The Ontario Search and Rescue Volunteer Association (OSARVA) and its member teams would like to acknowledge the financial support of the Government of Canada for this project through the Search and Rescue New Initiatives Fund (SARNIF).
Introduction

Overview

The OSARVA Team Leader Instructor Manual is aimed at GSAR curriculum developers and instructors who are involved in the development and/or delivery of training programs for GSAR Team Leaders.

This manual should be used in conjunction with the OSARVA Team Leader Manual as the Team Leader Manual identifies the knowledge (“must know”) and performance expectations (“must do”) for GSAR Team Leaders on which are based the learning outcomes of the training program.

Both manuals are aligned with the CSA Core competency standards for ground search and rescue operations: Searcher, team leader, and SAR manager (Z1620-15), and the related CSA training curriculum standard, where more details can be found about curriculum design and content.

For each of the core competency category, the Team Leader Instructor Manual provides the following:

1. a general overview of the learning outcomes that should be achieved under the competency;
2. a statement regarding the most relevant instructional strategies to be used to help team leaders meet these learning outcomes;
3. a list of key content elements and related training material (e.g. slide presentations, activity samples, related tools); and
4. a statement regarding the most relevant learner evaluation strategies to help determine if learning outcomes have been met.

As training schedules differ from one GSAR team to another, the implementation of a team leader training program may take on various forms and take place over different periods of time.

However, a Team Leader Training Program Student Log Book has been developed to assist in tracking achievement of learning outcomes and demonstration of team leader attributes, which are required for certification as a team leader. More information about qualification and certification can be found in the Introduction to the Log Book.
1 Program

1. Overall Learning Outcomes

Following their participation in team leader training, trainees should be able to:

• Explain the following elements:
  o roles and responsibilities of the various entities involved in search and rescue in Canada and particularly in their respective jurisdiction
  o roles and responsibilities of team leaders
  o legislative, policy and procedures requirements relevant to GSAR teams operating within a search environment
  o procedures to be followed with regards to safe work practices, finance, administration, documentation and media relations

• Demonstrate how to ensure team members’ compliance with legislation, policy and procedures applicable to search environments

2. Instructional Strategies

In general, the learning outcomes identified for this competency category can be achieved using the following instructional strategies:

• Self-study – including reading material ahead of time for trainees to prepare for training sessions
• Lecture with slide presentation – including opportunities for Q&As and other forms of interactions
• Group discussion – providing opportunities for trainees to share knowledge and experience related to content elements
• Peer teaching – assigning a specific content element to each trainee / group of trainees, who would then prepare a short presentation for the rest of the group
• Simulation – using a scenario or exercise for trainees to demonstrate how to ensure compliance with legislation, policy and procedures as part of a search exercise

3. Key Content Elements and Related Training Material

In preparing training sessions related to Program, instructors should review the content elements in the Team Leader Manual and consult their GSAR organization’s relevant pre-plans, policies and procedures.
1.1. SAR Structure in Canada
1.2. Incident Command System (ICS)
1.3. Roles and Responsibilities
1.4. Legal Requirements
1.5. Liability Protections and Worker’s Compensation
1.6. Finance and Administration
1.7. Documentation
1.8. Media Policy

The following slide presentation covers the key content elements for this competency category and can be used over multiple training sessions.

Section 1 - PROGRAM

For section 1.8, an example of a media contact form is provided below:

SAR - Media Contact Report Form

4. Evaluation Strategies

The learning outcomes under this competency category can be assessed using the following strategies:

• Participation during presentation or group discussion
• Questions following presentation or group discussion
• Take home assignment associated with self-study
• Observation during simulation
2 Human Factors

1. Overall Learning Outcomes

Following their participation in team leader training, trainees should be able to:

- Explain the following elements:
  - key leadership attributes and skills necessary to fulfilling the roles and responsibilities of a team leader
  - role and responsibilities of the team leader in ensuring the physical and psychological safety of team members, including identifying hazards and managing risks, applying injury prevention strategies, and assisting team members suffering from incident related stress
- Demonstrate effective leadership attributes and skills
- Assess the physical and psychological demands of a search assignment

2. Instructional Strategies

In general, the learning outcomes identified for this competency category can be achieved using the following instructional strategies:

- Group discussion – providing opportunities for trainees to share knowledge and experience related to content elements
- Brainstorming – based on trainees’ knowledge and experience, producing lists of relevant input in response to questions related to content elements
- Lecture with slide presentation – including opportunities for Q&As and other forms of interactions
- Tabletop exercise – providing scenarios for trainees to identify approaches/actions that can be used to resolve conflicts that may occur within a search team
- Role playing – providing scenarios for trainees to practice and demonstrate specific team leader skills
- Simulation – allowing trainees to demonstrate how to carry out an assessment of demands related to a search assignment as part of a search exercise

3. Key Content Elements and Related Training Material

In preparing training sessions related to Human Factors, instructors should review the content elements in the Team Leader Manual.

2.1 Leadership and Supervision
2.2 Risk Management (this content element may also be taught in conjunction with Section 3 Environment and Section 10.2 Hazard Identification and Risk Assessment)
2.3 Team Safety
2.4 Psychological Health and Safety
The following presentation covers the key content elements for this competency category and can be used over multiple training sessions. It also incorporates learning activities: brainstorming, group discussions and tabletops.

Section 2 - HUMAN FACTORS

4. Evaluation Strategies

The learning outcomes under this competency category can be assessed using the following strategies:

- Participation during presentation or group discussion
- Questions following presentation, brainstorming or group discussion
- Observation during exercise/role playing/simulation
- Completion of exercise/tabletop worksheets
3 Environment

1. **Overall Learning Outcomes**

Following their participation in team leader training, trainees should be able to:

- Explain the role of the team leader with regards to potential encounters or contact with harmful animals, insects, arachnids and plants
- Perform an assessment of hazards associated with a search assignment and prepare a plan to manage and mitigate associated risks

2. **Instructional Strategies**

In general, the learning outcomes identified for this competency category can be achieved using the following instructional strategies:

- Self-study – including reading material ahead of time for trainees to prepare for training sessions
- Peer teaching – assigning a specific content element to each trainee / group of trainees, who would then prepare a short presentation for the rest of the group
- Group discussion – including opportunities for trainees to share knowledge and experience related to content elements
- Tabletop exercise - providing scenario and worksheet for trainees to carry out a hazard assessment related to a search assignment

3. **Key Content Elements**

In preparing training sessions related to Environment, instructors should review the content elements in the Team Leader Manual.

- 3.1 Weather
- 3.2 Natural Hazards
- 3.3 Animals
- 3.4 Insects and Arachnids
- 3.5 Plants
- 3.6 Terrain

*Other relevant content includes:*  
1.4.1 Legal Requirements – Health and Safety  
1.7.1 Documentation – Health and Safety  
2.2 Risk Management  
2.3 Team Safety  
4.1 First Aid  
4.2 Survival Skills  
10.2 Hazard Identification and Risk Assessment  
10.3 Emergency Management Cycle  
10.4 When to Call a Technical Team
4. **Evaluation Strategies**

The learning outcomes under this competency category can be assessed using the following strategies:

- Participation during group discussion
- Questions following group discussion
- Take home assignment associated with self-study
- Observation during tabletop exercise
- Completion of worksheet
4 First Aid and Survival Skills

1. Overall Learning Outcomes

Following their participation in team leader training, trainees should be able to:

• Explain the following elements:
  o role of a team leader in a first aid situation
  o steps to be taken in a rescue situation
  o procedures for completion and debriefing of first aid/rescue situations
  o role of team leader in a survival situation
  o steps of be taken in a survival situation

• Demonstrate preparedness to oversee a first aid, rescue and survival situation

2. Instructional Strategies

In general, the learning outcomes identified for this competency category can be achieved using the following instructional strategies:

• Self-study – including reading material ahead of time for trainees to prepare for training session
• Lecture with slide presentation – including opportunities for Q&As and other forms of interactions
• Group discussion – including opportunities for trainees to share knowledge and experience related to content elements
• Peer teaching – assigning a specific content element to each trainee / group of trainees, who would then prepare a short presentation for the rest of the group
• Tabletop exercise – providing a first aid, rescue or survival scenario for trainees to identify appropriate steps to be undertaken in these situations
• Simulation – using an exercise for trainees to demonstrate preparedness to oversee a first aid, rescue or survival situation

3. Key Content Elements and Related Training Material

In preparing training sessions related to First Aid and Survival Skills, instructors should review the content elements in the Team Leader Manual and consult relevant pre-plans, policies and procedures.

4.1 First Aid
4.2 Survival Skills
The following presentation covers the key content elements for this competency category and can be used over multiple training sessions.

Section 4 - FIRST AID AND SURVIVAL

4. **Evaluation Strategies**

The learning outcomes under this competency category can be assessed using the following strategies:

- Participation during presentation or group discussion
- Questions following presentation or group discussion
- Take home assignment associated with self-study
- Observation during tabletop exercise/simulation
5 Transportation and Equipment Safety

1. Overall Learning Outcomes

Following their participation in team leader training, trainees should be able to:

- Explain the following elements:
  - Applicable legislation, policies and safe work procedures associated with the operation of vehicles used for SAR tasks and related search assignments
- Assess the completeness of vehicle inspections carried out by team members
- Simulate pre-departure safety briefings related to use of watercrafts or rotary wing aircrafts

2. Instructional Strategies

In general, the learning outcomes identified for this competency category can be achieved using the following instructional strategies:

- Self-study – including reading material ahead of time for trainees to prepare for training session
- Lecture with slide presentation – including opportunities for Q&As and other forms of interactions
- Group discussion – including opportunities for trainees to share knowledge and experience related to content elements
- Simulation – using a scenario for trainees to demonstrate their ability to assess vehicle inspections or to carry out pre-departure safety briefings

3. Key Content Elements and Related Training Material

In preparing training sessions related to Transportation and Equipment Safety, instructors should review the content elements in the Team Leader Manual and consult relevant pre-plans, policies and procedures.

5.1 Personal Vehicles
5.2 SAR Response Vehicles
5.3 Vehicle and Trailer Combinations
5.4 Marine Emergency Vehicles
5.5 Snowmobiles
5.6 All-terrain Vehicles (ATV)
5.7 Aircraft – Rotary Wing
5.8 Mountain Bikes
The following presentation covers the key content elements for this competency category and can be used over multiple training sessions.

Section 5 – TRANSPORT AND EQUIPMENT

The following checklists or similar tools can be used during training sessions:
Circle Check Personal Vehicle (Trailer)
Circle Check Marine Vessel
Circle Check ATV and Snowmobile
Precaution Checklist Helicopter
Circle Check Mountain Bike

4. **Evaluation Strategies**

The learning outcomes under this competency category can be assessed using the following strategies:

- Participation during presentation or group discussion
- Questions following presentation or group discussion
- Take home assignment associated with self-study
- Observation during simulation
6 Navigation

1. Overall Learning Outcomes

Following their participation in team leader training, trainees should be able to:

• Demonstrate how to use map and compass to plan and implement search assignments
• Oversee the effective use and maintenance of compass and GPS unit by team members
• Demonstrate advanced skills related to the use of GPS to support the implementation of search assignments

2. Instructional Strategies

In general, the learning outcomes identified for this competency category can be achieved using the following instructional strategies:

• Group discussion - including opportunities for trainees to share knowledge and experience related to content elements
• Table top exercise – using map and compass for trainees to plan search assignments and identify potential hazards
• Field/simulation exercises – allowing trainees to become proficient in overseeing the application of advanced GPS skills to assist in the implementation of various search types or patterns
• Mentoring – providing opportunities for trainees to assist in basic navigation training with new recruits

3. Key Content Elements and Related Training Material

In preparing training sessions related to Navigation, instructors should review the content elements in the Team Leader Manual.

   6.1 Maps
   6.2 Compass
   6.3 Global Positioning System (GPS)
   6.4 Map and Compass
   6.5 GPS and Map

The following document provides an outline of learning activities that may be used for team leader training in the area of Navigation.

Section 6 – NAVIGATION
4. **Evaluation Strategies**

The learning outcomes under this competency category can be assessed using the following strategies:

- Participation during group discussion
- Questions following group discussion
- Completion of tabletop worksheets
- Observation in the field during simulation/exercise
7 Communication

1. Overall Learning Outcomes

Following their participation in team leader training, trainees should be able to:

• Explain applicable legislation, policies and protocols associated with the use in the field of various communication technologies/devices within the relevant jurisdiction
• Explain benefits, limitations and challenges associated with different types of communication technologies, including emerging technologies
• Simulate the team leader role and responsibilities related to ensuring compliance with field communication protocols and documentation requirements
• Demonstrate ability to resolve radio communications issues that may arise during a search assignment

2. Instructional Strategies

In general, the learning outcomes identified for this competency category can be achieved using the following instructional strategies:

• Self-study – including reading material ahead of time for trainees to prepare for training session
• Lecture with slide presentation – including opportunities for Q&As and other forms of interactions
• Group discussion – including opportunities for trainees to share knowledge and experience related to content elements
• Peer teaching – assigning a specific content element to each trainee / group of trainees, who would then prepare a short presentation for the rest of the group
• Simulation - using a scenario or exercise for trainees to demonstrate how to ensure compliance with communication protocols
• Tabletop exercise – providing a scenario for trainees to provide solutions to address radio communication issues

3. Key Content Elements and Related Training Material

In preparing training sessions related to Communication, instructors should review the content elements in the Team Leader Manual and consult relevant pre-plans, policies and procedures.
7.1 Awareness of Role of Communication during an Incident
7.2 Radio Operations
7.3 Satellite and Cell Phones
7.4 Alerting Technologies
7.5 Emerging Communication Technologies

The following presentation covers the key content elements for this competency category and can be used as a basis for group discussion.

Section 7 – COMMUNICATION

4. Evaluation Strategies

The learning outcomes under this competency category can be assessed using the following strategies:

• Participation during presentation or group discussion
• Questions following peer presentation or group discussion
• Take home assignment associated with self-study
• Observation during tabletop exercise/simulation
• Completion of tabletop exercise worksheet
8 Lost Person Behaviour

1. Overall Learning Outcomes

Following their participation in team leader training, trainees should be able to:

• Explain the following elements:
  o lost person behaviour analysis and related statistics and how it applies to determining search techniques and methods.
  o purpose and content of Lost Person Profile and Lost Person Questionnaire (LPQ) and how to use it to extract relevant searching and planning data
  o how search teams in the field can assist in augmenting planning date related to lost person behaviour

2. Instructional Strategies

In general, the learning outcomes identified for this competency category can be achieved using the following instructional strategies:

• Lecture with slide presentation – including opportunities for Q&As and other forms of interactions
• Group discussion – including opportunities for trainees to share knowledge and experience related to content element
• Tabletop exercise – using lost person behaviour information for trainees to solve search assignment related questions

3. Key Content Elements and Related Training Material

In preparing training sessions related to Lost Person Behaviour, instructors should review the content elements in the Team Leader Manual.

8.1 Lost Person Behaviour

The following presentation covers the key content elements for this competency category.

Section 8 – LOST PERSON BEHAVIOUR

Here is a sample activity for a tabletop exercise using Robert J. Koester's book – Lost Person Behavior – A Search and Rescue Guide on Where to Look – for Land, Air and Water or web-based application Lost Person Behavior as well as a sample of a Lost Person Questionnaire.

Lost Person Behaviour Activity Sample

Lost Person Questionnaire
4. **Evaluation Strategies**

The learning outcomes under this competency category can be assessed using the following strategies:

- Participation during presentation or group discussion
- Questions following presentation or group discussion
- Completion of tabletop exercise worksheet
9 Search Competencies

1. Overall Learning Outcomes

Following their participation in team leader training, trainees should be able to:

- Explain the following elements:
  - key concepts of search theory and their relevance to search planning and search assignments
  - roles of team leader in all aspect of a search operation including from notification to demobilization
  - characteristics, use and application of various search methods, types and patterns used in GSAR in rural, semi-rural and urban environments
  - various methods and procedures related to clue management and evidence handling

- Provide oversight and quality control in the application of search methods, types and patterns and in implementation of clue management and evidence handling

2. Instructional Strategies

In general, the learning outcomes identified for this competency category can be achieved using the following instructional strategies:

- Field/simulation exercises – allowing trainees to become proficient in overseeing the application of different search methods, types or patterns and the implementation of clue management and evidence handling
- Group discussion – including opportunities for trainees to share knowledge and experience related to content element
- Peer teaching - assigning a specific content element to each trainee / group of trainees, who would then prepare a short presentation for the rest of the group
- Tabletop exercises – using scenarios for trainees to identify potential actions in response to specific search assignment situations
- Role playing – providing an opportunity for trainees to practice and demonstrate specific skills
- Shadowing – opportunities for trainees to observe experienced team leaders

In planning field exercises, trainers should consider:

- Determining if field exercise is intended to achieve specific learning outcomes or to integrate learning related to multiple competencies
- Making best use of resource intensive field exercises/simulations by incorporating multiple learning outcomes
• Defining clear learning outcomes and communicating these at onset of exercise
• Ensuring that enough time is scheduled for proper debriefing of exercise by trainees and by trainers
• Ensuring that simulation scenarios are realistic

3. **Key Content Element and Related Training Material**

In preparing training sessions related to Search Competencies, instructors should review the content elements in the Team Leader Manual and consult relevant pre-plans, policies and procedures.

9.1 Search Theory
9.2 Notification
9.3 Activation (call-out), Checking in, and Initial Briefing
9.4 Assignments
9.5 Search Techniques
9.6 Confinement/Containment
9.7 Attraction Methods
9.8 Clue Awareness and Detection
9.9 Demobilization Process
9.10 Night Searches
9.11 Land-Water Interface Searches
9.12 Evidence Handling
9.13 Dealing with Deceased Persons
9.14 Urban Searches

The following document provides a series of eleven learning activities that may be used for team leader training in the area of Search Competencies. Some activities cover more than one competency area within this category.

Section 9 – SEARCH COMPETENCIES

4. **Evaluation Strategies**

The learning outcomes under this competency category can be assessed using the following strategies:

• Participation during presentation or group discussion
• Questions following presentation or group discussion
• Observation during simulation, role playing or tabletop exercises
• Completion of worksheets
• Peer review process
10 Specialized Resources

1. Overall Learning Outcomes

Following their participation in team leader training, trainees should be able to:

• Explain the following elements:
  o process to identify hazards and assess associated risks
  o elements of the emergency management cycle
  o rationale for calling in specialized resources
  o protocols for liaising or working with specialized resources
• Carry out a hazard identification and risk assessment

2. Instructional Strategies

In general, the learning outcomes identified for this competency category can be achieved using the following instructional strategies:

• Self-study – including reading material ahead of time for trainees to prepare for training sessions
• Lecture with slide presentation – including opportunities for Q&As and other forms of interactions
• Group discussions – including opportunities for trainees to share knowledge and experience
• Peer teaching – assigning a specific content element to each trainee / sub-group, who would then prepare a short presentation for the rest of the group
• Tabletop exercise – allowing trainees to carry out a hazard identification and risk assessment process

3. Key Content Elements and Related Training Material

In preparing training sessions related to Specialized Resources, instructors should review the content elements in the Team Leader Manual and consult relevant pre-plans, policies and procedures.

  10.1 Specialized Resources
  10.2 Hazard Identification and Risk Assessment (HIRA)
  10.3 Emergency Management Cycle
  10.4 When to Call in a Technical Team
  10.5 How to Support a Specialized Team

This content can also be taught in conjunction with Section 2.2 Risk Management and Section 3 Environment.
The following presentation covers the key content elements for this competency category and can be used over multiple training sessions.

Section 10 – SPECIALIZED RESOURCES

The following are lesson plans that accompany the presentation.

Lesson Plan 10 specialized teams-a
Lesson Plan 10 specialized teams-b
Lesson Plan 10 specialized teams-c
Lesson Plan 10 specialized teams-d

4. **Evaluation Strategies**

The learning outcomes under this competency category can be assessed using the following strategies:

- Participation during presentation or group discussion
- Questions following presentation or group discussion
- Take home assignment associated with self-study
- Completion of worksheet for tabletop exercise