropriate dive practices and protocols. The Medical Statement warns the student diver of potential risks associated with medical conditions and provides assumptions of risk by the student/participant or transfers the responsibility (and liability) of determining medical fitness to dive to a physician.

Paperwork must be retained for each student diver in accordance with local law, or seven years, whichever is longer. Failure to properly use all required forms, besides leading to Quality Assurance interactions, can make it difficult to defend a dive educator's teaching practices.

The Role of Insurance in Risk Management

Teaching status PADI Instructors are required to have professional liability insurance in some regions, but it is recommended everywhere. Likewise, PADI Assistant Instructors and Divemasters are required to have insurance to conduct PADI Experience programs and PADI Skin Diver courses in most regions. It's recommended that all PADI Assistant Instructors and Divemasters carry insurance even if only acting as certified assistants or engaging in supervisory activities. A PADI Instructor's professional liability insurance does not cover certified assistants.

Professional members, at any level, who are involved in diver training or supervision should maintain coverage for themselves. Members should also consider carrying insurance for several years after retiring from teaching or supervising to protect themselves against claims filed by former students or customers.

Although the type of insurance coverage available varies from region to region, having liability insurance provides many benefits. Liability insurance typically provides for legal defense costs, which can be expensive even if you win a case, and coverage for judgments up to the designated policy limit.

Dive Accident Insurance

There are dive accident policies available that are designed to provide coverage for entry-level students during open water diver training and experience programs such as Discover Scuba Diving. These programs have varying levels of coverage to pay for incidents that occur during diver training. Some cover all dive-related or inwater incidents (ear injuries, fractures, etc.), others may pay only for decompression-related injuries. Providing this coverage to student divers provides financial assistance plus reduces the need for an injured diver to make a claim to recoup medical costs should an accident occur.

Individual diver accident insurance is also available for certified divers. This type of insurance provides coverage for most dive-related injuries, a death benefit for the family, and may include special evacuation coverage (or other benefits such as legal assistance, assistance with prescription medications, etc.). When divers have this insurance, it reduces the likelihood that they'll file claims for damages, because their diving medical expenses are covered. If a claim is filed, damages may also be reduced since expenses have been paid and the medical attention may have reduced the chances of long term injury. There are various levels of coverage, including one appropriate for divers who choose to engage in technical diving.

Legal Risk and the Dive Professional

Legal risk is the possibility of a legal decision requiring you to pay another party to compensate for damages caused by your action or inaction as a professional. In some countries, legal risk includes criminal as well as civil risk. The situations and applicable laws surrounding this risk vary from country to country and region to region.

Broadly, legal risk to you, as a dive professional, arises from an obligation to act as a reasonably prudent person when a student diver or program participant is under your care. Similarly, legal risk can also arise from the obligation to teach your student divers adequately. It can also result from failure to follow established professional codes of practice, such as local regulations, industry standards or PADI Standards.

Steps for Reducing Your Legal Risk

1. Follow an established, valid instructional system.
2. Don't deviate from standards or the instructional system. This minimizes the chance of an accident in the first place, which is the best risk management practice there is.
3. Use good judgment; when conditions are marginal, make conservative decisions by reducing ratios, going to an alternate site, cancelling the dive, etc.
4. Use all paperwork/documentation as follows:
    a. Liability Release and Assumption of Risk Agreement (Statement of Risk and Liability – EU Version) – Must be signed before any inwater training.
        - Fill out a form for each course – this is required by standards because it ensures that the paperwork is current and it establishes that the student diver understands and accepts the risks of diving. The Liability Release and Assumption of Risk Agreement also releases the dive professionals and businesses involved from liability and the student diver assumes risk for the particular program. The Statement of Risk and Liability form establishes that the student understands the risks and releases the dive professionals and businesses involved from liability due to the student's own negligence.

          Exception: The Continuing Education Administrative Document applies to multiple continuing education courses taken within 12 months.
        - Inform student divers of specific risks that pertain to a specific program.
        - Fill the form out completely, with the names of all parties to be released entered.
        - Do not allow modification of release wording.
    b. Non-Agency Disclosure and Acknowledgment Agreement – Must be signed before any inwater training. (May be incorporated into liability release form.)
        - Identifies that PADI establishes the standards for PADI diver training.
        - Helps avoid incorrect perception by the public that PADI Members are employees, agents or franchisees of PADI.
        - Clarifies that PADI Members are independent professional businesses and business people and responsible for their day-to-day control of diver activities.
    c. Medical Statement – Must be signed by student diver (and a physician if necessary) before any inwater training.
        - If student divers ask your opinion regarding a medical condition, refer them to their physicians – do not advise divers or provide opinions regarding medical conditions.

- If a student diver indicates a medical condition, have the diver obtain medical clearance from a physician before any inwater training.

d. Student Record File – Have student divers initial and date the appropriate portions of the form after completing each knowledge development, confined water and open water session for the Open Water Diver course. Sign and date the appropriate portions for other PADI courses.

e. Quizzes and exams – Have student divers sign each quiz after reviewing any questions missed, and have divers initial any questions they missed. Collect and keep with other student records.

f. Knowledge Reviews – Have student divers sign these after you review them. Collect and keep Knowledge Reviews with other student records or document you reviewed them on the student record file.

g. Log book – Review the diver's logged dives and training records, and sign as required by standards. Maintain your own professional log and skills check off records for confined and open water so you can document your professional conduct.

h. Standard Safe Diving Practices Statement of Understanding – Have student divers complete and sign the appropriate form for each course or program. Most PADI manuals and log books contain a copy for the diver's future reference.

i. Be sure to secure parental/guardian permission where and when required.

5. Do not alter, or allow your student divers to alter, the language on any of the forms or releases. If there's a concern, contact your PADI Office.

6. Consult an expert on local law for additional steps that you may need to take to protect yourself legally.

In the Event of an Accident

Although proper preparation, planning and using good judgment go a long way toward reducing risk and preventing problems, diving incidents still may occur. Follow these steps in the event an of accident:

1. As a preliminary step, have appropriate equipment available as required by standards, local regulations and practices.
2. If an accident or emergency situation arises, your first priority is rendering appropriate and emergency care. Make the victim's (and rescuer's) well-being your primary concern. Activate the local emergency medical service system as soon as possible, if necessary.
3. In a dive accident that involves decompression illness, contact the Divers Alert Network (DAN), Diving Emergency Service (DES) or other emergency services that deal with diving-related accidents.
4. Show compassion, but do not volunteer an admission of fault. You may not be at fault, so don't assume you are.
5. Isolate dive equipment and have someone else confirm whether it's functional – noting the equipment configuration and connections, tank pressure, regulator and gauge function, etc. – however, leave it intact. The equipment may be stored unwashed for a long period, causing a later debate about whether it works correctly. Cooperate with authorities if they request the equipment.
6. Make note of environmental conditions, such as the time of day, water conditions, surf, waves, current, water temperature, visibility, etc.
7. Identify witnesses and record their names and contact information.
8. When answering questions about the accident to local authorities, state only the facts and refrain from offering opinions or speculation. Keep a copy of any statements you make. You have no obligation to give statements to other entities, such as newspaper reporters, interested parties, representatives of the involved party (family members), etc. Although you may feel the need to give a statement to these groups of people, it is not recommended.
9. Given today's legal environment, each injury comes with the potential for a lawsuit. In anticipation of legal actions, you should contact your PADI Office, your insurance company and/or legal counsel and file a PADI Incident Report Form. On the report, state only facts and refrain from opinions or speculation. Submit the report to your PADI Office immediately after you witness or are involved in a diving or dive operation-related accident/incident, regardless of whether the incident occurred in or out of the water, is training related, recreational or seemingly insignificant. In your report include:
    a. The activities leading to the incident.
    b. The circumstances of the incident.
    c. Any action taken by the people involved following the incident.
    d. If you are providing second hand information, be sure to identify that it is second hand information.
    e. Attach all student diver records and other documents (releases, etc.) that may apply.
    f. Keep a copy of the report and attachments for your files.

g. Submit the report to your PADI Office and only to others as specified by your local PADI Office – your insurance company or attorney. The Incident Report Form is prepared in anticipation of litigation.

When your PADI Office receives an Incident Report Form, a file is opened in the Training Department. The Training Department will follow up by taking such actions as: 1) acknowledging the receipt of the report and requesting additional information, if necessary, 2) requesting full cooperation with the insurance company, 3) advising the member not to release information to anyone unknown to the member, and, 4) submitting the report and other document to the Legal Department. If the PADI Member has PADI-endorsed Professional Liability Insurance, a notice is sent to the insurance company by the Legal Department on the member's behalf.

The Quality Management Department may also review reports that involve training incidents to ensure compliance with PADI Standards. If necessary, the Quality Management Department may request clarification from the member or take other action if deemed appropriate. When an incident involves a fatality, the PADI Instructor's status will change to Nonteaching pending PADI's review of the circumstances surrounding the incident.

The insurance company that offers PADI-endorsed insurance may take a proactive approach to handling incidents after determining the member's coverage. This action may include retaining an attorney and/or an investigator, responding on the member's behalf to any legal correspondence, and determining the extent of the member's liability as well as liability for other involved parties.

If you are involved in an incident and your insurance company hires an investigator, keep in mind that the intent is to gather as much information as possible, which requires your cooperation. The investigator is investigating the incident, not you. Be truthful and as complete as possible. All information is reported directly to the insurance company or attorney. Investigators do not make judgments.

It is important to note that not all incidents result in claims being filed. And, if a claim is filed, it may be months or even years after the incident occurred. Although information gathered during the initial investigation assists in preparing a defense, further preparation as well as working through the litigation process usually involves considerable time. Some claims may be dismissed or settled quickly, however, many claims take years to bring to closure.

If you have any questions regarding involvement in an incident, contact your PADI Office for clarification or consultation.

QUALITY MANAGEMENT, ASSURANCE and Recognition

Overview

The PADI organization's success comes from many factors not the least of which is the professionalism and excellence demonstrated by PADI Members. Over the years, PADI Members' commitment to providing divers with consistent, first-rate training has made the PADI name synonymous with quality diver education. Acknowledging, as well as preserving, this high level of customer satisfaction achieved by PADI Members is the cornerstone of the Quality Management, Assurance and Recognition program.

PADI's Quality Management program recognizes members for the superior service they provide to student divers and customers. When PADI Members use the educational system as intended, it shows and is acknowledged. Everyone benefits when members comply with PADI Standards – students receive effective training, members protect themselves and enhance their businesses by using a tested educational system, and PADI's reputation for quality remains intact. The Quality Management program works to educate, guide and counsel members regarding their use of the PADI System of diver education.

The Quality Management program's primary objective is to ensure that all PADI Members understand the importance of using PADI's educational system and are aware of their responsibility to adhere to PADI Standards. The approach is proactive and remedial, rather than simply punitive. When members demonstrate excellent service and are complimented by their student divers, they receive recognition for their work. When members deviate from PADI Standards, most often unintentionally, the Quality Management program acts to get members back on track and help them avoid future problems. Deliberate, repeat offenders, on the other hand, are dealt with firmly and can face suspension, retraining and expulsion from the organization.

Recognition of Excellence Program

The Recognition of Excellence Program acknowledges members for providing customers with high quality services. When students, customers and fellow PADI Members take the time to send in notes, faxes, letters, emails, etc. to PADI, explaining their appreciation for a PADI Member's efforts, the Quality Management program passes these compliments on to the member. Members may receive letters or certificates recognizing their performance. These acknowledgments are also noted in the member's professional file. Additionally, many member accomplishments are recognized publicly in the "Exceeding Expectations" column in *The Undersea Journal* and on padi.com.

Quality Management

To help PADI Members offer a consistent level of service, the Quality Management Department monitors PADI programs for quality control and risk management purposes.

Using a proactive approach, Course Evaluation Questionnaires are routinely sent to PADI course and program participants for various training levels. These surveys ask participants specific questions about their training and how they were instructed. When survey participants provide answers that indicate possible noncompliance with PADI Standards, the Quality Management Department opens an inquiry.

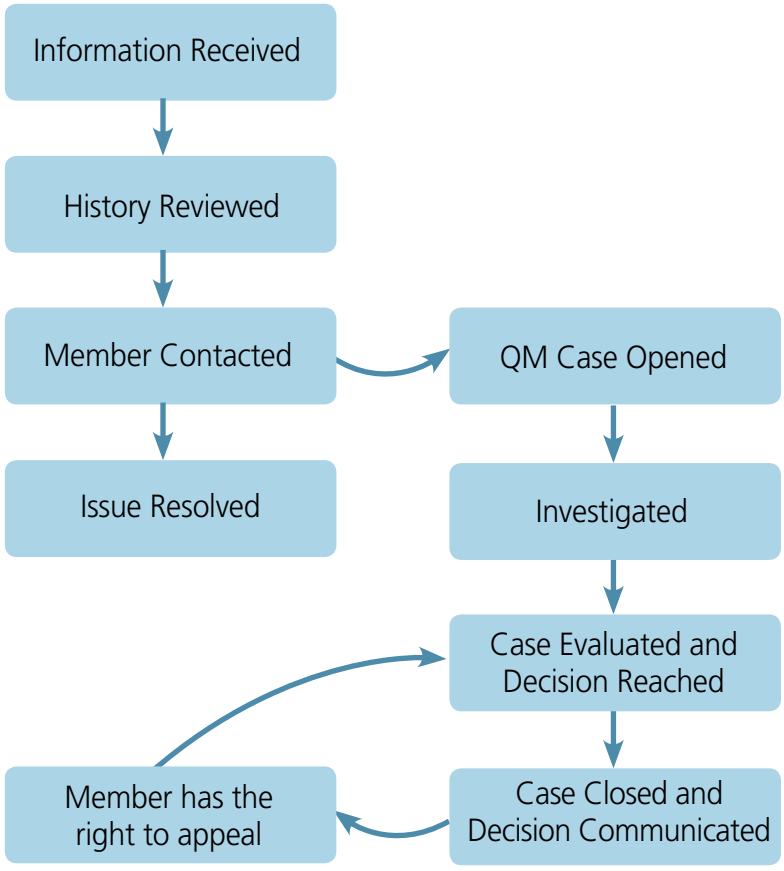
The Quality Management Department may also open an inquiry after receiving written complaints from student divers, customers or other dive professionals, or upon receipt of Quality Assurance Report Forms from PADI Members. The Quality Management Department also reviews information from PADI Incident Reports and may open an inquiry based on the report information. An inquiry may also be opened after receiving reports of criminal behavior such as violence, sexual offenses or other serious offenses.

The PADI Quality Management Department does not open inquiries based solely on hearsay, nor does PADI attempt to "police" members. Rather, all professional members, from PADI Divemasters to Course Directors, are expected to maintain ethical behavior and follow PADI Standards as agreed to in the Membership Agreement.

The PADI Quality Management Department conducts all inquiries using standardized procedures that are based on equal application and due process. These procedures were determined by the Quality Management Department and have been reviewed by PADI's legal counsel. Confidentiality is maintained whenever possible, however, some aspects may be waived if necessary to allow for a more thorough inquiry. In unusual or unforeseen circumstances, the Quality Management Department may adjust inquiry procedures as necessary.

During all inquiries, if PADI determines that the seriousness of a situation justifies immediate action, a member may be placed in Nonteaching status pending further investigation.

Quality Management Flowchart



Quality Management Decisions

Decisions made by PADI, and any action required as a result of a quality assurance inquiry, are considered binding. Decisions may include, but are not limited to:

1. Inquiry closed with no action required.
2. Member is counseled regarding PADI Standards and procedures.
3. Member is required to sign a Standards Compliance Agreement and may be placed in Review status.
4. Member is required to attend a retraining program.
5. Member is suspended.
6. Membership is terminated.
7. Member is expelled.

PADI Members may appeal a decision only if they can produce additional relevant information that was not previously available. To appeal, members must present new information in writing within one month of being notified of the decision. Only appeals that meet these requirements will be considered.

A summary of quality management decisions is printed quarterly in *The Undersea Journal* and on padi.com. The names of members who have been suspended or expelled are published as part of this summary. Members who have been reinstated after a suspension are also noted in this summary.

The names of PADI Members or other individuals who misrepresent themselves are published in *The Undersea Journal* and on padi.com under "Special Advisories."

Customer Service Complaints

When people receive what they perceive to be poor service, they complain or they just don't come back. A key ingredient to keeping your customers happy and getting repeat business is how you respond to their needs. Many complaints that PADI Offices receive are not quality management problems, but customer service issues.

Common complaints include:

Certification issues – For example, divers look forward to receiving their certification cards, but cards are delayed due to mistakes made on PIC Online or envelopes. Common mistakes include incorrect dates or missing signatures. Make certain to complete the PIC Online or envelope accurately to avoid delays and disappointed customers. (See Requisition Certification Cards in the Membership Procedures section of this manual.)

Another common complaint occurs when divers don't receive their certification cards and when they finally ask (often months later) their files are not in order. They don't receive the service they want from the dive center, resort or instructor and complain to PADI. Be solution oriented and keep good records.

Sometimes standards violation cause certification problems. When divers don't meet minimum age requirements (too young) or the instructor is not renewed or authorized to teach the course, it becomes a quality management issue as well as a customer service problem.

Referral confusion – For example, divers assume that their initial course fees will cover training costs no matter where they go. When they obtain a referral and travel, they are shocked to discover this is not true – they complain. Clearly explain referral procedures, requirements and associated fees.

Monetary and policy disputes – For example, divers don't learn about dive operation policies until after conflicts arise over equipment purchases, rental fees, training dive charges, refunds, etc. Uninformed customers end up feeling deceived and cheated. Provide information about course requirements, fees and policies up front. Informed customers are rarely disappointed.

Lack of professionalism – For example, divers hear their instructor or the dive operation staff talking poorly of competitors, other instructors, other staff, or even customers. This negative behavior makes student divers uncomfortable and they complain. A positive outlook and professional approach to all diving activities is noticed and appreciated.

TRAINING Dive Leaders

Higher Level Learning

A professional level course, such as the PADI Divemaster course, involves higher level learning that begins at the Rescue Diver course and expands into shaping a dive leader. The PADI Divemaster course expands the problem-solving skills developed by the PADI Rescue Diver program, and extends it from accident management and prevention scenarios to supervisory situations with student divers and certified divers. At the divemaster level, problem-solving emphasizes looking for many possible solutions under the circumstances and choosing the best of several. Divemaster problem-solving may include more than safety-related issues, and include handling customer service, business and operational challenges.

The course also addresses attitudes and judgment. Attitudes are emotional influences that shape individual choices ranging from professional behavior, role modeling, personal health and following safe diving practices, to very basic values, such as honesty. Judgment applies attitudes, experience, theoretical knowledge, deduction and intuition to problem-solving and making decisions based on variables, sometimes under circumstances that aren't "black or white."

In this regard, teaching at the divemaster level is more challenging than teaching entry-level divers. For example, you can see that either a student diver does or does not clear a mask. While you have the opportunity to see at various times that a divemaster candidate is exhibiting role-model behavior, it's impossible to evaluate whether the candidate will choose or know how to behave as a role model in differing circumstances or after the course.

You can't be responsible for the candidate's choices once outside the course, but you can establish the knowledge and skills needed to make good choices, and you can try to influence wise decision making.

Mentor Relationship

In classes leading up to the PADI Divemaster course, you probably have a "teacher" relationship with your student divers. With PADI Divemaster candidates, however, you're likely to find a mentor relationship more effective in developing divemaster candidates' judgment and attitudes.

In keeping with the higher level learning and instructional philosophy of the PADI Divemaster course, in a mentor relationship you guide candidates directly through personal interactions in which you tell candidates why you make specific choices, the basis for your judgment, the way actions/inactions – by you and candidates – may affect others, and other personal insights you have. You take candidates into your confidence, and lead them individually toward their personal goals as dive professionals. Think of the relationship as one similar to the one between a professor and a graduate student, or a master craftsman and an apprentice.

The mentor isn't just a teacher, but the candidate's personal guide into the ranks of diving professionals. You're a friend, advisor, coach and teacher, all in one.

Besides the obvious benefits to the candidate, the mentor relationship benefits you. You'll train your instructional assistants to see and do things within the PADI System similarly to the way you do them, so they integrate well with your training efforts. Divemaster candidates who come to you from other instructors bring with them new techniques and ideas that you can learn. Because you discuss the thinking behind what you do together, you'll often have a chance to learn the rationale for new techniques if they're not obvious.

If you're successful as a mentor, many of your PADI Divemasters will continue to seek your counsel even after they've moved into the PADI Open Water Scuba Instructor, IDC Staff Instructor and Master Instructor levels. As a PADI Divemaster mentor, consider each candidate as someone you're inviting into the ranks of PADI leadership. In effect, by accepting a candidate into the program, you're saying that you recognize the person's potential to succeed as a PADI Divemaster and you're committed to guiding that person to that success.

Instructional Approach

PADI leadership-level courses allow flexibility that permits the most effective course structure possible for your local teaching/diving environment and the individual needs of your candidates. Based on the course instructional philosophy, use the following approach:

- Be a role model and expect role model behavior. In a mentor role, candidates will follow your lead, just as other divers follow theirs. One of the strongest influences on attitudes, value and judgment is a role model. To be an effective role model, the candidates must respect and identify with you as a dive professional. Then, you need to portray the kind of diver and leader you want them to be. It's important to remember that candidates can learn unintended attitudes as well as those you want them to learn; this is why "do as I say, not as I do" frequently fails as a teaching method.
- Structure the course to include independent study and research. This reduces class time, but it also trains candidates to find information, which is an important skill for a leadership-level diver. You can integrate independent study into the course schedule so that candidates work on it in their spare time between class sessions and exercises. Educational studies show that independent study consistently produces better-prepared candidates and, by reducing the need to establish base concepts in the classroom, allows you to devote more time to applying information to individual situations.
- Encourage creativity and imaginative points of view. Since there's rarely only one right way to do something, encourage creativity by discussing the merits of unique ideas, and permitting candidates to pursue their own approaches as appropriate. This is a good way for you to learn as well as teach.
- Develop candidates' ability to recognize and reinforce themselves internally. Internal reinforcement means that candidates recognize when they're doing something well without you having to tell them. You increase internal reinforcement by deemphasizing score numbers and emphasizing their awareness of their own performance and abilities, so that candidates set goals based on their expectations of themselves rather than on simply attaining a number. Avoid suggestions that insufficient performance comes from a lack of ability. Instead, emphasize that insufficient performance means the candidate needs to expend more effort (usually in the form of practice and study). Ask candidates questions about a performance during counseling and follow the answers with reinforcement and additional information.
- Encourage curiosity. Dive professionals are expected to have a broad base of diving knowledge. You enhance this base by getting candidates to pursue information for its own sake. It's not so important that every piece of information relates directly to a learning objective – candidate interest is enough. When candidates want to know more about a topic, direct them to easily accessible sources of information. Constantly find ways to relate information to candidate needs and interests. The more value information has for candidates, the more they will seek it.

- Use discussions as a teaching method. While lectures work well for delivering facts, and questions within a lecture work as a general tool for evaluating candidate understanding, educational research shows that discussions promote problem-solving abilities and shape attitudes more efficiently.
- Have candidates run their debriefings. After exercises, rather than you leading debriefings by telling candidates what you saw, have candidates tell you what happened, what they learned and what their performance was. This further encourages problem-solving development, and it gives you a clearer idea about why candidates perform the way they do by letting you hear what candidates think. Often following a poor performance, a candidate will tell you that it was poor, why it was poor, and what to do about it the next time, all without prompting from you. The only caution in this technique is that some candidates set high expectations for themselves and tend to be harder on themselves than you would be. Offer genuine positive comments to maintain a good outlook.

Expectations

The dive community expects several characteristics of an individual with the PADI Divemaster rating. These include:

- Puts diver safety as the first priority.
- Exemplary diving skills that can be used as demonstrations for student divers.
- Rescue skills that can prevent and manage accidents, and role model rescue skills for student divers in training.
- Professional-level knowledge of dive theory. Depth of theoretical knowledge goes hand-in-hand with expertise and professionalism. This is the foundation for problem-solving and creativity in the divemaster's duties, and for subsequent growth as a PADI Instructor.
- Competence as a certified assistant. Divemasters know how to support instruction by handling logistical, supervisory and limited educational duties under an instructor's supervision.
- Dive management and supervision abilities. Divemasters accept appropriate, limited responsibility for certified divers within the context of leading or managing diving activities. This requires good people skills and good judgment along with a strong working knowledge of dive environments and activities. Effective divemasters can be important parts of a dive operation's overall risk management effort.
- Ethical role model behavior. Divemasters are expected to display common honesty and courtesy, and follow accepted, responsible dive practices. Their behavior reflects well on them, the dive operation for which they work, and the PADI organization.
- Enthusiasm and fun. People learn to dive for the excitement, adventure, and challenge – or broadly, for fun. They look to divemasters to assist them in having fun within their interests and skill levels. Divers expect divemasters to be pleasant and sociable individuals to interact with. Divemasters assist with the dive community's diver retention efforts.
- Care for the environment. Divemasters should be a role model in environmental efforts and in particular, provide good dive briefings that include local environmental information for divers.

REFERENCES

PADI Retail and Resort Association Membership Descriptions

PADI Retail and Resort Association manages PADI's dive center, resort, educational facility and recreational facility programs. The association's primary goal is to support member facilities with marketing efforts, business services, business education programs and sales training programs. By following instructional and business standards, members maintain a high standard of safety and quality of service for dive consumers.

NOTE: For the complete membership standards, application procedures and renewal requirements contact the PADI Retail and Resort Association at your PADI Office or go to padi.com/Pros' Site.

PADI Dive Center

PADI Dive Centers are professional businesses that engage in the retail sale of recreational scuba diving equipment and instruction. PADI Dive Centers demonstrate a commitment to the PADI System of diver education by offering PADI certification courses and experience programs. Other services they provide include recreational scuba equipment rental and repair, compressed air sales, recreational scuba diving and snorkeling activities, and travel opportunities.

PADI Five Star Dive Center

PADI Five Star Dive Center membership is awarded, on an annual basis, to progressive PADI Dive Centers that provide a full range of PADI diver education programs, equipment selection and experience opportunities, while actively promoting aquatic environmental awareness. These businesses excel in providing quality service to divers, present a professional image and actively promote the benefits of recreational scuba diving, snorkeling, dive travel, and environmental awareness. PADI Five Star members' appearance and performance compares favorably with and typically exceeds the quality of dive businesses in the area, and exceeds the standard for other dive businesses in the market.

PADI Five Star Dive Centers promote the benefits of safe recreational scuba diving and snorkeling while embracing the PADI System of diver education and offering regular continuing education programs to ensure divers have the opportunity to advance their skills and knowledge. PADI Five Star Dive Centers are active in the community, are committed to providing customer satisfaction, the dive experience, education, safety, and environmental awareness as important aspects of dive training.

PADI Five Star Instructor Development Center

PADI Five Star Instructor Development Centers (Five Star IDCs) are dive centers that meet all PADI Five Star Dive Center standards, plus offer PADI instructor-level training. Five Star IDCs have at least one PADI Course Director on staff and are committed to offering instructor development programs and continuing education opportunities to dive professionals. By offering PADI instructor-level training, PADI Five Star IDCs take on the responsibility of developing qualified PADI Instructors – benefiting PADI Members, dive consumers and the dive industry as a whole.

PADI Five Star Career Development Center

The PADI Five Star Career Development Center (CDC) award is given to PADI Five Star Instructor Development Centers (IDC) that dedicate their businesses to professional development beyond regular instructor training. These businesses offer vocational-oriented continuing education training to prepare individuals for dive industry careers and provide job placement services within the dive industry. PADI Members and the dive industry at large benefit from the PADI Five Star Career Development Center commitment to professional development and excellence, and their unique ability to provide qualified candidates to fill industry employment needs.

PADI Resort Dive Operator

PADI Resort Dive Operators are businesses that primarily cater to traveling recreational scuba divers and snorkelers, and offer activities such as recreational scuba and snorkeling instruction, Discover Scuba Diving experiences, guided recreational scuba dives and snorkeling excursions from the shore or a boat, and dive equipment rentals. Other services may include dive equipment sales as well as various watersport activities in addition to scuba diving. Resort Dive Operators are typically, but not exclusively, located in resort areas and may be directly affiliated with hotels and resorts offering accommodations to the traveling diver.

PADI Five Star Dive Resort®

PADI Five Star Dive Resort membership is awarded, on an annual basis, to progressive PADI Resorts that provide a full range of PADI diver education programs, equipment selection and experience opportunities, while actively promoting aquatic environmental awareness. These businesses excel in providing quality service to traveling divers, present a professional image and actively promote the benefits of recreational scuba diving, snorkeling, dive travel, and environmental awareness. PADI Five Star Dive Resort members' appearance and performance compares favorably with and typically exceeds the quality of resorts in the area, and exceeds the standard for other resorts in the market.

PADI Five Star Dive Resorts promote the benefits of safe recreational scuba diving and snorkeling while embracing the PADI System of diver education and offering regular continuing education programs to ensure divers have the opportunity to advance their skills and knowledge. PADI Five Star Dive Resorts are active in the community, are committed to providing customer satisfaction, the dive experience, education, safety, and environmental awareness as important aspects of dive training.

PADI Five Star Instructor Development Dive Resort

PADI Five Star Instructor Development Dive Resorts are resorts that meet all PADI Five Star Dive Resort standards, plus offer PADI instructor-level training. PADI Five Star Instructor Development Dive Resorts have at least one PADI Course Director on staff and are committed to offering instructor development programs and continuing education opportunities to dive professionals. By offering PADI instructor-level training, PADI Five Star Instructor Development Dive Resorts take on the responsibility of developing qualified PADI Instructors – benefiting PADI Members, dive consumers and the dive industry as a whole.

PADI Five Star Career Development Center

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PADI Dive Boat

PADI Dive Boat Members are businesses that take customers on recreational scuba dives or snorkeling excursions from dive vessels. These businesses may own or operate a single vessel or an entire fleet, and range in size and capacity from small day boats to live-aboard charter boats. PADI Dive Boat Member services include recreational scuba diving or snorkeling instruction, Discover Scuba Diving experiences, guided recreational scuba dives and snorkeling excursions. Other services may include recreational scuba diving equipment sales or rental, as well as various other watersport activities.

PADI Recreational Facility

PADI Recreational Facility Members are businesses that operate a facility with a body of water that can be used for recreational snorkeling or diving, or offer PADI courses through established health clubs, purpose-built dive facilities, or similar recreational businesses. PADI Recreational Facility Members cater to local recreational scuba dive businesses, recreational divers and snorkelers while providing dive support services, such as oxygen equipment or emergency response information, and convenience facilities such as rest rooms or changing quarters. Other services may include compressed air, dive equipment rental and repair, underwater scuba training platforms and picnic and overnight lodging facilities.

PADI Educational Facility

The PADI Educational Facility program offers educational businesses, institutions and schools that conduct PADI courses and programs an affiliation with the PADI organization. Some facilities offer scuba, skin diving and snorkeling training as a primary business function, however, most educational facilities offer dive training as an additional curriculum component. To provide student divers with materials, equipment and dive opportunities, many educational facility members work closely with PADI Dive Centers and Resorts.

College and University Scuba Program Member

PADI's College and University Scuba Program recognizes post-secondary institutions that offer PADI certification courses on a college or university campus either for credit or noncredit. These PADI programs may be affiliated with PADI Dive Centers or Resorts or may be offered through contracted PADI Instructors or PADI Instructors who are institutional staff. Services offered may include recreational scuba diving and snorkeling instruction using the PADI System of diver education, PADI specialty diver training, PADI experience programs, continuing education counseling, equipment counseling, and dive travel information.

The purpose of the College and University Scuba Program is to provide recognition, support and PADI services to those institutions that offer quality recreational scuba programs to university

students and/or to the local community through university-sponsored programs. These programs may be conducted as credit courses for various degree programs such as biological sciences, oceanography, archaeology and physical education. They may also be offered as credited electives or noncredit courses purely for recreational purposes.

PADI Freediver™ Center

PADI Freediver Centers are professional businesses that cater to the freediving market by offering PADI Freediver instruction. Other activities may include freediving equipment sales, freediving equipment rental and freediving tours and excursions

AFFECTIVE EFFECTIVE Instruction

by Karl Shreeves
Vice President, Technical Development

As a PADI Instructor, you're well acquainted with learning performance objectives, such as, "Submerged in water too deep stand up in, the student will clear a fully flooded mask," or "Given the size of a gas volume in a flexible container at one depth, the divemaster candidate will use the formula for Boyle's Law to calculate the new volume of that container at a second depth." Using Robert Gagné's learning conditions, the first is a motor procedure performance objective, and the second is an *intellectual skill, rule* performance objective. (Gagné and Medsker 1996, 68, 98-99) You're used to seeing these objectives listed in PADI training materials for the instructor and for the student.

But did you know there are objectives for practically all PADI courses that aren't listed? You probably do, intuitively, even if you've never thought about it. These objectives, if written, might say something like:

"The student will choose to dive conservatively, well within table limits."

"The student will value the aquatic environment and choose to dive in a manner that avoids damaging it."

"The student will find the learning process rewarding and choose to seek further education as a diver."

Or, within the process of taking a course, "The student will choose to read and learn the assigned portion of the manual prior to the relevant class session."

These are called *affective learning objectives.* Affective education deals with teaching students to adopt attitudes, choices and values. As you may expect, reaching these instructional goals can be complicated by student emotions, prejudices, motives and existing attitudes. (Gagné and Medsker 1996, 112) In mainstream education, affective education concerns itself broadly with issues ranging from guiding youngsters to become good citizens, to making responsible health choices, to leading a satisfying, rewarding life. Using education to influence and shape morality, ego development, self-esteem, lifestyle, group dynamics and self-actualization fall under the affective domain. (Martin and Briggs 1986, 12, 25-48)

The main focus on student achievement measure in mainstream education is on how much the student has learned, usually with little regard to how students felt about the learning experience or how they felt about what they learned – yet these affective aspects of learning always result, even if you don't attend to them. (Sonnier 1989, xi) This is particularly important to PADI Instructors because scuba is a recreation and students who don't enjoy diver training may not continue diving, much less continue their diver education. So, while it's important that students meet demonstrable performance objectives, it's also important that you help students feel good about the class.

Characteristics of Instruction for the Affective Domain

Before looking at specific techniques for how to address the affective domain, it's important to look at how it differs from teaching for the cognitive domain (e.g., dive theory, tables use, steps for a motor skill, etc.).

1. Affective instruction frequently has no learning objectives listed. In most instruction, it's beneficial that the student understand the goals and performance expected when learning something. (Gagné et al 1992, 189-190) This is why PADI student materials list objectives (usually as questions to guide study) and in the IDC, you were trained to state objectives in confined and open water training scenarios.

With affective goals, however, stating an objective may interfere with learning, so it may not be appropriate to inform the learner. (Gagné and Medsker 1996, 142-143) For example, a goal of scuba training is that the student enjoys diving; it would be ludicrous, however, to say "by the end of this session, you will choose to love diving."

2. External influences may determine affective instruction's effectiveness. In scuba training, the most common parts of the affective domain you try to shape are attitudes. Attitudes are a predisposition toward or away from an action that the student has a personal choice over. (Gagné and Medsker 1996, 111) Attitudes have three com-

ponents: a cognitive aspect – what the person knows about a given subject, an affective aspect – how the person feels about that knowledge, and a behavioral aspect – how the person behaves based on those two influences. (Baron and Byrne 1987, cited in Gagné and Medsker 1996, 113) If preexisting attitudes are strong, they may interfere with developing new attitudes.

For example, one goal in diver education is teaching divers to respect and preserve the aquatic environment. If a student has information and feelings that concerns over the environment are greatly exaggerated, your direction to not touch living coral may be regarded as more "environmental hype." Alternatively, the student could feel that the environment is beyond hope, so there's no reason to try, or, the student could have been raised in a social atmosphere that only pays attention to present gratification with little regard for the future. All could lead to the student not being cautious around coral.

This isn't to say that you don't try to develop important attitudes about responsible diving, the environment, etc., but to point out that having done so, you cannot be sure of, nor responsible for the choices people make after they leave your course. It's still worth doing because it will benefit many or even most of your students.

3. Instruction for the affective domain can be controversial and open to debate. In mainstream education, it has been documented that some educators fear teaching that addresses the affective domain – especially values, morals and attitudes – is "brainwashing." Others fear that affective goals are too long range and difficult to measure to have any practical value. (Martin and Briggs 1986, 13) So, both what to teach and even whether to teach with an affective goal in mind are open to debate. Further, one might suggest that since you will naturally have a bias regarding a subject, being open about what attitude exists behind your teaching lets you at least recognize how your bias may affect a student, so you can attempt to compensate if appropriate.

In mainstream education, there's little debate about developing attitudes such as shunning drug abuse or not drinking and driving, but attempting to teach students a particular position on subjects like abortion or religion is certain to draw fire. In these instances, the educational process shifts to teaching moral reasoning, that is, how to take a position, but not what position to take. (Martin and Briggs 1986, 156-160)

Fortunately for those in diver education, there's little debate in the broad dive community about most of the values and attitudes we want to instill in new divers: diving responsibly, protecting the environment, etc. But, there are aspects of diver education open to debate; culture and preexisting values and attitudes lend themselves to differing views of what to attempt to instill in student divers. These include topics such as whether the PADI System should include spearfishing and technical diving, or whether individuals with insulin-dependent diabetes (or other medical conditions) should be permitted to accept the personal risk they would face in learning to dive. You probably have a strong opinion on these issues, but there are others inside and outside the PADI organization who have differing, equally valid opinions.

4. Affective learning is often impossible to measure with certainty. While you can usually judge whether a student is enjoying a course, other aspects of affective education, such as attitudes, are hard to measure. This is because you are dealing with student tendencies to make choices; the best you can do is measure student ability to make a choice (you test the knowledge and skills necessary to make the choice), and measure behaviors that infer an attitude (such as by asking about student feelings). (Dick and Carey 1996, 145, 163-164) However, you cannot be sure what choices a student will make after a course.

This is certainly true in diver instruction. As a real example, several years ago I conducted training for Open Water Diver students in the basin of a spring that had a cave at one side. Prior to entering the water, I informed all students about the facts and hazards of diving in a cave without proper training and equipment and that they should never do so, emphasizing that we would not be going into the cave. Clearly everyone heard and understood what I said, and since the concepts aren't difficult to understand, I was certain that the cognitive aspect of the message was learned. We made the dives, with me making an important point of staying well away from the cave (correct role modeling – more about this later). We completed the dives without incident and at the end of the weekend, all students had met all performance requirements and I issued temporary certification cards.

The following weekend I was teaching another class in the same spring. A young male student from the previous weekend's class showed up with a friend and, in full (and apparently intentional) view of me, entered the cave. There was no question that the student knew the potential consequences of his behavior, and while he had previously demonstrated the behavior required (while I could still deny certification), his attitude was clearly quite different from what one would hope – despite having demonstrated the required knowledge and skills to dive safely; ignorance wasn't an issue. The individual survived the dive and over the course of the weekend appeared at other training locations exhibiting behaviors (I won't detail here) that suggested a strong preexisting attitude toward defying authority (possibly ego-related) to the extent that he did so even at severe risk to his own well-being.

The point is you can only be sure students have the ability to make, and understand the consequences of making, a particular choice. This is another reason why PADI courses cannot list affective objectives for attitudes; standards would require you to meet them, yet there's no way to be certain you had. Ultimately, the responsibility for the choice made falls on the student, not you.

Since the affective domain is broad, instruction methods vary depending upon the affective area you want to in-

fluence. It's beyond this article's scope to attempt to cover all of these, so we'll look at the two areas that seem most relevant to diver training: attitude and motivation.

Methods for Attitude Instruction

There are many theories about the nature of attitudes; we looked at Baron and Byrne's view earlier. Some theorists have categorized attitudes and their characteristics, including the likelihood that you can change them. Katz and Stotland (1959, as cited in Martin and Briggs 1986) identify five types of attitudes with specific characteristics based on how differing levels of affective and cognitive components influence behavior:

affective associations – primarily affect, formed by past associations with an object; tend to be difficult to change; example: attitude toward snakes

intellectualized attitudes – formed primarily through cognitive structures, less affect; connect to complex value systems; may be difficult to predict behavior based on these; may be changed by changing related individual beliefs; example: political attitudes;

action-oriented attitudes – primarily affective, applies to meeting needs by simple direct action; little cognitive component; may be difficult to change unless another way of meeting same needs is made available; example: attitudes involving confrontation (attack versus persuasion);

balanced attitudes – learned by trial and error; both cognitive and affective components play strong parts; guides courses of action and behaviors that lead to rewards; may be changed by changing the rewards, by changing cognitive aspects, or by identifying new ways to reach goal; example: choosing a place to live (attitudes about commute distance, cultures, money, etc.); and *ego-defensive attitudes* – also balanced, but driven by inner conflict and ego; behaviors may be directed in nonproductive directions that do not resolve conflict; changed through personality growth – better self-understanding; example: the previously mentioned student who entered the cave.

It's worth noting that while instruction hopes to shape attitudes to influence behavior, the attitudes themselves were first shaped by behavior. That is, the individual experiences the results of chosen actions (observed in others, or "inherited" from parents, etc., as well as experienced directly) and infers the causes internally. A rewarded behavior reinforces not only the behavior, but also the attitude and cognitive components connected to it. (Gagné and Medsker 1996, 116)

While theorists propose many models as to what happens internally when attitudes change, from a practical point of view, we're primarily interested in what you can do in teaching divers that appears effective in influencing attitudes – whatever the psychological basis.

Once the student has the knowledge and skill required to make a behavior choice possible, human modeling appears to be the most reliable way to produce desired attitudes. Students learn from a role model they respect, such as you (the instructor), a peer, or an expert who demonstrates or recommends the behavior that reflects the attitude. (Gagné and Medsker 1996, 116-117) (Dick and Carey 1996, 195-196) The human model needs to be someone the student identifies with as trustworthy, expert, powerful, etc., that is, someone who the student will not discredit and thereby disregard the message. The model should be someone with whom the student can identify, and the model does not have to be live – a model on video or in text narrative can perform the desired effect. (Gagné and Medsker 1996, 117-118)

This is why your behavior as an instructor is so important, and why the "do as I say, not as I do" approach doesn't work. You and your assistants are role models, as are the actors on diving videos.

A Deceptively Easy Way to Die, the cave safety video produced by Karst Productions, the National Speleological Society – Cave Diving Section (NSS-CDS), DSAT and PADI is an example of using role modeling to shape attitude. It is hosted by a role model expert Lamar Hires, Chairman of the NSS-CDS. It shows two young men (most common age and gender of cave accident victims) making the wrong choice and suffering the consequences (dying in a cave), and the right choice and enjoying the consequences (having a fun dive and reuniting with their wives/girlfriends). It shows viewers how to pursue cave diving if they're interested, which addresses action-oriented and balanced attitudes.

Another example shows that modeling can establish undesired attitudes. It's not unusual for some divers to stop wearing their snorkels after becoming certified, despite the recognition that this is considered standard equipment for a properly equipped diver. The "models" for this range from consumer magazine covers showing divers without snorkels (perhaps because snorkels aren't photogenic) to dive professionals who work in ideal climates where snorkels are seldom used when scuba diving.

Particularly at the PADI Divemaster level, there's another teaching recommendation that relates to attitudes. Educational research has shown that class discussions bring about more change to attitudes and beliefs than do lectures. Lectures are more suited to learning facts, overviews, subject orientations and summaries. (Conrad 1982, as cited in Martin and Briggs 1986) So when attempting to establish an attitude, you may want to stimulate discussion among your students about their choices, the benefits and consequences rather than simply tell them what the desired behavior is.

It's theorized that discussions can be effective because attitudes change when a person finds a discrepency between existing attitudes and new facts or social acceptance of the attitude. Discussions raise these differences, then provide free choice and wide latitude for accepting the new desired attitudes. Group acceptance of the attitude provides immediate social reinforcement. (Martin and Briggs 1986, 137-138)

Methods for Motivational Instruction

For PADI Instructors, perhaps the most common issue regarding motivation and instruction involve studying and continuing education. That is, you want students to study assigned reading, video, Knowledge Reviews, etc.,

during a course, and after the course, you want them to broaden their training by enrolling in the next level or a specialty.

Motivations to learn differ from individual to individual, and from subject to subject with the same individual. Motivation can spring from intrinsic (within the person) sources such as curiosity, desire for self-improvement, etc., or from extrinsic (from outside the person) sources, in which learning is a means to reach a reward such as a pay raise, esteem from colleagues, etc. (Gagné and Medsker 1996, 169-173)

This means that two students sitting in your scuba class may have different motives for learning to dive, and therefore different attitudes toward studying. Students with intrinsic motivation will be motivated to study because they find acquiring dive knowledge rewarding and interesting. Other students may see your class as what they must do to get a certification card and be allowed to dive (extrinsic), and may have the attitude that they will do as little as they can and still get by. Still other students may have extrinsic motivations, yet recognize that diving safely requires understanding its rules, and may therefore be highly motivated to study. These differences explain the two extremes: the Open Water Diver student who in Knowledge Development session four not only knows the RDP, but can trace its origin all the way back to Paul Bert, and the student who arrives with the CD-ROM or manual still in shrink wrap and expects to be certified simply for showing up.

Other factors affect motivation: whether students believe that what they're studying will benefit them, whether they believe they can master the skill, knowledge or task demanded in the learning process, and whether during the learning process they find what they're doing rewarding. (Gagné and Medsker 1996, 172-173) (Martin and Briggs 1986 202-203)

J.M. Keller has proposed the ARCS model of motivational instruction. ARCS stands for Attention, Relevance, Confidence, and Satisfaction. (Gagné et al 1992, 117)

Attention means raising curiosity at the start of teaching (part of the contact you learned about in the IDC), and it means varying teaching media to hold attention. Breaking presentations with demonstrations, training aids, discussions, etc., maintains interest and helps keep students motivated. (Gagné and Medsker 1996, 174-175) You also hold attention by using examples of real people and problems, and applying learning to personal problems. (Martin and Briggs 1986, 206) An example of this is teaching the RDP; rather than use arbitrary depths and times, take students through dives they'll be doing, emphasizing that they're practicing actual dives.

The use of personal components ties into relevance, which means that students perceive that what they're learning has real application for them; it will improve their skills (intrinsic motivation) or help them earn the reward they seek (extrinsic). (Gagné and Medsker 1996, 175) In the IDC, relevance is called the value. You can establish value by applying the knowledge to something familiar (people like learning more about things they know), or by matching it to student goals or motivations. (Gagné and Medsker 1996, 175-176) For example: for students who love learning for personal growth, you might say that learning to use the RDP will make them more capable divers; for those who see the course as the way to earn a certification, you might say that learning to use the RDP is necessary to pass the test for certification.

Confidence means that students must believe they can achieve the desired learning; otherwise they're unlikely to try. The first step is to be sure students clearly understand what they must do, and the second is to assure the learning steps are set so they enjoy success as they go. (Gagné and Medsker 1996, 177)

You enhance confidence by making learning challenging – not by making it easy. Make it too easy and students won't feel that they're accomplishing anything; too hard leads to failures. Both undermine confidence and motivation. Generally speaking, when learning a specific task, students feel achievement and growing confidence when you gradually withdraw assistance during practice. (Gagné and Medsker 1996, 177)

It's also important to establish with students that their success depends entirely on their performance, not an external source over which they have no control. Success does not motivate if students believe they had no control. Besides pacing to assure success, as much as possible, match learning tasks to student abilities so that you can establish a clear link between abilities and success. When assisting students with failed attempts, emphasize that failure comes from a lack of practice, not a lack of ability. (Bar-Tal 1978, as cited in Martin and Briggs 1986) (Gagné and Medsker 1996, 177) (Gagné et al 1992, 117)

One reason PADI Instructor candidates frequently experience anxiety at the IE, even after enjoying high scores in the IDC, appears to be that they fear a loss of control over their ability to succeed. They may believe that success or failure lies with the Instructor Examiner rather than with their own performance. This is why the introduction to each Instructor Examination spends so much time emphasizing the impartiality and performance basis of the evaluation process.

Satisfaction means that the outcomes of learning match what students expected. Students need opportunities to apply what they've learned. If they don't get these opportunities, or they get them but what they learned doesn't produce positive results, they lose their motivation to continue learning. (Gagné and Medsker 1996, 178)

In the PADI Open Water Diver course, satisfaction is partly accomplished on the open water training dives when students apply what they've learned. However, it appears that for some students satisfaction really comes from becoming a diver (getting certified) and then applying that ability by going diving.

The satisfaction step suggests an explanation why some students willingly go straight into the Advanced Open Water program while others resist. It's reasonable to speculate that students with intrinsic motivation find the learning process satisfying; having finished the entry-level course their expecta-

tions have been met and they're ready to continue the process.

As mentioned, students with extrinsic motivation, on the other hand, may see the Open Water Diver course as a means to an end – becoming a diver. To them, continuing straight into the Advanced Open Water program is not satisfying because, until they have been diving as certified divers, their expectations have not been met. Continuing into the Advanced Open Water program is more training – not their goal of "being a diver." This suggests that with these students, the most crucial step after entry-level certification is arranging nontraining dives so that these individuals experience the satisfaction of attaining the result they sought by taking the course. Once so satisfied, they may be more receptive to continuing to the next level.

More study needs to be done about the relationship between certification, noninstructional diving and customer satisfaction.

Satisfaction also involves rewards directly connected to the steps in learning. Verbal praise affects motivation in this regard; it should be specific to what the student is doing, it should be genuine, and it should coincide with learning and increased performance. In other words, saying "good job" after every try, no matter how poor, or praising something the student already mastered, detracts from motivation because it rewards lack of effort. Give positive reinforcement only when students improve, but do avoid sarcasm, threats and other punishing responses to poor performance. (Martin and Briggs 1986, 381-382)

Affective instruction in dive instruction involves primarily shaping attitudes (diving responsibly, protecting the environment) and maintaining student motivation. By taking advantage of human modeling – you, your staff and in PADI videos, you can encourage students to adopt the attitudes that benefit them. By applying the ARCS model, you can help keep your students motivated during each course, and ideally more motivated to continue their diver education. ◆

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CHILD PROTECTION GUIDELINES
for PADI Dive Centers and Resorts

Overview

As we all are aware, child abuse is becoming more visible and acute throughout society, on an international basis. With increased levels and channels of communication and increased numbers of activities that may put strangers into contact, it is generally considered that the opportunities for abuse to occur are naturally increasing.

The definition of "child" is typically anyone under legal age; in most countries this is age 18. Because this age group is actively involved in scuba and snorkeling activities, PADI Members are wise to consider good practices with regard to children involved in their business' activities.

For organizations whose activities may become implicated in this overall process, it is becoming ever more important that they implement carefully-considered policies and procedures designed to provide reasonable protections and precautions against abuse occurring during the organizations' activities. Beyond the prime issue of providing protection for those potentially at risk, the organizations also have a real need to protect themselves from both the legal liability and the loss of public trust that can result when abuse occurs in any way connected to or associated with their organizational activities.

PADI's Role in Protection

PADI's training and ethical standards address the protection of children by prescreening potential members; by follow up through the Quality Management process on any reports of abuse (including swift change to Nonteaching status for PADI Members when warranted) and by providing a code of practice for PADI Members. PADI also provides education to its membership on the importance of implementing and following protection guidelines in dive businesses and schools, and disseminating accepted good practice information along with sources of further information. Further, PADI provides education to the instructor, dive center and parent in its handbook "Children and Scuba Diving: A Resource Guide for Instructors and Parents" (see Chapter VI, Professional Conduct in Child Interactions).

PADI's Member Code of Practice (from PADI *Instructor Manual,* Commitment to Excellence section) states:

As a PADI Member, you agree to the following:

- **Accept that a criminal conviction involving abuse of a minor either during or prior to PADI Membership is ground for denial or termination of PADI Membership.**

PADI screens out those with prior convictions on PADI individual Membership Applications:

> *"I understand and agree that any criminal conviction on my part involving abuse of a minor occurring either during or prior to my membership with PADI, will be automatic grounds for denial or termination of my PADI Membership."*

And on PADI Dive Center and Resort Association Member applications:

> *"I understand and agree that any criminal conviction on the part of any owner or shareholder of the business involving abuse of a minor occurring either during or prior to*

the business' membership with PADI, will be automatic grounds for denial or termination of the business' PADI Membership."

The worldwide PADI organization believes the health, safety and welfare of children is paramount and should never be compromised regardless of age, culture, disability, gender, language, racial origin and religion. The PADI organization takes precautions to ensure this when children participate in scuba and skin diving activities with you. All suspicions and allegations of abuse are taken seriously, investigated immediately and responded to swiftly and appropriately.

Working with children is both a privilege and a responsibility. Therefore, PADI Members agree to the following from PADI *Instructor Manual*:

Youth Leader's Commitment

1. **Look after the child's health, safety and welfare.**
2. **Ensure appropriate supervision during all instructional activities.**
3. **Whenever possible, meet the child's parents or guardians and share program goals and objectives.**
4. **Strive to keep parents or guardians involved and informed through verbal reports and updates as often as possible.**
5. **Treat children, parents or guardians with respect regardless of age, race, gender and religious affiliation.**
6. **Honor commitments made to children.**
7. **Discuss disciplinary problems with parents or guardians.**
8. **Do not engage in inappropriate contact with children.**
9. **Respect a child's rights to privacy and intrude only when health and safety demand.**
10. **Whenever possible, ensure two adults are with children.**

If you suspect a child may have been abused, check with your local authorities and determine the appropriate course of action.

Your Role in Protection

It's essential for PADI Professionals to consider their own practices to ensure that the safety and welfare of all students and customers – whatever age, culture, disability, gender, language, racial origin and religion – is paramount. You are in positions of considerable influence, especially when teaching and supervising children; and, therefore, have a profound responsibility to demonstrate high ethical standards.

Those who work with children on a regular basis may be able to provide an important link in identifying a child who has been or is at risk of being harmed. Find out if there are codes of behavior in your country or region that help you not only recognize signs and symptoms of abuse, but also to know how to take appropriate action in your area if you recognize such signs. To help prevent abuse of children, each operation should have a policy and internal procedures which ensure that students and customers are protected and kept safe from harm. Everyone on staff should know what to do if there are concerns about abuse and where procedures are kept. This Guidelines document can be adapted to your dive operation's individual needs to fulfill this.

It's most important to find out if your country or region has specific regulations and legislation that applies to working with children, and if so, that you abide by these. For example for the United Kingdom, further information can be obtained from the Child Protection in Sport Unit at www.thecpsu.org.uk. In Australia several states and territories have "working with children" related legislation in place, e.g. www.kidsguardian.nsw.gov.au/ and www.bluecard.qld.gov.au/.

PADI Dive Operation Child Protection Guidelines and Policy

Controlling Access to Children

As it is impossible to predict just who may have the potential to abuse children in some way and it is important that all reasonable steps are taken to prevent unsuitable people from working with children. The fundamental principle is that those in charge of activities involving children must take all reasonable steps to satisfy themselves as to the suitability of those who are given significant contact to the children in their care. Therefore, dive operations need a vigorous recruitment procedure when employing those who will have direct access to or work with children:

- Within local employment law guidelines, request information about any criminal conviction that has a bearing on the applicant's suitability to work with children
- Ensure that resumes, curriculum vitas and employment applications are complete and that any time lapses in employment history are accounted for.
- Request at least two references, including one regarding previous work with children. Follow up on references.
- If available and appropriate, use criminal record check procedures after receiving consent from the applicant.
- Check and be familiar with local and national laws regarding employee and applicant privacy, the sorts of questions that can legally be asked, etc.

A vigorous recruitment policy must be backed up with ongoing good practice and observation, which ultimately is the most reliable tool for child protection.

Staff Liaison

It's good practice to appoint a suitable management staff member as a child protection/welfare liaison to ensure that dive operation policies are communicated, adhered to and regularly reviewed. This person should be a good communicator (particularly with children), understand the issues involved, keep abreast of legislative and good practice developments, be able to follow procedures calmly and have the authority to make decisions.

Good Practice

All staff should be encouraged to demonstrate excellent role model behavior to promote children's welfare and reduce the likelihood of allegations being made. The following are common sense examples of good practice:

- Treating all people equally, and with respect and dignity.
- Always be public when working with children – avoid situations where you and the child are completely unobserved.
- If any form of manual support or manipulation is required, it should be provided openly.

- Where possible, parents should take on the responsibility for their children in changing rooms. If groups have to be supervised in changing rooms, ensure the supervisors work in pairs.
- Encourage an open environment (no secrets.)
- Where there are mixed groups away from home, they should always be accompanied by both male and female members of staff.
- Never engage in rough, physical or sexually provocative games.
- Never share a room with a child.
- Never allow or engage in any form of inappropriate touching.
- Never ignore allegations made by a child.
- Never do things of a personal nature for children they can do for themselves.
- Never invite or allow children to stay with you at your home or workplace unsupervised.

It may sometimes be necessary for you to do things of a personal nature for children, particularly if they are young or have disabilities. These tasks should only be carried out with the full understanding and consent of parents and the children involved. There is a need to be responsive to a child's reactions – if a child is fully dependent on you, talk with them about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact or lifting or assisting a child to carry out particular activities.

Do not take children to your home or workplace where they will be alone with you, nor spend excessive amounts of time alone with children away from others, and avoid taking children alone on car journeys, however short. If these situations are unavoidable, they should only occur with the full knowledge and consent of someone in charge in your center or the child's parents.

If you accidentally hurt a child, or if a child seems distressed in any manner or seems to misunderstand or misinterpret something you have done, report any such incident as soon as possible to other colleagues and make a brief written note of it. Parents should be informed of the incident.

Photography, Filming and Publication

Be aware of additional responsibilities when conducting photography or videography courses, or taking or sanctioning underwater or topside photographs at dive events in public places or private pools in the presence of children.

- Use a parental permission form to request and record parental permission to use an image.
- Ask for the child's permission to use his or her image.
- Avoid using children's names (first name or surname) in photograph captions. If the child is named, avoid using his or her photograph. If the photograph is used, avoid naming the child.
- Only use images of children in suitable dress and context to reduce the risk of inappropriate use. Images within the context of diving and related activities should focus on the overall activity. A child's age is another factor to consider when deciding what is appropriate.

- Be diligent in public places for unauthorized filming or photography of children in your care.
- Ensure all involved (staff, other students, parents, sanctioned photographers, etc) understand the photography policy, know where to direct any complaints and adhere to good practice as defined in the policy.
- Ensure all parties involved (including other parents) have permission for photographing and filming each other.
- Store all images/film safely and securely.

Training

Child Protection – Where possible, make child protection training available to staff so they are aware and sensitive to potentially abusive situations. Training programs may be available from local authorities and can be found online.

First Aid – Ensure that you and your staff have current training in Emergency First Response Primary and Secondary Care as well as Care for Children courses. A written record of all injuries (minimally via the PADI Incident Report Form) should be maintained at the dive center and submitted to PADI. A parent or guardian should be informed of all injuries to minors, and what first aid treatment was administered. Medical assistance should be sought for all emergencies, without delay.

What is Child Abuse?

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. There are four main types of child abuse: Physical abuse, sexual abuse, emotional abuse and neglect. The abuser may be a family member, or may be someone the child encounters in the community, including during sports and leisure activities. An individual may abuse or neglect a child directly, or may be responsible for abuse by failing to prevent another person from harming that child.

- **Physical abuse –** where adults or other young people physically hurt or injure children, including by hitting, shaking, throwing, poisoning, burning, biting, scalding or suffocating or drowning.
- **Sexual abuse –** when adults or other young people use children to meet their own sexual needs. Showing children pornography (books, videos, pictures) or talking to them in a sexually explicit manner are also forms of sexual abuse.
- **Emotional abuse –** the persistent emotional ill treatment of a child, likely to cause severe and lasting adverse effects on the child's emotional development. It may involve communicating to a child that the child is worthless or unloved, inadequate, or valued only in terms of meeting the needs of another person. It may feature expectations of children that are not appropriate to their age or development. It may involve causing children to feel frightened or in danger by being constantly shouted at, threatened or taunted, which may make the child nervous and withdrawn. Ill treatment of children, whatever form it takes, will always feature a degree of emotional abuse.
- **Neglect –** when adults fail to meet a child's basic physical and/or psychological needs, to an extent that it is likely to result in serious impairment of the child's health or development; for example, failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or failing to ensure access to appropriate medical care or treatment. Refusal to give children love, affection and attention can also be a form of neglect.

Signs of Abuse

Some indications that a child may be being abused can include the following:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- An injury for which the explanation seems inconsistent
- The child describes what appears to be an abusive act involving him/her
- Unexplained changes in behavior (e.g. becoming withdrawn or inappropriate sexual awareness)
- Engaging in sexually explicit behavior
- Distrust of adults, particularly those with whom a close relationship would normally be expected
- Difficulty in making friends
- The child is prevented from socializing with other children
- Variations in eating patterns, including overeating or loss of appetite
- Weight loss for no apparent reason
- The child's appearance becomes increasingly dirty or unkempt

What to do if you suspect abuse?

Staff should contact dive operation management; management should contact local law enforcement authorities immediately to determine the appropriate course of action. Abuse of any person is a criminal matter, and there should be no delay in seeking out the authorities and following their advice. Secondly, if the abuse involves a PADI Member, file a complete Quality Management Assurance Report with your PADI Regional Headquarters.

ISO STANDARDS and PADI Courses

Standards for Recreational Diving Services are developed and approved by the member countries of the International Organization for Standardization (ISO).

The PADI organization takes a leading role in the negotiation of these standards, a process that usually takes years. PADI delegates from various regions take part in the design and development process, to ensure that the resulting standards are as close as possible to the PADI course counterparts.

Why are these standards important?

Here are a few reasons:

- Each ISO standard represents a statement of minimum competency for a level of diver or a service that has been agreed on by an international group representing the diving industry. By being able to show compliance with these standards, you have increased liability protection.
- They enable consumers to make comparisons regarding a product (in this case diver training), allowing them to compare it with an independent benchmark.
- ISO standards may be used as a tool by organizations such as tour operators to help them make decisions as to which training agencies or businesses they want to partner with.
- Countries or local governments sometimes decide to impose regulations on scuba diving. They are more likely to use the ISO standards as a basis for these than to invent new ones, and if we must have regulations, it is far better to have meaningful, workable ones.

The ISO standards are listed here with their PADI equivalencies:

ISO Title	ISO Reference	PADI Equivalent
Introductory training programs to scuba diving	ISO 11121	Discover Scuba Diving
Diver Level 1 – Supervised Diver	ISO 24801-1	PADI Scuba Diver
Diver Level 2 – Autonomous Diver	ISO 24801-2	Open Water Diver
Diver Level 3 – Dive Leader	ISO 24801-3	Divemaster
Training programs on enriched air nitrox diving	ISO 11107	Enriched Air Diver
Instructor Level 1	ISO 24802-1	Assistant Instructor
Instructor Level 2	ISO 24802-2	Open Water Scuba Instructor
Recreational scuba diving service providers	ISO 24803	Dive Center or Resort

Each of these standards equates to a PADI program or member level, which means that in effect, a diver or member holding one of these qualifications can also be said to have met the requirements of the relevant ISO standard – as though they had gained two credentials at once.

This means even more international recognition of PADI certifications. PADI credentials are already the best recognized in the diving industry, but the ISO standards make it easier for them to be understood internationally. The ISO standards are an international benchmark that can be used to compare divers' qualifications. This means it is easier for divers to travel and easier for PADI Professionals to work internationally.

To obtain copies of the standards contact your relevant national standards body. See the members list in www.iso.org for contact information.

MEMBERSHIP PROCEDURES

PADI®

Requesting Certification Cards

Procedures

Use the following procedures to avoid delays and processing errors.

1. Use the PADI Online Processing Center to certify student divers to nonmembership levels such as PADI Scuba Diver, Junior Scuba Diver, Open Water Diver, Junior Open Water Diver, Adventure Diver, Advanced Open Water Diver, Junior Adventure Diver, Junior Advanced Open Water Diver, Rescue Diver, Junior Rescue Diver, Specialty Diver, Skin Diver along with PADI Freediver and TecRec courses.
    a. Because most PADI digital products include certification card processing, you'll use the PADI Online Processing Center to manage digital product access codes and process certification cards.
    b. Use PIC Online to request certification cards when diver materials do not include certification processing. PIC envelopes are another option.
2. Request Emergency First Response Completion Cards through the PADI Online Processing Center. Emergency First Response completion cards do not require a photograph.
3. Student divers supply or complete the portion requiring personal address and email information.
4. As the certifying instructor, you complete the instructor portion including relevant PADI Dive Center/Resort information. Verify that all information is correct and filled in. The PADI Dive Center/Resort name will only appear on the diver's certification card when the current dive center/resort number is included. Likewise, this also ensures that the diver certification is registered in the dive center/resort's file.
5. Include a 4.5 cm x 5.7 cm/13/4" x 21/4" clear, head and shoulders photo of diver. Because cards are used as positive identification, sunglasses, photogray lenses, hats and underwater shots are unacceptable. Avoid beige, yellow, or tan backgrounds.
    - Standards require you to request a certification card within seven days of certification unless the delay is caused by the student. If you are unable to obtain a photo of the student diver in that time, you can submit the processing information without the photo and your PADI Office will store the diver's certification information in its database, however, a card will not be issued until the office receives a photo. This allows you to receive credit for the certification, and allows your PADI Office to confirm the certification via Dive Chek. If your student diver later requests a card and submits a photo, the card will be issued and if more than 12 months have gone by the diver will be charged the replacement card fee for this service.
6. Designate where certification cards should be sent, either to the instructor, the PADI Dive Center/Resort or the divers. *If nothing is designated, certification cards will automatically be sent to the divers.*
7. Issue temporary certification cards (included as part of PIC envelopes and PIC online) to divers pending receipt of their permanent certification cards.
8. If mailing PIC envelopes, it is a good idea for the instructor, dive center or resort to mail PIC envelopes for student divers. This ensures that the envelopes are actually mailed and that the PADI Members receive certification credit. In some areas, it is beneficial to send PIC envelopes via a traceable mail service.

9. Allow several days for card processing. If you do not receive certification cards after a reasonable time, contact your PADI Office. In addition to maintaining individual student diver records, it is a good idea to keep Training Completion Forms that record diver names, course dates, contact and certification information. This makes it easier to provide research information regarding missing certification cards, if necessary.
10. PADI Validation Cards are mailed with processed certification cards. Instruct divers to keep their validation cards in a safe place because these cards make it easier to replace lost or damaged certification cards.

Preregistration Certification Procedures

By preregistering student divers, it is possible to have certification cards available to present at the end of the course. However, before offering students this service consider whether course length makes it practical to preregister students or whether students are likely to complete training with you (i.e. student may need a referral to complete training in another location). Use the following procedures to preregister students and obtain PADI certification cards:

Note: Verify that student diver preregistration is available at your PADI Office.

1. Use PIC Online or envelopes to request certification cards for nonmembership levels. Indicate in the appropriate box that you are requesting a preregistered diver certification card.
2. Have student divers supply or complete the entire student portion, including personal address and email information. As the certifying instructor, complete the instructor portion including relevant PADI Dive Center/Resort information.
3. Include a 4.5 cm x 5.7 cm/13/4" x 21/4" clear, head and shoulders photo of diver.
4. Designate whether the certification cards should be sent to the instructor or PADI Dive Center/Resort. Preregistered cards can't be sent to the diver.
5. Submit certification processing to your PADI Office and allow at least 14 days for card processing.
6. After you receive preregistered certification cards, do not issue them to student divers until all course certification requirements have been met.
7. As the certifying instructor, sign and date the attached PADI Validation Cards and issue them to divers with their permanent certification cards.
8. If you have preregistered student divers with your PADI Office, and they will not be certified at any time in the foreseeable future, destroy their certification and validation cards. Then notify your PADI Office to delete the diver certification records by submitting a Preregistration Certification Deletion Notification form. Retain certification cards for student divers who will complete training at a later date and issue them when all certification requirements are met.

Replacement Card Procedures

Divers may obtain replacement cards through padi.com. However, if a diver wants your assistance to replace a lost or damaged certification card or you need to obtain a new certification card for a diver who has changed names, use one the following procedures:

1. Use the PADI Online Processing Center and a PIC Online credit to process a new certification card.

2. Submit a PIC envelope to your PADI Office and indicate that it is for a replacement card – lost card or name change. Include as much original certification information as possible – certification date, level of training and diver number. Have the diver fill out the student diver portion, including a current address, and enclose a photo.
3. Submit a Certification Card Replacement Form to your PADI Office. Include a copy of the diver's PADI Validation Card (if possible), fill in as much original certification information as available, and include a photo and processing fee.

Vague, incomplete and inaccurate information may make verification impossible; in which case, a replacement card cannot be issued.

Junior Diver Upgrade Procedures

Divers may obtain new cards through padi.com. However, to help upgrade a Junior Diver when the diver reaches 15 years of age, use one the following procedures.

1. Use the PADI Online Processing Center and a PIC Online credit to process a new certification card and an upgraded card will be issued based on the diver's birthdate.
2. Submit a PIC envelope to your PADI Office and indicate that it is for a replacement card – upgrade for junior certification level. Include as much original certification information as possible – certification date, level of training and diver number. Have the diver fill out the student diver portion including a current address, and enclose a photo.
3. Submit a Certification Card Replacement Form to your PADI Office. Include a copy of the diver's PADI Validation Card (if possible), fill in as much original certification information as available, and include a photo and processing fee.

Note: When requesting an upgrade, if more than one year has passed since earning a Junior certification, it is recommended that the diver complete a ReActivate program.

Application Procedures

Use the following procedures to avoid delays and processing errors when submitting applications for PADI certifications:

1. Use a current application form for the appropriate certification level. Applications are necessary to apply for Master Scuba Diver, Divemaster and Assistant Instructor certifications as well as all instructor-level continuing education certifications.
2. Have applicants complete the entire student diver portion of the application, including personal address and email information, and sign the form where appropriate.
3. As the certifying or verifying instructor, complete the instructor portion and sign where appropriate. Verify that all information is correct and filled in. Print clearly and carefully. Initial any changes/corrections. The PADI Dive Center/Resort name will only appear on the diver's certification card when the current dive center/resort number is included on the application.
4. Include a 4.5 cm x 5.7 cm/13/4" x 21/4" clear, head and shoulders photo of applicant. Because cards are used as positive identification, sunglasses, photogray lenses, hats and underwater shots are unacceptable. Avoid beige, yellow, or tan backgrounds. Write the diver's name on the back of the photo.
5. Check current price list for application fees or contact your PADI Office to verify correct fee.
6. Attach supporting documentation as required by the application. (It's a good idea to make photocopies of all attachments along with the application before submitting to your PADI Office.)
7. Send the completed application to your PADI Office for processing.
8. Allow at least 14 days for card processing. If you do not receive certification cards after a reasonable time, contact your PADI Office to confirm that the application was received.