



Lifeguarding

INSTRUCTOR'S MANUAL

American Red Cross



**American
Red Cross**

American Red Cross Lifeguarding

Instructor's Manual

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American Red Cross

This instructor's manual is part of the American Red Cross Lifeguarding program. Visit redcross.org to learn more about this program.

The emergency care procedures outlined in this book reflect the standard of knowledge and accepted emergency practices in the United States at the time this book was published. It is the reader's responsibility to stay informed of changes in emergency care procedures.

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SECTION A

PROGRAM ADMINISTRATION

PROGRAM OVERVIEW

Program Purpose

The primary purpose of the American Red Cross Lifeguarding course is to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide professional-level care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services (EMS) personnel take over. This program offers a choice of Lifeguarding/First Aid/CPR/AED courses to meet the various training needs of a diverse audience.

The care steps outlined within this manual are consistent with the 2015 International Liaison Committee on Resuscitation (ILCOR), Consensus on Science and Treatment Recommendations for CPR and Emergency Cardiovascular Care (ECC) and the 2015 American Heart Association and American Red Cross Guidelines for First Aid. This manual also reflects the *United States Lifeguarding Standards: A Review and Report of the United States Lifeguard Standards Coalition*, a collaborative effort of the American Red Cross, the United States Lifesaving Association and the YMCA of the USA.

Program Objectives

It is your responsibility as an instructor to make sure participants meet the learning objectives listed at the beginning of each lesson in this manual, and achieve the American Red Cross Lifeguarding program benchmarks. The following are program objectives:

- Meet the age requirement.
- Demonstrate proficiency in all of the prerequisite skills.
- Describe the characteristics and responsibilities of a professional lifeguard.
- Explain how to fulfill the responsibilities of a professional lifeguard.
- Define certain legal considerations and apply them to situations that might be encountered in lifeguarding.
- Describe ongoing training for lifeguards.
- Describe what it means to work as part of a lifeguard and safety team.
- Describe the role lifeguards play in ensuring facility safety.
- Identify how to ensure the safety of patrons when weather conditions create safety concerns.
- Describe the role that facility management plays in facility safety.
- Describe the drowning process.
- Identify the behaviors of a swimmer, distressed swimmer, and an active and a passive victim.
- Identify and define elements of effective surveillance.
- Explain proper scanning techniques and identify tactics to overcome scanning challenges.
- Identify various types of zones of surveillance.
- Explain how communication with patrons plays a role in preventing injuries.
- Explain patron surveillance techniques for various activities.
- Explain patron surveillance techniques for facilities with special attractions.
- Explain and demonstrate lifeguard rotations.

- Demonstrate how to perform effective surveillance including scanning, victim recognition and lifeguard rotations.
- Explain various types of drills that test lifeguard zones, recognition and response.
- Explain patron surveillance techniques for organized groups.
- Explain the purpose and general procedures of an emergency action plan (EAP).
- Demonstrate how to safely and effectively assist a distressed swimmer, rescue an active and passive victim and rescue multiple victims.
- Demonstrate the ability to implement an EAP and perform a rescue.
- Demonstrate how to safely and effectively rescue a submerged victim in shallow or deep water.
- Demonstrate how to safely and effectively perform feet-first and head-first surface dives (Lifeguarding course only).
- Demonstrate how to safely and effectively extricate an unresponsive victim from the water using a backboard.
- Describe what standard precautions to take to prevent disease transmission when providing care.
- Demonstrate how to put on gloves in a wet environment.
- Describe what standard precautions to take to prevent disease transmission when providing care.
- Demonstrate proper removal of disposable gloves.
- Describe the general procedures for injury or sudden illness on land.
- Identify items of concern when performing a scene size-up and forming an initial impression.
- Demonstrate how to perform a primary assessment for adults, children and infants and place a victim in a recovery position.
- Identify victim conditions that indicate the need to summon emergency medical services (EMS) personnel.
- Understand how to safely and effectively move a victim on land.
- Demonstrate how to use a resuscitation mask.
- Recognize and care for a breathing emergency.
- Demonstrate how to safely and effectively give ventilations.
- Demonstrate how to safely and effectively use a bag-valve-mask (BVM) resuscitation with two rescuers.
- Demonstrate how to safely and effectively care for an obstructed airway for a responsive and an unresponsive victim.
- Demonstrate the ability to work as a team to implement an EAP, perform a rescue and perform emergency care.
- Identify the five links in the Adult and Pediatric Cardiac Chain of Survival and identify the importance of each.
- Recognize the signs of a heart attack.
- Identify the steps for caring for a victim of a heart attack.
- Identify signs and symptoms of cardiac arrest.
- Demonstrate how to safely and effectively perform one-rescuer CPR and two-rescuer CPR.
- Demonstrate how to use an automated external defibrillator (AED).
- Identify precautions for using an AED.
- Demonstrate how to perform a secondary assessment.
- Identify how to recognize and care for a victim of sudden illness, injuries and shock.
- Demonstrate how to control external bleeding.
- Identify how to recognize and care for a victim of poisoning, heat-related illnesses and cold-related emergencies.
- Demonstrate the ability to work as a team to implement an EAP, perform a secondary assessment and provide first aid care.
- Identify possible causes of head, neck or spinal injuries on land.
- Identify signs and symptoms of head, neck or spinal injuries.
- Demonstrate how to care for victims with head, neck or spinal injuries on land.
- Demonstrate how to perform front and rear head-hold escapes.
- Demonstrate how to give in-water ventilations.
- Demonstrate how to perform a quick extrication of a victim from the water.

- Demonstrate how to care for victims with head, neck and spinal injuries in shallow and deep water.
- Demonstrate how to care for victims with head, neck or spinal injuries in shallow water only (Shallow Water Lifeguarding and Aquatic Attraction Lifeguarding).
- Demonstrate how to care for a victim with a head, neck or spinal injury in shallow water.
- Demonstrate how to rescue an active victim in deep water.
- Demonstrate how to rescue a submerged passive victim in deep water and provide care.
- Demonstrate how to rescue an active victim in shallow water (Shallow Water Lifeguarding only).
- Demonstrate how to rescue a submerged passive victim in shallow water and provide care (Shallow Water Lifeguarding only).

PROGRAM PARTICIPANTS

The intended audience for the courses in this program includes individuals who will work as a lifeguard. The participants may be taking this training outside the traditional academic environment of a high school, college or university. Successful instructors understand participants' background and motivation and may modify their teaching style (not the course) accordingly.

- Participants could represent a broad range of backgrounds.
- They may differ in age or levels of maturity.
- They may differ in levels of education or experience.
- They are likely taking these courses to fulfill employment requirements.
- They may be taking these courses to provide for the safety and well being of their friends, family and community or for personal satisfaction.

PROGRAM PREREQUISITES

- Entry into the American Red Cross Lifeguarding course is strictly limited to those who meet the minimum age requirement and have successfully completed the prerequisite skills evaluation. Failure to have attained the appropriate skill level could pose a safety threat to themselves and to others in the class.
- Participants in the Lifeguarding program must be 15 years of age on or before the last scheduled session of the course. Individuals who do not meet the age requirements for this course should be directed to another course that is appropriate for their age range (for example, Junior Lifeguarding). Please visit redcross.org for additional course information.
- If a candidate is not successful on the first attempt at the prerequisite skills, they only have one more opportunity to meet the prerequisites after sufficient rest, prior to the first scheduled class session.
- If the candidate does not successfully perform any of the prerequisite skills, suggest appropriate developmental training opportunities and explain the specific skills that the individual needs to improve to be eligible to participate in the Lifeguarding course in the future.

Program Prerequisite Skills			
	Swimming	Treading Water	Timed Event
Lifeguarding and Waterpark Skills Module	Swim 300 yards, continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both, but swimming on the back or side is not allowed. Swim goggles may be used.	Tread water for 2 minutes, using only the legs. Candidates should place their hands under the armpits.	Complete a timed event within 1 minute and 40 seconds: <ul style="list-style-type: none"> ■ Starting in the water, swim 20 yards. Swim goggles are not allowed. ■ Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object. ■ Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. ■ Exit the water without using a ladder or steps.
Shallow Water Lifeguarding	Swim 100 yards continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles may be used.	Tread water for 2 minutes using only the legs. Candidates should place their hands under their armpits.	Complete a timed event within 50 seconds. <ul style="list-style-type: none"> ■ Starting in the water, swim 20 yards using the front crawl or breaststroke. The face may be in or out of the water. Swim goggles are not allowed. ■ Submerge to a depth of 4 to 5 feet to retrieve a 10-pound object. Return to the surface and walk or swim ■ 20 yards to return to the starting point with both hands holding the object at the surface of the water. ■ Exit the water without using a ladder or steps. ■ Exit the water without using a ladder or steps.

Program Prerequisite Skills, Continued

	Swimming	Treading Water	Timed Event
Waterfront Lifeguarding	<ul style="list-style-type: none"> ■ Swim 550 yards, continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both, but swimming on the back or side is not allowed. Swim goggles may be used. ■ Additional Prerequisite: Swim 5 yards, submerge and retrieve three dive rings placed 5 yards apart in 4 to 7 feet of water, resurface and continue to swim another 5 yards to complete the skill sequence. 	<p>Tread water for 2 minutes using only the legs. Candidates should place their hands under their armpits.</p>	<p>Complete a timed event within 1 minute and 40 seconds.</p> <ul style="list-style-type: none"> ■ Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed. ■ Surface dive, feet-first or headfirst, to a depth of 7 to 10 feet to retrieve a 10-pound object. ■ Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath.
Aquatic Attraction Lifeguarding	<p>Complete the water competency sequence without stopping.</p> <ul style="list-style-type: none"> ■ Step into water from the side and totally submerge. ■ Maintain position for one minute by treading water or floating (or a combination of the two). ■ Rotate one full turn and orient to the exit. ■ Level off and swim on the front or back 25 yards. ■ Exit without using a ladder or steps. 	<p>Tread water for 2 minutes using only the legs. Candidates should place their hands under their armpits.</p>	<p>Complete a timed event within 50 seconds without stopping.</p> <ul style="list-style-type: none"> ■ Starting in the water, walk or swim 20 yards. ■ Submerge to a depth of 3 feet to retrieve a 10 pound object. ■ Return to the surface and walk or swim 20 yards on the back to return to the starting point with both hands holding the object at the surface of the water. ■ Exit the water without using steps or a ladder.

- Current certification or a certification expired by no more than 30 days for the course being reviewed is a requirement for participation in the following review courses:
 - Lifeguarding review course
 - Aquatic Attraction Lifeguarding review course
 - Shallow Water Lifeguarding review course
 - Waterfront Skills review course
 - Waterpark Skills review course

PROGRAM COURSES AND MODULES

- The Lifeguarding core course includes Lifeguarding or Shallow Water Lifeguarding or Aquatic Attraction Lifeguarding and First Aid/CPR/AED. The following modules can be added to form a course. Lifeguarding add-on module courses may be combined with the core lifeguarding course.
 - Waterfront Skills module
 - Waterpark Skills module
- Waterpark skills may also be combined with the shallow water lifeguarding course.

The following optional modules can be taught separately or added to any course and do not require participants to gain a Lifeguarding certification:

- Asthma Inhaler Training
- Epinephrine Auto-Injector Training
- Tourniquet Application Training
- Bloodborne Pathogens Training
- Administering Emergency Oxygen

PROGRAM DELIVERY METHODS

There are two delivery methods available for the courses in the American Red Cross Lifeguarding program—classroom and blended learning. The blended learning option combines online learning with in-person skill sessions conducted by a Red Cross-certified instructor. Participants in blended learning courses acquire the same knowledge and skills as those in traditional classroom training courses.

PROGRAM INSTRUCTIONAL DESIGN

Classroom Course Design

The lesson plans employ a variety of methods to meet participants' needs for consistent, high-quality instruction and accurate information. To help participants acquire new information, build correct psychomotor skills, and develop decision-making and problem-solving skills, a variety of interactive activities are integrated into the lessons along with videos and skill demonstrations, skill sessions, traditional lectures and guided discussions.

The lecture points included in the lesson plans represent the fundamental concepts and specific content that instructors must communicate for participants to meet the associated learning objectives and successfully complete the skill sessions. The lecture points are written so they can be read aloud. The instructor can also rephrase the lecture points to fit their natural speaking style. The course presentation (similar to a PowerPoint presentation) includes the lecture points and visual aids to support participants' acquisition of the material.

Guided discussions and activities are designed to correspond with the lesson objectives and reinforce essential information that participants need to know. Guided discussions and activities allow the instructor the opportunity to assess participants' understanding of the material. The activities are to be conducted as designed and may not be changed or omitted. However, modifications can be made to accommodate participants with disabilities. For more information, see the *Americans with Disabilities Act (ADA) Resource Guide for Conducting and Administering Health and Safety Courses* available at the American Red Cross Learning Center.

Video segments enliven the program by conveying key concepts and providing uniformly consistent explanations and demonstrations of skills. During the skill sessions, participants may use skill sheets (available on Instructor's Corner and in the participant's manual) as a guide. Skill charts and skill assessment tools for the instructor's use during the skill sessions are located in the instructor's manual at the end of all lessons that include skill sessions.

Aquatics courses include in-water skill sessions. Teaching progressions are used to provide the opportunity for participants to practice and gain experience in the water performing swimming and water rescue skills. The lifeguarding courses include:

- Skill sessions to learn new skills by guided practice and corrective feedback.
- Skill drills to allow practice of these newly learned skills. The drills are used to help reinforce the skills learned up to that point. Repetition is important as participants learn throughout the course.
- Putting It All Together activities and scenarios are used to apply information and skills learned by combining skills with critical thinking, decision-making and problem-solving in various situations. In order to successfully complete the course, participants must complete the final skills scenarios.
- Team (multiple-rescuer) skill practice focuses on team dynamics and communication emphasizing team coordination and management.

Skills can be quickly forgotten. The more participants have the opportunity to practice, the better their skill performance and retention will be.

In the Lifeguarding course, homework is assigned between sessions. Examples include:

- End of chapter review questions
- Reading assignments
- Online assignments (for blended learning courses)



Instructor's Note: *For reasons of educational quality and participant safety, the following skills taught in many American Red Cross courses are practiced only on a manikin and never on a real person: ventilations, chest compressions and AED pad placement.*

Participants demonstrate competency throughout the courses in the Lifeguarding program by actively participating in activities, guided discussions, skill sessions, skill drills and Putting It All Together scenarios that conclude most lessons in the program. In the courses that comprise the Lifeguarding program, written exams are required.

Blended Learning Course Design

In the blended learning courses, the online component has been designed to instruct participants in the knowledge-based aspects of the Lifeguarding courses, along with introducing them to the skills they will practice and master during the instructor-led portion of the training. Instructors should conduct brief, guided discussions on key online learning topics to ensure participants' questions are answered.

PROGRAM MATERIALS

Participant Resources

The *Lifeguarding Manual* has been designed to simplify learning and understanding of the material. The manual reinforces key points from the lecture portions of the course and contains skill sheets. It serves as an in-class tool and as a reference tool after the course is complete. All participant resources are available for purchase on the Red Cross Store and on Instructor's Corner. In addition, digital versions of all participant resources can be downloaded from Instructor's Corner.

American Red Cross Lifeguarding Manual

The *Lifeguarding Manual* has been designed to simplify learning and understanding of the material. The manual reinforces key points from the lecture portions of the course and contains skill sheets. It serves as the required in-class text and is used as a reference tool after the course is complete. Participant's should have access to their own manual throughout the course in either digital or print format. When using a digital manual, a tablet or laptop should be used to ensure proper viewing (the manual should not be displayed on a cell phone).

Online Content for Lifeguarding Blended Learning Course

In the blended learning courses, the online component has been designed to instruct participants in the knowledge-based aspects of the Lifeguarding program, as well as to introduce them to the skills they will practice and master during the instructor-led portion of the training. Instructors should conduct brief, guided discussions on key online learning topics to ensure participants' questions are answered.

See Instructor's Corner for additional details on the blended learning program, including the *Lifeguarding Instructor's Manual* for blended learning.

Instructor Resources

American Red Cross Lifeguarding Instructor's Manual

The *Lifeguarding Instructor's Manual* is required to conduct the courses that comprise the Lifeguarding program. The manual is available for sale in printed format or as a free digital download.

The manual is divided into six sections:

- **Section A: Program Administration** contains information needed to conduct the courses in the Lifeguarding program, including a program overview, instructor requirements and responsibilities, information about setting up and running the courses, requirements for successful course completion and teaching strategies.
- **Section B: The Courses** contains course outlines and lesson plans. The lesson plans provide the primary points to be covered in each lesson, as well as guidelines for activities and skill sessions. Instructor skill charts and skill assessment criteria are included at the end of each lesson.
 - Skill charts must be used by the instructor to provide guidance and highlight important actions during skill practice and response scenarios, as well as for assessment during the final practical skills assessment. Skill charts identify the competencies for each skill, the critical actions that must be completed.

- When using these skill charts for assessment, participants must meet the criteria listed at the proficient level on the skill assessment tool to be checked off as passing. A “Proficient” rating indicates that the participant met the criteria for the skill. A “Not Proficient” rating indicates that the participant did not meet the criteria for the skill.
- **Section C: Appendices** includes supplemental materials to support conducting the courses in the Lifeguarding program. Many of these materials can also be accessed in Instructor’s Corner.
- **Section D: Waterfront Skills** contains the outline and lesson plan for the Waterfront Skills Module.
- **Section E: Waterpark Skills** contains the outline and lesson plan for the Waterpark Skills Module.
- **Section F: Aquatic Attraction Lifeguarding** contains the outline for Aquatic Attraction Lifeguarding.

The American Red Cross Learning Center

The American Red Cross Learning Center (LMS) provides functionality for managing and executing training and learning programming for American Red Cross Health and Safety Services programs. The Learning Center manages and tracks all Red Cross training for participants and instructors and maintains certification data.

Red Cross instructors are required to access the Learning Center to ensure that their instructor profile information is current and up-to-date. Instructors are strongly encouraged to enter their course record information directly into the Learning Center. For information on how to access and use the Learning Center, please visit Instructor’s Corner.

American Red Cross Instructor’s Corner

Instructor’s Corner is an instructor resource containing program information, policies, resources and teaching tools. Instructor’s Corner also contains information related to other American Red Cross programs, as well as the latest news about the Red Cross. The Lifeguarding program materials on Instructor’s Corner include:

- Instructor Bulletins
- Course fact sheets
- Recertification information
- Information about reporting teaching activity
- Occupational Safety and Health Administration (OSHA) information
- Equipment information
- Documents supporting course delivery and classroom activities
- Written exams and answer sheets
- Digital versions of instructor and participant course materials
- Course presentations
- Streaming video segments to support course delivery
- Administrative policies and procedures
- How-To Guides and resources to support administrative processes
- Information about other Red Cross training and education programs
- Frequently Asked Questions about the Lifeguarding program
- About the Science sections, including expert answers to technical questions, reviews and advisories from the American Red Cross Scientific Advisory Council

Course Presentations

The following course presentations to support the Lifeguarding program are available:

- Lifeguarding course presentation (for use with the Lifeguarding and Shallow Water Lifeguarding course)
- Lifeguarding course presentation for Blended Learning
- Aquatic Attraction Lifeguarding
- Waterfront Lifeguarding
- Waterpark Lifeguarding
- CPR/AED for Professional Rescuers (for the stand-alone CPRO course)

Similar to a PowerPoint presentation, each course presentation is an in-class visual aid that is projected onto a screen or viewing area. Instructors click through the presentation slides as they progress through the lessons.

The course presentations include lecture points, imagery and the required course video segments. Slide references are included in the lesson plan to assist in teaching along with the course presentation. The course presentation:

- Provides visual reinforcement of key points made during lectures and guided discussions.
- Provides visual aids that support activities and scenarios.
- Provides an alternate method of showing the video segments that support the course.
- Helps you deliver information in a more dynamic way by reducing dependence on the instructor's manual and allowing you the freedom to stand up and move around during the lesson.

Before conducting the course, become familiar with the presentation software and test the display of the system to be used. It is recommended that you have backup copies of the presentation in case technical difficulties occur.

	System Requirements	Equipment Requirements
Course Presentation Requirements	<ul style="list-style-type: none">■ Internet Explorer 10■ Microsoft Edge on Windows 10■ Firefox 4.x or later■ Chrome 37.0 or later■ Safari 6.0 or later■ Adobe Reader 9 or later for viewing the PDF created using Adobe Presenter 11	<ul style="list-style-type: none">■ Laptop/desktop computer■ Power source■ Projector■ Projection screen/area■ Computer speakers

The course presentations are available to download from Instructor's Corner. The presentation is saved in PDF format. To view the presentation, save the file to your computer and double-click on the PDF icon to open it. Additional directions for using the course presentation are available on Instructor's Corner. For online viewing (i.e., streaming from Instructor's Corner) a high-speed Internet connection is required.

The course presentations that support the Lifeguarding program are also available on the Lifeguarding Program DVD, which is available for purchase on the Red Cross Store.

Video Segments

The video segments are an integral part of the course. Instructors are required to use the video segments because they contain important information about key concepts and skills to help ensure the course objectives are met. The courses in the Lifeguarding program cannot be conducted if the video segments are not available. They are included on the Lifeguarding program DVD, which is available for purchase on the Red Cross Store. The video segments are also available for streaming from Instructor's Corner and embedded in the course presentations.

BECOMING AN AMERICAN RED CROSS INSTRUCTOR

INSTRUCTOR REQUIREMENTS

Eligibility to Teach the Courses in the Lifeguarding Program

Lifeguarding instructors are eligible to teach the following Red Cross Lifeguarding courses and modules:

- Lifeguarding course
- Shallow Water Lifeguarding course
- Aquatic Attraction Lifeguarding course
- Waterpark skills module
- Waterfront skills module*
- CPR/AED for Professional Rescuers
- Basic Water Rescue
- Safety Training for Swim Coaches (after completing online orientation)
- Review courses (for the courses listed above)
- Water safety presentations
- Longfellow's WHALE Tales
- Junior Lifeguarding
- Asthma Inhaler Training
- Epinephrine Auto-Injector Training
- Tourniquet Application Training
- Bloodborne Pathogens Training
- Administering Emergency Oxygen (Lifeguarding Instructors trained after January 3, 2017 are required to have a basic-level certification to teach this module)

**To become a Waterfront Lifeguarding instructor, current basic-level certification in the Waterfront Skills module is required. However, an instructor or instructor trainer is not required to maintain a Waterfront Skills basic-level certificate in order to maintain the instructor-level certificate.*

Maintaining Your Instructor Certification

Your certification as an instructor is valid for 2 years. To maintain certification as an instructor, you must:

- Teach or co-teach at least one of the following core courses of record during your 2-year certification period:
 - Lifeguarding
 - Shallow Water Lifeguarding
 - Aquatic Attraction Lifeguarding
- Successfully complete the Lifeguarding Instructor Trainer Review course prior to your instructor certification expiration date.
 - Participation in the Lifeguarding Instructor/Instructor Trainer Review course meets basic-level skill competency requirements, but not basic-level certification. Instructors will have the option to achieve basic-level certification to work as a lifeguard at the conclusion of the Lifeguarding Instructor/Instructor Trainer Review course.
- Complete all applicable course updates prior to the update deadline.



Instructor's Note: As an instructor, you have a responsibility to monitor and maintain your American Red Cross Learning Center profile. You must periodically verify that your contact information is accurate in the American Red Cross Learning Center, including a current email address, phone number and mailing address. The American Red Cross Learning Center will automatically track the expiration date of your instructor certification. Monitoring your profile and certifications within the system allows you to take appropriate actions to stay current in your certification.

Eligibility to Teach Other American Red Cross Programs

American Red Cross Lifeguarding instructors may qualify to teach additional Red Cross basic-level courses after successful completion of an instructor bridge course.

Available instructor bridge course options (depending on program):

1. Online bridge course
2. In-person or blended learning bridge course

Additional basic-level certifications may be necessary in addition to completing an instructor bridge course. The Instructor Bulletin for the specific program area lists the bridging options available as well as qualification requirements. Please check the specific program area of Instructor's Corner for more information on any requirements needed to complete an instructor bridge.

INSTRUCTOR RESPONSIBILITIES

Your responsibilities as a certified Red Cross instructor include:

- Providing for the health and safety of participants by always ensuring:
 - Manikins have been properly cleaned according to "Recommendations on Manikin Decontamination," which is available on The American Red Cross Learning Center.
 - Course equipment is clean and in good working order.
 - Participants are aware of health precautions and guidelines concerning the transmission of infectious diseases.
 - All participants have the physical ability to perform the skills and know they can consult you if they have concerns about their physical ability to do so.
 - The classroom, aquatic facility and all practice areas are free of hazards.
- Being familiar with and knowing how to effectively use program materials and training equipment.
- Informing participants about knowledge and skills evaluation procedures and course completion requirements.
- Creating a non-threatening environment that is conducive to achieving the learning objectives.
- Preparing participants to meet the course objectives.
- Conducting the precourse session to determine if participants have the prerequisite knowledge and skills to take the course.
- Providing participants an opportunity to evaluate the course.
- Adapting your teaching approach to match the experience and abilities of the participants, identifying participants who are having difficulty and developing effective strategies to help them meet course objectives.
- Supervising participants while they are practicing course skills and providing timely, positive and corrective feedback as they learn.
- Evaluating participants as they perform skills, focusing on critical performance steps as described in the skill charts.
- Being prepared to answer participants' questions or knowing where to find the answers.
- Administering and scoring the final written exams.
- Conducting courses in a manner consistent with course design.
- Teaching courses as designed—following all course outlines, policies and procedures as noted in the instructor course documents.

- Maintaining a current personal profile in the American Red Cross Learning Center.
- Submitting completed course records and reports to the American Red Cross Learning Center within 10 working days of course completion.
- Being familiar with and informing participants of other Red Cross courses and programs.
- Representing the Red Cross in a positive manner and providing a positive example by being neat in appearance and not practicing unhealthy behaviors while conducting American Red Cross courses.
- Abiding by the obligations in the Instructor Handbook, *Instructor Agreement and Code of Conduct* and, if applicable, the *Authorized Provider or Licensed Training Provider Agreement*.
- Promoting volunteer opportunities available through the Red Cross.

MAINTAINING CONSISTENT TRAINING STANDARDS

Quality, consistency and standardized delivery of courses are priorities of the American Red Cross. Red Cross courses are designed with standardized instructor outlines and lesson plans based on well-defined objectives to provide an optimal learning experience for the variety of participants who participate in the programs. To meet the objectives of the course and ensure standardized course delivery, the course outline and lesson plans must be followed.

Facility availability or constraints, specific instructor-to-participant ratios, equipment-to-participant ratios, or participant needs may necessitate adapting the outline while still maintaining the educational progression of the course. Adapting the training does not mean that you can add to, delete or change the content. The course is laid out in a progressive way to allow the participants to learn in a predictable order as well as have sufficient time to practice.

Courses in the Lifeguarding program are designed to meet the training requirements of various aquatic facilities settings, including pools, waterparks and waterfronts. Both the course participants and the organizations that hire lifeguards expect and depend on the quality training as outlined in the program.

The following course outlines in Section B are included to use when teaching the course. These outlines allow instructors to adapt the course schedule to meet their organizational and scheduling needs without sacrificing course content:

- Standard course format—multiple lessons—page 37
- Intensive format—such as a long weekend—page 45

SETTING UP AND RUNNING COURSES

COURSE LENGTHS AND SCHEDULES

Classroom

The course outlines (see Section B) include course lengths. The times allotted in the course outlines include the minimum time required for covering the content and class activities and do not include breaks.

Course	Course Length
Lifeguarding	27 hours, 25 minutes
Shallow Water Lifeguarding	26 hours, 25 minutes
Aquatic Attraction Lifeguarding	26 hours
Waterfront Skills	5 hours, 45 minutes
Waterpark Skills	3 hours, 45 minutes
Lifeguarding Review	9 hours
Shallow Water Lifeguarding Review	8 hours, 40 minutes
Waterfront Skills Review	4 hours, 25 minutes
Waterpark Skills Review	2 hours, 50 minutes

See blended learning *Lifeguarding Instructor's Manual* on Instructor's Corner for blended learning course outlines.

Course lengths are based on:

- A ratio of 10 participants to 1 instructor
- A minimum of 1 manikin and 1 AED training device for every 2 participants
- A minimum of 1 rescue tube for every 2 participants
- A minimum of 1 backboard for every 3 participants

Increasing one or more of these ratios may increase the pace of the skills practice sections of the course but will not reduce overall course time significantly. Therefore, courses are to be scheduled and expected to run for the designated course length, at a minimum.

The lesson plans in this manual must be followed as closely as possible, but facility constraints, specific instructor-to-participant ratios, equipment-to-participant ratios and participant needs (e.g., breaks) may increase course length. Other factors that may influence lesson planning include the following:

- Classroom availability and layout
- Pool availability and layout (depth, activities, lifeguard availability, etc.)
- Equipment availability
- Number of participants
- Skill level of participants
- Number of instructors

Blended Learning

The Lifeguarding course is available in a blended learning format.

See Instructor's Corner for additional details, including course outlines, for blended learning courses within the Lifeguarding program.

In-Person Portion

The time needed to teach the in-person sessions of the courses within the Lifeguarding program's blended learning courses depends on the course. See the table on page 15 for course specific lengths. These times do not include breaks or transition times. The lesson plans must be followed as closely as possible, but additional time may be needed due to one or more of the following factors:

- Classroom availability and layout
- Pool availability and layout (depth, activities, lifeguard availability, etc.)
- Equipment availability
- Number of participants
- Skill level of participants
- Number of instructors

Course lengths are based on:

- A ratio of 10 participants to 1 instructor
- A minimum of 1 manikin and 1 AED training device for every 2 participants
- A minimum of 1 rescue tube for every 2 participants
- A minimum of 1 backboard for every 3 participants

CLASS SIZE AND INSTRUCTOR-TO-PARTICIPANT RATIOS

The courses in the Lifeguarding program are designed for a ratio of 10 participants to one instructor. If your class is larger, you may not be able to properly supervise the course activities and skill sessions in the allotted time. Likewise, if there is fewer than the minimum number of participants, you may not be able to conduct course activities and skill sessions properly to meet course objectives.

If there are fewer than five participants, additional people certified in the program specialty area (lifeguarding/first aid/CPR/AED) must be added throughout the course to achieve the course objectives through practicing skills, scenarios, testing and other course activities. The instructor cannot act in the role of the assisting responder or victim in the skill practices and scenarios. At no time should a single instructor teach a course with fewer than five qualified participants.

If the course has more than 10 participants, another instructor should co-teach and the course may need to be extended. At no time should a single instructor attempt to manage a course with more than 10 participants.

CLASSROOM SPACE

The courses in the Lifeguarding program require a classroom space suitable for lecture, small group activities, role-playing activities, video presentations and skill sessions. The classroom should provide a safe, comfortable and appropriate learning environment. The room should be well lit, be well ventilated and have a comfortable temperature.



Instructor's Note: *If the area where skill sessions will be conducted is not carpeted, provide knee protection (such as folded blankets or mats) for use by participants or request that they bring their own padding materials.*

SWIMMING AREA

A pool is recommended for skill practice, practice teaching and skill evaluations. The pool must meet the requirements needed to conduct the following:

- A 300-yard swim that continuously demonstrates breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both, but swimming on the back or side is not allowed. Swim goggles may be used.
- Treading water using only the legs for 2 minutes.
- A timed event performed within 1 minute, 40 seconds. Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed. Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object. Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. Candidates should not swim the distance under water. Exit the water without using a ladder or steps.
- A submerged victim rescue.
- A demonstration of how to care for a head, neck or spinal injury in deep water.

If a waterfront or waterpark facility is used, select a swimming area that has no surf, is free from obstructions and has sufficient space and depth for skills practice, in-water activities, practice teaching and skills evaluations.

To ensure consistency in course delivery, facilities must be used that meet the guidelines for conducting the course activities. More than one facility can be used to accommodate the lesson plan activities.

An adequate number of certified lifeguards, sufficient to respond to an emergency per the facility emergency action plan, must be on duty during all in-water sessions. Lifeguard(s) with no duties beyond those of patron/participant surveillance must be present during all in-water activities. Course participants and/or instructor(s) may NOT act as the lifeguard on duty.

ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

The specific materials, equipment and supplies needed for each lesson are included at the beginning of the lesson. Instructors should have the specific equipment needed for the lesson ready prior to the start of the lesson. Supplies that instructors should have available include the following:

Equipment:

- CPR manikins
 - Adult and infant manikin (one for every two participants)
 - Child manikin (optional, one for every two participants)
- Resuscitation masks
 - Adult and pediatric pocket masks with a compatible one-way valve OR a combination mask (one for the instructor and one for each participant)
- Bag-valve-mask (BVM resuscitators)
 - Adult BVM (one for each adult manikin)
 - Infant BVM (one for each infant manikin)
 - Child BVM (optional; one for each child manikin)
- AED Training Devices with adult and pediatric AED pads (one for each set of adult and infant manikins)
- Rescue tubes (one for every two participants)
- Backboards with at least 1 strap and head immobilizer (one for every three participants).
- Timing device, such as a stopwatch or smartphone with a stopwatch feature (one per instructor)
- 10-pound object (a diving brick or weight—one for every five participants)

Supplies:

- Latex-free nitrile gloves
- Hip packs (one for each participant)
- Manikin decontamination supplies (decontaminating solution, 4" × 4" gauze pads, soap and water, brush, basins or buckets, latex-free nitrile gloves and any accessories that may be recommended by the manufacturer of the manikin)
- Blankets and/or mats (optional)
- Name tags (optional; one for each participant)
- Pens, pencils (one for each participant)

Technology:

- Desktop/laptop computer or tablet with power source and speakers, projector and projection screen/area or large monitor, **OR**
- Television with a DVD player (optional)
- Extension cord and grounded plug adapter, if needed

Course Materials:

- *Lifeguarding Instructor's Manual*
- *Lifeguarding DVD* set or *Lifeguarding Course Presentation*
- *Lifeguarding Manual*
- American Red Cross instructor identification
- Participant Skill Sheets (in each participant's *Lifeguarding Manual*)
- Final Written Exams A and B (one for each participant; available on Instructor's Corner)
- Final Written Exam Answer Sheets (two for each participant; see Appendix H)
- Extra copies of Final Written Exam (Exams A and B) and Answer Sheets
- Skill Charts and Skill Assessment Tools (at the end of each lesson in the instructor's manual)
- Participant Progress Log (see Appendix F)

Waterfront Skills—Additional Materials, Equipments and Supplies:

In addition to the equipment, materials and supplies listed above, additional supplies are required for the Waterfront Skills course:

- Rescue board
- Three diving rings
- Mask, assorted sizes (one per participant)
- Fins, assorted sizes (one pair per participant)
- Waterfront course presentation or Lifeguarding course DVD
- Course-specific materials (written exams, answer sheets, answer keys)



Instructor's Note: *Equipment used during the course, including American Red Cross hip packs and a wide range of Red Cross retail products are available on the Red Cross Store (redcrossstore.org). Hip packs are available with resuscitation masks, gloves and a whistle.*

CLASS SAFETY AND SUPERVISION

As a Red Cross instructor, it is important for you to make the teaching environment as safe as possible and to protect participants from health risks. The materials and procedures for teaching American Red Cross courses are designed to:

- Limit the risk of disease transmission.
- Limit the risk of one participant injuring another when practicing skills with a partner.
- Limit the risk that the activity involved in skill practice could cause injury or illness. Establish a “safe signal” for participants to communicate when practicing underwater skills or skills with physical contact, e.g., a pinch or tap indicating the rescue should be immediately stopped and participants should return to the surface.

Participants who feel they are at risk for injury or illness may become distracted. These same feelings may also affect your ability to teach. It is important to talk with participants who feel they are at risk and inform them of the precautions that are taken to limit and reduce the risk for injury or illness. There are several steps you can take to help increase class safety:

- **Prepare.** Consider possible hazards and manage safety concerns before a course starts. Often, you can foresee hazards and take steps to eliminate or control them long before participants arrive.
- **Arrange for assisting instructors, co-instructors or both.** Assisting instructors and co-instructors can help decrease risks by giving more supervision and reducing the instructor-to-participant ratio. They also increase participation and learning by providing more one-on-one attention to participants. When using assisting instructors or co-instructors, clearly define their roles and responsibilities. Doing so will help eliminate confusion and lapses in supervision. Remember that you are ultimately responsible for your participants' safety. To determine your staffing needs, consider the different ages and the individual abilities of participants. If your course has a large number of participants, you will need additional help.

Health Precautions for Course Participants and Considerations for Participants with Disabilities

Provide participants and, if necessary, their parents or guardians information about health requirements and safety before the course begins.

People with physical disabilities or certain health conditions may hesitate to take part in skill sessions. You should suggest that these participants (or, if the participant is a minor, the participant's parent or guardian) discuss their participation with a healthcare provider. Ask participants to tell you in advance if they are concerned about their ability to perform a specific skill.

Inform participants who cannot demonstrate the skills taught in the course that they cannot receive a Red Cross course completion certificate. Encourage them to participate to the extent possible. The Red Cross advocates that instructors adjust activity levels to facilitate learning and to help meet course objectives when possible.

As a Red Cross instructor, you must attempt to protect participants against health risks, and you must do your best to safeguard participants against any risk of injury while they are engaged in skill practice. Guidance for course modification for a participant with a disability is provided in the *Americans with Disabilities Act (ADA) Accommodation Resource Guide*, located on Instructor's Corner.

Additional Adult Supervision—Teaching Youth

The safety of all Red Cross course participants is paramount. For courses with participants younger than 18 years, ensuring participant safety includes providing adequate adult supervision. (Some states may define an adult as a person older or younger than 18 years. Follow local regulations.)

It is recommended that whenever a Red Cross course, activity or event is conducted involving youth participants, two adults should always be present at the facility to ensure participant safety. For Red Cross courses, the first adult would be the course instructor. The second adult might be a co-instructor, another participant or—in the event that the course audience is entirely comprised of youth—an instructor teaching another course in the facility, or other responsible facility staff. Facilities should consider safety plans for youth participants that include the time before and after class.

TEACHING SO THAT EVERY PARTICIPANT CAN LEARN

PREPARING TO TEACH

Before you teach a lesson, you should read the lesson plan; review appropriate reference materials (such as skill sheets, skill assessment tools and the participant's manual); and gather necessary materials, equipment and supplies. The lesson plan contains the following:

- Lesson name
- Lesson length (the estimated amount of time needed to conduct the lesson)
- Guidance for the Instructor (objectives the instructor must meet in order to complete the lesson and meet the course requirements)
- Lesson Objectives (statements describing what participants will know or be able to do after successfully completing the lesson)
- Additional Materials, Equipment and Supplies (a list of the materials, equipment and supplies needed to teach the lesson)
- Session Preparation (tips on how to prepare for the lesson)
- Teaching Tips (teaching tips to remember)
- Topics (the major concepts to be covered in the lesson)
- Instructor's Notes (instructions and information related to conducting the lesson effectively)
- About the Science Notes (more in-depth information about the scientific basis for the information and skills taught in the lesson)
- Lesson Wrap-Up (Assignments and end of chapter questions to provide participants with the opportunity to review what they have learned)

WORKING WITH YOUR AUDIENCE

Understanding your audience will help you engage your participants. If you can relate to your audience, you will be better able to provide a positive learning environment and maintain participants' self-esteem. In addition, understanding your audience allows you to help participants associate classroom information with personal experiences, which in turn can make guided discussions and activities more meaningful. Being aware that participants may come to the class with different levels of understanding and skill can help you better meet each participant's needs.

USING FACILITATION TECHNIQUES

As an instructor, you will use facilitation techniques to help participants acquire necessary information. Facilitation is based on the concept of pushing, pulling and balancing the flow of information. *Push skills* have to do with information flowing mostly from instructor to participants. *Pull skills* are used when the instructor engages participants using approaches that actively involve the participants in their own learning, such as by asking questions or facilitating interactive activities and guided discussions. *Balance skills* involve managing the push and pull of information to keep the learning process moving and to maximize learning.

When using facilitation techniques, keep in mind the following points:

- Maximize class interaction.
- Use pull skills to engage participants in classroom discussions and to keep discussions on topic or to provide necessary information. Pull skills are also useful for soliciting responses from different participants to prevent one participant from dominating the discussion.
- Promote an open exchange of information and ideas by asking open-ended questions (i.e., questions that begin with “who,” “what,” “when,” “where,” “why” or “how”), waiting for responses, listening, managing silence and referring participants’ questions back to the group for discussion and resolution.
- Ensure effective discussion sessions by giving and receiving feedback, maintaining an open perspective, creating a positive environment conducive to learning, staying on topic and managing time effectively.

Facilitation techniques allow you to evaluate participants’ knowledge and understanding throughout the course. In addition, facilitation:

- Gives you the opportunity to evaluate participants’ needs and focus the activities on those needs.
- Allows you to build on participants’ previous knowledge and skills.
- Allows participants to associate previous knowledge and skills with new information.
- Allows participants to learn from one another.
- Keeps participants engaged and interested throughout the course.

TEACHING PARTICIPANTS WITH DISABILITIES

You may have participants in your course who have disabilities or other health conditions. You may need to increase the amount of time that you spend with the participant or allow frequent rest periods, if necessary. When a participant with a disability can successfully meet course objectives, they should receive a course completion certificate. If a participant cannot meet the course objectives because of a disability, this should be communicated to the participant as early as possible.

Physical Disabilities

When helping a participant with physical disabilities to acquire the skills necessary for successful course completion, focus on the critical components of the skill that are needed to successfully meet the objective. Always teach to the standards set forth, but be aware that participants may modify how a skill is accomplished and still meet the objective, which allows them to successfully complete the course. See the *Americans with Disabilities Act (ADA) Accommodation Resource Guide for Conducting and Administering Health and Safety Services Courses* on Instructor’s Corner for more information.

Learning Disabilities

A person who has a learning disability may tell you that they have not done well in educational settings or testing situations in the past. If you believe that a participant has a learning disability, discuss this with the participant privately without attracting the attention of the rest of the class.

Many learning disabilities affect a person's ability to acquire information through reading. Participants with limited English proficiency may also struggle with reading. You may also observe behaviors that suggest that a participant has difficulty with reading. For example, you may notice that a participant is not able to follow along with written material. The participant may offer an excuse, such as saying that they forgot their glasses. Modifications (such as reading material to participants, rather than having participants read the material to themselves) will allow the participant to participate fully in class. When administering the written examination you may administer an oral exam instead. Please see Instructor's Corner for guidance on giving oral exams.

STRATEGIES FOR HELPING PARTICIPANTS TO ACQUIRE INFORMATION



Delivering Information Through Lecture

Instructor presentation, or lecture, is sometimes the most effective way to deliver information. However, because lecturing is a passive way for participants to learn, it should be used sparingly. Too much lecturing causes participants to become disengaged, resulting in less effective learning.

In this instructor's manual, content that is to be delivered through lecture is designated with the lecture icon. Lecture points contain information that must be communicated to participants and are written so that they can be read aloud from this manual. You may rephrase lecture points to fit your own natural speaking style; however, if you choose to rephrase lecture points in your own words, it is important that you fully understand the course content so that you can rephrase without changing the meaning of the lecture point. Participants who are visual learners often benefit from seeing the lecture points in written form. If you are using the course presentation, the main points for the lecture are included on the accompanying slide. If you are not using the course presentation, it is often helpful to write bullet points on a whiteboard or easel pad before the class to facilitate the learning process.

When delivering a lecture, it is important to be dynamic and engaging. One way to accomplish this is to prepare for interactive lectures. An interactive lecture will have opportunities for two-way communication between participants and the instructor as well as among the participants themselves. To prepare an interactive lecture, keep the following suggestions in mind:

- Ensure that you understand the purpose of the lecture and plan accordingly.
- Feel free to rephrase the lecture points to fit your natural speaking style.
- Prepare lecture notes so that you can avoid reading from the instructor's manual while lecturing.
- Maintain a learner-centered focus.
- Use analogies to help create a bridge between lecture material and participants' experiences.
- Strive for interaction with participants during lectures.
- Encourage participants to add to the lecture.
- Keep the lecture moving—avoid long stories of personal experiences.



Using Guided Discussion

Guided discussions are another way of conveying and reinforcing course content. In this instructor's manual, content that is to be delivered through guided discussion is designated with the guided discussion icon. Guided discussions serve to:

- Monitor and evaluate participants' level of understanding.
- Increase comprehension (i.e., when one or more participants do not understand something, the discussion may offer an alternative explanation that clarifies the information).
- Allow participants to use existing knowledge and experience as a springboard for acquiring new information.
- Focus participants' attention on the topic.
- Ensure that all required content for the topic is covered.

The ability to introduce questions that prompt discussion is an important aspect of facilitating good discussions. As you lead question-and-answer sessions during the lesson, ask for volunteers to provide answers. Waiting up to 10 seconds for an answer can help encourage hesitant participants to answer. Call on participants by name if you are having a hard time finding volunteers. However, do not insist that all participants provide answers. Participants can still benefit from this approach to learning, even if they appear reluctant to answer questions themselves.

Ideal responses are provided for each question. Answers labeled "Responses could include" are examples of one or more possible correct answers. For these questions, an example of a correct answer is provided in case participants are unable to come up with the correct answer(s) on their own. Answers labeled "Responses should include" are the correct answer(s) that must be covered. In this case, the instructor must provide any or all of the answers if participants are unable to come up with the correct answer(s) on their own.



Using Video Segments

Video presentations, designated with the icon in this instructor's manual, are used to demonstrate skills, convey key concepts or support activities.



Conducting Activities

Activities are included throughout the course to give participants the opportunity to apply knowledge and solve problems. Many activities allow participants to associate course concepts with their own personal experience. In this instructor's manual, activities are designated with the activity icon.

Activities done as a group promote interaction among participants. *Small-group activities* require two to four participants to work together to solve a problem or complete an activity. Small-group activities allow participants to use one another's knowledge to solve problems and learn from others' experiences. Large-group activities involve a larger group or the entire class. *Large-group activities* provide the opportunity to exchange ideas, discuss problems and think about the many ways to solve a problem.

When conducting group activities, you should specify both the size and makeup of the groups. Form groups using the fewest number of participants necessary to conduct the activity. Form new groups for each activity. Changing group members for each activity promotes class cohesion, avoids situations in which one or more participant feels left out and keeps friendships from taking precedence over learning. Using an arbitrary selection criterion each time you form groups will help you vary group makeup and give participants the chance to interact with many different classmates. For example, you could form groups by asking participants to:

- Find the person whose birthday is closest to their own and form a pair.
- Find the person who lives the farthest from them and form a pair.
- Find the other people in class whose birthdays are in the same season (winter, spring, summer or fall) as their own and form a group.

Conducting Scenarios

Many activities in American Red Cross courses are scenario-based. Scenario-based activities focus on developing critical thinking, problem solving and communication skills and give participants an opportunity to apply recently acquired knowledge and skills. The scenario typically begins with a description of the situation and scene, and prompting is used to facilitate participants' progression through the scenario. Once the scenario is complete, a debriefing or review session may be held to reinforce key points, evaluate performance or both.

To conduct scenario-based activities, have participants form groups, distribute any supporting materials to each group and then communicate the set-up for the scenario used. Participants will then take on various roles (e.g., lifeguard, victim, additional responder) and work together to complete the scenario. (Ensure that participants switch roles between scenarios so that every participant has the opportunity to play each role at least once.) The groups complete the scenario at the same time. During the scenarios, your focus should be on helping participants apply the knowledge and skills covered in the course to the simulated emergency situation. Step in and provide guidance only if absolutely necessary.

Although participants are expected to act on the basis of their training, they should be encouraged to work together and use reference materials (such as skill sheets or the *Lifeguarding Manual*) as needed. Because the purpose of the scenario is to simulate responding to a real emergency situation, the instructor should give prompts according to the scenario. These prompts provide only the information necessary for the lifeguard and/or assisting responder(s) to make decisions and provide care. If the lifeguard and/or assisting responder(s) have difficulty determining the correct next step, the instructor should provide corrective feedback. Because the skills may still be relatively new, it is OK if participants hesitate, start and stop, self-correct or otherwise momentarily interrupt the skill during scenarios.

To achieve certification, participants must successfully participate in all Putting It All Together scenarios. Successful participation means that a participant went through each scenario (as the lifeguard and assisting responder) with minimal guidance from the instructor.

CONDUCTING EFFECTIVE SKILL SESSIONS

INSTRUCTOR RESPONSIBILITIES DURING SKILL SESSIONS

Skill sessions are a critical component of most American Red Cross courses. During the skill sessions, participants are learning and perfecting skills. For maximum efficiency and the best learning outcomes, skill sessions should be well organized and well managed. For a successful skill session, instructors must provide direction and instruction, ample practice time, encouragement and positive reinforcement, and corrective feedback. During skill sessions, instructors are responsible for:

- Demonstrating the skill or skill components, guiding participants through the skill or both.
- Keeping the session running smoothly.
- Providing sufficient time for all participants to practice the skill.
- Ensuring that participants can see the video monitor when appropriate.
- Helping participants form pairs, if necessary, and making sure that participants have the necessary equipment for skill practice.
- Closely supervising participants as they practice.
- Identifying errors promptly and providing appropriate feedback to help participants improve.
- Checking each participant for skill competency.
- Maintaining a safe, positive learning environment.
- Encouraging participants to improve and maintain their skills.
- Providing global and individual feedback to course participants.

During every skill session, circulate to monitor participants' progress and provide assistance and corrective global and individual feedback as necessary.

HOW PARTICIPANTS LEARN SKILLS

When teaching skills, keep the following points in mind:

- Course skills are complex. Participants often have some difficulties when they first begin.
- The skills taught will likely be new to most participants; therefore, participants may require frequent one-on-one attention.
- Skills are learned by hands-on practice. Immediate success in demonstrating the skill is unlikely. Refinements in technique take time and practice. Allow participants multiple opportunities to practice skills.
- Skills require a defined sequence of movements. Participants should consistently follow this sequence when learning skills.
- Learning times for each skill differ, because some skills are easier than others.
- Participants have different learning rates. Take individual differences into account.
- Skills, especially the individual components, are quickly forgotten. Frequent practice improves skill retention.



Instructor's Note: Allow participants sufficient time to practice the skill until they are able to meet performance criteria. The length of the skill session will vary based on the complexity of the skill, the instructor, participant ratio and whether or not participants need to take turns using equipment (e.g., manikins).

APPROACHES TO PRACTICING SKILLS

Orienting participants to the skill session will help them get started quickly and practice more efficiently.

Instructor-Led Practice

In the instructor-led practice approach, the instructor guides participants through each step of the skill while checking on participants to ensure that all in the group complete the steps properly as the instructor calls them out. Instructor-led practice can be used to focus on a skill or part of a skill. This approach is particularly useful for introducing new skills that build on previously learned skills, or when participant safety is a concern.

When you lead the practice, position yourself so that you can see everyone. It may help to have participants' heads pointing in the same direction and their partners in the same relative position next to them. Being able to see everyone allows you to monitor skill performance as well as ensure participant safety.

Partner-Based Practice

A partner-based practice approach is useful for providing participants with experience in giving care to a real person. One participant acts as the injured or ill person while the other gives care. When using a partner-based practice approach:

- Allow participants to choose their partners. Some participants may be reluctant to practice with participants of the opposite gender. Instructors should accommodate participants' preferences.
- Ensure that participants exchange roles so that each participant has a chance to practice the skill.
- Do not allow participants to engage in horseplay, which can lead to injury.



Instructor's Note: For reasons of educational quality and participant safety, the following skills taught in many American Red Cross courses are practiced only on a manikin and never on a real person: ventilations, chest compressions and automated external defibrillator (AED) pad placement.

Reciprocal Practice

In a reciprocal practice approach, participants working in pairs or groups observe each other's performance and provide guidance and feedback. The goal is for the participant doing the skill to demonstrate the skill correctly without any assistance from their partner. For this approach to be effective, the instructor must clearly identify the performance criteria. During reciprocal practice, move among participants and observe to ensure that they are practicing the skills correctly and are receiving appropriate feedback from their partners. Provide feedback as appropriate and assistance as needed.



Instructor's Note: When using the reciprocal practice approach to skill practice, if you observe that a participant correctly demonstrates the skill from start to finish without assistance and at the level of proficiency indicated on the skill assessment tool, you may check off that person's skill on the Participant Progress Log and let the participant know that no further demonstration of that skill is required.

Video Segments

In American Red Cross courses, video may be used in different ways to support the skill sessions.

Watch-Then-Practice

In the watch-then-practice approach to skill practice, participants watch a video segment demonstrating the skill and then they practice the skill. After showing the video, guide participants through the steps of the skill (referring participants to the skill sheet as needed) and then encourage them to practice independently without assistance. Intervene and provide positive and corrective feedback as needed.

Practice-While-You-Watch

In the practice-while-you-watch approach to skill practice, participants practice the skill along with a video, which provides audiovisual cues. The practice-while-you-watch approach has the following benefits:

- It provides a consistent model demonstration of the skill using a methodical instructional approach.
- It allows the instructor to focus on evaluating skill performance as the participant learns, which in turn allows the instructor to identify and correct errors in technique earlier in the learning process.
- It maximizes the effectiveness of training and increases the time allotted for skill practice.

Skill Drills

Skill drills are used to help reinforce the skills learned up to that point in the lesson and require participants to perform multiple skills in succession. Skill drills provide an immediate opportunity to put the “total picture” into practice.

Putting It All Together Scenarios

Once new skills are learned, additional class activities provide the opportunity to practice newly learned skills as well as use decision-making abilities in various situations. The scenarios help to reinforce learning by drawing on participants’ skills and decision-making abilities in various situations. They are also included as a review during which participants can recall and apply the information learned in the course such as:

- First aid scenarios
- Putting It All Together activities
- Multiple-rescuer response scenarios

SETTING UP SKILL PRACTICE SESSIONS

Land-Based Skill Practice

When arranging the classroom for skills practice, ensure that there is an adequate amount of equipment and supplies for the number of participants in the class. Arrange the skill practice area so that each participant has ample room to view the demonstration (video or instructor), move about, practice the skill, ask questions and receive feedback on their performance. Also ensure that you and your fellow instructors can see the participants, move from person to person, and provide feedback and oversight at all times. When using skill sheets, distribute copies of each sheet to each participant to use as a guide or refer participants to the appropriate skill sheet in their participant’s manual. When participants are working in pairs, encourage communication amongst the group and peer-to-peer learning using the skill sheet.

When the participants are practicing on manikins, the manikins' heads should be pointing in the same direction, and all the participants should be in the same position next to the manikins. If the participants are practicing on partners, being able to see everyone allows you to judge skill competency as well as ensure participant safety.

In-Water Skill Demonstration and Practice

In the lifeguarding program, the in-water skills performed have multiple actions occurring simultaneously. If necessary, skills should be demonstrated in exactly the same manner from the front, back and both sides. This allows participants to see all sides and angles of a sequence. In some cases, this may not be possible, such as with an entry from a lifeguard stand. However, the more participants can see, the better they will conceptualize a skill.

If a skill is only demonstrated from one side or angle, the secondary actions may be missed and the total picture will be incomplete. This is particularly true for skills that involve actions both above and below the water. A demonstration by the instructor is also often included so that the participant understands what is to be performed and has a model to follow. The instructor demonstration is also beneficial when providing corrective feedback during skill practice sessions.

For each skill practice, organize participants so they can clearly see and hear. Pair up participants and explain that they will take turns as a victim and rescuer for each skill. For skills and scenarios requiring more than one rescuer, reassign participants into larger groups. Be sure to provide any instructions related to their position in the water and how they should behave as victims. Instruct participants that if they experience difficulty when playing the role of a victim, they should use the predetermined safety signal, such as a tap or gentle pinch to communicate that the rescue should be immediately stopped. Throughout the practice session, maintain a safe environment and ensure you can clearly observe class participants. It is beneficial for certain skills to be demonstrated, and then practiced, on land first before the in-water skill demonstration and practice. These skills include but are not limited to the submerged victim rescue and feet-first surface dive.

RUNNING SKILL PRACTICE SESSIONS

The instructions in the skill practice sessions are condensed for ease of use. However, during every skill practice session, circulate among groups to monitor progress and provide assistance when necessary. For the benefit of all course participants, provide global feedback (feedback to the entire class) during skill practice to correct common mistakes or commend correct skill practice. Participants should practice the skills until they are able to meet performance criteria. Observe each participant's performance of the skill and provide corrective individual feedback using the skill charts and skill assessment tools.

Helping Participants to Practice Correctly

Practicing a skill helps learning only when the skill is performed correctly. One of your most difficult challenges as an instructor is to ensure that participants practice correctly. Continually monitor all participants, watching for errors participants make while practicing. (A summary of common errors that participants make when practicing the skills in the program can be found in Section E of this Instructor's Manual.) Correct any problems you notice as soon as possible using global or individual feedback to prevent participants from continuing to practice incorrectly. While you are working closely with one participant, check others with an occasional glance. Encourage participants to ask questions if they are unsure how to perform any part of a skill.

A positive learning environment is important. Participants perform best when you keep them informed of their progress. When participants are practicing correctly, provide positive feedback that identifies what they are doing correctly. If participants are practicing incorrectly, provide specific corrective individual feedback and have them practice again. Before saying what they are doing wrong, tell them what they are doing correctly. Then, tactfully help them improve their performance.

When giving feedback, keep the following strategies in mind:

- Be specific when providing feedback.
- If the error is simple, explain directly and positively how to correct the skill performance. For example, if the participant is having trouble finding the proper hand placement for CPR, you might say, “The steps leading up to beginning CPR are good; now try finding the center of the chest for compressions. That will be the spot you want to aim for.”
- Show the participant what they should be doing. For example, in addition to telling the participant that the hands should be placed in the center of the chest for compressions, demonstrate the proper hand placement.
- Explaining why the skill should be performed in a certain way may help participants remember how to perform the skill correctly. For example, if a participant continually forgets to check the scene for safety as part of the scene size-up, you might remind the participant that failing to check for safety before going to another’s aid can put the lifeguard at risk for injury or illness as well.
- If a participant has an ongoing problem with a skill, carefully observe what they are doing. Give specific instructions for performing the skill the correct way and lead the participant through the skill. It may help to have the participant state the steps back to you for reinforcement.
- Emphasize the critical performance steps, focusing on those steps that make a difference in the successful completion of a skill.
- Have the participant practice again after the corrective feedback.
- During skill sessions, resist telling participants anecdotes, which can distract or confuse them.
- Remind participants what they are doing right and what they need to improve. Use phrases such as, “Your arms are lined up well, but try to keep them as straight as possible while giving compressions to help ensure that they are effective.” Help participants focus on the critical components of each skill.

Coaching Versus Prompting Participants

The desired outcome of each skill session is for participants to demonstrate a skill correctly from beginning to end without receiving any assistance from you or a partner or referring to the skill sheet. Because participants learn at different rates, bring different levels of knowledge to the course and learn in different ways, you will most likely need to coach or guide participants as they first learn skill elements. Coaching occurs in the initial phases of skill practice and allows you to give participants information that they need to establish the sequence, timing, duration and technique for a particular skill. When coaching, also known as guided practice, provide information such as the sequence of steps in a skill. Statements such as “Size-up the scene” or “Check the person for responsiveness” are examples of coaching.

Once guided practice ends and independent demonstration of a skill begins, you should change tactics and shift to prompting. Prompting allows you to assess the participant’s ability to make the right decision at the right time and give the appropriate care. Because participants are expected to demonstrate the skill without any assistance, when you prompt someone, provide only the information necessary for the participant to make a decision and give care. In other words, you should give information only about the conditions found. For example say, “The person is unresponsive,” instead of “Call 9-1-1.”

Evaluating Skill Performance

Skill Charts and Skill Assessment Tools are provided in this manual to assist you in evaluating participants' mastery of the skill. Before conducting a course, become familiar with the Skill Charts and Skill Assessment Tools, found at the end the lesson in which the skill is practiced. Skill Charts provide step-by-step descriptions of the skills participants must master to pass the course. The Skill Assessment Tools summarize the objectives that must be met for correct performance of the skill, along with descriptions of actions that constitute proficiency and non-proficiency. The Skill Assessment Tools include specific depths, ranges, rates, intervals, times and other quantifiable elements by which to assess skill performance. In addition to performing the steps listed in the Skill Chart in the correct order, participants must meet the objectives listed at the proficient level on the Skill Assessment Tool before they can be checked off for a skill. Objectives that are general for the category of skills, as well as specific to the skill, must be met. It is your responsibility as the instructor to observe participants' skill performance to determine whether they are performing the skill correctly with respect to sequence, timing and duration, and whether they are meeting the established skill proficiency criteria.

Instructors must focus on the successful completion of an objective as opposed to perfecting every individual skill. For example, a participant who has arthritis in their hands can still perform effective chest compressions by grasping the wrist of the hand positioned on the chest with their other hand, instead of placing one hand on top of the other and interlacing the fingers. In this example, the participant may continue the course and still receive certification, since the skills needed to prevent injury or save a life may need modification, but the result is the same. Additional information on adjustments to training can be found in the *Americans with Disabilities Act (ADA) Accommodation Resource Guide* found on Instructor's Corner.

Many American Red Cross courses provide Participant Progress Logs to track each participant's completion of the requirements for certification. During the skill session, check off each skill as completed on the Participant Progress Log once the participant has demonstrated proficiency in it. To complete the course requirements and receive a completion certificate, a participant must be able to complete the required skills proficiently without any coaching or assistance.

COURSE COMPLETION

CRITERIA FOR COURSE COMPLETION AND CERTIFICATION

Many agencies, organizations and individuals look to the American Red Cross for formal training that results in certification. *Red Cross certification* means that on a particular date, an instructor verified that a course participant could demonstrate proficiency in all required skills taught in the course. *Proficiency* is defined as being able to perform each skill to meet the objective without guidance and apply those skills in a simulated emergency. Achieving certification does not imply any future demonstration of the knowledge or skill at the level achieved on the particular date of course completion.

On successful completion of a course in the Lifeguarding program, participants receive *American Red Cross certification* specific to the course they completed. Participants can access and print their digital certifications by logging into their account on redcross.org.

To successfully complete a course in the Lifeguarding program courses, the participant must:

- Attend the entire course and participate in all class sessions.
- Actively participate in all course activities, including assuming various roles during scenarios.
- Demonstrate competency in all required skills.
- Pass the final skills scenarios.
- Successfully pass final written exams with a minimum grade of 80 percent. If a participant fails to reach the minimum 80 percent on the final written exam, a retest is allowed using the other version of the exam, provided that the learner has passed the final skills assessment.

Participants must be told of the requirements when they enroll for the course and again during the course introduction. Remember to provide ongoing individual feedback to participants about their performance throughout the course. Feedback should be ongoing, so there are no surprises if a participant's performance is evaluated as unacceptable.

SKILL COMPETENCY

To complete the course requirements and receive a completion certificate, a participant must be able to complete all required skills proficiently without any coaching or assistance. A participant's performance is proficient or not proficient based on the performance of the critical components of a skill that are necessary to meet the objective.

FINAL WRITTEN EXAMS

There are two versions of each written exam, and thus, participants have two opportunities to take each exam. It is acceptable for an instructor/proctor to read the exam to a participant as long as the participant determines the appropriate response. Participants are required to pass both final written exams in order to receive certification in American Red Cross Lifeguarding/First Aid/CPR/AED. Final written exams to support the modules in the Lifeguarding program are available on Instructor's Corner.

Administering Exams

When administering a written exam, you must use the exam provided and may not substitute exam questions. Either Exam A or Exam B can be used. Administer only those exams for the components that are included in the course (shown below) being taught.

- **Lifeguarding**
- **Shallow Water Lifeguarding**
- **Aquatic Attraction Lifeguarding**
- **CPR/AED for the Professional Rescuer and First Aid**
- **Waterfront Skills**
- **Waterpark Skills**

To pass the written exam, participants must score 80 percent or better on each exam section. If a participant does not achieve a score of 80 percent, he or she has the opportunity to take the alternative exam. Instructors may allow participants who passed the exam to review questions they missed; however, graded answer sheets and written exams must be returned to the instructor.



Instructor's Note: *It is acceptable for an instructor/proctor to read the exam to a participant as long as the participant determines the appropriate response.*

Maintaining Exam Security

Exam security is the instructor's responsibility. It is not recommended that participants be allowed to see the written exam before it is distributed. Instruct participants to put away all course materials and mobile devices. As participants hand in their answer sheets, you may quickly grade the exam (using the answer keys located in Appendix H of this manual) and return it to the participant. This way, the participant can review any incorrect answers. Be sure to collect all answer sheets and exams before participants leave the class. Exams may be updated periodically and it is the responsibility of the instructor to ensure that they are using the most current exam.

FINAL (IN-WATER) SKILLS SCENARIOS

Participant skills are evaluated and feedback given throughout the course. The purpose of the final in-water skill scenarios is to ensure that participants have achieved a level of competency and retention of the skills learned in the course.

Participants will have to demonstrate competency in the following areas for the Lifeguarding course:

- Scenario 1: Passive Submerged Victim Rescue with Extrication (including CPR)
- Scenario 2: Multiple-Rescuer Response Scenario 3

CRITERIA FOR GRADING PARTICIPANTS

Course participants are assigned one of the following grades:

- **Successful** is entered for a participant who has successfully attended and participated in all class sessions, including activities and skill sessions, and demonstrated proficient competency in all required skills.
- **Unsuccessful** is entered for a participant who has not met course objectives and/or has not successfully attended and participated in all class sessions, including activities and skill sessions, or demonstrated proficient competency in all required skills.
- **Not Evaluated** is entered as the final grade for a participant who is not attending the course with the intention of receiving a completion certificate. This grade should not be substituted for Unsuccessful for a participant who attempts certification but is unable to pass the completion requirements. A participant who chooses to audit must make their intent known to the instructor at the beginning of the class.

When conducting Final Skill Scenario 2: Multiple-Rescuer Response Scenario 3, evaluate participants on both:

- Individual performance and their ability to achieve skill competencies for the individual skill(s) that they are responsible for.
- Overall team response performance, demonstrating the ability to work effectively as part of a team to prioritize care, take action without following an assigned role and communicate with fellow responders.



Instructor's Note: Use the multiple-rescuer response assessment tool in Appendix F. If an individual receives a "fail" in any skill of the scenario, they receive an overall "fail" rating. If the team receives a "fail" rating, each lifeguard on the team receives a "fail" rating. It is possible for the overall team to receive a "pass" rating but one of the lifeguards to receive a "fail."

HANDLING UNSUCCESSFUL COURSE COMPLETION

If a participant does not meet the criteria for course completion and certification, provide the participant with information about course topics and skills where remediation is needed. Advise the participant that they can repeat the course if they choose.

REPORTING PROCEDURES

You must submit a completed electronic Course Record or a Course Record and Course Record Addendum to the American Red Cross Learning Center within the specified time frame (10 days). Instructions for using and submitting course records are available on Instructor's Corner.

ACKNOWLEDGING COURSE COMPLETION

Awarding Certification

On successful completion of the course and after the data has been entered into the American Red Cross Learning Center, each participant will receive a course completion certificate from the American Red Cross Learning Center that indicates the details of course completion and certification. The course completion certificate can be downloaded, printed or shared, as needed. Each American Red Cross certification contains a QR Code that can be used by participants, instructors, employers or the American Red Cross to validate certificate authenticity.

Continuing Education Units for Professionals

Many course takers are professionals who need continuing education units to maintain a license, certification or both. The American Red Cross is an accredited provider of the International Association of Continuing Education and Training (IACET). IACET's Criteria for Quality Continuing Education and Training Programs are the standards by which hundreds of organizations measure their educational offerings. For additional information, please see The American Red Cross Learning Center or redcross.org.

OBTAINING PARTICIPANT FEEDBACK

Gaining feedback from participants is an important step in any evaluation process. Participants should have an opportunity to tell you what they thought about the course. Have participants complete evaluations each time you teach the course. This information will provide you with feedback concerning the course and its instruction and help the Red Cross maintain the high quality of the course.

ADDITIONAL TRAINING OPPORTUNITIES

A wide range of additional training opportunities in safety and preparedness are offered through the American Red Cross. Examples include:

- Swimming and Water Safety
- Lifeguarding Instructor
- Water Safety Instructor
- Basic Swim Instructor
- First Aid for High School Coaches
- Anaphylaxis and Epinephrine Auto-Injector Training
- Basic Life Support for Health Care Providers
- Wilderness and Remote First Aid
- Babysitter's Training and Advanced Child Care Training

Refer participants to redcross.org for more information about scheduled courses in their community.

SECTION B | LIFEGUARDING COURSE STANDARD OUTLINE

L—Lecture/Guided Discussion | **A**—Activity | **V**—Video

LSP—Land Skills Practice | **WSP**—Water Skills Practice

PRECOURSE SESSION

TOPIC	METHOD	TIME
Introduction to the Precourse Skills Session	A	10 minutes
Verification of Age Prerequisite	A	5 minutes
Prerequisite Swimming Skills Evaluation	A	40 minutes
Wrap-Up	L	5 minutes
Total Session Time		1 hour

LESSON 1: THE PROFESSIONAL LIFEGUARD AND FACILITY SAFETY

TOPIC	METHOD	TIME
Introduction to the Course	L	15 minutes
The Professional Lifeguard	L, V	15 minutes
Decision-Making	L	5 minutes
Legal Considerations	L	10 minutes
Continuation of Training	L	10 minutes
Being Part of a Team	L, A	15 minutes
Facility Safety	L, A, V	20 minutes
Weather Conditions	L	5 minutes
Rules and Regulations	L, A	20 minutes
Entries and Approaches	L, V	10 minutes
In Water Skill Session: Entries and Approaches ■ Skill Practice ■ Skill Drill	WSP	40 minutes
Total Session Time		2 hours, 45 minutes

LESSON 2: **FACILITY SAFETY, PATRON SURVEILLANCE AND INJURY PREVENTION**

TOPIC	METHOD	TIME
Management and Facility Safety	L	10 minutes
The Drowning Process	L, V	20 minutes
Effective Surveillance—Victim Recognition	L, V	20 minutes
Effective Surveillance—Scanning	L, V	15 minutes
Effective Surveillance—Zones of Surveillance Responsibility	L, V	15 minutes
Lifeguard Testing and Zone Evaluations	L, A	20 minutes
Injury Prevention Strategies	L, V	15 minutes
Guarding a Variety of Activities	L	10 minutes
Guarding Special Attractions	L, A	20 minutes
In-Water Skill Session: Review Skills, Victim Recognition and LG Rotations <ul style="list-style-type: none"> ■ Skill Review ■ “Victim School” ■ Scanning & Lifeguard Rotations 	WSP	55 minutes
Putting It All Together <ul style="list-style-type: none"> ■ Brick Drill ■ Rescue Tube Relay ■ Ask Drill 	WSP	35 minutes
Total Session Time	3 hours, 55 minutes	

LESSON 3: **INJURY PREVENTION AND RESCUE SKILLS, PART 1**

TOPIC	METHOD	TIME
Guarding for Organized Recreational Swim Groups	L, A	20 minutes
Emergency Action Plans	L, V	20 minutes
Rescue Skills, Part 1—Rescues at or Near the Surface	L, V	10 minutes
In-Water Skill Session—Rescue Skills, Part 1 <ul style="list-style-type: none"> ■ Skill Practice <ul style="list-style-type: none"> ○ Reaching Assist ○ Simple Assist ○ Active Victim Front Rescue ○ Active Victim Rear Rescue ○ Passive Victim Front Rescue ○ Passive Victim Rear Rescue ○ Multiple Victim Rescue ■ Skill Drill 	WSP	1 hour, 25 minutes
Putting It All Together <ul style="list-style-type: none"> ■ EAP Activity 	WSP	35 minutes
Total Session Time	2 hours, 50 minutes	

LESSON 4: **RESCUE SKILLS, PART 2**

TOPIC	METHOD	TIME
Surveillance Activity 1	L, V	10 minutes
Rescue Skills, Part 2: Submerged Victim Rescues & Extrication	L, V	15 minutes
In-Water Skill Session: Rescue Skills, Part 2 <ul style="list-style-type: none"> ■ Skill Practice <ul style="list-style-type: none"> ○ Feet-First Surface Dive ○ Head-First Surface Dive ○ Submerged Victim Rescue in Deep Water <ul style="list-style-type: none"> ● Land Demonstration and Practice ● Water Demonstration—steps and practice ● Extrication 	WSP	1 hour, 10 minutes
Putting It All Together <ul style="list-style-type: none"> ■ Skill Drill—Parts 1, 2, 3, 4 <ul style="list-style-type: none"> ○ Put on gloves with wet hands ○ Rescue, extricate, get gloves on ○ Challenge: Rescue and extrication in under 1 minute ○ Extrication with two assisting responders 	WSP	1 hour
Total Session Time	2 hours, 35 minutes	

LESSON 5: **BEFORE PROVIDING CARE, VICTIM ASSESSMENT AND BREATHING EMERGENCIES**

TOPIC	METHOD	TIME
Standard Precautions and Glove Removal	L, V	10 minutes
General Procedures for an Emergency on Land	L	5 minutes
Performing a Primary Assessment <ul style="list-style-type: none"> ■ Adult Practice ■ Using a Resuscitation Mask practice ■ Infant Assessment practice ■ Summoning EMS 	L, LSP	50 minutes
Moving a Victim	L	5 minutes
Recognizing and Caring for Breathing Emergencies	L	5 minutes
Giving Ventilations (PWYW or WTP) <ul style="list-style-type: none"> ■ Adult ■ Infant 	V, LSP	15 minutes
Giving Ventilations Using a Bag-Valve-Mask Resuscitator <ul style="list-style-type: none"> ■ Giving Ventilations Using a BVM—Two Rescuers 	V, LSP	15 minutes
Airway Obstruction <ul style="list-style-type: none"> ■ Conscious Choking—Adult and Child ■ Conscious Choking—Infant 	V, LSP	15 minutes
In-Water Skill Session: Putting It All Together <ul style="list-style-type: none"> ■ Skill Drill Part 1 and 2 <ul style="list-style-type: none"> ○ Part 1: Submerged Victim Rescue, Extrication, Primary Assessment and Ventilations ○ Part 2: Lifeguard Station Response Time Testing 	WSP	45 minutes
Total Session Time	2 hours, 45 minutes	

LESSON 6: **CARDIAC EMERGENCIES AND USING AN AUTOMATED EXTERNAL DEFIBRILLATOR**

TOPIC	METHOD	TIME
Recognizing and Caring for a Heart Attack	L, V	15 minutes
Cardiac Arrest	L	5 minutes
CPR (PWYW/WTP) ■ CPR—Adult ■ CPR—Infant	V, LSP	40 minutes
Two-Rescuer CPR ■ Two-Rescuer CPR—Adult ■ Two-Rescuer CPR—Infant	V, LSP	15 minutes
When the Heart Stops and AEDs	L	5 minutes
Using an AED ■ Using an AED (adult, child or infant) ■ Using an AED—CPR in Progress	V, LSP	15 minutes
AED Precautions and AED Maintenance	L, A	10 minutes
CPR with Airway Obstruction ■ CPR with Airway Obstruction—Adult ■ CPR with Airway Obstruction—Infant	V, LSP	15 minutes
Putting It All Together: Multiple-Rescuer Response ■ Skill Drill (Scenarios 1-4)	V, WSP	1 hour, 5 minutes
Total Session Time	3 hours, 5 minutes	

LESSON 7: **FIRST AID**

TOPIC	METHOD	TIME
Review—Surveillance Activities	L, V, A	10 minutes
Secondary Assessment	L	5 minutes
Sudden Illness	L, V	10 minutes
Responding to Emergencies <ul style="list-style-type: none"> ■ Controlling Bleeding ■ Shock ■ Common Injuries ■ Poisoning ■ Heat-Related Illnesses ■ Cold-Related Emergencies ■ Injuries to Muscles, Bones and Joints 	V, LSP, A	45 minutes
Putting It All Together—First Aid Scenarios	A	20 minutes
Caring for Head, Neck and Spinal Injuries on Land	L, V	10 minutes
Final Written Exam: Section 1—CPR/AED for the Professional Rescuer & FA	A	40 minutes
When Things Do Not Go As Practiced	V	5 minutes
In-Water Skill Session—When Things Do Not Go As Practiced <ul style="list-style-type: none"> ■ Escapes ■ In-Water Ventilations 	WSP	30 minutes
In-Water Skill Session—Rescue Skills Review <ul style="list-style-type: none"> ■ Submerged Passive Victim in Shallow Water ■ Passive Victim Front Rescue ■ Passive Victim Rear Rescue ■ Submerged Passive Victim in Deep Water (includes extrication) ■ Multiple-Rescuer Response—Scenarios 5 and 6 	WSP/LSP	45 minutes
Total Session Time	3 hours, 40 minutes	

LESSON 8: **HEAD, NECK AND SPINAL INJURIES IN THE WATER**

TOPIC	METHOD	TIME
Review of Final Written Exam: Section 1—CPR/AED & First Aid	A	5 minutes
Caring for Head, Neck and Spinal Injuries in the Water	L, V	20 minutes
In-Water Skill Session: Head, Neck and Spinal Injuries <ul style="list-style-type: none"> ■ Skill Practice—Shallow Water <ul style="list-style-type: none"> ○ Over-Arm Head Splint—Face-Up ○ Head Splint—Face-Down ○ Head Splint Submerged Shallow ○ Spinal Backboarding Procedure ■ Skill Practice—Deep Water <ul style="list-style-type: none"> ○ Head Splint—Deep Water ○ Head Splint—Submerged ○ Spinal Backboarding Procedure 	WSP	2 hours, 20 minutes
Total Session Time	2 hours, 45 minutes	

LESSON 9: **FINAL WRITTEN EXAM AND FINAL IN-WATER SKILL SCENARIOS**

TOPIC	METHOD	TIME
Final Written Exam: Section 2—Lifeguarding Skills	A	30 minutes
In-Water Skill Session: General Skills Review—Optional	A	(30 minutes)
Final In-Water Skill Scenario <ul style="list-style-type: none"> ■ Scenario 1: Submerged Passive Victim in Deep Water with Extrication, Primary Assessment and CPR ■ Scenario 2: Multiple-Rescuer Response Scenario 3 	A	2 hours, 30 minutes
Closing	L	5 minutes
Total Session Time	3 hours, 5 minutes	

TOTAL COURSE TIME.....**27 hours, 25 minutes**

SECTION **B** | LIFEGUARDING COURSE INTENSIVE OUTLINE

The standard course outline has been adjusted to a four-day intensive format. This allows participants to cover the information and view the videos for skills prior to skills practice. Please see the lesson number in the outline that corresponds to the lesson topic location.

When teaching the intensive format, consider conducting the precourse session in advance of the intensive if possible. This will allow you to provide participants with the intensive course outline schedule and the participant's manual with reading assignments.

Adjust the reading assignments to match the progression of the outline and allow participants to complete the reading to be prepared for the final written exams. It is recommended that participants complete the review questions at the end of each chapter. The outline includes two 30-minute study session breaks in session three and four to allow participants an opportunity to study for the written exams.

Note: *This intensive outline includes several hours of physical skills each day. Provide breaks as appropriate to allow participants to rest and recover.*

L—Lecture/Guided Discussion | **A**—Activity | **V**—Video

LSP—Land Skills Practice | **WSP**—Water Skills Practice

SESSION 1: **PRECOURSE SESSION**

TOPIC	LESSON	METHOD	TIME
Introduction to the Precourse Skills Session	Precourse	A	10 minutes
Verification of Age Prerequisite	Precourse	A	5 minutes
Prerequisite Swimming Skills Evaluation	Precourse	A	40 minutes
Wrap-Up	Precourse	L	5 minutes

SESSION 1 TOPIC, CONTINUED	LESSON	METHOD	TIME
THE PROFESSIONAL LIFEGUARD AND FACILITY SAFETY, PATRON SURVEILLANCE AND INJURY PREVENTION			
Introduction to the Course	1	L	15 minutes
The Professional Lifeguard	1	L, V	15 minutes
Decision-Making	1	L	5 minutes
Legal Considerations	1	L	10 minutes
Continuation of Training	1	L	10 minutes
Being a Part of a Team	1	L, A	15 minutes
Facility Safety	1	L, A, V	20 minutes
Weather Conditions	1	L	5 minutes
Rules and Regulations	1	L, A	20 minutes
Management and Facility Safety	2	L	10 minutes
The Drowning Process	2	L, V	20 minutes
Effective Surveillance—Victim Recognition	2	L, V	20 minutes
Effective Surveillance—Scanning	2	L, V	15 minutes
Effective Surveillance—Zones of Surveillance Responsibility	2	L, V	15 minutes
Lifeguard Testing and Zone Evaluations	2	L, A	20 minutes
Injury Prevention Strategies	2	L, V	15 minutes
Guarding a Variety of Activities	2	L	10 minutes
Guarding Special Attractions	2	L, A	20 minutes
Entries and Approaches	1	L, V	10 minutes
In-Water Skill Session: Entries and Approaches ■ Skill Practice ■ Skill Drill	1	WSP	40 minutes
In-Water Skill Session: Review Skills, Victim Recognition and LG Rotations ■ Skill Review ■ "Victim School" ■ Scanning & Lifeguarding Rotations	2	WSP	55 minutes
Putting It All Together ■ Brick Drill ■ Rescue Tube Relay ■ Ask Drill	2	WSP	35 minutes
Total Session Time		7 hours, 40 minutes	

SESSION 2: **STANDARD PRECAUTIONS, PRIMARY ASSESSMENT, INJURY PREVENTION AND RESCUE SKILLS**

TOPIC	LESSON	METHOD	TIME
Standard Precautions and Glove Removal	5	L, V	10 minutes
General Procedures for an Emergency on Land	5	L	5 minutes
Performing a Primary Assessment <ul style="list-style-type: none"> ■ Adult practice ■ Using a Resuscitation Mask practice ■ Infant Assessment practice ■ Summoning EMS 	5	L, LSP	50 minutes
Moving a Victim	5	L	5 minutes
Guarding for Organized Recreational Swim Groups	3	L, A	20 minutes
Emergency Action Plans	3	L, V	20 minutes
Surveillance Activity 1	4	L, V	10 minutes
Rescue Skills, Part 1—Rescues at or Near the Surface	3	L, V	10 minutes
Rescue Skills, Part 2—Submerged Victim Rescues & Extrication	4	L, V	15 minutes
In-Water Skill Session—Rescue Skills, Part 1 <ul style="list-style-type: none"> ■ Skill Practice <ul style="list-style-type: none"> ○ Reaching Assist ○ Simple Assist ○ Active Victim Front Rescue ○ Active Victim Rear Rescue ○ Passive Victim Front Rescue ○ Passive Victim Rear Rescue ○ Multiple Victim Rescue ■ Skill Drill 	3	WSP	1 hour, 25 minutes
Putting It All Together <ul style="list-style-type: none"> ■ EAP Activity 	3	WSP	35 minutes
In-Water Skill Session—Rescue Skills, Part 2 <ul style="list-style-type: none"> ■ Skill Practice <ul style="list-style-type: none"> ○ Feet-First Surface Dive ○ Head-First Surface Dive ○ Submerged Victim Rescue in Deep Water <ul style="list-style-type: none"> ● Land Demonstrations and Practice ● Water Demonstration—steps and practice ● Extrication 	4	WSP	1 hour, 10 minutes

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SESSION 2 TOPIC, CONTINUED	LESSON	METHOD	TIME
Putting It All Together ■ Skill Drill—Parts 1, 2, 3, 4 <ul style="list-style-type: none"> ○ Put on gloves with wet hands ○ Rescue, extricate, get gloves on ○ Challenge: Rescue and extrication in under 1 minute ○ Extrication with 2 assisting responders 	4	WSP	1 hour
Total Session Time		6 hours, 35 minutes	

SESSION 3: **BREATHING EMERGENCIES, CPR/AED AND FIRST AID; FINAL WRITTEN EXAM: SECTION 1**

TOPIC	LESSON	METHOD	TIME
Giving Ventilations (PWYW or WTP) ■ Adult and Child ■ Infant	5	V, LSP	15 minutes
Giving Ventilations Using a Bag-Valve-Mask Resuscitator ■ Giving Ventilations Using a BVM—Two Rescuers	5	A, V, LSP	15 minutes
Airway Obstruction ■ Conscious Choking—Adult and Child ■ Conscious Choking—Infant	5	V, LSP	15 minutes
Recognizing and Caring for a Heart Attack	6	L, V	15 minutes
Cardiac Arrest	6	L	5 minutes
CPR (PWYW/WTP) ■ CPR—Adult ■ CPR—Infant	6	V, LSP	40 minutes
Two-Rescuer CPR ■ Two-Rescuer CPR—Adult ■ Two-Rescuer CPR—Infant	6	V, LSP	15 minutes
When the Heart Stops and AEDs	6	L	5 minutes
Using an AED ■ Using an AED (adult, child or infant) ■ Using an AED—CPR in Progress	6	V, LSP	15 minutes
AED Precautions and AED Maintenance	6	L, A	10 minutes
CPR with Airway Obstruction ■ CPR with Airway Obstruction—Adult ■ CPR with Airway Obstruction—Infant	6	V, LSP	15 minutes

SESSION 3 TOPIC, CONTINUED	LESSON	METHOD	TIME
Secondary Assessment	7	L	5 minutes
Sudden Illness	7	L, V	10 minutes
Responding to Emergencies <ul style="list-style-type: none"> ■ Controlling Bleeding ■ Shock ■ Common Injuries ■ Poisoning ■ Heat-Related Illnesses ■ Cold-Related Illnesses ■ Injuries to Muscles, Bones and Joints 	7	V, LSP, A	45 minutes
Putting It All Together—First Aid Scenarios	7	A	20 minutes
When Things Do Not Go As Practiced	7	V	5 minutes
Review—Surveillance Activities	7	L, V, A	10 minutes
Multiple-Rescuer Response	6	V	2 minutes
In-Water Skill Session—When Things Don't Go As Practiced <ul style="list-style-type: none"> ■ Escapes ■ In-Water Ventilations 	7	WSP	30 minutes
In-Water Skill Session: Putting It All Together <ul style="list-style-type: none"> ■ Skill Drill Part 1 and 2 <ul style="list-style-type: none"> ○ Part 1: Submerged Victim Rescue, Extrication, Primary Assessment and Ventilations ○ Part 2: Lifeguard Station Response Time Testing 	5	WSP/LSP	45 minutes
Putting It All Together: Multiple-Rescuer Response <ul style="list-style-type: none"> ■ In-Water Skill Session: Putting It All Together ■ Skill Drill (Scenarios 1–4) 	6	WSP/LSP	1 hour, 3 minutes
STUDY BREAK—to prepare for Final Exam: Section 1	N/A	N/A	30 minutes
Final Written Exam: Section 1—CPR/AED for the Professional Rescuer & FA	7	A	40 minutes
Total Session Time		7 hours, 50 minutes	

SESSION 4: **HEAD, NECK AND SPINAL INJURIES IN THE WATER; RESCUE SKILLS; FINAL SKILL SCENARIOS AND FINAL WRITTEN EXAM**

TOPIC	LESSON	METHOD	TIME
Review of Final Written Exam: Section 1—CPR/AED & FA	8	A	5 minutes
Caring for Head, Neck and Spinal Injuries on Land	7	L, V	10 minutes
Caring for Head, Neck and Spinal Injuries in the Water	8	L, V	20 minutes
In-Water Skill Session—Rescue Skills Review <ul style="list-style-type: none"> ■ Submerged Passive Victim in Shallow Water ■ Passive Victim Front Rescue ■ Passive Victim Rear Rescue ■ Submerged Passive Victim in Deep Water (includes extrication) ■ Multiple-Rescuer Response—Scenarios 5 and 6 	7	WSP	45 minutes
In-Water Skill Session: Head, Neck and Spinal Injuries <ul style="list-style-type: none"> ■ Skill Practice—Shallow Water <ul style="list-style-type: none"> ○ Over-Arm Head Splint—Face-up ○ Head Splint—Face-down ○ Head Splint Submerged Shallow ■ Spinal Backboarding Procedure Skill Practice—Deep Water <ul style="list-style-type: none"> ○ Head Splint—Deep Water ○ Head Splint—Submerged ○ Spinal Backboarding Procedure 	8	WSP	2 hours, 20 minutes
Final In-Water Skill Scenario <ul style="list-style-type: none"> ■ Scenario 1: Submerged Passive Victim in Deep Water with Extrication, Primary Assessment and CPR ■ Scenario 2: Multiple-Rescuer Response 	9	A	2 hours, 30 minutes
STUDY BREAK—to prepare for Final Exam: Section 2	N/A	N/A	30 minutes
Final Written Exam: Section 2—Lifeguarding Skills	9	A	30 minutes
Closing	9	L	5 minutes
Total Session Time		7 hours, 15 minutes	

TOTAL COURSE TIME.....29 hours, 20 minutes

PRECOURSE SESSION

Lesson Length: 1 hour

GUIDANCE FOR THE INSTRUCTOR

To complete this session and meet the lesson objectives, you must:

- Verify participant age.
- Conduct the prerequisite swimming skills evaluation.
- Conduct the lesson wrap-up.

SESSION OBJECTIVES

After completing this lesson, successful participants must be able to:

- Meet the age requirement.
- Demonstrate proficiency in all of the prerequisite skills.

MATERIALS, EQUIPMENT AND SUPPLIES

- Timing device, such as a stopwatch or smartphone with a stopwatch feature
- 10lb object (a diving brick or weight; one for every five participants)
- Lifeguarding Precourse Skills Checklist

LESSON PREPARATION

- Send participants the *Sample Letter to Lifeguarding Course Participants*, available in Appendix A, to set expectations and help participants prepare for the course.
- To save time, have all equipment and materials set up before the start of the class.
- Fill in the lifeguarding participant names on the Lifeguarding Precourse Skills Checklist.



INSTRUCTOR NOTES

- When reviewing the prerequisite skills with participants, only cover the course and/or modules you are teaching. Have participants perform the prerequisite skills only for the course and/or module you are teaching.
- The prerequisite swimming skills evaluation is designed to assess the individual's strength, endurance and comfort in the water. If a candidate is not successful on the first attempt at the prerequisite skills, they have only one opportunity to re-attempt the prerequisites after sufficient rest, prior to the first scheduled class session.
- When determining a participant's ability to pass the prerequisite swimming skills evaluation and successfully participate in the course, the instructor must evaluate the individual's overall performance.

- The individual should not be judged on stroke mechanics, but rather on their overall demonstration of swimming strength, endurance, comfort in the water and ability to meet the time requirements.
- Participants may use goggles for the 300-yard swim. This is the only activity where participants are permitted to use goggles. Participants may not use goggles for the timed event, treading water or during other Lifeguarding course activities.
- Participants may wear contact lenses during the course, but may not use protective eyewear/ goggles during the courses.
- During the timed precourse event, participants must retrieve a 10-pound object such as a dive brick or weight; after retrieving the object, participants must swim on their back with both hands on the object.
- If a Waterfront Skills module is scheduled to immediately follow the Lifeguarding course and all candidates are enrolled in both the Lifeguarding course and Waterfront Skills module, you should conduct the precourse session for the Waterfront Skills module instead of the Lifeguarding precourse session.
- If the prerequisite evaluation for Waterfront Lifeguarding is not completed at this time, then it must be completed as a precourse session for the Waterfront Skills module.
- Counseling After the Precourse Session: On an individual basis, after the precourse session has ended, advise each participant who did not meet the prerequisites that:
 - Entry into the Red Cross Lifeguarding course is strictly limited to those who meet the minimum age requirement and have successfully completed the prerequisite swimming skills evaluation.
 - Failure to have attained the appropriate skill level could pose a safety threat to themselves and to others in the class.
 - Participants who do not successfully complete the precourse evaluation may not continue in the course.
 - Instructors should suggest developmental training opportunities and explain the specific skills that the individual needs to improve to be eligible should the candidate choose to participate in the Lifeguarding course in the future.
- When teaching the Lifeguarding course, if the maximum water depth is 6 feet, an alternate timed event is permitted as described in the swimming skills evaluation section below.
- The treading water prerequisite skill for the Shallow Water Lifeguarding course should be conducted in a minimum of 5 feet. Taller participants should lean slightly forward if needed while treading to keep from touching the bottom.
- When teaching the Aquatic Attraction Lifeguarding course, the water competency sequence must be performed in water that is deep enough for participants to jump in and fully submerge without touching the bottom (a minimum depth of 5 feet).
- Participants must have access to their own manual throughout the course in either digital or print format. When using a digital manual, a tablet or laptop should be used to ensure proper viewing (the manual should not be displayed on a cell phone).

TEACHING TIPS

- You must be able to observe and evaluate each participant's skills during the prerequisite swimming skills evaluation.
- Consider conducting the prerequisite skills evaluation on a different day prior to the start of the course.
- Encourage participants to complete the review questions after reading each chapter of the participant's manual throughout the course.

INSTRUCTION KEY:



Discussion



Lecture



Skill Practice



Activity



Video



Skill Drill

TOPIC: **INTRODUCTION TO THE PRECOURSE SESSION**

Time: 10 minutes

VERIFICATION OF AGE AND TRAINING

GUIDED DISCUSSION:



- Welcome prospective participants and introduce yourself. Identify yourself as an American Red Cross instructor. Briefly tell about your background in aquatics. Include introductions of co-instructors and aides, if applicable.
- Review facility policies, including emergency procedures. Give the locations of restrooms, locker rooms, water fountains and details unique to your facility. Also, identify the location of the automated external defibrillator (AED) and first aid kit.
- Have participants briefly introduce themselves.
- Explain that the purpose of the Lifeguarding course is to teach the knowledge and skills needed to help prevent and respond to aquatic emergencies. This includes land and water rescue skills as well as first aid and CPR/AED.

■ **SHALLOW WATER LIFEGUARDING**

For the Shallow Water Lifeguarding course, explain that the purpose of the course is to teach the knowledge and skills needed to help prevent and respond to aquatic emergencies in water up to 5 feet deep.

- Explain to prospective participants that this precourse session is designed to evaluate their swimming skills. Participants who successfully complete the precourse skills evaluation should be able to participate in the Red Cross Lifeguarding course.



Instructor's Note: Review the prerequisite skills only for the course and/or modules you are teaching.

- Review the prerequisite skills to be performed for their course and/or module:
 - **Lifeguarding course or Waterpark Skills module prerequisite skills:**
 1. Swim 300 yards continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles may be used.
 2. Tread water for 2 minutes using only the legs. Candidates should place their hands under the armpits.
 3. Complete a timed event within 1 minute, 40 seconds.
 - Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed.
 - Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.
 - Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. Candidates should not swim the distance under water.
 - Exit the water without using a ladder or steps.

**GUIDED
DISCUSSION:**
continued



○ **Waterfront Skills module prerequisite skills:**

1. Swim 550 yards continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles are allowed.
2. Tread water for 2 minutes using only the legs. Candidates should place their hands under the armpits.
3. Complete a timed event within 1 minute, 40 seconds.
 - Starting in the water, swim 20 yards. The face may be in or out of the water. Swim goggles are not allowed.
 - Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.
 - Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. Candidates should not swim the distance under water.
 - Exit the water without using a ladder or steps.
4. Swim 5 yards, submerge and retrieve three dive rings placed 5 yards apart in 4 to 7 feet of water, resurface and continue to swim another 5 yards to complete the skill sequence.

○ **Shallow Water Lifeguarding course prerequisite skills:**

1. Swim 100 yards continuously demonstrating breath control and rhythmic breathing. Candidates may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles are allowed.
2. Tread water for 2 minutes using only the legs. Candidates should place their hands under the armpits.
3. Complete a timed event within 50 seconds.
 - Starting in the water, swim 20 yards using the front crawl or breaststroke. The face may be in or out of the water. Swim goggles are not allowed.
 - Submerge to a depth of 4 to 5 feet to retrieve a 10-pound object.
 - Return to the surface and walk or swim 20 yards on the back to return to the starting point with both hands holding the object at the surface of the water.
 - Exit the water without using a ladder or steps.

○ **Aquatic Attraction Lifeguarding course prerequisite skills:**

1. Complete the water competency sequence without stopping.
 - Step into water from the side and totally submerge.
 - Maintain position for one minute by treading water or floating (or a combination of the two).
 - Rotate one full turn and orient to the exit.
 - Level off and swim on the front or back 25 yards.
 - Exit without using a ladder or steps.
2. Complete a timed event within 50 seconds without stopping.
 - Starting in the water, walk or swim 20 yards.
 - Submerge to a depth of 3 feet to retrieve a 10-pound object.
 - Return to the surface and walk or swim 20 yards on the back to return to the starting point with both hands holding the object at the surface of the water.
 - Exit the water without using steps or a ladder.

GUIDED
DISCUSSION:
continued



Instructor's Note:

- *When teaching the Lifeguarding course, if the maximum water depth is 6 feet, an alternate timed event is permitted.*
- *The treading water prerequisite skill for the Shallow Water Lifeguarding course should be conducted in a minimum of 5 feet.*

- If a Waterfront Skills module is scheduled to immediately follow the Lifeguarding course and all candidates are enrolled in both the Lifeguarding course and Waterfront Skills module, you should conduct the precourse session for the Waterfront Skills module instead of the Lifeguarding precourse session.
- If the prerequisite evaluation for Waterfront Lifeguarding is not completed at this time, then it must be completed as a precourse session for the Waterfront Skills module.
- When teaching the Aquatic Attraction Lifeguarding course, the water competency sequence must be performed in water that is deep enough for participants to jump in and fully submerge without touching the bottom (a minimum depth of 5 feet).



Science Note: *Swim goggles should only be worn for the prerequisite swim for a variety of reasons:*

- *Swim goggles are not part of any standard issue lifeguarding equipment protocol used in making a land or water rescue.*
- *Swim goggles are designed for preventing water entry and irritation and not to protect from trauma to the eye. Swim goggles present a greatly reduced surface area at the point of contact with tissue around the eye. The potential for serious eye injury is greatly increased by the swim goggle being contacted by an external object (or another participant) during the course.*
- *Submerging to a depth of 5 feet or greater has the potential to cause barotraumas to the eye of an individual wearing swim goggles that cannot be pressure equalized.*

TOPIC: **VERIFICATION OF AGE
PREREQUISITE**

Time: 5 minutes

VERIFICATION OF AGE PREREQUISITE

GUIDED
DISCUSSION:



- Tell participants that to participate in any Red Cross Lifeguarding course or module they must be at least 15 years of age on or before the final scheduled session of this course.
- Verify the eligibility of participants to participate in the course by checking their proof of age, which can be a driver's license, state identification, birth certificate or passport.
- If an individual does not meet the age requirements for course participation, suggest that they enroll in the next available Lifeguarding course once the age requirement is met.
- Orient them to the locker rooms and the pool area where they are to meet for the prerequisite swimming skills evaluation.

TOPIC: **PREREQUISITE SWIMMING SKILLS EVALUATION**

Time: 40 minutes

PREREQUISITE SWIMMING SKILLS EVALUATION

ACTIVITY:

- Explain to prospective participants that they must successfully complete three swimming prerequisites to continue in the Lifeguarding course.
- Refer to the Skill Assessment Chart to evaluate performance of each prospective participant. Record completion of each skill on the Lifeguarding Precourse Skills Checklist.



Instructor's Note: Have participants perform the prerequisite skills only for the course and/or module you are teaching.

LIFEGUARDING COURSE AND WATERPARK SKILLS MODULE

☐ Prerequisite 1— 300-Yard Swim

- Explain to prospective participants that they must perform a 300-yard continuous swim using the front crawl, breaststroke or a combination of both. Swimming on the back or side is not permitted. Swim goggles are allowed.

☐ Prerequisite 2— Tread Water

- Explain to prospective participants that they must tread water for 2 minutes without support and without stopping. When treading, only the legs can be used. Candidates should place their hands under the armpits. The head must remain above the surface of the water.

☐ Prerequisite 3— Timed Event

- Arrange the swim distance of 20 yards and place a 10-pound object at a depth of 7 to 10 feet.
- **Explain that goggles are not allowed for this event.**
- Evaluate each prospective participant on the following skill to be performed within 1 minute and 40 seconds.
 - Starting in the water, swim 20 yards. The face may be in or out of the water.
 - Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.
 - Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. The participants should not swim the distance under water.
 - Exit the water without using a ladder or steps.
- For pools with maximum water depth of 6 feet deep, candidates should complete the following alternate timed event:
 - Starting in the water, swim at the surface for 20 yards. The face may be in or out of the water. Swim goggles are not allowed.
 - Surface dive to a depth of 6 feet, swim 10 to 15 feet along the bottom and retrieve a 10-pound object.
 - Return to the surface and swim on the back to the starting point with both hands holding the object at the surface and the face remaining at or near the surface or able to get a breath. Candidates should not swim the distance underwater.

WATERFRONT SKILLS MODULE

□ Prerequisite 1— 550-Yard Swim	<ul style="list-style-type: none"> ■ Explain to prospective participants that they must perform a 550-yard continuous swim using the front crawl, breaststroke or a combination of both. Swimming on the back or side is not permitted. Swim goggles are allowed.
□ Prerequisite 2— Tread Water	<ul style="list-style-type: none"> ■ Explain to prospective participants that they must tread water for 2 minutes without support and without stopping. When treading, only the legs can be used. Candidates should place their hands under the armpits. The head must remain above the surface of the water.
□ Prerequisite 3— Timed Event	<ul style="list-style-type: none"> ■ Arrange the swim distance of 20 yards and place a 10-pound object at a depth of 7 to 10 feet. ■ Explain that goggles are not allowed for this event. ■ Evaluate each participant on the following skill to be performed within 1 minute and 40 seconds. <ul style="list-style-type: none"> ○ Starting in the water, swim 20 yards using the front crawl or breaststroke. The face may be in or out of the water. ○ Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object. ○ Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. The participants should not swim the distance under water. ○ Exit the water without using a ladder or steps.
□ Prerequisite 4— Underwater Swim	<ul style="list-style-type: none"> ■ Arrange the swim distance area, placing three dive rings 5 yards apart in 4 to 7 feet of water. ■ Explain that goggles are not allowed for this event. ■ Evaluate each participant on the following skill. <ul style="list-style-type: none"> ○ Starting in the water, swim 5 yards. The face may be in or out of the water. ○ Submerge, swim under water and retrieve three dive rings placed 5 yards apart in 4 to 7 feet of water. ○ Return to the surface after picking up all three dive rings and continue to swim another 5 yards to complete the skill sequence.

SHALLOW WATER LIFEGUARDING COURSE

□ Prerequisite 1— 100-Yard Swim	<ul style="list-style-type: none"> ■ Explain to prospective participants that they must perform a 100-yard continuous swim using the front crawl, breaststroke or a combination of both. Swimming on the back or side is not permitted. Swim goggles are allowed.
□ Prerequisite 2— Tread Water	<ul style="list-style-type: none"> ■ Explain to prospective participants that they must tread water for 2 minutes without support and without stopping. When treading, only the legs can be used. Candidates should place their hands under the armpits. The head must remain above the surface of the water.
□ Prerequisite 3— Timed Event	<ul style="list-style-type: none"> ■ Arrange the swim distance of 20 yards and place a 10-pound object at a depth of 4 to 5 feet. ■ Explain that goggles are not allowed for this event. ■ Evaluate each participant on the following skill to be performed within 50 seconds. <ul style="list-style-type: none"> ○ Starting in the water, swim 20 yards using the front crawl or breaststroke or a combination of both. The face may be in or out of the water. ○ Submerge to a depth of 4 to 5 feet to retrieve a 10-pound object. ○ Return to the surface and walk or swim 20 yards on the back to return to the starting point with both hands holding the object at the surface of the water. ○ Exit the water without using a ladder or steps.

AQUATIC ATTRACTION LIFEGUARDING COURSE

□ Prerequisite 1— Water Competency Sequence

- Complete the water competency sequence without stopping.
 - Step into water from the side and totally submerge.
 - Recover to the surface, then maintain position for 1 minute by treading water or floating (or a combination of the two).
 - Rotate one full turn and orient to the exit.
 - Level off and swim on the front or back 25 yards.
 - Exit without using a ladder or steps.



Instructor's Note: *The water competency sequence must be performed in water that is deep enough for participants to jump in and fully submerge without touching the bottom (a minimum depth of 5 feet).*

□ Prerequisite 2— Timed Event

- Complete a timed event within 50 seconds without stopping.
 - Starting in the water, walk or swim 20 yards.
 - Submerge to a depth of 3 feet to retrieve a 10-pound object.
 - Return to the surface and walk or swim 20 yards to return to the starting point with both hands holding the object at the surface of the water.
 - Exit the water without using a ladder or steps.



Instructor's Note: *When determining a participant's ability to pass the prerequisite swimming skills evaluation and successfully participate in the course, the instructor must evaluate the individual's overall performance. The prerequisite swimming skills evaluation is designed to assess the individual's strength, endurance and comfort in the water. The individual should not be judged on stroke mechanics, but rather on their overall demonstration of swimming strength, endurance, comfort in the water and ability to meet the time requirements.*

If a candidate is not successful on the first attempt, they have only one opportunity to reattempt the prerequisites after sufficient rest. Instructors may suggest developmental training opportunities and explain the specific skills that the individual needs to improve to be eligible should the candidate choose to participate in the Lifeguarding course in the future.

WRAP-UP

GUIDED DISCUSSION:



- Respond to participants' questions.
- Provide participants with information on the first class session, including the time of the class and location. Review the full course schedule and basic course outline, including test dates.
- Provide participants who have passed the precourse evaluation with a copy of the *American Red Cross Lifeguarding Manual*. All participants must have a copy of the manual—digital or print—for use during the course.
- Instruct participants to read the following chapters and complete the review questions in the *Lifeguarding Manual* prior to the start of the next lesson:
 - Chapter 1: The Professional Lifeguard
 - Chapter 2: Facility Safety



Instructor's Note: *Each participant should have access to their own manual throughout the course in either digital or print format. When using a digital manual, a tablet or laptop should be used to ensure proper viewing (the manual should not be displayed on a cell phone).*

COUNSELING AFTER THE PRECOURSE SESSION

ACTIVITY:



- On an individual basis, after the precourse session has ended, advise each participant who did not meet the prerequisites that:
 - Entry into the Red Cross Lifeguarding course is strictly limited to those who meet the minimum age requirement and have successfully completed the prerequisite swimming skills evaluation.
 - Failure to have attained the appropriate skill level could pose a safety threat to themselves and to others in the class.
- Suggest appropriate developmental training opportunities and explain the specific skills that the individual needs to improve to be eligible to take the Lifeguarding course in the future, including Shallow Water Lifeguarding and Aquatic Attraction Lifeguarding.

SKILL CHART AND SKILL ASSESSMENT TOOL

LIFEGUARDING AND SHALLOW WATER LIFEGUARDING COURSES AND WATERFRONT AND WATERPARK SKILLS		
Criteria	Proficient	Not Proficient
Continuous swim	<ul style="list-style-type: none"> ■ Swims designated distance continuously using front crawl, breaststroke or a combination of both without stopping to rest ■ Demonstrates comfort in deep water ■ Swims with face in the water and demonstrates breath control (slight hesitation during breathing acceptable) ■ Maintains body position that is nearly horizontal to the surface ■ Uses above-water arm recovery for the front crawl ■ Leg action contributes to forward momentum 	<ul style="list-style-type: none"> ■ Cannot swim designated distance continuously ■ Swims on the back or side ■ Stops to rest during a turn at a wall ■ Stops swimming, stands on the bottom or clings to rope, lane line or other support ■ Refuses to swim in deep water ■ Swims with head or face out of the water ■ Does not demonstrate breath control or rhythmic breathing ■ Body position is near vertical ■ Uses underwater arm recovery for the front crawl ■ No leg action or leg action that does not contribute to forward momentum
Tread water	<ul style="list-style-type: none"> ■ Treads water for 2 minutes ■ Body position is near vertical ■ Head remains above the surface ■ Uses legs only 	<ul style="list-style-type: none"> ■ Unable to tread water for 2 minutes ■ Body position is near horizontal—prone or supine ■ Stands on the bottom or clings to rope, lane line or other support ■ Swims rather than treads ■ Mouth sinks below the surface ■ Uses arms while treading
Timed event	<ul style="list-style-type: none"> ■ Completes the prerequisite event within the designated time ■ Submerges and retrieves a 10-pound object ■ Swims back to the side, holding the object in both hands while keeping the face at or near the surface of the water (<i>Note: Shallow Water Lifeguarding candidates can swim or walk</i>) ■ Exits the water without using ladder or steps 	<ul style="list-style-type: none"> ■ Does not complete the prerequisite event within the designated time ■ Does not submerge far enough to reach the 10-pound object ■ Does not locate the 10-pound object ■ Does not lift the 10-pound object and return to the surface ■ Returns to the side holding the object in one hand ■ Returns to the side underwater with the object and without taking a breath ■ Unable to exit the water without ladder or steps

LIFEGUARDING AND SHALLOW WATER LIFEGUARDING COURSES AND WATERFRONT AND WATERPARK SKILLS, *CONTINUED*

Waterfront Skill Module Only

Underwater swim event

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ Swims 5 yards ■ Submerges, swims and retrieves three dive rings ■ Swims to the side with three dive rings | <ul style="list-style-type: none"> ■ Walks along the bottom ■ Does not submerge enough to reach the dive ring(s) ■ Surfaces before retrieving all three dive rings ■ Does not retrieve all three dive rings ■ Does not swim back with three dive rings |
|---|---|

SKILL ASSESSMENT TOOL: AQUATIC ATTRACTION LIFEGUARDING

Criteria	Proficient	Not Proficient
Water Competency Sequence	<ul style="list-style-type: none"> ■ Steps into water from side and totally submerges ■ Recovers to the surface without pushing off the bottom ■ Maintains position for 1 minute by treading or floating (or a combination of the two) ■ Rotates one full turn and orients to the exit. ■ Levels off and swims on the front or back for 25 yards ■ Exits the water without using a ladder or steps 	<ul style="list-style-type: none"> ■ Enters the water in an unsafe manner or does not totally submerge after entering the water ■ Does not recover to the surface or pushes off the bottom to resurface ■ Is unable to maintain position for 1 full minute by treading or floating (or a combination of the two) ■ Does not rotate one full turn ■ Does not orient to the exit ■ Is unable to level off or swim on the front or back for 25 yards ■ Is unable to exit the water without using the ladder
Timed Event	<ul style="list-style-type: none"> ■ Completes the prerequisite event within the designated time ■ Submerges and retrieves a 10-pound object ■ Walks or swims on the back to the starting point, holding the object in both hands at the surface of the water ■ Exits the water without using ladder or steps 	<ul style="list-style-type: none"> ■ Does not complete the prerequisite event within the designated time ■ Does not submerge far enough to reach the 10-pound object ■ Does not locate the 10-pound object ■ Does not lift the 10-pound object and return to the surface ■ Returns to the side holding the object in one hand ■ Returns to the side holding the object underwater ■ Unable to exit the water without using ladder or steps

THE PROFESSIONAL LIFEGUARD AND FACILITY SAFETY

Lesson Length: 2 hours, 45 minutes

GUIDANCE FOR THE INSTRUCTOR

To complete this session and meet the lesson objectives, you must:

- Introduce participants to the Lifeguarding course.
- Discuss all the points for being a professional lifeguard.
- Show the video segment “The Professional Lifeguard.”
- Guide the discussion on legal considerations.
- Discuss all points in the topic “Continuation of Training.”
- Conduct the team building activity.
- Guide the discussion on facility safety.
- Conduct the rescue tube and hip pack demonstration activity.
- Discuss all points in the weather conditions topic.
- Conduct the Reasons for the Rules activity.
- Show the video segment “The Unprofessional Lifeguard.”
- Show the video segment “Entries and Approaches.”
- Conduct the in-water skill session for entries and approaches.
- Conduct the skill drill for entries and approaches.

LESSON OBJECTIVES

- Describe the characteristics and responsibilities of a professional lifeguard.
- Explain how to fulfill the responsibilities of a professional lifeguard.
- Define certain legal considerations and apply them to situations that might be encountered in lifeguarding.
- Describe ongoing training for lifeguards.
- Describe what it means to work as part of a lifeguard and safety team.
- Describe the role lifeguards play in ensuring facility safety.
- Identify how to ensure the safety of patrons when weather conditions create safety concerns.
- Explain the reasons for common rules and regulations at aquatic facilities.
- Demonstrate how to safely and effectively enter the water and approach a victim.

ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Activity Worksheet 1.1–Reasons for the Rules

LESSON PREPARATION

- Set up equipment and have copies of the appropriate materials ready before the start of class.
- Make copies of Worksheet 1.1, Reasons for the Rules, to use for the activity.
- Be prepared to answer questions the participants may have about the review questions they completed.



INSTRUCTOR NOTES

- The purpose of the team-building activity is to break the ice with participants, to get used to working in close proximity, to communicate and to work together as a team.
- The purpose of the rescue tube and hip pack demonstration activity is to help participants gain experience wearing the lifeguard uniform (hip pack, rescue tube, whistle) and wearing the rescue tube while sitting in an elevated or ground-level station.
- The purpose of the skill drill activity is for participants to use critical thinking to decide which entry to use based on the scenario and also to develop speed, endurance and experience when performing approaches with a rescue tube.

TEACHING TIPS

- As you cover the topics of the course, refer to the review questions they may have completed, as this may encourage them to complete those as the course progresses.
- You must be able to observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.

WELCOME AND INTRODUCTION TO THE COURSE

GUIDED DISCUSSION:



REFERENCES:

Participant's Manual:
Chapter 1

- Welcome participants and introduce yourself, including your background in aquatics and certification as an American Red Cross instructor. Have co-instructors and aides introduce themselves, if applicable.
- Have participants introduce themselves.
- Review facility policies and procedures, and give locations of restrooms, water fountains, break areas and details unique to your facility. Also, point out where the exits are located as well as where the automated external defibrillators (AEDs) are located.
- Review the course schedule and basic outline, including written exam dates.
- Explain to participants that the primary purpose of the Lifeguarding course is to learn the knowledge and skills needed to prevent and to respond to aquatic emergencies. The course content and activities prepare participants to recognize and respond quickly and effectively to emergencies and prevent drowning and injuries.

SHALLOW WATER LIFEGUARDING

- When conducting the Shallow Water Lifeguarding course, explain to participants that the primary purpose of the course is to learn the knowledge and skills needed to prevent and to respond to aquatic emergencies in shallow water up to 5 feet deep.
- Explain the requirements for successful completion of the course:
 - Attend and participate in all class sessions.
 - Demonstrate competency in all required skills and activities.
 - Demonstrate competency in all required final rescue skill scenarios.
 - Correctly answer at least 80 percent of the questions in each of the two sections of the final written exam.
- Explain that upon successful completion of the Lifeguarding course, each participant will receive an American Red Cross certificate for Lifeguarding/First Aid/CPR/AED, which is valid for 2 years.

SHALLOW WATER LIFEGUARDING

- Explain that upon successful completion of the Shallow Water Lifeguarding course, each participant will receive an American Red Cross certificate for Shallow Water Lifeguarding (up to 5 feet)/First Aid/CPR/AED, which is valid for 2 years.
- Explain the ground rules for the course.
 - Participants must demonstrate a professional attitude and mature behavior, including, but not limited to:
 - Being prepared for all class activities, including appropriate swimwear for all in-water skill sessions.
 - Completing reading assignments.
 - Behaving appropriately during activities.
 - Making an effort to improve skills during practice sessions.
 - Treating others with respect.
 - Following all pool safety rules and any additional safety precautions as explained throughout the course.
 - Demonstrating respect for the facility and equipment used in the course.
 - Ask participants to turn off or silence cell phones and refrain from using electronic devices during all class sessions, with the exception of accessing digital course materials.
 - Explain that participants should secure any items of value or avoid bringing them to class if possible.

THE PROFESSIONAL LIFEGUARD

VIDEO:



REFERENCES:

Course
Presentation:
Slide 4

Participant's
Manual:
Chapter 1

- Explain to participants that as they begin their training as lifeguards it is important to understand that they:
 - Must take responsibility to help protect the lives of people in a variety of aquatic activities.
 - Must maintain a high level of knowledge and skills for being a professional rescuer.
 - Must understand the benchmarks for lifeguard performance as well as for facility lifeguarding operations.
 - Will have the legal responsibility to act in an emergency.
 - Will need to develop skills for effective communication with the public.
 - Must be willing to be a leader as well as a good team member.
 - Will need to demonstrate maturity, professionalism and competence in specialized rescue techniques.
- Explain to participants that the following video segment will introduce them to the professional aspects of lifeguarding.
- Show the video segment "The Professional Lifeguard."
- Answer participants' questions about the video segment.

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 5–14

Participant's
Manual:
Chapter 1

- Ask participants: **What characteristics of a professional lifeguard were discussed or illustrated in the video segment?**
Answers: Responses should include the following:
 - Knowledgeable
 - Able to perform appropriate skills
 - Reliable
 - Mature
 - Courteous and consistent
 - Positive
 - Professional
 - Healthy and fit
- **To fulfill the responsibilities of a professional lifeguard, you must be mentally, physically and emotionally prepared at all times to do your job.**
- Ask participants: **What behaviors would demonstrate a lack of professionalism?**
Answers: Responses should include the following:
 - Leaving the lifeguard station while on surveillance duty
 - Using phones or other electronic devices while on duty
 - Slouching posture
 - Talking with others while on surveillance duty
 - Eating while on surveillance duty
 - Not wearing appropriate uniforms, including a hip pack
 - Not carrying rescue equipment
- **Your primary responsibility as a lifeguard is to help ensure patron safety and protect lives.**

GUIDED
DISCUSSION:
continued



- Ask participants: **What are some tasks that should be the lifeguard's primary responsibilities?**
Answers: Responses should include the following:
 - Monitoring activities in and near the water through patron surveillance
 - Preventing injuries by minimizing or eliminating hazardous situations or behaviors
 - Enforcing facility rules and regulations and educating patrons about them
 - Recognizing and responding quickly and effectively to all emergencies
 - Administering first aid and CPR or using an AED in an emergency and, if trained, administering emergency oxygen when necessary
 - Working as a team with other lifeguards, facility staff and management
- Ask participants: **What are some examples of secondary tasks that a lifeguard might be asked to perform while not responsible for primary responsibilities?**
Answers: Responses should include the following:
 - Testing pool water chemistry
 - Assisting patrons (e.g., conducting safety orientations, administering swim tests and fitting life jackets)
 - Cleaning or performing maintenance
 - Completing records and reports
 - Performing opening duties, closing duties or facility safety checks and inspections
- Ask participants: **What are the different places shown in the video where a person might work as a lifeguard?**
Answers: Responses should include the following:
 - Swimming pools
 - Multi-attraction aquatic facilities
 - Waterfronts with non-surf swimming areas
 - Waterparks
- **Shallow Water Lifeguarding is available for lifeguards who plan to work at shallow water facilities only with a water depth not to exceed 5 feet.**
- **Aquatic Attraction Lifeguarding is available for lifeguards who plan to work at facilities with aquatic attractions and/or facilities with a water depth not to exceed 3 feet.**
- **Additional training, such as the Waterfront Skills or Waterpark Skills modules, are required for work in some of the environments shown in the video.**
 - Lifeguards who plan to work in a waterpark or waterfront setting should complete the appropriate additional module to be equipped with the additional skills needed.
 - The prerequisites for the Waterpark Skills module are the same as for the Lifeguarding course.
 - The Waterfront Skills module includes additional prerequisites that must be completed prior to participating in the module.

TOPIC: **DECISION-MAKING**

Time: 5 minutes

DECISION-MAKING

LECTURE:



REFERENCES:

Course
Presentation:
Slide 16
Participant's Manual:
Chapter 1

- **Decision-making is an important component of lifeguarding. In an emergency, such as a situation requiring a water rescue or performing CPR, your facility should have established emergency action plans (EAPs) that enable you to act quickly.**
- **In a non-emergency situation, such as working with your manager or deciding how to address inappropriate patron behaviors, you can take more time in deciding how best to respond.**

TOPIC: **LEGAL CONSIDERATIONS**

Time: 10 minutes

LEGAL CONSIDERATIONS

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 18–25
Participant's Manual:
Chapter 1

- Refer participants to Chapter 1, The Professional Lifeguard, in the *Lifeguarding Manual* to answer the questions in the guided discussion activity and to apply the legal considerations to the scenario.
- **As a lifeguard, you need to understand the legal principles involved in being a professional rescuer.**
Scenario: You are the lifeguard on duty when you see a young boy running on the deck.
- **You have a duty to act to prevent injuries. What should you do to prevent the child from slipping and falling?**
Answer: Tell the child to walk on the deck and explain that he could get hurt by slipping and falling.
- **If you had not tried to stop the child from running and then the child got hurt, what legal principle could be a problem for you?**
Answer: Negligence. Lifeguards have a duty to help prevent patron behaviors that place them at risk of injury.
- **Scenario (cont.): After you warn the child about the dangers, he once again runs and now slips and falls on the deck. His knee is bleeding and he complains that it hurts. His mother arrives on the scene.**
- **What must you do before you can provide care for this child?**
Answer: Ask the mother for her consent to allow you to help the child.
- **What should be stated when asking for consent?**
Answers: Responses should include the following:
 - State your name.
 - State your level of training.
 - Ask the mother if you may help her son.
 - Explain to the mother what you think may be wrong.
 - Explain what you plan to do to provide care (clean the wound, apply ice, etc.).

GUIDED
DISCUSSION:
continued



Scenario (cont.): The child is very frightened so the mother takes the child in her arms and refuses the lifeguard's offer to care for the child's injury.

- **How should you respond to the mother at this point since she has refused care?**

Answers: Responses should include the following:

- Explain why he needs care.
- Let the mother know that you are there to help if she changes her mind.

- **What should you do if the mother continues to refuse care for her son?**

Answer: You must document any refusal of care. Someone else, such as another lifeguard, should witness the person's refusal of care and sign the incident report as a witness to the refusal of care. If the person who refuses is willing, have them sign the report as well.

Scenario (cont.): The mother decides to allow you to care for the child's injury after all.

- **If you failed to provide the proper care or provided care that was beyond your level of training, and as a result, the boy suffers further injury, what legal principle could be a problem for you?**

Answer: Negligence

Scenario (cont.): You are treating the injury and realize it is time for your shift to end.

- **What legal problem could come about if you stop caring for the young boy?**

Answer: Abandonment, which is a type of negligence.

CONTINUATION OF TRAINING

LECTURE
AND GUIDED
DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 27–34

Participant's
Manual:
Chapter 1

- **Successfully completing the Lifeguarding course does not guarantee employment. You can expect that employers will require their own evaluation of your swimming and rescue skills before deciding whether to hire you as a lifeguard.**
- **The skills learned in the Lifeguarding course need to be practiced frequently.**
- Ask participants: **What do you think should be included in an orientation session for new lifeguards at a facility?**
Answers: Responses should include the following:
 - *Features of the facility that might differ from the place where the lifeguard was trained*
 - *Job responsibilities*
 - *Facility operations*
 - *Management's expectations*
 - *Facility rules that need to be enforced*
 - *Location and types of safety equipment*
- **Annual or preseason orientation and training often occurs prior to the summer season since summer is typically the busiest season for aquatic facilities. This training should include a review of knowledge and skills for:**
 - **Lifeguarding**
 - **CPR/AED**
 - **First aid**
 - **Facility-specific protocols**
- **Facility management also must provide training to meet government requirements for occupational safety, including yearly bloodborne pathogen training.**

LECTURE
AND GUIDED
DISCUSSION:
continued



- **A policies and procedures manual provides you with important information, including:**
 - **Administrative policies and procedures, such as job descriptions.**
 - **Personnel policies and guidelines, such as uniform requirements, scheduling information and job performance evaluation procedures.**
 - **Standard operating procedures, such as facility rules and emergency procedures.**
- **In-service training should take place on a regular basis at the facility where you work. It is designed to help you maintain your knowledge and skills at a professional level. It also provides an opportunity for lifeguards to practice working as a team in emergencies.**
- **It is a best practice of many well-managed facilities that lifeguards participate in a minimum of 4 hours of in-service training each month.**
- **Topics that might be covered during in-service training include:**
 - **Surveillance and recognition**
 - **Water and land rescue skills**
 - **Emergency response drills**
 - **Decision-making protocols**
 - **Facility rules and regulations**
 - **Customer service**
 - **Records and reports**
 - **Physical conditioning**
- **Periodic lifeguard evaluations may be performed by your employer or through a contracted agency, such as the Red Cross Aquatic Examiner Service, or a combination of both. The evaluations may be announced or unannounced and may include observation of lifeguards performing patron surveillance, skills evaluations and a check of the aquatic facility related to lifeguard operations.**
- **Facilities also may offer lifeguards the opportunity to pursue further training for other jobs in the area of aquatics as well as preparation for a full-time career. For example:**
 - **The Red Cross Lifeguarding Instructor course, for ages 17 and up, provides training for teaching Lifeguarding and other Red Cross courses.**
 - **The Red Cross Lifeguard Management course provides training for head lifeguards and managers of an aquatic facility.**
 - **The Red Cross Water Safety Instructor and Basic Swim Instructor courses, for ages 16 and up, provides training for teaching Red Cross swim lessons and water safety courses.**
 - **Various organizations offer pool operator training for those that will be responsible for the actual mechanical and chemical operations of the pool.**

TEAM-BUILDING ACTIVITY

ACTIVITY:



Instructor's Note: Choose just one of the following activities. You do not need to have the class complete all three. The purpose of the team-building activity is to break the ice with participants, to get participants used to working together in close proximity, communicating and working together as a team.

- **Superlatives**—This activity requires participants to work together and sort themselves into order (in a line from left to right) based on prompts from the instructor.
 - Line participants up so they are standing shoulder to shoulder.
 - Begin by giving participants prompts to reorder themselves in the line, such as: "Sort yourselves from youngest on the left to oldest on the right."
 - Inform participants that they should talk amongst themselves to uncover the information about each other they'll need to complete the ordering activity.
 - After a series of simple prompts, begin giving participants more difficult prompts that will require them to learn more about each other, such as: "Sort yourselves from least experience to most experienced in terms of lifeguarding."
 - Stop the activity after about 8 minutes.
- **Human Knot**
 - Divide participants into teams of six to eight people. Have each team move to a location that allows them to stand shoulder to shoulder in a small circle.
 - Instruct members of each team to form a human pretzel by having each person extend the left hand across the circle and grasp the left hand of someone else not directly next to them. Then have each person extend their right hand across the circle and grasp the right hand of another, different person.
 - Inform the teams that their task is to unravel their interlocking arms without letting go of anyone's hands and without causing injury. If group members break the chain, they must repair the break the way it was or start over.
 - Stop the activity after about 8 minutes if the group is unsuccessful at making the circle without breaking the chain of hands. It is sometimes impossible to get to a single circle.

GUIDED
DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 38–42
Participant's
Manual:
Chapter 1

- Ask participants the following:
 - **How did it feel to be successful or unsuccessful?**
 - **What strategy did your team use to complete the task?**
 - **Who were the leaders in this activity?**
 - **Did the team reach consensus on a plan of action or take action without a plan?**
 - **How well did your team communicate during this activity?**
 - **If you could do it again, what would you change?**
- **Just as in the activity, the lifeguard team must communicate and work together effectively when responding to emergencies.**
- **Effective communication, trust, mutual respect, commitment and cooperation are crucial elements for working effectively as a team.**
- **Ask participants: In your job as a lifeguard, aside from being a team player while responding to emergencies, what can you do as an individual to have a positive effect on the team?**

Answers: Responses should include the following:

 - *Arriving to work on time*
 - *Rotating stations on time*
 - *Attending in-service trainings*
 - *Enforcing safety rules in a consistent manner*
 - *Communicating clearly while treating others with respect*
 - *Being prepared by maintaining knowledge, skills and physical fitness*
 - *Completing secondary responsibilities in a timely and acceptable fashion*
- **As lifeguards, you should be given an EAP that guides the actions of lifeguards and other team members in emergencies. The EAP describes what needs to be done and who does it in the event of an emergency. EAPs are discussed in more detail later in the course.**
- **The lifeguard team is part of the broader facility safety team.**
 - **The safety team includes management and maintenance staff who provide assistance in maintaining a safe environment and providing emergency care.**
 - **Local emergency response personnel also are part of the safety team.**

FACILITY SAFETY

LECTURE:



REFERENCES:

Course
Presentation:
Slide 44

Participant's
Manual:
Chapter 2

- Aquatic facilities must have the appropriate rescue equipment available and in proper working order at all times for emergency response.
- As a lifeguard, you must always wear or carry certain equipment so that it is instantly available in an emergency, including a rescue tube, resuscitation mask and gloves. You also must have a whistle to signal an emergency.

ACTIVITY:



REFERENCES:

Course
Presentation:
Slides 45–46

Participant's
Manual:
Chapter 2



Instructor's Note: *The purpose of this activity is to help participants to gain experience wearing the lifeguard uniform (hip pack, rescue tube, whistle) and wearing the rescue tube while sitting in an elevated or ground-level station.*

- Explain to participants that this activity will allow them to demonstrate wearing the rescue tube while in an elevated lifeguard station or a ground-level station one at a time. The demonstration should include the following:
 - Keep the strap of the rescue tube over the shoulder and neck.
 - Hold or gather the excess line to keep it from getting caught in the chair or other equipment when you move or start a rescue.
 - Hold the rescue tube across the thighs in an elevated station or ground-level station.
 - Hold the rescue tube across the stomach when standing.
- Ask participants: **Why should you wear the hip pack at all times, whether or not you are on surveillance duty?**
Answer: *To be prepared to respond to an emergency at all times, whether or not performing surveillance duty.*
- Explain that the type of rescue equipment, such as backboards, can vary among facilities and they will need to be trained to use the specific pieces of equipment at the facility where they will be employed.
- Explain that rescue equipment can be expensive to purchase and maintain and should be treated respectfully.

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 47–48
Participant's
Manual:
Chapter 2

- Explain to participants that one of their most important responsibilities as a lifeguard will be to help ensure that the aquatic facility is safe.
- Lead participants through the following scenarios to review what they should do during a facility safety check when an issue or problem is found.

Scenario 1: You are conducting an opening facility safety check and you find a loose bolt on a pool ladder.

- Ask participants: **What should you do?**

Answers: Responses should include the following:

- Document and report the loose bolt to management staff, identifying the specific ladder and bolt.
- Fix the problem by seeing that the bolt is tightened properly before the facility is opened.
- If the bolt cannot be tightened, block off the ladder so that it cannot be used until it is repaired.

Scenario 2: You are on duty conducting patron surveillance and a patron reports to you that someone spilled shampoo in the locker room and the floor is very slippery.

- Ask participants: **What should you do?**

Answers: Responses should include the following:

- Thank the patron for bringing it to your attention.
- Clarify the specific location.
- Signal for assistance from another staff member who is not performing patron surveillance so they can take care of it.

THE UNPROFESSIONAL LIFEGUARD

ACTIVITY AND VIDEO:



REFERENCES:

Course
Presentation:
Slides 50–51
Participant's
Manual:
Chapter 2



Instructor's Note: The purpose of this activity is for participants to identify unprofessional behavior and to understand the consequences and risks related to the behavior.

- Explain to participants that the following video segment will show examples of unprofessional behavior.
- Tell participants that you will show the video and pause briefly between each segment to discuss each lifeguard's behavior.
- Show the video segment "The Unprofessional Lifeguard."
- After showing the first segment, Ground-Level Station, ask participants: **What problems did you observe?**

Answers: Responses should include the following:

- Looking unprofessional, not in appropriate uniform
- Hat on backwards/no sun protection
- Slouching, leaning against a pole
- Wearing shoes and socks
- Not holding the rescue tube in the correct position

- Ask participants: **What good behaviors did you observe?**

Answers: Responses should include the following:

- Equipped and ready
- Good scanning

- After showing the second segment, Elevated Station, ask the participants: **What problems did you observe?**

Answers: Responses should include the following:

- Sitting with legs crossed and not in a rescue ready position
- Not actively scanning
- Distracted from patron surveillance by looking at watch

ACTIVITY AND VIDEO:
continued



- Ask participants: **What good behaviors did you observe?**
Answers: Responses should include the following:
 - Wearing the rescue tube in the correct position and holding the excess strap
 - Using layers of sun protection
- After showing the third segment, Elevated Station—Two Lifeguards, ask the participants: **What problems did you observe?**
Answers: Responses should include the following:
 - Lifeguard not wearing a hip pack
 - Slack from the rescue tube is hanging down
 - Lifeguard gets distracted and stops scanning
- Ask participants: **What good behaviors did you observe?**
Answer: Good posture and scanning before the conversation
- After showing the fourth segment, Rotations, ask the participants: **What problems did you observe?**
Answers: Responses should include the following:
 - Outgoing lifeguard did not wait for the incoming lifeguard to take over the zone before rotating
 - Lifeguard not scanning
 - Lifeguard did not safely climb down the steps
- Ask participants: **What good behaviors did you observe?**
Answers: Responses should include the following:
 - Both guards are in proper uniform and good scanning
 - Incoming lifeguard has good rotation and good posture and scanning after in the chair
- Ask participants: **How might these behaviors prevent lifeguards from fulfilling their responsibilities?**
Answer: If lifeguards are not equipped and rescue ready, they might not be able to recognize or respond to an emergency.
- Answer participants' questions about the segment.

TOPIC: **WEATHER CONDITIONS**

Time: 5 minutes

WEATHER CONDITIONS

LECTURE:



REFERENCES:

Course
Presentation:
Slides 53–57

Participant's
Manual:
Chapter 1

- Weather affects the safety of swimmers both outdoors and indoors.
- Facility management should monitor weather alerts using a weather radio or other electronic communications. Management should keep lifeguards informed when there are severe weather alerts, and lifeguards should keep management informed when they see indications of severe weather.

LECTURE:
continued



- **You will need to know and follow facility procedures to clear patrons from the water and deck before an impending storm. If thunder or lightning occur:**
 - **Clear everyone from the water at the first sound of thunder or first sight of lightning.**
 - **If you are in an elevated station, get down immediately.**
 - **Move everyone to a safe area free from contact with water, plumbing or electrical circuits.**
 - **For outdoor facilities, move everyone inside, if possible.**
 - **Keep patrons and staff out of showers and locker rooms during a thunderstorm as water and metal can conduct electricity.**
 - **Do not use a telephone connected to a landline except in an emergency.**
 - **Keep everyone away from windows and metal objects.**
 - **Watch for more storms and monitor weather reports on a radio or TV broadcast, weather radio or website.**
 - **The National Lightning Safety Institute recommends waiting 30 minutes after the last lightning sighting or sound of thunder before resuming activities.**
- **If caught outside in a thunderstorm and there is not enough time to reach a safe building:**
 - **Keep away from tall trees standing alone and any tall structures.**
 - **Keep away from water and metal objects.**
 - **Keep as low to the ground as possible but do not lie on the ground: squat or crouch with the knees drawn up, both feet together and hands off the ground.**
- **Other weather conditions, such as fog, wind or heavy rain, also may cause safety concerns. Clear the pool or waterfront if visibility is impaired by waves or increased turbidity.**
- **In the event of a power failure, you should clear the pool because circulation and filtration of pool water will not be possible. If weather conditions cause safety concerns, you also should clear the deck.**

TOPIC: RULES AND REGULATIONS

Time: 20 minutes

RULES AND REGULATIONS

ACTIVITY:



REFERENCES:

Participant's
Manual:
Chapter 1

- Explain that each aquatic facility establishes its own set of rules and regulations. Some are required by the state or local health department, whereas others are determined by the facility itself. Lifeguards must know and enforce all facility rules.
- Explain that rules are communicated to patrons by signage as well as verbally when lifeguards enforce the rules.
- Divide the class into small groups. Distribute Activity Worksheet 1.1—Reasons for the Rules. Assign each group different sections of the worksheet.
- Refer participants to Chapter 2, Facility Safety, in the *Lifeguarding Manual* for information to help them with this activity. Explain that there are five common rules for each category or type of facility or attraction. These are not the “most important” rules, but rather common rules. The intent of this activity is to provide a wide range of rules so that participants gain an understanding of the rationale for different types of rules.
- Allow approximately 5 minutes for groups to discuss the reasoning behind the assigned rules.
- Reassemble the class and call on group leaders to share their answers.

ACTIVITY WORKSHEET 1.1 – REASONS FOR THE RULES

Answers: Responses should include the following:

AQUATIC FACILITIES—GENERAL	REASON
1. Swim only when a lifeguard is on duty.	<i>There are inherent risks in aquatic environments, and lifeguards are trained to respond to aquatic emergencies. Statistics indicate that survival rates after emergencies are higher in areas where lifeguards are present.</i>
2. No running, pushing or rough play.	<i>Running, pushing and rough play can result in injuries, especially in an aquatic environment with slippery surfaces, such as the tile deck of an indoor pool.</i>
3. Dive only in designated areas.	<i>Diving head-first in shallow water can result in head, neck and spinal injuries.</i>
4. No diving in shallow water.	<i>Diving head-first in shallow water can result in head, neck and spinal injuries.</i>
5. No glass containers in the pool area and locker rooms.	<i>Broken glass poses several dangers, including bleeding injuries and exposure to infectious body fluids.</i>
6. No alcoholic beverages or other drug use allowed.	<i>The use of alcohol and drugs can impair a patron's judgment, balance and motor skills.</i>
WATERFRONT FACILITIES	REASON
1. No playing or swimming under piers, rafts, platforms or play structures.	<i>Lifeguards cannot see under these structures. Patrons may surface quickly and injure themselves on these structures without the lifeguard observing them.</i>
2. No running and diving head-first into shallow water.	<i>Diving head-first in shallow water or under a breaking wave can result in a head, neck or spinal injury.</i>
3. No fishing near swimming areas.	<i>Fishing hooks and tackle left in swimming areas can present a risk of injury.</i>
4. No umbrellas at the waterline.	<i>Beach umbrellas positioned close to the shoreline may obstruct the view of the lifeguard.</i>
5. No swimming in unauthorized areas.	<i>Unauthorized areas are not protected by lifeguards and may have hidden hazards, such as drop-offs or underwater obstructions. Watercraft could be present in unauthorized areas, posing a danger to swimmers.</i>

ACTIVITY WORKSHEET 1.1 – REASONS FOR THE RULES, CONTINUED

Answers: Responses should include the following:

WATERPARK FACILITIES, INCLUDING WINDING RIVERS AND WATERSLIDES	REASON
1. Designated age, height or weight requirements for using an attraction.	<i>Age, height or weight requirements are designated to help ensure that patrons can safely enjoy the attraction. For example, some attractions require a certain minimum weight to function properly, whereas others are designed only for persons with the small build of young children.</i>
2. Enter and exit the winding river only at designated places.	<i>Entrance and exit areas typically are recessed from the winding river, creating an area where the water current is minimized and patrons can enter and exit without interfering with patrons in the main current.</i>
3. Stay in tubes at all times.	<i>Stray tubes obstruct a lifeguard's view of patrons who are not riding on tubes. Lifeguards are trained to suspect problems when tubes are floating without riders.</i>
4. No metal objects, locker keys, jewelry, metal snaps/zippers, eyewear or watches, including metal rivets, buttons or fasteners on swimsuits or shorts.	<i>These items can cause injury to the person riding the waterslide. Sharp objects also can scratch or gouge the waterslide, causing rough edges that then could hurt others using the slide.</i>
5. No running, stopping, standing, kneeling, rotating or tumbling on the slides.	<i>These behaviors can cause a patron to become more disoriented when riding in the slide or entering the catch pool, creating the potential for injury.</i>
DIVING AREAS	REASON
1. Patrons must demonstrate their swimming ability before entering deep water.	<i>Anyone swimming in deep water should be competent, comfortable and able to swim to the side of the pool from any spot in the deep area.</i>
2. Only one patron on the diving board at a time.	<i>By maintaining orderly use of the diving board, such as allowing only one patron on the diving board itself and one patron on the ladder at a time, lifeguards help to create a safer environment. Patrons can get restless waiting in line, which can result in rough play on either the ladder or the diving board; a patron could slip on either the board or ladder, causing injury to themselves or others. Allowing multiple patrons on a diving board also may affect its spring, which may result in injury for the patron using the diving board.</i>
3. Only one bounce allowed on the diving board.	<i>Multiple bounces on the diving board can impact balance or body control and can result in a patron slipping on the board, possibly hitting the diving board on the way in.</i>

ACTIVITY WORKSHEET 1.1 – REASONS FOR THE RULES, CONTINUED

Answers: Responses should include the following:

4. Dive or jump forward, straight out from the diving board.	<i>The areas to each side of the diving board must remain clear to prevent injury. Jumping to the side could result in striking the side of the pool or colliding with another patron.</i>
5. Swim immediately to the closest ladder or wall.	<i>Clearing the area immediately allows the next patron to use the diving board without danger to the patron in the water.</i>
SPAS, HOT TUBS AND THERAPY POOLS	REASON
1. Shower with soap and water before entering the water.	<i>The temperature of the hot tub creates an environment where germs can thrive. Washing with soap and water can help keep the hot tub clean and safe for all.</i>
2. People with certain medical conditions are not allowed to use the spa or hot tub.	<i>High temperatures can stress a person's circulatory and energy systems and also can cause problems for some neurological conditions.</i>
3. Pregnant women and young children should seek their doctor's approval before using a spa or hot tub.	<i>The potential for hyperthermia is a danger for pregnant women and young children because they are less able to tolerate heat.</i>
4. Do not allow anyone to sit or play near the drain or suction fittings.	<i>The suction has the potential for entrapment (i.e., holding a patron to the drain).</i>
5. Limit time in the spa to 10 minutes. Patrons then may shower, cool down and return briefly.	<i>A prolonged stay in the hot tub can cause the internal body temperature to elevate to a range that can result in nausea, dizziness, fainting or hyperthermia.</i>

TOPIC: ENTRIES AND APPROACHES

Time: 10 minutes

ENTRIES AND APPROACHES

VIDEO:



REFERENCES:

Course
Presentation:
Slide 58
Participant's
Manual:
Chapter 6

- Explain that the video segment will illustrate skills for entering the water and approaching a victim, which will be practiced in the pool.
- Refer participants to the skills sheets in Chapter 6, Water Rescue Skills, in the *Lifeguarding Manual*.
- Show the video segment "Entries and Approaches."
- Answer participants' questions about the video segment.

TOPIC: **IN-WATER SKILL SESSION: ENTRIES AND APPROACHES**

Time: 40 minutes

SKILL PRACTICE

SKILL PRACTICE:



REFERENCES:

Participant's Manual:
Chapter 1

- Explain to participants that during the water rescue skill sessions you will demonstrate skills and guide them through practice.
- For each skill, be sure to review key points from the text and video, including instructions on how to perform each skill and reminders about when each entry or approach is appropriate.
- Explain that every rescue should begin by activating the EAP. Participants should simulate this during each practice session.
- Explain that the signals used to activate the EAP may vary among facilities. Define the method that will be used in skill sessions, including the following:
 - Announce the activation of the EAP with a loud signal either mimicking a whistle or making a verbal announcement.
 - Point to the victim that is in need of help.
- Lead them through the following skills using a rescue tube:
 - Slide-In Entry and Walking Approach
 - Especially useful in shallow water, crowded pools or when a victim with a head, neck or spinal injury is close to the side of the pool.
 - Slide-In Entry and Swimming Approach
 - Especially useful in shallow water, crowded pools or when a victim with a head, neck or spinal injury is close to the side of the pool.
 - Stride Jump and Swimming Approach
 - When you are less than 3 feet above the water and the water is at least 5 feet deep.
 - Compact Jump and Swimming Approach
 - When you are more than 3 feet above the water and the water is at least 5 feet deep.
 - Jump from the deck into the water.

SHALLOW WATER LIFEGUARDING

- When conducting the Shallow Water Lifeguarding course, omit the stride jump and swimming approach. The compact jump should be performed when the lifeguard is 3 feet or less above the water.
- Remind participants that if the tube slips out or if they need to swim a longer distance, let the tube trail behind. They should reposition the tube as appropriate before making contact with the victim.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Participants should practice the skills several times. Time permitting, participants should practice the skills until they are able to meet performance criteria. Participants who cannot meet the performance criteria should be counseled to practice outside of class times if possible.

SKILL DRILL: ENTRIES AND APPROACHES

SKILL DRILL— ENTRIES AND APPROACHES:



REFERENCES:

Participant's
Manual:
Chapter 1



Instructor's Note: *The purpose of this activity is for participants to use critical thinking to decide which entry to use based on the scenario and also to develop speed, endurance and experience when performing approaches with a rescue tube.*

- Explain to participants that they now are going to practice the entry and approach skills to make decisions as to when it is appropriate to use the different entries and approaches and build fitness.
- Keep participants moving throughout these activities to develop conditioning for speed and endurance:
 - Have participants simulate activating the EAP, perform a designated entry and then swim an approach stroke with a rescue tube as fast as they can for a significant distance, 25 yards if possible, climb out without using the ladder and walk quickly back to the starting point. Repeat until participants have done this several times, sometimes swimming the approach stroke with the rescue tube under their armpits and sometimes with the rescue tube trailing behind.
 - Continue to follow the skill drill using the same pattern but give participants a scenario and let them decide what entry to use, such as:
 - The water is murky and they cannot see the bottom: *Slide-In Entry*.
 - They are guarding on the deck and the water is 4-feet deep: *Compact Jump*.
 - The pool is crowded and swimmers are directly in front of them: *Slide-In Entry*.
 - They are in an elevated lifeguard station that is 4 feet above the level of the water and the water is 7-feet deep: *Compact Jump*.
 - They are in an elevated guard chair that is not suitable for a jump so they must climb down to enter the water. The chair could be situated in a shallow water area or not secured adequately to allow the lifeguard to jump from it. Simulate stepping down from the stand and perform a *Compact Jump* or *Slide-in Entry*.
 - They suspect a spinal injury close to the edge of the pool: *Slide-In Entry*.
 - They are guarding a deep water area on the deck and suspect a spinal injury at the far side of the pool: *Compact Jump*, *Stride Jump* or *Slide-In Entry*.

ASSIGNMENT

- Instruct participants to read the following chapters and complete the review questions in the *Lifeguarding Manual* prior to the start of the next lesson:
 - Chapter 3, Surveillance and Recognition
 - Chapter 4, Injury Prevention

SKILL CHARTS AND ASSESSMENT TOOLS

In addition to performing the steps listed in the skill chart in the correct order, participants must meet the criteria listed at the proficient level to be checked off for this skill.

ENTRIES

SKILL CHART: SLIDE-IN ENTRY

1. Sit down on the edge facing the water. Place the rescue tube next to you or in the water.
2. Lower your body into the water feet-first.
3. Retrieve the rescue tube.
4. Place the rescue tube across your chest with the tube under your armpits, focus on the victim and begin the approach.

SKILL CHART: COMPACT JUMP

1. Squeeze the rescue tube high against your chest with the tube under your armpits.
2. Hold the excess line to keep it from getting caught on the lifeguard chair or other equipment when jumping into the water.
3. Jump out and away from the lifeguard chair, pool deck or pier. In a wave pool, time the jump to land on the crest (top) of a wave.
4. Bend your knees and keep your feet together and flat to absorb the shock if you hit the bottom. Do not point your toes or keep your legs straight or stiff.
5. Let the buoyancy of the rescue tube bring you back to the surface.
6. Focus on the victim when surfacing and begin the approach.

SKILL ASSESSMENT TOOL: ENTRIES

Criteria	Proficient	Not Proficient
Equipment is properly positioned for the appropriate entry	<ul style="list-style-type: none"> ■ Control of the rescue tube maintained ■ Tube held securely to the chest for the compact jump and stride jump ■ Excess line held to keep it from getting caught on the lifeguard stand or other equipment 	<ul style="list-style-type: none"> ■ Contact with the rescue tube not maintained ■ Tube not held securely to the chest for the compact jump and stride jump ■ Excess line not held
Appropriate entry is selected for the situation	<ul style="list-style-type: none"> ■ Assumes a sturdy posture and stable footing 	<ul style="list-style-type: none"> ■ Entry causes a safety hazard
Focus on the victim is maintained	<ul style="list-style-type: none"> ■ Upon entering (or resurfacing after a compact jump), focus on the victim or the site where the victim was last seen is maintained 	<ul style="list-style-type: none"> ■ Fails to look toward the victim or site where the victim was last seen

RESCUE APPROACHES

SKILL CHART: WALKING APPROACH

1. Walk to the victim.
2. Hold the rescue tube at your side and walk quickly toward the victim.
3. If necessary, position the tube in front of you before contacting the victim.

SKILL CHART: SWIMMING APPROACH

1. Swim to the victim using a modified front crawl or breaststroke.
2. Keep the rescue tube under your armpits or torso and swim toward the victim with your head up, keeping the rescue tube in control at all times.
3. For longer distances, or if the rescue tube slips out from under your arms or torso while you are swimming, let the tube trail behind.
4. If necessary, reposition the rescue tube in front of you before contacting the victim.

SKILL ASSESSMENT TOOL: APPROACHES

Criteria	Proficient	Not Proficient
Approaches victim safely and quickly	<ul style="list-style-type: none"> ■ Effective propulsion used for safe approach 	<ul style="list-style-type: none"> ■ No effective propulsion ■ Approach causes a safety hazard
Focus on the victim is maintained	<ul style="list-style-type: none"> ■ Focus on the victim or the site where the victim was last seen is maintained 	<ul style="list-style-type: none"> ■ Fails to look toward the victim or site where the victim was last seen
Equipment is properly positioned for the appropriate approach	<ul style="list-style-type: none"> ■ Control of rescue tube is maintained during approach ■ Tube is strapped on during approach ■ Tube remains in position or is repositioned as needed before contact with victim 	<ul style="list-style-type: none"> ■ Fails to maintain contact with the rescue tube ■ Does not strap on tube during approach ■ Tube is not in position for the selected rescue before contact with victim

FACILITY SAFETY, PATRON SURVEILLANCE AND INJURY PREVENTION

Lesson Length: 3 hours, 55 minutes

GUIDANCE FOR THE INSTRUCTOR

To complete this session and meet the lesson objectives, you must:

- Discuss all points in the topic Management and Facility Safety.
- Discuss all points in the topic The Drowning Process.
- Show the video segment “Not On Your Watch.”
- Show the video segment “Surveillance.”
- Guide the discussion on Effective Surveillance and Victim Recognition.
- Show the video segment “Scanning.”
- Guide the discussion on Scanning.
- Show the video segment “Zones of Surveillance.”
- Guide the discussion on Zones of Surveillance.
- Discuss all points in the topic Lifeguard Testing and Zone Evaluation.
- Discuss all points in the topic Injury Prevention Strategies.
- Show the video segment “Injury Prevention.”
- Discuss all points in the topic Guarding Activities.
- Discuss all points in the topic Guarding Special Attractions.
- Complete the activity Guarding Special Attractions.
- Complete the activity In-Water Skill Review—Entries and Approaches.
- Complete the activity Victim School.
- Complete the activity Effective Scanning and Lifeguard Rotations.
- Complete the activity Round Robin Brick Drill.
- Complete the activity Rescue Tube Relay.
- Complete the activity Ask Drill.

LESSON OBJECTIVES

- Describe the role that facility management plays in facility safety and the lifeguarding operational benchmarks for facilities.
- Describe the drowning process.
- Identify the behaviors of a swimmer, distressed swimmer, and an active and a passive victim.
- Identify and define elements of effective surveillance.
- Explain proper scanning techniques and identify tactics to overcome scanning challenges.
- Identify various types of zones of surveillance.
- Explain how communication with patrons plays a role in preventing injuries.
- Explain patron surveillance techniques for various activities.
- Explain patron surveillance techniques for facilities with special attractions.
- Explain and demonstrate lifeguard rotations.

- Demonstrate how to perform effective surveillance including scanning, searching, victim recognition and lifeguard rotations.
- Explain various types of drills that test lifeguard zones, recognition and response.

ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Activity Worksheet 2.1–Zone Test Drills
- Activity Worksheet 2.2–Guarding Special Attractions
- 10-pound object (a diving brick or weight—one for every five participants)
- Timing device, such as a stopwatch or smartphone with a stopwatch feature (one per instructor)

LESSON PREPARATION

- To save time, have all equipment and supplies prepared and available ahead of time.
- Have copies of the appropriate materials ready before the start of class. Copy Worksheet 2.1 and 2.2 for use in the classroom.
- Be prepared to answer questions the participants may have about the review questions they completed.
- Arrange to conduct the ask drill with the lifeguard management prior to the class.



INSTRUCTOR NOTES

- When conducting the Victim School activity, remind participants that a drowning victim who is active and struggling may be in a horizontal face-down position during the struggle because they are unable to lift their face out of the water. This may be particularly likely with a younger swimmer, such as a toddler.
- You can conduct the Ask Drill activity when the facility is open to the public and other activities such as recreational swim, swim lessons or lap swim are happening. Ensure that you communicate the drill with the lifeguard management and the lifeguards on duty so that the lifeguards are aware and do not mistake the drill for an actual emergency.
- When conducting the Ask Drill activity, there is no “wrong” answer. If the participants don’t see a victim or object, they have identified a challenge for lifeguards at that station. It is possible that they did not identify the victim or object because of a scanning challenge, such as a blind spot, glare, water movement, heavy patron loads, etc.
- Plan to assign each participant a number and record it with their name to avoid calling the number of one of those playing the lifeguard role for the surveillance activity.

TEACHING TIPS

- You must be able to observe each participant’s performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Set up groups so that you can observe each group, but allow enough room for the groups to conduct the skills and scenarios without disrupting each other or causing injury.
- Be prepared to monitor the Ask Drill activity and intervene if a patron is alarmed.
- Select a suitable area of the pool to conduct the scanning and rotation activity. During the activity, participants should demonstrate appropriate victim behavior and good rotations—be prepared to review this if not.

MANAGEMENT AND FACILITY SAFETY

LECTURE:



REFERENCES:

Course
Presentation:
Slides 61–69
Participant's
Manual:
Chapter 2

- As a lifeguard, your job is to follow and enforce your facility's rules and regulations. The job of your facility's management team is to ensure that the facility is in compliance with the law and to make sure you are enforcing facility rules correctly.
- Management is responsible for:
 - Creating, reviewing and revising facility policies and procedures, rules and regulations and emergency action plans (EAPs) as needed.
 - Addressing unsafe conditions.
 - Complying with federal, state and local laws and regulations for facility operations and employment.
 - Maintaining records regarding the facility and its employees.
 - Assisting after an emergency.
- Managers should:
 - Conduct drills to test zones.
 - Clearly identify and post zones.
 - Ensure that the size and shape of zones and lifeguard stations are appropriate.
- Ask participants: **What can you do, as a lifeguard, to assist management in addressing unsafe conditions?**
Answer: Report any unsafe conditions and take action to limit use of an unsafe area or help correct the unsafe conditions.
- Federal, state and local regulations affect the operation of aquatic facilities. Your employer should inform you about regulations that affect your facility, such as:
 - Lifeguard certification requirements
 - Facility design and safety features
 - Pool capacities
 - Staff training requirements and lifeguard competencies
 - Ratio of lifeguards to patrons
 - Water sanitation procedures
 - First aid equipment and supplies
 - Lifeguarding equipment
 - Diving depths
- Federal and state labor laws affect which tasks lifeguards younger than 18 years may perform, including the hours they may work. These regulations generally are more stringent for 15-year-old lifeguards than for 16- and 17-year-old lifeguards.
- The Occupational Safety and Health Administration (OSHA) established regulations designed to keep employees safe while on the job.
- The purpose of the Hazard Communication Standard is to inform and protect employees from exposure to hazardous chemicals in the workplace.
- Each chemical has an information sheet called a Safety Data Sheet (SDS), which describes special precautions to take when storing or using the chemical, in addition to safety precautions needed when cleaning up chemical spills. The SDS also explains what to do should you come into contact with the chemical.

LECTURE:

continued



- **These documents must be easy to find and use. Be sure to know where SDSs are kept and how to find the information.**
- **Employees have a right to know:**
 - **Which hazardous chemicals are in the facility.**
 - **Where those chemicals are stored in the facility.**
 - **The specific dangers of those chemicals.**
 - **How to identify chemical hazards in the facility.**
 - **How to protect themselves and others from being exposed to hazardous chemicals.**
- **The Bloodborne Pathogens Standard is an OSHA regulation designed to reduce the risk of disease transmission while on the job. Your employer must provide an exposure control plan to help protect employees from being exposed to disease-causing bacteria and viruses, called bloodborne pathogens, and instruct employees about what to do if an exposure occurs.**

THE DROWNING PROCESS

VIDEO SEGMENT AND GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 71–74
Participant's
Manual:
Chapter 3

- Explain to participants that the following video segment contains an interview with a parent whose child fatally drowned at a lifeguarded facility.
- Show the video “Not On Your Watch.”
- Answer participant's questions about the video.
- **Emergencies in and around the water can strike at any time and even the most accomplished swimmer can become a distressed swimmer or a drowning victim.**
- **As a lifeguard, you are the last, best defense against drowning incidents.**
- **When you are on duty, your patrons deserve your undivided attention and depend on you to be trained, prepared and ready to respond the instant an emergency strikes.**
- **While on duty, if you suspect that a patron is in distress or drowning, respond immediately. When in doubt, don't delay—go right away. Seconds count when responding to a drowning.**
- **Don't let tragedy be your teacher.**
- Ask participants **“What can you do while on duty to help prevent emergencies at your facility?”**
Answers: Responses should include the following:
 - Avoid distractions.
 - Continuously scan.
 - Respond with urgency.
 - Always be prepared, wearing full uniform and carrying appropriate equipment.
- Ask participants **“What can you do while off duty to help ensure that you are prepared to respond to emergencies?”**
Answers: Responses should include the following:
 - Attend in-service trainings.
 - Know and practice the facility's Emergency Action Plan.
 - Know where to locate and how to use all of the rescue equipment (backboards, AEDs, BVMs, etc.) at the facility.
 - Stay healthy and well rested.

LECTURE:



REFERENCES:

Course
Presentation:
Slides 75–80
Participant's
Manual:
Chapter 3

- **Your primary responsibility as a lifeguard is to help ensure patron safety and protect lives.**
- **You will spend most of your time on patron surveillance—keeping a close watch over the people in the facility and intervening when necessary.**
- **For effective patron surveillance, you must understand the drowning process and be alert and attentive at all times.**
- **Drowning is a continuum of events that begins when a victim's airway becomes submerged under the surface of the water. The process can be stopped, but if not, it will end in death.**
- **The process of drowning begins when water enters the victim's airway.**
 - **This causes involuntary breath holding and then laryngospasm (a sudden closure of the larynx or windpipe). When this occurs, air cannot reach the lungs. During this time, the victim is unable to breathe but may swallow large quantities of water into the stomach.**
 - **As oxygen levels are reduced, the laryngospasm begins to subside and the victim may gasp for air but instead inhales water into the lungs.**

LECTURE:

continued



- **Due to inadequate oxygen to body tissues, the victim may suffer cardiac arrest. This can occur in as little as 3 minutes after submerging. Brain damage or death can occur in as little as 4 to 6 minutes.**
- **Many intervening variables can affect the outcome, including underlying medical conditions of the victim and the time until advanced medical care intervenes.**
- **In general, giving ventilations often will resuscitate the victim if they are given within 1½ to 2 minutes of submerging.**
- **When you are providing care, an unconscious victim may have isolated or infrequent gasping in the absence of other breathing, called agonal breaths.**
 - Agonal breaths can occur even after the heart has stopped beating.
 - Normal, effective breathing is regular, quiet and effortless. Agonal breaths are not normal breathing—care for this type of victim as though they are not breathing at all by giving ventilations or providing CPR.
- **Ask participants: What does this understanding of the drowning process mean for you as a lifeguard?**

Answers: Responses should include the following:

 - Practice preventive lifeguarding and enforce rules to keep patrons safe.
 - Stay alert to recognize when a patron is drowning.
 - Respond with urgency.
 - Get the victim's airway out of the water and provide care for a breathing emergency as quickly as possible.
 - If a victim is in cardiac arrest, begin CPR as quickly as possible.
 - Practice emergency care skills frequently to be ready to respond quickly and with confidence.
- **To give a victim the greatest chance for survival and a normal outcome, you must recognize when a person needs help or is in danger of drowning. The sooner the drowning process is stopped by getting the victim's airway out of the water, opening the airway and providing resuscitation (ventilations or CPR), the better the chance for survival without permanent brain damage.**



Science Note:

- *During the drowning process, a victim may gasp for air but instead inhale water into the airway causing reflex shutting of the larynx or water aspirated into the lungs. After a period of time with no air entering the lungs, inadequate oxygenation of body tissues and eventually cardiac arrest may occur. This can happen in as little as 3 minutes after submerging. Brain damage or death can occur in as little as 4 to 6 minutes. The sooner the drowning process is stopped by getting the victim's airway out of the water, opening the airway and providing resuscitation (with ventilations or CPR), the better the chances are for survival without permanent brain damage. Adequate ventilation and CPR can be performed without the need to remove water from the lungs.*
- *There are many intervening variables that can affect the outcome of a drowning victim, such as any underlying medical conditions of the victim or the time until advanced medical care intervenes. However, in general, evidence suggests that if the victim is rescued within 1 ½ to 2 minutes of submerging, giving ventilations may resuscitate the victim.*

TOPIC: **EFFECTIVE SURVEILLANCE—VICTIM RECOGNITION**

Time: 20 minutes

EFFECTIVE SURVEILLANCE—VICTIM RECOGNITION

VIDEO SEGMENT:



REFERENCES:

Course
Presentation:
Slides 82–83

Participant's
Manual:
Chapter 3

- Tell participants: **Effective surveillance involves not only recognizing behaviors or situations that might lead to life-threatening emergencies, such as drowning or injuries to the head, neck or spine, but also taking effective action to modify the behavior or control the situation.**
- Explain that swimmers and non-swimmers, adults and children: All can become victims very quickly.
- Show the video segment "Surveillance."
- Answer participants' questions about the video segment.

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 84–89

Participant's
Manual:
Chapter 3

- Ask participants: **What are some situations that could lead to trouble for a weak or non-swimmer?**
Answers: Responses should include the following:
 - Bobbing in or near water over their head
 - Hand-over-hand wall crawling
 - Being beyond arm's reach of a supervising adult, even if wearing inflatable water wings or swim rings
 - Clinging to something or struggling to grab something to stay afloat
 - Wearing a life jacket improperly
- Ask participants: **What are some situations that could lead to trouble for a swimmer?**
Answers: Responses should include the following:
 - Breath-holding or swimming underwater for an extended period after hyperventilating
 - Participating in a high-risk/high-impact activity, such as diving
 - Experiencing a medical emergency, such as a sudden illness
- Refer participants to Table 3-1: Behaviors of Distressed Swimmers and Drowning Victims in the *Lifeguarding Manual*.
- Ask participants: **What are the characteristics of a distressed swimmer?**
Answers: Responses should include the following:
 - Able to keep their face out of the water
 - Able to call for help
 - Able to wave for help
 - Horizontal, vertical or diagonal body position, depending on what the person is using for support
 - Floating, sculling or treading water
- Ask participants: **What instinctive drowning response behaviors would you see in a drowning victim who is struggling at or near the surface?**
Answers: Responses should include the following:
 - May not be able to call out for help as their efforts are focused on getting a breath
 - Struggles to keep the face above water in an effort to breathe
 - Has arms extended to the side or in front, pressing down for support
 - Has a vertical body position in the water with no supporting kick

GUIDED
DISCUSSION:
continued



- Ask participants: **In some cases, what might a very small child look like when in trouble in the water?**
Answers: Responses should include the following:
 - Appears to be doing the “doggy paddle” but is not making forward progress
 - In a horizontal position at the surface but not able to raise the face up out of the water
 - Underwater, struggling to get to the surface
- Ask participants: **What are some conditions that could lead to a patron becoming a drowning victim who appears to be unconscious?**
Answers: Responses should include the following:
 - Lack of timely rescue of an active victim
 - Heart attack or stroke
 - Seizure
 - Head injury
 - Heat-related illness
 - Hypothermia (below-normal body temperature)
 - Hyperventilation and prolonged underwater breath-holding activities
 - Use of alcohol and other drugs



Science Note: Hyperventilation Preceding Underwater Swimming: Voluntary hyperventilation dangerously deregulates brain’s control of breathing and lowers the blood’s carbon dioxide level. Hyperventilation does not increase the oxygen level in the blood. After a person takes a series of rapid and deep breaths and then attempts to swim a long distance, oxygen is quickly used up. The person will then become unconscious before the carbon dioxide level raises to the level that triggers the urge to breath. Drowning then occurs if the person is not rescued.

TOPIC: **EFFECTIVE SURVEILLANCE— SCANNING**

Time: 15 minutes

EFFECTIVE SURVEILLANCE—SCANNING

VIDEO SEGMENT:



REFERENCES:

Course
Presentation:
Slide 91
Participant's
Manual:
Chapter 3

- Explain that effective surveillance also includes scanning, a visual technique for deliberately observing patron behaviors and actively looking for signals that someone in the water needs help.
- Show the video segment “Scanning.”
- Answer participants’ questions about the video segment.

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 92–93
Participant's
Manual:
Chapter 3

- Ask participants: **What are some important factors for effective scanning?**
Answers: Responses should include the following:
 - Know what to look for to determine if a victim is in trouble in the water.
 - Deliberately and actively search your zone continuously for behaviors that signal that a swimmer needs help.
 - Search all areas of your zone; in and under the water.
 - Move your eyes and head while scanning and look directly at the patron's body movements.
 - Maintain an active, rescue-ready posture; actively search your zone, don't just watch.
 - Stay alert, attentive and focused.
 - Scan zones continuously, scanning from point to point thoroughly.
- Ask participants: **What is the difference between searching and watching?**
Answers: Responses should include the following:
 - Searching is deliberate, active, proactive and requires that your mind is alert.
 - Watching is passive, reactive (i.e., waiting for something to get your attention; easy for your attention to drift).
- **Make sure you search; don't watch.**
- Refer participants to Table 3-2: Scanning Challenges in the *Lifeguarding Manual* to see some of the challenges for effective scanning.
- Tell participants that you will present some challenges for scanning and they are to provide you with what tactics could help to overcome the challenge.

CHALLENGE	TACTIC <i>Answers:</i> <i>Responses should include the following:</i>
MONOTONY	<ul style="list-style-type: none"> ■ Stay fully engaged in what you are seeing—do not let your attention drift. ■ Change body position and posture periodically. ■ Sit upright and slightly forward. ■ Rotate stations. ■ Search; don't watch.
FATIGUE	<ul style="list-style-type: none"> ■ Request additional lifeguard coverage. ■ Keep hydrated, cool off and get out of the sun when on break. ■ Exercise during one of your breaks.
DISTRACTION	<ul style="list-style-type: none"> ■ Stay focused on patron surveillance. ■ Do not daydream, have conversations with co-workers or patrons or watch events outside of your area. ■ Keep patron activities safe and orderly. Signal for an additional lifeguard or supervisor if assistance is needed.
BLIND SPOTS	<ul style="list-style-type: none"> ■ Adjust your location or body position or stand up. ■ Search all potential blind spots: under the stand, at play features or any part of the zone.
GLARE (FROM THE SUN OR OVERHEAD LIGHTING)	<ul style="list-style-type: none"> ■ Use polarized sunglasses. ■ Change body position—stand up and look around and through glare spots. ■ Reposition your lifeguard station with permission of your supervisor.
WATER MOVEMENT AND SURFACE DISTORTION OF THE WATER	<ul style="list-style-type: none"> ■ Adjust your body position. ■ Be aware of the normal appearance of the bottom of the pool; know the appearance of drains, colored tiles or painted depth markings. ■ Search the bottom carefully.
MURKY WATER	<ul style="list-style-type: none"> ■ Adjust your location or body position. ■ Stay alert for high-risk activities. ■ Signal for additional assistance to get extra coverage for the area.
HEAVY PATRON LOADS	<ul style="list-style-type: none"> ■ Stand up frequently. ■ Signal for additional assistance to get extra coverage for your area.
LOW PATRON LOADS	<ul style="list-style-type: none"> ■ Change body position and posture frequently. ■ Change to a ground-level station, if appropriate.
HOT AIR TEMPERATURE	<ul style="list-style-type: none"> ■ Use fans to cool the surrounding air in an indoor setting. ■ Stay in the shade; use umbrellas. ■ Cool off by getting wet during your break. ■ Rotate more frequently. ■ Stay in cooler areas during breaks. ■ Stay hydrated by drinking plenty of water.

TOPIC: **EFFECTIVE SURVEILLANCE— ZONES OF SURVEILLANCE RESPONSIBILITY**

Time: 15 minutes

EFFECTIVE SURVEILLANCE—ZONES OF SURVEILLANCE RESPONSIBILITY

VIDEO SEGMENT:



REFERENCES:

Course
Presentation:
Slide 95

Participant's
Manual:
Chapter 3

- Explain that another element of effective surveillance involves the assignment of zones of surveillance responsibility. The video segment will introduce participants to various types of zone coverage, including coverage, total coverage and emergency backup coverage in various types of facilities.
- Show the video segment "Zones of Surveillance."
- Answer participants' questions about the video segment.

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 96–99

Participant's
Manual:
Chapter 3

- Ask participants: **What should you do if the number of patrons increases in your zone and you feel unable to adequately provide surveillance?**
Answer: Signal for assistance for another lifeguard to help cover the zone.
- Ask participants: **You are seated in an elevated lifeguard station and there is a glare on the surface of the water, making it difficult for you to see. What should you do?**
Answer: While maintaining surveillance, get down from the chair and adjust your position so you can see all areas of your zone, or reposition your lifeguard station with permission from your supervisor.
- Ask participants: **A group of preschool-aged children enter your zone. They are all weak swimmers. Although there are not many children, you feel that you are not able to watch the area adequately. What should you do?**
Answer: Signal for assistance for another lifeguard to help cover the zone.
- **Lifeguards should be able to recognize and reach a victim in their zone within 30 seconds.**
- **In each zone, lifeguards should be able to recognize the emergency, get to the victim, extricate and begin ventilations within 1 ½ - 2 minutes.**
- **Regular zone tests are conducted to ensure recognition and response times are achievable in each zone.**

TOPIC: **LIFEGUARD TESTING & ZONE EVALUATIONS**

Time: 20 minutes

LIFEGUARD TESTING & ZONE EVALUATIONS

LECTURE:



REFERENCES:

Course
Presentation:
Slides 101–104
Participant's
Manual:
Chapter 3

- Lifeguard zones should be set up for success—the lifeguard must be able to clearly see all parts of the zone, as well as be able to quickly respond in an emergency.
- Managers should use various tools to help identify the effectiveness of their zones and make any modifications as necessary.
- As a lifeguard, you may expect to participate in a variety of drills to help train you and improve performance.
- Three common drills used to test lifeguards and zones are:
 - Ask Drills
 - Live recognition drills
 - Lifeguard station response test times
- Ask participants: **What factors could influence the ability of the lifeguard to see parts of their zone?**
Answers: Responses should include the following:
 - Obstacles (backstroke flags or bulkheads)
 - Blind spots (glare or features)
 - Size of the zone
 - Type of station (elevated or ground-level)
 - Depth of the water and shape of the pool/aquatic areas
- Ask participants: **What factors could influence the amount of time it might take lifeguards to perform a water rescue, extricate a victim and begin lifesaving care?**
Answers: Responses should include the following:
 - The size and shape of the zone
 - Depth of the water
 - Obstacles
 - Availability and location of trained assisting responders
 - Availability and location of rescue equipment (backboards, masks, gloves)

ACTIVITY:



REFERENCES:

Course
Presentation:
Slide 105

- Assign participants to small groups and assign each group one of the drills in Activity Worksheet 2.1—Zone Test Drills to each group. Give groups 5 minutes to discuss and answer the questions on the skill sheet.
- Have each group present their strategies to the class.
- Upon completion, discuss any considerations for zone test drills that were not addressed.

ACTIVITY WORKSHEET 2.1 – ZONE TEST DRILLS

ASK DRILLS	ANSWERS
What is the purpose of the drill?	<i>To identify what lifeguards can and cannot see from each lifeguard station at the top, middle and bottom of the water.</i>
How is the drill conducted?	<i>A supervisor places an object, such as a manikin or silhouette, or a “live” victim in various locations, including the surface and the bottom. The supervisor asks the lifeguard if they can see the object. The lifeguard determines if the object is something that would cause them to respond.</i>
What is the measure of success?	<i>Identifying if all areas can be seen or if there are any areas of the zone that cannot be seen or are difficult to see, and then strategizing how to make changes if needed.</i>
What changes might be made to improve?	<ul style="list-style-type: none"> ■ <i>Might need to move the lifeguard station</i> ■ <i>Might need to change the lifeguard station (e.g., ground level to elevated station)</i> ■ <i>Might need to change the zone, so as to make the size of the zone smaller or add a lifeguard to a part of the zone, such as to guard a floating feature or provide double coverage during certain activities</i> ■ <i>Might need to change the lighting if possible, to prevent glare—turn off some lights at an indoor facility</i>
LIVE RECOGNITION DRILLS	ANSWERS
What is the purpose of the drill?	<i>To help identify effectiveness of surveillance and ensure that lifeguards can see all areas of the zone from the bottom through to the surface and reach the extremes of each zone (furthest and deepest) in 30 seconds.</i>
How is the drill conducted?	<i>Conduct a surprise “victim” drop. The lifeguard should not be aware of the introduction of a victim into their zone. Suitable victims include a mixture of real people and manikins or silhouettes. Observe and evaluate. The supervisor observes the drill and records the length of time for the lifeguard to recognize and reach the “victim.”</i>
What is the measure of success?	<i>Lifeguards recognize the victim, activate the EAP and reach the victim within 30 seconds.</i>
What changes might be made to improve?	<ul style="list-style-type: none"> ■ <i>Search the entire zone frequently.</i> ■ <i>If in doubt about whether or not someone is in trouble, go.</i> ■ <i>Take the quickest path to reach the victim.</i>

ACTIVITY WORKSHEET 2.1 – ZONE TEST DRILLS, CONTINUED

LIFEGUARD STATIONS RESPONSE TIME TESTS	ANSWERS
What is the purpose of the drill?	<i>To test the response time only (not the recognition of a victim) for a lifeguard station.</i>
How is the drill conducted?	<ul style="list-style-type: none"> ■ <i>Place the lifeguard at the station and the support staff where they would normally be.</i> ■ <i>Place the “victim” in the pre-arranged location (for example, a submerged victim in the farthest corner of the zone).</i> ■ <i>Have the lifeguard activate the EAP.</i> ■ <i>Time the response. Start timing at the whistle blast/EAP signal and stop when the victim has been extricated from the water and 2 ventilations have been given.</i>
What is the measure of success?	<i>Any lifeguard should be able to reach a victim in each zone and rescue a submerged, passive victim, extricate and provide ventilations quickly—not to exceed 1 ½ minutes.</i>
What changes might be made to improve?	<ul style="list-style-type: none"> ■ <i>Changes to the zone, such as size and shape, might be needed.</i> ■ <i>Emergency equipment may need to be moved closer, such as a backboard, AED, BVM.</i> ■ <i>An emergency backup responder may need to change their location to be able to provide assistance quicker.</i>

INJURY PREVENTION STRATEGIES

LECTURE
AND GUIDED
DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 107–110
Participant's
Manual:
Chapter 4

- **Aquatic injury prevention is part of your facility's risk management program.**
- **Risk management involves identifying dangerous conditions or behaviors that can cause injuries and then taking steps to minimize or eliminate them. Even though lifeguarding requires performing emergency rescues, one of your goals is preventive lifeguarding: trying to make sure emergencies do not happen in the first place.**
- Ask participants: **What are some examples of life-threatening conditions?**
Answers: Responses should include the following:
 - Unresponsiveness
 - Breathing and cardiac emergencies
 - Severe bleeding
 - Drowning
- Ask participants: **What could be some causes of non-life-threatening conditions?**
Answers: Responses should include the following:
 - Diving in shallow water could result in a spinal injury.
 - Slipping and falling on the deck could result in wounds, fractures, dislocations, joint sprains or muscle strains.
 - Exposure to sun could result in sunburn.
 - Exposure to heat could result in dehydration.
- **It is important to understand how injuries occur so you can help prevent them. As a lifeguard, you need to:**
 - Increase your awareness of risks and hazards.
 - Help patrons avoid risky behavior.
 - Help develop a safety-conscious attitude at your facility.



LECTURE
AND GUIDED
DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 110–111
Participant's
Manual:
Chapter 4

- **Communicating with patrons is an important injury-prevention strategy. It requires you to inform and educate patrons about inappropriate behavior and the potential for injury. Communication also includes enforcing rules and regulations.**
- **Facilities use a variety of strategies to inform patrons of potential risks.**
 - Signs are displayed listing the rules. Universal symbols may be used on signs in place of or in addition to words. For example, an illustration of a person diving with a circle around it and a line through it is a universal symbol for "No Diving."
 - Patrons may be given printed material listing rules when entering the facility or as part of membership.
 - As a lifeguard, you also are a part of the communication strategy, since it is your job to inform patrons of the possible consequences if they are not following the rules.
- Ask participants: **What information do patrons need to know concerning risky behaviors?**
Answers: Responses should include the following:
 - Why the behavior is dangerous
 - Possible consequences of the risky behavior
 - Safe options

<p>LECTURE AND GUIDED DISCUSSION:</p>  <p>REFERENCES: Course Presentation: Slides 112–113 Participant's Manual: Chapter 4</p>	<ul style="list-style-type: none"> ■ Ask participants: How can you politely get a patron's attention? Answers: Responses should include the following: <ul style="list-style-type: none"> ○ Blowing a whistle ○ Saying, "Excuse me," to the patron ○ Using a visual signal, such as a nod of the head or a hand signal, if you have the attention of the patron ■ Your whistle is a communication tool to get the attention of patrons. It also is a communication tool that can be used to activate the EAP. ■ Your facility's EAP should specify a certain number and type of whistle blasts to indicate certain emergency situations. For example, one long, loud blast might signal to clear the pool, whereas three loud, short blasts might signal a water rescue. ■ You will need to practice using your whistle-blowing so you can blow it loud enough to be heard above the surrounding noise and others can distinguish which specific signal you are trying to communicate. ■ Use your whistle cautiously, since it might be ignored by staff and patrons if you use it too frequently.
<p>VIDEO SEGMENT AND GUIDED DISCUSSION:</p>  <p>REFERENCES: Course Presentation: Slides 114–116 Participant's Manual: Chapter 4</p>	<ul style="list-style-type: none"> ■ Explain to participants that the following video segment will provide them with some strategies to use to help keep their facility safe. ■ Show the video segment "Injury Prevention." ■ Pause the video for discussion of the thunder scenario—rule enforcement and customer service. ■ Ask participants: What did the lifeguard do to protect patrons when thunder was heard? Answers: Responses should include the following: <ul style="list-style-type: none"> ○ Cleared the pool ○ Got down from the guard chair once the zone was cleared to get the patron's attention, rather than just continue to blow the whistle ■ Ask participants: What strategies did the lifeguard use to try to get the resistant man to understand the importance of clearing the pool? Answers: Responses should include the following: <ul style="list-style-type: none"> ○ Spoke with the man, explaining that thunder had been heard in the area ○ Used a rescue tube to get the attention of the man and stop him at the wall ○ Explained that the need to exit the pool was a safety issue ○ Requested help from management ○ Explained firmly that if he did not comply with the request, the consequence could be that he could lose his membership at the pool ■ Answer participants' questions about the video segment.

GUARDING ACTIVITIES

LECTURE
AND GUIDED
DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 118–126
Participant's
Manual:
Chapter 4

- Ask participants: **What types of activities might take place when you are lifeguarding?**
Answers: Responses should include the following:
 - Open or recreational swimming
 - Water exercise, such as water walking and lap swimming
 - Instructional classes, such as swim lessons, water therapy, water exercise and SCUBA lessons
 - Team practices, such as swim team, water polo or synchronized swimming
 - Competitive events, such as swim meets and triathlons
 - Special events such as movie nights, pool parties and after-hours rentals
- **Open or recreational swimming typically involves patrons of various ages and swimming abilities. Challenges in guarding recreational swimming are numerous and may include:**
 - Young children who are not adequately supervised.
 - Patrons engaging in risky behaviors in or out of the water.
 - A child who has wandered off from parents or caretakers.
 - Nonswimmers who have ventured into water that is too deep.
 - A patron who suffers a sudden illness.
- **When guarding for organized activities, it is helpful to understand the unique aspects and risks of the activity. Questions that need to be answered for effective guarding include:**
 - What things could go wrong that are unique about this activity?
 - What is the swimming ability or comfort level in the water of patrons involved in this activity?
 - Are there any unique challenges or obstacles to recognizing an emergency, approaching a victim or performing a rescue?
 - Do participants have any medical conditions that increase the chances for sudden illness or injury due to the nature of the activity?
- **Instructional classes have the benefit of additional supervision by trained personnel, including instructors for swim lessons, lifeguarding or fitness classes and coaches for competitive sports, such as swimming and diving, water polo or synchronized swimming.**
- **Facility management should consider instructors or coaches to be part of the safety team and provide them with training to help ensure the safety of participants.**
- **Instructors and coaches are responsible for the safety of their classes or teams, but this does not in any way relieve you of your responsibilities. You are expected to recognize inappropriate behavior that could lead to injury and emergencies. You still must scan every person in the water and enforce rules for participants and instructional staff, perform rescues and provide first aid as appropriate.**

LECTURE
AND GUIDED
DISCUSSION:
continued



■ Ask participants: **What might be some unique risks of participants in a water exercise class for older adults?**

Answers: Responses should include the following:

- Participants may have risks associated with exercise, such as over-exertion and possibly heat illness.
- Participants may have risks associated with medical problems, such as hypertension, diabetes or arthritis.
- Participants may be using water exercise or therapy to rehabilitate from surgery or injury and may have less balance or stamina.

■ Ask participants: **What might be some unique risks of participants in swim lessons?**

Answers: Responses should include the following:

- Participants who do not know how to swim may be unaware of dangers and slip into water that is too deep for them.
- Participants may not follow the instructions of the instructor and attempt to leave the class.
- Participants may attempt skills that are too difficult for them in an effort to please the instructor or the parent or to impress peers.
- Participants may have fears that overcome their ability to react in an emergency situation. A participant might suddenly panic when discovering that they are in deep water.

■ **Participants in competitive aquatic sports, such as swimming and diving, water polo or synchronized swimming, or participants in open water swimming events, such as triathlons, typically are skilled swimmers but are not exempt from potentially needing assistance, particularly after suffering sudden illness or injury. Some participants may be novice swimmers who could become tired when swimming longer distances.**

■ Ask participants: **What might be some unique risks of participants in competitive sports?**

Answers: Responses should include the following:

- Swimmers may have exercise-related risks from overexertion or dehydration during practice or a competition, such as a triathlon.
- Injuries can occur in overcrowded lap lanes during practice or warm-ups for a competition, from being hit by a ball during water polo, or from being hit by the springboard when diving.
- Swimmers may hyperventilate when trying to swim longer distances without breathing.

GUARDING ACTIVITIES

LECTURE:



REFERENCES:

Course
Presentation:
Slides 128–129
Participant's
Manual:
Chapter 4

- **Many facilities have special attractions that create challenges for lifeguarding, such as:**
 - **Water-play areas specifically for young children.**
 - **Play structures, such as sprays, fountains and dumping buckets; floating obstacle courses; inflatable play structures or sports structures for volleyball or basketball.**
 - **Special rides and attractions, such as bowl slides, multiperson raft rides, uphill water coasters, high-speed water slides; or other attractions including diving platforms, cable swings, and hand-over-hand rope nets and rings.**
 - **Water slides, including open and enclosed slides, drop slides and speed slides.**
 - **Winding rivers.**
 - **Wave pools.**

ACTIVITY:



- Divide the participants into small groups and provide each group with Activity Worksheet 2.2—Guarding Special Attractions.
- Refer participants to Chapter 4, Injury Prevention, in the *Lifeguarding Manual* for information to help them with this activity.
- Instruct groups to list unique concerns for guarding each of the special attractions listed on the worksheet, or assign specific topics to individual groups.
- Allow up to 5 minutes for the group work. Circulate among groups to monitor progress and provide assistance when necessary.
- Reassemble the class and call on group leaders to share their answers to the questions.

ACTIVITY WORKSHEET 2.2 – GUARDING SPECIAL ATTRACTIONS

ATTRACTION	ANSWERS <i>Responses should include the following:</i>
Areas Specifically for Young Children	<ul style="list-style-type: none"> ■ <i>Enforce height and age requirements, since older children may be too large for some structures or too rough for young children.</i> ■ <i>Ask adults to actively supervise their children.</i> ■ <i>Watch out for young children using the pool as a toilet.</i> ■ <i>Watch children for sunburn or signs of overexposure to cold or heat.</i>
Play Structures	<ul style="list-style-type: none"> ■ <i>Do not let a play structure become overcrowded.</i> ■ <i>Do not allow patrons to swim underneath structures.</i> ■ <i>Watch that patrons return to the surface after dropping into the water.</i> ■ <i>Pay close attention to children playing in and around sprays, fountains and interactive water-play structures. Excited children may run and fall and be injured.</i> ■ <i>Pay close attention to patrons in moving water. They might lose their balance and be unable to stand up again.</i> ■ <i>Watch for overcrowding and horseplay on floating structures.</i> ■ <i>Keep play safe and orderly.</i>
Special Rides and Attractions	<ul style="list-style-type: none"> ■ <i>Watch patrons as they enter and exit an attraction. Dispatch patrons safely on a ride at set intervals.</i> ■ <i>Carefully watch both the water below and the activities overhead.</i> ■ <i>Keep patrons in view as long as possible.</i> ■ <i>Ensure that patrons who fall off a structure return to the surface.</i> ■ <i>Be aware of any special risks.</i> ■ <i>Enforce rules for safe behaviors allowed on the attraction.</i>
Water Slides	<ul style="list-style-type: none"> ■ <i>Check that patrons are tall enough to use the slide.</i> ■ <i>Instruct riders how to ride down the slide and make sure they are in the correct position.</i> ■ <i>Help riders with the equipment.</i> ■ <i>Confirm that the riders are ready to go and signal them to start.</i> ■ <i>If assisting riders to take off, use tube handles when available. Avoid pushing or pulling riders by their shoulders, arms or legs.</i> ■ <i>Dispatch next riders at the proper intervals.</i> ■ <i>Signal the lifeguard at the bottom when a rider has been dispatched. If the lifeguard at the bottom can be seen, you can use a hand signal or a whistle.</i> ■ <i>Watch for riders who stop, slow down, stand up or form a chain.</i> ■ <i>Watch for riders who lose their mat, tube or raft or have trouble getting down the slide.</i> ■ <i>Watch for riders who hit their heads on the side of the slide.</i> ■ <i>Observe all riders exit the slide into the catch pool.</i> ■ <i>Assist riders who appear off balance or get caught under water in the strong downward flow of water in the catch pool.</i> ■ <i>Ensure that riders do not cross in front of any slide when getting out of the runout or catch pool.</i> ■ <i>Help riders, if needed, from the runout or catch pool.</i> ■ <i>Signal the lifeguard at the top when each rider has moved out of the catch pool or runout and it is clear to send the next rider.</i>

ACTIVITY WORKSHEET 2.2 – GUARDING SPECIAL ATTRACTIONS, CONTINUED

ATTRACTION	ANSWERS <i>Responses should include the following:</i>
Winding Rivers	<ul style="list-style-type: none"> ■ <i>Ensure that patrons enter and exit at designated locations.</i> ■ <i>Watch for inexperienced swimmers falling off their inner tubes or inflatable rafts.</i> ■ <i>Watch carefully for, and correct, risky behavior.</i>
Wave Pools	<ul style="list-style-type: none"> ■ <i>Ensure that patrons enter only in the shallow end.</i> ■ <i>When the waves are on, stand up to get a better view of patrons.</i> ■ <i>Watch for swimmers who get knocked over by the waves or carried into deeper water by the undercurrent.</i> ■ <i>Do not let patrons dive into the waves.</i> ■ <i>Keep the areas around ladders and railings clear so that patrons can exit from the pool quickly.</i> ■ <i>Keep other swimmers out of the pool during special activities, such as surfing.</i> ■ <i>Before performing an emergency rescue, turn the waves off using the emergency stop button.</i>

TOPIC: **IN-WATER SKILL SESSION: REVIEW SKILLS, VICTIM RECOGNITION AND LIFEGUARD ROTATIONS**

Time: 55 minutes

REVIEW - ENTRIES AND APPROACHES

SKILL PRACTICE:



- Explain to participants that they are going to participate in a review session for entries and approaches.
- Lead a brief review discussion of the entries they learned in Lesson 1, asking participants when they would use them and why:
 - Slide-In Entry
 - Stride Jump
 - Compact Jump
- Have participants practice each of the entries, including approach strokes several times.
- Clearly observe each participant's performance of the skill and provide corrective feedback.

VICTIM SCHOOL

ACTIVITY:



Instructor's Note: *The purpose of this activity is for participants to learn and practice how each of the victim types should act during the rescues throughout the course, so they are getting the most realistic practice being a rescuer as the course progresses (i.e., the victim does not help the rescuer). It will also help them identify victim types throughout the course.*

- Explain to participants that they are going to participate in an activity to help them understand the different types of victims they will encounter during this course.
- The purpose of this activity is to help participants understand how to play the role of a victim.
- Throughout the course, participants will be required to act as both rescuer and victim to gain realistic experience practicing rescues.
- Lead participants through an in-water practice session of each of the following victim behaviors:
- Swimmers in Distress:
 - Able to keep your face out of the water
 - Able to call for help
 - Able to wave for help
- Drowning Victim–Active and Struggling at the Surface:
 - Ineffective kick
 - Head leaning back
 - Arms either out to the side or to the front, pressing down on the water (like they are trying to climb a ladder underwater; arms not flailing above their head)
 - Struggling to keep their mouth above water to breathe
- Drowning Victim–Active and Struggling–Submerged:
 - Climbing a ladder under water, fighting to get to the surface
 - Staring at the surface of the water, unable to make progress towards the surface

ACTIVITY:*continued*

Instructor's Note: *A drowning victim who is active and struggling may be in a horizontal face-down position during the struggle because they are unable to lift their face out of the water. This may be particularly likely with a younger swimmer, such as a toddler.*

- Drowning Victim Who is Passive and Not Struggling–Face-Down:
 - Limp, no movement
 - Floating at the surface
 - Horizontal or vertical
- Drowning Victim Who is Passive and Not Struggling–Submerged:
 - Limp, no movement
 - Underwater, at the bottom or sinking towards the bottom
 - Horizontal or vertical
- Explain to participants that when they are acting as a victim in class, it's important to be realistic to allow for properly simulated emergency scenarios throughout the rescue.
- For example, when acting as a passive victim and being rescued by another participant, they must remain limp and unresponsive until the instructor prompts.
- Explain that assisting the rescuing lifeguard by swimming or kicking is not appropriate for passive drowning victims. Doing so will prevent other lifeguarding course participants from gaining realistic practice in this important lifesaving skill.

EFFECTIVE SCANNING AND LIFEGUARD ROTATIONS

ACTIVITY:



Instructor's Note: *The purpose of this activity is for participants to gain experience scanning, recognizing victims, activating an EAP and performing lifeguard rotations.*

- Explain to participants that they are going to participate in an activity to experience effective scanning and lifeguard rotations.
- Two participants will be positioned on deck as lifeguards, equipped with rescue tubes and hip packs. The remaining participants will be in the water as if it were a recreational swim time.
- Assign each participant a number and record it with their name to avoid calling the number of one of those playing the lifeguard role. When their number is called, they will know it is their turn to play the role of a distressed swimmer, an active victim or a passive victim. The victim should not react immediately but should allow the lifeguards some time to scan the pool before presenting them with the challenge of victim recognition.
- Assign zones of coverage for the lifeguards. When a victim is recognized, the lifeguard should activate (or simulate) the EAP, point to the victim and state what type of victim they observe.
- Place an extra rescue tube and hip pack on the deck for the incoming lifeguard. Explain that the participant who was the victim will exit the water, put on a rescue tube and hip pack and rotate into the position of one of the lifeguards. The lifeguard who is being replaced will rotate to the position of the other lifeguard; afterward, they will place the rescue tube and hip pack on the deck and enter the water to join the recreational swim group. Follow the same pattern of rotation throughout the activity.
- Remind participants that they need to follow rotation procedures that maintain patron surveillance.
 - Each lifeguard should carry their own rescue tube during the rotation.
 - The incoming lifeguard should be aware of the patrons and activity level of the zone and begin scanning while walking toward the station, checking all areas of the water from the surface to the bottom.
 - The outgoing lifeguard should inform the incoming lifeguard of any situations that need special attention. The exchange of information should be brief and patron surveillance must be maintained throughout the entire rotation.
 - Once in position, with the rescue tube strapped on, the incoming lifeguard makes any adjustments needed, such as removing shoes or adjusting an umbrella, before confirming to the outgoing lifeguard that they “own the zone.” The outgoing lifeguard should continue scanning as they are walking toward the next station.
 - Begin the activity with the lifeguards that have been assigned to be on deck. Call out a number that has been assigned to one of the participants who is in the water.
 - Provide guidance as needed for both victim recognition and for the lifeguard rotation.
 - Continue the activity until everyone has had the opportunity to play the role of a lifeguard.

ROUND ROBIN BRICK DRILL

ACTIVITY:



Instructor's Note: *The purpose of this drill is for participants to build endurance and skill in treading water.*

- Gather participants and explain they will be participating in three activities to challenge their physical fitness, skill and test a typical zone of surveillance.
- Have participants form a circle in deep water and begin treading.
- Hand one participant a brick and have them tread water while holding the brick at the surface of the water with both hands for 20 seconds. At your signal, have participants pass it to the person on their right. Participants who are not currently supporting the brick will alternate between treading water by kicking only, then using their arms and legs each time you signal.
- Anyone who drops the brick must retrieve it.
- Continue this activity for about 7 to 10 minutes.
- You can vary this activity by adding additional items to the circle, such as another brick and a tennis ball.

SHALLOW WATER LIFEGUARDING

- For the Shallow Water Lifeguarding course, place three bricks on the bottom of the shallow end of the pool, starting at the edge of the pool; there should be 5 feet between each brick.
- At your signal, have participants swim under water to the first brick, pick up the brick and stand up, bringing the brick to the surface of the water. After placing the brick back on the bottom of the pool, have participants swim to the next brick and repeat the drill.
- Continue this activity until every participant has retrieved all three bricks two times.

RESCUE TUBE RELAY

ACTIVITY:



Instructor's Note: *The purpose of this drill is to build endurance, to gain additional practice with entries and approaches and experience swimming quickly with the rescue tube. If a relay is not practical, you can switch this activity to sprints.*

- Explain to participants that this is a swimming relay activity to practice entries and approach strokes combined with speed.
- Divide the group into two or more teams with an equal number of participants.
- Each team member, wearing a hip pack, must either do a stride jump or compact jump into the water and swim to the other side, using a modified front crawl or breaststroke while keeping the rescue tube under their armpits.

SHALLOW WATER LIFEGUARDING

- For the Shallow Water Lifeguarding course, participants should use the compact jump to enter the water.
- When each team member reaches the other end of the pool, they should hand off the rescue tube and hip pack to the next person in line. The next person in line performs a stride jump or compact jump into the water and swims with the rescue tube back to the starting point.
- Continue this process until each team member has participated, or continue for about 7 to 10 minutes.
- You can vary this activity by changing the type of entry, approach stroke or letting the tube trail behind.

ASK DRILL

ACTIVITY:



Instructor's Note: The purpose of this activity is to help lifeguards understand the ask drill, a drill commonly used by lifeguard managers to identify what lifeguards can and cannot see from each station. The intent of this activity is not to practice victim recognition, but to identify what the lifeguard can actually see at the top, middle or bottom of the water from their station.

For realistic simulation and practice, when possible, conduct this activity when the facility is open to the public and other activities such as recreational swim, swim lessons or lap swim are happening. Ensure that you communicate the drill with the lifeguard management and the lifeguards on duty, so that the lifeguards are aware and do not mistake the drill for an actual emergency. Monitor the situation and be prepared to intervene if a patron is alarmed.

- Divide participants into two teams: one lifeguard team and one patron team.
 - The lifeguard team should wait in a different room or be unable to see while the instructor places the objects and “victims”.
- Place an object, such as a manikin, silhouette, a live “victim” (other course participant) or a sinkable object, in various locations.
- Have participants take turns acting as the lifeguard stationed at different stations throughout the pool area. These should include stations used by the lifeguards at that facility, including elevated stations, ground-level stations and roving stations.
- Ask the lifeguards:
 - Can you see the object(s)?
 - Which object(s) would cause you to respond and why?
- If a lifeguard does not identify an object or victim, ask them what could be done to reduce or eliminate the scanning challenges at that station.



Instructor's Note: There's no “wrong” answer. If the participants do not see a victim or object, they have identified a challenge for lifeguards at that station. It is possible that they did not identify the victim or object because of a scanning challenge such as a blind spot, glare, water movement, heavy patron loads, etc.

ASSIGNMENT

- Instruct participants to read the following chapter and complete the review questions in the *Lifeguarding Manual* prior to the start of the next lesson:
 - Chapter 5, Emergency Action Plans

INJURY PREVENTION AND RESCUE SKILLS, PART 1

Lesson Length: 2 hours, 50 minutes

GUIDANCE FOR THE INSTRUCTOR

To complete this session and meet the lesson objectives, you must:

- Discuss all points in the topic Guarding for Organized Recreational Swim Groups.
- Complete the activity Strategies for a Safe Group Visit.
- Show the video segment “Emergency Action Plans.”
- Guide the discussion on Emergency Action Plans.
- Show the video segment “Water Rescue Skills—Rescues At or Near the Surface.”
- Complete the skill practice for Water Rescue Skills at or Near the Surface.
- Complete the skill drill for Active and Passive Victim Rescues.
- Complete the Putting It All Together Activity—EAP for Active Victim or Distressed Swimmer.

LESSON OBJECTIVES

- Explain strategies for guarding organized groups.
- Explain the purpose and general procedures of an emergency action plan (EAP).
- Demonstrate how to safely and effectively assist a distressed swimmer, rescue an active and passive victim and rescue multiple victims.
- Demonstrate the ability to implement an EAP and perform a rescue.
- Explain various types of drills that test lifeguard zones, recognition and response.

ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Activity Worksheet 3.1—Strategies for a Safe Group Visit
- Rescue tubes (one for every two participants)

LESSON PREPARATION

- To save time, have all equipment and supplies prepared and available ahead of time.
- Have copies of the appropriate materials ready before the start of the class. Copy Worksheet 3.1—Strategies for a Safe Group Visit.
- Be prepared to answer questions the participants may have about the review questions they completed.
- Select and arrange for an area that is appropriate to conduct the EAP activity.



INSTRUCTOR NOTES

- While shallow water lifeguards may not work in a deep-water environment, similar skills can still be used in the Shallow Water Lifeguarding course. This will help participants understand common rules for all areas of swimming facilities.

- The purpose of the active and passive victim rescues skill drill is to keep lifeguard participants rotating and practicing rescues for a variety of different victim types.
- The purpose of the EAP Practice Activity is for participants to gain experience in an EAP as the rescuer and back-up lifeguard, and to use critical thinking in assessing how the EAP went.

TEACHING TIPS

- You must be able to observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Set up groups so that you can observe each group, but allow enough room for the groups to conduct the skills and scenarios without disrupting each other or causing injury.
- When conducting the skill drill for active and passive victim rescues, ensure the participants are challenged by keeping them all moving and rotating to gain experience with a variety of victims (other participants in the class).

TOPIC: **GUARDING FOR ORGANIZED RECREATIONAL SWIM GROUPS**

Time: 20 minutes

GUARDING FOR ORGANIZED RECREATIONAL SWIM GROUPS

LECTURE:



REFERENCES:

Course
Presentation:
Slides 132–134
Participant's
Manual:
Chapter 4

- **Organized groups, such as day care groups, camps and youth organizations, may visit your facility. These groups may be a part of your organization or may be outside groups.**
- **Groups should be accompanied by leaders, such as camp counselors or chaperones.**
- **Groups may reserve the entire facility for a specific activity.**
- **Facility management can contribute to the safety of groups by putting in place strategies such as:**
 - **Gathering important information as part of the booking procedure when the group schedules their visit.**
 - **Ensuring a safety orientation with all members of the visiting group to explain the rules and expectations.**
 - **Developing a classification system based on swimming ability that easily identifies patron swim levels, such as using color-coded wrist bands or swim caps.**
 - **Classify swimming abilities by administering a swim test using the water competency sequence to determine the minimum level of swimming ability required to participate in swimming activities, including swimming in the deep end.**
 - **Designating the swimming areas based on ability and intended use.**
 - **Orienting the group as to the design of the swimming area, including water depth, and identifying where groups may swim.**
 - **Using an identification system for group leaders or adult chaperones, such as a laminated lanyard or a brightly colored baseball cap or T-shirt.**
 - **Pairing swimmers of like ability as buddies to watch one another.**
 - **Implementing periodic buddy checks so that leaders can identify and account for all of their group members.**
- **Lifeguarding operations should include defined policies and procedures for aquatic programs and groups.**

ACTIVITY:**REFERENCES:**

Course
Presentation:
Slide 135

- Assign participants to small groups and assign each group one of the scenarios in Activity Worksheet 3.1—Strategies for a Safe Group Visit. Give groups 5 minutes to develop a list of strategies for a safe group visit.
- Have each group present their strategies to the class.
- Upon completion, discuss any considerations for group visits that were not addressed.

ACTIVITY WORKSHEET 3.1 — STRATEGIES FOR A SAFE GROUP VISIT

SCENARIO 1

You are guarding multiple activities at the pool, in addition to an organized group of 30 preschool-aged children with four group leaders. In general, what should you ensure and be aware of while guarding the activity?

Answers: Responses should include the following:

- Ensure that swimming areas are clearly marked according to the group's predetermined swimming abilities.
- Ensure that patrons stay in the sections appropriate for their swimming abilities. Be aware that weak or nonswimmers, excited to be together enjoying a recreational activity, may attempt to venture into areas that are beyond their swimming ability.
- Provide U.S. Coast Guard-approved life jackets for weak or nonswimmers.
- Know how to identify group leaders or chaperones.
- Ensure that chaperones are actively supervising the members of their group and that the appropriate swimmer-to-chaperone ratio is being met. If it appears that they are not doing so, alert your facility's manager.
- Signal for additional lifeguard coverage, such as a roving lifeguard, if you feel you cannot effectively guard your zone. You may need to do this at the beginning of the swim time while the group gets adjusted to the facility's rules or if large groups are concentrated in one area.

SCENARIO 2

You are tasked with giving a quick safety orientation to a camp group that will be using the diving boards. Group members took the facility swim test and they are all approved to swim in deep water. List some common rules that you will review for the safe use of the diving boards and briefly describe how you would cover the information.

Answers: Responses should include the following:

- Only one person on the diving board at a time.
- Only one person on the ladder at a time.
- Look before diving or jumping to make sure the diving area is clear.
- Only one bounce allowed on the diving board.
- Dive or jump forward and straight out from the diving board.
- Swim immediately to the closest ladder or wall.
- Start by asking what the group members already know about the diving area rules to gauge their level of understanding and then explain any rules that the group did not understand.



Instructor's Note (Shallow Water Lifeguarding Course): While shallow water lifeguards may not work in a deep-water environment, this scenario can still be used in the Shallow Water Lifeguarding course so participants can understand common rules for all areas of swimming facilities.

ACTIVITY WORKSHEET 3.1 — STRATEGIES FOR A SAFE GROUP VISIT, CONTINUED

SCENARIO 3

You will be working a private rental at your facility for families with children of all ages from your local athletic association. You will be doing a safety orientation for the group. Who will you be instructing during the orientation and what items will you be sure to cover?

Answers: Responses should include the following:

- The safety orientation will be given to all members of the group, including the adults. It should cover the following:
 - General aquatic safety rules
 - Swimming area sections
 - Water depths
 - Features or play structures
 - Equipment
 - How to use approved flotation devices
 - Rule signage locations
 - Operational information, such as buddy checks or breaks

SCENARIO 4

You are tasked with swim testing a group of preschool students who have come to your facility to use the pool. You administer the swim test using the water competency sequence to determine which children are allowed to swim in the deep end. Describe the water competency sequence.

Answers: Responses should include the following:

- Step or jump into the water over your head.
- Return to the surface and float or tread water for 1 minute.
- Turn around in a full circle and find an exit.
- Swim 25 yards to the exit.
- Exit from the water. If in a pool, be able to exit without using the ladder.

SCENARIO 5

During the water competency sequence, one child is able to float on their back for 30 seconds and swim 25 yards, but is too exhausted to climb out of the pool at the edge and needs to use the ladder. Would this child be permitted to swim in the deep end? Why or why not?

Answer:

No, the child should not be permitted to swim in the deep end. To successfully complete the water competency sequence, this child would have needed to complete all five steps of the sequence including floating or treading water for 1 minute, not 30 seconds, and exiting the water without using a ladder.

EMERGENCY ACTION PLANS

VIDEO:



REFERENCES:

Course
Presentation:
Slide 137
Participant's
Manual:
Chapter 5

- Explain to participants that the importance of activating an EAP already has been discussed as a part of performing a rescue. In this lesson, they will learn more details about EAPs.
- Show the video segment "Emergency Action Plans."
- Explain that a new hire orientation should include their assigned responsibilities in the facility's EAP. Regular in-service training and simulation drills to practice EAP procedures also should occur throughout their employment.
- Answer participants' questions about the video segment.

LECTURE & GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 138–144
Participant's
Manual:
Chapter 5

- Ask participants: **What is the purpose of an EAP?**
Answer: *The purpose of an EAP is to describe everyone's responsibility in an emergency.*
- **During orientation, in-service training and simulation drills, you will learn and practice your assigned EAP responsibilities.**
- **Aquatic facilities often have a general plan for water or land rescues, as well as additional plans designed to address specific situations, such as an active victim, a passive victim, a spinal injury, a missing person or an injury or illness. Activate your facility's EAP whenever you recognize an emergency.**
- Refer participants to Chapter 5, Emergency Action Plans, in the Lifeguarding Manual and discuss the sample EAP flow charts.
- **In a water emergency, the rescuing lifeguard should:**
 - **Signal: Activate the EAP.**
 - **Rescue: Perform an appropriate rescue by following the general procedures for a water emergency.**
 - **Care: Provide emergency care as needed.**
 - **Report, advise and release: Complete a report of the incident and advise the victim as to precautions they should take to prevent the situation from occurring again. If the victim is a minor, they should be released to the appropriate person. Gather information that is needed from the victim and complete the report after releasing the victim.**
- **During the emergency, assisting responders or other members of the safety team should:**
 - **Be trained and certified in First Aid and CPR/AED at the same level as the lifeguard team.**
 - **Provide back-up surveillance coverage or clear the area.**
 - **Assist with the rescue and emergency care if needed.**
 - **Summon EMS personnel if needed.**
 - **Bring additional rescue equipment if needed.**
 - **Assist with crowd control.**
 - **Meet and direct EMS personnel.**



continued

- Ask participants: **What other situations at a facility may require different EAPs?**

Answers: Responses should include the following:

- Evacuations
- The need to shelter in place
- Severe weather
- Chemical spills or leaks
- Power failures
- Violence

- Ask participants: **What information should be communicated when calling 9-1-1 or the local emergency number?**

Answers: Responses should include the following:

- Identify yourself
- Explain the situation briefly (e.g., unresponsive child pulled from the water)
- Explain the purpose of the call (e.g., need an ambulance, need police)
- Give the location
- Answer questions to the best of your knowledge
- Do not hang up until the emergency medical services (EMS) call-taker tells you to do so

- Ask participants: **Outside of the immediate aquatic area, where might you be needed in an emergency?**

Answers: Responses should include the following:

- Locker rooms
- Concession areas
- Entrance or lobby areas
- Adjacent recreational facilities, such as exercise facilities or playgrounds
- Mechanical rooms
- Parking lots

ACTIVITY:



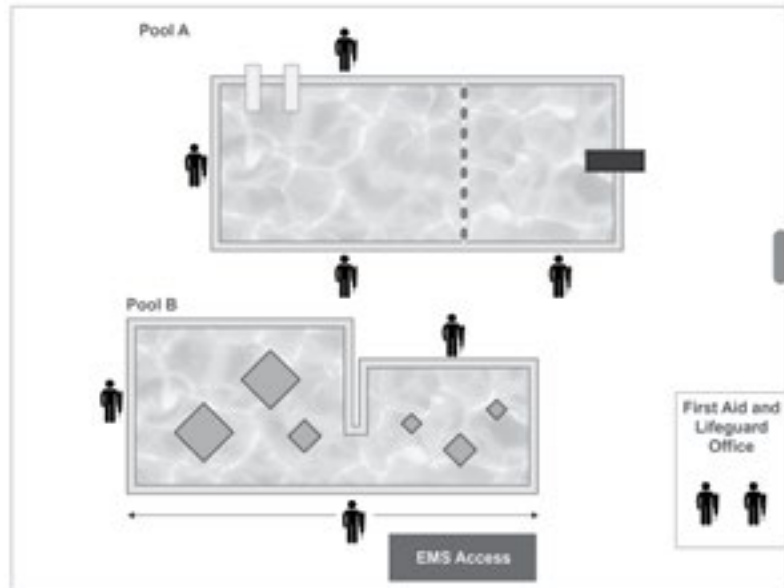
Assign participants to small groups and assign each group one of the scenarios in Activity Worksheet 3.2—Emergency Action Plans. Give groups 5 minutes to come up with an answer to the scenario(s).

- Have each group present their answers to the class.
- Upon completion, discuss any considerations that were not addressed.

ACTIVITY WORKSHEET 3.2 — EMERGENCY ACTION PLANS



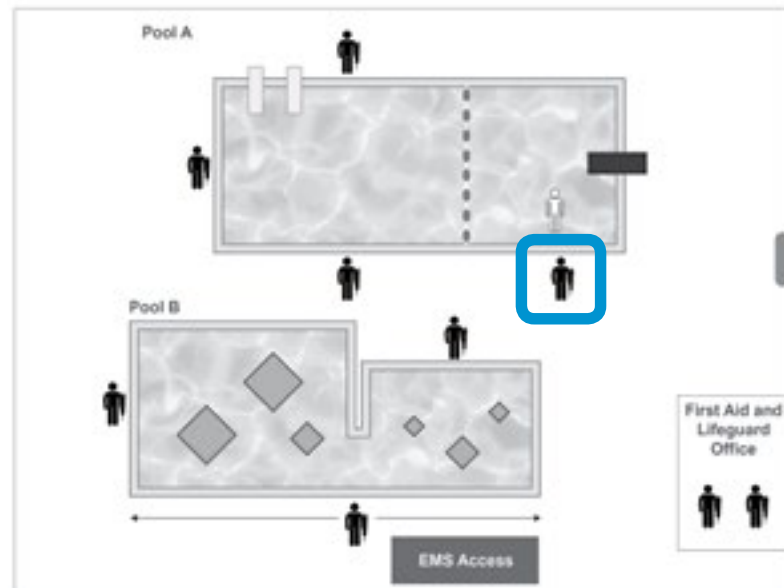
You are at the facility depicted here. When you have finished reviewing the layout of your facility, including the legend, begin the activity.



Scenario 1

While on the diving board, Julia, a member of the local diving team has hit her head on the board. She is breathing but complains of a tingling sensation in her hands and feet. The rescuing lifeguard suspects she may have suffered a head or neck injury. The EAP has been activated.

Choose the lifeguard who is most likely to be the rescuing lifeguard.



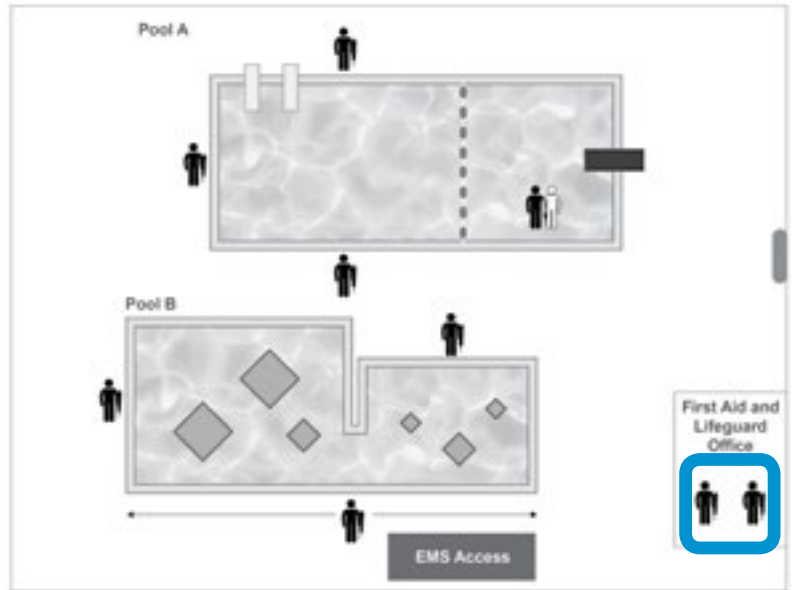
ACTIVITY WORKSHEET 3.2 — EMERGENCY ACTION PLAN, *CONTINUED*

Pool Legend



Scenario 1 (*continued*)

Choose the lifeguard who should retrieve the backboard and bring it to the rescuing lifeguard.

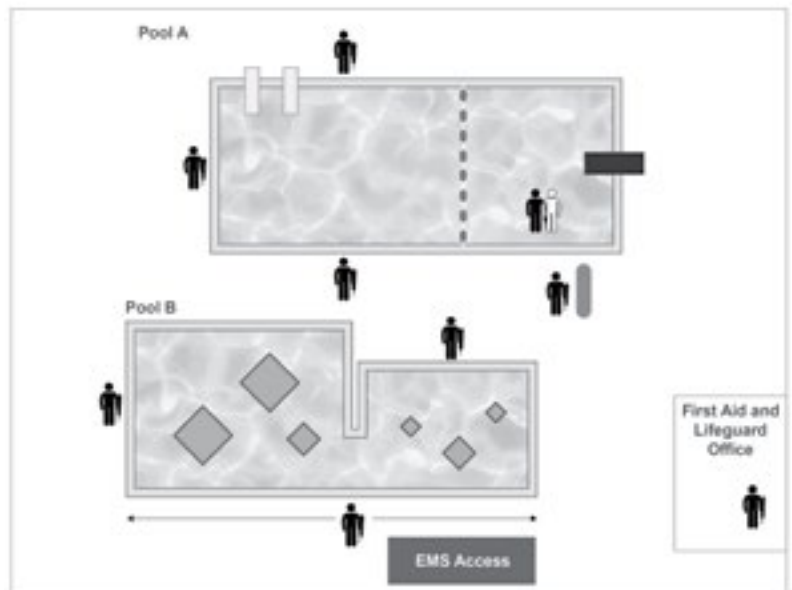


Scenario 1 (*continued*)

After the EAP has been activated and emergency medical services (EMS) has been called, you realize that someone needs to open the EMS access gate and escort emergency responders to the victim.

Who would be the best choice? Choose the correct option.

- A** | The lifeguard manager
- B** | Any of the lifeguards covering Pool A
- C** | Any of the lifeguards covering Pool B
- D** | Lifeguard on break in the first aid and lifeguard office



TOPIC: **RESCUE SKILLS, PART 1—RESCUES AT OR NEAR THE SURFACE**

Time: 10 minutes

WATER RESCUE SKILLS—RESCUES AT OR NEAR THE SURFACE

VIDEO:



REFERENCES:

Course
Presentation:
Slide 146

Participant's
Manual:
Chapter 6

- Explain to participants that the following video segment will provide demonstrations of the first set of rescue skills they will learn for distressed and active victims.
- Refer participants to the skill sheets in Chapter 6, Water Rescue Skills, in the *Lifeguarding Manual*.
- Show the video segment “Water Rescue Skills—Rescues At or Near the Surface.”
- Answer participants' questions about the video segment.

TOPIC: **IN-WATER SKILL SESSION— RESCUE SKILLS, PART 1**

Time: 1 hour, 25 minutes

WATER RESCUE SKILLS—RESCUES AT OR NEAR THE SURFACE

SKILL
PRACTICE:



REFERENCES:
Participant's
Manual:
Chapter 6

- Explain to participants that during water rescue skill sessions you will demonstrate each skill and guide them through practice.
- Pair up participants and explain that they will take turns as a victim and rescuer for each skill. For the multiple victim rescue, reassign participants into groups of three.
- For each skill, organize participants so that they can clearly see and hear. Be sure to provide any instructions related to their position in the water or how they should behave as victims.
- Lead them through the following skills for victims at or near the surface:
 - Reaching Assist From the Deck
 - Lifeguards: on the edge of the deck
 - Victims: about 3 feet from the edge of the pool; distressed swimmer
 - Simple Assist
 - Lifeguards: standing in shallow water
 - Victims: standing in shallow water; losing balance
 - Active Victim Front Rescue
 - Lifeguards: on the edge of the deck
 - Victims: at least 10 yards from the edge of the pool facing the lifeguard; struggling in deep water
 - Active Victim Rear Rescue
 - Lifeguards: on the edge of the deck
 - Victims: at least 10 yards from the edge of the pool facing away from the lifeguard; struggling in deep water
 - Passive Victim Front Rescue
 - Lifeguards: on the edge of the deck
 - Victims: in deep water, passive
 - Passive Victim Rear Rescue
 - Lifeguards: on the edge of the deck
 - Victims: in deep water, passive
 - Multiple Victim Rescue
 - Lifeguards: in the water
 - Victims: two victims per rescuer in deep water; when playing the role of the victims they should face each other, one victim holding securely to the other victim
- Observe each participant's performance of the skill and provide global and individual feedback to correct common mistakes or commend correct skill practice.

SHALLOW WATER LIFEGUARDING

- For the Shallow Water Lifeguarding course, practice the simple assist and reaching as noted above.
- For the Active Victim Front Rescue, Active Victim Rear Rescue and Multiple Victim Rescue, practice in water up to 5 feet deep.
- For the Passive Victim Front and Rear Rescue, the victim should be at or near the surface of the water.

SKILL DRILL— ACTIVE & PASSIVE VICTIM RESCUES:



REFERENCES:

Participant's
Manual:
Chapter 6



Instructor's Note: *The purpose of this skill drill is to keep lifeguard participants rotating and practicing rescues for a variety of different victim types.*

- Explain to participants that they are going to participate in an activity to practice recognizing a victim, activating the EAP, entering the water, approaching a victim, performing a rescue and returning the victim safely to the side of the pool. This is designed to allow participants to practice rescuing a variety of victims in rapid succession.
- Divide the class in half and assign one group as lifeguards and the other group as victims. Line up lifeguards stationed on the deck, one per victim in the water:

VICTIMS
LIFEGUARDS

X	X	X	X	X
O	O	O	O	O

- Explain that when you say, "Go!" all victims and lifeguards will go at the same time:
 - The victims will simulate an active victim facing the lifeguard.
 - The lifeguards will simulate the EAP signal, enter the water, rescue the victim and return the victim to a point of safety at the wall where the rescuer started the rescue.
 - Lifeguards will exit the water and the victims will return to their same spot in the water to be victims again.
- Once out of the water and standing in front of their victims again, have each lifeguard move one spot down so they are stationed in front of the next victim in line. Have the last rescuer in line move to the first position so that each lifeguard has a new victim in front of them. On your instruction to go, lifeguards will repeat the Front Active Victim Rescue with the new victim.
- Continue until all lifeguards have rotated down the line to rescue each victim and they are back in front of the victim they started with.
- Repeat the drill with the victim facing away from the rescuer.
- Repeat this drill after each participant has had the opportunity to rescue active drowning victims.
 - Repeat drill for Passive Victim Front Rescue
 - Repeat drill for Passive Victim Rear Rescue
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include:
 - Active Victim Front Rescue: not keeping straight arms throughout, pushing the victim onto their back, not having the victim lean forward on tube to stay up
 - Active Victim Rear Rescue: not communicating with the victim after making contact, trying to put the active victim into a vertical position, trying to put them completely on their back



continued

- Passive Victim Front Rescue: grasping the victim's arm in the incorrect place (topside instead of underside), unable to easily turn the victim face-up by pulling and twisting the arm, not pushing the tube (with a straight arm) under the victim's back during the turn, letting go of one arm before in position to tow, victim's head not in an open airway position during the tow, not reaching over the tube for the tow, not hooking the towing arm tight during the tow
- Passive Victim Rear Rescue: victim's head not in an open airway position during the tow, not reaching over the tube for the tow, not hooking the towing arm tight during the tow
- Multiple Victim Rescue: not supporting the victim's head

TOPIC: LESSON WRAP-UP

Time: 35 minutes

PUTTING IT ALL TOGETHER

ACTIVITY:



REFERENCES:

Participant's
Manual:
Chapter 6



Instructor's Note: *The purpose of this activity is for participants to gain experience in an EAP as the rescuer and assisting responder, and to use critical thinking in assessing how the EAP went.*

- Explain to participants that they are going to participate in an activity to practice an EAP for an active victim or distressed swimmer.
- Assign one lifeguard who is performing patron surveillance and one back-up lifeguard who is not on surveillance duty. Assign the zone and have the lifeguard go to the lifeguard station, and have the back-up lifeguard go to an area on the deck where they can see the lifeguard station.
- Explain to participants that upon recognizing a victim, the lifeguard will:
 - Activate the EAP.
 - Enter the water using the appropriate entry.
 - Perform the appropriate rescue.
 - Bring the victim to a point of safety at the side of the pool.
- Explain to participants that when the EAP signal is activated, the back-up lifeguard will get a rescue tube, go to the lifeguard station and assume coverage of the zone.
- Gather the rest of the group so that the lifeguards cannot hear. Assign someone to simulate a victim (active or distressed) after a prearranged signal from you, such as a head nod.
- Begin the activity by allowing the swimmers to swim and play until you give the signal and the drowning simulation begins.
- Once the rescue is complete, gather the group and discuss how it went and what the next steps of the EAP would be.
- Repeat the activity until all participants have had the opportunity to be a lifeguard or back-up lifeguard.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.

SKILL CHARTS AND ASSESSMENT TOOLS

In addition to performing the steps listed in the skill chart in the correct order, participants must meet the criteria listed at the proficient level to be checked off for this skill. Assessment criteria that are general for the category of skills, as well as specific to the skill, must be met.

ASSISTS

SKILL CHART: REACHING ASSIST FROM THE DECK

1. Extend the tube to the victim, keeping your body weight on your back foot and crouching to avoid being pulled into the water.
 - Remove the rescue strap from your shoulder if necessary to reach the victim and hold the shoulder strap in one hand and extend the tube to the victim with the other hand.
2. Tell the victim to grab the rescue tube.
3. Slowly pull the victim to safety.

SKILL CHART: SIMPLE ASSIST

1. Approach the person who needs help while keeping the rescue tube between you and that person.
2. Reach across the tube and grasp the person at the armpit to help the person maintain their balance.
 - If the person is under water, grasp under the person's armpits with both hands and help them stand up.
3. Assist the person to the exit point, if necessary.

SKILL ASSESSMENT TOOL: ASSISTS

Criteria	Proficient	Not Proficient
Communicates with the victim	<ul style="list-style-type: none"> ■ Victim is reassured and told what to do 	<ul style="list-style-type: none"> ■ No attempted verbal communication with the victim
Maintains balance	<ul style="list-style-type: none"> ■ Assumes a sturdy posture and stable footing 	<ul style="list-style-type: none"> ■ Stumbles, falls or knocks victim under the water
Equipment is properly positioned for the assist	<ul style="list-style-type: none"> ■ Control of the rescue tube is maintained between victim and rescuer 	<ul style="list-style-type: none"> ■ Rescue tube is not kept between victim and rescuer
Maintains support until victim is safe	<ul style="list-style-type: none"> ■ Supports the victim so that the mouth and nose are above water ■ Assists the victim to a safe position 	<ul style="list-style-type: none"> ■ Victim's mouth or nose is under water ■ Lets go of victim without ensuring that the victim is at a position of safety ■ Does not assist the victim out of the water if needed

RESCUES AT OR NEAR THE SURFACE

SKILL CHART: ACTIVE VICTIM FRONT RESCUE

1. Approach the victim from the front.
2. As you near the victim, grab the rescue tube from under your arms with both hands and begin to push the tube out in front of you. Continue kicking to maintain momentum.
3. Thrust the rescue tube slightly under water and into the victim's chest, keeping the tube between you and the victim. Encourage the victim to grab the rescue tube and hold onto it.
4. Keep kicking, fully extend your arms and move the victim to a safe exit point. Change direction, if needed.

SKILL CHART: ACTIVE VICTIM REAR RESCUE

1. Approach the victim from behind with the rescue tube across your chest.
2. With both arms, reach under the victim's armpits and grasp the shoulders firmly. Tell the victim that you are there to help and continue to reassure the victim throughout the rescue.
3. Using your chest, squeeze the rescue tube between your chest and the victim's back.
4. Keep your head to one side to avoid being hit by the victim's head if it moves backwards.
5. Lean back and pull the victim onto the rescue tube.
6. Use the rescue tube to support the victim so the victim's mouth and nose are out of the water.
7. Tow the victim to a safe exit point.

SKILL CHART: PASSIVE VICTIM FRONT RESCUE

1. Approach the face-down victim from the front with the rescue tube across your chest.
2. As you near the victim, reach one arm out toward the victim's opposite arm and grab the victim's wrist/forearm while grabbing the rescue tube with your other hand.
3. Grasp the victim's opposite wrist/forearm with your palm facing up on the underside of the victim's arm. Pull and twist the arm toward your opposite shoulder to turn the victim over on their back. As you pull and twist, thrust the rescue tube under the victim's back as they turn over.
4. Place the tube under the victim below the shoulders so that the victim's head naturally falls back to an open airway position. Keep the victim's nose and mouth out of the water.
5. Reach one arm over the victim's shoulder and grasp the rescue tube.
6. Use the other hand to stroke toward a safe exit point.
7. Remove the victim from the water, assess the victim's condition and provide appropriate care.

SKILL CHART: PASSIVE VICTIM REAR RESCUE

1. Approach a face-down victim from behind with the rescue tube across your chest.
2. With both arms, reach under the victim's armpits and grasp the shoulders firmly. You may be high on the victim's back when doing this.
3. Using your chest, squeeze the rescue tube between your chest and the victim's back.
4. Keep your head to one side to avoid being hit by the victim's head if it moves backwards.
5. Roll the victim over by dipping your shoulder and rolling onto your back so that the victim is face-up on top of the rescue tube. Keep the victim's mouth and nose out of the water. Place the tube under the victim below the shoulders so that the victim's head naturally falls back to an open-airway position.
6. Reach one arm over the victim's shoulder and grasp the rescue tube.
7. Use the other hand to stroke toward a safe exit point.
8. Remove the victim from the water, assess the victim's condition and provide appropriate care.

SKILL ASSESSMENT TOOLS: RESCUES AT OR NEAR THE SURFACE

Criteria	Proficient	Not Proficient
Communicates with the victim	<ul style="list-style-type: none"> Victim is reassured and told what to do 	<ul style="list-style-type: none"> No attempted verbal communication with the victim
Equipment is properly positioned for the appropriate rescue	<ul style="list-style-type: none"> Rescue tube is kept between the lifeguard and the victim Rescue tube is positioned to support the victim at the surface of the water 	<ul style="list-style-type: none"> Rescue tube is not maintained between the victim and the rescuer The victim is not supported by the rescue tube
Victim's mouth and nose above water	<ul style="list-style-type: none"> Victim's mouth and nose are maintained above water 	<ul style="list-style-type: none"> Victim's mouth or nose is under water
Tows the victim to a safe exit point	<ul style="list-style-type: none"> Victim is towed to a safe exit point using the rescue tube to support the victim 	<ul style="list-style-type: none"> Victim is not supported by the rescue tube Releases contact with the victim

ACTIVE VICTIM FRONT RESCUE

Rescue tube is placed to provide support for the victim and safety for the rescuer	<ul style="list-style-type: none"> Rescue tube is slightly submerged and thrust into the victim's chest to provide support Lifeguard's arms are extended with elbows locked 	<ul style="list-style-type: none"> Rescue tube is thrust above victim's armpits or in the stomach area and does not provide support Lifeguard's arms are not fully extended
Moves the victim to a safe exit point	<ul style="list-style-type: none"> Forward momentum and kick are used to move the victim to a safe exit point 	<ul style="list-style-type: none"> Little to no forward movement Unable to move the victim to a safe exit point

ACTIVE VICTIM REAR RESCUE

Lifeguard squeezes the rescue tube against the victim's back to provide support for the victim and safety for the rescuer	<ul style="list-style-type: none"> Rescue tube remains in place and is repositioned if it slips out 	<ul style="list-style-type: none"> Unable to tow the victim to a safe exit point Victim is not supported by the rescue tube Releases contact with the victim
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PASSIVE VICTIM FRONT RESCUE		
Turns the victim to a face-up position	<ul style="list-style-type: none"> ■ Pulls and twists the victim's opposite arm to turn the victim over ■ Rescue tube is thrust under the victim's back as the victim is turned over 	<ul style="list-style-type: none"> ■ Unable to pull the victim to a face-up position ■ Rescue tube is not placed under the victim's back as the victim is turned over ■ Unable to reposition the tube if it slips out
Maintains head in an open airway position at the surface	<ul style="list-style-type: none"> ■ Rescue tube is placed under the victim's back so that the victim's head is in an open airway position 	<ul style="list-style-type: none"> ■ Victim's head is tilted forward (chin toward chest)
Switches to a towing position	<ul style="list-style-type: none"> ■ Holds the victim's wrist of one arm until in position with other arm to tow the victim to safety ■ The towing arm is over and around the rescue tube 	<ul style="list-style-type: none"> ■ Releases contact with the victim ■ The towing arm is not over and around the rescue tube
PASSIVE VICTIM REAR RESCUE		
Turns the victim to a face-up position	<ul style="list-style-type: none"> ■ Rescue tube is squeezed between rescuer's chest and victim's back ■ Leans back to pull victim face-up 	<ul style="list-style-type: none"> ■ Rescue tube is not maintained between the victim and the rescuer ■ Unable to reposition the tube if it slips out ■ Unable to pull victim to a face-up position
Maintains head in an open airway position at the surface	<ul style="list-style-type: none"> ■ Rescue tube is placed under the victim's back so that the victim's head falls back to an open airway position 	<ul style="list-style-type: none"> ■ Victim's head is tilted forward (chin toward chest)
Switches to a towing position	<ul style="list-style-type: none"> ■ Holds the victim's wrist of one arm until in position with other arm to tow the victim to safety ■ The towing arm is over and around the rescue tube 	<ul style="list-style-type: none"> ■ Releases contact with the victim ■ The towing arm is not over and around the rescue tube

SKILL CHART: MULTIPLE-VICTIM RESCUE

If you are the only one rescuing two victims who are clutching each other:

1. Approach one victim from behind.
2. With both arms, reach under the victim's armpits and grasp the shoulders. Squeeze the rescue tube between your chest and the victim's back, keeping your head to one side of the victim's head.
3. Use the rescue tube to support both victims with their mouths out of the water. Talk to the victims to help reassure them.
4. Support both victims until other lifeguards arrive or the victims become calm enough to move to a safe exit point.

SKILL ASSESSMENT TOOLS: MULTIPLE-VICTIM RESCUE

Criteria	Proficient	Not Proficient
Communicates with the victims	<ul style="list-style-type: none">■ Victims are reassured and told what to do	<ul style="list-style-type: none">■ No attempted verbal communication with the victims
Equipment is properly positioned for the appropriate rescue	<ul style="list-style-type: none">■ Rescue tube is kept between the lifeguard and the victims■ Rescue tube is positioned to support the victims at the surface of the water	<ul style="list-style-type: none">■ Rescue tube is not maintained between the victims and the rescuer■ The victims are not supported by the rescue tube
Victims' mouths and noses above water	<ul style="list-style-type: none">■ Victims' mouths and noses are maintained above water	<ul style="list-style-type: none">■ Victims' mouths or noses are under water
Tows the victims to safety	<ul style="list-style-type: none">■ Victims are towed to safety using the rescue tube to support the victims	<ul style="list-style-type: none">■ Unable to tow the victims to safety■ Victims are not supported by the rescue tube■ Releases contact with the victims
Rescue tube is placed to provide support for victims and safety for rescuer	<ul style="list-style-type: none">■ Maintains firm hold of one victim and rescue tube effectively supports both victims' heads above water	<ul style="list-style-type: none">■ Both victims are not supported

RESCUE SKILLS, PART 2

Lesson Length: 2 hours, 35 minutes

GUIDANCE FOR THE INSTRUCTOR

To complete this session and meet the lesson objectives, you must:

- Show the video segment “Review–Surveillance Activity 1.”
- Guide a discussion on the video segment “Review–Surveillance Activity 1.”
- Show the video segment “Water Rescue Skills–Submerged Victim Rescues.”
- Discuss all points in the topic Water Rescue Skills–Submerged Victim Rescues.
- Show the video segment “Extrications.”
- Discuss all points in the topic Non-Spinal Extrication Techniques.
- Conduct the skill practice for Water Rescue Skills–Submerged Victim Rescues.
- Conduct the skill practice for Extrications.
- Complete the skill drills for Passive Victim Extrication (a four-part skill drill).

LESSON OBJECTIVES

- Demonstrate how to safely and effectively rescue a submerged victim in shallow or deep water.
- Demonstrate how to safely and effectively perform feet-first and head-first surface dives (Lifeguarding course only).
- Demonstrate how to safely and effectively extricate a passive victim from the water using a backboard.
- Demonstrate how to put on gloves in a wet environment.

ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Rescue tubes (one for every two participants)
- Backboard (one for every three participants)
- Latex-free nitrile gloves
- Timing device, such as a stop watch or smartphone with a stop watch feature

LESSON PREPARATION

- To save time, have all equipment and supplies prepared and available ahead of time.
- Be prepared to answer questions participants may have about the review questions they completed.

INSTRUCTOR NOTES

- To help ensure participant comfort and safety when practicing submerged victim rescues:
 - Instruct participants that if they experience difficulty when playing the role of a victim, they should signal “let go” to the lifeguard by a predetermined safety signal, such as a tap or gentle pinch.
 - Explain that ear and sinus squeeze can be uncomfortable; for those with congestion, it can be painful or even cause damage to the ear. In this course, when practicing rescues of submerged victims, participants are required only to go to a depth of 7 to 10 feet. However, when hired to work at a facility with deeper water, they would be expected to be able to go all the way to the bottom.
- Explain to participants that swim goggles may not be used for rescues of submerged victims since they have no mechanism for pressure relief, which could result in injury to the eyes when swimming in deeper water. They will be expected to open their eyes under water to perform rescues.

TEACHING TIPS

- You must be able to observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Set up groups so that you can observe each group, but allow enough room for the groups to conduct the skills and scenarios without disrupting each other or causing injury.

TOPIC: **SURVEILLANCE ACTIVITY I**

Time: 10 minutes

SURVEILLANCE ACTIVITY

VIDEO SEGMENT AND ACTIVITY:



REFERENCES:

Course
Presentation:
Slides 149–150

Participant's
Manual:
Chapter 3

- Explain that this activity provides an opportunity to practice their surveillance skills.
- Show the video segment “Review—Surveillance Activity I.”
- Lead a discussion of what participants see in each segment.
 - **Are there any hazards that could cause an injury?**
 - **Are there any patrons who would be of special concern?**
 - **Are there any rules being broken that could lead to an injury or emergency situation?**
 - **Are there any distracting situations for the lifeguard?**
- Answer participants' questions about the segment.

TOPIC: **RESCUE SKILLS, PART 2: SUBMERGED VICTIM RESCUES**

Time: 15 minutes

WATER RESCUE SKILLS—SUBMERGED VICTIM RESCUES

VIDEO SEGMENT:



REFERENCES:

Course
Presentation:
Slide 152

Participant's
Manual:
Chapter 6

- Explain to participants that the following video segment will cover Rescue Skills for Passive Victims.
- Refer participants to the skill sheets in Chapter 6, Water Rescue Skills, in the *Lifeguarding Manual*.
- Show video segments “Water Rescue Skills—Submerged Victim Rescues” and “Extrications.”
- Answer participants’ questions about the video segment.

TOPIC: **IN-WATER SKILL SESSION: RESCUE SKILLS, PART 2**

Time: 1 hour, 10 minutes

SUBMERGED VICTIM RESCUES AND EXTRICATION

SKILL DRILL:



REFERENCES:

Participant's
Manual:
Chapter 6



Instructor's Note: Follow these safety tips when practicing rescues for victims submerged in deep water:

- Instruct participants that if they experience difficulty when playing the role of a victim, they should signal “let go” to the lifeguard by a predetermined safety signal, such as a tap or gentle pinch.
- Explain that ear and sinus squeeze can be uncomfortable and, for those with congestion, it can be painful or even cause damage to the ear. In this course, when practicing rescues of submerged victims, participants are required only to go to a depth of 7 to 10 feet. However, when hired to work at a facility with deeper water, they would be expected to be able to go all the way to the bottom.

SHALLOW WATER LIFEGUARDING

- For the Shallow Water Lifeguarding Course, participants are required only to go to a maximum depth of 5 feet.
- Explain that swim goggles may not be used for rescues of submerged victims since they have no mechanism for pressure relief, which could result in injury to the eyes when swimming in deeper water. They will be expected to open their eyes under water to perform rescues.

**SKILL
PRACTICE:**



REFERENCES:

Participant's
Manual:
Chapter 6



Instructor's Note: *When demonstrating the submerged victim rescue, start with a skill demonstration on the pool deck to show participants the correct position of the rescue tube and demonstrate how to "climb up the tube" while bringing a submerged victim to the surface. Following the land demonstration, conduct an in-water demonstration so that participants can see the correct lifeguard and rescue tube position (the rescue tube should be vertical as the lifeguard approaches the surface of the water).*

- Explain to participants that during the water rescue skill sessions, you will demonstrate each skill and guide participants through practice.
- Pair up participants and explain that they will take turns as victim and rescuer for each skill. For the passive victim extrication using a backboard skill, participants should form groups of three.
- For each skill, organize participants so that they can clearly see and hear. Be sure to provide any instructions related to their position in the water or how they should behave as victims.
- Explain to them that for each rescue skill, they should begin by simulating the activation of the emergency action plan (EAP) (except when learning the surface dives).
- Lead them through skill demonstrations followed by practice for the following skills:
 - Submerged Passive Victim in Shallow Water
 - Instructor demonstration on dry land
 - Lifeguards: on the edge of the deck
 - Victims: at least 10 yards from the edge of the pool submerged in shallow water; passive
 - Feet-First Surface Dive in Deep Water
 - Instructor demonstration on dry land
 - Instructor demonstration in water
 - Participant practice in the water (with no victim)
 - Head-First Surface Dive in Deep Water (in water practice only)
 - Instructor demonstration in water
 - Participant practice in the water (with no victim)
 - Submerged Victim in Deep Water
 - Land demonstration—instructor demonstrates submerged victim rescue on land. The tube should be placed overhead, such as on a storage locker or diving board, or held by a participant.
 - Feet-first Surface Dive with Tube—skill practice—no victim
 - Submerged Victim Rescue—skill practice—with victim
 - Lifeguards: on the edge of the deck
 - Victims: at least 10 yards from the edge of the pool submerged in deep water; passive
 - Extrication Using a Backboard at the Pool Edge
 - Lifeguards: on the edge of the deck
 - Assisting Responder: on deck with backboard
 - Victims: at least 10 yards away—passive
 - Optional: Extrication Using a Backboard at the Steps (hot tub or aquatic attraction area)

**SKILL
PRACTICE:**
continued



SHALLOW WATER LIFEGUARDING

- For the Shallow Water Lifeguarding course, omit the feet-first and head-first surface dives and the submerged victim in deep water rescue unless necessary to get to the bottom.
- Passive Victim Extrication Using a Backboard
 - Rescuing lifeguard: bringing victim to the edge of the pool after a passive victim rescue
 - Assisting responder: on deck with backboard
 - Victim: passive
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include:
 - Submerged Passive Victim in Shallow Water: taking the rescue tube off completely; victim's head not in an open airway position during the tow; not reaching over the tube for the tow; not hooking the towing arm tight during the tow
 - Feet-First Surface Dive: positions that promote buoyancy rather than submerging if the person is not submerging (holding the breath; looking straight ahead or up toward the surface; using legs in a way to move to the surface such as kicking movements that fight submerging; legs spread not streamlined); not using sweeping arm movements to assist submerging
 - Head-First Surface Dive: positions that promote buoyancy rather than support submerging if the person is not submerging (holding the breath; not looking down toward the target; looking up toward the surface; not using sweeping arm movements to assist submerging)
 - Submerged Victim in Deep Water: does not submerge to a position "standing" behind the victim (heel to toe); does not grasp arm around the victim's chest; does not feed the tube strap into their hand as they move toward the surface; unable to get the tube under the victim's back before breaking the surface; victim's head not in an open airway position during the tow; not reaching over the tube for the tow; not hooking the towing arm tight during the tow
 - Extrication Using a Backboard at the Pool Edge: does not submerge board deep enough; does not angle board once submerged to assist loading the victim; does not control the board; does not control the board and the victim; loses contact with the victim; does not keep the board low during removal; drops the board after removal

SKILL DRILL PART 1—PUTTING ON GLOVES WITH WET HANDS

SKILL DRILL:



REFERENCES:

Participant's
Manual:
Chapter 6

- Assemble the participants on the deck and explain they will be practicing team rescues for a submerged passive victim in deep water, removing the victim from the water on a backboard and preparing to provide care by putting on disposable gloves.
- Explain that they will be practicing how to put on gloves in a wet environment. They will learn the method for glove removal in Lesson 5.
- Explain that putting on gloves with wet hands can be challenging.
- Lead them through the skill of putting on gloves with wet hands. One method is to dip the glove in the pool and fill with water and insert your hand in the glove.
- Participants should practice the skill until they are comfortable doing it quickly.

SKILL DRILL PART 2—SUBMERGED VICTIM RESCUE, EXTRICATION AND GLOVES

SKILL DRILL:



REFERENCES:

Participant's
Manual:
Chapter 6

- Divide the participants into groups of three and assign one rescuing lifeguard, one victim and one assisting lifeguards for each group. Have both lifeguards wear a hip pack with gloves inside.
- Explain for each group:
 - The rescuing lifeguard will simulate activating the EAP and enter the water.
 - The victim will submerge to the bottom in deep water at the same time as the rescuer. The rescuing lifeguard will rescue a victim who is submerged in deep water and passive.
 - While the rescuing lifeguard supports the victim at the edge, the assisting lifeguard will bring the backboard and then remove the victim from the water, demonstrating team communication skills between both lifeguards.
 - Once removed from the water, the victim will remain passive on the backboard until all both lifeguards have put on their gloves.
- Repeat the drill until each person in the group has performed as a rescuing lifeguard and an assisting lifeguard at least once.

SHALLOW WATER LIFEGUARDING

- For the Shallow Water Lifeguarding course, have teams practice rescues for a submerged passive victim in shallow water, removing the victim from the water on a backboard and preparing to provide care by putting on disposable gloves.
- Participants will complete part one as it is described above. For part two, the victim will submerge to the bottom in shallow water at the same time as the rescuer. The rescuing lifeguard will rescue a victim who is submerged in shallow water and passive.

SKILL DRILL PART 3—RESCUE AND EXTRICATION CHALLENGE

SKILL DRILL:



- Divide the participants into groups of four and assign one rescuing lifeguard, one victim, and one assisting rescuers. Have them repeat the drill from part two but challenge the groups to complete the extrication skill in under 1 minute.

REFERENCES:

Participant's
Manual:
Chapter 6

SKILL DRILL PART 4: TEAM RESPONSE—RESCUE AND EXTRICATION

SKILL DRILL:



- Divide the participants into groups of four and assign one rescuing lifeguard, one victim, and two assisting rescuers. Have them repeat the drill above but to do the extrication using two additional rescuers to help with the backboard.

REFERENCES:

Participant's
Manual:
Chapter 6

FOLLOW-UP

- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.

ASSIGNMENT

- Instruct participants to read the following chapters and complete the review questions in the *Lifeguarding Manual* prior to the start of the next lesson:
 - Chapter 7, Before Providing Care and Victim Assessment
 - Chapter 8, Breathing Emergencies

SKILL CHARTS AND ASSESSMENT TOOLS

In addition to performing the steps listed in the skill chart in the correct order, participants must meet the criteria listed at the proficient level to be checked off for this skill. Assessment criteria that are general for the category of skills, as well as specific to the skill, must be met.

SUBMERGED VICTIM

SKILL CHART: PASSIVE SUBMERGED VICTIM IN SHALLOW WATER

1. Swim or quickly walk to the victim's side. Let go of the rescue tube but keep the strap around your shoulders.
2. Submerge and reach down to grab the victim under the armpits.
3. Simultaneously, pick up the victim, move forward and roll the victim face-up upon surfacing.
4. Grab the rescue tube and position it under the victim's shoulders. The victim's head should naturally fall back into an open-airway position. If an assisting lifeguard is there with the backboard, skip this step and proceed to remove the victim from the water.
5. Move the victim to a safe exit point, remove the victim from the water, assess the victim's condition and provide appropriate care.

SKILL CHART: SUBMERGED VICTIM IN DEEP WATER (LIFEGUARDING COURSE ONLY)

1. Release the rescue tube, perform a feet-first surface dive and position yourself behind the victim.
2. Reach one of your arms under the victim's arm (your right arm under their right arm or your left arm under their left arm) and across the victim's chest. Hold firmly onto the victim's opposite side.
3. Once you have hold of the victim, reach up with your free hand and grasp the towline. Pull it down and feed the line to the hand that is holding the victim. Keep feeding the towline this way until nearing the surface.
4. As you approach the surface, grasp and position the rescue tube so it is placed on the victim's back, below their shoulders.
5. Upon reaching the surface, ensure that the victim is positioned on the rescue tube and the victim's head is back in an open-airway position.
6. Reach your free arm over the tube and under the victim's armpit. Grasp the rescue tube firmly.
7. Tow the victim to a safe exit point. Remove the victim from the water, assess the victim's condition and provide appropriate care.

Note: As you descend into deep water, be sure to equalize pressure early and often. If you are unable to equalize pressure, return to the surface.

SKILL ASSESSMENT TOOL: SUBMERGED VICTIM RESCUES

Criteria	Proficient	Not Proficient
Equipment is properly positioned to provide support for the victim upon rolling over or surfacing	<ul style="list-style-type: none"> Rescue tube is positioned under the victim's back and is supporting the victim at the surface 	<ul style="list-style-type: none"> Victim slides off tube Victim's head submerges
Victim is face-up upon surfacing	<ul style="list-style-type: none"> Victim is quickly brought to a face-up position 	<ul style="list-style-type: none"> Victim is face-down Unable to turn victim to a face-up position upon surfacing
Victim's mouth and nose are above water	<ul style="list-style-type: none"> Victim's mouth and nose are maintained above water 	<ul style="list-style-type: none"> Victim's mouth or nose is under water
Maintain head in an open airway position at the surface	<ul style="list-style-type: none"> Rescue tube is placed under the victim's back so that the victim's head falls back to an open airway position 	<ul style="list-style-type: none"> Victim's head is tilted forward (chin toward chest)
Switch to a towing position	<ul style="list-style-type: none"> Holds the victim's wrist of one arm until in position with other arm to tow the victim to safety 	<ul style="list-style-type: none"> Releases contact with the victim The towing arm is not over and around the rescue tube
Tow the victim to safety	<ul style="list-style-type: none"> Victim is towed to a safe exit point using the rescue tube to support the victim 	<ul style="list-style-type: none"> Unable to make progress in the water to move the victim to a safe exit point Victim is not supported by the rescue tube and slips off or submerges

SUBMERGED PASSIVE VICTIM IN SHALLOW WATER

Equipment is properly positioned to start the rescue	<ul style="list-style-type: none"> Rescue strap is around the shoulder of the rescuer 	<ul style="list-style-type: none"> Tries to submerge with the rescue tube Rescue tube strap is not worn over the shoulder
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SUBMERGED PASSIVE VICTIM IN SHALLOW WATER, *CONTINUED*

Victim brought to the surface	<ul style="list-style-type: none"> ■ Submerges to grasp victim ■ Maintains grasp of the victim and brings to the surface 	<ul style="list-style-type: none"> ■ Unable to submerge ■ Does not make contact with victim ■ Drops victim ■ Unable to return to the surface with victim
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SUBMERGED VICTIM IN DEEP WATER (LIFEGUARDING COURSE ONLY)

Equipment is properly positioned appropriate to the rescue	<ul style="list-style-type: none"> ■ Rescuer releases rescue tube so it remains at the surface ■ Rescue tube strap is worn around the shoulder ■ For water deeper than the tube strap length, strap is removed from the shoulder and held 	<ul style="list-style-type: none"> ■ Tries to submerge with the rescue tube ■ Loses contact with the rescue tube strap—not worn around the shoulder or not held ■ Unable to grasp rescue tube once returned to the surface to place under the victim's back
Victim brought to the surface	<ul style="list-style-type: none"> ■ Submerges to grasp the victim ■ Maintains grasp of the victim and brings to the surface ■ Rescue tube placed under the victim's back upon surfacing 	<ul style="list-style-type: none"> ■ Unable to submerge ■ Cannot grasp the victim ■ Does not make contact with the victim ■ Drops the victim ■ Unable to return to the surface with the victim ■ Unable to grasp or place rescue tube under the victim upon surfacing

SURFACE DIVES

SKILL CHART: FEET-FIRST SURFACE DIVE (LIFEGUARDING COURSE ONLY)

1. Swim to a point near and above the victim. Release the rescue tube but keep the strap around your shoulders.
2. Position your body vertically, then at the same time, press both hands down to your sides and kick strongly to raise your body out of the water.
3. Take a breath, then let your body sink under water as you begin to extend your arms outward with palms upward, pushing against the water to help you move downward. Keep your legs straight and together with toes pointed. Tuck your chin and turn your face to look down toward the bottom.
4. As downward momentum slows, repeat the motion of extending your arms outward and sweeping your hands and arms upward and overhead to go deeper.
5. Repeat this arm movement until deep enough to reach the victim.

If you must swim under water, such as for a deep-water line search, also perform these steps:

1. When deep enough, tuck your body and roll to a horizontal position.
2. Extend your arms and legs and swim under water.

Note: As you descend into deep water, be sure to equalize pressure early and often. If you are unable to equalize pressure, return to the surface.

SKILL CHART: HEAD-FIRST SURFACE DIVE (LIFEGUARDING COURSE ONLY)

1. Swim to a point near the victim and release the rescue tube.
2. Gain momentum using a swimming stroke.
3. Take a breath, sweep your arms backwards to your thighs and turn them palms-down.
4. Tuck your chin to your chest and flex at the hip sharply while your arms reach downward toward the bottom.
5. Lift your legs upward, straight and together so that their weight above the water helps the descent. Get in a fully extended, streamlined body position that is almost vertical.
6. If you need to go deeper, such as in a diving well, do a simultaneous arm pull with both arms to go deeper, then level out and swim forward under water.

Tip: If the depth of the water is unknown or the water is murky, hold one or both arms extended over the head toward the bottom or use a feet-first surface dive.

Note: As you descend into deep water, be sure to equalize pressure early and often. If you are unable to equalize pressure, return to the surface.

SKILL ASSESSMENT TOOL: SURFACE DIVES

Criteria	Proficient	Not Proficient
Submerge to appropriate depth	■ Submerges to appropriate depth	■ Unable to submerge to appropriate depth
Look toward bottom while descending	■ Face is looking down toward bottom while descending	■ Face is looking forward or upward while descending

FEET-FIRST SURFACE DIVE (LIFEGUARDING COURSE ONLY)

Body descends feet-first in a streamlined position	<ul style="list-style-type: none"> ■ Legs are held together ■ Arms are fully extended overhead 	<ul style="list-style-type: none"> ■ Legs are apart and impede descent ■ Arm positioning impedes descent
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HEAD-FIRST SURFACE DIVE (LIFEGUARDING COURSE ONLY)

Body descends head-first in a streamlined position	<ul style="list-style-type: none"> ■ Legs are held together and lifted upward toward the surface to aide descent ■ Arms reach downward toward the bottom 	<ul style="list-style-type: none"> ■ Legs are apart ■ Body is not nearly vertical during descent ■ Arms are not in front reaching downward
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EXTRICATION FROM WATER

SKILL CHART: EXTRICATION USING A BACKBOARD - AT THE POOL EDGE

1. The rescuing lifeguard swims with the victim toward the side of the pool. The assisting responder(s) on deck brings the backboard to the edge of the water and removes the head immobilizer.
2. The assisting responder then places the board in the water vertically. The rescuing lifeguard approaches the backboard and moves to the side of the victim, while the assisting responder grasps the victim's wrist with one hand while holding the backboard with their other hand.
3. The rescuing lifeguard raises one of the victim's arms so that the assisting responder can grasp the arm. The rescuing lifeguard then slides the rescue tube out from under the victim and toward him before contact is made with the board.
4. The assisting responder on deck firmly holds the backboard with one hand and the victim's forearm with the other hand, as the rescuing lifeguard stabilizes the backboard from the side.
 - If more than one on-deck responder is available, they should help hold and stabilize the backboard.
5. Once the victim is centered on the backboard, the assisting responder(s) signals that they are ready to remove the victim. While maintaining his or her hold on the victim's arm, the assisting responder(s) on deck pulls the backboard onto the deck. The rescuing lifeguard pushes the backboard as the assisting responder(s) pulls.
 - If more than one on-deck responder is available, they should help hold the backboard and pull the backboard onto the deck.
6. Assess the victim's condition and provide appropriate care.

SKILL ASSESSMENT TOOL: EXTRICATION FROM WATER USING A BACKBOARD—AT THE POOL EDGE

Criteria	Proficient	Not Proficient
Backboard is submerged into position	<ul style="list-style-type: none"> ■ Backboard head immobilizer blocks are removed and backboard is placed vertically, against the wall ■ Maintains control of the backboard 	<ul style="list-style-type: none"> ■ Unable to submerge the backboard ■ Unable to stabilize the backboard
Lifeguards communicate with each other	<ul style="list-style-type: none"> ■ Lifeguard(s) communicates what, how and/or when actions happen 	<ul style="list-style-type: none"> ■ Lifeguards cannot proceed with removing the victim from the water
Victim's head remains above the surface of the water	<ul style="list-style-type: none"> ■ Victim's mouth and nose are maintained out of the water 	<ul style="list-style-type: none"> ■ Victim's mouth or nose is in the water
Victim is placed onto the board	<ul style="list-style-type: none"> ■ Rescuing lifeguard moves to the side of the victim. ■ Rescuing lifeguard raises one of the victim's arms; the assisting responder grasps the victim's forearm 	<ul style="list-style-type: none"> ■ Unable to place victim on the backboard ■ Loses contact with backboard or victim

SKILL CHART: EXTRICATION USING A BACKBOARD—ZERO DEPTH ENTRY

1. The rescuing lifeguard supports the victim in a face-up position with the victim's arms extended alongside the victim's head until another lifeguard arrives with the backboard.
2. The assisting responder removes the head-immobilizer device, enters the water, submerges the backboard and positions the board under the victim so that it extends slightly beyond the victim's head. The assisting lifeguard raises the backboard into place.
3. Each lifeguard moves behind the victim's head. Each lifeguard grasps one of the victim's wrists and one of the handholds of the backboard and begins to move toward the zero-depth entry.
4. After reaching the zero-depth entry, the lifeguards slightly lift the head-end of the backboard, carefully pulling the backboard out of the water.
5. Assess the victim's condition and provide appropriate care.

SKILL ASSESSMENT TOOL: EXTRICATION USING A BACKBOARD – ZERO-DEPTH ENTRY

Criteria	Proficient	Not Proficient
Lifeguards communicate with each other	<ul style="list-style-type: none"> ■ Lifeguard(s) communicates what, how and/or when actions happen 	<ul style="list-style-type: none"> ■ Lifeguards cannot proceed with removing the victim from the water
Backboard is submerged into position	<ul style="list-style-type: none"> ■ Backboard head immobilizer blocks are removed and backboard is submerged underneath the victim ■ Maintains control of the backboard ■ Each lifeguard grasps one of the victim's wrists and one of the handholds of the backboard and begins to move toward the zero-depth entry 	<ul style="list-style-type: none"> ■ Unable to submerge the backboard ■ Unable to stabilize the backboard
Victim is placed onto the board	<ul style="list-style-type: none"> ■ Victim's body is on the backboard ■ Victim's head is positioned on the backboard's head space 	<ul style="list-style-type: none"> ■ Victim's body is not aligned and on the backboard ■ Victim's head is not positioned on the backboard's head space
Victim is pulled out on the backboard	<ul style="list-style-type: none"> ■ The lifeguards slightly lift the head-end of the backboard, carefully pulling the backboard out of the water 	<ul style="list-style-type: none"> ■ Is unable to pull the backboard and victim onto land ■ Does not demonstrate good body mechanics while pulling the backboard and victim onto land

SKILL CHART: EXTRICATION USING A BACKBOARD AT THE STEPS

1. The rescuing lifeguard swims with the victim toward the side of pool. The assisting responder(s) on deck brings the backboard to the steps and removes the head immobilizer.
2. The assisting responder(s) on deck places the board in the water at an angle against the stairs. The rescuing lifeguard approaches the backboard and moves to the side of the victim.
3. The rescuing lifeguard raises both of the victim's arms so that the assisting responder(s) can grasp the arm(s).
4. The assisting responder on deck firmly holds the backboard with one hand and the victim's forearm with the other hand, as the rescuing lifeguard stabilizes the backboard from the side.
5. If more than one on-deck responder is available, they should help hold and stabilize the backboard. Once the victim is centered on the backboard, the assisting responder(s) signals that they are ready to remove the victim. While maintaining his or her hold on the victim's arm, the assisting responder(s) on deck pulls the backboard at an angle up the stairs and onto the deck. The rescuing lifeguard pushes the backboard as the assisting responder(s) pulls. If more than one on-deck responder is available, they should grasp the backboard and the victim's other forearm to help pull the backboard up the stairs.
6. Assess the victim's condition and provide appropriate care.

SKILL ASSESSMENT TOOL: EXTRICATION USING A BACKBOARD - AT THE STEPS

Criteria	Proficient	Not Proficient
Backboard is submerged into position	<ul style="list-style-type: none"> ■ Backboard head immobilizer blocks are removed and backboard is submerged underneath the victim ■ Maintains control of the backboard 	<ul style="list-style-type: none"> ■ Unable to submerge the backboard ■ Unable to stabilize the backboard
Victim is placed onto the board	<ul style="list-style-type: none"> ■ The rescuing lifeguard raises one of the victim's arms so that the assisting responder can grasp the arm ■ Assisting rescuer holds the backboard with one hand and the victim's forearm with the other hand ■ Victim's body is on the backboard ■ Victim's head is positioned on the backboard's head space 	<ul style="list-style-type: none"> ■ Victim's body is not aligned and on the backboard ■ Victim's head is not positioned on the backboard's head space
Victim is pulled out on the backboard in a safe manner for rescuers and victim	<ul style="list-style-type: none"> ■ The assisting responder(s) on deck pulls the backboard onto the deck while maintaining hold on the victim's arm ■ The rescuing lifeguard pushes the backboard as the assisting responder(s) pulls ■ Backboard is carefully lowered to the ground 	<ul style="list-style-type: none"> ■ Is unable to pull the backboard and victim onto land ■ Does not demonstrate good body mechanics while pulling the backboard and victim onto land ■ Drops backboard and victim

SKILL CHART: EXTRICATION USING A BACKBOARD—STEEP STEPS AND/OR MOVING WATER ATTRACTIONS

1. The rescuing lifeguard supports the victim in a face-up position with the victim's arms extended alongside the victim's head until another lifeguard arrives with the backboard.
 - In moving water, the rescuing lifeguard should position the victim so that their head is pointed upstream. This position will help keep the victim's body in alignment for easier placement of the backboard and reduce splashing of water on to the victim's face.
2. The assisting responder removes the head-immobilizer device, enters the water, submerges the backboard and positions the board under the victim so that it extends slightly beyond the victim's head. The assisting lifeguard raises the backboard into place.
3. Each lifeguard moves behind the victim's head. Each lifeguard grasps one of the victim's wrists and one of the handholds of the backboard and begins to move toward the zero-depth entry.
4. Lifeguards carefully and gently drag the backboard, taking one step at a time until they reach the top of the steps.
5. Gently lower the backboard to the ground.
6. Assess the victim's condition and provide appropriate care.

SKILL ASSESSMENT TOOL: EXTRICATION USING A BACKBOARD—STEEP STEPS AND/OR MOVING WATER ATTRACTIONS

Criteria	Proficient	Not Proficient
Backboard is submerged into position	<ul style="list-style-type: none"> ■ Backboard head immobilizer blocks are removed and backboard is submerged underneath the victim ■ Maintains control of the backboard ■ Each lifeguard grasps one of the victim's wrists and one of the handholds of the backboard and begins to move toward the zero-depth entry 	<ul style="list-style-type: none"> ■ Unable to submerge the backboard ■ Unable to stabilize the backboard
Lifeguards communicate with each other	<ul style="list-style-type: none"> ■ Lifeguard(s) communicates what, how and/or when actions happen 	<ul style="list-style-type: none"> ■ Lifeguards cannot proceed with removing the victim from the water
Victim is placed onto the board	<ul style="list-style-type: none"> ■ Victim's body is on the backboard ■ Victim's head is positioned on the backboard's head space 	<ul style="list-style-type: none"> ■ Victim's body is not aligned and on the backboard ■ Victim's head is not positioned on the backboard's head space
Victim is pulled out on the backboard	<ul style="list-style-type: none"> ■ Carefully and gently drag the backboard, taking one step at a time until they reach the top of the steps 	<ul style="list-style-type: none"> ■ Is unable to pull the backboard and victim up the steps onto land ■ Does not demonstrate good body mechanics while pulling the backboard and victim onto land ■ Drops backboard and victim

BEFORE PROVIDING CARE, VICTIM ASSESSMENT AND BREATHING EMERGENCIES

Lesson Length: 2 hours, 45 minutes

GUIDANCE FOR THE INSTRUCTOR

To complete this session and meet the lesson objectives, you must:

- Show the video segment “Standard Precautions.”
- Complete the skills practice for Removing Disposable Gloves.
- Discuss all points in the topic Standard Precautions.
- Discuss all points in the topic General Procedures for an Emergency on Land.
- Guide the discussion on Scene Size-up.
- Discuss all points in the topic Performing a Primary Assessment.
- Show the video segment “Primary Assessment.”
- Guide the discussion on Performing a Primary Assessment.
- Complete the skill practice for Using a Resuscitation Mask.
- Complete the skill practice for Primary Assessment—Adult and Child.
- Complete the skill practice for Primary Assessment—Infant.
- Discuss all points in the topic Moving a Victim.
- Discuss all points in the topic Recognizing and Caring for Breathing Emergencies.
- Discuss all points in the topic Giving Ventilations.
- Complete the skill practice for Giving Ventilations.
- Discuss all points in the topic Giving Ventilations Using a Bag-Valve-Mask Resuscitator.
- Show the video segment “Using a Bag-Valve-Mask Resuscitator—Two Rescuers.”
- Complete the skill practice for Using a Bag-Valve-Mask Resuscitator—Two Rescuers.
- Discuss all points in the topic Airway Obstruction.
- Show the video segment “Conscious Choking—Adult and Child.”
- Complete the skill practice for Conscious Choking—Adult and Child.
- Show the video segment “Conscious Choking—Infant.”
- Complete the skill practice for Conscious Choking—Infant.
- Conduct the Putting It All Together skill drills.
- Complete the Lifeguard Station Response Time Testing skill drill.

LESSON OBJECTIVES

- Describe what standard precautions to take to prevent disease transmission when providing care.
- Demonstrate proper removal of disposable gloves.
- Describe the general procedures for injury or sudden illness on land.

- Identify items of concern when conducting a scene size-up and forming an initial impression.
- Demonstrate how to perform a primary assessment and place a victim in a recovery position.
- Identify victim conditions that indicate the need to summon emergency medical services (EMS) personnel.
- Understand how to safely and effectively move a victim on land.
- Demonstrate how to use a resuscitation mask.
- Recognize and care for a breathing emergency.
- Demonstrate how to safely and effectively give ventilations.
- Demonstrate how to safely and effectively use a bag-valve-mask (BVM) resuscitator with two rescuers.
- Demonstrate how to safely and effectively care for an obstructed airway for a conscious and an unconscious victim.
- Demonstrate the ability to work as a team to implement an (emergency action plan) EAP, perform a rescue and perform emergency care.

ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Manikins (one adult and one infant manikin for every two participants, child manikins optional)
- Pediatric resuscitation masks (one per participant)
- Bag-valve-mask (BVM) resuscitators (adult and infant, one for each manikin, child BVMs optional)
- Decontamination supplies
- Rescue tubes (one for every two participants)
- Backboard (one for every three participants)
- Timing device such as a stop watch or smartphone with a stop watch feature (one per instructor)

LESSON PREPARATION

- To save time, have all equipment and supplies prepared and available ahead of time.
- Be prepared to answer questions participants may have about the review questions they completed.
- Select and arrange for a location that is appropriate to conduct the Lifeguard Response Time Testing Drill activity in advance. Be prepared by discussing the drill with facility management and the lifeguarding staff on duty so that the staff on duty are aware and do not mistake the drill for an actual emergency. If possible, conduct the drill in an area of the pool not crowded by patrons.



INSTRUCTOR NOTES

- Training information and skill sheets for the administration of epinephrine and for the administration of inhalers can be found on Instructor's Corner.
- It is not necessary to practice the primary assessment and recovery position for an adult and a child. Have participants practice the primary assessment and a recovery position for an adult. Then, have participants as a group explain the elements that are unique when performing the primary assessment for a drowning victim, including when to give ventilations, as well as unique elements when performing the primary assessment on a child, including getting consent, opening the airway and giving ventilations.
- Choose either the practice-while-you-watch or watch-then-practice method for the Giving Ventilations skill practice.
- Participants need only demonstrate how to provide ventilations for an adult. Have participants as a group explain the differences for a child, such as how far to tilt the head or using a pediatric mask.
- Participants need only demonstrate how to care for conscious choking for an adult. Have participants as a group explain the differences for a child such as kneeling if the victim is shorter.

TEACHING TIPS

- You must be able to observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Set up groups so that you can observe each group, but allow enough room for the groups to conduct the skills and scenarios without disrupting each other or causing injury.
- When using the practice-while-you-watch method for Giving Ventilations, do not interrupt this skill session to lecture or communicate anything other than guidance related to skill practice. In general, answering questions should occur after the video segment (and skill session) has ended.
- Arrange the manikins so the heads are facing the same direction to make it easier for you to observe and assess participant performance.
- When practicing in-water skill drills, stagger the groups in a way that allows you to observe and give feedback to the groups and maximize practice time for all participants rather than having them watch another group (if you have enough participants in the class).

TOPIC: STANDARD PRECAUTIONS

Time: 10 minutes

STANDARD PRECAUTIONS

VIDEO SEGMENT:



REFERENCES:

Course
Presentation:
Slides 156–157
Participant's
Manual:
Chapter 7

- Remind participants that they have already discussed disease transmission related to safety and explain that in this lesson they will learn more about the specific diseases of concern and how they are transmitted.
- Show the video segment "Standard Precautions."
- Answer participants' questions about the segment.
- Ask participants: **What are the diseases that are of primary concern for you as a lifeguard?**
Answers: Responses should include the following:
 - Hepatitis B
 - Hepatitis C
 - HIV

REMOVING DISPOSABLE GLOVES

SKILL PRACTICE:



REFERENCES:

Participant's
Manual:
Chapter 7

- Provide all participants with disposable non-latex gloves.
- Explain that participants will have many opportunities to practice glove removal since they will be following procedures each time they remove gloves throughout the remainder of this course.
- Lead participants through the skill of Removing Disposable Gloves.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.

LECTURE:



REFERENCES:

Course
Presentation:
Slides 158–160

Participant's
Manual:
Chapter 7

- Facility management should abide by Occupational Safety and Health Administration (OSHA) requirements regarding job-related exposure to bloodborne pathogens, which are designed to protect you from disease transmission.
- You should participate in annual bloodborne pathogens training to learn and review the procedures that protect you from exposure at your worksite.
- Standard precautions are safety measures that combine universal precautions and body substance isolation (BSI) precautions by assuming that all body fluids may be infectious.
- Standard precautions can be applied through the use of:
 - Personal protective equipment (PPE), such as non-latex disposable gloves and a resuscitation mask.
 - Good hand hygiene, which includes washing your hands thoroughly after removing gloves or after any direct or indirect contact with other potentially infectious material (OPIM).
 - Engineering controls, such as the use of biohazard bags to dispose of items that may be contaminated with body fluids.
 - Work practice controls, such as using the proper procedure for removing disposable gloves that protect you from exposure to body fluids.
 - Proper steps for cleaning equipment that will be re-used following an incident involving body fluids.
 - Spill clean-up procedures, such as cleaning up blood spills from the pool deck.

TOPIC: GENERAL PROCEDURES FOR AN EMERGENCY ON LAND

Time: 5 minutes

GENERAL PROCEDURES FOR AN EMERGENCY ON LAND

LECTURE:



REFERENCES:

Course
Presentation:
Slides 162–163
Participant's
Manual:
Chapter 7

- If someone is suddenly injured or becomes ill, activate the facility's EAP for an emergency on land and follow these general procedures.
 - Size up the scene to:
 - Check for hazards that could present a danger to you or the victim.
 - Determine what caused the injury or the nature of the illness. Look for clues to what may have caused the emergency and how the victim became injured or ill.
 - Form an initial impression that may indicate a life-threatening emergency, including unresponsiveness or severe bleeding.
 - Determine the number of victims to prioritize care.
 - Determine what additional resources may be needed.
 - Use appropriate PPE.
 - Perform a primary assessment to determine life-threatening conditions. *Be sure to obtain consent if the victim is responsive.*
 - Summon emergency medical services EMS, if needed.
 - Perform a secondary assessment if no life-threatening conditions are found.
 - Provide care for the conditions found.
 - Report, advise, release: Complete follow-up reports, advise the victim—if warranted—and release the victim.

SCENE SIZE-UP

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slide 167
Participant's
Manual:
Chapter 7

- Tell participants that the first step in the general procedures is the scene size-up. A scene size-up is the careful and systematic approach of a scene to get a full picture of the emergency situation.
- Ask participants: **Using your senses, what information can you gather about the scene of an emergency?**

Answers: Responses should include the following:

 - Sight: Hazardous conditions, number of victims, number of bystanders
 - Smell: Odors that might suggest chemical release, intoxication, diabetic emergency or burning objects
 - Hearing: Unusual sounds, cries for help, splashing
- Ask participants: **Why else is a scene size-up necessary?**

Answers: Responses should include the following:

 - To ensure scene safety for the rescuers, the victims and any bystanders
 - To identify necessary PPE
 - To form an initial impression by looking for signs that might indicate a life-threatening emergency
 - To determine the mechanism of injury or nature of the illness
 - To determine the number of victims
 - To identify what additional help may be required

PERFORMING A PRIMARY ASSESSMENT

LECTURE:



REFERENCES:

Course
Presentation:
Slides 167–168

Participant's
Manual:
Chapter 7

- A primary assessment is conducted to identify any life-threatening conditions.
- The steps for a primary assessment include the following:
 - Check the victim for responsiveness using a shout-tap-shout sequence. *When checking a child or infant, obtain consent from a parent or guardian before providing care, if possible.*
 - Open the victim's airway and check for breathing and a pulse simultaneously.
 - Check for a carotid pulse in an adult and a child. Check for a brachial pulse in an infant.
 - If a victim is not breathing or has no pulse as a result of drowning, give 2 ventilations.
- In general, if a victim is unresponsive but breathing and you do not suspect a head, neck or spinal injury, place the victim in a side-lying recovery position. A recovery position should also be used whenever you are alone and need to leave the scene (e.g., to call for help).



Science Note:

- **Checking for responsiveness:** *When checking a person for responsiveness, sometimes a tapping of the shoulder does not provide enough physical stimuli to elicit a response to pain. Therefore, a trained responder could employ a "shout-tap-pinch" approach with a pinch to the muscle between the neck and shoulder in order to provide a stronger physical stimulus to a sensitive area. It is important that "shout-tap-pinch" does not delay patient care by adding extra time to determine a response to verbal or painful stimuli.*
- **Recovery Positions:** *Based on the available evidence, it is important to turn a person who is responsive and breathing normally but not fully awake onto their side to lower the risk for choking and aspiration. There is little evidence to suggest an optimal recovery position. However, turning the victim towards the rescuer, rather than away from the rescuer, allows for more control over the movement and facilitates monitoring the victim's airway.*
- **Ventilations for Drowning Victims:** *Due to the hypoxic nature of drowning, lifeguards and professional responders should alter the initial treatment for victims with no breathing or no pulse as a result of a drowning and provide 2 initial ventilations during the primary assessment prior to beginning CPR with chest compressions.*

PERFORMING A PRIMARY ASSESSMENT

VIDEO SEGMENT AND GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 169–173
Participant's
Manual:
Chapter 7

- Explain to participants that the video segment demonstrates the procedures used for a primary assessment for an adult, child or infant to identify life-threatening conditions. These procedures also are followed for any victim of a witnessed sudden collapse.
- Show the video segment “Primary Assessment.”
- Answer participants' questions about the segment.
- Ask participants: **What types of life-threatening conditions are you looking for during a primary assessment?**
Answer: *Is the victim breathing and does the victim have a pulse?*
- Ask participants: **In what situations would you give 2 ventilations during the primary assessment?**
Answer: *For any victim who is not breathing and has no pulse as a result of a drowning*
- Ask participants: **How long do you check for a pulse and breathing during the primary assessment?**
Answer: *At least 5 seconds but no more than 10 seconds.*
- Ask participants: **What are the techniques for opening a victim's airway to give ventilations?**
Answers: *From the victim's side: Use the head-tilt/chin-lift. From above the victim's head: Tilt the head back using the jaw-thrust maneuver. If the victim is suspected of having a head, neck or spinal injury, use the jaw-thrust (without head extension) maneuver.*
- Ask participants: **What should you do if your ventilation does not make the victim's chest clearly rise?**
Answer: *Re-tilt the victim's head and re-attempt another ventilation.*

SKILL PRACTICE:



REFERENCES:

Participant's
Manual:
Chapter 7

- Ask participants to take their participant's manual and disposable gloves to the practice area.
- Ask participants to find a partner. One person will be the responder while the other person will be the injured or ill person, then they will switch roles.
- Guide participants through the steps listed on the Performing a Primary Assessment skill chart. Once participants have completed the primary assessment, have them practice the recovery position.
- Guide them through the steps listed on the recovery position skill chart.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include: failing to size up the scene, failing to determine responsiveness, failing to follow standard precautions, improperly opening the airway, checking an inappropriate pulse site or not looking at the chest while checking for breathing.



Instructor's Note: *It is not necessary to practice the primary assessment and recovery position for an adult and a child. Have participants practice the primary assessment and a recovery position for an adult. Then, have participants as a group explain the elements that are unique when performing the primary assessment for a drowning victim, including when to give ventilations, as well as unique elements when performing the primary assessment on a child, including getting consent, opening the airway and giving ventilations.*

USING A RESUSCITATION MASK

LECTURE:



REFERENCES:

Course
Presentation:
Slide 174
Participant's
Manual:
Chapter 7

- **You should always use a resuscitation mask when giving ventilations.**
- **Resuscitation masks come in different sizes to ensure a proper fit and tight seal on adults, infants and children.**
- **Some resuscitation masks also have an inlet for administering emergency oxygen.**

SKILL PRACTICE:



REFERENCES:

Participant's
Manual:
Chapter 7

- Ask participants to take their participant's manual, disposable gloves and resuscitation masks to the practice area.
- Using a manikin, guide participants through the three methods for giving ventilations using each of the following methods:
 - Head-Tilt/Chin-Lift Technique
 - Jaw-Thrust (with Head Extension) Maneuver
 - Jaw-thrust (without Head Extension) Maneuver
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include: not opening the airway, improperly opening the airway, not obtaining a seal with the resuscitation mask, or not making the chest rise and fall, not looking at the chest while checking for breathing.

PRIMARY ASSESSMENT—INFANT

LECTURE:



REFERENCES:

Course
Presentation:
Slide 175
Participant's
Manual:
Chapter 7

- **Obtain consent from a parent or guardian before providing care for an infant, when possible.**
- **When checking an infant for responsiveness, follow the same shout-tap-shout sequence as you would for an adult or child, but tap the infant on the foot to see if they respond.**
- **When checking an infant for breathing, keep the head in the neutral position.**
- **For an infant, feel for the brachial pulse on the inside of the upper arm, between the elbow and the shoulder.**
- **When giving ventilations for an infant, always use a pediatric resuscitation mask.**

SKILL PRACTICE:



REFERENCES:

Participant's
Manual:
Chapter 7

- Using a manikin, guide participants through the steps listed on the Primary Assessment skill chart.
- Once participants have completed the primary assessment, have them practice the recovery position. Guide participants through the steps listed on the Recovery Position skill chart.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include: failing to size up the scene, failing to obtain consent, failing to determine responsiveness, failing to follow standard precautions, improperly opening the airway, checking an inappropriate pulse site, not looking at the chest while checking for breathing.

SUMMONING EMS PERSONNEL

LECTURE:



REFERENCES:

Course
Presentation:
Slides 176–178
Participant's
Manual:
Chapter 7

- **Summon EMS personnel for any of the following conditions:**
 - **Unresponsive or an altered level of consciousness (LOC), such as drowsiness or confusion**
 - **Breathing problems (difficulty breathing or no breathing)**
 - **Chest pain, discomfort or pressure lasting more than a few minutes or that goes away and comes back or that radiates to the shoulder, arm, neck, jaw, stomach or back**
 - **Persistent abdominal pain or pressure**
 - **No pulse**
 - **Severe life-threatening bleeding**
 - **Vomiting blood or passing blood**
 - **Severe (critical) burns**
 - **Suspected poisoning**
 - **Seizures on land, unless the person is known to have periodic seizures**
 - **Stroke**
 - **Painful, swollen, deformed areas or an open fracture**
 - **Victim's physical condition is unclear or is worsening**
- **Ask participants: What other conditions that may occur in the aquatic environment might require summoning EMS personnel?**

Answers: Responses should include the following:

 - Any victim recovered from underwater who may have inhaled water
 - Seizures in the water
 - Suspected or obvious injuries to the head, neck or spine

TOPIC: MOVING A VICTIM

Time: 5 minutes

MOVING A VICTIM

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 180–183
Participant's
Manual:
Chapter 7

- **Moving a victim needlessly or improperly can lead to further pain and injury.**
- **Ask participants: What factors should be considered when deciding whether or not to move a victim?**

Answers: Responses should include the following:

 - You are faced with immediate danger
 - You need to get to other victims who have more serious injuries or illnesses
 - It is necessary to provide appropriate care (e.g., moving a victim to the top or bottom of a flight of stairs to perform Cardiopulmonary Resuscitation (CPR))
- **If you must leave a scene to ensure your personal safety, you should make reasonable attempts to move the victim to safety as well.**
- **Ask participants: If you have to move a victim, what factors should be considered in deciding what method to use?**

Answers: Responses should include the following:

 - The victim's height and weight
 - Your physical strength
 - Obstacles, such as stairs and narrow passages
 - The distance to be moved
 - Whether others are available to assist
 - The victim's condition
 - Whether aids to transport are readily available

TOPIC: **RECOGNIZING AND CARING FOR BREATHING EMERGENCIES**

Time: 5 minutes

RECOGNIZING AND CARING FOR BREATHING EMERGENCIES

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slide 186

Participant's
Manual:
Chapter 8

- **In a breathing emergency, a person's breathing can become so impaired that life is threatened. As a lifeguard, it is important for you to know how to recognize and care for these emergencies.**
- Hypoxia is a condition in which insufficient oxygen reaches the cells.
- Ask participants: **What are possible causes of hypoxia?**
Answers: Responses should include the following:
 - Obstructed airway
 - Shock
 - Inadequate breathing
 - Fatal and nonfatal drowning
 - Strangulation
 - Choking
 - Suffocation
 - Cardiac arrest
 - Head trauma
 - Carbon monoxide poisoning
 - Anaphylactic shock

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 187–191

Participant's
Manual:
Chapter 8

- **There are two types of breathing (also referred to as respiratory) emergencies:**
 - **Respiratory distress is a condition in which breathing becomes difficult.**
 - **Respiratory arrest is a condition in which breathing stops.**
- **Respiratory distress may lead to respiratory arrest.**
- Ask participants: **What are some signs and symptoms of a person in respiratory distress?**
Answers: Responses should include the following:
 - Slow or rapid breathing
 - Unusually deep or shallow breathing
 - Shortness of breath or noisy breathing
 - Dizziness, drowsiness or light-headedness
 - Changes in level of consciousness
 - Increased heart rate
 - Chest pain or discomfort
 - Skin that is flushed, pale, ashen or bluish
 - Unusually moist or cool skin
 - Gasping for breath
 - Wheezing, gurgling or high-pitched noises
 - Inability to speak in full sentences
 - Tingling in the hands, feet or lips
 - Apprehensive or fearful feelings



- **To care for respiratory distress you must:**
 - **Maintain an open airway.**
 - **Summon EMS personnel.**
 - **Help the victim to rest in a comfortable position that makes breathing easier.**
 - **Reassure and comfort the victim.**
 - **Assist the victim with taking any of their prescribed medication.**
 - **Keep the victim from getting chilled or overheated.**
 - **Administer emergency oxygen, if it is available and you are trained to do so.**
- **If the victim has asthma or emphysema, they may try to do pursed-lip breathing.**
- **Have the person sit in a comfortable position. Once they inhale, have them slowly exhale through the mouth with lips pursed like blowing out candles.**
- **During a breathing emergency, the use of emergency oxygen can help a responsive person who is in respiratory distress or may be used for an unresponsive victim who is not breathing. Additional American Red Cross training is available to teach you how to administer emergency oxygen.**
- Refer participants to Chapter 8, Breathing Emergencies, in the *Lifeguarding Manual*. Point out the sidebars on asthma and anaphylaxis. Explain that if they will be required to administer epinephrine, they may need to undergo additional training conducted at their facility.



Instructor's Note: *Training information and skill sheets for the administration of epinephrine and for the administration of inhalers can be found on Instructor's Corner.*



Science Note:

- **Respiratory Arrest:** *Hyperventilation most commonly occurs when victims are being ventilated in respiratory arrest or when an advanced airway is placed during cardiac arrest. It is critical to avoid hyperventilation of the victim because it leads to increased pressure and a subsequent decrease in cardiac filling and cardiac perfusion pressures by putting pressure on the vena cava (the main chest vein).*
- **Opioid Overdose:** *With a growing epidemic of opioid (commonly heroin and oxycodone) overdoses in the United States, local and state departments of health have increased access to the medication naloxone, which can counteract the effects of overdose including respiratory arrest. Naloxone (also referred to by its trade name Narcan™) has few side effects and can be administered intranasally (through the nose). Trained responders should administer the drug when the patient is in respiratory arrest and an opioid overdose is suspected. Lifeguards and professional responders should follow local medical protocols and regulations to determine dosing and timing of naloxone administration.*

GIVING VENTILATIONS—ADULT AND CHILD

SKILL PRACTICE:



REFERENCES:

Participant's Manual:
Chapter 8



Instructor's Note: Participants need only demonstrate how to provide ventilations for an adult. Have participants as a group explain the differences for a child, such as how far to tilt the head or using a pediatric mask.

- Choose either the practice-while-you-watch or watch-then-practice method for this skill practice.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include: not tilting the head, tilting the head too far back, not looking at the chest when assessing for breathing, not noticing if the ventilations are inadequate (do not cause the chest to rise), failing to reassess for breathing and pulse, providing ventilations at the incorrect ratio, breathing too hard or too soft, not obtaining a seal with the resuscitation mask, using an improperly sized mask for the victim or not counting out loud.

SKILL PRACTICE AND VIDEO SEGMENT:



REFERENCES:

Course Presentation:
Slide 193

Participant's Manual:
Chapter 8

PRACTICE-WHILE-YOU-WATCH

- Ask participants to take their disposable gloves and resuscitation masks to the practice area.
- Explain to the participants that, for this skill, they will follow along with and practice the steps for giving ventilations to an adult as they are guided by the video.
- Show the video segment "Giving Ventilations."
- Do not interrupt this skill session to lecture or communicate anything other than guidance related to skill practice. In general, answering questions should occur after the video segment (and skill session) has ended.

WATCH-THEN-PRACTICE

- Tell participants that, for this skill, they will watch the video segment without practicing until you pause it, even though the narration may say to follow along.
- Show the video segment "Giving Ventilations."
- Ask participants to take their disposable gloves and resuscitation masks to the practice area.
- Show the video segment "Giving Ventilations."
- Guide participants through the steps of the skill of giving ventilations to an adult.

GUIDED
DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 194–195

Participant's
Manual:
Chapter 8

- Ask participants: **What are the differences to be aware of when giving ventilations to a child?**
Answers: Responses should include the following:
 - When opening a child's airway, tilt the head slightly past the neutral position, but not as far as you would for an adult.
 - When giving ventilations to a child, give 1 ventilation about every 3 seconds.
- Ask participants: **What are the differences to be aware of when giving ventilations to an infant?**
Answers: Responses should include the following:
 - Always use a pediatric mask when giving ventilations to an infant.
 - When opening an infant's airway, keep the head in the neutral position.
 - When giving ventilations to an infant, give 1 ventilation about every 3 seconds.

GIVING VENTILATIONS—INFANT

SKILL
PRACTICE:



REFERENCES:

Participant's
Manual:
Chapter 8

- Guide participants through the steps of the skill giving ventilations to an infant.
- Examples of common errors to point out include: not tilting the head, tilting the head past a neutral position, failing to recheck for breathing and a pulse, giving ventilations that are too hard or at the wrong rate, not properly sealing the resuscitation mask, not looking at the chest when checking for breathing, not using a pediatric mask for the infant victim or not counting out loud.

TOPIC: **GIVING VENTILATIONS USING A BAG-VALVE-MASK RESUSCITATOR**

Time: 15 minutes

GIVING VENTILATIONS USING A BVM—TWO RESCUERS

ACTIVITY:



REFERENCES:

Participant's
Manual:
Chapter 8

- Briefly show participants two to three BVMs (adult and infant, child is optional) and point out the parts (bag, valve and mask), demonstrating how squeezing the bag opens the one-way valve, forcing air into the lungs, and how releasing the bag closes the valve, allowing environmental air to refill it.
- Emphasize the need for two rescuers: one to position and seal the mask and one to squeeze the bag.
- Emphasize the need to use the appropriate sized BVM for the victim.



Science Note: Ventilation with a BVM is reserved for when multiple rescuers are available to treat the victim: One to perform chest compressions and two others to manage the airway and provide ventilations. While a BVM may often be used in some situations by a single responder (advanced medical personnel), the evidence supports the use of a BVM with two responders: One to maintain an adequate seal and one to squeeze the bag to deliver the ventilations.

VIDEO SEGMENT:



REFERENCES:

Course
Presentation:
Slide 196

Participant's
Manual:
Chapter 8

- Explain to participants that the video segment demonstrates how to use a BVM.
- Show the video segment "Using a Bag-Valve-Mask Resuscitator—Two Rescuers."
- Answer participants' questions about the segment.

GIVING VENTILATIONS USING A BVM—TWO RESCUERS

SKILL PRACTICE:



REFERENCES:

Participant's
Manual:
Chapter 8

- Divide participants into pairs and guide them through the steps listed on the Giving Ventilations Using a Bag-Valve-Mask Resuscitator—Two Rescuers skill chart.
- Guide participants through the steps of the skill for using a BVM on an adult.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include: not tilting the head, not maintaining a seal with the resuscitation mask, not squeezing the bag hard enough or squeezing the bag too hard, the chest does not rise, giving ventilations at the wrong rate, not counting out loud.

CONSCIOUS CHOKING—ADULT AND CHILD

LECTURE:



REFERENCES:

Course
Presentation:
Slides 198–199
Participant's
Manual:
Chapter 8

- Airway obstructions are a common emergency.
- Mechanical obstructions result from a foreign body lodged in the airway, generally food or other small objects.
- Anatomical obstructions are caused mostly by the tongue. When a person becomes unconscious, the tongue loses muscle tone and falls back, blocking the airway.
- The universal sign for choking in a conscious person is clutching the throat.
- Encourage coughing as long as the person can cough forcefully.
- If the person cannot cough, speak, cry or breathe, immediate action is needed.

VIDEO SEGMENT:



REFERENCES:

Course
Presentation:
Slide 200
Participant's
Manual:
Chapter 8

- Explain to participants that the video segment will demonstrate how to care for an adult or child who is choking.
- Show the video segment "Conscious Choking—Adult and Child."
- Answer participants' questions about the segment.




Science Note: Evidence suggests that it may take more than one technique to clear the airway, and that back blows, abdominal thrusts and chest thrusts are all effective.

SKILL PRACTICE:



REFERENCES:

Participant's
Manual:
Chapter 8

- 

Instructor's Note: Participants need only demonstrate how to care for conscious choking for an adult. Have participants as a group explain the differences for a child, such as kneeling if the victim is shorter.
- Divide participants into two lines facing the same direction or have them partner and arrange each pair so you can see all groups. Designate victims and lifeguards.
 - Instruct participants not to give actual back blows or abdominal thrusts to their partners.
 - Guide them through the steps listed on the Conscious Choking—Adult and Child skill chart.
 - Have participants change roles and repeat the guided skill practice.
 - Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
 - Examples of common errors to point out include: failing to obtain the victim's consent, performing abdominal thrusts before back blows, positioning the hands improperly, not using the thumb side of the fist to give abdominal thrusts.
 - Remind participants that if a conscious choking victim is too large to reach around or if the victim is obviously pregnant or known to be pregnant, back blows and chest thrusts are used.

CONSCIOUS CHOKING—INFANT

VIDEO SEGMENT:



REFERENCES:

Course
Presentation:
Slide 201
Participant's
Manual:
Chapter 8

- Explain that the video segment will demonstrate how to care for a choking infant.
- Show the video segment “Conscious Choking—Infant.”
- Answer participants’ questions about the segment.

SKILL PRACTICE:



REFERENCES:

Participant's
Manual:
Chapter 8

- Ask participants to return to the practice area.
- Divide participants into pairs and guide them through the steps listed on the Conscious Choking—Infant skill chart.
- Guide them through the steps listed on the Conscious Choking—Infant skill chart.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include: not keeping the infant's head lower than the chest, not supporting the head and neck securely when turning the infant, not placing the fingers correctly for chest thrusts or the hand for back blows.

LECTURE:



REFERENCES:

Course
Presentation:
Slide 202
Participant's
Manual:
Chapter 8

- **If a victim who is choking becomes unresponsive, carefully lower them to a firm, flat surface (the ground), send someone to get an AED, and summon additional resources if appropriate and you have not already done so. Immediately begin CPR starting with chest compressions.**
- **You will learn how to give CPR and provide care for an unresponsive victim with an obstructed airway later in the course.**

TOPIC: **IN-WATER SKILL SESSION: PUTTING IT ALL TOGETHER**

Time: 45 minutes

RESCUE, EXTRICATION, PRIMARY ASSESSMENT AND BVM

SKILL DRILL:



Instructor's Note: *The purpose of this skill drill is for participants to gain experience with a scenario that includes a water rescue, extrication and providing ventilations using a BVM. Part 2 of the drill challenges participants to perform the scenario within 1 1/2 minutes.*

- Assemble the participants on the pool deck and explain they will be practicing team rescues for a submerged passive victim in deep water, extricating the victim from the water on a backboard, performing a primary assessment and providing care for a victim who is not breathing but has a pulse.

SHALLOW WATER LIFEGUARDING

- For the Shallow Water Lifeguarding course, participants will practice rescuing a submerged passive victim in shallow water.
- Divide the participants into groups of three and assign one rescuing lifeguard, one assisting responder and one victim for each group. Have each lifeguard and assisting responder wear a hip pack containing gloves and a resuscitation mask.
- Have a manikin available to substitute into the drill once the rescue and extrication are complete.
- Explain that for each group:
 - The rescuing lifeguard will simulate activating the EAP and enter the water.
 - The victim will get into position and submerge as the rescuing lifeguard gets near. The rescuing lifeguard will perform a submerged passive victim rescue.
 - The assisting lifeguard will bring the backboard and assist the rescuing lifeguard in extricating the victim, demonstrating team communication skills between the lifeguards.
 - Once removed from the water, the lifeguards should do a primary assessment on a manikin, give 2 ventilations and then provide care for a victim who is not breathing but has a pulse. The lifeguards should give ventilations using a BVM.
- Repeat the drill until each person in the group has performed as a rescuing lifeguard and an assisting responder.

LIFEGUARD STATION RESPONSE TIME TESTING

SKILL DRILL:



REFERENCES:

Course
Presentation:
Slide 204



Instructor's Note: The purpose of this drill is to test response time, not victim recognition. Participants will know who the victim is and where they are positioned. This test is designed to assist supervisors at a facility and to evaluate each zone by getting an average time for different lifeguards, not to test individual lifeguard performance.

- Assemble participants on the pool deck and explain they will be practicing lifeguard station response time testing.
- This drill helps managers evaluate the ability of a lifeguard to reach a victim from anywhere in a zone and to rescue a submerged, passive victim, extricate and provide 2 ventilations.
- Explain to participants that the goal of this drill is not to exceed 1½ minutes from any location within that zone, including the furthest and deepest spot.
- Divide participants into groups of three and assign one rescuing lifeguard, one assisting responder and one victim for each group. Have each lifeguard and assisting responder wear a hip pack containing gloves and a resuscitation mask.
- Have a manikin available to substitute into the drill once the primary assessment is complete.
- Place the lifeguard at a “station” and the assisting responder where they would normally be within the facility, such as in a break room or location as a back-up responder.



Instructor's Note: A mock station can be used if an actual station is not available.

- Initiate the drill:
 - Place the “victim” in the pre-arranged location (for example a submerged victim in the farthest corner of the zone). The zones should be a realistic size and shape. The victim should not submerge until the lifeguard nears the scene.
 - Start the drill by having the lifeguard activate the EAP.
- Time the response. Start timing at the whistle blast/EAP signal and stop when the victim has been extricated from the water and 2 ventilations have been given.
- Ask participants: **What adjustments could be made to reduce the time, if needed, and ensure that lifeguards at each zone are able to respond, extricate and begin ventilations?**
Answers: Responses should include the following:
 - Moving the lifeguard station
 - Adjusting the zone coverage, such as splitting the zone
 - Adjusting the placement of emergency equipment or emergency back-up personnel

ASSIGNMENT

- Instruct participants to read the following chapter and complete the review questions in the *Lifeguarding Manual* prior to the start of the next lesson:
 - Chapter 9, Cardiac Emergencies

SKILL CHARTS AND ASSESSMENT TOOLS

In addition to performing the steps listed in the skill chart in the correct order, participants must meet the criteria listed at the proficient level to be checked off for this skill. Assessment criteria that are general for the category of skills, as well as specific to, the skill must be met.

REMOVING DISPOSABLE GLOVES

SKILL CHART: REMOVING DISPOSABLE GLOVES

1. Pinch the glove.
 - Pinch the palm side of one glove near your wrist.
 - Carefully pull the glove off so that it is inside out.
2. Slip two fingers under the glove.
 - Hold the glove in the palm of your gloved hand.
 - Slip two fingers under the glove at the wrist of the remaining gloved hand.
3. Pull the glove off.
 - Hold the glove in the palm of your gloved hand.
 - Slip two fingers under the glove at the wrist of the remaining gloved hand.
4. Dispose of gloves and wash hands.
 - Dispose of gloves and other PPE in a proper biohazard container.
 - Wash your hands thoroughly with soap and running water, if available. Otherwise, rub hands thoroughly with an alcohol-based sanitizer if hands are not visibly soiled.

SKILL ASSESSMENT TOOL: REMOVING DISPOSABLE GLOVES

Criteria	Proficient	Not Proficient
Removes gloves	■ Bare skin does not come into contact with outside surface of gloves	■ Bare skin comes into contact with surface of gloves

PRIMARY ASSESSMENT

SKILL CHART: PRIMARY ASSESSMENT—ADULT, CHILD, OR INFANT

Note: Activate the EAP and get an AED on the scene as soon as possible.

1. Size up the scene while forming an initial impression:

- Use your senses to check for hazards that could present a danger to you or the victim.
- Use appropriate PPE.
- Determine the number of injured or ill victims.
- Determine what caused the injury or the nature of the illness. Look for clues to what may have caused the emergency and how the victim became ill or injured.
- Form an initial impression that may indicate a life-threatening emergency, including responsiveness or severe bleeding.
- Does the victim look sick? Are they awake and moving?
- Determine what additional resources may be needed.

Note: If you see severe life-threatening bleeding, use any available resources to control the bleeding including a tourniquet if one is available and you are trained.

2. Check for responsiveness.

Shout, “Are you okay?” (use the person’s name if you know it) then tap the victim on the shoulder and shout, “Are you okay?” again in a shout-tap-shout sequence.

- For an infant, tap the foot.

3. If no response, summon EMS personnel, if you have not already done so.

- If the victim is face-down, roll the victim onto their back while supporting the head, neck and back.

4. Perform a primary assessment, open the airway and simultaneously check for breathing and a pulse for at least 5 seconds, but no more than 10 seconds.

- To open the airway:

- From the side, use the head-tilt/chin-lift technique.
- From above the victim’s head, use the jaw-thrust (with head extension) maneuver.
- If a head, neck or spinal injury is suspected, use the jaw-thrust (without head extension) maneuver.

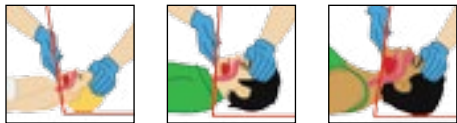
- Look, listen and feel for breathing and pulse simultaneously.

- For an adult or child, feel for a carotid pulse by placing two fingers in the middle of the victim’s throat and then sliding them into the groove at the side of the neck closest to you. Press lightly.
- For an infant, feel for the brachial pulse on the inside of the upper arm between the infant’s elbow and shoulder. Press lightly.

SKILL CHART: PRIMARY ASSESSMENT—ADULT, CHILD, OR INFANT, *CONTINUED*

5. Give two ventilations **ONLY IF** the victim is not breathing as the result of a drowning.
 - If the chest does not clearly rise when attempting the first 2 ventilations, re-tilt the head and try to give another ventilation.
 - If after the second attempt the chest clearly rises, give 1 more ventilation so there are two successful ventilations.
 - If after the second attempt, the chest does not clearly rise, immediately begin CPR.
6. Provide appropriate care.
 - If the victim is not breathing but has a pulse, give ventilations.
 - Adult: Give 1 ventilation about every 5-6 seconds.
 - Child and Infant: Give 1 ventilation about every 3 seconds.
 - If the victim is not breathing and has no pulse, begin CPR starting with compressions.
 - If unresponsive but breathing and you do not suspect a head, neck or spinal injury, place the victim in a side-lying recovery position. To place the victim in a recovery position:
 - Raise the victim's arm that is closest to you.
 - Roll the victim toward you so that their head rests on their extended arm.
 - Bend the victim's knees to stabilize their body.

SKILL ASSESSMENT TOOL: PRIMARY ASSESSMENT—ADULT, CHILD, OR INFANT

Criteria	Proficient	Not Proficient
Scene size-up	<ul style="list-style-type: none"> ■ Use of PPE (wears gloves) ■ Obtains consent (child/infant) 	<ul style="list-style-type: none"> ■ Does not use PPE ■ Does not obtain consent (child/infant)
Checks for responsiveness	<ul style="list-style-type: none"> ■ Uses a shout-tap-shout sequence ■ Summons EMS personnel 	<ul style="list-style-type: none"> ■ Does not check for responsiveness or use a shout-tap-shout sequence ■ Does not summons EMS personnel
Simultaneous Breathing and Pulse check	<ul style="list-style-type: none"> ■ Opens and maintains open airway throughout primary assessment  <ul style="list-style-type: none"> ■ Looks, listens and feels for breathing and pulse for at least 5 seconds but no more than 10 seconds ■ For adult or child, feels for carotid pulse ■ For infant, feels for brachial pulse 	<ul style="list-style-type: none"> ■ Does not maintain an open airway throughout primary assessment ■ Does not look, listen and feel for breathing and/or pulse ■ Checks for breathing or pulse for less than 5 or more than 10 seconds ■ Checks an incorrect pulse location
Gives 2 ventilations (for any victim who is unresponsive as a result of a drowning)	<ul style="list-style-type: none"> ■ Gives 2 ventilations that make the chest clearly rise and last about 1 second each ■ Allows the chest to fall between ventilations 	<ul style="list-style-type: none"> ■ Gives ventilations that do not make the chest clearly rise and last 2 or more seconds each ■ Does not give ventilations ■ Gives fewer or more than 2 ventilations ■ Does not allow chest to fall between ventilations

RECOVERY POSITIONS

SKILL CHART: SIDE-LYING RECOVERY POSITION

1. Kneel at the victim's side.
2. Extend the victim's arm that is closest to you above the victim's head.
3. Roll the victim toward you so that they are on their side. The victim's head should rest on their extended arm.
4. Bend both of the victim's knees to stabilize their body.

Note: Use a side-lying recovery position when a victim is responsive and breathing and you do not suspect a head, neck or spinal injury. You should also use this recovery position if you have to leave for any reason, such as to get help, even if the victim has a head, neck or spinal injury.

SKILL CHART: INFANT RECOVERY POSITION (ALTERNATE)

1. Carefully position the infant face-down along your forearm.
2. Support the infant's head and neck with your other hand while keeping the infant's mouth and nose clear.

SKILL ASSESSMENT TOOL: RECOVERY POSITIONS

Criteria	Proficient	Not Proficient
SIDE-LYING RECOVERY POSITION		
Maintains an open airway	■ Rolls victim onto side	■ Victim is vomiting but left lying face-up
Support head, neck and spine	■ Rolls victim in a smooth motion until on their side	■ Lifts or pushes the head or neck
INFANT (ALTERNATE)		
Maintains an open airway	■ Mouth and nose are clear	■ Infant's mouth or nose is blocked by forearm or hand
Supports head and neck	■ Infant face-down along the rescuer's forearm ■ Head and neck supported by other hand	■ Infant's head or body is sideways or dangling from forearm

USING A RESUSCITATION MASK

SKILL CHART: HEAD-TILT/CHIN-LIFT TECHNIQUE

1. Kneel to the side of the victim's head.
2. Position the mask.
 - Place the rim of the mask between the victim's lower lip and chin.
 - Lower the mask until it covers the victim's mouth and nose.
3. Seal the mask.
 - Place the thumb and fingers of one hand around the top of the mask.
 - Place the thumb of your other hand on the bottom of the mask and slide your first two fingers onto the bony part of the victim's chin.
 - Press downward on the mask with your top hand and the thumb of your lower hand to seal the top and bottom of the mask.
4. Tilt the victim's head back and lift the chin to open the airway.
5. Blow into the mask.
 - Each ventilation should last about 1 second and make the chest clearly rise. The chest should fall before the next ventilation is given.

SKILL CHART: JAW-THRUST (WITH HEAD EXTENSION) MANEUVER

1. Position the mask.
 - Kneel above the victim's head.
 - Place the rim of the mask between the lower lip and chin.
 - Lower the resuscitation mask until it covers the victim's mouth and nose.
2. To seal the mask and open the airway:
 - Using the elbows for support, place your thumbs and index fingers along each side of the resuscitation mask to create a "C."
 - Slide your 3rd, 4th and 5th fingers into position to create an "E" on both sides of the victim's jawbone.
 - Hold the mask in place while you tilt the head back and lift the jaw into the mask.

SKILL CHART: JAW-THRUST (WITHOUT HEAD EXTENSION) MANEUVER

1. Position the mask.
 - Kneel above the victim's head.
 - Place the rim of the mask between the lower lip and chin.
 - Lower the resuscitation mask until it covers the victim's mouth and nose.
2. To seal the mask and open the airway:
 - Place your thumbs and index fingers along each side of the resuscitation mask to create a "C."
 - Slide your 3rd, 4th and 5th fingers into position to create an "E" on both sides of the victim's jawbone.
 - Without moving or tilting the head back, lift the lower jaw up with your fingers along the jawbone to seal the mask to the face.
3. Blow into the mask.
 - Each ventilation should last about 1 second and make the chest clearly rise. The chest should fall before the next ventilation is given.

SKILL ASSESSMENT TOOL: USING A RESUSCITATION MASK

Criteria	Proficient	Not Proficient
Open the airway: ■ Head-tilt/chin-lift or jaw thrust (with head extension) maneuver	■ Tilts the head back so that the jaw line is at an angle of 80° to 100° to the floor	■ Tilts head back so that jaw line is at an angle less than 80° or greater than 100° to the floor
■ Jaw thrust (without head extension) maneuver	■ Lifts the victim's jaw to open the airway	■ Tilts the victim's head back
■ Give ventilations	■ Gives ventilations that make the chest clearly rise and last about 1 second each	■ Ventilations do not make the chest clearly rise ■ Ventilation lasts 2 or more seconds

GIVING VENTILATIONS USING A BAG-VALVE-MASK RESUSCITATOR

SKILL CHART: GIVING VENTILATIONS USING A BAG-VALVE-MASK RESUSCITATOR—TWO RESCUERS

1. Rescuer 1 kneels behind the victim's head and positions the mask over the victim's mouth and nose.
2. Rescuer 1 seals the mask.
3. Rescuer 1 opens the airway using the jaw-thrust (with head extension) maneuver.
4. Rescuer 2 gives ventilations.
 - Squeeze the bag slowly with both hands.
 - For an adult, give 1 ventilation about every 5-6 seconds.
 - For a child or infant, give 1 ventilation about every 3 seconds.
 - Each ventilation should last about 1 second and make the chest clearly rise. The chest should fall before the next breath is given.
5. Rescuer 2 rechecks for breathing and a pulse about every 2 minutes.
 - Remove the mask and look, listen and feel for breathing and a pulse for at least 5, but no more than 10 seconds.

SKILL ASSESSMENT TOOL: GIVING VENTILATIONS USING A BVM—TWO RESCUERS

Criteria	Proficient	Not Proficient
Opens airway	■ Performs a jaw-thrust (with head extension) maneuver	■ Tilts the head from the side ■ Unable to open the airway
Delivers the appropriate volume of air with each ventilation	■ Squeezes the bag to give ventilations that make the chest	■ Victim's chest does not rise
Gives ventilations at the correct ratio for the victim	■ Adult ratio: Squeezes the bag to give 1 ventilation about every 5-6 seconds	■ Gives ventilations too slow or too fast ■ Gives ventilations at an inappropriate rate
Gives ventilations at the correct ratio for the victim	■ Child or Infant ratio: Squeezes the bag to give 1 ventilation about every 3 seconds	■ Gives ventilations too slow or too fast ■ Gives ventilations at an inappropriate rate

AIRWAY OBSTRUCTION

SKILL CHART: CONSCIOUS CHOKING—ADULT AND CHILD

If the victim cannot cough, speak or breathe:

1. Give 5 back blows.
 - Position yourself slightly behind the victim.
 - Place one arm diagonally across the victim's chest and bend the victim forward at the waist. The victim's upper airway should be at least parallel to the ground.
 - Firmly strike the victim between the shoulder blades with the heel of your hand.
 - Each thrust should be a distinct attempt to dislodge the object.
2. Give 5 abdominal thrusts.
 - Stand behind the victim.
 - For a child, stand or kneel behind the child, depending on the child's size. Use less force on a child than you would on an adult.
 - Place the thumb side of your fist against the middle of the abdomen, just above the navel.
 - Grab your fist and give quick, upward thrusts.
 - Each thrust should be a distinct attempt to dislodge the object.

SKILL ASSESSMENT TOOL: CONSCIOUS CHOKING—ADULT OR CHILD

Criteria	Proficient	Not Proficient
Bends the person forward at the waist for back blows	<ul style="list-style-type: none"> ■ Positions person with upper airway (person's head and neck) parallel to the ground or angled slightly downward 	<ul style="list-style-type: none"> ■ Positions person with upper airway (person's head and neck) angled upward
Gives 5 back blows	<ul style="list-style-type: none"> ■ Strikes the back with heel of one hand ■ Strikes the center of the back between shoulder blades ■ Each back blow is a separate and distinct attempt to dislodge the object 	<ul style="list-style-type: none"> ■ Strikes the back with closed hand ■ Strikes the back with palm ■ Strikes the back more than 2 inches from the center of both shoulder blades ■ Each back blow is not a separate and distinct attempt to dislodge the object
Gives 5 abdominal thrusts	<ul style="list-style-type: none"> ■ Places fist within 2 inches of navel ■ Places fist 1 inch or more away from lower tip of breastbone ■ Each abdominal thrust is a separate and distinct attempt to dislodge the object 	<ul style="list-style-type: none"> ■ Places fist more than 2 inches from navel ■ Places fist less than 1 inch from the lower tip of breastbone (too close to breastbone) ■ Each abdominal thrust is not a separate and distinct attempt to dislodge the object

SKILL CHART: CONSCIOUS CHOKING—INFANT

If the victim cannot cough, speak or breathe:

1. Carefully position the infant face-down along your forearm.
 - Support the infant's head and neck with your hand.
 - Lower the infant onto your thigh, keeping the infant's head lower than their chest.
2. Give 5 back blows.
 - Give back blows with the heel of your hand between the infant's shoulder blades.
 - Each back blow should be a distinct attempt to dislodge the object.
3. Position the infant face-up along your forearm.
 - Position the infant between both of your forearms, supporting the infant's head and neck.
 - Turn the infant face-up.
 - Lower the infant onto your thigh with the infant's head lower than their chest.
4. Give 5 chest thrusts.
 - Put two or three fingers on the center of the chest just below the nipple line and compress the chest about 1½ inches.
 - Each chest thrust should be a distinct attempt to dislodge the object.

SKILL ASSESSMENT TOOL: CONSCIOUS CHOKING—INFANT

Criteria	Proficient	Not Proficient
Keeps the head lower than the chest	<ul style="list-style-type: none"> ■ Positions infant with upper airway (infant's head and neck) angled downward, lower than chest 	<ul style="list-style-type: none"> ■ Positions infant with upper airway (infant's head and neck) parallel to ground or angled upward
Supports the head and neck securely	<ul style="list-style-type: none"> ■ Places thumb and fingers on infant's jaw 	<ul style="list-style-type: none"> ■ Places thumb on front of infant's neck ■ Places fingers on front of infant's neck
Maintains firm support	<ul style="list-style-type: none"> ■ Holds infant securely 	<ul style="list-style-type: none"> ■ Drops infant ■ Loses control of infant
Gives back blows	<ul style="list-style-type: none"> ■ Strikes the back with the heel of one hand ■ Strikes the center of the back between the shoulder blades 	<ul style="list-style-type: none"> ■ Strikes the back with a closed hand ■ Strikes the back with a palm ■ Strikes the back more than 1 inch from the center of both shoulder blades
Gives chest thrusts	<ul style="list-style-type: none"> ■ Places fingers in line with the breastbone (not across/perpendicular to the breastbone) ■ Places fingers in center of chest not more than 1 inch below nipple line 	<ul style="list-style-type: none"> ■ Places fingers perpendicular to breastbone ■ Places fingers outside center of chest ■ Places fingers more than 1 inch below nipple line ■ Places fingers more than 1 inch above nipple line

CARDIAC EMERGENCIES AND USING AN AUTOMATED EXTERNAL DEFIBRILLATOR

Lesson Length: 3 hours, 5 minutes

GUIDANCE FOR THE INSTRUCTOR

To complete this session and meet the lesson objectives, you must:

- Show the video segment “Heart Attack and the Cardiac Chain of Survival.”
- Discuss all points in the topic Recognizing and Caring for a Heart Attack.
- Discuss all points in the topic Cardiac Arrest.
- Guide the discussion on CPR.
- Show the video segment and complete the skill practice for CPR—Adult and Child.
- Show the video segment and complete the skill practice for CPR—Infant.
- Discuss all points in the topic Two-Rescuer CPR.
- Show the video segment “Two-Rescuer CPR—Adult and Child.”
- Complete the skill practice Two-Rescuer CPR—Adult and Child.
- Show the video segment “Two-Rescuer CPR—Infant.”
- Guide the discussion on Two-Rescuer CPR—Infant.
- Complete the skill practice Two-Rescuer CPR—Infant.
- Discuss all points in the topic When the Heart Stops and AEDs.
- Discuss all points in the topic Using an AED.
- Show the video segment “Using an AED.”
- Complete the skill practice for Using an AED.
- Show the video segment “Using an AED—CPR in Progress.”
- Discuss all points in the topic AED Precautions and AED Maintenance.
- Complete the activity Using an AED in Unique Situations—Fact or Fiction.
- Discuss all points in the topic CPR with Airway Obstruction.
- Show the video segment “CPR—Obstructed Airway.”
- Complete the skill practice for CPR—Obstructed Airway.
- Show the video segment “Putting It All Together—Multiple-Rescuer Response.”
- Conduct the skill drills for Multiple-Rescuer Response.

LESSON OBJECTIVES

- Identify the five links in the Adult and Pediatric Cardiac Chain of Survival and identify the importance of each.
- Recognize the signs of a heart attack.
- Identify the steps for caring for a victim of a heart attack.
- Identify signs and symptoms of cardiac arrest.
- Demonstrate how to safely and effectively perform one-rescuer CPR, two-rescuer CPR and multiple-rescuer response.
- Demonstrate how to use an automated external defibrillator (AED).
- Identify precautions for using an AED.
- Demonstrate how to perform a water rescue, extricate and provide the appropriate care in a multiple-rescuer response utilizing the AED and BVM.

ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Activity Worksheet 6.1—Using an AED in Unique Situations—Fact or Fiction
- Manikins (one adult and one infant manikin for every two participants, child manikins optional)
- Pediatric resuscitation masks (one per participant)
- Decontamination supplies
- Automated External Defibrillator (AED) training devices (one for every two participants)
- AED training pads (one set of adult and one set of pediatric training pads for every two participants)
- Rescue tubes (one for every two participants)
- Backboard (one for every three participants)
- Timing device such as a stop watch or smartphone with a stop watch feature (one per instructor)
- Adult and Pediatric bag-valve-mask (BVM) resuscitators
- Hip packs (one for each participant)
- Latex-free nitrile gloves
- Multiple-Rescuer Response Scenario Assessment Forms

LESSON PREPARATION

- To save time, have all equipment and supplies prepared and available ahead of time. Each group of five participants needs one set of equipment for the multiple-rescuer response scenarios.
- Be prepared to answer questions participants may have about the review questions they completed.
- Have copies of the appropriate materials ready before the start of class.
 - Copy Activity Worksheet 6.1—Using an AED in Unique Situations: Fact or Fiction
 - Copy the appropriate number of the Multiple-Rescuer Response Scenario Assessment Tools.



INSTRUCTOR NOTES

- Choose either the practice-while-you-watch or watch-then-practice method for the CPR skill practices.
- Participants need only demonstrate adult CPR and be able to point out how it differs from performing CPR on a child, such as compressing the chest to a depth less than that for an adult.
- Participants only need to demonstrate either adult two-rescuer CPR or child two-rescuer CPR and be able to point out how one differs from the other, such as depth of compressions and ratio of compressions to ventilations.
- Participants only need to demonstrate how to use an AED on either an adult, a child or an infant and be able to point out the differences in the use of an AED for the other two age groups.
- Participants only need to demonstrate CPR—Obstructed Airway on an adult and infant and be able to point out the differences in technique for a child.
- The purpose of the multiple-rescuer response drill is for participants to apply all the skills they have learned thus far about water rescues and CPR and gain experience in using decision-making skills, communicating with other group members in prioritizing care steps, and working together to provide CPR with BVM and AED after a water rescuer and extrication.
- During the multiple-rescuer response skill drill:
 - Assign the rescuing lifeguard (and assisting responder when specified in the scenario), but do not assign roles to additional responders. Instead allow them to prioritize and take action. For example, the first rescuer on the scene with gloves on should start the care step immediately, not wait for the other responder(s) to get ready. The responders must communicate and move into position to start the care step that should occur. The intent of the drill is to help participants apply their knowledge and decision-making skills while working as a team.
- See a video example about how to conduct a multiple-rescuer response drill on Instructor's Corner.
- Note that the final skills scenario will include Multiple-Rescuer Response Scenario 3.

TEACHING TIPS

- You must be able to observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Set up groups so that you can observe each group, but allow enough room for the groups to conduct the skills and scenarios without disrupting each other or causing injury.
- Arrange the manikins so the heads are facing the same direction to make it easier for you to observe and assess participant performance.
- When using the practice-while-you-watch method, do not interrupt this skill session to lecture or communicate anything other than guidance related to skill practice. In general, answering questions should occur after the video segment (and skill session) has ended.
- When practicing using the AED, guide participants through the skill without each group turning on their AED units so your unit is the only one audible. Once you have led them through the skill initially, have the groups repeat with their units turned on so they can follow the audible prompts of their unit(s). Ensure they turn the volume of each unit to a level their group can hear but not so loud as to disrupt other groups also trying to hear their unit.
- When practicing in-water skill drills, stagger the groups in a way that allows you to observe and give feedback of the groups and maximize practice time for all participants rather than having them watch another group (if you have enough participants in the class).
- For the multi-rescuer response scenarios, ensure that participants are getting in the appropriate positions, changing positions for the skill they are performing and are allowing for a quick and effective change in position (i.e., not stepping over the victim, etc.). If you notice some participants acting unsure, help them and rotate them into positions in other scenarios that will require them to lead and demonstrate their skill and knowledge.

TOPIC: **RECOGNIZING AND CARING FOR A HEART ATTACK**

Time: 15 minutes

HEART ATTACK AND THE CARDIAC CHAIN OF SURVIVAL

VIDEO SEGMENT:



- Explain to participants that the video segment will provide important information to help them recognize and provide care for a victim experiencing a heart attack.
- Show the video segment “Heart Attack and the Cardiac Chain of Survival.”
- Answer participants’ questions about the segment.

REFERENCES:

Course
Presentation:
Slide 207

Participant’s
Manual:
Chapter 9



Science Note: *There is strong evidence that suggests that when a person is experiencing signs and symptoms of a heart attack, outcomes are improved when cardiac catheterization is performed within 90 minutes of the onset of signs and symptoms and within 60 minutes of arrival to the hospital, which is why advanced life support provided by advanced medical personnel is critical. When cardiac catheterization is not readily available, the administration of certain medications, including aspirin, within the first few hours of the onset of signs and symptoms has also been shown to be of benefit.*

LECTURE AND GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 208–212

Participant’s
Manual:
Chapter 9

- Present the following scenario: **A patron walking on the pool deck suddenly collapses.**
- Ask participants: **What five links in the Cardiac Chain of Survival are necessary to improve this victim’s chance for survival?**
Answers: Responses should include the following:
 - Recognition of cardiac arrest and activation of the emergency response system.
 - Early CPR to keep oxygen-rich blood flowing and to help delay brain damage and death.
 - Early defibrillation to help restore an effective heart rhythm and significantly increase the patient’s chance for survival.
 - Advanced life support using advanced medical personnel who can provide the proper tools and medication needed to continue the lifesaving care.
 - Integrated post-cardiac arrest care to optimize ventilation and oxygenation and treat hypotension immediately after the return of spontaneous circulation.
- Ask participants: **What are the links in the Pediatric Cardiac Chain of Survival?**
Answers: Responses should include the following:
 - Prevention of arrest
 - Early, high-quality CPR
 - Rapid activation of the emergency medical services (EMS) system or response team to get help on the way quickly
 - Effective advanced life support
 - Integrated post-cardiac care



continued

- Present the following scenario: **You are on duty at a first aid station when an adult patron comes to you for help. They are sweating profusely and having trouble breathing. The patron complains of pain in their chest and arm that comes and goes.**
- Ask participants: **What condition does the person appear to be experiencing?**
Answer: Heart attack
- Ask participants: **What care should you provide for a victim possibly having a heart attack?**
Answers: Responses should include the following:
 - Take immediate action and summon EMS personnel.
 - Have the victim stop any activity and rest in a comfortable position.
 - Loosen any tight or uncomfortable clothing.
 - Closely monitor the victim until EMS personnel take over, noting any changes in appearance or behavior.
 - Comfort the victim.
 - Offer an appropriate dose of aspirin if local protocols or medical direction permits.
 - Be prepared to perform CPR and use an AED.
 - Ask questions to get information that relates to the victim's condition, such as what happened, whether they have any medical conditions or is taking any medications or when was the last time they had anything to eat or drink.
- **An appropriate dose of aspirin can help a victim who is showing signs of a heart attack if taken soon after the symptoms begin.**
- **If your facility allows you to dispense aspirin, you will need to follow procedures to assess if a victim showing signs of a heart attack should be given aspirin.**

TOPIC: **CARDIAC ARREST**

Time: 5 minutes

CARDIAC ARREST

LECTURE AND GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 214–216

Participant's
Manual:
Chapter 9

- **Cardiac arrest is a life-threatening situation in which the heart stops beating or beats too irregularly or too weakly to circulate blood effectively.**
- **Heart attack, electrocution, respiratory arrest, drowning or other conditions may cause cardiac arrest.**
- **Signs of cardiac arrest include:**
 - Sudden collapse
 - Unresponsiveness
 - No normal breathing
 - No pulse
- Ask participants: **What is the difference between a heart attack and cardiac arrest?**
Answers: Responses should include the following:
 - A heart attack occurs when the heart muscle experiences a loss of oxygenated blood.
 - Cardiac arrest occurs when the heart stops beating or the heart is beating too irregularly or too weakly to circulate blood effectively. The victim is unresponsive, is not breathing normally and does not have a pulse. A heart attack may cause cardiac arrest.

CPR

LECTURE
AND GUIDED
DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 218–222

Participant's
Manual:
Chapter 9

- **CPR is a combination of chest compressions and ventilations to circulate blood that contains oxygen to the brain and other vital organs of a person whose heart and breathing have stopped. CPR should be performed on a firm, flat surface.**
- **CPR is used in combination with an AED according to local protocols until EMS personnel take over.**
- **Ask participants: How can you make sure that your chest compressions are effective?**
Answers: Responses should include the following:
 - *Placing the victim on a firm, flat surface*
 - *Correctly positioning the hands for compressions*
 - *Compressing the chest in a straight-down manner to the proper depth*
 - *Performing compressions at the proper rate*
 - *Making sure the chest is exposed to ensure that the chest recoils between each compression*
 - *Minimizing interruptions in CPR*
- **Once started, do not stop CPR except in one of these situations:**
 - **You notice an obvious sign of life, such as normal breathing.**
 - **An AED is ready to analyze the victim's heart rhythm.**
 - **Another trained responder or EMS personnel takes over.**
 - **You are alone and too exhausted to continue.**
 - **The scene becomes unsafe.**

CPR



continued

- Ask participants: **What should you do if, at any time, you notice normal breathing?**

Answers: Responses should include the following:

- Stop CPR and continue to monitor the victim's condition. Be prepared to resume care if necessary.
- **Even with the best of preparation and effort, complications can arise, including broken ribs, separation of cartilage, vomiting, frothing at the mouth and chaos at the scene. Despite your best efforts to provide quality care, not all victims of cardiac arrest survive.**
- **Even so, you can and should continue to provide care.**



Science Note:

- **Chest Compressions:** Actual depth may be difficult to judge without the use of feedback devices, but it is critical to compress the chest **AT LEAST 2 inches** for an adult victim. Evidence shows that compression depths greater than 2.4 inches in the average adult lead to a higher incidence of non-life threatening injuries and should be avoided. Compression rates that exceed 120 compressions per minute also affect the quality of compressions. Evidence suggests that higher rates of compressions lead to inadequate compression depths.
- **High Performance CPR:** Evidence continues to build that the key to successful resuscitations is the delivery of high quality CPR, including uninterrupted chest compressions and ventilations.
- **CPR differences—Adult and Child:** The majority of pediatric cardiac arrests are a result of a respiratory cause such as a breathing problem (asthma/anaphylaxis), an obstructed airway, drowning or an injury. As such, ventilations and appropriate oxygenation are important for a successful resuscitation. In these situations, laryngeal spasm may occur, making passive ventilation during chest compressions minimal or non-existent.

CPR—ADULT AND CHILD

SKILL PRACTICE:



REFERENCES:

Participant's
Manual:
Chapter 9

- Choose either the practice-while-you-watch or watch-then-practice method for this skill practice.
- Participants need only demonstrate adult CPR and be able to point out how it differs from performing CPR on a child, such as compressing the chest to a depth less than that for an adult.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include: compressions that are too shallow or too deep, interrupting compressions for too long or too frequently, incorrect hand position, failure to allow full recoil after each compression or inappropriate rate (speed) of compressions, incorrect rate of compressions and ventilations, inadequate ventilations, not counting out loud.

SKILL PRACTICE:



REFERENCES:

Course
Presentation:
Slide 223
Participant's
Manual:
Chapter 9

PRACTICE-WHILE-YOU-WATCH

- Ask participants to take their disposable gloves and resuscitation masks to the practice area.
- Explain to the participants that, for this skill, they will follow along with and practice the steps for performing CPR as they are guided by the video segment.
- Show the video segment "CPR—Adult and Child."
- Do not interrupt this skill session to lecture or communicate anything other than guidance related to skill practice. In general, answering questions should occur after the video segment (and skill session) has ended.

WATCH-THEN-PRACTICE

- Tell participants that, for this segment, they will watch the video segment without practicing until you pause it, even though the narration may say to follow along.
- Show the video segment "CPR—Adult and Child."
- Ask participants to take their disposable gloves and resuscitation masks to the practice area.
- Guide participants through the steps of the skill and evaluate completion of the skill using the skill chart.

CPR—INFANT

VIDEO SEGMENT:



REFERENCES:

Course
Presentation:
Slide 224
Participant's
Manual:
Chapter 9

- If using the practice-while-you-watch method, move to the skill practice and show the video segment as you conduct the skill practice.
- Explain to participants that the video segment will demonstrate the procedures for one-rescuer CPR for an infant.
- Show the video segment “CPR—Infant.”
- Answer participants' questions about the video segment.

SKILL PRACTICE:



REFERENCES:

Participant's
Manual:
Chapter 9

- Follow the same steps as in the previous skill practice:
 - Have participants practice the skill.
 - Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
 - Examples of common errors to point out include: compressions that are too shallow or too deep, interrupting compressions for too long or too frequently, incorrect finger position and failure to allow full recoil after each compression, inappropriate rate (speed) of compressions, incorrect rate of compressions and ventilations, inadequate ventilations or not counting out loud.

TOPIC: **TWO-RESCUER CPR— ADULT AND CHILD**

Time: 15 minutes

TWO-RESCUER CPR

LECTURE:



REFERENCES:

Course
Presentation:
Slides 226–227
Participant's
Manual:
Chapter 9

- Two-rescuer CPR is used when two rescuers arrive on the scene at the same time or when one rescuer arrives on the scene when CPR is in progress.
- In two-rescuer CPR, one rescuer gives ventilations while the other performs chest compressions.
- Rescuers switch positions at least every 2 minutes or when the AED is analyzing.
- When CPR is in progress by one rescuer and a second rescuer arrives, the second rescuer should confirm whether EMS personnel have been summoned. If not, the second rescuer does so before getting the AED or assisting with care.
- When performing two-rescuer CPR on a child or infant, rescuers should change the compression-to-ventilation ratio from 30 compressions to 2 ventilations (30:2) to 15 compressions to 2 ventilations (15:2).
- This provides more frequent ventilations for children and infants.

TWO-RESCUER CPR—ADULT AND CHILD

VIDEO SEGMENT:



REFERENCES:

Course
Presentation:
Slide 228
Participant's
Manual:
Chapter 9

- Explain to participants that the video segment will demonstrate the procedures for Two-Rescuer CPR for an adult or child.
- Show the video segment “Two-Rescuer CPR—Adult and Child.”
- Answer participants' questions about the video segment.

SKILL PRACTICE:



REFERENCES:

Participant's
Manual:
Chapter 9

- Pair up participants and, using a manikin and a resuscitation mask, conduct the skill practice.
- Participants only need to demonstrate either adult two-rescuer CPR or child two-rescuer CPR and be able to point out how one differs from the other, such as depth of compressions and ratio of compressions to ventilations.
- Guide participants through the steps of the skill.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include: compressions that are too shallow or at an inappropriate rate, compressing and ventilating at the same time, failing to call for a position change or using an incorrect cycle of compressions and ventilations.

TWO-RESCUER CPR—INFANT

VIDEO SEGMENT:



- Explain to participants that the video segment will demonstrate the procedures for two-rescuer CPR for an infant.
- Show the video segment “Two-Rescuer CPR—Infant.”
- Answer participants’ questions about the video segment.

REFERENCES:

Course
Presentation:
Slide 229
Participant’s
Manual:
Chapter 9

GUIDED DISCUSSION:



- Ask participants: **How does the compression technique for two-rescuer CPR on an infant differ?**
Answer: *When providing two-rescuer CPR to an infant, rescuers perform a different technique, called the encircling thumbs technique.*

REFERENCES:

Course
Presentation:
Slide 230
Participant’s
Manual:
Chapter 9

SKILL PRACTICE:



- Pair up participants and, using a manikin and a resuscitation mask, conduct the skill practice.
- Guide participants through the steps of the skill.
- Observe each participant’s performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include: compressions that are too shallow or at an inappropriate rate, compressing and ventilating at the same time, failing to call for a position change, or using an incorrect cycle of compressions and ventilations.

REFERENCES:

Participant’s
Manual:
Chapter 9

TOPIC: **WHEN THE HEART STOPS**

Time: 5 minutes

WHEN THE HEART STOPS

LECTURE:



REFERENCES:

Course
Presentation:
Slide 232

Participant's
Manual:
Chapter 9

- Any damage to the heart muscle from disease or injury can disrupt the heart's electrical system.
- AEDs are portable electronic devices that analyze the heart's rhythm and provide an electrical shock.
- Defibrillation is the delivery of an electrical shock that may help re-establish an effective rhythm.
- Each minute that CPR and defibrillation are delayed, the victim's chance for survival is reduced by about 10 percent.

TOPIC: **USING AN AED**

Time: 15 minutes

USING AN AED

LECTURE POINTS:



REFERENCES:

Course
Presentation:
Slides 234–235

Participant's
Manual:
Chapter 9

- When cardiac arrest occurs, use an AED as soon as it is ready to use.
- If the AED advises that a shock is needed, follow protocols to provide 1 shock followed by about 2 minutes of CPR.
- If CPR is in progress, do not interrupt chest compressions until the AED is turned on, the AED pads are applied and the AED is ready to analyze the heart rhythm.
- AEDs may be equipped with pediatric AED pads; however, pediatric pads are appropriate only for use on infants and children up to 8 years of age or weighing less than 55 pounds.
 - If pediatric-specific equipment is not available and local protocols allow, you can use an AED designed for adults.
 - If the AED pads risk touching each other because of the smaller chest size, use the anterior (front)/posterior (back) method of pad placement.

VIDEO SEGMENT:



REFERENCES:

Course
Presentation:
Slide 236


Participant's
Manual:
Chapter 9

- Explain to participants that the video segment will demonstrate the procedures for using an AED.
- Show the video segment "Using an AED."
- Answer participants' questions about the segment.





Science Note:

- For every 1 minute of delayed defibrillation, the rate of survival drops 7 to 10 percent.
- AEDs allow for compressions post-analysis while the AED is charging. Lifeguards and professional rescuers may perform compressions from the time the shock advised prompt is noted through the time that the prompt to clear occurs, just prior to depressing the shock button. Emphasize the need to follow the manufacturer's recommendations and their local protocols and practices.

<p>SKILL PRACTICE:</p>  <p>REFERENCES: Participant's Manual: Chapter 9</p>	<ul style="list-style-type: none"> ■ Using manikins, resuscitation masks and training AEDs with the appropriately sized AED training pads, have participants work in pairs with their AED skill sheets to lead each other as they practice the skill. ■ Participants only need to demonstrate how to use an AED on either an adult, a child or an infant and be able to point out the differences in the use of an AED for the other two age groups. ■ Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice. ■ Examples of common errors to point out include: not wiping the victim's chest, using pediatric AED pads on an adult, failing to resume CPR after delivery of a shock or incorrect CPR performance.
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USING AND AED—CPR IN PROGRESS

<p>LECTURE POINTS:</p>  <p>REFERENCES: Course Presentation: Slide 238 Participant's Manual: Chapter 9</p>	<ul style="list-style-type: none"> ■ When one rescuer is on the scene, that rescuer begins CPR and instructs someone to summon EMS personnel and obtain the AED, if one is available. ■ When the assisting rescuer arrives, they prepare the AED for use while the rescuing lifeguard continues CPR. ■ If at any time either rescuer notices an obvious sign of life, such as normal breathing, they should stop CPR and monitor the victim's condition and administer emergency oxygen, if it is available and you are trained to do so. ■ Explain to participants that they will practice using an AED—CPR In-Progress at multiple times later in the course.
<p>VIDEO SEGMENT:</p>  <p>REFERENCES: Course Presentation: Slide 239 Participant's Manual: Chapter 9</p>	<ul style="list-style-type: none"> ■ Explain to participants that the video segment will demonstrate the procedure for using an AED when CPR is in progress. ■ Show the video segment "Using an AED—CPR in Progress." ■ Answer participants' questions about the segment.

TOPIC: **AED PRECAUTIONS AND AED MAINTENANCE**

Time: 10 minutes

AED PRECAUTIONS AND AED MAINTENANCE

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 241–242
Participant's
Manual:
Chapter 9

- Ask participants: **What precautions would you take when using an AED around water?**

Answers: Responses should include the following:

- Remove the victim from freestanding water.
- Make sure there are no puddles of water around the rescuer, victim and AED.
- Remove the victim's wet clothing.
- Dry the victim's chest.
- Keep the victim as dry as possible.
- Shelter the victim from the rain (if raining).

- **AEDs require regular inspection and back up equipment including fully charged backup batteries, properly sealed, unexpired and correct AED pads.**

- **After an AED is used, replace all used accessories. Make sure the machine is in proper working order before placing it back in service.**

ACTIVITY:



REFERENCES:

Participant's
Manual:
Chapter 9

- Divide the participants into small groups and provide each group with Activity Worksheet 6.1—Using an AED in Unique Situations—Fact or Fiction.
- Refer participants to Chapter 9, Cardiac Emergencies, for information to help them with this activity. Circulate among the groups to monitor progress and provide assistance when necessary.
- Instruct groups to indicate if each statement is fact or fiction and provide a rationale for their answer along with any other important information regarding the statement.
- Allow up to 5 minutes for the group work. Re-assemble the class and call on group leaders to share their answer to the questions; offer corrections when needed.

ACTIVITY WORKSHEET 6.1—USING AN AED IN UNIQUE SITUATIONS: FACT OR FICTION

Answers: Responses should include the following:

FACT	FICTION	1. Do not use an AED and/or pads designed for adults on an infant or child younger than 8 years of age or weighing less than 55 pounds.
		<i>Use pediatric pads, unless pediatric pads specific to that device are unavailable.</i>
FACT	FICTION	2. It is safe to use an AED in rain or snow.
		<p><i>It is safe to use AEDs in all weather conditions. However, if possible, move the victim to a shelter to protect them from rain or snow.</i></p> <ul style="list-style-type: none"> ■ <i>If the victim is lying in water, move them to a relatively dry area. Be sure there are no puddles of water around you, the victim or the AED.</i> ■ <i>Remove the victim's wet clothing and wipe the chest dry before placing the AED pads.</i> ■ <i>Do not delay defibrillation when taking steps to provide for a dry environment.</i> ■ <i>Check the manufacturer's instructions for specific information about the AED you will be using.</i>
FACT	FICTION	3. An AED cannot be used on a pregnant person.
		<i>Defibrillation shocks transfer no significant electrical current to the fetus. Local protocols and medical direction should be followed.</i>
FACT	FICTION	4. If a victim has a body piercing or is wearing jewelry, you should remove the item before using an AED.
		<i>Jewelry and body piercings do not need to be removed when you use an AED. However, do not place the AED pads directly over metallic jewelry or body piercings.</i>
FACT	FICTION	5. Never shock someone who has an implantable cardioverter-defibrillator (ICD) or pacemaker device.
		<i>If the implanted device is visible, or you know that the victim has one, do not place the AED pads directly over the device.</i>
FACT	FICTION	6. If you see a transdermal medication patch you should use a gloved hand to remove it.
		<i>Avoid wasting time trying to identify patches. Since you might absorb nitroglycerin or other medications, remove any patch you see on the victim's chest with a gloved hand.</i>
FACT	FICTION	7. Never shock a person who is suffering from traumatic injuries.
		<i>If a victim is in cardiac arrest resulting from traumatic injuries, you may still use an AED.</i>

ACTIVITY WORKSHEET 6.1—USING AN AED IN UNIQUE SITUATIONS: FACT OR FICTION, *CONTINUED*

FACT	FICTION	8. Never shock a victim on a metal surface.
		<i>It is safe to deliver a shock to a victim in cardiac arrest on a metal surface. Care should be taken that AED pads do not contact the conductive (metal) surface and that no one is touching the victim when the shock button is pushed.</i>
FACT	FICTION	9. Use alcohol wipes to clean the victim's chest.
		<i>Alcohol is flammable.</i>
FACT	FICTION	10. Continue CPR while the AED is analyzing.
		<i>Touching or moving the victim could affect the analysis.</i>

CPR WITH AIRWAY OBSTRUCTION

LECTURE POINTS:



REFERENCES:

Course
Presentation:
Slide 244
Participant's
Manual:
Chapter 9

- If a victim who is choking becomes unresponsive, carefully lower them to a firm, flat surface, send someone to get an AED, and summon EMS if you have not already done so.
- Immediately begin CPR starting with chest compressions.
- As you open the airway to give ventilations, look in the person's mouth for any visible object.
- If you can see it, use a finger sweep motion to remove it. If you don't see the object, do not perform a blind finger sweep, but continue CPR.

VIDEO SEGMENT:



REFERENCES:

Course
Presentation:
Slide 245
Participant's
Manual:
Chapter 9

- Explain to participants that the video segment will demonstrate CPR for a victim with an airway obstruction.
- Show the video segment "CPR—Obstructed Airway."
- Answer participants' questions about the segment.

SKILL PRACTICE:



REFERENCES:

Participant's
Manual:
Chapter 9

- Using manikins and resuscitation masks, have participants work in pairs using their CPR—Obstructed Airway skill sheets to lead each other as they practice the skill.
- Participants only need to demonstrate CPR—Obstructed airway on an adult and infant and be able to point out the differences in technique.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include: using abdominal thrusts instead of chest compressions, failing to check the mouth for an object, performing a blind finger sweep, compressing too little or too much, failing to give ventilations, using the wrong finger to clear the object from the mouth or incorrect compression to ventilation ratio, not counting out loud.

TOPIC: **PUTTING IT ALL TOGETHER: MULTIPLE-RESCUER RESPONSE**

Time: 1 hour, 5 minutes

MULTIPLE-RESCUER RESPONSE

VIDEO SEGMENT:



- Explain to participants that the video segment will demonstrate the procedures for a multiple-rescuer response with CPR in progress.
- Show the video segment “Putting It All Together—Multiple-Rescuer Response”
- Answer participants’ questions about the segment.

REFERENCES:

Course
Presentation:
Slide 246

Participant’s
Manual:
Chapter 9

SKILL DRILL—MULTIPLE-RESCUER RESPONSE

SKILL DRILL:



REFERENCES:

Participant’s
Manual:
Chapter 9



Instructor’s Note: *The purpose of this drill is for participants to apply all the skills they have learned thus far about water rescues and CPR and to gain experience in using decision-making skills, communicating with other group members in prioritizing care steps and working together to provide CPR with BVM and AED after a water rescuer and extrication.*

- Assemble the participants on the deck and explain that they will now put their multiple-rescuer response skills into practice.
- Explain that they will begin with practice of multiple-rescuer scenarios for a victim on land (Scenarios 1 and 2) and then will practice scenarios that include a completion of a water rescue (Scenarios 3 and 4).
- Use the Scenario Flow Sheets in Appendix B to conduct the multiple-rescuer response scenarios and use the Multiple-Rescuer Response Assessment Tools in Appendix F to evaluate the individual and team performance.
- For all scenarios, ensure that all lifeguards are equipped with hip packs containing gloves and resuscitation masks and each team is equipped with a BVM and AED training unit. For scenarios 3 and 4, have a manikin available to substitute for the victim after the victim is extricated from the water. The victim for the water rescue should be submerged in deep water.
- For scenario 1:
 - Divide participants into groups of four and assign two lifeguards as the first responders on the scene and two lifeguards as the additional responders that will arrive when prompted with the BVM and AED.
- For scenario 2:
 - Divide participants into groups of four and assign four lifeguards that will all arrive on the scene at the same time. This scenario assumes the water rescue has already been completed and the scenario starts on land. Consent is implied for the drowning victim.



continued

- For scenario 3:
 - Divide participants into groups of five and assign one victim and two lifeguards as the first responders on the scene (one rescuing lifeguard and one assisting lifeguard to assist with extrication) and two lifeguards as the additional responders that will arrive when prompted with the BVM and AED. Substitute a manikin for the victim after the victim has been extricated from the water.
- For scenario 4:
 - Divide participants into groups of five and assign one victim and four lifeguards as the first responders on the scene (one rescuing lifeguard, one assisting lifeguard to assist with extrication and two lifeguards to bring the BVM and AED). Consent is implied for the drowning victim.
- Conduct scenarios 1, 2, 3 and 4. Ensure that each participant in the class has acted as the rescuing lifeguard at least once in scenarios 3 and 4. The intent is for participants to apply what they are learning through the class and gain experience in various roles.



Instructor's Note:

- *Assign the rescuing lifeguard (and assisting responder when specified in the scenario), but do not assign roles to additional responders. For example: bring the AED, bring the BVM, etc. The intent is to help participants apply their knowledge and decision-making skills while working as a team.*
- *See a video example of one of these drills on Instructor's Corner.*
- *The final skills scenario will include Multiple-Rescuer Response Scenario 3.*

ASSIGNMENT

- Remind participants to prepare for the final written exam on CPR/AED and First Aid by reviewing Chapters 7 through 10.
- Instruct participants to read the following chapter and complete the review questions in the *Lifeguarding Manual* prior to the start of the next lesson:
 - Chapter 10, First Aid

SKILL CHARTS AND ASSESSMENT TOOLS

In addition to performing the steps listed in the skill chart in the correct order, participants must meet the criteria listed at the proficient level to be checked off for this skill. Assessment criteria that are general for the category of skills, as well as specific to the skill, must be met.

CPR

SKILL CHART: CPR—ADULT, CHILD AND INFANT

If the victim is not breathing and has no pulse:

1. Give 30 chest compressions.
 - Adult or Child: Place the heel of one hand in the center of the chest on the lower half of sternum with the other hand on top.
 - Keep your arms as straight as possible and shoulders directly over your hands.
 - Infant: Place one hand on the infant's forehead. Place two or three fingers from your hand closest to the infant's feet on the center of the chest just below the nipple line. The fingers should be oriented so they are parallel not perpendicular to the sternum.
 - Push hard, push fast.
 - Compress the chest at a depth of:
 - Adult: At least 2 inches but not more than 2.4 inches
 - Child: About 2 inches
 - Infant: About 1½ inches
 - Compress the chest at a rate of at least 100 per minute but no more than 120 per minute.
 - Let the chest fully recoil between each compression. Give 2 ventilations.
2. Give 2 ventilations.
3. Perform cycles of 30 compressions and 2 ventilations.

Continue CPR until:

- You see an obvious sign of life, such as normal breathing or victim movement.
- An AED is ready to analyze the victim's heart rhythm.
- Another trained responder or responders take over, such as a member of your safety team or EMS personnel, and relieve you from giving compressions or ventilations.
- You are alone and too exhausted to continue.
- The scene becomes unsafe.

SKILL ASSESSMENT TOOL: CPR—ADULT OR CHILD

Criteria	Proficient	Not Proficient
Victim is on a flat, firm surface	■ If necessary, moves victim to a flat, firm surface	■ Attempts CPR on a soft surface
ADULT: Compresses chest at least 2 inches deep for an adult	■ Compresses the chest straight down at least 2 inches for at least 24 of the 30 compressions	■ Compresses the chest less than 2 inches for 7 or more times per 30 compressions
CHILD: Compresses chest about 2 inches deep for a child	■ Compresses the chest straight down about 2 inches for at least 24 of the 30 compressions	■ Compresses the chest less than 1¾ inches for 7 or more times per 30 compressions
Lets chest rise completely before pushing down again	■ Compresses and fully releases the chest without pausing or taking hands off chest for 24 of the 30 compressions	■ Pauses while compressing or releasing the chest for 7 or more times per 30 compressions

SKILL ASSESSMENT TOOL: CPR—ADULT OR CHILD, *CONTINUED*

Compresses chest at a rate of at least 100 times per minute (30 compressions in about 18 seconds)	■ Compresses center of the chest 24–36 times in about 18 seconds	■ Compresses the chest less than 24 or more than 36 times in about 18 seconds
Give ventilations	■ Gives 2 ventilations that make the chest clearly rise and that last about 1 second each	■ Gives 2 ventilations that do not make the chest clearly rise and that last 2 or more seconds each
Return to compressions	■ Gives ventilations and returns to chest compressions within 3–6 seconds	■ Gives ventilations and returns to compressions but takes 7 or more seconds

SKILL ASSESSMENT TOOL: CPR—INFANT

Criteria	Proficient	Not Proficient
Victim is on a flat, firm surface	■ If necessary, moves victim to a flat, firm surface	■ Attempts CPR on a soft surface
Compress chest about 1½ inches deep for an infant	■ Compresses the chest straight down at least 1½ inches for at least 24 of the 30 compressions	■ Compresses the chest less than 1¼ inches for 7 or more times per 30 compressions
Let chest rise completely before pushing down again	■ Compresses and releases the chest without pausing for 24 of the 30 compressions	■ Pauses while compressing or releasing the chest for 7 or more times per 30 compressions
Compress chest at a rate of at least 100 times per minute (30 compressions in about 18 seconds)	■ Compresses center of the chest 24–36 times in about 18 seconds	■ Compresses the chest less than 24 or more than 36 times in about 18 seconds
Give ventilations	■ Gives 2 ventilations that make the chest clearly rise and that last about 1 second each	■ Gives 2 ventilations that do not make the chest clearly rise and that last 2 or more seconds each
Return to compressions	■ Gives ventilations and returns to chest compressions within 3–6 seconds	■ Gives ventilations and returns to compressions but takes 7 or more seconds

TWO-RESCUER CPR

SKILL CHART: TWO-RESCUER CPR—ADULT, CHILD AND INFANT

If the victim is not breathing and has no pulse:

1. Rescuer 2 finds the correct hand position to give chest compressions.
 - Adult: Place two hands on the center of the chest.
 - Child: Place one or two hands on the center of the chest.
 - Infant: Use the encircling thumbs technique.
 - Place thumbs next to each other on the center of the chest just below the nipple line.
 - Place both hands underneath the infant's back and support the infant's back with your fingers.
 - Ensure that your hands do not compress or squeeze the side of the ribs.
2. Rescuer 2 gives chest compressions.
 - Push hard, push fast.
 - Compress the chest at a depth of:
 - Adult: At least 2 inches but not more than 2.4 inches
 - Child: About 2 inches
 - Infant: About 1 ½ inches
 - Compress the chest at a rate of at least 100 per minute but no more than 120 per minute.
3. Rescuer 1 gives 2 ventilations.
4. Perform about 2 minutes of compressions and ventilations.
 - Adult: Perform cycles of 30 compressions and 2 ventilations.
 - Child and Infant: Perform cycles of 15 compressions and 2 ventilations.
5. Rescuers change positions at least every 2 minutes (5 cycles of 30 compressions and 2 ventilations) and/or while the AED is analyzing the heart rhythm.
 - Rescuer 2 calls for a position change by using the word "change" at the beginning of the last compression cycle and again at the end of the last compression cycle:
 - Adult: Use the word "change" in place of the word "30."
 - Child: Use the word "change" in place of the word "15."
 - Rescuer 1 gives 2 ventilations.
 - Rescuer 2 quickly moves to the victim's head with their own mask.
 - Rescuer 1 quickly moves into position at the victim's chest and locates correct hand position on the chest.
 - Changing positions should take less than 5 seconds.
6. Rescuer 1 begins chest compressions.
 - Continue cycles of compressions and ventilations.

Continue CPR until:

- You see an obvious sign of life, such as normal breathing or victim movement.
- An AED is ready to analyze the victim's heart rhythm.
- Another trained responder or responders take over, such as a member of your safety team or EMS personnel, and relieve you from giving compressions or ventilations.
- You are alone and too exhausted to continue.
- The scene becomes unsafe.

SKILL ASSESSMENT TOOL: TWO-RESCUER CPR—ADULT, CHILD AND INFANT

Criteria	Proficient	Not Proficient
Change positions	<ul style="list-style-type: none"> Changes positions in 5 seconds 	<ul style="list-style-type: none"> Changes positions but takes more than 5 seconds
Compress the chest and give ventilations at the appropriate rate	<ul style="list-style-type: none"> ADULT: Cycles consist of 30 compressions and 2 ventilations CHILD AND INFANT: Cycles consist of 15 compressions and 2 ventilations 	<ul style="list-style-type: none"> ADULT: Cycles consist of less or more than 30 compressions and 2 ventilations CHILD AND INFANT: Cycles consist of less or more than 15 compressions and 2 ventilations

AED

SKILL CHART: USING AN AED

If the victim is not breathing and has no pulse:

1. Turn on the AED and follow the voice and/or visual prompts.
2. Wipe the victim's bare chest dry.

Tip: Remove any medication patches with a gloved hand.

3. Attach the AED pads to the victim's bare, dry chest.
 - Place one pad on the victim's upper right chest and the other pad on the left side of the chest.
 - For a child or an infant: Use pediatric AED pads, if available. If the pads risk touching each other, place one pad in the middle of the child's chest and the other pad on the child's back, between the shoulder blades.
4. Plug in the connector, if necessary.
5. Stand clear.
6. Analyze the heart rhythm.
 - Push the Analyze button, if necessary. Let the AED analyze the heart rhythm.
7. Deliver a shock or perform CPR based on the AED recommendation.
 - If a shock is advised:
 - Make sure *no one*, including you, is touching the victim.
 - Say, "Everyone, stand clear!"
 - Deliver the shock by pushing the "Shock" button, if necessary.
 - After delivering the shock, perform about 2 minutes of CPR.
 - Continue to follow the prompts of the AED.
 - If no shock is advised:
 - Perform about 2 minutes of CPR.
 - Continue to follow the prompts of the AED.

SKILL ASSESSMENT TOOL: USING AN AED

Criteria	Proficient	Not Proficient
Attach AED pads to bare chest	<ul style="list-style-type: none"> ■ Places one pad on the upper right chest and one on the left side of the chest 	<ul style="list-style-type: none"> ■ Places one pad on the upper left chest ■ Places one pad on the lower right side of the chest
Make sure that pads do not touch (child or infant)	<ul style="list-style-type: none"> ■ Places pads on the chest so that they are separated from each other ■ Places one pad in the middle of the chest and one on the back centered between the shoulder blades ■ Places pads so that the heart is between the two pads 	<ul style="list-style-type: none"> ■ Places pads on the chest, but pads touch each other ■ Places the center of one pad more than 2 inches from the center of the chest ■ Places the center of one pad more than 2 inches from the center of both shoulder blades
Make sure that no one is touching the victim	<ul style="list-style-type: none"> ■ Says, "Everyone, stand clear!" before pushing the "Analyze" button, if necessary ■ Says, "Everyone stand clear!" before pushing the "Shock" button, if necessary 	<ul style="list-style-type: none"> ■ Does not say, "Everyone, stand clear!" ■ Pushes the "Analyze" button if necessary, before saying, "Everyone, stand clear!" ■ Pushes the "Shock" button, if necessary, before saying, "Everyone, stand clear!"
After delivering the shock, or if no shock is advised, perform about 2 minutes of CPR	<ul style="list-style-type: none"> ■ Returns to chest compressions within 5 seconds 	<ul style="list-style-type: none"> ■ Returns to chest compressions after 6 or more seconds

CPR WITH AIRWAY OBSTRUCTION

SKILL CHART: CPR WITH AIRWAY OBSTRUCTION

Note: *If a person who is choking becomes unresponsive, summon EMS if you have not already done so then lower them to a firm, flat surface and immediately begin CPR, starting with chest compressions.*

1. Give 30 chest compressions.
2. Before attempting ventilations, open the victim's mouth and look for the object.
 - If you see an object in the victim's mouth, carefully remove it using your finger.
 - Never perform a blind finger sweep.
3. Give 2 ventilations.

Continue to provide care by repeating this cycle until:

- The victim begins to breathe on their own.
- Another trained rescuer takes over.
- More advanced medical personnel, such as EMS personnel, take over.
- You are too exhausted to continue.
- The scene becomes unsafe.

Note: *Continuing cycles of 30 compressions and 2 ventilations is the most effective way to provide care. Even if ventilations fail to make the chest rise, compressions may help clear the airway by moving the blockage to the upper airway where it can be seen and removed.*

SKILL ASSESSMENT TOOL: CPR WITH AIRWAY OBSTRUCTION

Criteria	Proficient	Not Proficient
Victim is on flat, firm surface	<ul style="list-style-type: none"> ■ If necessary, moves victim to a flat, firm surface 	<ul style="list-style-type: none"> ■ Attempts CPR on a soft surface
ADULT: Compress chest at least 2 inches deep for an adult	<ul style="list-style-type: none"> ■ Exposes the chest ■ Compresses the chest straight down, at least 2 inches ■ Allows the chest to fully recoil between compressions (26 of 30 compressions) 	<ul style="list-style-type: none"> ■ Does not expose the chest ■ Compresses the chest less than 2 inches ■ Does not allow the chest to fully recoil between compressions
CHILD: Compress chest about 2 inches deep for a child	<ul style="list-style-type: none"> ■ Compresses the chest straight down about 2 inches ■ Exposes the chest ■ Allows the chest to fully recoil between compressions (26 of 30 compressions) 	<ul style="list-style-type: none"> ■ Compresses the chest less than or more than 2 inches ■ Does not expose the chest ■ Does not allow the chest to fully recoil between compressions
INFANT: Compress chest about 1 ½ inches deep for an infant	<ul style="list-style-type: none"> ■ Exposes the chest ■ Compresses the chest straight down, about 1 ½ inches 	<ul style="list-style-type: none"> ■ Does not expose the chest ■ Compresses the chest less than 1 ½ inches
Opens the victim's mouth to look for a visible object	<ul style="list-style-type: none"> ■ Opens the victim's mouth ■ If an object is visible, performs a finger sweep to remove the object 	<ul style="list-style-type: none"> ■ Does not open the victim's mouth ■ Performs a blind finger sweep
Gives ventilations	<ul style="list-style-type: none"> ■ Opens the airway and gives 2 ventilations that last about 1 second each 	<ul style="list-style-type: none"> ■ Does not open the airway or give ventilations ■ Gives ventilations that last 2 or more seconds each
Return to compressions	<ul style="list-style-type: none"> ■ Minimize interruptions to less than 5 seconds 	<ul style="list-style-type: none"> ■ Gives ventilations and returns to compressions but takes 5 or more seconds

FIRST AID

Lesson Length: 3 hours, 40 minutes

GUIDANCE FOR THE INSTRUCTOR

To complete this session and meet the lesson objectives, you must:

- Show the video segment “Review—Surveillance Activity 2.”
- Discuss all points in the topic Review—Surveillance Activities.
- Guide the discussion on Secondary Assessment.
- Show the video segment “Responding to Sudden Illnesses.”
- Discuss all points in the topic Sudden Illnesses.
- Show the video segment “Responding to Injuries.”
- Discuss all points in the topic Responding to Injuries.
- Complete the skill practice session for Controlling Bleeding.
- Complete the activity Common Injuries.
- Complete the activity First Aid Scenarios.
- Guide the discussion on Caring for Head, Neck and Spinal Injuries on Land.
- Show the video segment “Head, Neck and Spinal Injuries on Land.”
- Show the video segment “When Things Do Not Go as Practiced.”
- Complete the activity When Things Do Not go as Practiced.
- Complete the activity Rescue Skills Review.
- Guide the discussion on First Aid and CPR review.
- Complete the First Aid and CPR Final Written Exam.

LESSON OBJECTIVES

- Demonstrate how to perform a secondary assessment.
- Identify how to recognize and care for a victim of sudden illness, injuries and shock.
- Demonstrate how to control external bleeding.
- Identify how to recognize and care for a victim of poisoning, heat-related illnesses and cold-related emergencies.
- Demonstrate the ability to work as a team to implement an EAP, perform a secondary assessment and provide first aid care.
- Identify possible causes of head, neck or spinal injuries on land.
- Identify signs and symptoms of head, neck or spinal injuries.
- Demonstrate how to care for victims with head, neck or spinal injuries on land.
- Demonstrate how to perform front and rear head-hold escapes.
- Demonstrate how to give in-water ventilations.
- Demonstrate how to perform a quick extrication of a victim from the water.

ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Nitrile latex-free disposable gloves (one pair per participant)
- Chair
- Dressing and bandages (one per every two participants)
- Rescue tubes (one for every two participants)
- Final Written Exam: Section 1, Exams A and B and answer sheets (one for each participant)
- Answer keys for Final Written Exam: Section 1

LESSON PREPARATION

- To save time, have all equipment and supplies prepared and available ahead of time.
- Be prepared to answer questions participants may have about the review questions they completed.



INSTRUCTOR NOTES

- When practicing in-water ventilations, remind participants not to give actual ventilations but rather to simulate ventilations on their partner.
- Participants are not required to participate in each role during the multiple-rescuer response scenario.

TEACHING TIPS

- You must be able to observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Set up groups so that you can observe each group, but allow enough room for the groups to conduct the skills and scenarios without disrupting each other or causing injury.

TOPIC: REVIEW—SURVEILLANCE ACTIVITIES

Time: 10 minutes

SURVEILLANCE ACTIVITIES

VIDEO AND ACTIVITY:



REFERENCES:

Course
Presentation:
Slides 249–250

Participant's
Manual:
Chapter 3

- Explain to participants that you will be giving them an opportunity to see how their surveillance skills should be used to detect an emergency situation. Explain that they should watch each video segment and note the problems they see developing.
- Show the video segment “Review—Surveillance Activity 2.”
- Lead a discussion of what they see in each segment.
 - **Are there any hazards that could cause an injury?**
 - **Does it appear that all the required equipment is available for the lifeguard?**
 - **Are there any patrons who could be of special concern?**
 - **Are there any rules being broken that could lead to an injury or emergency situation?**
 - **Are there any customer service issues to be addressed?**
 - **Are there any distracting situations for the lifeguard?**

SECONDARY ASSESSMENT



GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 252–255
Participant's
Manual:
Chapter 10

- **After you have completed a primary assessment and determined that there are no life-threatening conditions, perform a secondary assessment to determine if there are any additional non-life-threatening conditions that would require you to provide care.**
- Ask participants: **What information should you check for when using SAMPLE to take a brief history related to the injury or illness?**
Answers: Responses should include the following:
 - **S** = Signs and symptoms
 - **A** = Allergies
 - **M** = Medications
 - **P** = Pertinent past medical history
 - **L** = Last oral intake
 - **E** = Events leading up to the incident
- Ask participants: **What should be included when performing a secondary assessment?**
Answers: Responses should include the following:
 - Visually inspect the person's body, looking carefully for any bleeding, cuts, bruises and obvious deformities.
 - Look for a medical identification (ID) tag, necklace or bracelet on the person's wrist, neck or ankle.
 - Check the person's ability to move body parts. Caution the person to not move any parts if they experience discomfort or pain. If the person is unable to move a body part or is experiencing dizziness or pain on movement:
 - Help the person rest in a comfortable position.
 - Keep the person from getting chilled or overheated.
 - Reassure the person.
 - Determine whether to summon emergency medical services (EMS) personnel.
 - Continue to watch for changes in the level of consciousness (LOC) and breathing.

SUDDEN ILLNESSES	
<p>VIDEO:</p>  <p>REFERENCES: Course Presentation: Slide 256 Participant's Manual: Chapter 10</p>	<ul style="list-style-type: none"> ■ Explain to participants that the video segment will provide important information regarding sudden illnesses. ■ Show the video segment "Responding to Sudden Illnesses." ■ Answer participants' questions about the segment.
<p>LECTURE:</p>  <p>REFERENCES: Course Presentation: Slides 257–259 Participant's Manual: Chapter 10</p>	<ul style="list-style-type: none"> ■ In most cases, it is not necessary to know the cause or type of sudden illness because the care that you provide will be the same with few exceptions. ■ What are the general steps to take when caring for a sudden illness? Answers: Responses should include the following: <ul style="list-style-type: none"> ○ Care for any life-threatening conditions first. ○ Monitor the victim's condition and watch for changes in LOC. ○ Keep the victim comfortable and reassure them. ○ Keep the victim from getting chilled or overheated. ○ Do not give the victim anything to eat or drink unless the victim is awake, able to swallow and follow simple commands and intake is indicated based on the treatment recommendations. ○ Care for any other problems that develop, such as vomiting. ■ If you think something is wrong, check the victim and look for a medical ID bracelet or necklace. Do not be afraid to ask questions. ■ Remember that the victim's condition may worsen rapidly if care is not provided.

RESPONDING TO INJURIES

VIDEO:



- Explain to participants that the video segment will provide important information regarding injuries.
- Show the video segment “Responding to Injuries.”
- Answer participants’ questions about the segment.

REFERENCES:

Course
Presentation:
Slide 261
Participant’s
Manual:
Chapter 10

CONTROLLING BLEEDING

LECTURE:



- **An injury to soft tissue, such as the skin, fat or muscle, is called a wound.**
- **The first aid supplies needed to care for most wounds should be carried in the lifeguard’s hip pack.**
- **Closed wounds occur beneath the surface of the skin.**
- **Internal bleeding may occur when the skin’s surface is not broken and damage to soft tissue and blood vessels happens below the surface of the skin.**
- **The four main types of open wounds are abrasion, laceration, avulsion and puncture.**

REFERENCES:

Course
Presentation:
Slide 262
Participant’s
Manual:
Chapter 10

SKILL PRACTICE:



- Pair up participants. One participant will be the lifeguard and the other will be the victim; they will switch roles for the second scenario.
- Provide each participant with a pair of nitrile, latex-free disposable gloves.
- Provide a bandage and dressing for each pair of the participants.
- Guide participants through the steps listed on the Controlling External Bleeding skill sheet in Chapter 10, First Aid, in the *Lifeguarding Manual*.
- Have participants switch roles and repeat the skill practice.
- Clearly observe each participant’s performance and provide corrective feedback.

REFERENCES:

Participant’s
Manual:
Chapter 10

SHOCK

LECTURE:



REFERENCES:

Course
Presentation:
Slides 263–265
Participant's
Manual:
Chapter 10

- **Any serious injury or illness can cause the condition known as shock.**
- **Shock is a natural reaction by the body. It usually signals that the victim's condition is serious.**
- **Signs and symptoms of shock include:**
 - **Restlessness or irritability**
 - **Altered LOC**
 - **Pale or ashen, cool, moist skin**
 - **Nausea or vomiting**
 - **Rapid breathing and pulse**
 - **Excessive thirst**
- **To minimize the effects of shock:**
 - **Make sure that EMS personnel have been summoned.**
 - **Monitor the victim's condition and watch for changes in LOC.**
 - **Control any external bleeding.**
 - **Keep the victim from getting chilled or overheated.**
 - **Have the victim lie flat on their back.**
 - **Cover the victim with a blanket to prevent loss of body heat. Do not overheat the victim—your goal is to maintain a normal body temperature.**
 - **Comfort and reassure the victim until EMS personnel take over.**
 - **Administer emergency oxygen, if available and trained to do so.**
- **Do not give food or drink to a victim of shock, even if the victim asks for them.**

COMMON INJURIES

ACTIVITY:



REFERENCES:

Participant's
Manual:
Chapter 10

- Explain that Chapter 10, First Aid, of the *Lifeguarding Manual* is a resource for first aid care for many specific types of injuries.
- Divide the participants into small groups. Assign each group one of the following types of injury:
 - Nosebleeds
 - Mouth and teeth injuries (no head, neck or spinal injury suspected)
 - Knocked-out tooth
 - Animal or human bites
 - Insect stings
 - Burns
- Ask participants to research and report their findings to the class as to what care should be provided for their assigned type of injury.
- Allow up to 3 to 5 minutes for the group work. Circulate among groups to monitor progress and provide assistance when necessary.
- Re-assemble the class and call on group leaders to share the group's findings.

INJURY OR ILLNESS

CARE STEPS

Nosebleeds

- Have the victim sit leaning slightly forward to prevent swallowing or choking on the blood.
- Pinch the nostrils together for about 5 to 10 minutes or until the bleeding stops.
- After the bleeding stops, have the victim avoid rubbing, blowing or picking the nose.
- Medical attention is needed if the bleeding persists or recurs or if the victim says the nosebleed was a result of high blood pressure.
- If the victim becomes unresponsive, perform a primary assessment. If the victim is breathing, place the victim on their side to allow blood to drain from the nose. Summon EMS personnel immediately.

Mouth and Teeth Injuries (No Head, Neck or Spinal Injury Suspected)

- Rinse the victim's mouth with cold tap water, if available.
- Have the victim lean slightly forward or place the victim on their side to prevent the victim from swallowing the blood, which could cause nausea or vomiting.
- Apply a dressing.

Knocked-Out Tooth

- Control any bleeding.
- Have the victim bite down on a rolled sterile dressing in the space left by the tooth (or teeth).
- Save any displaced teeth.
 - Carefully pick up the tooth by the crown (white part), not the root.
 - Do not scrub or attempt to clean the tooth or remove any tissue fragments.
 - Place the tooth in a Hank's Balanced Salt solution. If not available, place the tooth in egg white, coconut water or whole milk. If none of these solutions are available, place the tooth in the victim's saliva (not in the mouth).
- Advise the victim to get to an emergency department or dentist with the tooth as soon as possible. For the greatest chance to save the tooth, it needs to be re-implanted within 30-60 minutes.

Animal or Human Bites	<ul style="list-style-type: none"> ■ Summon EMS personnel if the wound bleeds severely or if the animal is suspected to have rabies. ■ For severe bleeding, control the bleeding first. Do not clean the wound. It will be properly cleaned at the hospital. ■ If the bleeding is minimal: <ul style="list-style-type: none"> ○ Wash the wound with soap and water, then rinse with clean water. ○ Apply a small amount of antibiotic wound ointment, cream or gel to the wound if the person has no known allergies or sensitivities to the ingredients. ○ Control the bleeding. ○ Cover with a sterile bandage.
Burns	<ul style="list-style-type: none"> ■ Stop the burning by removing the person from the source of the burn. ■ Cool the burned area with large amounts of cool or cold tap water for at least 10 minutes. If cool or cold water is not available, use a clean cool or cold compress. ■ Monitor the victim for hypothermia when cooling large burns. ■ Cover the burned area loosely with a sterile dressing. ■ Comfort and reassure the victim.
Insect Stings	<ul style="list-style-type: none"> ■ Examine the sting site to see if the stinger is in the skin. If a stinger is present, scrape it away with the edge of a plastic card, such as a credit card. ■ Wash the wound with soap and water. ■ Cover the site with a dressing to help keep the wound clean. ■ Apply a cold pack to the site to reduce pain and swelling. ■ Watch the victim for signs of a severe allergic reaction and care for life-threatening conditions. ■ Monitor the victim's condition (look for changes in LOC) and keep the victim comfortable.

POISONING

LECTURE:



REFERENCES:

Course
Presentation:
Slides 266–268

Participant's
Manual:
Chapter 10

- **To determine how to care for a victim of poisoning:**
 - **Call Poison Control Center at 1-800-222-1222. Refer to the Safety Data Sheet (SDS) for information regarding the poisonous substances used at your facility, if exposure to one of these is believed to be the cause.**
 - **If the victim was exposed to a chemical poison at your facility and is showing signs of life-threatening conditions, send the SDS with the victim to the doctor or the hospital.**
- **To care for a victim of an inhaled poison:**
 - **Size up the scene to be sure it is safe for you to help the victim.**
 - **Summon EMS personnel.**
 - **Move the victim to fresh air.**
 - **Care for life-threatening conditions.**
 - **Monitor the victim's condition and watch for changes in the LOC.**
 - **If responsive, keep the victim comfortable.**
- **To care for a victim of an absorbed poison:**
 - **Remove exposed clothing and jewelry and immediately rinse the exposed area thoroughly with water for 20 minutes, using a shower or garden hose if possible.**
 - **If a rash or wet blisters develop, advise the victim to see their health care provider.**
 - **If the condition spreads to large areas of the body or face, have the victim seek medical attention.**

HEAT-RELATED ILLNESSES

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 269–270
Participant's
Manual:
Chapter 10

- Ask participants: **What is the least serious type of heat-related illness?**
Answer: *Heat cramps*
- Ask participants: **What are some signs that a person has progressed to the stage of heat exhaustion?**
Answer: *Responses should include the following:*
 - *Cool, moist, pale, ashen or flushed skin*
 - *Headache, nausea, dizziness*
 - *Weakness, exhaustion*
 - *Heavy sweating*
- Ask participants: **What care should be provided for a person experiencing heat-related illness?**
Answer: *Responses should include the following:*
 - *Summon EMS personnel.*
 - *Move the victim to a cool place.*
 - *Loosen tight clothing and remove perspiration-soaked clothing.*
 - *Cool the victim by spraying with cool water or applying cool, wet towels to the skin.*
 - *Fan the victim.*
 - *Encourage the victim to drink small amounts of a commercial sports drink, milk or water if the victim is conscious and able to swallow.*

COLD-RELATED EMERGENCIES

LECTURE:



REFERENCES:

Course
Presentation:
Slide 271
Participant's
Manual:
Chapter 10

- **It does not have to be very cold for someone to suffer a cold-related emergency. Cold water, air temperature and windy conditions can contribute to hypothermia.**
- **The victim's skin color may appear waxy, cold to the touch or discolored (flushed, white, yellow or blue).**
- **It is important to dry off the victim. Remove wet clothing and warm the victim gradually.**

INJURIES TO MUSCLES, BONES AND JOINTS

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slide 272
Participant's
Manual:
Chapter 10

- Ask participants: **What are the four types of injuries that can occur to muscles, bones and joints?**
Answers: *Responses should include:*
 - *Fracture—A complete break, a chip or crack in a bone; fractures can be open or closed*
 - *Dislocation—Displacement of a bone away from its normal position at a joint*
 - *Sprain—Tearing of ligaments at a joint*
 - *Strain—Stretching and tearing of muscles or tendons*

TOPIC: **PUTTING IT ALL TOGETHER—FIRST AID SCENARIOS**

Time: 20 minutes

FIRST AID SCENARIOS

ACTIVITY:



REFERENCES:

Course
Presentation:
Slides 274–293

Participant's
Manual:
Chapter 10

- Tell participants that they will now participate in two first aid scenarios that will require them to perform a secondary assessment.
- Explain that they will work in groups of three for each scenario. Some of the scenarios require one lifeguard, a child victim and a parent, whereas others assume that two lifeguards are providing care to one victim.
- Assign the scenarios randomly, such as through a drawing. A total of six scenarios are provided. It is acceptable for more than one group to complete the same scenario.
- Allow a few minutes for those playing the role of victim to review the signs and symptoms of the condition assigned using the *Lifeguarding Manual*.
- Explain that lifeguards should perform a secondary assessment and provide care for the conditions found.
- Be sure to have the appropriate equipment and supplies available for use in the scenarios, including personal protective equipment (PPE) and first aid supplies.
- After they have completed two scenarios, re-assemble the group and discuss the activity. Each group should:
 - Explain the scenario.
 - Describe initial steps taken, such as calling for backup coverage if necessary.
 - Describe the injury or illness, including signs and symptoms.
 - Explain the care steps provided, including summoning EMS personnel if appropriate.
 - Explain any follow-up instructions given to the victim.

Scenario 1: You are on duty lifeguarding at an outdoor pool. A child comes to you saying that they were just in the concession area eating a snack when they were stung by a bee. The child's parent is swimming laps in the adult lap swim lane.

Answers: Responses should include the following:

Initial Steps	<ul style="list-style-type: none"> ■ Signal to obtain backup coverage for your zone. ■ Get the attention of the child's parent and obtain consent. ■ Ask if the child has a known allergy to bee stings.
Signs and Symptoms	<ul style="list-style-type: none"> ■ Pain ■ Redness or swelling ■ Possible presence of a stinger ■ Signals of an allergic reaction: <ul style="list-style-type: none"> ○ Rash or hives ○ Feeling of tightness in the chest and throat ○ Shortness of breath ○ Swelling of the face, neck or tongue
Care Steps	<ul style="list-style-type: none"> ■ Examine the sting site to see if the stinger is in the skin. If it is still present, remove the stinger by scraping it away with the edge of a plastic card, such as a credit card. ■ Wash the wound with soap and water. ■ Cover the site with a dressing and keep the wound clean. ■ Apply a cold pack to the site to reduce pain and swelling. ■ Watch the victim for signals of an allergic reaction. ■ Monitor the victim's condition and look for changes in LOC. ■ Keep the victim comfortable. ■ Summon EMS personnel for any life-threatening conditions, such as a breathing emergency.
Follow-Up	<ul style="list-style-type: none"> ■ Have the child remain in the first aid area for a few minutes and watch the child for signs of an allergic reaction. ■ Tell the child and parent to alert a lifeguard or other safety team member if symptoms get worse.

Scenario 2: You are on break when an adult tells you that a friend is not feeling well and needs help. The patron tells you that they are wearing a diabetic ID bracelet.

Answers: Responses should include the following:

Initial Steps	<ul style="list-style-type: none"> ■ Obtain consent from the patron who is not feeling well.
Signs and Symptoms	<ul style="list-style-type: none"> ■ The patron told you they are not feeling well and their medical ID bracelet tells you of the condition.
Care Steps	<ul style="list-style-type: none"> ■ If the person is awake and can safely swallow and follow simple commands, give them sugar. ■ If it is available, give 15 to 20 grams of sugar in the form of glucose tablets to the victim. If not available, 15 to 20 grams of sugar from several sources can be given, including glucose- and sucrose-containing candies, jelly beans, orange juice or whole milk. ■ Summon EMS personnel if: <ul style="list-style-type: none"> ○ The person is or becomes unresponsive. ○ The person is responsive but not fully awake and is unable to swallow. ○ The person does not feel better within about 10 to 15 minutes after taking sugar, or gets worse. ○ A form of sugar cannot be found immediately. Do not spend time looking for it.
Follow-Up	<ul style="list-style-type: none"> ■ Ask the patron to remain there until they clearly feel better, at least 5 minutes. ■ Tell the person to alert a lifeguard or staff member if symptoms recur.

Scenario 3: You are on a break in the lifeguard room. Through the window, you notice a patron on the deck who appears to be having a seizure.

Answers: Responses should include the following:

Initial Steps	<ul style="list-style-type: none"> ■ Activate the EAP.
Signs and Symptoms	<ul style="list-style-type: none"> ■ May last 1 to 3 minutes and can produce a wide range of signs and symptoms. ■ May lose consciousness and fall. ■ May become rigid and then experience sudden, uncontrollable muscular convulsions lasting several minutes. ■ Breathing may become irregular and even stop temporarily.
Care Steps	<ul style="list-style-type: none"> ■ Protect the person from injury by moving nearby objects away from the person. ■ Position the person on their side, if possible, after the seizure passes so that fluids (saliva, blood, vomit) can drain from the mouth. ■ Check to see if the person was injured during the seizure. ■ Summon EMS personnel if: <ul style="list-style-type: none"> ○ The seizure occurs in the water. ○ This is the person's first seizure. ○ The seizure lasts more than 5 minutes. ○ The person has repeated seizures with no lucid period. ○ The person appears to be injured. ○ The cause of the seizure is unknown. ○ The person is pregnant. ○ The person is known to have diabetes. ○ The person fails to regain consciousness after the seizure. ○ The person is elderly and may have suffered a stroke.
Follow-Up	<ul style="list-style-type: none"> ■ Stay with the person until they are fully conscious and aware of their surroundings. ■ Offer to let the person remain in a first aid area to rest.

Scenario 4: You are hosing down a section of the deck as part of your secondary responsibilities. A regular patron approaches and tries to ask you a question. Their speech seems impaired and you cannot understand what they are saying.

Answers: Responses should include the following:

Initial Steps	<ul style="list-style-type: none"> ■ Activate the EAP. ■ Obtain consent if able to do so.
Signs and Symptoms	<ul style="list-style-type: none"> ■ Sudden change in how the body is working or feeling, such as sudden weakness or numbness of the face, an arm or a leg; often only on one side of the body ■ Difficulty with speech (trouble speaking and being understood and difficulty understanding others) ■ Blurred or dimmed vision ■ Sudden, severe headache, dizziness or confusion ■ Loss of balance or coordination ■ Trouble walking ■ Ringing in the ears
Care Steps	<ul style="list-style-type: none"> ■ Summon EMS personnel immediately. ■ Think FAST: <ul style="list-style-type: none"> ○ Face—Ask the person to smile. This will show if there is drooping or weakness in the muscles on one side of the face. Does one side of the face droop? ○ Arm—Ask the person to raise both arms to find out if there is weakness in the limbs. Does one arm drift downward? ○ Speech—Ask the person to speak a simple sentence to listen for slurred or distorted speech. Example: “The sky is blue.” Can the victim repeat the sentence correctly? ○ Time—Note the time that the signs and symptoms began and summon EMS personnel immediately.
Follow-Up	<ul style="list-style-type: none"> ■ Comfort and reassure the person until EMS personnel arrive. ■ Collect any of the person’s belongings and give to EMS.

Scenario 5: You are on duty as a lifeguard. Your guard station is on the deck at the shallow end of the pool. An adult is exiting the pool using the ladder, then slips and hits their mouth on the railing. When you approach the victim, you notice that they are missing a tooth, which the victim is holding in their hand, and bleeding from the mouth.

Answers: Responses should include the following:

Initial Steps	<ul style="list-style-type: none"> ■ Activate the EAP.
Signs and Symptoms	<ul style="list-style-type: none"> ■ Tooth is missing and the patron has it in their possession. ■ The patron is bleeding from the mouth.
Care Steps	<ul style="list-style-type: none"> ■ Rinse the victim's mouth with cold tap water, if available. ■ Have the victim lean slightly forward, or place the victim on their side. ■ Try to prevent the victim from swallowing the blood, which could cause nausea or vomiting. ■ Have the victim bite down on a rolled sterile dressing in the space left by the tooth. ■ Save the displaced tooth. ■ Carefully pick up the tooth by the crown (white part), not the root. ■ Place the tooth in a Hank's Balanced Salt Solution. If not available, place the tooth (in order of preference) in egg white, coconut water or whole milk. If none of these solutions are available, place the tooth in the victim's saliva (not in the mouth).
Follow-Up	<ul style="list-style-type: none"> ■ Advise the victim to get to a dentist with the tooth as soon as possible.

Scenario 6: You are on break when a concession worker comes to you and tells you help is needed. Another concession worker has been burned by hot oil from the popcorn machine.

Answers: Responses should include the following:

Initial Steps	<ul style="list-style-type: none"> ■ Obtain consent.
Signs and Symptoms	<ul style="list-style-type: none"> ■ Burned area on an arm and hand—red skin with blisters beginning to form
Care Steps	<ul style="list-style-type: none"> ■ Stop the burning by removing the person from the source of the burn. ■ Cool the burned area with large amounts of cool or cold tap water for at least 10 minutes. If cool or cold water is not available, use a cool or cold compress that is clean. Monitor the victim for hypothermia when cooling large burns. ■ Cover the burned area loosely with a sterile dressing. ■ Comfort and reassure the victim.
Follow-Up	<ul style="list-style-type: none"> ■ Advise the person to follow up with a doctor.

TOPIC: CARING FOR HEAD, NECK AND SPINAL INJURIES ON LAND

Time: 10 minutes

CARING FOR HEAD, NECK AND SPINAL INJURIES ON LAND

GUIDED DISCUSSION:



REFERENCES:

Course
Presentation:
Slides 295–297
Participant's
Manual:
Chapter 10

- When deciding whether a person may have a head, neck or spinal injury, first think about what caused the injury.
- Head, neck or spinal injuries can happen on land or in the water.
- In aquatic environments, examples of injuries on land include:
 - Tripping or falling on a pool deck.
 - Slipping in a locker room.
 - Falling from greater than a standing height.
 - Falling off pool features, such as a diving board ladder.
- Ask participants: **What signs and symptoms might indicate a possible head, neck or spinal injury?**
Answers: Responses should include the following:
 - Unusual bumps, bruises or depressions on the head, neck or back
 - Heavy external bleeding of the head, neck or back
 - Bruising of the head, especially around the eyes and behind the ears
 - Blood or other fluids in the ears or nose
 - Confusion or disorientation
 - Changes in level of consciousness
 - Seizures
 - Impaired breathing or vision
 - Nausea or vomiting
 - Partial or complete loss of movement of any body part
 - Loss of balance
 - Behavior similar to that of a person under the influence of alcohol or drugs (e.g., confusion, stumbling, repeatedly asking the same questions, memory loss, nausea or vomiting, speech problems)
 - Severe pain or pressure in the head, neck or back (reported by the person or indicated by the person holding their head, neck or back)

VIDEO :



REFERENCES:

Course
Presentation:
Slide 298
Participant's
Manual:
Chapter 10

- Explain to participants that the video segment demonstrates how to care for a victim with a suspected head, neck or spinal injury on land.
- Show the video segment "Head, Neck and Spinal Injuries on Land."
- Answer participants' questions about the segment.

FIRST AID AND CPR REVIEW

GUIDED DISCUSSION:



- Review the end of the chapter Review Questions and answer any participants' questions prior to administering the written exam.
- At their discretion, instructors may give participants self-study time to prep for the final written exam.

REFERENCES:

Participant's
Manual:
Chapter 10

TOPIC: **FINAL WRITTEN EXAM: SECTION 1— CPR/AED FOR PROFESSIONAL RESCUERS AND FIRST AID**

Time: 40 minutes

FINAL WRITTEN EXAM—CPR/AED FOR PROFESSIONAL RESCUERS AND FIRST AID

ACTIVITY:



REFERENCES:

Participant's
Manual:
Chapter 10

- Tell participants that they will now take Section 1 of the final written exam on the information covered in Lessons 5, 6 and 7. They may not use their manual or notes to find the answers.
- Hand out an exam and answer sheet to each participant. Tell participants to write only on the answer sheet and mark answers clearly.
- Tell participants to come to you or raise their hands when they have finished the exam or if they have questions.
- Once exams are completed, collect all exams and answer sheets. Before the next lesson, grade the exam using the answer key.
- At the beginning of Lesson 9, hand back the exam and review it with participants.
- Make arrangements for those participants who score less than 80 percent to review the material and retake the opposite version of the exam.

TOPIC: **WHEN THINGS DO NOT GO AS PRACTICED**

Time: 35 minutes

WHEN THINGS DO NOT GO AS PRACTICED

VIDEO:



REFERENCES:

Course
Presentation:
Slide 299

Participant's
Manual:
Chapter 6

- Explain to participants that the video segment will provide important information regarding the techniques to use when things do not go as practiced. The skills in this video will be practiced later in the water. They include:
 - Front and Rear Head-Hold Escapes
 - In-Water Ventilations
- Refer participants to the skill sheets in Chapter 6, Rescue Skills, in the *Lifeguarding Manual*.
- Show the video segment "When Things Do Not Go as Practiced."
- Answer participants' questions about the video segment.

NEXT STEPS

SKILL PRACTICE:



REFERENCES:

Participant's
Manual:
Chapter 6

- Explain to participants that during the skill session you will demonstrate skills and guide them through practice.
- Pair up participants and explain that they will take turns as a victim and a rescuer for each skill.
- For each skill, organize them so that they can clearly see and hear. Be sure to provide any instructions related to their position or how they should behave as victims.
- Lead them through a land demonstration and practice for the following skills:
 - Front Head-Hold Escape
 - Lifeguards: deep water, facing victim
 - Victims: deep water
 - Rear Head-Hold Escape
 - Lifeguards: deep water, back to victim
 - Victims: deep water
 - In-Water Ventilations—Shallow Water (simulate ventilations)
 - Lifeguards: standing in shallow water
 - Victims: passive
 - In-Water Ventilations—Deep Water (simulate ventilations)
 - Lifeguards: treading in deep water
 - Victims: passive

SHALLOW WATER LIFEGUARDING

- For the Shallow Water Lifeguarding course, participants will practice the front and rear head-hold escapes in shallow water.
- Omit the in-water ventilations—deep water when teaching the Shallow Water Lifeguarding course.
- Participants should practice the skills until they are able to meet performance criteria.
- Observe each participant's performance of the skill and provide corrective feedback.

TOPIC: IN-WATER SKILL SESSION—RESCUE SKILLS REVIEW

Time: 45 minutes

IN-WATER SKILL SESSION—RESCUE SKILLS REVIEW

RESCUE SKILLS REVIEW:



REFERENCES:

Participant's Manual: Chapter 6

- Designate three stations for review skills and divide participants into three groups.
- Count off participants as “ones” and “twos” so that you can easily assign roles at each station and for each skill practice.
- Participants will practice the rescues as many times as possible in about a 5-minute period.
- Rotate groups every 5 to 7 minutes.
- Observe participants and provide feedback as they practice the following skills:
 - Shallow Water
 - Submerged Passive Victim
 - Deep Water
 - Passive Victim on the Surface—Front Approach
 - Passive Victim on the Surface—Rear Approach
 - Deep Water
 - Submerged Passive Victim
 - Extrication Using a Backboard at the Pool Edge
 - Multiple-Rescuer Response Scenarios (Appendix B):
 - Scenario 5
 - Scenario 6



Instructor's Note: *Participants will not be required to participate in each role during the multiple-rescuer response scenario final skills evaluation.*

SHALLOW WATER LIFEGUARDING

- For the Shallow Water Lifeguarding course, participants will practice the front and rear head-hold escapes in shallow water.
- Participants will practice the rescues as many times as possible in about a 5-minute period.
- Rotate groups every 5 to 7 minutes.
- Stations:
 - Passive Victim
 - Submerged Passive Victim
 - Passive Victim on the Surface—Rear Approach
 - Passive Victim on the Surface—Front Approach
 - Extrication Using a Backboard at the Pool Edge
 - Distressed Swimmer
 - Simple Assist for a Distressed Swimmer
 - Reaching Assist from the Deck for a Distressed Swimmer
 - Multiple-Rescuer Response Scenarios (Appendix B)
 - Scenario 5
 - Scenario 6

ASSIGNMENT

- Instruct participants to read the following chapter and complete the review questions in the Lifeguarding Manual prior to the start of the next lesson:
 - Chapter 11, Caring for Head, Neck and Spinal Injuries

SKILL CHARTS AND ASSESSMENT TOOLS

In addition to performing the steps listed in the skill chart in the correct order, participants must meet the criteria listed at the proficient level to be checked off for this skill. Assessment criteria that are general for the category of skills, as well as specific to the skill, must be met.

SECONDARY ASSESSMENT

SKILL CHART: USING SAMPLE TO TAKE A BRIEF MEDICAL HISTORY

Take a brief history using SAMPLE:

1. Signs and symptoms:
 - What happened?
 - Where do you feel any pain or discomfort?
 - Do you have any numbness or loss of sensation? If so, where?
2. Allergies:
 - Do you have any allergies, such as to medications or food? If so, what type of reactions have you experienced when you were exposed?
3. Medications:
 - Do you have any medical conditions or are you taking any medications? If so, what conditions do you have or what medications are you taking?
 - Have you taken any medications in the past 12 hours?
4. Pertinent past medical history:
 - Have you recently been ill?
 - Do you have any medical conditions?
 - Have you experienced any recent falls, accidents or blows to the head?
 - Have you had surgery, been in a traumatic accident or had a medical emergency?
5. Last oral intake:
 - When did you last eat or drink?
 - What did you last eat or drink?
6. Events leading up to the incident:
 - What were you doing before the incident occurred?
 - What were you doing when the incident occurred?

SKILL CHART: CHECKING A RESPONSIVE PERSON

1. Check the head.
 - Look at the scalp, face, ears, eyes, nose and mouth for cuts, bumps, bruises and depressions.
 - Note if the victim has any changes in the level of consciousness, such as dizziness, or feels light-headed.
2. Check skin appearance and temperature.
 - Feel the victim's forehead with the back of your hand and note if the skin is cold or hot.
 - Look at the coloring of the victim's face and lips.
 - Look at the victim's skin and note if the skin is moist or dry or if it is red, pale, flushed or ashen.
3. Check the neck.
 - Ask the victim to move their head from side to side, if there is no discomfort and if an injury to the neck is not suspected.
 - Note pain, discomfort or inability to move.
4. Check the shoulders.
 - Ask the victim to shrug their shoulders.
5. Check the chest and abdomen.
 - Ask the victim to take a deep breath and blow air out.
 - Listen for difficulty or changes in breathing.
 - Ask the victim if they are experiencing pain during breathing.
6. Check the arms.
 - Check one arm at a time.
 - Ask the victim to move their hand and fingers and to bend the arm.
7. Check the legs.
 - Check one leg at a time.
 - Ask the victim to move their foot and toes and to bend the leg.
8. Provide care for any conditions found.
9. Have the victim rest in a comfortable position if they can move all body parts without pain or discomfort and have no other apparent signs or symptoms of injury or illness. Continue to watch for changes in consciousness and breathing.

SKILL ASSESSMENT TOOL: USING SAMPLE TO TAKE A BRIEF MEDICAL HISTORY

Criteria	Proficient	Not Proficient
Asks questions to determine a brief history	<ul style="list-style-type: none"> ■ Gathers information about what happened, possible signs and symptoms or brief medical history 	<ul style="list-style-type: none"> ■ Does not ask any questions ■ Does not ask questions about what happened, possible signs and symptoms or brief medical history
Checking a Conscious Person		
Checks for signs and symptoms of injuries or sudden illnesses	<ul style="list-style-type: none"> ■ Visual inspection from head to toe looking carefully for any bleeding, cuts, bruises and obvious deformities 	<ul style="list-style-type: none"> ■ Does not perform an assessment ■ Does not recognize obvious signs or symptoms
Checks for medical conditions that may need to be considered	<ul style="list-style-type: none"> ■ Visual inspection looking for a medical ID tag, necklace or bracelet 	<ul style="list-style-type: none"> ■ Does not look for medical ID tag, necklace or bracelet
Monitors the person's condition	<ul style="list-style-type: none"> ■ Watches for changes in consciousness or breathing 	<ul style="list-style-type: none"> ■ Does not look at victim

CONTROLLING EXTERNAL BLEEDING

SKILL CHART: CONTROLLING EXTERNAL BLEEDING

1. Control any bleeding.
2. Place a sterile dressing over the wound.
3. Apply direct pressure until bleeding stops.
4. Clean the wound thoroughly with soap (if available) and water. If possible, irrigate an abrasion with clean, warm, running tap water for about 5 minutes to remove any dirt and debris.
5. If bleeding continues, use a new sterile dressing and apply more pressure.
6. After bleeding stops, remove the dressing and apply wound gel or an antibiotic ointment to the wound, if one is available, the victim has no known allergies or sensitivities to the medication and local protocols allow you to do so.
7. Cover the wound with a sterile dressing and bandage (or with an adhesive bandage).
8. Wash your hands immediately after providing care.

SKILL ASSESSMENT TOOL: CONTROLLING EXTERNAL BLEEDING

Criteria	Proficient	Not Proficient
Uses personal protective equipment	<ul style="list-style-type: none"> ■ Puts on disposable gloves before covering wound 	<ul style="list-style-type: none"> ■ Does not put on disposable gloves ■ Puts on disposable gloves after covering wound
Covers the wound with a (sterile) dressing and applies direct pressure until bleeding stops	<ul style="list-style-type: none"> ■ Places dressing over wound ■ Applies pressure to wound ■ Secures dressing in place with roller gauze 	<ul style="list-style-type: none"> ■ Places dressing away from wound area ■ Does not apply pressure ■ Uses pressure points instead of direct pressure ■ Roller gauze does not stay in place
Applies additional dressings and more direct pressure (if bleeding does not stop)	<ul style="list-style-type: none"> ■ Visual inspection looking for a medical ID tag, necklace or bracelet 	<ul style="list-style-type: none"> ■ Does not look for medical ID tag, necklace or bracelet
Monitors the person's condition	<ul style="list-style-type: none"> ■ Adds additional dressings to initial dressing ■ Applies pressure to wound 	<ul style="list-style-type: none"> ■ Removes initial dressing ■ Does not add additional dressings ■ Does not apply pressure

WHEN THINGS DO NOT GO AS PRACTICED

SKILL CHART: FRONT HEAD-HOLD ESCAPE

1. As soon as the victim grabs hold, take a quick breath, tuck your chin down, turn your head to either side, raise your shoulders and submerge with the victim.
2. Once under water, grasp the victim's elbows or the undersides of the victim's arms just above the elbows.
3. Forcefully push up and away. Keep your chin tucked, your arms fully extended and your shoulders raised until you are free.
4. Quickly swim under water, out of the victim's reach. Surface and reposition the rescue tube and try the rescue again.

SKILL CHART: REAR HEAD-HOLD ESCAPE

1. Take a quick breath, tuck your chin down, turn your head to either side, raise your shoulders and submerge with the victim.
2. Once under water, grasp the victim's elbows or the undersides of the victim's arms just above the elbows.
3. Forcefully push up and away while twisting your head and shoulders. Keep your chin tucked, your arms fully extended and your shoulders raised until you are free.
4. Quickly swim under water out of the victim's reach. Surface and reposition the rescue tube and try the rescue again.

SKILL ASSESSMENT TOOL: ESCAPES

Criteria	Proficient	Not Proficient
Releases the victim's hold	■ Presses victim's arms up and pushes victim away	■ Does not release the victim's hold
Swims away to safety	■ Swims under water to a safe distance from the victim	■ Victim grabs rescuer again
Re-attempts the rescue	■ Repositions the rescue tube and attempts to rescue the victim again	■ Does not re-attempt a rescue

IN-WATER VENTILATIONS

SKILL CHART: IN-WATER VENTILATIONS

1. Ensure that the rescue tube is placed under the victim so the victim's head naturally falls back to an open-airway position.
2. From behind the victim's head, position the resuscitation mask, seal the mask and open the airway.
3. Give ventilations.
4. Remove the victim from the water as soon as conditions allow, then immediately resume providing care.



Instructor's Note: *Remind participants not to give ventilations but rather to simulate ventilations on their partner.*

Criteria	Proficient	Not Proficient
Opens the airway	■ Performs a jaw-thrust maneuver	■ Does not open the airway by using a jaw-thrust maneuver
Seals mask and gives simulated ventilations	■ Properly seals mask and simulates ventilations	■ Mask is not properly sealed ■ Simulated ventilations are not given

HEAD, NECK AND SPINAL INJURIES IN THE WATER

Lesson Length: 2 hours, 45 minutes

Shallow Water Lifeguarding Lesson Length: 2 hours, 15 minutes

GUIDANCE FOR THE INSTRUCTOR

To complete this session and meet the lesson objectives, you must:

- Discuss all points in the topic Caring for Head, Neck and Spinal Injuries in the Water.
- Show the video segment “Head, Neck and Spinal Injuries in the Water.”
- Complete the skill practice Spinal Injuries—Shallow Water.
- Complete the skill practice Spinal Injuries—Deep Water.

LESSON OBJECTIVES

- Demonstrate how to care for victims with head, neck and spinal injuries in shallow and deep water.
- Demonstrate how to care for victims with head, neck and spinal injuries in shallow water only (Shallow Water Lifeguarding and Aquatic Attraction Lifeguarding).

ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Rescue tubes (one for every two participants)
- Backboards, each equipped with one strap and head immobilizer (one for every three participants)

LESSON PREPARATION

- To save time, have all equipment and supplies prepared and available on the pool deck.



INSTRUCTOR NOTES

- A facility with a low edge is preferred when practicing the spinal backboarding procedure, but if the facility has a large gap between the pool edge and the surface of the water, an additional participant may be used to stabilize the backboard by holding the backboard (on the opposite side of the rescuing lifeguard). This allows participants to simulate the technique for practice. Remind participants that this is not a different backboarding technique and that the additional participant is not in the role of an assisting rescuer and should not help to secure or extricate the victim.
- When practicing deep water spinal backboarding procedure, participants only need to practice as the rescuing lifeguard. There is no need to have participants rotate to different positions.

TEACHING TIPS

- You must be able to observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Set up groups so that you can observe each group, but allow enough room for the groups to conduct the skills and scenarios without disrupting each other or causing injury.

TOPIC: REVIEW OF FINAL WRITTEN EXAM: SECTION 1—CPR/AED AND FIRST AID

Time: 5 minutes

REVIEW OF FINAL WRITTEN EXAM: SECTION 1—CPR/AED FOR PROFESSIONAL RESCUERS AND FIRST AID

ACTIVITY



- Return the final written exam and answer sheets for Section 1—CPR/AED for Professional Rescuers and First Aid to participants for them to review.
- Answer participants' questions about the exam.
- Make arrangements for those participants who need to retake the exam.
- Collect the exams and answer sheets.

TOPIC: CARING FOR HEAD, NECK AND SPINAL INJURIES IN THE WATER

Time: 20 minutes

CARING FOR HEAD, NECK AND SPINAL INJURIES IN THE WATER

VIDEO:



REFERENCES:

Course
Presentation:
Slide 302
Participant's
Manual:
Chapter 11

- Explain to participants that the next video segment demonstrates how to care for a victim with a suspected head, neck or spinal injury in the water.
- Show the video segment "Head, Neck and Spinal Injuries in the Water."
- Answer participants' questions about the segment.



Science Note: *Reassessment of protocols has shown that packaging a victim can be detrimental. They often will lie on spine boards for hours in the emergency room which causes anxiety and can cause physical damage. Research indicates that the damage has likely already occurred with the initial injury. The focus for lifeguards should be on safely extricating the person from the water while maintaining stabilization. Studies have shown that the application of cervical collars can cause further injury.*

LECTURE:



REFERENCES:

Course
Presentation:
Slides 303–308
Participant's
Manual:
Chapter 11

- **Head, neck or spinal injuries often are caused by high-impact/high-risk activities.**
- **Injuries to the head, neck or spine rarely occur in deep water.**
- **In aquatic environments, examples of these activities include:**
 - Entering head-first into shallow water.
 - Entering the water from a height, such as a diving board, water slide, an embankment, cliff or tower.
 - Striking a submerged or floating object.
 - Receiving a blow to the head.
 - Colliding with another swimmer.
 - Striking the water with high impact, such as falling while water skiing or surfing.
- **When a head, neck or spinal injury is suspected, the goal is to minimize movement.**
- **If you suspect a head, neck or spinal injury, tell the victim to say "yes" or "no" in response to your questions instead of nodding.**
- **Communication with the victim is important. Let the victim know what you are doing and reassure them along the way.**
- **Whether on land or in the water, care for life-threatening conditions is the number one priority. If a spinal injury is suspected and the victim is not breathing, remove the victim from the water and provide care immediately. Do not delay removal from the water by strapping the victim to the board or using a head immobilizer device.**
- **If the victim is in the water and is breathing, immobilize them using a backboard equipped with a chest strap and a head-immobilizer device.**
- **The extrication technique that you use when caring for a head, neck or spinal injury victim depends on the physical characteristics of the facility such as the height of the edge in relation to the water, presence of aquatic attractions and/or moving water, zero-depth entry, etc.**
- **A minimum of two lifeguards are needed to place and secure a victim on a backboard, but additional lifeguards can help, if available.**
- **After the victim is out of the water, assess their condition and provide appropriate care. Place a towel or blanket on the victim to keep them warm if needed.**

TOPIC: **IN-WATER SKILL SESSION: HEAD, NECK, AND SPINAL INJURIES**

Time: 2 hours, 20 minutes

Shallow Water Lifeguarding Time: 1 hour, 40 minutes

SKILL PRACTICE: SPINAL INJURIES—SHALLOW WATER

SKILL
PRACTICE—
SHALLOW
WATER:



REFERENCES:

Participant's
Manual:
Chapter 11

- Explain to participants that during the skill session you will demonstrate skills and guide them through practice.
- For the first three skills, pair up participants and explain that they will take turns as victim and rescuer for each skill. For the shallow water backboarding procedure, divide participants into groups of three—a rescuing lifeguard, assisting responder and victim. Each group should practice the backboarding procedure at least two times so that all participants have the opportunity be in the role of rescuing lifeguard.
- For each skill, organize participants so that they can clearly see and hear. Be sure to provide any instructions related to their position in the water or how they should behave as victims.
- Prior to the spinal backboarding procedure, remind participants that backboards, straps and head immobilizers may vary at different facilities. When employed as a lifeguard, they should expect to be trained on the use of the backboard as part of a new employee orientation and in-service training.
- Lead participants through the following Shallow water skills:
 - Over-Arm Head Splint—Face-Up Victim At or Near the Surface in Shallow Water
 - Lifeguards: in shallow water
 - Victims: face-up in shallow water, responsive
 - Head Splint—Face-Down Victim At or Near the Surface in Shallow Water
 - Lifeguards: in shallow water
 - Victims: face-down in shallow water, responsive once face-up at surface
 - Spinal Backboarding Procedure
 - Lifeguards: in shallow water
 - Victims: face-down in shallow water, responsive once face-up at surface
 - Spinal Backboarding Procedure—For Facilities with High Edges
 - Lifeguards: in shallow water
 - Victims: face-down in shallow water, responsive once face-up at surface
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include: rescuers lose contact with the victim; fails to properly secure victim to the backboard; use of the improper head splint technique; for a submerged victim—not returning to the surface at an angle; check for breathing; incorrect strap placement; strap is too tight or too loose; not placing the victim's arms on their body; failure to communicate with the victim.

SKILL PRACTICE: SPINAL INJURIES—DEEP WATER

SKILL PRACTICE—DEEP WATER:



REFERENCES:

Participant's
Manual:
Chapter 11

SHALLOW WATER LIFEGUARDING

- For the Shallow Water Lifeguarding course, omit the skill practice in deep water.

- Explain to participants that during the skill session you will demonstrate skills and guide them through practice.
- For the first two skills, pair up participants and explain that they will take turns as victim and rescuer for each skill. For the deep water backboarding procedure, divide participants into groups of three—a rescuing lifeguard, assisting responder and victim. Each group should continue to practice the backboarding procedure until all participants have had the opportunity to be in the role of rescuing lifeguard.
- Remind participants that the mechanics of the skills are essentially the same in deep water as in shallow water. The skills are more challenging because lifeguards are unable to stand to accomplish the skills. A rescue tube can be used to provide additional support to the rescuing lifeguard.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- For each skill, organize participants so that they can clearly see and hear. Be sure to provide any instructions related to their position in the water or how they should behave as victims.
- Lead participants through the following deep water skills:
 - Head Splint—Face-Down Victim at or Near the Surface in Deep Water
 - Lifeguards: in deep water
 - Victims: face-down in deep water, responsive once face-up at surface
 - Head Splint—Submerged Victim in Deep Water
 - Lifeguards: in deep water
 - Victims: submerged in deep water, responsive once face-up at surface
 - Spinal Backboarding Procedure
 - Lifeguards: in deep water
 - Victims: face-down in deep water, responsive once face-up at surface



Instructor's Note: A facility with a low edge is preferred when practicing the spinal backboarding procedure, but if the facility has a large gap between the pool edge and the surface of the water, an additional participant may be used to stabilize the backboard by holding the backboard (on the opposite side of the rescuing lifeguard). This allows participants to simulate the technique for practice. Remind participants that this is not a different backboarding technique and that the additional participant is not in the role of an assisting rescuer and should not help to secure or extricate the victim.

- Participants should practice the skills until they are able to meet performance criteria.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.
- Examples of common errors to point out include: rescuers lose contact with the victim; failure to properly secure victim to the backboard; using the improper head splint technique; for a submerged victim—not returning to the surface at an angle; check for breathing; incorrect strap placement; strap is too tight or too loose; not placing the victim's arms on their body; failure to communicate with the victim.

ASSIGNMENT

- Remind participants to prepare for the final written exam on lifeguarding skills by reviewing Chapters 1 to 6 and Chapter 11 of the *Lifeguarding Manual* and reviewing the review questions before the next class session.

SKILL CHARTS AND ASSESSMENT TOOLS

In addition to performing the steps listed in the skill chart in the correct order, participants must meet the criteria listed at the proficient level to be checked off for this skill. Assessment criteria that are general for the category of skills, as well as specific to the skill, must be met.

IN-LINE STABILIZATION—IN-WATER

SKILL CHART: HEAD SPLINT—FACE-UP VICTIM AT OR NEAR THE SURFACE

1. Approach the victim from the side.
 - In deep water, use the rescue tube under both of your arms for support.
2. Grasp the victim's arms midway between their shoulder and elbow. Grasp the victim's right arm with your left hand and the victim's left arm with your right hand. Gently move the victim's arms up alongside the head.
3. Slowly and carefully squeeze the victim's arms against their head to help hold the head in line with the body. Do not move the victim any more than necessary.
4. Quickly look, listen and feel to check for breathing if the victim is unresponsive.
 - If the victim is not breathing, immediately remove the victim from the water using the passive victim extrication method and provide resuscitative care. Do not delay removing the victim from the water by using the spinal backboarding procedure.
 - If the victim is breathing, hold the victim's the head in line with the body and move toward safety until the backboard arrives. In deep water, move the victim to shallow water, if possible.
5. Continuously monitor for responsiveness and breathing. If at any time the victim stops breathing, immediately remove the victim from the water and then provide appropriate care.

SKILL CHART: HEAD SPLINT—FACE-DOWN VICTIM AT OR NEAR THE SURFACE

1. Approach the victim from the side.
 - In deep water, use the rescue tube under both of your arms for support.
2. Grasp the victim's arms midway between the shoulder and elbow. Grasp the victim's right arm with your right hand and the victim's left arm with your left hand. Gently move the victim's arms up alongside the head.
3. Squeeze the victim's arms against their head to help hold the head in line with the body.
4. Glide the victim slowly forward.
 - Continue moving slowly and turn the victim until they are face-up. To do this, push the victim's arm that is closest to you under the water while pulling the victim's other arm across the surface toward you.
5. Quickly look, listen and feel to check for breathing if the victim is unresponsive.
 - If the victim is not breathing, immediately remove the victim from the water using the passive victim extrication method and provide resuscitative care. Do not delay removing the victim from the water by using the spinal backboarding procedure.
 - If the victim is breathing, hold the victim's the head in line with the body and move toward safety until the backboard arrives. In deep water, move the victim to shallow water, if possible.
6. Switch to an overarm head splint position as you near the backboard. Position the victim's head in the crook of your arm, with the head in line with the body. To switch to an overarm head splint:
 - Apply firm pressure with your outside arm to pull the victim toward your chest (hug them in against your chest).
 - Release your hand that is holding the arm against your chest and reach over the victim and grab the victim's outside arm, placing it next to your other hand.
 - Release your hand that is under the victim and move it to the victim's arm that is against your chest and continue to apply pressure.
7. Continue to check for breathing. If at any time the victim stops breathing, immediately remove the victim from the water, then provide appropriate care.

SKILL CHART: HEAD SPLINT—SUBMERGED VICTIM

1. Approach the victim from the side. In deep water, release the rescue tube if the victim is more than an arm's reach beneath the surface.
2. Grasp the victim's arms midway between the shoulder and elbow. Grasp the victim's right arm with your right hand and the victim's left arm with your left hand. Gently move the victim's arms up alongside the head.
3. Squeeze the victim's arms against their head to help hold the head in line with the body.
4. Turn the victim face-up while bringing the victim to the surface at an angle. To turn the victim face-up, push the victim's arm that is closest to you down and away from you while pulling the victim's other arm across the surface toward you. The victim should be face-up just before reaching the surface or at the surface.
5. Quickly look, listen and feel to check for breathing if the victim is unresponsive.
 - If the victim is not breathing, immediately remove the victim from the water using the passive victim extrication method and provide resuscitative care. Do not delay removing the victim from the water by using the spinal backboarding procedure.
 - If the victim is breathing, hold the victim's the head in line with the body and move toward safety until the backboard arrives. In deep water, move the victim to shallow water, if possible.
6. Switch to an over-arm head splint position as you near the backboard. Position the victim's head close to the crook of your arm with the head in line with the body. Another lifeguard can place a rescue tube under your armpits to help support you and the victim. To switch to an overarm head splint:
 - Apply firm pressure with your outside head to pull the victim toward your chest (hug them in against your chest).
 - Release your hand that is holding the arm against your chest and reach over the victim and grab the victim's outside arm, placing it next to your other hand.
 - Release your hand that is under the victim and move it to the victim's arm that is against your chest and continue to apply pressure.
7. Continue to check for breathing. If at any time the victim stops breathing, immediately remove the victim from the water, then provide appropriate care.

SKILL CHART: HEAD SPLINT—FACE-UP IN EXTREMELY SHALLOW WATER

1. Approach the victim's head from behind. Grasp the victim's right arm with your right hand and the victim's left arm with your left hand, trapping the victim's head between their arms.
2. Gently move the victim's arms up alongside their head.
3. Squeeze the victim's arms against their head to help hold the head in line with the body. Remain positioned above and behind the victim's head.
4. Quickly look, listen and feel to check for breathing if the victim is unresponsive.
 - If the victim is not breathing, immediately remove the victim from the water and provide resuscitative care.
 - If the victim is breathing, hold the victim in this position. Place a towel or blanket on the victim to keep them from getting chilled.
5. Continue to check for breathing. If at any time the victim stops breathing, immediately remove the victim from the water, then provide appropriate care.

Note: If you are unable to keep the victim from getting chilled and there are enough assisting lifeguards, follow the care steps for skill sheet, *Spinal Backboarding Procedure—Speed Slide*.

SKILL CHART: HEAD SPLINT—FACE-DOWN IN EXTREMELY SHALLOW WATER

1. Approach the victim from the side. Grasp the victim's right arm with your right hand and the victim's left arm with your left hand, holding the victim's head between their arms.
2. After the victim's head is secured between their arms, begin to roll the victim toward you.
3. While rolling the victim, step from the victim's side toward the victim's head and begin to turn the victim face-up.
4. Lower your arm on the victim's side that is closest to you so that the victim's arms go over the top of your arm as you step toward the victim's head. Maintain arm pressure against the victim's head, since your hand rotates during this maneuver. You are now positioned above and behind the victim's head.
5. Quickly look listen and feel to check for breathing if the victim is unresponsive.
 - If the victim is not breathing, immediately remove the victim from the water and provide resuscitative care.
 - If the victim is breathing, hold the victim in this position. Place a towel or blanket on the victim to keep them from getting chilled.
6. Continue to check for breathing. If at any time the victim stops breathing, immediately remove the victim from the water, then provide appropriate care.

Note: If you are unable to keep the victim from getting chilled and there are enough assisting lifeguards, follow the care steps for skill sheet, *Spinal Backboarding Procedure and Removal—Speed Slide*.

SKILL ASSESSMENT TOOL: HEAD SPLINT—IN-LINE STABILIZATION FOR A VICTIM IN THE WATER

Criteria	Proficient	Not Proficient
Check for responsiveness and breathing	<ul style="list-style-type: none"> ■ Quickly looks, listens and feels for breathing ■ If the victim is not breathing, removes the victim from water immediately to provide care using a passive victim extrication technique 	<ul style="list-style-type: none"> ■ Does not look, listen or feel for breathing ■ If the victim is not breathing, uses the spinal backboarding procedure to extricate the victim
Provide in-line stabilization	<ul style="list-style-type: none"> ■ Moves victim's arms to a secure position against the victim's head ■ Equal pressure on both arms is maintained throughout rescue ■ Transitions to an overarm head splint (for face-down victims) while maintaining in-line stabilization 	<ul style="list-style-type: none"> ■ Does not move victim's arms against the victim's head or maintain pressure ■ One arm is pressed against head and one is not ■ Does not transition to an overarm head splint (for face-down victims) or does not maintain in-line stabilization during the transition
Victim's face remains out of the water	<ul style="list-style-type: none"> ■ Victim's face does not submerge ■ Mouth and nose are above water 	<ul style="list-style-type: none"> ■ Victim's face submerges under water ■ Victim's mouth or nose is under water
Move victim to a safe location to prepare for backboarding	<ul style="list-style-type: none"> ■ Moves victim to shallow water if safe and possible ■ If rescue involves moving water, moves victim to a sheltered area 	<ul style="list-style-type: none"> ■ Does not move to shallow water to stand up if it is safe and possible ■ Remains in moving water when access to a sheltered area is possible

SPINAL BACKBOARDING AND EXTRICATION FROM WATER

SKILL CHART: SPINAL BACKBOARDING PROCEDURE

1. The rescuing lifeguard provides in-line stabilization using the head splint technique and swims with the victim toward the side of the pool.
 - Rotate the victim to a face-up position if necessary. Use the overarm head splint technique to maintain in-line stabilization before reaching the side of the pool.
2. The assisting responder(s) on deck brings the backboard to the edge of the water and removes the head immobilizer, placing it within reaching distance.
3. The assisting responder(s) on deck places the board at an angle in the water, submerging the head space of the board if possible.
4. The rescuing lifeguard now approaches the board and moves to the side of it. The rescuing lifeguard then places one foot (steps on) the end of the backboard to hold it down.
5. The rescuing lifeguard places the victim on the center of the backboard with the head on the designated head space.
6. With the head of the backboard resting on the pool edge, the assisting responder stabilizes the board by pressing down on it with both elbows and stabilizes the victim by placing both hands on the victim's arms and applying pressure, using the head splint and the rescuing lifeguard can release the arms.
 - A rescue tube may be quickly placed under the foot end of the board, if needed for support.
7. The rescuing lifeguard secures one strap across the victim's chest, under the armpits, and then stabilizes the victim by placing one hand and arm on the victim's chin and chest and the other hand and arm under the backboard. The assisting responder then releases the victim's arms and lowers the victim's arms down and secures the victim's head to the backboard using a head immobilizer and strap across the forehead.
 - The rescuers should place the victim's arms on the victim's torso to prevent discomfort or injury during extrication.
8. The rescuing lifeguard moves to the foot end of the board while the assisting responder holds the backboard at the head of the board from the pool deck.
9. The assisting responder lifts the head of the backboard so the runners are on the deck.
10. Working together, the lifeguards pull and push the backboard onto the deck, then begin to assess the victim's condition and providing the appropriate care.

SKILL CHART: SPINAL BACKBOARDING PROCEDURE—HIGH EDGES

1. The rescuing lifeguard provides in-line stabilization using the head splint technique and swims with the victim toward the side of the pool.
 - Rotate the victim to a face-up position if necessary.
 - Use the overarm head splint technique to maintain in-line stabilization before reaching the side of the pool.
2. The assisting responder(s) on deck brings the backboard to the edge of the water and removes the head immobilizer, placing it within reaching distance.
3. The assisting lifeguard enters the water, submerges the backboard and positions the board under the victim so that it extends slightly beyond the victim's head. The victim's head should be centered on the backboard's head space.
4. Once the backboard is in place, the assisting rescuer places a rescue tube under the head end of the backboard for support and then the assisting responder maintains stabilization of the victim's head by placing both hands on the victim's arms and applying pressure, using the head splint technique and the rescuing lifeguard can release the arms.
5. The rescuing lifeguard secures the victim to the backboard by securing the chest strap high across the victim's chest and under the victim's armpits. The rescuing lifeguard then stabilizes the victim by placing one hand and arm on the victim's chin and chest and the other hand and arm under the backboard.
6. The assisting responder then releases the victim's arms and lowers the victim's arms down and secures the victim's head to the backboard using a head immobilizer and strap across the forehead.
7. The rescuing lifeguard gets out of the water and grasps the handholds of the backboard while the assisting responder maintains control of the backboard from in the water.
8. Working together, the lifeguards pull and push the backboard onto the deck, then begin to assess the victim's condition and provide the appropriate care.

SKILL CHART: SPINAL BACKBOARDING PROCEDURE—SPEED SLIDE

1. The rescuing lifeguard (Lifeguard 1) approaches the victim's head from behind to stabilize the victim by performing a head splint:
 - Grasp the victim's right arm with your right hand and the victim's left arm with your left hand. Gently move the victim's arms up to trap the victim's head between their arms.
 - Squeeze the victim's arms against their head to help hold the head in line with the body. Remain positioned above and behind the victim's head.
2. Check for responsiveness and breathing.
 - If the victim is not breathing, immediately remove the victim from the water and give the appropriate care.
 - If the victim is breathing, hold the victim in this position. Place a towel or blanket on the victim to keep them from getting chilled.
3. Lifeguard 2 positions themselves at the side of the victim, even with the victim's waist and grasps the victim at the hip and knee while Lifeguard 3 takes the backboard to the opposite side of the victim.
4. Lifeguard 1 signals to Lifeguard 2 (by counting 1-2-3) to roll the victim to their side; when the victim is on their side, Lifeguard 3 places the backboard in line with the victim.
5. Lifeguard 1 counts to signal (by counting 1-2-3) and the victim is rolled on to the backboard.
6. Lifeguard 2 secures the victim to the backboard by securing the chest strap high across the victim's chest and under the victim's armpits. Lifeguard 2 then stabilizes the victim by placing one hand and arm on the victim's chin and chest and the other hand on the side of the backboard.
7. Lifeguard 1 releases the victim's arms, lowers the victim's arms down and secures the victim's head to the backboard using a head immobilizer and strap across the forehead.
 - Lifeguard 3 can assist by handing the head immobilizer to Lifeguard 1 and/or placing the forehead strap on the head immobilizer.
8. Lifeguards lift the backboard and victim out of the slide.
 - When available, additional rescuers can assist with lifting and moving the victim.

SKILL ASSESSMENT TOOL: SPINAL BACKBOARDING PROCEDURE

Criteria	Proficient	Not Proficient
Maintain in-line stabilization before victim is placed on backboard	<ul style="list-style-type: none"> ■ Rescuing lifeguard maintains in-line stabilization while moving the victim toward the side of the pool 	<ul style="list-style-type: none"> ■ Loss of in-line stabilization during the rescue ■ Loss of contact with the victim
Victim's face remains out of the water	<ul style="list-style-type: none"> ■ Victim's face does not submerge ■ Mouth and nose are above water 	<ul style="list-style-type: none"> ■ Victim's face submerges under water ■ Victim's mouth or nose is under water
Position the victim on the backboard	<ul style="list-style-type: none"> ■ Assisting responder(s) on deck bring the backboard to the edge of the water and removes head immobilizer ■ Assisting responder(s) place the board in the water at an angle, submerging the head space of the board ■ The rescuing lifeguard approaches the board and moves to the side of the board while placing the victim on the board ■ The victim is placed on the center of the board with their head on the designated headspace 	<ul style="list-style-type: none"> ■ Assisting responder(s) are not able to place the board in the water and keep it steady ■ Assisting responder(s) do not remove the head immobilizer from the backboard before placing the board in the water ■ Lifeguards fail to communicate ■ Victim's head is not aligned on the backboard's head space ■ Victim is not aligned and on the backboard
Maintain in-line stabilization after the victim is placed on the board	<ul style="list-style-type: none"> ■ Assisting responder stabilizes the board and takes over in-line stabilization using the head splint 	<ul style="list-style-type: none"> ■ Loss of contact with the victim or loss of in-line stabilization ■ Loss of control of the board
Secure strap	<ul style="list-style-type: none"> ■ Rescuing lifeguard secures one strap high across the victim's chest, under the victim's armpits 	<ul style="list-style-type: none"> ■ Improper strap placement ■ Straps are too loose or too tight
Immobilize the victim's head	<ul style="list-style-type: none"> ■ Rescuing lifeguard takes over in-line stabilization ■ Assisting responder secures the victim's head to the backboard using a head immobilizer and strap across the victim's forehead 	<ul style="list-style-type: none"> ■ Loss of contact with the victim ■ Head immobilizer is not used ■ Head immobilizer is placed but moves victim's head or neck ■ No strap is used across the victim's forehead
Extricate the victim from the water	<ul style="list-style-type: none"> ■ Lifeguards communicate ■ Rescuing lifeguard pushes from the foot of the board while assisting responder pulls 	<ul style="list-style-type: none"> ■ Lifeguards fail to communicate ■ Lifeguards are unable to remove the victim from the water ■ Lifeguards lose control of the backboard

SKILL ASSESSMENT TOOL: SPINAL BACKBOARDING PROCEDURE—HIGH EDGES

Criteria	Proficient	Not Proficient
Maintain in-line stabilization before victim is placed on backboard	<ul style="list-style-type: none"> Rescuing lifeguard maintains in-line stabilization 	<ul style="list-style-type: none"> Loss of in-line stabilization during the rescue Loss of contact with the victim
Victim's face remains out of the water	<ul style="list-style-type: none"> Victim's face does not submerge Mouth and nose are above water 	<ul style="list-style-type: none"> Victim's face submerges under water Victim's mouth or nose is under water
Position the victim on the backboard	<ul style="list-style-type: none"> Assisting responder in the water removes head immobilizer from the backboard Assisting responder submerges the backboard under the victim so that it extends slightly beyond the victim's head The victim is placed on the center of the board with their head on the designated headspace 	<ul style="list-style-type: none"> Assisting responder does not remove the head immobilizer Assisting responder is not able to submerge the board in the water and keep it steady Victim's head is not aligned on the backboard's head space Victim is not aligned and on the backboard
Maintain in-line stabilization after the victim is placed on the board	<ul style="list-style-type: none"> Assisting responder stabilizes the board and takes over in-line stabilization 	<ul style="list-style-type: none"> Loss of contact with the victim or loss of in-line stabilization Loss of control of the board
Secure strap	<ul style="list-style-type: none"> Rescuing lifeguard secures one strap high across the victim's chest, under the victim's armpits 	<ul style="list-style-type: none"> Improper strap placement Straps are too loose or too tight
Immobilize the victim's head	<ul style="list-style-type: none"> Rescuing lifeguard takes over in-line stabilization Assisting responder secures the victim's head to the backboard using a head immobilizer and strap across the victim's forehead 	<ul style="list-style-type: none"> Loss of contact with the victim Head immobilizer is not used Head immobilizer is placed but moves victim's head or neck No strap is used across the victim's forehead
Extricate the victim from the water	<ul style="list-style-type: none"> Lifeguards communicate Assisting responder pushes from the foot of the board while the rescuing lifeguard pulls 	<ul style="list-style-type: none"> Lifeguards fail to communicate Lifeguards are unable to remove the victim from the water Lifeguards lose control of the backboard

SKILL ASSESSMENT TOOL: SPINAL BACKBOARD PROCEDURE—SPEED SLIDE

Criteria	Proficient	Not Proficient
Lifeguards communicate as a team to remove the victim from the water	<ul style="list-style-type: none"> ■ Lifeguards communicate what, how or when actions happen 	<ul style="list-style-type: none"> ■ No verbal communication ■ Communication does not result in effective actions
Victim's face remains out of the water	<ul style="list-style-type: none"> ■ Victim's face does not submerge ■ Mouth and nose are above water 	<ul style="list-style-type: none"> ■ Victim's face submerges under water ■ Victim's mouth or nose is under water
Lifeguards remove the backboard and victim from the water	<ul style="list-style-type: none"> ■ Backboard removed from the water by sliding it along the edge ■ Backboard held steady during removal 	<ul style="list-style-type: none"> ■ Backboard is lifted in the air, causing the victim to move or slide ■ Backboard is near vertical, and victim is slipping or moving ■ Backboard is jerking or rocking from side to side

FINAL WRITTEN EXAM AND FINAL IN-WATER SKILL SCENARIOS

Lesson Length: 3 hours, 5 minutes
Add 30 minutes for optional review session

LESSON OBJECTIVES

- Demonstrate how to rescue a submerged passive victim in deep water and provide care.
- Demonstrate how to rescue a submerged passive victim in shallow water and provide care (Shallow Water Lifeguarding only).
- Demonstrate how to provide care during a multiple-rescuer response for a passive victim.

ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Final Written Exam: Section 2, Exams A and B, and answer sheets—one for each participant
- Answer keys for Final Written Exam: Section 2
- Backboards—one for each test group
- Adult and infant manikins—at least two of each so they can be rotated and decontaminated
- Decontamination supplies
- BVMs—adult and infant, one for each test group
- Pediatric resuscitation masks
- Rescue tubes—one for each test group
- AED training unit with adult and pediatric pads—one for each test group
- Timing device, such as a stopwatch or smartphone with a stopwatch feature

LESSON PREPARATION

- Be prepared to answer questions participants may have about the review questions they completed throughout the course.
- To save time, have all the appropriate copies and equipment and materials prepared and available ahead of time. Copy:
 - Final Exam Section 2—Lifeguarding Skills
 - Final Exam Answer Sheets Section 2—Lifeguarding Skills
 - Multiple-Rescuer Response Scenario Flow Sheets
 - Multiple-Rescuer Response Scenario Assessment Tool



INSTRUCTOR NOTES

- If a participant does not successfully complete the written exam, they should be counseled to study further before retaking another version of the written exam.
- For the Multiple-Rescuer Response Final Skill Scenario:
 - Each participant is only required to be evaluated successfully in the role of rescuing lifeguard. Although participants have successfully completed their scenario for evaluation, they may be needed to rotate into an additional team to have enough rescuers to participate in the scenario. It is not necessary to evaluate them in the additional role.
 - If an individual receives a “fail” in any skill of the scenario, they receive an overall “fail” rating. If the team receives a “fail” rating, each lifeguard on the team receives a “fail” rating. It is possible for the overall team to receive a “pass” rating but one of the lifeguards to receive a “fail.” If a participant is unsuccessful, they are allowed to re-attempt the scenario.
- If a participant is unsuccessful in passing the course, have a private discussion with the participant about any course objectives that were not met.

TEACHING TIPS

- If you have enough equipment and supplies, allow participants to practice team response while you are conducting the final skills scenarios for other participants.
- If you have concerns about the ability of any of the participants to pass the skills scenarios, consider assigning them to participate in the first scenario in case they need additional practice to then participate in a retest.
- For tips on conducting Multiple-Rescuer Response Scenarios, and for an example of a scenario where the team is successful but an individual is unsuccessful, see the instructor videos on Instructor's Corner.

TOPIC: **FINAL WRITTEN EXAM: SECTION 2—LIFEGUARDING SKILLS**

Time: 30 minutes

FINAL WRITTEN EXAM: SECTION 2—LIFEGUARDING SKILLS

ACTIVITY:



- Tell participants that they will now take Section 2 of the final written exam on the information covered in Lessons 1 through 4 and Lesson 8. They may not use their manual or notes to find the answers.
- Hand out an exam and answer sheet to each participant. Tell participants to put away all belongings, including mobile devices, and to write only on the answer sheet and mark answers clearly.

SHALLOW WATER LIFEGUARDING

- If teaching the Shallow Water Lifeguarding course, hand out Final Written Exam: Section 2—Shallow Water Lifeguarding Skills and answer sheet to each participant.
- Tell participants to come to you or raise their hand when they have finished the exam or if they have questions.
- Once exams are completed, collect all exams and answer sheets. Grade the exam using the answer key.
- Hand back the exam and review it with participants. Collect all exams again after the review, as the exam is a standard exam that participants should not be allowed to keep. Make arrangements for those participants who score less than 80 percent to review the material and retake the opposite version of the exam.

TOPIC: **IN-WATER SKILL SESSION: GENERAL WATER SKILLS (OPTIONAL)**

Time: 30 minutes

IN-WATER SKILL SESSION: GENERAL WATER SKILLS (OPTIONAL)

ACTIVITY:



- This time is allotted for an optional general skills review to meet the needs of each class. As the instructor, you should set up and facilitate a session to help participants practice skills before the final skill scenarios.

TOPIC: FINAL IN-WATER SKILL SCENARIOS

Time: 2 hours, 30 minutes

FINAL IN-WATER SKILL SCENARIOS

ACTIVITY:



- Tell participants that there are two final skill scenarios.
- All skills must be performed according to the proficiency requirements to meet the objective of the skills.
- Each participant has only two opportunities to complete each scenario successfully.
- If a participant does not successfully complete a scenario during the first attempt, options include:
 - Reattempting the scenario during the normal lesson after a brief consultation on the corrective actions needed to complete the scenario successfully.
 - If additional practice is needed and time and resources permit, asking the participant to see you after class to schedule a re-evaluation of the unsuccessful scenarios at a later time.
- To set up each scenario:
 - Assign one participant to simulate the victim behaviors as instructed.
 - Ensure that each lifeguard has a hip pack containing non-latex disposable gloves and a resuscitation mask.
 - Have a manikin available to substitute into the scenarios for a passive victim once the primary assessment is complete.

FINAL SKILL SCENARIO 1: SUBMERGED PASSIVE VICTIM IN DEEP WATER—TIMED RESPONSE

ACTIVITY:



- Explain to participants that this is a timed scenario, not to exceed 1 minute and 30 seconds for the water rescue and extrication (with an assisting lifeguard who will bring the backboard) and the primary assessment with two ventilations, followed by 3 minutes of one-rescuer CPR.
- Divide the participants into groups of three and assign one rescuing lifeguard, one assisting responder, one victim and a manikin for each group.
- Tell the victim to get into position about 30 feet from the edge and submerge as the rescuing lifeguard gets near.
- Start the stopwatch once the EAP has been activated, and again once the rescuer begins CPR.
- Repeat the drill until each participant has performed as a rescuing lifeguard.

SHALLOW WATER LIFEGUARDING

- For the Shallow Water Lifeguarding course, follow the directions for the Submerged Passive Victim in Deep Water—Timed Response with the exception of having the lifeguard and victim stationed in shallow water.

FINAL SKILL SCENARIO 2: MULTIPLE-RESCUER RESPONSE

ACTIVITY:



Instructor's Note: Each participant is only required to be evaluated successfully in the role of rescuing lifeguard. Although participants may have successfully completed their scenario for evaluation, they may need to rotate into an additional team to have enough rescuers to participate in the scenario. It is not necessary to evaluate them in the additional role.

- Explain to participants that this is a team scenario and that they are expected to work with other rescuers and demonstrate clear communication and critical thinking ability while providing the appropriate care as a part of a team of multiple rescuers.
- Divide participants into groups of five. Assign one person as the victim, but do not assign other roles such as primary or secondary responder. Instead, assign two participants as the first to arrive on scene and two participants as the assisting responders who arrive with the “crash kit” including a BVM and AED.
- Tell participants that they will be responsible for prioritizing care, communicating and taking action. For example, the first responder with gloves on should start to provide care immediately.
- Explain to participants that during this final skills scenario, they will be evaluated on both:
 - Individual performance and their ability to achieve skill competencies for the individual skills that they are responsible for.
 - Overall team response performance, demonstrating the ability to work effectively as part of a team to prioritize care, take action without following an assigned role and communicate with fellow responders.
- For each group, conduct Multiple-Rescuer Response Scenario 3 in Appendix B.
- Read the scenario and provide the appropriate prompts (per the scenario flow sheet) during the scenario.
- Use the Multiple-Rescuer Response Assessment Tool for Scenario 3 to evaluate each individual participant and team performance (Appendix F).
- Rotate teams so that each participant has the opportunity to act as the rescuing lifeguard for evaluation.



Instructor's Note: If an individual receives a “fail” in any skill of the scenario, they receive an overall “fail” rating. If the team receives a “fail” rating, each lifeguard on the team receives a “fail” rating. It is possible for the overall team to receive a “pass” rating but one of the lifeguards to receive a “fail.” If a participant is unsuccessful, they are allowed to re-attempt the scenario.

CLOSING

ACTIVITY:



- Thank all participants for attending the course.
- Congratulate participants on successful completion.
- Explain that they will receive a certificate that indicates Lifeguarding/First Aid and CPR/AED for Lifeguard, all valid for 2 years.

SHALLOW WATER LIFEGUARDING

- For the Shallow Water Lifeguarding course, explain that participants will receive a certificate that indicates Shallow Water Lifeguarding (up to 5 ft.)/First Aid and CPR/AED for Lifeguard, all valid for 2 years
- Make arrangements to retest any participants who did not pass the final written exam(s) or scenario(s).

SECTION C | APPENDICES

Appendix A: Sample Letters to Course Participants

Appendix B: Activity Resources

Appendix C: Guidelines for Conducting Review courses

Appendix D: Lifeguarding Video Segments

Appendix E: Common Participant Errors

Appendix F: Participant Progress Logs and Multiple-Rescuer Response Assessment Tools

Appendix G: About the Science

Appendix H: Written Exam Answer Keys and Answer Sheets

Appendix I: Participant's Manual Chapter Review Answer Keys

SAMPLE LETTERS

LETTER TO LIFEGUARDING COURSE PARTICIPANTS

Date: _____

Dear Lifeguarding Course Participant:

Thank you for enrolling in the American Red Cross Lifeguarding course. The time and place of the meetings are listed below:

Date(s): _____ Time(s): _____

Place: _____

The purpose of the American Red Cross Lifeguarding course is to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services personnel take over.

To enroll in the Lifeguarding course, you must be at least 15 years old before the last scheduled class session. To participate in the course, you must be able to pass a prerequisite skills evaluation by doing the following:

1. Swim 300 yards continuously demonstrating breath control and rhythmic breathing. You may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles may be used.
2. Tread water for 2 minutes using only the legs. You should place your hands under your armpits.
3. Complete a timed event within 1 minute, 40 seconds.
 - Starting in the water, swim 20 yards. Your face may be in or out of the water. Swim goggles are not allowed.
 - Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.
 - Return to the surface and swim 20 yards on your back to return to the starting point with both hands holding the object while keeping your face at or near the surface so you are able to get a breath. You should not swim the distance under water. Exit the water without using a ladder or steps.

The prerequisite skills evaluation will occur on the first day of the course. Please bring a swimsuit and towel for the skills evaluation and for every class.

To successfully complete the course, you must attend the entire course, participate in all skill sessions/drills, activities and scenarios, demonstrate competency in all required skills and scenarios, and pass the final written exams with a minimum grade of 80 percent.

The practice sessions will require some strenuous physical activity. You are encouraged to check with your health care professional before participating in the practice sessions. If you have a medical condition or disability that might prevent you from participating in the activities, or have questions about

being able to fully participate in the Lifeguarding course, please contact me to discuss this before the course begins.

Upon successful completion of the course, you will receive an American Red Cross certificate for Lifeguarding/First Aid/CPR/AED, valid for 2 years.

If you have questions, please contact me directly at () - .

Sincerely,

American Red Cross Instructor

LETTER TO SHALLOW LIFEGUARDING COURSE PARTICIPANTS

Date: _____

Dear Shallow Water Lifeguarding Course Participant:

Thank you for enrolling in the American Red Cross Shallow Water Lifeguarding course. The time and place of the meetings are listed below:

Date(s): _____ Time(s): _____

Place: _____

The purpose of the Shallow Water Lifeguarding course is to provide entry-level shallow water lifeguard participants with the knowledge and skills needed to prevent, recognize and respond to aquatic emergencies in shallow water up to 5-feet deep and to provide care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services personnel take over.

To enroll in the Shallow Water Lifeguarding course, you must be at least 15 years old before the last scheduled class session. To participate in the course, you must be able to pass a prerequisite skills evaluation by doing the following:

1. Swim 100 yards continuously demonstrating breath control and rhythmic breathing. You may swim using the front crawl, breaststroke or a combination of both, but swimming on the back or side is not allowed. Swim goggles may be used.
2. Tread water for 2 minutes using only the legs. You should place your hands under your armpits.
3. Complete a timed event within 50 seconds.
 - Starting in the water, swim 20 yards using the front crawl or breaststroke. Your face may be in or out of the water. Swim goggles are not allowed.
 - Submerge to a depth of 4 to 5 feet to retrieve a 10-pound object. Return to the surface and walk or swim 20 yards to return to the starting point with both hands holding the object at the surface of the water.
 - Exit the water without using a ladder or steps.

The prerequisite skills evaluation will occur on the first day of the course. Please bring a swimsuit and towel for the skills evaluation and for every class.

To successfully complete the course, you must attend the entire course, participate in all skill sessions/ drills, activities and scenarios, demonstrate competency in all required skills and scenarios, and pass the final written exams with a minimum grade of 80 percent.

The practice sessions will require some strenuous physical activity. You are encouraged to check with your health care professional before participating in the practice sessions. If you have a medical condition or disability that might prevent you from participating in the activities, or have questions about being able to fully participate in the Shallow Water Lifeguarding course, please contact me to discuss this before the course begins.

Upon successful completion of the course, you will receive an American Red Cross certificate for Shallow Water Lifeguarding/First Aid/CPR/AED, valid for 2 years.

If you have questions, please contact me directly at () - .

Sincerely,

American Red Cross Instructor

LETTER TO AQUATIC ATTRACTION LIFEGUARDING (WATER ≤ 3') COURSE PARTICIPANTS

Date: _____

Dear Aquatic Attraction Lifeguarding (Water ≤ 3') Course Participant:

Thank you for enrolling in the American Red Cross Aquatic Attraction Lifeguarding (Water ≤ 3') course. The time and place of the meetings are listed below:

Date(s): _____ Time(s): _____

Place: _____

The purpose of the Aquatic Attraction Lifeguarding (Water ≤ 3') course is to provide entry-level aquatic attraction lifeguard participants with the knowledge and skills needed to prevent, recognize and respond to aquatic emergencies in water depths of 3 feet or less and to provide care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services personnel take over.

To enroll in the Aquatic Attraction Lifeguarding (Water ≤ 3') course, you must be at least 15 years old before the last scheduled class session. To participate in the course, you must be able to pass a prerequisite skills evaluation that includes the following:

1. A water competency sequence (actions must be completed sequentially without stopping):
 - Step into the water from the side and totally submerge.
 - Recover to the surface then maintain position for 1 minute by treading water or floating (or a combination of the two).
 - Rotate one full turn and orient to the exit.
 - Level off and swim on the front or back 25 yards.
 - Exit the water without using a ladder.
2. A timed event (must be completed within 50 seconds):
 - Starting in the water, walk or swim 20 yards. Swim goggles are not allowed.
 - Submerge to a depth of 3 feet to retrieve a 10-pound object.
 - Return to the surface and walk or swim 20 yards to return to the starting point with both hands holding the object at the surface of the water.
 - Exit the water without using a ladder or steps.

The prerequisite skills evaluation will occur on the first day of the course. Please bring a swimsuit and towel for the skills evaluation and for every class.

To successfully complete the course, you must attend the entire course; participate in all skill sessions/ drills, activities and scenarios; demonstrate competency in all required skills and scenarios; and pass the final written exams with a minimum grade of 80 percent.

The practice sessions will require some strenuous physical activity. You are encouraged to check with your health care professional before participating in the practice sessions. If you have a medical condition or disability that might prevent you from participating in the activities, or have questions about being able to fully participate in the Aquatic Attraction Lifeguarding (Water ≤ 3') course, please contact me to discuss this before the course begins.

Upon successful completion of the course, you will receive an American Red Cross certificate for Lifeguarding/First Aid/CPR/AED (Water ≤ 3'), valid for 2 years.

If you have questions, please contact me directly at () - .

Sincerely,

American Red Cross Instructor

LETTER TO WATERFRONT SKILLS MODULE PARTICIPANTS

Date: _____

Dear Waterfront Skills Module Participant:

Thank you for enrolling in the American Red Cross Waterfront Skills module. The time and place of the meetings are listed below:

Date(s): _____ Time(s): _____

Place: _____

The purpose of the Waterfront Skills module is to teach lifeguards the skills and knowledge needed to prevent and respond to emergencies in nonsurf, open-water areas found at public parks, resorts, summer camps and campgrounds.

To enroll in the Waterfront Skills module, you must have a current American Red Cross certificate for Lifeguarding/First Aid/CPR/AED. To participate in the module, you must be able to pass a prerequisite skills evaluation by doing the following:

1. Swim 550 yards continuously demonstrating breath control and rhythmic breathing. You may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles are allowed.
2. Tread water for 2 minutes using only the legs. You should place your hands under your armpits.
3. Complete a timed event within 1 minute, 40 seconds.
 - Starting in the water, swim 20 yards. Your face may be in or out of the water. Swim goggles are not allowed.
 - Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.
 - Return to the surface and swim 20 yards to return to the starting point with both hands holding the object and keeping your face at or near the surface so you are able to get a breath. You should not swim the distance under water.
 - Exit the water without using a ladder or steps.
4. Swim 5 yards, submerge and retrieve three dive rings placed 5 yards apart in 4 to 7 feet of water, resurface and continue to swim another 5 yards to complete the skill sequence.

The prerequisite skills evaluation will occur on the first day of the module. Please bring a swimsuit and towel for the skills evaluation and for every class.

To successfully complete the module, you must attend the entire module, participate in all skill sessions/ drills, activities and scenarios, demonstrate competency in all required skills and scenarios, and pass the final written exam with a minimum grade of 80 percent.

The practice sessions will require some strenuous physical activity. You are encouraged to check with your health care professional before participating in the practice sessions. If you have a medical condition or disability that might prevent you from participating in the activities, or have questions about being able to fully participate in the Waterfront Skills module, please contact me to discuss this before the module begins.

Upon successful completion of the module, you will receive an American Red Cross certificate indicating Waterfront Skills are valid for 2 years.

If you have questions, please contact me directly at () - .

Sincerely,

American Red Cross Instructor

LETTER TO WATERPARK SKILLS MODULE PARTICIPANTS

Date: _____

Dear Waterpark Skills Module Participant:

Thank you for enrolling in the American Red Cross Waterpark Skills module. The time and place of the meetings are listed below:

Date(s): _____ Time(s): _____

Place: _____

The purpose of the Waterpark Skills module is to teach lifeguards the skills and knowledge needed to prevent and respond to emergencies in aquatic facilities with waterpark features.

To enroll in the Waterpark Skills module, you must have a current American Red Cross certificate for Lifeguarding/First Aid/CPR/AED. To participate in the module, you must be able to pass a prerequisite skills evaluation by doing the following:

1. Swim 300 yards continuously demonstrating breath control and rhythmic breathing. You may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles may be used.
2. Tread water for 2 minutes using only the legs. You should place your hands under your armpits.
3. Complete a timed event within 1 minute, 40 seconds.
 - Starting in the water, swim 20 yards. Your face may be in or out of the water. Swim goggles are not allowed.
 - Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.
 - Return to the surface and swim 20 yards on your back to return to the starting point with both hands holding the object and keeping your face at or near the surface so you are able to get a breath. You should not swim the distance under water. Exit the water without using a ladder or steps.

The prerequisite skills evaluation will occur on the first day of the module. Please bring a swimsuit and towel for the skills evaluation and for every class.

To successfully complete the module, you must attend the entire module, participate in all skill sessions/drills, activities and scenarios, demonstrate competency in all required skills and scenarios, and pass the final written exam with a minimum grade of 80 percent.

The practice sessions will require some strenuous physical activity. You are encouraged to check with your health care professional before participating in the practice sessions. If you have a medical condition or disability that might prevent you from participating in the activities, or have questions about being able to fully participate in the Waterpark Skills module, please contact me to discuss this before the module begins.

Upon successful completion of the module, you will receive an American Red Cross certificate indicating Waterpark Skills, valid for 2 years.

If you have questions, please contact me directly at () - .

Sincerely,

American Red Cross Instructor

ACTIVITY RESOURCES

Blank Activity Worksheets for Participants

Multiple-Rescuer Response Scenario Flow Sheets



Reasons for the Rules

ACTIVITY WORKSHEET 1.1

AQUATIC FACILITIES— GENERAL	REASON
1. Swim only when a life-guard is on duty.	
2. No running, pushing or rough play.	
3. Dive only in designated areas.	
4. No diving in shallow water.	
5. No glass containers in the pool area and locker rooms.	
6. No alcoholic beverages or other drug use allowed.	



Reasons for the Rules

ACTIVITY WORKSHEET 1.1 (*continued*)

WATERFRONT FACILITIES	REASON
1. No playing or swimming under piers, rafts, platforms or play structures.	
2. No running and diving head-first into shallow water.	
3. No fishing near swimming areas.	
4. No umbrellas at the waterline.	
5. No swimming in unauthorized areas.	



Reasons for the Rules

ACTIVITY WORKSHEET 1.1 (continued)

DIVING AREAS	REASON
1. Patrons must demonstrate their swimming ability before entering deep water.	
2. Only one patron on the diving board at a time.	
3. Only one bounce allowed on the diving board.	
4. Dive or jump forward, straight out from the diving board.	
5. Swim immediately to the closest ladder or wall.	



Reasons for the Rules

ACTIVITY WORKSHEET 1.1 (*continued*)

SPAS, HOT TUBS AND THERAPY POOLS	REASON
1. Shower with soap and water before entering the water.	
2. People with certain medical conditions are not allowed to use the spa or hot tub.	
3. Pregnant women and young children should seek their doctor's approval before using a spa or hot tub.	
4. Do not allow anyone to sit or play near the drain or suction fittings.	
5. Limit time in the spa to 10 minutes. Patrons then may shower, cool down and return briefly.	



Zone Test Drills

ACTIVITY WORKSHEET 2.1

ASK DRILLS	ANSWERS
What is the purpose of the drill?	
How is the drill conducted?	
What is the measure of success?	
What changes might be made to improve?	
LIVE RECOGNITION DRILLS	ANSWERS
What is the purpose of the drill?	
How is the drill conducted?	
What is the measure of success?	
What changes might be made to improve?	



Zone Test Drills

ACTIVITY WORKSHEET 2.1 (continued)

LIFEGUARD STATIONS RESPONSE TIME TESTS	ANSWERS
What is the purpose of the drill?	
How is the drill conducted?	
What is the measure of success?	
What changes might be made to improve?	



Guarding Special Attractions

ACTIVITY WORKSHEET 2.2

ATTRACTIONS	ANSWERS
Areas Specifically for Young Children	
Play Structures	
Special Rides and Attractions	
Water Slides	
Winding Rivers	
Wave Pools	



Strategies for a Safe Group Visit

ACTIVITY WORKSHEET 3.1

SCENARIOS	GUARDING STRATEGIES
<p>Scenario 1 You are guarding multiple activities at the pool, in addition to an organized group of 30 preschool-aged children with four group leaders. In general, what should you ensure and be aware of while guarding the activity?</p>	
<p>Scenario 2 You are tasked with giving a quick safety orientation to a camp group that will be using the diving boards. Group members took the facility swim test, and all are approved to swim in deep water. List some common rules that you will review for the safe use of the diving boards and briefly describe how you would cover the information.</p>	
<p>Scenario 3 You will be working a private rental at your facility for families with children of all ages from your local athletic association. You will be doing a safety orientation for the group. Who will you be instructing during the orientation and what items will you be sure to cover?</p>	



Strategies for a Safe Group Visit







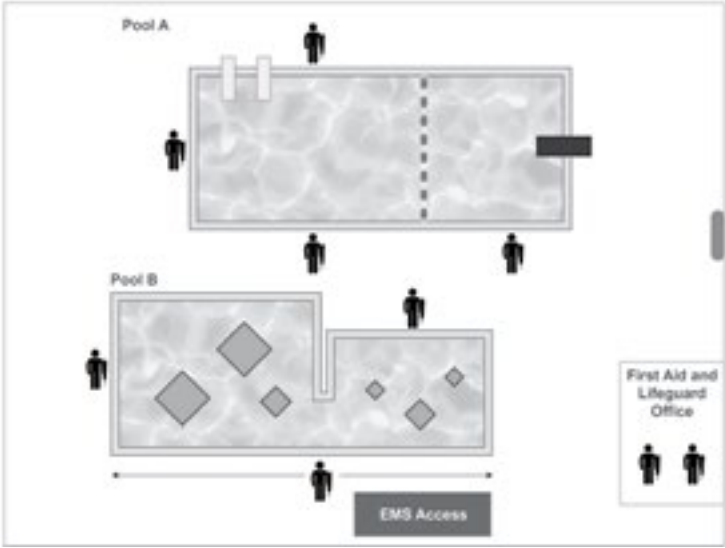
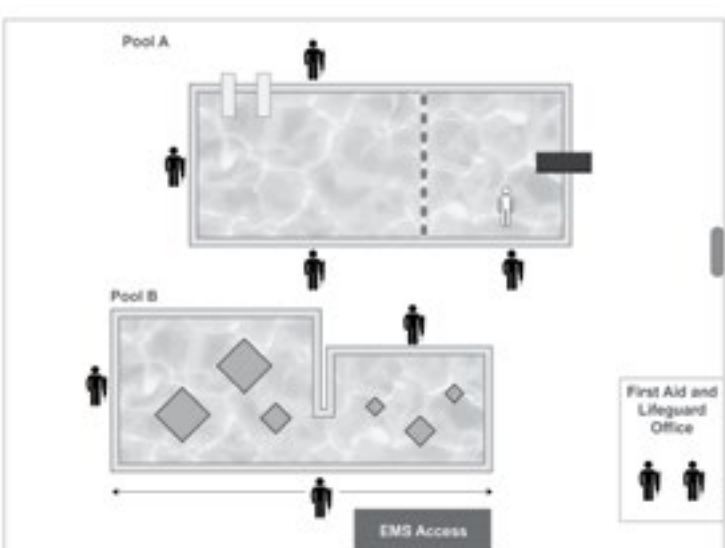
ACTIVITY WORKSHEET 3.1 (continued)

SCENARIOS	GUARDING STRATEGIES
<p>Scenario 4 You are tasked with swim testing a group of preschool students who have come to your facility to use the pool. You administer the swim test using the water competency sequence to determine which children are allowed to swim in the deep end. Describe the water competency sequence.</p>	
<p>Scenario 5 During the water competency sequence, one child is able to float on their back for 30 seconds and swim 25 yards, but is too exhausted to climb out of the pool at the edge and needs to use the ladder. Would this child be permitted to swim in the deep end? Why or why not?</p>	



Emergency Action Plans

ACTIVITY WORKSHEET 3.2

SCENARIOS	ILLUSTRATION
<p>Pool Legend</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Diving Board </div> <div style="text-align: center;">  Slides </div> <div style="text-align: center;">  Water Feature </div> <div style="text-align: center;">  Backboard </div> <div style="text-align: center;">  Lifeguard </div> <div style="text-align: center;">  Swimmer </div> </div>	
<p>You are at the facility depicted here. When you have finished reviewing the layout of your facility, including the legend, begin the activity.</p>	 <p>The diagram shows a pool facility with two main pools, Pool A and Pool B. Pool A is at the top and contains a diving board, slides, and a backboard. Pool B is at the bottom and contains several water features. There are lifeguards positioned around the pools and in the First Aid and Lifeguard Office. Swimmers are shown in the pools. An EMS Access point is located near Pool B. The First Aid and Lifeguard Office is on the right side of the facility.</p>
<p>Scenario 1:</p> <p>While on the diving board, Julia, a member of the local diving team has hit her head on the board. She is breathing but complains of a tingling sensation in her hands and feet. The rescuing lifeguard suspects she may have suffered a head or neck injury. The EAP has been activated.</p> <p>Choose the lifeguard who is most likely to be the rescuing lifeguard.</p>	 <p>This diagram is identical to the one in the previous row, showing the pool facility layout with Pool A, Pool B, slides, water features, backboard, lifeguards, swimmers, EMS Access, and the First Aid and Lifeguard Office.</p>



Emergency Action Plans







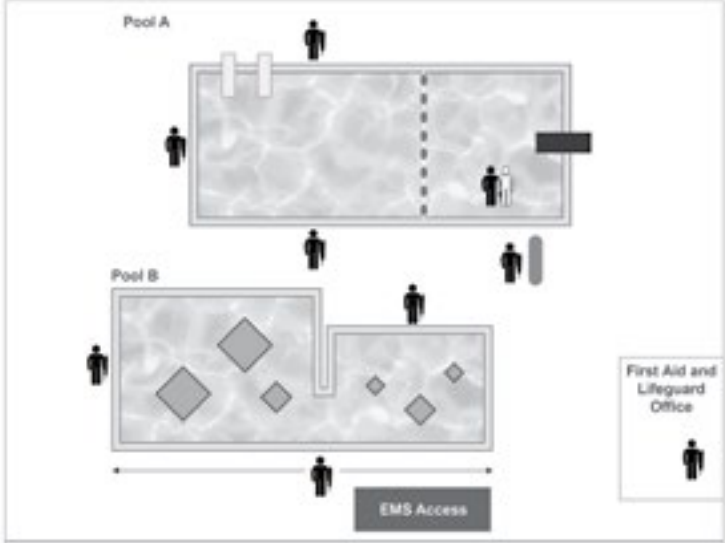
ACTIVITY WORKSHEET 3.2 (continued)

SCENARIOS	ILLUSTRATION
<p>Pool Legend</p> <p>Diving Board</p> <p>Slides</p> <p>Water Feature</p> <p>Backboard</p> <p>Lifeguard</p> <p>Swimmer</p>	<p>The diagram illustrates a pool facility layout. Pool A is a large rectangular pool with a diving board at the top left, two slides at the top center, and a backboard at the top right. Pool B is a smaller, irregularly shaped pool with several water features (diamonds) and a backboard. A lifeguard is positioned near Pool A, and a swimmer is near Pool B. A First Aid and Lifeguard Office is located to the right of the pools, and an EMS Access point is marked at the bottom center.</p>
<p>Scenario 1, continued</p> <p>Choose the lifeguard who should retrieve the backboard and bring it to the rescuing lifeguard.</p>	



Emergency Action Plans

ACTIVITY WORKSHEET 3.2 (continued)

SCENARIOS	ILLUSTRATION
<p>Pool Legend</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Diving Board </div> <div style="text-align: center;">  Slides </div> <div style="text-align: center;">  Water Feature </div> <div style="text-align: center;">  Backboard </div> <div style="text-align: center;">  Lifeguard </div> <div style="text-align: center;">  Swimmer </div> </div>	
<p>Scenario 1, continued After the EAP has been activated and emergency medical services (EMS) has been called, you realize that someone needs to open the EMS access gate and escort emergency responders to the victim.</p> <p>Who would be the best choice? Choose the correct option.</p> <p>A The lifeguard manager</p> <p>B Any of the lifeguards covering Pool A</p> <p>C Any of the lifeguards covering Pool B</p> <p>D Lifeguard on break in the first aid and lifeguard office</p>	 <p>The diagram shows a pool facility layout. Pool A is at the top, containing slides, a water feature, and a backboard. Pool B is at the bottom, containing multiple water features. Lifeguards (black figures) are positioned around the pools. Swimmers (white figures) are in the water. An 'EMS Access' gate is located at the bottom center. A 'First Aid and Lifeguard Office' is on the right side, with a lifeguard on break nearby.</p>



Using an AED in Unique Situations— Fact or Fiction

ACTIVITY WORKSHEET 6.1

FACT	FICTION	1. Do not use an AED and/or pads designed for adults on an infant or child younger than 8 years of age or weighing less than 55 pounds.
FACT	FICTION	2. It is safe to use an AED in rain or snow.
FACT	FICTION	3. An AED cannot be used on a pregnant person.
FACT	FICTION	4. If a victim has a body piercing or is wearing jewelry, you should remove the item before using an AED.
FACT	FICTION	5. Never shock someone who has an implantable cardioverter-defibrillator (ICD) or pacemaker device.
FACT	FICTION	6. If you see a transdermal medication patch you should use a gloved hand to remove it.
FACT	FICTION	7. Never shock a person who is suffering from traumatic injuries.
FACT	FICTION	8. Never shock a victim on a metal surface.
FACT	FICTION	9. Use alcohol wipes to clean the victim's chest.
FACT	FICTION	10. Continue CPR while the AED is analyzing.



Guarding Special Attractions

WATERPARK SKILLS AND AALG ACTIVITY WORKSHEET 2.1

ATTRACTION	UNIQUE CONSIDERATIONS
Areas Specifically for Young Children	
Play Structures	
Special Rides and Attractions	
Water Slides	
Winding Rivers	
Wave Pools	

SCENARIO 1 FLOW SHEET

An adult has collapsed in the hallway. Two rescuers are on the scene. The EAP has been activated and EMS personnel have been called. Additional rescuers are on the way with additional equipment—an AED and a BVM. The victim appears to be unresponsive.

Description/Instructor Notes	Actions	Instructor Prompt
Read scenario #1 (above).		
The adult (manikin) is lying on the floor on their back and appears unresponsive.	▪ One responder shouts-taps-shouts to see if person is responsive.	“There is no response.”
	▪ Both responders get gloves on and get resuscitation masks ready.	
The first rescuer with gloves on should start the primary assessment.	▪ One responder opens the airway and simultaneously checks for breathing and pulse no longer than 10 seconds.	“There is no breathing and no pulse.”
	▪ The responder then communicates that there's no pulse and starts CPR.	
Responders perform two-rescuer CPR.	▪ One responder begins CPR starting with 30 chest compressions.	
	▪ The other responder is in position with the resuscitation mask ready to give ventilations.	
	▪ After the 30th compression, the responder gives two quality ventilations.	
	▪ The two responders continue two-rescuer CPR.	
	▪ The responder doing compressions calls for a change on their fifth cycle of compressions.	
At the start of five cycles of CPR (approximately 2 minutes), two additional rescuers arrive with the “crash bag,” which contains a BVM and an AED. The first rescuer with gloves on attaches the BVM to the resuscitation mask.	▪ At the end of the fifth cycle, the compressor and ventilator change positions and continue CPR.	After a few compressions, prompt the two additional responders to arrive with additional equipment (BVM and AED).
	▪ One responder attaches the BVM to the mask and squeezes the bag during ventilations.	
	▪ One responder prepares and applies the AED while CPR is in progress.	
	▪ Once the AED is ready to analyze, the responder calls to clear for the AED to analyze.	

SCENARIO 1 FLOW SHEET, CONTINUED		
Description/Instructor Notes	Actions	Instructor Prompt
The AED analyzes and responders change positions.	<ul style="list-style-type: none"> All responders pause CPR and clear out. The responder doing compressions changes positions with another responder. The “new compressor” hovers hands a few inches above the chest during analysis to prepare for CPR. 	“AED advises to shock.”
Shock is advised.	<ul style="list-style-type: none"> One responder (AED operator) pushes the shock button. 	“AED prompts ‘Continue CPR.’” (Responders should start CPR without waiting for the prompt.)
Continue CPR for five cycles (approximately 2 minutes).	<ul style="list-style-type: none"> One responder gives compressions and calls for a change at the beginning of the fifth cycle. One responder maintains the airway and an adequate seal on the resuscitation mask. One responder operates the BVM by squeezing the bag for ventilations. One responder is ready to operate the AED and to change positions as needed. 	
<p>The AED analyzes and responders change positions.</p> <p>The position change should not take longer than 5 seconds.</p>	<ul style="list-style-type: none"> At the end of the fifth cycle, once the AED is ready to analyze, the responder calls to clear for the AED to analyze. All responders pause CPR and clear. The responder doing compressions changes positions with another responder. The “new compressor” hovers hands a few inches above the chest during analysis to prepare for CPR. 	“AED prompts ‘No shock advised,’ followed by ‘Continue CPR.’” (Responders should start CPR without waiting for the prompt.)
Continue CPR for five cycles (approximately 2 minutes).	<ul style="list-style-type: none"> One responder gives compressions. One responder maintains the airway and a good seal on the resuscitation mask. One responder operates the BVM by squeezing the bag for ventilations. One responder is ready to operate the AED and to change positions with the compressor as needed. 	
EMS has arrived on scene and is ready to take over care of the victim.		“EMS is on scene and is ready to take over care of the victim.”

SCENARIO 2 FLOW SHEET

An infant victim has just been rescued from the water. The victim appears unresponsive. Four rescuers are on the scene with an AED and BVM. The EAP has been activated, EMS personnel have been called.



Instructor's Note: *Consent is implied for a drowning victim. For this scenario, assume that the victim has already been rescued from the water. Participants are not required to complete a water rescue.*

Description/Instructor Notes	Actions	Instructor Prompt
Four responders are on the scene with the "crash kit" as the infant has just been extricated from the water.	<ul style="list-style-type: none"> One responder shouts-taps-shouts to see if infant is responsive. Both responders get gloves on and get resuscitation masks ready. 	"There is no response."
The first responder with gloves on does a primary assessment and starts CPR.	<ul style="list-style-type: none"> One responder opens the airway and quickly checks for breathing and pulse simultaneously for no longer than 10 seconds. The responder communicates no pulse and no breathing. The responder then attempts ventilations. The responder re-tilts and attempts another ventilation; it does not go in. 	"There is no breathing and no pulse." "Air does not go in." "Air still does not go in."
Three responders do CPR and the fourth prepares the AED to analyze.	<ul style="list-style-type: none"> One responder starts compressions. One responder maintains the airway. One responder attaches the BVM to the mask and is prepared to operate the BVM. One responder is preparing the AED while CPR is in progress. 	
Responder checks for an object in the mouth. (Ideally, the responder who was squeezing the bag.)	<ul style="list-style-type: none"> One responder looks for an object in the mouth. 	"No object is seen."
Victim vomits after a ventilation attempt.	<ul style="list-style-type: none"> One rescuer gives a ventilation and the infant vomits. The responders roll the infant on to their side and clear the infant's mouth of vomit with a finger sweep (or suction if available). 	"Vomit in the mouth." "Mouth is clear."

SCENARIO 2 FLOW SHEET, CONTINUED		
Description/Instructor Notes	Actions	Instructor Prompt
Roll the victim on their back and continue CPR for one cycle.	<ul style="list-style-type: none"> One responder starts compressions. One responder maintains the airway and an adequate seal on the resuscitation mask. One responder operates the BVM by squeezing the bag during ventilations. One responder is preparing the AED while CPR is in progress. 	
The AED is ready to analyze.	<ul style="list-style-type: none"> One responder calls for and ensures all are clear for the AED to analyze. 	
The AED analyzes and responders change positions.	<ul style="list-style-type: none"> All responders are clear. The responder doing compressions changes positions with another responder. The “new compressor” prepares to take over compressions. 	
Shock is advised.	<ul style="list-style-type: none"> One responder (AED operator) pushes the shock button. 	“After the shock, AED prompts ‘Continue CPR.’” (Responders should start CPR without waiting for the prompt.)
Continue CPR for five cycles (approximately 2 minutes) then end the scenario.	<ul style="list-style-type: none"> One responder gives compressions. One responder maintains the airway and an adequate seal on the resuscitation mask. One responder operates the BVM by squeezing the bag for ventilations. One responder is ready to operate the AED and to change positions as needed. 	
The infant begins to cough and opens their eyes.	<ul style="list-style-type: none"> Responders place the infant in a recovery position. 	“The infant begins to cough and opens their eyes.”

SCENARIO 3 FLOW SHEET

An adult victim is submerged in the deep end. Two rescuers are on the scene. The EAP has been activated, EMS personnel have been called and additional rescuers are on the way with additional equipment—an AED and a BVM.



Instructor's Note: For this scenario, assign the rescuing lifeguard and the assisting responder. The rescuing lifeguard should perform an entry, approach the victim, perform the appropriate passive victim rescue and work with the assisting responder to extricate the victim. The victim should get into position and submerge as the rescuing lifeguard approaches. Substitute a manikin for the victim after extricating the victim from the water.

Description/Instructor Notes	Actions	Instructor Prompt
An adult victim is submerged in the deep end.	<ul style="list-style-type: none"> One responder performs a submerged victim rescue. Another responder brings the backboard and assists with extricating the victim from the water. 	“Move to manikin.”
The adult is on their back on the backboard and appears unresponsive.	<ul style="list-style-type: none"> One responder shouts-taps-shouts to see if person is responsive. Both responders get gloves on and get resuscitation masks ready. 	“There is no response.”
The first rescuer with gloves on should start.	<ul style="list-style-type: none"> One responder opens the airway and quickly checks for breathing and pulse no longer than 10 seconds. The responder communicates no pulse and no breathing. The responder then gives two quality ventilations. The other responder starts CPR beginning with 30 chest compressions. The two responders continue two-rescuer CPR. 	“There is no breathing and no pulse.”
<p>At the start of two cycles of CPR, two additional rescuers arrive on the scene with the “crash bag” with a BVM and an AED.</p> <p>The first additional rescuer with gloves on assembles the BVM and assists with giving ventilations.</p>	<ul style="list-style-type: none"> CPR continues. One responder assembles the BVM and assists with giving ventilations. One responder prepares and applies the AED while CPR is in progress. 	After a few compressions, prompt the two additional rescuers to arrive with additional equipment (BVM and AED).

SCENARIO 3 FLOW SHEET, CONTINUED		
Description/Instructor Notes	Actions	Instructor Prompt
The AED is ready to analyze.	<ul style="list-style-type: none"> One responder calls for and ensures all are clear for the AED to analyze. 	
The AED analyzes and responders change positions.	<ul style="list-style-type: none"> All responders are clear. The responder doing compressions changes positions with another responder. The “new compressor” hovers hands a few inches above the chest during analysis to prepare for CPR. 	
Shock is advised.	<ul style="list-style-type: none"> One responder (AED operator) pushes the shock button. 	“After the shock, the AED indicates to continue CPR.” (Responders should start CPR without waiting for the prompt.)
Continue CPR for five cycles (approximately 2 minutes).	<ul style="list-style-type: none"> One responder gives compressions. One responder maintains the airway and an adequate seal on the resuscitation mask. One responder operates the BVM by squeezing the bag for ventilations. One responder is ready to operate the AED and to change positions as needed. 	
The AED analyzes and responders change positions.	<ul style="list-style-type: none"> All responders pause CPR and clear. The responder doing compressions changes positions with another responder. The “new compressor” hovers hands a few inches above the chest during analysis to prepare for CPR. 	“AED prompt indicates no shock advised and then to continue CPR.” (Responders should start CPR without waiting for the prompt.)
EMS has arrived on scene and is ready to assume care of the victim.		“EMS is on scene and is ready to take over care of the victim.”

SCENARIO 4 FLOW SHEET

A child victim is submerged in the deep end and appears to be unresponsive. Four rescuers are on the scene on the deck with an AED and BVM. The EAP has been activated and EMS personnel have been called.



Instructor's Note: *Consent is implied for the drowning victim. For this scenario, assign the rescuing lifeguard and the assisting responder. The rescuing lifeguard should perform an entry, approach the victim, perform the appropriate passive victim rescue and work with the assisting responder to extricate the victim. The victim should get into position and submerge as the rescuing lifeguard approaches. Substitute a manikin for the victim after extricating the victim from the water.*

Description/Instructor Notes	Actions	Instructor Prompt
A child victim is submerged in the deep end.	<ul style="list-style-type: none"> One responder performs a submerged victim rescue. Another responder brings the backboard and assists with extricating the victim from the water. 	"Move to manikin."
Four responders are on the scene with the "crash kit" as the child has just been extricated from the water.	<ul style="list-style-type: none"> One responder shouts-taps-shouts to see if person is responsive. All responders get gloves on and prepare equipment (masks, BVM, AED). 	"No response."
The first responder with gloves on does a primary assessment and starts CPR.	<ul style="list-style-type: none"> One responder opens the airway and simultaneously checks for breathing and pulse no longer than 10 seconds. The responder communicates no pulse and no breathing. The responder then gives two quality ventilations. 	"No breathing and no pulse."
The other responders attach the BVM and assist with ventilations and prepare the AED to analyze.	<ul style="list-style-type: none"> One responder gives 15 chest compressions. One responder maintains the airway and an adequate seal on the resuscitation mask. One responder operates the BVM by squeezing the bag for ventilations. One responder prepares and applies the AED while CPR is in progress. 	
The AED is ready to analyze.	<ul style="list-style-type: none"> One responder calls for and ensures all are clear for the AED to analyze. 	
The AED analyzes and change of positions.	<ul style="list-style-type: none"> All responders are clear. The responder doing compressions changes positions with another responder. The "new compressor" hovers hands a few inches above the chest during analysis to prepare for CPR. 	
Shock is advised.	<ul style="list-style-type: none"> One responder (AED operator) pushes the shock button. 	"After the shock, the AED indicates to continue CPR." (Responders should start CPR without waiting for the prompt.)

SCENARIO 4 FLOW SHEET, CONTINUED

Description/Instructor Notes	Actions	Instructor Prompt
Continue CPR for five cycles (approximately 2 minutes).	<ul style="list-style-type: none"> One responder gives compressions. One responder maintains the airway and an adequate seal on the resuscitation mask. One responder operates the BVM by squeezing the bag for ventilations. One responder is ready to operate the AED and to change positions as needed. 	“AED prompt indicates no shock advised and then to continue CPR.” (Responders should start CPR without waiting for the prompt.)
The AED analyzes and responders change positions.	<ul style="list-style-type: none"> All responders pause CPR and clear. The responder doing compressions changes positions with another responder. The “new compressor” hovers hands a few inches above the chest during analysis to prepare for CPR. 	
No shock advised	<ul style="list-style-type: none"> One responder (AED operator) pushes the shock button. 	“AED prompt indicates no shock advised and then to continue CPR.” (Responders should start CPR without waiting for the prompt.)
Continue CPR. During the first set of compressions, the victim vomits.	<ul style="list-style-type: none"> One responder gives compressions but stops when the victim vomits. The rescuers roll the victim on their side. One rescuer clears the mouth of vomit with a finger sweep (use suction if available). 	When the compressor gets to their eighth compression, say: “The victim vomits.” After the rescuer clears the victim’s mouth, say: “The vomit has been cleared”
After the mouth is clear, the victim is rolled to their back to continue care.	<ul style="list-style-type: none"> The rescuers roll the victim on their back to continue CPR starting with compressions. 	
CPR continues starting with compressions. At the first attempt at ventilations, air does not go in. They retilt and air goes in; they continue CPR for another two cycles.	<ul style="list-style-type: none"> One responder gives compressions. One responder maintains the airway and an adequate seal on the resuscitation mask and re-tilts the head when air doesn’t go in on the first attempt. One responder attempts a ventilation that does not go in. One responder attempts another ventilation and the air goes in. The team continues CPR. 	First attempt at ventilation, say: “Air does not go in.” After re-tilt, say: “Air goes in.”
EMS arrives and assumes care for the victim.		“EMS arrives and assumes care for the victim.”

SCENARIO 5 FLOW SHEET

A child is submerged in deep water and appears to be unresponsive. The lifeguard that assists with extrication will need to leave the scene to call 9-1-1 and call for additional responders and equipment.



Instructor's Note: *Consent is implied for the drowning victim. For this scenario, assign the rescuing lifeguard and the assisting responder. The rescuing lifeguard should perform an entry, approach the victim, perform the appropriate passive victim rescue and work with the assisting responder to extricate the victim. The victim should get into position and submerge as the rescuing lifeguard approaches. Substitute a manikin for the victim after extricating the victim from the water.*

Description	Actions	Instructor Prompt
One responder is on the scene, the other lifeguard has gone to go call 9-1-1 and call for more assistance (additional lifeguards) at the facility. The lifeguard on scene should start care alone.	<ul style="list-style-type: none"> ▪ The responder shouts-taps-shouts to see if the child is responsive. ▪ The responder gets gloves on. 	"There is no response."
One responder checks for breathing and a pulse.	<ul style="list-style-type: none"> ▪ The responder opens the airway and checks for breathing and a pulse simultaneously for no more than 10 seconds. 	"There is no breathing and no pulse."
One-responder CPR continues for 2 cycles and then an additional responder shows up on the scene and indicates that 9-1-1 has been called and additional responders are on their way with the AED and BVM.	<ul style="list-style-type: none"> ▪ The responder gives two quality ventilations. ▪ The responder continues one-rescuer CPR, giving 30 compressions and two ventilations for two cycles. 	Prompt one assisting rescuer to arrive.
Continue CPR and incorporate an additional rescuer.	<ul style="list-style-type: none"> ▪ The assisting responder gets their gloves on (if not already on). ▪ Both responders begin two-rescuer CPR, giving 15 compressions and two ventilations. ▪ The compressor calls for a change at the beginning of the fifth cycle. 	
Change of position and continue CPR.	<ul style="list-style-type: none"> ▪ The compressor moves to a position to do ventilations and the other responder is in position to give compressions. ▪ The two responders continue with two-rescuer CPR. 	
After a few compressions, two additional responders show up on the scene with the "crash kit" with a BVM and an AED. Continue CPR, incorporating the BVM while the AED is being prepared.	<ul style="list-style-type: none"> ▪ One responder gives 15 compressions. ▪ One responder maintains the airway and an adequate seal on the resuscitation mask. ▪ One responder attaches the BVM to the mask and is prepared to operate the BVM. ▪ One responder is preparing the AED while CPR is in progress. 	Prompt the two additional rescuers to arrive with the BVM and AED.

SCENARIO 5 FLOW SHEET, CONTINUED		
Description/Instructor Notes	Actions	Instructor Prompt
The AED is ready to analyze.	<ul style="list-style-type: none"> One responder calls for and ensures all are clear for the AED to analyze. 	
The AED analyzes and responders change positions.	<ul style="list-style-type: none"> All responders are clear. The compressor moves to a position to do ventilations and the other responder is in position to give compressions. The two responders continue with two-rescuer CPR. 	
After a few compressions, two additional responders show up on the scene with the “crash kit,” which includes a BVM and an AED. Continue CPR, incorporating the BVM while the AED is being prepared.	<ul style="list-style-type: none"> One responder gives 15 compressions. One responder maintains the airway and an adequate seal on the resuscitation mask. One responder attaches the BVM to the mask and is prepared to operate the BVM. One responder is preparing the AED while CPR is in progress. 	Prompt the two additional rescuers to arrive with the BVM and AED.
The AED is ready to analyze.	<ul style="list-style-type: none"> One responder calls for and ensures all are clear for the AED to analyze. 	
The AED analyzes and change of positions happens.	<ul style="list-style-type: none"> All responders are clear. The responder doing compressions changes positions with another responder. The “new compressor” hovers hands a few inches above the chest during analysis to prepare for CPR. 	“AED prompts to shock.”
Shock is advised.	<ul style="list-style-type: none"> One responder (AED operator) pushes the shock button. 	“After the shock, the AED indicates to continue CPR.” (Responders should start CPR without waiting for the prompt.)
Continue CPR for 5 cycles (approximately 2 minutes) then end the scenario.	<ul style="list-style-type: none"> One responder gives compressions. One responder maintains the airway and an adequate seal on the resuscitation mask. One responder operates the BVM by squeezing the bag for ventilations. One responder is ready to operate the AED and to change positions as needed. 	
EMS arrives.		“EMS arrives and assumes care of the victim.”

SCENARIO 6 FLOW SHEET

A patron has run into the pool office to report an adult has collapsed in the locker room and is requesting help with the emergency. A lifeguard supervisor is the first to arrive on the scene and discovers that the victim is unresponsive.

Description/Instructor Notes	Actions	Instructor Prompt
The supervisor performs a primary assessment.	<ul style="list-style-type: none"> ▪ The supervisor gets gloves on. ▪ The supervisor opens the airway and checks for breathing and a pulse simultaneously for no more than 10 seconds. 	“No breathing and no pulse.”
Two lifeguards have just responded with the “crash bag,” which includes an AED and BVM, and brought it to the locker room.	<ul style="list-style-type: none"> ▪ The responders get gloves on. 	Prompt additional rescuers to arrive with the BVM and AED.
The supervisor determines that there is no breathing or pulse. One lifeguard leaves the scene to call 9-1-1 and the other prepares the AED.	<ul style="list-style-type: none"> ▪ Tells the lifeguards there is no breathing and no pulse and to go call 9-1-1 and report back. ▪ One lifeguard leaves to call 9-1-1. ▪ The supervisor begins CPR starting with 30 compressions. ▪ The other lifeguard prepares the AED. 	“There is no breathing and no pulse.”
The AED is ready to analyze.	<ul style="list-style-type: none"> ▪ One responder calls for and ensures all are clear for the AED to analyze. 	
The AED analyzes and change of positions is signaled.	<ul style="list-style-type: none"> ▪ Both responders are clear. ▪ The responder doing compressions changes positions with another responder. ▪ The “new compressor” hovers hands a few inches above the chest during analysis to prepare for CPR. 	
Shock is advised.	<ul style="list-style-type: none"> ▪ The supervisor (AED operator) pushes the shock button. 	“After the shock, the AED indicates to continue CPR.” (Responders should start CPR without waiting for the prompt.)

SCENARIO 6 FLOW SHEET, CONTINUED		
Description/Instructor Notes	Actions	Instructor Prompt
The other lifeguard arrives and indicates that EMS personnel are on the way. Continue CPR for five cycles (approximately 2 minutes). The AED is ready to analyze.	<ul style="list-style-type: none"> One responder gives 30 compressions. The supervisor maintains the airway and an adequate seal on the resuscitation mask. One responder attaches the BVM to the mask and is prepared to operate the BVM. One responder calls for and ensures all are clear for the AED to analyze. 	
The AED analyzes and responders change positions.	<ul style="list-style-type: none"> All responders are clear. The responder doing compressions changes positions with another responder. The “new compressor” hovers hands a few inches above the chest during analysis to prepare for CPR. One responder (AED operator) pushes the shock button. 	“AED prompts to shock.”
Shock is advised.		“After the shock, the AED indicates to continue CPR.” (Responders should start CPR without waiting for the prompt.)
EMS arrive.		“EMS arrives and assumes care of the victim.”

GUIDELINES FOR CONDUCTING LIFEGUARDING REVIEW COURSES

Guidelines for Conducting Lifeguarding and Shallow Water Lifeguarding Review Courses

Guidelines for Conducting Aquatic Attraction Lifeguarding (Water \leq 3')

Guidelines for Conducting Lifeguarding and Shallow Water Lifeguarding Review Courses

The purpose of a review course is to give individuals the opportunity to review the course content within a formal course setting. The review course format optimizes a participant's ability to successfully complete the knowledge and skills evaluations. The responsibility for preparing for the final written exam is shared by the instructor and the participant.

The lesson plans in the *Lifeguarding Instructor's Manual* support the following review course outlines and should be used when teaching a review course. Each participant should have the opportunity to practice and perform skills for evaluation and complete the final written exam(s) for the course being reviewed. The skills should include a demonstration prior to skill practice. Showing the video skill segments is an option (but not a replacement for demonstration) to enhance the review for the participants. Note: the video segments in the chart are not optional.

Individuals with a current Lifeguarding/First Aid/CPR/AED or Shallow Water Lifeguarding/First Aid/CPR/AED certificate must successfully complete the review course to earn recertification in Lifeguarding/First Aid/CPR/AED or Shallow Water Lifeguarding/First Aid/CPR/AED.



Instructor's Note: *This outline is designed for lifeguards who have practiced Lifeguarding/First Aid/CPR/AED skills during their certification period and require minimal coaching and review of skills. When training external participants (lifeguards not affiliated with your organization) be mindful that these participants may need additional coaching and review of course content and skills (including but not limited to skill videos) to be successful and prepare to add additional time to this outline for sufficient review and practice of skills.*

The Purpose of a Review Course

The purpose of a review course is to give individuals the opportunity to review the course content within a formal course setting. The review course format optimizes a participant's ability to successfully complete the knowledge and skills evaluations. The responsibility for preparing for the final written exam is shared by the instructor and the participant.

The lesson plans in the *Lifeguarding Instructor's Manual* support the following review course outlines and should be used when teaching a review course. Each participant should have the opportunity to practice and perform skills for evaluation and complete the final written exam(s) for the course being reviewed. The skills should include a demonstration prior to skill practice. Showing the video skill segments is an option (but not a replacement for demonstration) to enhance the review for the participants. Note: the video segments in the chart are not optional.

Individuals with a current Lifeguarding/First Aid/CPR/AED or Shallow Water Lifeguarding/First Aid/CPR/AED certificate must successfully complete the review course to earn recertification in Lifeguarding/First Aid/CPR/AED or Shallow Water Lifeguarding/First Aid/CPR/AED.

L—Lecture/Guided Discussion | **A**—Activity | **V**—Video

LSP—Land Skills Practice | **WSP**—Water Skills Practice

Lesson	Title	Method	Skills	Time
Precourse Session	Introduction to the Precourse Session	A		5 minutes
Precourse Session	Lifeguarding Course: Prerequisite Swimming Skills Evaluation	A	<ul style="list-style-type: none"> ■ Prerequisite 1—300-Yard Swim ■ Prerequisite 2—Tread Water ■ Prerequisite 3—Timed Event SHALLOW WATER LIFEGUARDING <ul style="list-style-type: none"> ■ Prerequisite 1—100-Yard Swim ■ Prerequisite 2—Tread Water ■ Prerequisite 3—Timed Event 	40 minutes
1	The Professional Lifeguard and Continuation of Training	L		10 minutes
1	Facility Safety—The Unprofessional Lifeguard	V/A		10 minutes
1	Entries and Approaches Skill Drill	WSP	Skill Drill Activity <ul style="list-style-type: none"> ■ Slide-In Entry ■ Stride Jump ■ Compact Jump ■ Walking Approach ■ Swimming Approach SHALLOW WATER LIFEGUARDING <ul style="list-style-type: none"> ■ Omit Stride Jump and Swimming Approach 	10 minutes
2	The Drowning Process	L, V		15 minutes
2	Effective Surveillance—Victim Recognition	L		5 minutes
2	Effective Surveillance—Scanning	L		5 minutes
2	Effective Surveillance—Scanning	L		5 minutes
2	Effective Surveillance—Zones of Surveillance Responsibility	L		5 minutes

Lesson	Title	Method	Skills	Time
2	Lifeguard Testing & Zone Evaluations	L, A		15 minutes
3	Victim School Activity	WSP		5 minutes
3	Putting It All Together ■ Ask Drill	A		10 minutes
3	Rescue Skills, Part 1: Rescues at or Near the Surface ■ Skill Practice	WSP	<ul style="list-style-type: none"> ■ Reaching Assist from the Deck ■ Simple Assist ■ Active Victim Front Rescue ■ Active Victim Rear Rescue ■ Passive Victim Front Rescue ■ Passive Victim Rear Rescue ■ Multiple Victim Rescue 	10 minutes
3	Skill Drill	A	<ul style="list-style-type: none"> ■ Active and Passive Rescue skill drill SHALLOW WATER LIFEGUARDING <ul style="list-style-type: none"> ■ Reaching Assist from the Deck and ■ Simple Assist ■ Active Victim Front Rescue, Active Victim Rear Rescue and Multiple Victim Rescue in water up to 5 feet deep ■ Passive Victim Front Rescue ■ Passive Victim Rear Rescue 	15 minutes
4	In-Water Skill Session: Rescue Skills, Part 2: Submerged Victim Rescues	WSP	<ul style="list-style-type: none"> ■ Submerged Passive Victim in Shallow Water ■ Submerged Passive Victim in Deep Water ■ Extrication from the Water Using a Backboard SHALLOW WATER LIFEGUARDING <ul style="list-style-type: none"> ■ Submerged Passive Victim in Shallow Water ■ Extrication from the Water Using a Backboard 	15 minutes
4	In-Water Skill Session: Putting It All Together ■ Skill Drill, Part 4	WSP	<ul style="list-style-type: none"> ■ Water Rescue ■ Submerged Passive Victim in Deep Water, extrication, gloves on in under 1 minute SHALLOW WATER LIFEGUARDING <ul style="list-style-type: none"> ■ Water Rescue Submerged Passive Victim in Shallow Water, extrication and gloves on in under 1 minute 	15 minutes

Lesson	Title	Method	Skills	Time
5	Performing a Primary Assessment and Giving Ventilations	LSP	<ul style="list-style-type: none"> ■ Primary Assessment and Giving Ventilations—Adult, Child and Infant 	10 minutes
5	Airway Obstruction	LSP	<ul style="list-style-type: none"> ■ Conscious Choking—Adult/ Child ■ Conscious Choking—Infant 	10 minutes
5	In-Water Skill Session: Putting It All Together <ul style="list-style-type: none"> ■ Skill Drill Submerged victim, extrication and BVM 	A	<ul style="list-style-type: none"> ■ Water Rescue <ul style="list-style-type: none"> ○ Submerged Passive Victim in Deep Water ○ Extrication from the Water Using a Backboard ○ Using a Bag-Valve-Mask Resuscitator—Two Rescuers SHALLOW WATER LIFEGUARDING <ul style="list-style-type: none"> ■ Water Rescue <ul style="list-style-type: none"> ○ Submerged Passive Victim in Shallow Water ○ Extrication from the Water Using a Backboard ○ Using a Bag-Valve-Mask Resuscitator—Two Rescuers 	15 minutes
5	In-Water Skill Session: Putting It All Together Skill Drill: Lifeguard Station Response Time Testing	A	Lifeguard Station Response Time Testing <ul style="list-style-type: none"> ■ Water Rescue <ul style="list-style-type: none"> ○ Activate EAP ○ Water Rescue ○ Extrication ○ Give two ventilations 	15 minutes
6	CPR	L/LSP	<ul style="list-style-type: none"> ■ CPR—Adult/Child ■ CPR with Airway Obstruction—Adult/ Child ■ CPR—Infant ■ CPR with Airway Obstruction—Infant 	15 minutes
6	Two-Rescuer CPR	L/LSP	<ul style="list-style-type: none"> ■ Two-Rescuer CPR—Adult/Child ■ Two-Rescuer CPR—Infant 	10 minutes
6	In-Water Skill Session: Putting It All Together <ul style="list-style-type: none"> ■ Skill Drill—Multiple-Rescuer Response Scenario (3 scenarios) 	A	<ul style="list-style-type: none"> ■ Land and Water Rescue ■ Multi-Rescuer Response Scenarios: <ul style="list-style-type: none"> ○ Scenario #1 ○ Scenario #2 ○ Scenario #4 SHALLOW WATER LIFEGUARDING <ul style="list-style-type: none"> ■ Land and Water Rescue ■ Multi-Rescuer Response Scenarios: <ul style="list-style-type: none"> ○ Scenario #1 ○ Scenario #2 ○ Scenario #4 	30 minutes

Lesson	Title	Method	Skills	Time
7	Responding to Injuries ■ Controlling Bleeding	LSP	○ Controlling External Bleeding	5 minutes
7	Putting It All Together—First Aid Scenarios	A		15 minutes
7	Caring for Head, Neck and Spinal Injuries on Land	L		5 minutes
7	Final Written Exam: Section 1—CPR/AED for Professional Rescuers and First Aid	A		30 minutes
7	In-Water Skills Session—When Things Do Not Go as Practiced	WSP	<ul style="list-style-type: none"> ■ Front-Head Hold Escape ■ Rear-Head Hold Escape ■ In-Water Ventilations—Shallow Water ■ In-Water Ventilations—Deep Water SHALLOW WATER LIFEGUARDING <ul style="list-style-type: none"> ■ Front-Head Hold Escape and Rear-Head Hold Escape—Shallow Water ■ In-Water Ventilations—Shallow Water 	10 minutes
8	In-Water Skills Session: Head, Neck and Spinal Injuries ■ Skills Practice—Shallow Water	WSP	<ul style="list-style-type: none"> ■ Head Splint—Face-Up Victim in Shallow Water ■ Head Splint—Face-Down Victim in Shallow Water ■ Spinal Backboarding Procedure ■ Spinal Backboarding Procedure—High Edges ■ Head Splint—Face-Down Victim in Deep Water ■ Head Splint—Submerged Victim in Deep Water ■ Spinal Backboarding Procedure in Deep Water 	45 minutes
9	Final Written Exam: Section 2—Lifeguarding Skills (or Section 2—Shallow Water Lifeguarding Skills)	A		30 minutes

Lesson	Title	Method	Skills	Time
9	Final In-Water Skill Scenarios	A	<ul style="list-style-type: none"> ■ Scenario 1: Submerged Passive Victim in Deep Water—Timed Response ■ Scenario 2: Multiple-Rescuer Response Scenario SHALLOW WATER LIFEGUARDING <ul style="list-style-type: none"> ■ For both scenarios, the lifeguard and victim are stationed in shallow water. 	2 hours, 15 minutes
	Lifeguarding Review Course Total Approximate Time: <i>(without breaks)</i>			9 hours, 40 minutes
	Shallow Water Lifeguarding Review Course Total Approximate Time: <i>(without breaks)</i>			8 hours, 40 minutes

Guidelines for Conducting Aquatic Attraction Lifeguarding (Water ≤ 3')

The purpose of a review course is to give individuals the opportunity to review the course content within a formal course setting. The review course format optimizes a participant's ability to successfully complete the knowledge and skills evaluations. The responsibility for preparing for the final written exam is shared by the instructor and the participant.

The lesson plans in the Lifeguarding Instructor's Manual support the following review course outline and should be used when teaching an Aquatic Attraction Lifeguarding (Water ≤ 3') review course. Each participant should have the opportunity to practice and perform skills for evaluation and complete the final written exams for the course being reviewed. The skills should include a demonstration prior to skill practice. Showing the video skill segments is an option (but not a replacement for demonstration) to enhance the review for the participants. Note: the video segments in the chart below are not optional.

Individuals with a current Aquatic Attraction Lifeguarding (Water ≤ 3') certificate, or an Aquatic Attraction Lifeguarding (Water ≤ 3') certificate expired by no more than 30 days may participate in this review course.



Instructor's Note: *This outline is designed for Aquatic Attraction Lifeguards who have practiced Aquatic Attraction Lifeguarding/First Aid/CPR/AED skills during their certification period and require minimal coaching and review of skills. When training external participants (lifeguards not affiliated with your organization) be mindful that these participants may need additional coaching and review of course content and skills (including but not limited to skill videos) to be successful. Prepare to add additional time to this outline for sufficient review and practice of skills.*

Lifeguarding and Shallow Water Lifeguarding Review Course Outline

The review course outline has been developed for a class of 10 participants. The amount of available equipment and assistance from additional instructors may limit class size. Specific instructor-to-participant ratios, equipment-to-participant ratios, as well as participant needs, such as breaks, may increase course length.

L—Lecture/Guided Discussion | **A**—Activity | **V**—Video

WSP—Water Skills Practice or Activity | **LSP**—Water Skills Practice

Lesson	Title	Method	Skills	Time
Precourse Session	Introduction to the Precourse Session	A		5 minutes
Precourse Session	Prerequisite Swimming Skills Evaluation	A	<ul style="list-style-type: none"> ■ Prerequisite 1—Water Competency Sequence ■ Prerequisite 2—Timed Event 	40 minutes
1	The Professional Lifeguard and Continuation of Training	L		10 minutes
1	Facility Safety—The Unprofessional Lifeguard	V/A		10 minutes
1	Entries and Approaches Skill Drill	WSP	<ul style="list-style-type: none"> ■ Slide-In Entry ■ Compact Jump ■ Run-and-Swim Entry 	10 minutes
2	The Drowning Process	L, V		15 minutes
2	Effective Surveillance—Victim Recognition	L		5 minutes
2	Effective Surveillance—Scanning	L		5 minutes
2	Effective Surveillance—Zones of Surveillance Responsibility	L		5 minutes
2	Lifeguard Testing & Zone Evaluations	L, A		15 minutes
3	Scanning & Lifeguard Rotations	WSP		15 minutes
3	Putting It All Together <ul style="list-style-type: none"> ■ ASK drill 	A		10 minutes
3	Rescue Skills, Part 1: Rescues at or Near the Surface <ul style="list-style-type: none"> ■ Skill Practice 	WSP	<ul style="list-style-type: none"> ■ Reaching Assist ■ Simple Assist ■ Passive Victim at or near the Surface in Water ≤ 3', Face-up ■ Passive Victim at or near the Surface in Water ≤ 3', Face-down 	10 minutes

Lesson	Title	Method	Skills	Time
3	Skill Drill	A		15 minutes
4	In-Water Skill Session: Putting-It-All-Together ■ Skill Drill, Part 4	WSP	■ Submerged Passive Victim Water ≤ 3' or Less, Extrication, Primary Assessment and Ventilations	15 minutes
5	Performing a Primary Assessment and Giving Ventilations	LSP	■ Primary Assessment and Giving Ventilations—Adult/Child ■ Primary Assessment and Giving Ventilations—Infant	10 minutes
5	Airway Obstruction	LSP	■ Conscious Choking—Adult/ Child ■ Conscious Choking—Infant	10 minutes
5	In-Water Skill Session: Putting-It-All-Together ■ Skill Drill Submerged victim, extrication and BVM	A	■ Submerged Passive Victim Water ≤ 3' or Less, Extrication, Primary Assessment and Ventilations using a BVM	15 minutes
5	In-Water Skill Session: Putting-It-All-Together—Skill Drill	A	■ Lifeguard Station Response Time Testing Skill Drill	15 minutes
6	CPR	L/LSP	■ CPR—Adult/Child ■ CPR with Airway Obstruction—Adult/ Child ■ CPR—Infant ■ CPR with Airway Obstruction—Infant	15 minutes
6	Two-Rescuer CPR	L/LSP	■ Two-Rescuer CPR—Adult/Child ■ Two-Rescuer CPR—Infant	10 minutes
6	In-Water Skill Session: Putting-It-All-Together ■ Skill Drill—Multiple-Rescuer ■ Response	A	■ Multiple-Rescuer Response Scenarios: ○ Scenario #1 ○ Scenario #2 ○ Scenario #4	30 minutes
7	Responding to Injuries ■ Controlling Bleeding	LSP	■ Controlling External Bleeding	5 minutes
7	Putting It All Together—First Aid Scenarios	A		15 minutes

Lesson	Title	Method	Skills	Time
7	Caring for Head, Neck and Spinal Injuries on Land	L		5 minutes
7	Final Written Exam: Section 1—CPR/AED for the Professional Rescuer and First Aid	A		30 minutes
7	In-Water Skills Session—When Things Do Not Go as Practiced	WSP	<ul style="list-style-type: none"> ■ Front-Head Hold Escape ■ Rear-Head Hold Escape ■ In-Water Ventilations 	10 minutes
8	In-Water Skills Session: Head, Neck and Spinal Injuries—Shallow Water <ul style="list-style-type: none"> ■ Skills Practice 	WSP	<ul style="list-style-type: none"> ■ Over-Arm Head Splint –Face-up ■ Head Splint – Face-Down Victim at or near the Surface ■ Head Splint—Face-Up Victim in Moving Water (Winding River, Catch Pool) ■ Head Splint—Submerged Victim in Shallow Water ■ Spinal Backboarding Procedure ■ Spinal Backboarding Procedure—Speed Slide 	55 minutes
9	Final Written Exam Section 2: Aquatic Attraction Lifeguarding Skills	A		30 minutes
9	Final In-Water Skill Scenarios	A	<ul style="list-style-type: none"> ■ Scenario 1 Submerged Passive Victim in Shallow Water—Timed Response ■ Scenario 2: Multiple-Rescuer Response Scenario 	2 hours
	Lifeguarding Review Course Total Approximate Time: <i>(without breaks)</i>			8 hours, 35 minutes

LIFEGUARDING VIDEO SEGMENTS

LIFEGUARDING VIDEO SEGMENTS

Lesson 1: The Professional Lifeguard and Facility Safety

- The Professional Lifeguard (3:38)
- The Unprofessional Lifeguard (3:59)
- Entries and Approaches (6:17)

Lesson 2: Facility Safety, Patron Surveillance and Injury Prevention

- Not on Your Watch (3:55)
- Surveillance (8:03)
- Scanning (5:22)
- Zones of Surveillance (8:06)
- Injury Prevention (3:54)

Lesson 3: Injury Prevention and Rescue Skills, Part 1

- Emergency Action Plans (5:45)
- Water Rescue Skills—Rescues At or Near the Surface (9:20)

Lesson 4: Rescue Skills, Part 2

- Review—Surveillance Activity 1 (3:22)
- Water Rescue Skills—Submerged Victim Rescues (4:52)
- Extrications (7:23)

Lesson 5: Before Providing Care, Victim Assessment and Breathing Emergencies

- Standard Precautions (3:24)
- Primary Assessment (6:42)
- Giving Ventilations (4:03)
- Using a Bag-Valve-Mask Resuscitator—Two Rescuers (1:34)
- Conscious Choking—Adult and Child (2:01)
- Conscious Choking—Infant (1:19)

Lesson 6: Cardiac Emergencies and Using an Automated External Defibrillator

- Heart Attack and the Cardiac Chain of Survival (3:12)
- CPR—Adult and Child (6:28)
- CPR—Infant (2:16)
- Two-Rescuer CPR—Adult and Child (2:42)
- Two-Rescuer CPR—Infant (1:47)
- Using an AED (2:19)
- Using an AED—CPR in Progress (1:17)
- Putting It All Together—Multiple Rescuer Response (2:07)

Lesson 7: First Aid

- Review—Surveillance Activity 2 (5:42)
- Responding to Sudden Illnesses (7:46)
- Responding to Injuries (7:47)
- Head, Neck and Spinal Injuries on Land (1:49)
- When Things Do Not Go as Practiced (2:46)

Lesson 8: Head, Neck and Spinal Injuries in the Water

- Head, Neck and Spinal Injuries in the Water (12:51)

Waterfront Rescue Skills (13:21)

Waterpark Rescue Skills (7:01)

Aquatic Attractions Lifeguarding

- Extrications (7:10)
- When Things Do Not Go as Practiced (2:49)
- Head, Neck and Spinal Injuries in the Water (13:41)

Administering Emergency Oxygen

- Using a Resuscitation Mask (2:29)
- Using a Bag-Valve-Mask Resuscitator—Two Rescuers (1:34)
- Oxygen Delivery (3:47)
- Using a Manual Suctioning Device (0:57)
- Using a Mechanical Suctioning Device (1:59)

Bloodborne Pathogens Training: Preventing Disease Transmission

- How Infections Occur (5:26)
- The Exposure Control Plan (2:10)
- Personal Protective Equipment (2:01)
- Engineering and Work Practice Controls (3:47)
- Exposure Incidents (1:56)

Anaphylaxis and Epinephrine Auto-Injector Training

- Assisting with an Epinephrine Auto-Injector (4:11)

Asthma Inhaler Training

- Assisting with an Asthma Inhaler (2:57)

COMMON PARTICIPANT ERRORS

COMMON PARTICIPANT ERRORS

Lesson	Examples of Common Errors
3	Active Victim Front Rescue: <ul style="list-style-type: none"> ■ Not keeping straight arms throughout ■ Pushing the victim onto their back ■ Not having the victim lean forward on the tube to stay up
3	Active Victim Rear Rescue: <ul style="list-style-type: none"> ■ Not communicating with the victim after making contact ■ Trying to put the active victim into a vertical position ■ Trying to put them completely on their back
3	Passive Victim Front Rescue: <ul style="list-style-type: none"> ■ Grasping the victim's arm in the incorrect place (topside instead of underside) ■ Unable to easily turn the victim face-up by pulling and twisting the arm ■ Not pushing the tube (with a straight arm) under the victim's back during the turn ■ Letting go of one arm before in position to tow ■ Victim's head not in an open airway position during the tow ■ Not reaching over the tube for the tow ■ Not hooking the towing arm tight during the tow
3	Passive Victim Rear Rescue: <ul style="list-style-type: none"> ■ Victim's head not in an open airway position during the tow ■ Not reaching over the tube for the tow, not hooking the towing arm tight during the tow
3	Multiple Victim Rescue: <ul style="list-style-type: none"> ■ Not supporting the victim's head above water
4	Passive Submerged Victim—Shallow Water: <ul style="list-style-type: none"> ■ Taking the rescue tube off completely ■ Victim's head not in an open airway position during the tow ■ Not reaching over the tube for the tow ■ Not hooking the towing arm tight during the tow
4	Feet-First Surface Dive: <ul style="list-style-type: none"> ■ Positions that promote buoyancy rather than support submerging if the person is not submerging ■ Hold the breath ■ Looking straight ahead or up toward the surface ■ Using legs in a way to move to the surface such kicking ■ Movements that fight submerging—legs spread not streamlined ■ Not using sweeping arm movements to assist submerging
4	Head-First Surface Dive: <ul style="list-style-type: none"> ■ Positions that promote buoyancy rather than support submerging if the person is not submerging ■ Holding the breath ■ Not looking down toward the target ■ Looking up toward the surface ■ Not using sweeping arm movements to assist submerging

Lesson	Examples of Common Errors
4	Passive Submerged Victim—Deep Water: <ul style="list-style-type: none"> ■ Does not submerge to a position “standing” behind the victim (heel to toes) ■ Does not grasp arm around the victim’s chest ■ Does not feed the tube strap into their hand as they move toward the surface ■ Unable to get the tube under the victim’s back before breaking the surface ■ Victim’s head not in an open airway position during the tow ■ Not reaching over the tube for the tow ■ Not hooking the towing arm tight during the tow
4	Extrication Using a Backboard at the Pool Edge: <ul style="list-style-type: none"> ■ Does not submerge board deep enough ■ Does not angle board once submerged to assist loading the victim ■ Does not control the board and the victim ■ Loses contact with the victim ■ Does not keep the board low during removal ■ Drops the board after removal
5	Performing a Primary Assessment: <ul style="list-style-type: none"> ■ Failing to size up the scene ■ Failing to determine responsiveness (infant: shout-tap-shout by tapping the foot) ■ Failing to follow standard precautions ■ Improperly opening the airway ■ Checking an inappropriate pulse site (infant: not checking the brachial pulse site) ■ Not looking at the chest while checking for breathing
5	Using a Resuscitation Mask: <ul style="list-style-type: none"> ■ Improperly opening the airway ■ Not obtaining a seal with the resuscitation mask, or not making the chest rise and fall ■ Not looking at the chest while checking for breathing
5	Giving Ventilations—Adult and Child: <ul style="list-style-type: none"> ■ Not tilting the head ■ Tilting the head too far back ■ Failing to reassess for breathing and pulse ■ Not looking at the chest when assessing for breathing ■ Not noticing if the ventilations are inadequate (don’t cause the chest to rise) ■ Providing ventilations at the incorrect ratio ■ Breathing too hard or too soft ■ Not obtaining a seal with the resuscitation mask or using an improperly sized mask for the victim ■ Not counting out loud

Lesson	Examples of Common Errors
5	Giving Ventilations—Infant: <ul style="list-style-type: none"> ■ Not tilting the head ■ Tilting the head past a neutral position ■ Failing to recheck for breathing and a pulse ■ Checking an inappropriate pulse site ■ Giving ventilations that are too hard or at the wrong rate ■ Not properly sealing the resuscitation mask ■ Not looking at the chest when checking for breathing or not using a pediatric mask for the infant victim ■ Not counting out loud
5	Giving Ventilations Using a Bag-Valve-Mask Resuscitator—Two Rescuers: <ul style="list-style-type: none"> ■ Maintaining a seal with the resuscitation mask ■ Not squeezing the bag hard enough or squeezing the bag too hard
5	Conscious Choking: <ul style="list-style-type: none"> ■ Failing to obtain the victim's consent ■ Performing abdominal thrusts before back blows ■ Positioning the hands improperly ■ Not using the thumb side of the fist to give abdominal thrusts
6	CPR—Adult, Child and Infant: <ul style="list-style-type: none"> ■ Compressions that are too shallow or too deep ■ Interrupting compressions for too long or too frequently ■ Incorrect hand position ■ Failure to allow full recoil after each compression or inappropriate rate (speed) of compressions ■ Incorrect rate of compressions and ventilations ■ Inadequate ventilations ■ Not counting out loud ■ Not keeping straight arms/locking elbows
6	Two-Rescuer CPR—Adult and Child: <ul style="list-style-type: none"> ■ Compressions that are too shallow or at an appropriate rate ■ Compressing and ventilating at the same time ■ Failing to call for a position change or using an incorrect cycle of compressions and ventilations
6	Two-Rescuer CPR—Infant: <ul style="list-style-type: none"> ■ Compressions that are too shallow or at an inappropriate rate ■ Compressing and ventilating at the same time ■ Failing to use the encircling thumbs technique ■ Failing to call for a position change or using an incorrect cycle of compressions and ventilations

Lesson	Examples of Common Errors
6	Two-Rescuer CPR—Infant: <ul style="list-style-type: none"> ■ Compressions that are too shallow or at an inappropriate rate ■ Compressing and ventilating at the same time ■ Failing to use the encircling thumbs technique ■ Failing to call for a position change or using an incorrect cycle of compressions and ventilations
6	Using an AED: <ul style="list-style-type: none"> ■ Not wiping the victim's chest ■ Using pediatric AED pads on an adult or failing to resume CPR after delivery of a shock or incorrect CPR performance
6	CPR with Airway Obstruction: <ul style="list-style-type: none"> ■ Using abdominal thrusts instead of chest compressions ■ Failing to check the mouth for an object ■ Performing a blind finger sweep ■ Compressing too little or too much ■ Failing to give ventilations or using the wrong finger to clear the object from the mouth ■ Incorrect compression to ventilation ratio ■ Not counting out loud
8	Over-Arm Head Splint—Face-Up at the Surface: <ul style="list-style-type: none"> ■ Not keeping the head above water ■ Not firmly splinting the head ■ Allowing the head to fall backwards ■ Allowing the victim to run into swimmers or objects
8	Head Splint—Face-Down at or Near the Surface: <ul style="list-style-type: none"> ■ Not switching to an over-arm head splint when nearing the board
8	Head Splint—Submerged Victim: <ul style="list-style-type: none"> ■ Not returning to the surface at an angle ■ Allowing the airway to become submerged after returning to the surface
8	Spinal Backboarding—Deep Water: <ul style="list-style-type: none"> ■ Switching to the over-arm head splint too far away from the board and struggling ■ Assisting rescuer does not place the rescue tube under the rescuer's arms for support

Lesson	Examples of Common Errors
8	<p>Spinal Backboarding Procedure:</p> <ul style="list-style-type: none"> ■ Rescuers lose contact with the victim ■ Does not angle the board deep enough for easy loading ■ Does not switch to or use the over-arm head splint as nearing the board ■ Failure to properly secure victim to the backboard ■ No quick check for breathing ■ Incorrect strap placement ■ Not placing the victim's arms on their body ■ Failure to communicate with the victim ■ No access to, or too far away from, the head blocks and head strap ■ Failure to maintain stabilization throughout ■ Does not keep the board low to the ground during removal ■ Drops the board after removal
8	<p>Spinal Backboarding Procedure—High Edges:</p> <ul style="list-style-type: none"> ■ Both rescuers not in the water ■ Unable to submerge the board under the victim for loading ■ Rescuers lose contact with the victim ■ Does not switch to or use the over-arm head splint as nearing the board ■ Failure to properly secure victim to the backboard ■ No quick check for breathing ■ Incorrect strap placement ■ Not placing the victim's arms on their body ■ Failure to communicate with the victim ■ No access to, or too far away from, the head blocks and head strap ■ Failure to maintain stabilization throughout ■ Does not keep the board low to the ground during removal ■ Drops the board after removal
8	<p>Spinal Backboarding and Extrication—Speed Slide:</p> <ul style="list-style-type: none"> ■ Rescuers not lifting the victim at the same time during removal ■ Not calling for the slide to be turned off ■ Allowing the victim's airway to become submerged
8	<p>Waterfront/Rescue Board Skills:</p> <ul style="list-style-type: none"> ■ Allowing the victim's airway to remain submerged when flipping the board ■ Running into the victim with the board ■ Having the board on the wrong side when starting to move the victim onto the board

PARTICIPANT PROGRESS LOG

Participant Progress Log

Multiple-Rescuer Response Assessment Tool

Participant Progress Log

NAME OF PARTICIPANT										
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Skills										
Slide-In Entry and Walking Approach										
Slide-In Entry and Swimming Approach										
Stride Jump and Swimming Approach*										
Compact Jump and Swimming Approach										
Reaching Assist from the Deck										
Simple Assist										
Active Victim Front Rescue										
Active Victim Rear Rescue										
Passive Victim Front Rescue										
Passive Victim Rear Rescue										
Multiple Victim Rescue										
Passive Submerged Victim in Shallow Water										
Feet-First Surface Dive in Deep Water*										
Head-First Surface Dive in Deep Water*										

	NAME OF PARTICIPANT	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Skills											
Submerged Victim in Deep Water*											
Extrication Using a Backboard at the Pool Edge											
Extrication Using a Backboard at the Steps (optional)											
Removing Disposable Gloves											
Performing a Primary Assessment—Adult											
Recovery Position											
Using a Resuscitation Mask—Head-Tilt/Chin-Lift Technique											
Using a Resuscitation Mask—Jaw-Thrust (with Head Extension) Maneuver											
Using a Resuscitation Mask—Jaw-Thrust (without Head Extension) Maneuver											
Performing a Primary Assessment—Infant											
Giving Ventilations—Adult											
Giving Ventilations—Infant											
Giving Ventilations Using a Bag-Valve-Mask—Two Rescuers											
Conscious Choking—Adult											

	NAME OF PARTICIPANT									
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Skills, continued										
Conscious Choking—Infant										
One-Rescuer CPR—Adult										
Two-Rescuer CPR—Infant										
Using an AED										
CPR with Airway Obstruction – Adult										
CPR with Airway Obstruction – Infant										
Controlling External Bleeding										
Front Head-Hold Escape										
Rear Head-Hold Escape										
In-Water Ventilations—Shallow Water										
In-Water Ventilations—Deep Water*										
Over-arm Head Splint – Face-Up Victim in Shallow Water										
Head Splint—Face-Down Victim at or Near the Surface in Shallow Water										
Spinal Backboarding Procedure (Shallow Water)										

NAME OF PARTICIPANT	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Skills, continued										
Spinal Backboarding Procedure –High Edges										
Head Splint—Face-Down Victim at or Near the Surface in Deep Water*										
Head Splint—Submerged Victim in Deep Water*										
Spinal Backboarding Procedure (Deep Water)										
Putting It All Together: Multiple-Rescuer Response Scenarios 1-6										
FINAL WRITTEN EXAMS										
Final Written Exam: Section 1—CPR/AED for Professional Rescuers and First Aid										
Final Written Exam: Section 2—Lifeguarding Skills*										
Final Written Exam: Section 2—Shallow Water Lifeguarding										
FINAL SKILL SCENARIOS										
Submerged Passive Victim– Timed Response <i>Lifeguarding – Deep Water Lifeguarding – Shallow Water</i>										
Multiple-Rescuer Response Scenario 3										

Items noted with an asterisk (*) are required for the Lifeguarding course only.

SCENARIO 1—MULTIPLE-RESCUER RESPONSE ASSESSMENT TOOL

Lifeguard Multiple Rescuer Response Scenarios includes a rating of “Pass” or “Fail” for each lifeguard participating. Evaluate participants using this tool to help them prepare for the final skills scenario.

- During the final skills scenario, a “Pass” rating indicates that during the skills evaluation, the lifeguard successfully completed the skills they performed. A “Pass” rating for the team indicates the team met the objective for the overall team response.
- A “Fail” rating indicates that the lifeguard did not successfully complete one or more of the skills they performed. If a lifeguard receives a “Fail” rating in any skill of the scenario, they receive an overall “Fail” rating. If the overall team response receives a “Fail” rating, each lifeguard on the team receives a “Fail” rating. It is possible for the overall team response to pass but one of the individual lifeguards to fail.

AN ADULT HAS COLLAPSED IN A HALLWAY		Responder Names and Ratings		
Competencies		Name	Name	Name
Teamwork and Communication	Communication: Accurately and effectively communicated with fellow responders			
	Coordination: Clearly and decisively rotated through roles throughout scenario			
	Feedback: Able to clearly provide guidance to teammates to self-correct as needed			
	Overall – Teamwork and Communication			
	Location: Hands centered on the lower half of the sternum			
Chest Compressions	Depth: At least 2 inches			
	Recoil: Allow full chest recoil between compressions			
	Rate: 30 compressions at a rate of 100 to 120 per minute			
	Overall – Chest Compressions			
	BVM: Connects appropriate sized BVM and resuscitation mask			
Ventilations and BVM	Length: Each ventilation should be 1 second in duration			
	Visual: Chest should clearly rise			
	Ratio: Two ventilations			
	Overall – Ventilations and BVM			
	Preparation: Turn on the AED; plug in the connector, if necessary			
AED	Location: Correct pad placement; place one pad on the victim's upper right chest and the other pad on the left side of the chest			
	Time: Minimizes interruptions during rotation; should be less than 5 seconds			
	Compressor Position: Hovers during AED analysis			
	Overall – AED			
	Overall Team Response			
Scenario 1				

SCENARIO 2—MULTIPLE-RESCUER RESPONSE ASSESSMENT TOOL

Lifeguard Multiple Rescuer Response Scenarios includes a rating of “Pass” or “Fail” for each lifeguard participating. Evaluate participants’ using this tool to help them prepare for the final skills scenario.

- During the final skills scenario, a “Pass” rating indicates that during the skills evaluation, the lifeguard successfully completed the skills they performed. A “Pass” rating for the team indicates the team met the objective for the overall team response.
- A “Fail” rating indicates that the lifeguard did not successfully complete one or more of the skills they performed. If a lifeguard receives a “Fail” rating in any skill of the scenario, they receive an overall “Fail” rating. If the overall team response receives a “Fail” rating, each lifeguard on the team receives a “Fail” rating. It is possible for the overall team response to pass but one of the individual lifeguards to fail.

AN INFANT HAS JUST BEEN RESCUED FROM THE WATER		Responder Names and Ratings			
Competencies		Name	Name	Name	Name
Teamwork and Communication	Communication: Accurately and effectively communicates with fellow responders				
	Coordination: Clearly and decisively rotates through roles throughout scenario				
	Feedback: Able to clearly provide guidance to teammates to self-correct as needed				
	Overall – Teamwork and Communication				
Primary Assessment and Chest Compressions	Initial Ventilations: Gives two successful ventilations for a victim who is unresponsive as a result of a drowning				
	Location: Two thumbs centered on the sternum just below the nipple line with fingers encircling the chest				
	Depth: About 1 1/2 inches				
	Recoil: Allow full chest recoil between compressions				
	Rate: 15 compressions at a rate of 100 to 120 per minute				
	Overall – Chest Compressions				
Ventilations and BVM	BVM: Connects appropriate sized BVM and resuscitation mask				
	Length: Each ventilation should be 1 second in duration				
	Visual: Chest should clearly rise				
	Ratio: Two ventilations				
	Overall – Ventilations and BVM				
	Preparation: Turn on the AED; plug in the connector, if necessary				
AED	Location: Correct pad placement; place one pediatric pad on the center of the chest and one pad on the center of the infant's back				
	Time: Minimizes interruptions during rotation; should be less than 5 seconds				
	Compressor Position: Hovers during AED analysis				
	Overall - AED				
Scenario 2	Overall Team Response				

MULTIPLE-RESCUER RESPONSE SCENARIO 3—AND FINAL SKILL SCENARIO—ASSESSMENT TOOL

Lifeguard Multiple Rescuer Response Scenarios includes a rating of “Pass” or “Fail” for each lifeguard participating. Evaluate participants’ using this tool to help them prepare for the final skills scenario.

- During the final skills scenario, a “Pass” rating indicates that during the skills evaluation, the lifeguard successfully completed the skills they performed. A “Pass” rating for the team indicates the team met the objective for the overall team response.
- A “Fail” rating indicates that the lifeguard did not successfully complete one or more of the skills they performed. If a lifeguard receives a “Fail” rating in any skill of the scenario, they receive an overall “Fail” rating. If the overall team response receives a “Fail” rating, each lifeguard on the team receives a “Fail” rating. It is possible for the overall team response to pass but one of the individual lifeguards to fail.

AN ADULT VICTIM IS SUBMERGED IN THE DEEP END		Responder Names and Ratings		
Competencies		Name	Name	Name
Water Rescue and Extrication	Water Rescue: Successfully rescues the victim and brings them to the wall			
	Extrication: Successfully extricates the victim from the water			
	Communication: Accurately and effectively communicates with fellow responders			
	Coordination: Clearly and decisively rotates through roles throughout scenario			
	Feedback: Able to clearly provide guidance to teammates to self-correct as needed			
Teamwork and Communication	Overall – Teamwork and Communication			
	Initial Ventilations: Gives two successful ventilations for a victim who is unresponsive as a result of a drowning			
	Location: Hands centered on the lower half of the sternum			
	Depth: At least 2 inches			
	Recoil: Allow full chest recoil between compressions			
Primary Assessment and Chest Compressions	Rate: 30 compressions at a rate of 100 to 120 per minute			
	Overall – Chest Compressions			
	BVM: Connects appropriate sized BVM and resuscitation mask			
	Length: Each ventilation should be 1 second in duration			
	Visual: Chest should clearly rise			
Ventilations and BVM	Ratio: Two ventilations			
	Overall – Ventilations and BVM			
	Preparation: Turn on the AED; plug in the connector, if necessary			
	Location: Correct pad placement; place one pad on the victim's upper right chest and the other pad on the left side of the chest			
	Time: Minimizes interruptions during rotation; should be less than 5 seconds			
AED	Compressor Position: Hovers during AED analysis			
	Overall - AED			
	Overall Team Response			
	Scenario 3			

SCENARIO 4—MULTIPLE-RESCUER RESPONSE ASSESSMENT TOOL

Lifeguard Multiple Rescuer Response Scenarios includes a rating of “Pass” or “Fail” for each lifeguard participating. Evaluate participants’ using this tool to help them prepare for the final skills scenario.

- During the final skills scenario, a “Pass” rating indicates that during the skills evaluation, the lifeguard successfully completed the skills they performed. A “Pass” rating for the team indicates the team met the objective for the overall team response.
- A “Fail” rating indicates that the lifeguard did not successfully complete one or more of the skills they performed. If a lifeguard receives a “Fail” rating in any skill of the scenario, they receive an overall “Fail” rating. If the overall team response receives a “Fail” rating, each lifeguard on the team receives a “Fail” rating. It is possible for the overall team response to pass but one of the individual lifeguards to fail.

A CHILD VICTIM IS SUBMERGED IN THE DEEP END AND APPEARS TO BE UNRESPONSIVE		Responder Names and Ratings		
Competencies		Name	Name	Name
Water Rescue and Extrication	Water Rescue: Successfully rescues victim and brings them to the wall			
	Extrication: Successfully extricates the victim from the water			
Teamwork and Communication	Communication: Accurately and effectively communicates with fellow responders			
	Coordination: Clearly and decisively rotates through roles throughout scenario			
	Feedback: Able to clearly provide guidance to teammates to self-correct as needed			
	Overall – Teamwork and Communication			
Primary Assessment and Chest Compressions	Initial Ventilations: Gives two successful ventilations for a victim who is unresponsive as a result of a drowning			
	Location: Hands centered on the lower half of the sternum			
	Depth: About 2 inches			
	Recoil: Allow full chest recoil between compressions			
	Rate: 30 compressions during One-Rescuer CPR, 15 compressions during Two-Rescuer CPR			
	Overall – Chest Compressions			
Ventilations and BVM	BVM: Connects appropriate sized BVM and resuscitation mask			
	Length: Each ventilation should be 1 second in duration			
	Visual: Chest should clearly rise			
	Ratio: Two ventilations			
	Overall – Ventilations and BVM			
AED	Preparation: Turn on the AED; plug in the connector, if necessary			
	Location: Correct pad placement; place one pad on the victim's upper right chest and the other pad on the left side of the chest			
	Instructor's Note: <i>If using a child manikin and pads are touching, place one pad on the chest and one pad on the back.</i>			
	Time: Minimizes interruptions during rotation; should be less than 5 seconds			
	Compressor Position: Hovers during AED analysis			
Scenario 4	Overall - AED			
	Overall Team Response			

SCENARIO 5—MULTIPLE-RESCUER RESPONSE ASSESSMENT TOOL

Lifeguard Multiple Rescuer Response Scenarios includes a rating of “Pass” or “Fail” for each lifeguard participating. Evaluate participants’ using this tool to help them prepare for the final skills scenario.

- During the final skills scenario, a “Pass” rating indicates that during the skills evaluation, the lifeguard successfully completed the skills they performed. A “Pass” rating for the team indicates the team met the objective for the overall team response.
- A “Fail” rating indicates that the lifeguard did not successfully complete one or more of the skills they performed. If a lifeguard receives a “Fail” rating in any skill of the scenario, they receive an overall “Fail” rating. If the overall team response receives a “Fail” rating, each lifeguard on the team receives a “Fail” rating. It is possible for the overall team response to pass but one of the individual lifeguards to fail.

A CHILD IS SUBMERGED IN DEEP WATER AND APPEARS TO BE UNRESPONSIVE		Responder Names and Ratings		
Competencies		Name	Name	Name
Water Rescue and Extrication	Water Rescue: Successfully rescues victim and brings them to the wall			
	Extrication: Successfully extricates the victim from the water			
	Communication: Accurately and effectively communicates with fellow responders			
	Coordination: Clearly and decisively rotates through roles throughout scenario			
	Feedback: Able to clearly provide guidance to teammates to self-correct as needed			
Teamwork and Communication	Overall – Teamwork and Communication			
	Initial Ventilations: Gives two successful ventilations for a victim who is unresponsive as a result of a drowning			
	Location: Hands centered on the lower half of the sternum			
	Depth: About 2 inches			
	Recoil: Allow full chest recoil between compressions			
Primary Assessment and Chest Compressions	Rate: 15 compressions at a rate of 100 to 120 per minute			
	Overall – Chest Compressions			
	BVM: Connects appropriate sized BVM and resuscitation mask			
	Length: Each ventilation should be 1 second in duration			
	Visual: Chest should clearly rise			
Ventilations and BVM	Ratio: Two ventilations			
	Overall – Ventilations and BVM			
	Preparation: Turn on the AED; plug in the connector, if necessary.			
	Location: Correct pad placement; place one pad on the victim's upper right chest and the other pad on the left side of the chest			
	Instructor's Note: <i>If using a child manikin and pads are touching, place on pad on the chest and one pad on the back.</i>			
AED	Time: Minimizes interruptions during rotation; should be less than 5 seconds			
	Compressor Position: Hovers during AED analysis			
	Overall - AED			
	Overall Team Response			
Scenario 5				

SCENARIO 6—MULTIPLE-RESCUER RESPONSE ASSESSMENT TOOL

Lifeguard Multiple Rescuer Response Scenarios includes a rating of “Pass” or “Fail” for each lifeguard participating. Evaluate participants’ using this tool to help them prepare for the final skills scenario.

- During the final skills scenario, a “Pass” rating indicates that during the skills evaluation, the lifeguard successfully completed the skills they performed. A “Pass” rating for the team indicates the team met the objective for the overall team response.
- A “Fail” rating indicates that the lifeguard did not successfully complete one or more of the skills they performed. If a lifeguard receives a “Fail” rating in any skill of the scenario, they receive an overall “Fail” rating. If the overall team response receives a “Fail” rating, each lifeguard on the team receives a “Fail” rating. It is possible for the overall team response to pass but one of the individual lifeguards to fail.

AN ADULT HAS COLLAPSED IN THE LOCKER ROOM		Responder Names and Ratings			
Competencies					
Teamwork and Communication	Communication: Accurately and effectively communicates with fellow responders				
	Coordination: Clearly and decisively rotates through roles throughout scenario				
	Feedback: Able to clearly provide guidance to teammates to self-correct as needed				
	Overall Teamwork and Communication				
	Initial Ventilations: Gives two successful ventilations for a victim who is unresponsive as a result of a drowning				
Primary Assessment and Chest Compressions	Location: Hands centered on the lower half of the sternum				
	Depth: At least 2 inches				
	Recoil: Allow full chest recoil between compressions				
	Rate: 30 compressions at a rate of 100 to 120 per minute				
	Overall – Chest Compressions				
Ventilations & BVM	BVM: Connects appropriate sized BVM and resuscitation mask				
	Length: Each ventilation should be 1 second in duration				
	Visual: Chest should clearly rise				
	Ratio: Two ventilations				
	Overall – Ventilations and BVM				
AED	Preparation: Turn on the AED; plug in the connector, if necessary				
	Location: Correct pad placement; place one pad on the victim's upper right chest and the other pad on the left side of the chest				
	Time: Minimizes interruptions during rotation; should be less than 5 seconds				
	Compressor Position: Hovers during AED analysis				
	Overall - AED				
Scenario 6	Overall Team Response				

ABOUT THE SCIENCE

ABOUT THE SCIENCE

LESSON AND TOPIC	SCIENCE NOTES
PRECOURSE: SWIM GOGGLES	<p>Swim goggles should only be worn for the prerequisite swim for a variety of reasons:</p> <ul style="list-style-type: none"> ■ Swim goggles are not part of any standard issue lifeguarding equipment protocol used in making a land or water rescue. ■ Swim goggles are designed for preventing water entry and irritation and not to protect from trauma to the eye. Swim goggles present a greatly reduced surface area at the point of contact with tissue around the eye. The potential for serious eye injury is greatly increased by the swim goggle being contacted by an external object (or another participant) during the course. ■ Submerging to a depth of 5 feet or greater has the potential to cause barotraumas to the eye of an individual wearing swim goggles that cannot be pressure equalized.
LESSON 2: THE DROWNING PROCESS	<ul style="list-style-type: none"> ■ During the drowning process, a victim may gasp for air but instead inhales water into the airway causing reflexive shutting of the larynx or water aspirated into the lungs. After a period of time with no air entering the lungs, inadequate oxygenation of body tissues and eventually cardiac arrest may occur. This can happen in as little as 3 minutes after submerging. Brain damage or death can occur in as little as 4 to 6 minutes. The sooner the drowning process is stopped by getting the victim's airway out of the water, opening the airway and providing resuscitation (with ventilations or CPR), the better the chances are for survival without permanent brain damage. Adequate ventilation and CPR can be performed without the need to remove water from the lungs. ■ There are many intervening variables that can affect the outcome of a drowning victim, such as any underlying medical conditions of the victim or the time until advanced medical care intervenes. However, in general, evidence suggests that if the victim is rescued within 1 1/2 to 2 minutes of submerging, giving ventilations may resuscitate the victim.
LESSON 2: EFFECTIVE SURVEILLANCE	<p>Hyperventilation Preceding Underwater Swimming: Voluntary hyperventilation dangerously deregulates brain's control of breathing and lowers the blood's carbon dioxide level. Hyperventilation does not increase the oxygen level in the blood. After a person takes a series of rapid and deep breaths and then attempts to swim a long distance, oxygen is quickly used up. The person will then become unconscious before the carbon dioxide level raises to the level that triggers the urge to breath. Drowning then occurs if the person is not rescued.</p>
LESSON 5: PRIMARY ASSESSMENT	<ul style="list-style-type: none"> ■ Checking for responsiveness: When checking a person for responsiveness, sometimes a tapping of the shoulder does not provide enough physical stimuli to elicit a response to pain. Therefore, a trained responder could employ a "shout-tap-pinch" approach with a pinch to the muscle between the neck and shoulder in order to provide a stronger physical stimulus to a sensitive area. It is important that "shout-tap-pinch" does not delay patient care by adding extra time to determine a response to verbal or painful stimuli.

LESSON AND TOPIC	SCIENCE NOTES
<p>LESSON 5: PRIMARY ASSESSMENT <i>continued</i></p>	<ul style="list-style-type: none"> ■ Recovery Positions: Based on the available evidence, it is important to turn a person who is responsive and breathing normally but not fully awake onto their side to lower the risk for choking and aspiration. There is little evidence to suggest an optimal recovery position. However, turning the victim towards the rescuer, rather than away from the rescuer, allows for more control over the movement and facilitates monitoring the victim's airway. ■ Ventilations for Drowning Victims: Due to the hypoxic nature of drowning, lifeguards and professional responders should alter the initial treatment for victims with no breathing and no pulse as a result of a drowning and provide two initial ventilations during the primary assessment prior to beginning CPR with chest compressions.
<p>LESSON 5: RECOGNIZING AND CARING FOR BREATHING EMERGENCIES</p>	<ul style="list-style-type: none"> ■ Respiratory Arrest: Hyperventilation most commonly occurs when victims are being ventilated in respiratory arrest or when an advanced airway is placed during cardiac arrest. It is critical to avoid hyperventilation of the victim because it leads to increased pressure and a subsequent decrease in cardiac filling and cardiac perfusion pressures by putting pressure on the vena cava (the main chest vein). ■ Opioid Overdose: With a growing epidemic of opioid (commonly heroin and oxycodone) overdoses in the United States, local and state departments of health have increased access to the medication naloxone, which can counteract the effects of overdose including respiratory arrest. Naloxone (also referred to by its trade name Narcan™) has few side effects and can be administered intranasally (through the nose). Trained responders should administer the drug when the patient is in respiratory arrest and an opioid overdose is suspected. Lifeguards and professional responders should follow local medical protocols and regulations to determine dosing and timing of naloxone administration.
<p>LESSON 5: GIVING VENTILATIONS USING A BVM</p>	<p>BVM: Ventilation with a BVM is reserved for when multiple rescuers are available to treat the victim: One to perform chest compressions and two others to manage the airway and provide ventilations. While a BVM may often be used in some situations by a single responder (advanced medical personnel), the evidence supports the use of a BVM with two responders: One to maintain an adequate seal and one to squeeze the bag to deliver the ventilations.</p>
<p>LESSON 5: AIRWAY OBSTRUCTION</p>	<p>Choking: Evidence suggests that it may take more than one technique to clear the airway, and that back blows, abdominal thrusts and chest thrusts are all effective.</p>
<p>LESSON 6: RECOGNIZING AND CARING FOR A HEART ATTACK</p>	<p>There is strong evidence that suggests that when a person is experiencing signs and symptoms of a heart attack, outcomes are improved when cardiac catheterization is performed within 90 minutes of the onset of signs and symptoms and within 60 minutes of arrival to the hospital, which is why advanced life support provided by advanced medical personnel is critical. When cardiac catheterization is not readily available, the administration of certain medications, including aspirin, within the first few hours of the onset of signs and symptoms has also been shown to be of benefit.</p>

LESSON AND TOPIC	SCIENCE NOTES
LESSON 6: CPR	<ul style="list-style-type: none"> ■ Chest Compressions: Actual depth may be difficult to judge without the use of feedback devices, but it is critical to compress the chest AT LEAST 2 inches for an adult victim. Evidence shows that compression depths greater than 2.4 inches in the average adult lead to a higher incidence of non-life threatening injuries and should be avoided. Compression rates that exceed 120 compressions per minute also affect the quality of compressions. Evidence suggests that higher rates of compressions lead to inadequate compression depths. ■ High Performance CPR: Evidence continues to build that the key to successful resuscitations is the delivery of high quality CPR, including uninterrupted chest compressions and ventilations. ■ CPR Differences–Adult and Child: The majority of pediatric cardiac arrests are a result of a respiratory cause such as a breathing problem (asthma/anaphylaxis), an obstructed airway, drowning or an injury. As such, ventilations and appropriate oxygenation are important for a successful resuscitation. In these situations, laryngeal spasm may occur, making passive ventilation during chest compressions minimal or non-existent.
LESSON 6: AED	<ul style="list-style-type: none"> ■ For every 1 minute of delayed defibrillation, the rate of survival drops 7 to 10 percent. ■ AEDs allow for compressions post-analysis while the AED is charging. Lifeguards and professional rescuers may perform compressions from the time the shock advised prompt is noted through the time that the prompt to clear occurs, just prior to depressing the shock button. Emphasize the need to follow the manufacturer's recommendations and their local protocols and practices.
LESSON 8: CARING FOR HEAD, NECK AND SPINAL INJURIES IN THE WATER	<p>Reassessment of protocols has shown that packaging a victim can be detrimental. They often will lie on spine boards for hours in the emergency room, which causes anxiety and can cause physical damage. Research indicates that the damage has likely already occurred with the initial injury. The focus for lifeguards should be on safely extricating the person from the water while maintaining stabilization. Studies have shown that the application of cervical collars can cause further injury.</p>

WRITTEN EXAM ANSWER KEYS AND ANSWER SHEETS

ANSWER SHEET: CPR/AED FOR PROFESSIONAL RESCUERS AND FIRST AID

Name: _____ Date: _____

Exam **A** **B**

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ANSWER KEY: CPR/AED FOR PROFESSIONAL RESCUERS AND FIRST AID

Name: _____ Date: _____

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ANSWER KEY: CPR/AED FOR PROFESSIONAL RESCUERS AND FIRST AID

Name: _____ Date: _____

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ANSWER SHEET: LIFEGUARDING SKILLS

Name: _____ Date: _____

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ANSWER KEY: LIFEGUARDING SKILLS

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ANSWER KEY: LIFEGUARDING SKILLS

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ANSWER SHEET: SHALLOW WATER LIFEGUARDING SKILLS

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Exam **A** **B**

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ANSWER KEY: SHALLOW WATER LIFEGUARDING SKILLS

Name: _____ Date: _____

Exam (A)

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| 3. | (a) | (b) | ● | (d) | 21. | (a) | ● | (c) | (d) |
| 4. | (a) | ● | (c) | (d) | 22. | ● | (b) | (c) | (d) |
| 5. | (a) | (b) | (c) | ● | 23. | (a) | (b) | ● | (d) |
| 6. | (a) | ● | (c) | (d) | 24. | (a) | ● | (c) | (d) |
| 7. | ● | (b) | (c) | (d) | 25. | (a) | (b) | (c) | ● |
| 8. | (a) | ● | (c) | (d) | 26. | (a) | ● | (c) | (d) |
| 9. | (a) | (b) | ● | (d) | 27. | (a) | ● | (c) | (d) |
| 10. | (a) | ● | (c) | (d) | 28. | ● | (b) | (c) | (d) |
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| 15. | ● | (b) | (c) | (d) | 33. | (a) | (b) | ● | (d) |
| 16. | (a) | (b) | ● | (d) | 34. | (a) | ● | (c) | (d) |
| 17. | ● | (b) | (c) | (d) | 35. | (a) | ● | (c) | (d) |
| 18. | (a) | ● | (c) | (d) | | | | | |

ANSWER KEY: SHALLOW WATER LIFEGUARDING SKILLS

Name: _____ Date: _____

Exam (B)

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ANSWER SHEET: AQUATIC ATTRACTION LIFEGUARDING SKILLS

Name: _____ Date: _____

Exam **A** **B**

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ANSWER KEY: AQUATIC ATTRACTION LIFEGUARDING SKILLS

Name: _____ Date: _____

Exam (A)

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| 4. | (a) | ● | (c) | (d) | 22. | (a) | (b) | ● | (d) |
| 5. | (a) | (b) | ● | (d) | 23. | (a) | ● | (c) | (d) |
| 6. | (a) | (b) | ● | (d) | 24. | (a) | ● | (c) | (d) |
| 7. | (a) | ● | (c) | (d) | 25. | (a) | (b) | (c) | ● |
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| 9. | (a) | (b) | (c) | ● | 27. | ● | (b) | (c) | (d) |
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| 12. | ● | (b) | (c) | (d) | 30. | (a) | (b) | (c) | ● |
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| 16. | ● | (b) | (c) | (d) | 34. | (a) | ● | (c) | (d) |
| 17. | (a) | (b) | (c) | ● | 35. | (a) | (b) | ● | (d) |
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ANSWER KEY: AQUATIC ATTRACTION LIFEGUARDING SKILLS

Name: _____ Date: _____

Exam (B)

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| 1. ● (b) (c) (d) | 19. (a) (b) ● (d) |
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ANSWER SHEET: WATERFRONT SKILLS MODULE

Name: _____ Date: _____

Exam **(A)** **(B)**

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ANSWER KEY: WATERFRONT SKILLS MODULE

Name: _____ Date: _____

Exam **A**

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ANSWER KEY: WATERFRONT SKILLS MODULE

Name: _____ Date: _____

Exam (B)

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ANSWER SHEET: WATERPARK SKILLS MODULE

Name: _____ Date: _____

Exam **A** **B**

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ANSWER KEY: WATERPARK SKILLS MODULE

Name: _____ Date: _____

Exam **A**

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ANSWER KEY: WATERPARK SKILLS MODULE

Name: _____ Date: _____

Exam **(B)**

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PARTICIPANT'S MANUAL CHAPTER REVIEW ANSWER KEYS

PARTICIPANT'S MANUAL CHAPTER REVIEW

ANSWER KEYS



Chapter 1 Review

1. What is the primary responsibility of a lifeguard?

- A** | To encourage patrons to participate in water safety educational programs
- B** | To prevent drowning and other injuries from occurring at their aquatic facility
- C** | To schedule and participate in frequent in-service trainings
- D** | To deliver patron safety orientations and administer swim tests

2. Provide three examples of how lifeguards fulfill their primary responsibility:

Answers should include three of the following:

- Monitoring activities in and near the water through patron surveillance.
- Preventing injuries by minimizing or eliminating hazardous situations or behaviors.
- Enforcing facility rules and regulations and educating patrons about them.
- Recognizing and responding quickly and effectively to all emergencies.
- Administering first aid and CPR, including using an automated external defibrillator (AED) and, if trained, administering emergency oxygen when needed.
- Working as a team with other lifeguards, facility staff and management.

3. List five examples of secondary responsibilities that should never interfere with patron surveillance:

Answers should include:

- Testing pool water chemistry.
- Assisting patrons, such as performing safety orientations, administering swim tests and fitting for life jackets.
- Cleaning or performing maintenance.
- Completing records and reports.
- Performing opening duties, closing duties or facility safety checks and inspections.



Chapter 1 Review (continued)

4. List five characteristics of a professional lifeguard:

Answers should include:

- Knowledgeable and Skilled
- Reliable
- Mature
- Courteous and Consistent
- Positive
- Professional
- Healthy and Fit

5. Lifeguards should:

- | | |
|---|--|
| A Keep a cell phone in their hip packs at all times, in case of emergency. | C Always be attentive and sit or stand upright when on surveillance duty. |
| B Stay alert by eating at the lifeguard stand. | D Assist patrons with swim testing when on surveillance duty. |

6. A lifeguard is texting while on surveillance duty and fails to recognize a swimmer in distress. What legal principle could be a problem for this lifeguard?

- | | |
|------------------------|----------------------------|
| A Negligence | C Refusal of care |
| B Abandonment | D Consent |



Chapter 1 Review (continued)

7. List the five steps that a lifeguard should take when obtaining consent from an injured or ill person before providing first aid or emergency care:

- 1) State your name.
- 2) State your level of training.
- 3) Ask if you may help.
- 4) Explain that you would like to assess them to find out what you think may be wrong or what you can do to help.
- 5) Explain what you plan to do.

8. What is the validity period of an American Red Cross Lifeguarding certification? How does an American Red Cross certified lifeguard get recertified?

The American Red Cross Lifeguarding/First Aid/CPR/AED Certification is valid for 2 years. Additional training may be required to meet state and local regulations or facility-specific policies.

- To re-certify, American Red Cross certified Lifeguards with a current certification may participate in a review course.
- Individuals with an expired American Red Cross Lifeguarding/First Aid/CPR/AED certification may participate in the full Lifeguarding course.

9. Why is it important to attend a pre-season orientation and training?

- A** | To ensure that lifeguards understand their responsibilities and know how to perform their job
- B** | To ensure that lifeguards get practice with their facility's safety and rescue equipment and emergency action plans
- C** | To ensure lifeguards understand codes, rules and regulations of the facility
- D** | All of the above



Chapter 1 Review (continued)

10. What does EAP stand for?

Emergency Action Plan

11. Why is it important for lifeguards and other team members to understand and practice the EAP?

Answers include:

- Lifeguards and other staff members must practice the facility's EAPs together until everyone knows their responsibilities and can perform them effectively.
- Conditions can change throughout the day, so the EAP may need to be adapted to particular situations (e.g., number of lifeguards on duty, availability of other safety team members on duty, types of activities occurring, etc.).

12. What is the best practice for the frequency of in-service training participation at well-managed aquatic facilities?

- | | |
|--|---|
| A At least 1 hour of in-service training each month | C At least 1 hour of in-service training each day |
| B At least 4 hours of in-service training each year | D At least 4 hours of in-service training each month |

13. What are the benefits of regular, frequent in-service training?

Answer should include:

- Helps lifeguards maintain knowledge and skills as a professional rescuer.
- Skills degrade quickly and regular practice and feedback keeps skills fresh.
- Gives lifeguards a chance to practice with lifeguards at their facility.
- Helps lifeguards work with the safety team to efficiently respond in an emergency.



Chapter 1 Review (continued)

14. List four topics that could be a discussed during in-service training:

Answers should include four of the following:

- Address surveillance and recognition issues.
- Practice rescue skills.
- Understand and practice decision-making protocols.
- Review facility rules and regulations.
- Review facility protocols including records and reports.
- Practice customer service skills.
- Physical conditioning for lifeguards.



QUESTION FOR FUTURE GUIDED DISCUSSION

Being a professional lifeguard is about more than blowing a whistle and wearing a uniform. A lifeguard must be mentally, physically and emotionally prepared at all times to do their job. So, how should a lifeguard prepare for working at an aquatic facility? What personal lifestyle commitments should a lifeguard make?

Responses should include:

To fulfill the responsibilities of a professional lifeguard, you must be mentally, physically and emotionally prepared at all times to do your job. As a professional lifeguard you must:

- Have the appropriate knowledge and skills to help prevent and respond to emergencies.
- Be reliable; arrive to work on time and accept assignments willingly.
- Be mature, act responsible, take initiative and lead by example.
- Show a positive attitude in all job activities.
- Look professional and be prepared to respond appropriately to any situation.
- Stay healthy and fit, including regular exercise, good nutrition and a balanced diet, proper hydration, adequate rest and protection from sun exposure.



Chapter 2 Review

1. What items are considered to be personal protective equipment for a lifeguard?

Responses should include:

- Gloves
- Resuscitation masks
- Gowns
- Shields
- Protective Eyewear

2. What equipment should be worn or carried by a lifeguard at all times while on duty? List at least two and include the reason(s) why this equipment should be worn or carried.

Responses should include:

- **A Rescue tube** should be worn at all times when performing patron surveillance. Rescue tubes are capable of keeping multiple victims afloat and they are the primary piece of equipment used to perform a water rescue.
- **Hip-packs** containing gloves and resuscitation mask(s) should be worn by lifeguards at all times, even when not on surveillance duty, so that equipment is instantly available in an emergency.
- **Resuscitation mask(s)** allow lifeguards to breathe air into a victim without making mouth-to-mouth contact. Resuscitation mask(s) should be carried in the Lifeguard's hip pack at all times, even when not on surveillance duty, so that it is available instantly in an emergency.
- **A Whistle** is a signaling device for lifeguards used to activate the facility's EAP and to get attention of other members of the safety team as well as patrons for policy enforcement. Whistles should be loud, made of material that will not rust and have breakaway lanyards. Lifeguards should wear whistles at all times.
- **Disposable Gloves** are used to protect lifeguards that may be exposed to blood or other potentially infectious material (OPIM). Gloves should be carried in the Lifeguard's hip pack at all times, even when not on surveillance duty, so that they are available instantly in an emergency.



Chapter 2 Review (continued)

3. What safety equipment/items should be easily accessible for a lifeguard while on duty? List at least two and describe how/when each item is used.

Responses should include:

- **Backboards** are a standard piece of equipment used at aquatic facilities to remove victims from the water when they are unable to exit the water on their own or they have a possible head, neck or spinal injury.
- **Automated External Defibrillators (AEDs)** are used to analyze the hearts rhythm and deliver an electrical shock (when needed) to help re-established an effective heart rhythm. AEDs are used in conjunction with CPR.
- **First aid kits** include supplies used to treat common injuries at aquatic facilities including bleeding and wounds and help stabilize injuries to muscles, bones and joints.
- **Bag-Valve-Mask (BVM)** resuscitators are used to ventilate a victim in respiratory arrest or when performing CPR with more than one rescuer.
- **Personal Protective Equipment (PPE)** is used to prevent lifeguards from coming into direct contact with a victim's body fluids. PPE includes gloves, resuscitation masks, gowns, masks, shields and protective eyewear.
- **Rescue boards (for waterfront facilities)** are used as standard equipment at waterfront facilities and are designed to accommodate a lifeguard plus one or more victims. Rescue boards may be used during rescues to quickly paddle out long distances or as a patrolling device for lifeguards.



Chapter 2 Review (continued)

4. As a lifeguard, you are responsible for:

- A** | Ensuring that your facility is in compliance with local, state and federal regulations.
- B** | Creating and reviewing your facility's policies and procedures manual.
- C** | Consistently enforcing your facility's rules and regulations.
- D** | Creating rules, regulations and emergency action plans.

5. List five common rules and regulations often posted at an aquatic facility.

Answers should include five of the following:

- Swim only when a lifeguard is on duty.
- Swim diapers are required for small children or people with incontinence.
- No swimming with open or infected wounds.
- Obey lifeguard instructions at all times.
- No running, pushing or rough play.
- No hyperventilating before swimming underwater or breath-holding contests.
- No sitting or playing near or with drains or suction fittings.
- Dive only in designated areas.
- No glass containers in the pool area and locker rooms.
- No alcoholic beverages or drug use allowed.

6. Explain what it means to be “equipped and rescue-ready.”

Equipped and rescue-ready means that you are wearing or carrying the appropriate rescue equipment for your facility and ready to enter the water to perform a rescue.



Chapter 2 Review (continued)

7. Identify at least two reasons why each lifeguard in the images below is not equipped and rescue-ready and indicate what can be done to improve each situation.



- Lifeguard does not have a rescue tube.
- Lifeguard has no sun protection (no hat, sunglasses or umbrella).



- Lifeguard is sitting with crossed legs.
- Lifeguard is wearing sneakers.



- Lifeguard in the chair is not wearing a hip pack.
- Lifeguard on the ground is not looking at the pool.



Chapter 2 Review (continued)



QUESTION FOR FUTURE GUIDED DISCUSSION

Effective surveillance includes several elements. What are these elements and why are they instrumental to keeping patrons safe?

Responses should include:

Elements of effective surveillance include:

- Recognition of dangerous behaviors
- Victim recognition
- Effective recognition
- Zone of surveillance responsibility
- Lifeguard stations

With effective surveillance, lifeguards can recognize behaviors or situations that might lead to life-threatening emergencies (such as drownings or injuries to the head, neck or spine) and act quickly to modify the behavior or control the situation.



Chapter 2 Review (continued)

ADDITIONAL REVIEW QUESTIONS FOR WATERFRONT LIFEGUARDS:



1. Which list of typical safety checklist items, along with others, applies to a lakefront swimming area?

- A** | Water chemistry, circulation system, drain covers, starting blocks
- B** | Bottom conditions, pier attachments, buoys, safety lines
- C** | Emergency shut offs, tubes, communication between ride dispatch and landing
- D** | Wave height, tide charts, rip currents, beach flags

2. Which list of typical rules, along with others, applies to a lakefront swimming area?

- A** | No diving in shallow water, no running on pool deck, shower before entering the water
- B** | Ride slides feet-first, stay on tubes, observe minimum height or weight requirements
- C** | No swimming under piers, no fishing near swimming area
- D** | Shower before entering, limit time in high temperature water, remove swim caps



Chapter 2 Review (continued)

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK & AQUATIC ATTRACTION LIFEGUARDS



1. In a waterpark setting, what additional items might be included in a safety checklist?

Answers should include:

- Shoreline is clean and free of sharp objects
- Bottom conditions are free from hazards
- Water conditions are safe for swimming
- Piers are anchored, stable, free from trip or injury hazards
- Lifeguard stands and surrounding areas are clear of objects

2. Why should waterparks have signs posted at every attraction stating the water depth?

Answer:

- To prevent patrons from finding themselves in what is deeper or shallower water than expected.

3. What rules are typically covered for waterpark attractions?

Answers should include:

- The minimum or maximum number of people allowed on an attraction or a tube at a time.
- The maximum height or age requirements in areas designated for small children.
- The minimum height or weight requirements for patrons using an attraction.
- Life jacket requirements.
- Health restrictions.
- Proper riding position for a slide or ride vehicle.

4. What are some factors that make lifeguarding waterparks different than a typical pool?

Answers should include:

- Various attractions (winding rivers, water slides, wave pools, splash castles, etc.)
- Ride vehicles
- Currents on attractions
- Potentially larger crowds
- Different rules and EAPs



Chapter 3 Review

1. In general, there are three types of swimmers in distress or drowning victims. List each type with three observable characteristics for each.

Answers should include:

1) **Distressed Swimmer**

- May be able to keep their face out of the water
- May be able to call or wave for help
- Horizontal, vertical or diagonal, depending on what they use to support themselves
- Floating, sculling or treading water

2) **Drowning Victim—Active**

- Not be able to call out for help because their efforts are focused on getting a breath
- Works to keep the face above water in an effort to breathe
- May be in a horizontal face-down position during the struggle because they are unable to lift their face out of the water (for example: a toddler)
- Has extended the arms to the side or front, pressing down for support
- Is positioned vertically in the water with an ineffective kick; a young child may tip into a horizontal face down position
- Might continue to struggle underwater once submerged
- Eventually will lose consciousness and stop moving

Drowning Victim—Passive

- 3) ■ Might float face-down at or near the surface or might sink to the bottom
- May be limp or have slight convulsive-type movements
 - Has no defined arm or leg action, no locomotion and no breathing
 - May appear to be floating, if at the surface of the water
 - May be face-down, on one side or face-up, if at the bottom

2. Match each station type with its general use:

- | | |
|--------------------------------|--|
| <u>D</u> Roving Stations | A. Puts you close to the patrons to easily make assists |
| <u>C</u> Elevated Stations | B. Used in waterfront facilities to patrol the outer edge of a swimming area |
| <u>A</u> Ground-Level Stations | C. Ideal for a single guard facility |
| <u>B</u> Floating Station | D. Good to use with a crowded zone |



Chapter 3 Review (continued)

3. A lifeguard on duty should be able to recognize and reach a drowning victim within:
30 seconds.

4. The size of a zone should allow for a lifeguard to recognize an emergency, reach the victim, extricate and provide ventilations within _____. Explain why.

1½ to 2 minutes

In general, if you can provide ventilations within 1½ to 2 minutes, you might be able to resuscitate the victim.

5. What is the difference between total and zone coverage?

Total coverage:

Total coverage means that you are the only lifeguard conducting patron surveillance while on duty. Some facilities, such as a small pool, assign their lifeguards total coverage. When only one lifeguard is conducting patron surveillance, that lifeguard has to scan the entire area, control the activities of patrons in and out of the water and recognize and respond to emergencies.

Zone coverage:

Zone coverage means that the swimming area is divided into separate zones, with one zone for each lifeguard station. Zones can be designated by markers, such as ladders, lane lines, lifelines, buoys or the shape of the pool.

6. Lifeguards should be actively _____ their zones.

A | Changing

C | Creating

B | Watching

D | Searching

Why? Lifeguards should search their assigned zones for behaviors that indicate a patron is in need of immediate assistance. Lifeguards should be searching for behaviors of a drowning victim or swimmer in distress.



Chapter 3 Review (continued)

7. You are guarding a lap swim with only two patrons. All of the following will help you deal with the monotony EXCEPT for which?

- A** | Stay fully engaged and do not let attention drift.
- B** | Change body position and posture periodically.
- C** | Swing your whistle lanyard.
- D** | Sit upright and slightly forward.

8. It is very hot in your facility and you are starting to doze on the stand. All of the following can help you stay alert EXCEPT for which?

- A** | Stay in a cooler area during breaks.
- B** | Stay hydrated while drinking plenty of water.
- C** | Rotate more frequently.
- D** | Jump in the pool while on surveillance duty to cool off.

9. You are distracted by the glare of the lights on the water and the water movements are making it hard to see all areas of your zone. Circle all acceptable options.

- A** | Wear polarized sunglasses.
- B** | Adjust your body position; stand up to look around and through the glare spots.
- C** | Reposition the lifeguard station with the permission of your supervisor.
- D** | Be aware of the normal appearance of the bottom of the pool; know the appearance of drains, colored tiles or painted depth markings.
- E** | Do not change your position as the lifeguard stations are placed to be aesthetically pleasing.

10. Why is it important for lifeguard managers to conduct drills to test zones?

Lifeguard zones should be set up for success—the lifeguard must be able to clearly see all parts of the zone as well as be able to quickly respond in an emergency.



Chapter 3 Review (continued)

11. Fill in the blank: Voluntary hyperventilation, which can be described as rapid, deep breathing, is a dangerous technique used by some swimmers to try to swim long distances underwater or to hold their breath for an extended period while submerged in one place. If you see these dangerous activities, you must intervene.

12. RID stands for

R: Recognition

I: Intrusion

D: Distraction

13. During rotation, both lifeguards must ensure there is no lapse in patron surveillance, even for a brief moment. To ensure this, what should each lifeguard do?

The incoming lifeguard should:

Search the zone and activity level of the zone that you will be guarding. Begin searching your zone as you are walking toward your station, checking all areas of the water from the bottom to the surface.

The outgoing lifeguard should:

Inform the incoming lifeguard of any situations that need special attention. The exchange of information should be brief, and patron surveillance must be maintained throughout the entire rotation. Once in position, with the rescue tube strapped in place, the incoming lifeguard should make any adjustments needed, such as removing shoes or adjusting an umbrella before confirming to you that they own the zone. Confirm and signal that the zone is clear and transfer responsibility for the zone. You should continue scanning as you are walking toward the next station.



Chapter 3 Review (continued)



QUESTION FOR FUTURE GUIDED DISCUSSION

What are some common injuries at a pool? How can a lifeguard treat and prevent them?

Responses should include:

- Fractures
- Dislocations
- Abrasions (scrapes)
- Superficial burns (sunburns)
- Muscle cramps
- Heat exhaustion
- Dehydration
- Sprains and strains

Lifeguards can help prevent these injuries by:

- Understanding how most injuries occur
- Increasing awareness of risks and hazards
- Helping patrons avoid risky behavior, including educating patrons about the consequences of risky behavior
- Developing a safety-conscious attitude

Lifeguards can treat these injuries by providing appropriate emergency care according to their level of training.



Chapter 3 Review (continued)

ADDITIONAL REVIEW QUESTIONS FOR WATERFRONT LIFEGUARDS:



1. Which scanning challenge often occurs at waterfronts but should not exist at pools?

A | Distractions

C | Murky water

B | Heavy patron loads

D | High air temperature

2. Who normally provides training for watercraft used at some waterfront facilities?

A | The lifeguard's training agency

C | Facility management

B | The lifeguard figures it out

D | The U.S. Coast Guard



Chapter 3 Review (continued)

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK LIFEGUARDS:



1. In a waterpark setting, which type of lifeguard stations might you encounter in a rotation?

Answers should include:

- Elevated stations
- Ground-Level stations
- Roving stations
- Dispatch stations
- Landing zone stations

2. What are lifeguards guarding at dispatch stations responsible for?

Assessing each potential rider to ensure that they meet all of the requirements for riding the attraction. Verifying that each rider wishing to ride the attraction is capable of holding themselves in the proper riding position.

3. What are some characteristics unique to waterpark features that may make it more difficult to see a drowning victim?

Answers should include:

- Current, moving water or waves of an attraction
- Unexpected changes in depth
- Floating play structures
- Tubes or other ride vehicles from which patrons may fall

4. What are some scanning challenges that you may encounter when guarding a play structure? What tactics can you use to counteract them?

Answers should include:

- Overcrowding. Be aware of your facility guidelines regarding the number of patrons allowed on the play structure and be prepared to restrict that number or summon additional help.
- Features such as towers, sprayers or climbing structures; be sure to move around your zone or change body position so you are able to see all areas of your assigned zone.



Chapter 4 Review

1. List the three major strategies a lifeguard can use to help prevent injuries at an aquatic facility.

Answers should include:

- Communicating with patrons
- Informing and educating patrons
- Enforcing rules

2. List three things that can help determine if a life jacket is appropriate for use.

Answers should include:

- The life jacket is U.S. Coast Guard Approved.
- The life jacket is in good condition; no rips, tears, holes or shrinkage of the buoyant materials.
- The life jacket is appropriately sized for the patron; life jackets are sized by weight. Check the U.S. Coast Guard label to be sure the fit is matched to the weight range of the patron.
- The life jacket is properly worn. A properly fitted life jacket should feel snug, keep the person's chin above the water and allow the person to breathe easily. The life jacket should not ride up on the patron's body in the water. Completely secure any straps, buckles or ties associated with the life jacket.
- The patron(s) are properly using the life jacket. Correct any improper wearing or use of life jackets. Do not allow patrons to wear multiple life jackets or stack multiple life jackets on top of each other to be used as floats.



Chapter 4 Review (continued)

3. Many facilities have unique challenges that demand different kinds of surveillance. For each situation listed below, list two guidelines you should keep in mind when providing surveillance for patrons.

Guarding areas for young children:

Answers include:

- Older children might be too large for some structures, or their play might be too rough for young children.
- Toddlers who are still learning to walk may fall easily. If they fall down in water, they usually cannot lift themselves to an upright position, even if the water is ankle or knee deep.
- Children often get lost. Remind adults to supervise their children at all times.
- You must watch out for young children using the pool as a toilet. The facility should have procedures for preventing and addressing the situation, including handling fecal incidents, which follow local health department guidelines.
- Children usually do not think about overexposure to the sun or hypothermia. If a child is becoming sunburned or overly cold, immediately inform the child's parent or guardian.

Play structures:

Answers should include:

- Do not let a play structure become overcrowded. Be prepared to restrict the number of patrons using it at one time.
- Do not allow patrons to swim underneath structures.
- Watch that patrons return to the surface after dropping into the water from a floating feature. Swimmers can be surprised by the fall or become disoriented, especially if they do not realize they will be dropping into deep water.
- Pay close attention to children playing in and around sprays, fountains and interactive water-play structures. These attractions usually are in shallow water. Excited children may run and fall. A very young child who falls might not be able to get back up or may strike their head.
- Pay close attention to patrons in moving water. Moving water can surprise people. They might lose their balance and be unable to stand up again.
- Watch for overcrowding and horseplay on floating structures. These structures are tethered to the bottom of the pool; some allow patrons to walk from one floating structure to another while holding onto an overhead rope.
- Keep play safe and orderly.
- Patrons may climb onto floating toys and jump back into the water. They may not notice what is around them and jump onto other swimmers or into water that is over their heads.
- Patrons may throw balls and other toys and hit unsuspecting swimmers, resulting in injury.



Chapter 4 Review (continued)

4. Identify three strategies for ensuring safe group visits.

Answers include:

- **Booking procedure.** Before the visit, group leaders should provide the aquatic facility with information about how many group members and supervisors will be visiting, including swimmer characteristics such as percentage of swimmers and non-swimmers.
- **Safety orientation.** Conducted when the group first arrives at the facility.
- **Classification of swimming abilities/Swim testing.** Swim tests are administered to determine if a visitor has the minimum level of swimming ability required to participate safely in activities, such as swimming in water over their head or riding on certain slides.
- **Designation of swimming areas.** Swimming areas should be clearly marked and defined according to swimmers' abilities and intended use.
- **Identification of group leaders or adult chaperones.** Your facility should use an identification system so that lifeguards and other facility staff can easily locate group leaders or adult chaperones.
- **Buddy systems and buddy checks.** Provide an additional layer of protection, specifically with larger groups including camps.

5. Why is it important to educate your patrons about safety in, on and around the water?

Answers should include:

- Patrons need to know about the risks that can cause injury.
- Patron education and instruction on how to use equipment and follow rules can prevent behaviors that lead to injury.
- Patrons may be unfamiliar with facility features, or be so excited that they do not read signs or pay attention to rules.

6. You are in the lifeguard office taking a break from surveillance duty and a camp counselor requests a swim test for a new camper. You use the Red Cross water competency sequence to conduct a swim test. Describe these steps in order:

- 1) Enter the water and completely submerge.
- 2) Recover to the surface and remain there for at least one minute (floating or treading).
- 3) Rotate 360 degrees and orient to the exit.
- 4) Level off and propel yourself on the front or the back through the water for at least 25 yards.
- 5) Exit from the water.



Chapter 4 Review (continued)

ADDITIONAL REVIEW QUESTIONS FOR WATERFRONT LIFEGUARDS:



1. At waterfront facilities using swim tests for group visits, areas for nonswimmers should:

- A** | Begin in shallow water and grade seamlessly into deep water appropriate for swimmers.
- B** | Be separated from the swimmer area with a continuous barrier, such as a pier or buoyed lifeline.
- C** | Extend slightly into deep water for practice.
- D** | Include designated deep water areas for diving.



Chapter 4 Review (continued)

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK & AQUATIC ATTRACTION LIFEGUARDS:



- 1. Many facilities have unique challenges that require different guarding strategies. For each situation listed below, list two guidelines you should keep in mind when guarding patrons at the following attractions.**

Aquatic attractions:

Answers should include two of the following:

- Watch patrons as they enter and exit an attraction. Dispatch patrons safely on a ride at set intervals. Dispatching is the method of informing patrons when it is safe for them to proceed on a ride.
- Carefully watch both the water below and the activities overhead.
- Keep patrons in view as long as possible. Keeping patrons in view can be a problem on some attractions. Structures, such as caves, enclosed tubes, bridges and buildings might prevent you from seeing patrons at all times. When a patron goes out of sight, watch to make sure that they emerge safely on the other side.
- Ensure that patrons who submerge return to the surface. The excitement may cause weak swimmers or non-swimmers to overestimate their abilities or underestimate the water's depth.
- Be aware of special risks. Structures designed to have patrons sit or climb on them, or swim over or under them, pose hazards. Supervise patrons carefully. Someone who falls off of a mat, raft or tube might be injured or pose a hazard to another patron.

Wave pools:

Answers should include two of the following:

- Ensure that patrons enter only in the shallow end.
- When the waves are on, stand up to get a better view of patrons.
- Watch for swimmers who get knocked over by the waves or carried into deeper water by the undercurrent. Inexperienced swimmers may go to where the waves break because of the excitement.
- Do not let patrons dive into the waves or dive through inner tubes.
- Keep the areas around ladders and railings clear so that patrons can exit from the pool quickly.
- Keep other swimmers out of the pool during special activities like surfing. The surfboards or boogie boards in the wave pool can present a hazard to others.
- Before performing an emergency rescue, turn the waves off using the emergency stop (E-stop) button at the lifeguard chair.
- Rotate positions only when the waves are off.



Chapter 4 Review (continued)

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK & AQUATIC ATTRACTION LIFEGUARDS:



2. What additional challenges might you face when enforcing rules in a waterpark?

Answers include:

- Background music
- Loud patrons
- Large crowds
- Movement/current of a winding river

3. What are some responsibilities of a lifeguard assigned the landing zone of a slide?

Answers should include:

- Helping riders exit the ride.
- Ensuring that the landing zone is clear.
- Communicating with the dispatching lifeguard.
- Moving ride vehicles onto a conveyor or stacking them to be used by other patrons.

4. What are some examples of rules or policies that might be found in a waterpark setting?

Answers should include:

- Height or weight requirements for attractions
- Specific rules for ride vehicles
- Proper ride positions
- No forming chains on a winding river



Chapter 5 Review

1. Why should an EAP be facility specific?

So that all staff know their responsibilities as it relates to that facility. Factors such as the facility's layout, number of staff on duty at a time, location of backup lifeguards and other safety team members, equipment used and typical response times of the local emergency medical services (EMS) system are included in the plan and depend on the facility.

2. Provide three examples of situation-based EAPs.

Answers should include three of the following:

- Water emergency—Drowning victim—active
- Water emergency—Drowning victim—passive
- Water emergency—Spinal injury victim
- Water emergency—Missing person
- Land emergency—Injury or illness
- Evacuations
- Sheltering in place
- Severe weather
- Chemical spills or leaks
- Power failures
- Violence
- Thefts in progress

3. Place the following EAP actions in order for a situation where the victim is responsive and does not require additional care:

- 2 Rescue
- 4 Equipment check/corrective action
- 1 Signal
- 5 Return to duty
- 3 Report, advise, release



Chapter 5 Review (continued)

4. Describe the actions of the additional safety team members listed below during a rescue where the victim is unresponsive and requires additional emergency care.

Other lifeguards:

- 1) Assist with the rescue by providing emergency care.
- 2) Provide back-up zone coverage or clear the area.

Additional safety team members:

(Front desk staff, maintenance staff or others as designated by the EAP)

- 1) Summon EMS Personnel.
- 2) Bring additional equipment if necessary.
- 3) Clear the area or facility.
- 4) Control the crowd.
- 5) Meet EMS personnel.
- 6) Assist the lifeguards by providing emergency care (if trained and outlined in the EAP).

5. When completing a report, you should:

- | | |
|--|--|
| <p>A Include all details about the incident, including your opinion about how the incident happened.</p> <p>B Allow witnesses to discuss their thoughts about the incident before compiling their statement onto one report.</p> | <p>C Collect all factual information about what was seen, heard and the actions taken.</p> <p>D Not allow the victim to leave until you have completed the report and your supervisor has signed it.</p> |
|--|--|



Chapter 5 Review (continued)

6. Who should deal with questions from the media after an incident? Select all that apply.

- A** | The lifeguard who performed the rescue **D** | The company spokesperson
B | The front desk attendant who called 9-1-1 **E** | EMS personnel
C | The facility manager

Why? Only management or a designated spokesperson should talk to the media or others about an incident. Sharing details about an incident could violate a victim's privacy, which is protected by confidentiality laws. Failure to follow facility procedures for dealing with the media could lead to legal action.

7. Why might a supervisor chose NOT to re-open a facility that was closed during an emergency? Provide one example.

Answers may include:

- Not enough lifeguards ready to return to surveillance duty.
- Missing or damaged equipment.
- Spills involving blood or other potentially infectious materials have been cleaned.
- Power failure.

8. Members of the safety team, including non-lifeguard personnel, should be:

- A** | Trained and certified in first aid and CPR/AED at the same level of the lifeguard team (for professionals). **C** | Trained in CPR if they are interested in receiving training.
B | Trained in first aid and CPR for non-professionals. **D** | Trained to follow the other EAP duties that do not involve providing care.



Chapter 5 Review (continued)

9. After an emergency has been resolved, there are still three important tasks to complete. Explain each task.

Report:

Fill out the appropriate incident report form as quickly as possible after providing care.

Advise:

Give the victim safety instructions to prevent a similar incident from recurring or recommend that the person follow-up with a health care provider.

Release:

In some cases, you will release the person under their own care or to a parent, guardian, camp counselor, group leader, instructor or other staff member.

10. You must be prepared to respond to emergencies that are outside of the immediate aquatic environment and not part of your zone of responsibility. Describe three areas where these emergencies could occur.

Answers should include three of the following:

- Locker rooms
- Concession areas
- Entrance and lobby areas
- Mechanical rooms
- Playgrounds and play areas
- Parking lots



Chapter 5 Review (continued)

ADDITIONAL REVIEW QUESTIONS FOR WATERFRONT LIFEGUARDS:



1. An EAP for a missing person includes quickly checking if the person is in the water. Checking for a submerged victim is most difficult for which area?

- A** | Spa with the bottom obscured by water jets
- B** | Lap swimming area in a pool with lane lines
- C** | Underneath play structures in a swimming pool
- D** | Underneath play structures at a waterfront with murky water



Chapter 5 Review (continued)

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK & AQUATIC ATTRACTION LIFEGUARDS:



1. What additional steps might be included in the EAP for a wave pool, a winding river and the landing zone of a speed slide?

Answers should include:

- Pressing the emergency stop (E-stop) button to turn off the waves in a wave pool.
- Shutting off the flow of water in a slide or winding river.
- Stopping the dispatch of riders at a speed slide.

2. What additional actions must be taken after signaling an emergency in the following attractions?

Wave pool:

Pushing the emergency stop (E-stop) button is required to stop the waves before attempting a rescue.

Slides:

The signal must alert the lifeguard stationed at the top to stop dispatching more riders.

3. What signals would you most likely use to activate the EAP in a waterpark setting?

Answers should include:

- Whistle blast.
- Call box (pushing a button or dropping a phone).
- Pressing an e-stop button.



Chapter 6 Review

1. List the general procedures, in order, for situations involving a water rescue.

- 1) Activate the emergency action plan (EAP).
- 2) Enter the water, if necessary.
- 3) Perform an appropriate rescue.
- 4) Move the victim to a safe exit point.
- 5) Remove the victim from the water.
- 6) Provide emergency care as needed.
- 7) Report, advise and release.

2. What are some factors that should be considered when deciding how to enter the water? Select all that apply.

- | | |
|---------------------------------------|-----------------------------------|
| A Location of the victim | E Water temperature |
| B Location of other swimmers | F Your location |
| C Size of the victim | G Facility design/set-up |
| D Condition of the victim | H Type of equipment used |

3. In addition to the correct answer(s) above, what additional factors should be considered when deciding how to enter the water and why?

Answers may include:

- **Water depth and/or design of the lifeguard station**; different entries are recommended for different water depths and various lifeguard stations/positions:
 - The slide-in entry is safest in most conditions, including shallow water.
 - The stride jump should only be used if the water is at least 5-feet deep and you are no more than 3-feet above water.
 - The compact jump should only be used when the water is at least 5-feet deep and can be used from the deck or from a height, such as on a lifeguard stand.
 - The run-and-swim entry should be used to enter the water from a zero-depth entry, gradual slope facility.
- **Obstacles in the water** (including people and lane lines); it may not be safe to enter the water using a compact jump or stride jump if your zone is crowded or contains obstacles.
 - The slide in-entry is useful in a crowded pool or in an area with obstacles.



Chapter 6 Review (continued)

4. Identify the appropriate entry for each scenario listed below:

SCENARIO	ENTRY
You are seated on an elevated lifeguard stand in the deep end during recreational swim and spot a passive-drowning victim. The area surrounding your station is clear of patrons and objects.	Compact Jump
You are searching your zone from an elevated station when you spot a patron who appears to have a head injury as a result of diving in shallow water.	Slide-In Entry
You spot an active drowning victim while searching your zone from a ground-level station located in the middle of the pool where the water is 4' deep.	Slide-In Entry
You are searching your new zone as you walk toward the elevated lifeguard stand in the deep end before a rotation and you spot an active drowning victim.	Stride Jump
You have just rotated to a roving station during open swim at a crowded waterfront and spot a swimmer in distress.	Run-and-Swim

5. What are the two most common assists and when should each be used?

- 1) **Simple assist.** A simple assist can be used in shallow water and may be merely helping a person to stand. The simple assist also may be used to rescue a victim who is submerged in shallow water and is within reach.
- 2) **Reaching assist from the deck.** To assist a distressed swimmer who is close to the side of the pool or a pier, use a reaching assist from the deck by extending a rescue tube within the victim's grasp.



Chapter 6 Review (continued)

Select the appropriate rescue or extrication method for the scenarios below:

6. You are approaching a victim who is vertical in the water, near the surface in 4 feet of water. The victim is facing you and appears to be unconscious.

- A** | Active Victim Front Rescue
- B** | **Passive Victim Front Rescue**
- C** | Passive Victim in Extreme Shallow Water–Face-Up
- D** | Submerged Victim in Shallow Water

7. You are approaching a child who is facing away from you and struggling to keep their head above water.

- A** | **Active Victim Rear Rescue**
- B** | Active Victim Front Rescue
- C** | Passive Victim Rear Rescue
- D** | Passive Victim Front Rescue

8. You are approaching a victim from behind who appears to be unconscious.

- A** | Passive Victim Front Rescue followed by Extrication Using a Backboard
- B** | Passive Victim Rear Rescue followed by a Two-Person Extrication
- C** | Passive Victim Front Rescue followed by a Walking Assist
- D** | **Passive Victim Rear Rescue followed by Extrication Using a Backboard**

9. A victim in the water is not breathing.

- A** | **Always remove a victim who is not breathing from the water as soon as possible to provide care. However, if doing so will delay care, then perform in-water ventilations until you can remove the victim.**
- B** | Give ventilations in the water, then remove the victim from the water.
- C** | Give ventilations and CPR in the water for 1 minute, 30 seconds and then remove them from the water.
- D** | Wait for additional assistance to remove the victim from the water.



Chapter 6 Review (continued)

10. What are four core objectives in any rescue situation?

Answers should include the following:

- Ensure the safety of the victim, yourself and others in the vicinity. This includes the entry, approach, rescue, removal and care provided.
- Use a rescue technique that is appropriate and effective for the situation.
- Provide an appropriate assessment, always treating life-threatening conditions first.
- Handle the rescue with a sense of urgency.



Chapter 6 Review (continued)

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK & AQUATIC ATTRACTION LIFEGUARDS



1. What should you consider when deciding what entry to use at a wave pool?

Answers should include:

- The number of patrons.
- The height of your station.
- The depth of the water at your station.
- The mechanism of injury of the victim.
- The location of your station.

2. What attraction features might impact the removal of the victim from the water?

Answers should include:

- Type of exit from attraction (stairs, high edges, ladder, zero entry, etc.).
- Ride vehicles.
- Water movement (current or waves).
- Shape of the attraction (e.g., walls of a speed slide).



Chapter 7 Review

1. Touching soiled dressings that are contaminated with potentially infectious material is an example of:

- A | Indirect contact**
- B | Direct contact**
- C | Droplet contact**
- D | Vector-borne contact**

2. Examples of work practice controls include:

- A | Disposing of sharp items in puncture resistant, leak-proof, labeled container**
- B | Removal and proper disposal of soiled protective clothing as soon as possible**
- C | Cleaning/disinfecting all equipment and work surfaces possibly soiled by blood or other potentially infectious material**
- D | All of the above**

3. The OSHA recommended solution to use for disinfecting contaminated or soiled equipment and surfaces is:

- A | 4 cups of bleach per gallon of water**
- B | 1 cup of ammonia per gallon of water**
- C | 1/4 cup of antibacterial soap per gallon of water**
- D | 1 part bleach per 9 parts water**

4. Place the following general procedures for injury or sudden illness on land in order:

- 2** Perform a primary assessment.
- 5** Provide care for the conditions found.
- 3** Summon EMS, if needed and not already done.
- 1** Size up the scene.
- 6** Report, advise and release.
- 4** Perform a secondary assessment.



Chapter 7 Review (continued)

5. Describe six actions you should take or determinations that you should make while performing a scene size-up:

- 1) Use your senses to check for hazards that could present a danger to you or the victim.
- 2) Use appropriate PPE.
- 3) Determine the number of injured or ill victims.
- 4) Determine what caused the nature of the illness; look for clues to what may have caused the emergency and how the victim became injured or ill.
- 5) Form an initial impression that may indicate a life-threatening emergency.
- 6) Determine what additional resources may be needed.

6. Provide a situation and specific example of when you should move a victim who is on land.

Answers may include:

- You are faced with immediate danger. Examples include but are not limited to:
 - Fire or immediate risk of fire
 - Severe weather
 - Chemical spills
- You need to get to other victims who have more serious injuries or illnesses such as an unresponsive victim who is not breathing or has no pulse.
- It is necessary to provide appropriate care. Examples include but are not limited to:
 - Moving a victim to the top or bottom of a flight of stairs to perform CPR.



Chapter 7 Review (continued)

7. If you are alone when responding to someone who is ill, you must decide whether to Call First or Care First.

When should you Call First?

Call 9-1-1 or the designated emergency number first, before providing care for:

1. Any adult or child about 12 years of age or older who is unresponsive.
2. A child or an infant who you witnessed suddenly collapse.
3. An unresponsive child or infant known to have heart problems.

When should you Care First?

Care First (provide 2 minutes of care, then call 9-1-1 or the designated emergency number) for:

1. An unresponsive child (younger than about age 12) who you did not see collapse.
2. Any victim suspected of drowning.

8. How do you tell the difference between an adult, a child and an infant?

Adult: Puberty and older.

Child: 1-year to puberty (development of breasts in girls and underarm hair in boys).

Infant: Up to 1 year.

9. During the primary assessment, you find the victim is not breathing and has no pulse. When would you give 2 ventilations before starting CPR?

For a drowning victim pulled from the water.



Chapter 8 Review

1. **Fill in the blanks:** Lack of oxygen can eventually stop the heart (cardiac arrest) and prevent blood from reaching the brain and other vital organs in as little as 3 minutes after submerging. Brain cell damage or death begins to occur within 4 to 6 minutes.

2. **Describe the two types of respiratory emergencies:**

Respiratory distress: A condition in which breathing becomes difficult.

Respiratory arrest: A condition in which breathing stops.

3. **List five possible causes of respiratory distress.**

Answers should include five of the following:

- A partially obstructed airway
- Illness
- Chronic conditions, such as asthma and emphysema
- Congestive heart failure
- Electrocution, including lightning strikes
- Heart attack
- Injury to the head, chest, lungs or abdomen
- Allergic reactions
- Drug overdose
- Poisoning
- Emotional distress
- Anaphylactic shock

4. **When caring for a person in respiratory distress:**

- | | |
|---|---|
| A Ask the victim to stand and lean back to make breathing easier. | C Do not allow the victim to take their prescribed medication. |
| B Determine the exact cause of respiratory distress before providing initial care. | D Maintain an open airway and summon EMS personnel. |



Chapter 8 Review (continued)

5. List five possible causes of respiratory arrest.

Answers should include five of the following:

- Drowning
- Obstructed airway (choking)
- Injury to the head, chest, lungs or abdomen
- Illness, such as pneumonia
- Respiratory conditions, such as emphysema or asthma
- Congestive heart failure
- Heart attack
- Coronary heart disease (such as angina)
- Allergic reactions (food or insect stings)
- Electrocution, including lightning strikes
- Shock
- Poisoning
- Drug overdose
- Emotional distress

6. When checking to see if someone is breathing (circle all that apply):

- | | |
|---|---|
| A Look to see if the victim's chest clearly rises and falls. | D Look away from the victim's chest. |
| B Check for breathing before checking for a pulse. | E Keep the victim's mouth closed. |
| C Check for breathing and a pulse simultaneously. | F Listen and feel for air against the side of your face. |

7. Fill in the blanks. The normal breathing rate for an adult is between 12 and 20 breaths per minute.

8. What is a lifeguard's objective when caring for a drowning victim who is not breathing?

To get the victim's mouth and nose out of the water, open the airway and give ventilations as quickly as possible.



Chapter 8 Review (continued)

9. When giving ventilations to an adult who is not breathing but has a definitive pulse, you should give ventilations:

- A** | 2 every 5 to 6 seconds
- B** | 2 every 3 seconds
- C** | 1 every 3 seconds
- D** | 1 every 5 to 6 seconds

10. When giving ventilations to a child who is not breathing but has a definitive pulse, you should give ventilations:

- A** | 2 every 5 to 6 seconds
- B** | 2 every 3 seconds
- C** | 1 every 3 seconds
- D** | 1 every 5 to 6 seconds

11. What should you do if you are giving ventilations and the victim's chest does not rise after the first breath?

When giving ventilations, if the chest does not rise after the first breath, reopen the airway, make a seal and try a second breath. If the breath is not successful, move to compressions and check the airway for an obstruction before attempting subsequent ventilations. If an obstruction is found, remove it and attempt ventilations. However, never perform a blind finger sweep.

12. All of the following describe appropriate care for a conscious person with an airway obstruction (choking) EXCEPT:

- A** | Check the victim for breathing and a pulse for no more than 10 seconds.
- B** | Perform a combination of 5 back blows followed by 5 abdominal thrusts.
- C** | Obtain consent; if the victim is a child, get consent from a parent or guardian.
- D** | If the victim cannot cough, speak or breathe, activate the EAP and have someone summon EMS.



Chapter 8 Review (continued)

13. If a conscious choking victim becomes unresponsive, what should you do?

- Carefully lower the victim to a firm, flat surface.
- Send someone to get an AED, and summon additional resources if appropriate and you have not already done so.
- Immediately begin CPR with chest compressions.



Chapter 9 Review

1. Describe the five links in the Cardiac Chain of Survival for adults:

- Recognition of cardiac arrest and activation of the emergency response system.
- Early CPR to keep oxygen-rich blood flowing and to help delay brain damage and death.
- Early defibrillation to help restore an effective heart rhythm and significantly increase the patient's chance for survival.
- Advanced life support using advanced medical personnel who can provide the proper tools and medication needed to continue the lifesaving care.
- Integrated post-cardiac arrest care to optimize ventilation and oxygenation and treat hypotension immediately after the return of spontaneous circulation.

2. Fill in the blank: For each minute CPR and defibrillation are delayed, the victim's chance for survival is reduced by about ____ percent.

3. What should you do if you think someone is having a heart attack?

- Take immediate action and summon EMS personnel.
- Have the victim stop any activity and rest in a comfortable position.
- Loosen tight or uncomfortable clothing.
- Closely monitor the victim until EMS personnel take over. Note any changes in the victim's appearance or behavior.
- Comfort the victim.
- Be prepared to perform CPR and use an AED.

4. Signs of cardiac arrest include (circle all that apply):

A | Sudden collapse

D | Unresponsiveness

B | Vomiting

E | Rapid pulse

C | No pulse



Chapter 9 Review (continued)

5. What is the objective of CPR?

To perform a combination of effective chest compressions and ventilations to circulate blood that contains oxygen to the victim's brain and other vital organs.

6. Fill in the blanks: Compressions given at the correct rate are at least 100 per minute to a maximum of 120 per minute.

7. What is the appropriate compression depth when providing CPR on an adult?

- A** | At least 2 inches but no more than 2.4 inches
- B** | At least 2.4 inches but no more than 3 inches
- C** | 2 inches
- D** | 1½ inches

8. When providing two-rescuer CPR, when should rescuers change positions?

- A** | At least every 2 minutes
- B** | After 5 cycles of 30 compressions and 2 ventilations
- C** | During the analysis of the AED
- D** | All of the above

9. You arrive on the scene when another lifeguard is performing CPR, what should you do first?

Confirm that EMS personnel have been summoned. If EMS personnel have not been summoned, do so before getting the AED or assisting with care.



Chapter 9 Review (continued)

10. When performing two-rescuer CPR on an infant, describe how lifeguards should modify the following:

Compression-to-ventilation ratio:

Change from (30:2) to (15:2). This provides more frequent ventilations for infants.

The compression technique:

Use the encircling thumbs technique.

11. Provide three examples why a lifeguard could or should stop CPR:

Answers should include three of the following:

- You see an obvious sign of life, such as normal breathing or victim movement.
- An AED is ready to analyze the victim's heart rhythm.
- Other trained responders, such as a member of your safety team or EMS personnel, take over and relieve you from compression and ventilation responsibilities.
- You are presented with a valid do not resuscitate (DNR) order.
- You are alone and too exhausted to continue.
- The scene becomes unsafe.

12. True or False: It is not appropriate to use an AED on a victim who is pregnant?

False

Why?

Defibrillation shocks transfer no significant electrical current to the fetus. The mother's

survival is paramount to the infant's survival.



Chapter 10 Review

1. When completing a secondary assessment, lifeguards use **SAMPLE** to gather a brief history of the responsive victim. What does the mnemonic **SAMPLE** stand for?

- S** Signs and Symptoms
- A** Allergies
- M** Medications
- P** Pertinent past medical history
- L** Last oral intake
- E** Events leading up to the incident

2. List five symptoms of sudden illnesses:

Answers should include five of the following:

- Changes in LOC, such as feeling light-headed, dizzy or becoming unconscious
- Nausea or vomiting
- Difficulty speaking or slurred speech
- Numbness or weakness
- Loss of vision or blurred vision
- Changes in breathing; the person may have trouble breathing or may not be breathing normally
- Changes in skin color (pale, ashen or flushed skin)
- Sweating
- Persistent pressure or pain
- Diarrhea
- Paralysis or an inability to move
- Severe headache



Chapter 10 Review (continued)

3. List the general precautions for injury or sudden illness on land:

- 1) Care for any life-threatening conditions first.
- 2) Monitor the victim's condition and watch for changes in LOC.
- 3) Keep the victim comfortable and reassure them.
- 4) Keep the victim from getting chilled or overheated.
- 5) Do not give the victim anything to eat or drink unless the victim is awake, able to swallow and follow simple commands and intake is indicated based on the treatment recommendations.
- 6) Care for any other problems that develop, such as vomiting.

4. How should you provide care for a victim experiencing a diabetic emergency?

If it is available, give 15 to 20 grams of sugar in the form of glucose tablets to the victim. If not available, 15 to 20 grams of sugar from several sources can be given including glucose- and sucrose-containing candies, jelly beans, orange juice or whole milk.

5. When would you summon EMS personnel for a victim of a diabetic emergency? Provide two examples.

Answers should include two of the following:

- The person is unresponsive.
- The person is responsive but not fully awake and unable to swallow.
- The person does not feel better within about 10 to 15 minutes after taking sugar or gets worse.
- A form of sugar cannot be found immediately. Do not spend time looking for it.



Answers should include three of the following:

- 7. You are lifeguarding at a crowded facility and recognize a patron in the water who appears to be having a seizure. Place the following response and care steps in order.**

Remove the person from the water.	3
Perform a primary assessment.	4
Support the person with their head above water until the seizure ends.	2
Summon EMS personnel.	1
If breathing normally, position the victim on their side and monitor airway and breathing.	5

A | Cardiac arrest

B | Diabetic emergency

C | Seizure

D | Stroke



Chapter 10 Review (continued)

9. What does FAST stand for?

- F** Face
- A** Arms
- S** Speech
- T** Time

When would you use it? Use this stroke screening scale to identify and care for a victim of stroke.

10. What are a lifeguard's objectives while waiting for EMS personnel to arrive?

- 1) Care for any life-threatening conditions first.
- 2) Help the victim rest in a comfortable position and reassure them. If there are signs and symptoms of shock, lie the person flat.
- 3) Monitor the victim's condition and watch for any changes in LOC.
- 4) Keep the victim from getting chilled or overheated (care for shock).
- 5) Care for other problems that develop, such as vomiting.



Chapter 10 Review (continued)

11. The following are signs and symptoms of shock, EXCLUDING:

- | | |
|---|---|
| A Altered level of consciousness | C Restlessness or irritability |
| B Warm or dry skin | D Nausea or vomiting |

12. Fill in the blank. Heat Stroke is a life-threatening condition that occurs when the body's systems are overwhelmed by heat and stop functioning.

List three signs and symptoms of the condition described above:

Answers should include three of the following:

- Changes in LOC
- Skin that is hot to the touch
- Skin that is wet or dry or appears red or pale
- Vision disturbances
- Seizures
- Vomiting
- Rapid and shallow breathing
- Rapid and weak pulse
- Lack of sweating



Chapter 11 Review

1. Head, neck or spinal injuries often are caused by high-impact/high-risk activities. List three examples of high-impact/high-risk activities in an aquatic environment.

Answers should include three of the following:

- Entering head-first into shallow water
- Falling from greater than a standing height
- Entering the water from a height, such as a diving board, water slide, an embankment, cliff or tower
- Striking a submerged or floating object
- Receiving a blow to the head
- Colliding with another swimmer
- Striking the water with high impact, such as falling while water skiing or surfing

2. Place the general rescue procedures for caring for a head, neck or spinal injury in the water in order:

Check for responsiveness and breathing.	4
Activate the EAP.	1
Perform a rescue providing manual in-line stabilization.	3
Re-assess the victim's condition and provide appropriate care.	6
Safely enter the water.	2
Remove the victim from the water using the appropriate spinal backboarding procedure.	5



Chapter 11 Review (continued)

3. Fill in the blank. The head splint technique is used for performing manual in-line stabilization for victims in the water.

4. Backboards are a standard piece of rescue equipment used at aquatic facilities for immobilizing and removing the victim from the water. Backboards work best when they are equipped with:

- 1) A chest strap to secure the victim to the board
- 2) A head-immobilizer device that can be attached to the top, or head-end, of the board.

5. You enter the water to rescue a victim with a suspected spinal injury. You determine that the victim is not breathing. What should you do next?

- | | |
|---|---|
| A Remove the victim from the water using the Passive Victim Extrication technique. | C Remove the victim water using a Modified Spinal Backboarding procedure. |
| B Remove the victim from the water using the Spinal Backboarding procedure. | D Delay removal from the water and provide 2 minutes of in-water ventilations. |

6. The following statements describe appropriate rescue techniques for a victim with a suspected spinal injury, EXCEPT:

- | | |
|---|--|
| A If the victim is in shallow water, you do not need to use a rescue tube to support yourself. | C If the victim is small and is in shallow water, you do not need to use a backboard to extricate the victim. |
| B If the victim is submerged, you should not use the rescue tube when submerging and bringing the victim to the surface. | D If the victim is at the surface in deep water, you may need a rescue tube to support yourself and the victim. |



Chapter 11 Review (continued)

7. When rescuing a victim of a suspected head, neck or spinal injury using the spinal backboarding procedure, communication with the victim is important. What should lifeguards tell the victim?

Answers include:

- Let the victim know what you are doing.
- Reassure the victim along the way.
- Tell the victim not to nod or shake their head but instead say “yes” or “no” to answer questions.

8. Describe four ways that additional lifeguards can help during spinal backboarding and extrication from the water.

Answers should include four of the following:

- Helping to submerge, position, and stabilize the backboard on deck
- Supporting the in-water rescuer in deep water
- Supporting the backboard while the chest strap and head-immobilizer are secured.
- Securing the chest strap or the head-immobilizer device
- Communicating with and reassuring the victim
- Guiding the backboard as it is being removed from the water
- Removing the backboard from the water
- Providing care after the victim has been removed from the water



Chapter 11 Review (continued)

ADDITIONAL REVIEW QUESTIONS FOR WATERFRONT LIFEGUARDS:



1. Special considerations for spinal injuries at a facility with a beach or other zero-depth entry may include:

- A** | Injury from board diving and extrication from deep water onto a pier high above the water.
- B** | Injury from exiting a slide and dealing with current in a catch pool.
- C** | Injury from plunging during a running entry, in-line stabilization and extrication from extremely shallow water.
- D** | Injury from fall from play structure, dealing with victim's life jacket during stabilization and extrication.

2. How should lifeguards extricate a suspected spinal injury victim who is secured to a backboard from a zero-depth or sloping entry waterfront?

After reaching the zero-depth entry, the lifeguards slightly lift the head-end of the backboard, carefully pulling the backboard and victim out of the water. Gently lower the backboard and victim to the ground once out of water using proper lifting techniques to prevent injury.



Chapter 11 Review (continued)

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK & AQUATIC ATTRACTION LIFEGUARDS:



- 1. How should lifeguards extricate a suspected spinal injury victim who is secured to a backboard from a zero-depth entry wave pool?**

After reaching the zero-depth entry, the lifeguards slightly lift the head-end of the backboard, carefully pulling the backboard and victim out of the water. Gently lower the backboard and victim to the ground once out of water using proper lifting techniques to prevent injury.

- 2. When rescuing a suspected head, neck or spinal injury victim from a winding river or other moving water attraction, moving water and objects in the water can pull or move the victim. What should be done to help minimize movement and protect the victim?**

Answers include:

- Push the emergency stop button.
- Ask other lifeguards or patrons for help in keeping objects and people from floating into the rescuer while they are supporting the victim.
- Keep the victim's head pointed upstream.
- Place the victim on a backboard by following the facility's spinal backboarding procedure.



Chapter 11 Review (continued)

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK & AQUATIC ATTRACTION LIFEGUARDS:



3. What actions should lifeguards take when responding to a victim with a suspected head, neck or spinal injury in a catch pool?

- Immediately signal to other lifeguards or dispatchers to stop sending riders.
- If possible, stop the flow of water by pushing the emergency stop button.
- Once in-line stabilization is achieved and the victim is turned face-up, move the victim to the calmest water in the catch pool if water is still flowing. If several slides empty into the same catch pool, calmer water usually is between two slides.
- Place the victim on a backboard by following the facility's spinal backboarding procedure.

4. What challenges might you encounter when responding to a head, neck or spinal injury in a waterpark? Consider different attractions such as a wave pool, winding river, speed slide, etc.

Answers include:

- Water movement (current or waves)
- Ride vehicles
- Tight spaces such as steps on a tower or walls on a speed slide

SECTION D | WATERFRONT SKILLS

MODULE OUTLINE

L—Lecture/Guided Discussion | **A**—Activity | **V**—Video

LSP—Land Skills Practice | **WSP**—Water Skills Practice

ACTIVITY	METHOD	TIME
Introduction to the Waterfront Skills Module	L	10 minutes
Verification of Certification Prerequisite	A	5 minutes
Verification of Swimming Skills	WSP	40 minutes
Unique Aspects of Waterfront Lifeguarding	L	45 minutes
Waterfront Rescue Skills Video: <i>Waterfront Rescue Skills</i>	V	15 minutes
In-Water Skill Session: Waterfront Rescue Skills <ul style="list-style-type: none"> ■ Skill: Run-and-Swim Entry ■ Skill: Walking Assist ■ Skill: Beach Drag ■ Skill: Head-Splint—Face-Down in Extremely Shallow Water ■ Skill: Searching Shallow-Water Areas ■ Skill: Entering the Water with Mask and Fins ■ Skill: Feet-First Surface Dive with Mask and Fins ■ Skill: Head-First Surface Dive with Mask and Fins ■ Skill: Searching Deep-Water Areas ■ Skill: Approaching a Victim on a Rescue Board ■ Skill: Rescuing an Active Victim with a Rescue Board ■ Skill: Rescuing a Passive Victim with a Rescue Board 	WSP	3 hours
Putting It All Together	WSP	20 minutes
Final Written Exam: Waterfront Skills Module	A	25 minutes
Closing	L	5 minutes
Total Waterfront Skills module time		5 hours, 45 minutes

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WATERFRONT SKILLS MODULE

Module Length: 5 hours, 5 minutes

GUIDANCE FOR THE INSTRUCTOR

To complete this session and meet the lesson objectives, you must:

- Verify participant age.
- Verify participant certification prerequisite (Lifeguarding/First Aid/CPR/AED).
- Conduct the prerequisite swimming skills evaluation.
- Discuss all points in the topic Unique Aspects of Waterfront Lifeguarding.
- Show the video segment “Waterfront Rescue Skills.”
- Conduct the skill practice for Waterfront Rescue Skills.
- Conduct the skill drill for Putting It All Together—Timed Response.
- Administer the final written exam.

MODULE OBJECTIVES

- Demonstrate proficiency in all of the prerequisite skills.
- Describe the unique aspects of waterfront lifeguarding.
- Demonstrate how to perform the waterfront rescue skills safely and effectively.

ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Waterfront Skills Module Course Presentations
- “Waterfront Skills” segment on the *Lifeguarding DVD*
- Timing device, such as a stopwatch or smartphone with a stop watch feature
- 10-pound object (a diving brick or weight), one for every five participants
- Three diving rings
- Masks, assorted sizes, one per participant
- Fins, assorted sizes, one pair per participant
- Rescue board, one for every five participants
- Waterfront Skills checklist
- Copies of Waterfront Skills written exams (exams A and B) and answer sheets, one for each participant
- Answer keys for Waterfront Skills written exams

MODULE PREPARATION

- Send participants the *Sample Letter to Waterfront Skills Participants*, available in Appendix A to set expectations and help participants prepare for the module.
- To save time, have all equipment and materials set up before the start of the class.
- Fill in participant names on the Waterfront Skills checklist, available on Instructor’s Corner.



INSTRUCTOR NOTES

- When conducting the Waterfront Skills precourse evaluation:
 - If conducting the Waterfront Skills module immediately following a full or review Lifeguarding course, it is recommended that participants perform the prerequisites for the Waterfront Skills module at the start of the Lifeguarding course. If the prerequisite evaluation for Waterfront Skills module is not completed first, then it must be completed as a precourse session for the Waterfront Skills module.
 - Have participants perform the prerequisite skills only for the Waterfront Skills module.
 - If a candidate is not successful on the first attempt at the prerequisite skills, they have only one opportunity to re-attempt the prerequisites after sufficient rest, prior to the first scheduled class session.
 - The individual should not be judged on stroke mechanics, but rather on their overall demonstration of swimming strength, endurance, comfort in the water and ability to meet the time requirements.
 - Participants may use goggles for the 550-yard swim. This is the only activity where participants are permitted to use goggles. Participants may not use goggles for the timed event, treading water or during other Waterfront Skills course activities. Use of masks is permitted during course activities only where indicated.
 - During the timed precourse event, participants must retrieve a 10-pound object, such as a dive brick or weight, and then swim on their back with both hands on the object.
- On an individual basis, after the precourse session has ended, advise each participant who did not meet the prerequisites that:
 - Entry into the Red Cross Waterfront Skills module is strictly limited to those who meet the minimum age and prerequisite certification requirement and have successfully completed the prerequisite swimming skills evaluation.
 - Failure to have attained the appropriate skill level could pose a safety threat to themselves and to others in the class.
 - Participants who do not successfully complete the precourse evaluation may not continue in the course. Instructors should suggest developmental training opportunities and explain the specific skills that the individual needs to improve to be eligible should the candidate choose to participate in the Waterfront Skills module in the future.
- Participants must have access to their own manual throughout the course in either digital or print format. When using a digital manual, a tablet or laptop should be used to ensure proper viewing. The manual should not be displayed on a cell phone.
- The purpose of the timed response skill drill is for participants to gain experience with a scenario that includes a waterfront rescue, extrication and providing ventilations and one-rescuer CPR. This drill challenges participants to perform the rescue, extricate the victim, perform a primary assessment and give two ventilations in less than 1 minute, 30 seconds followed by 3 minutes of one-rescuer CPR.

FACILITY REQUIREMENTS

- To ensure consistency in course delivery, facilities must be used that meet the guidelines for conducting the course activities and performing skills, including:
 - A swimming area that has no surf, is free from obstructions and has sufficient space and depth for skills practice, in-water activities, practice teaching, and skills evaluations.
 - A pool is recommended for the precourse skills evaluation, in-water skill practice, teaching and skills evaluations.
 - A zero-depth of gradual sloping area is ideal for practicing entry and exit skills; however, shallow water can be used.
 - An extreme shallow water area is required for practicing care for spinal injuries.
- More than one facility can be used to accommodate the lesson plan activities.
- An adequate number of certified lifeguards, sufficient to respond to an emergency per the facility emergency action plan, must be on duty during all in-water sessions. Lifeguard(s) with no duties beyond those of patron/participant surveillance must be present during all in-water activities. Course participants and/or Instructor(s) may NOT act as the lifeguard on duty.

TEACHING TIPS

- You must be able to observe and evaluate each participant's skills during the prerequisite swimming skills evaluation.
- Encourage participants to complete the Waterfront Skills review questions in the *Lifeguarding Manual* after reading each chapter.

TOPIC: INTRODUCTION TO THE WATERFRONT SKILLS MODULE

Time: 10 minutes

INTRODUCTION

GUIDED DISCUSSION:



- Welcome prospective participants and introduce yourself. Identify yourself as an American Red Cross instructor. Briefly tell about your background in aquatics. Include introductions of co-instructors and aides, if applicable.
- Review facility policies, including emergency procedures. Give the locations of restrooms, locker rooms, water fountains and details unique to your facility. Also, identify the location of the automated external defibrillator (AED) and first aid kit.
- Have participants briefly introduce themselves.
- Explain that the purpose of the Waterfront Skills module is to teach lifeguards the skills and knowledge needed to prevent and respond to emergencies in non-surf, open-water areas found at public parks, resorts, summer camps and campgrounds.
- Explain the requirements to pass the module:
 - Demonstrate competency in all required skills and activities.
 - Correctly answer at least 80 percent of the questions in the written exam.
- Explain that upon successful completion of the module, participants will receive an American Red Cross certificate for Waterfront Skills that is valid for no more than 2 years. The Waterfront Skills certificate is only valid when accompanied by a current American Red Cross Lifeguarding/First Aid/CPR/AED certificate.



Instructor's Note: *If conducting the Waterfront Skills module immediately following a full or review Lifeguarding course, it is recommended that participants perform the prerequisites for the Waterfront Skills module at the start of the Lifeguarding course. If the prerequisite evaluation for Waterfront Skills module is not completed at this time, then it must be completed as a precourse session for the Waterfront Skills module.*

- Explain to participants that they must successfully complete the swimming prerequisites to verify swimming ability to continue in the Red Cross Waterfront Skills module:
 1. Swim 550 yards continuously demonstrating breath control and rhythmic breathing. Candidates must demonstrate the ability to swim both the front crawl and breaststroke. Swimming on the back or side is not allowed. Swim goggles are allowed.
 2. Tread water for 2 minutes using only the legs. Candidates should place their hands under the armpits.
 3. Complete a timed event within 1 minute, 40 seconds.
 - Starting in the water, swim 20 yards using front crawl or breaststroke. The face may be in or out of the water for this. Swim goggles are not allowed.
 - Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.
 - Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object.
 - Exit the water without using a ladder or steps.
 4. Swim 5 yards, submerge and retrieve three dive rings placed 5 yards apart in 4 to 7 feet of water, resurface, and swim 5 yards to the side of the pool.

TOPIC: **VERIFICATION OF AGE AND CERTIFICATION PREREQUISITE**

Time: 5 minutes

VERIFICATION OF PREREQUISITES

ACTIVITY:



- Check the eligibility of participants to participate in the module by checking their American Red Cross Lifeguarding/First Aid/CPR/AED certification.

TOPIC: **SWIMMING SKILLS EVALUATION**

Time: 40 minutes

VERIFICATION OF SWIMMING SKILLS

ACTIVITY:



- Explain to prospective participants that they must successfully complete four swimming prerequisites to continue in the Waterfront Skills module.
- Refer to the Skill Assessment Chart to evaluate performance of each prospective participant. Record completion of each skill on the Waterfront Skills Checklist.

PRECOURSE ACTIVITY 1—550-YARD SWIM

ACTIVITY:



- Explain to prospective participants that they must perform a 550-yard continuous swim using the front crawl, breaststroke or a combination of both. Swimming on the back or side is not permitted. Swim goggles are allowed.

PRECOURSE ACTIVITY 2—TREAD WATER

ACTIVITY:



- Explain to prospective participants that they must tread water for 2 minutes without support and without stopping. When treading, only the legs can be used. Candidates should place their hands under the armpits. The head must remain above the surface of the water.

PRECOURSE ACTIVITY 3—TIMED EVENT

ACTIVITY:



- Arrange the swim distance of 20 yards and place a 10-pound object at a depth of 7 to 10 feet.
- Explain that goggles are not allowed for this event.
- Evaluate each participant on the following skill to be performed within 1 minute and 40 seconds.
 - Starting in the water, swim 20 yards using the front crawl or breaststroke. The face may be in or out of the water.
 - Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.
 - Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. The participants should not swim the distance under water.
 - Exit the water without using a ladder or steps.

PRECOURSE ACTIVITY 4—UNDERWATER SWIM

ACTIVITY:



- Arrange the swim distance area, placing three dive rings 5 yards apart in 4 to 7 feet of water.
- Explain that goggles are not allowed for this event.
- Evaluate each participant on the following skill.
 - Starting in the water, swim 5 yards. The face may be in or out of the water.
 - Submerge, swim under water and retrieve three dive rings placed 5 yards apart in 4 to 7 feet of water.
 - Return to the surface after picking up all three dive rings and continue to swim another 5 yards to complete the skill sequence.

COUNSELING AFTER THE PRECOURSE SESSIONS

ACTIVITY:



- On an individual basis, after the precourse session has ended, advise each participant who did not meet the prerequisites that entry into the Red Cross Waterfront Skills module is strictly limited to those who meet the minimum age and prerequisite certification requirement and have successfully completed the prerequisite swimming skills evaluation.
- Failure to have attained the appropriate skill level could pose a safety threat to themselves and to others in the class.
- Participants who do not successfully complete the precourse evaluation may not continue in the course.
- Instructors should suggest developmental training opportunities and explain the specific skills that the individual needs to improve to be eligible should the candidate choose to participate in the Waterfront Skills module in the future.

TOPIC: **UNIQUE ASPECTS OF WATERFRONT LIFEGUARDING**

Time: 45 minutes

UNIQUE ASPECTS OF WATERFRONT LIFEGUARDING

LECTURE
AND GUIDED
DISCUSSION:



- The Waterfront Skills module builds on the knowledge and skills learned in the Lifeguarding course. Because many aquatic facilities now have a variety of features and attractions, much of the knowledge and skills are covered in that course.
- The Waterfront Skills module teaches lifeguards the knowledge and skills needed to prevent and respond to emergencies in non-surf, open-water areas found at public parks, resorts, summer camps and campgrounds.
- Remember, your primary responsibility is to help ensure patron safety and protect lives. The main tool used to accomplish this is **patron surveillance: keeping a close watch over the people in the facility and intervening when necessary.**
Ask participants: **What are the elements of effective surveillance?**
- **Answers:** Responses should include the following:
 - Recognition of dangerous behaviors
 - Victim recognition
 - Effective scanning
 - Zone of surveillance responsibility
 - Lifeguard stations
- When considering the unique challenges for lifeguarding at a waterfront, consider what is unique to waterfront facilities:
 - Underwater hazards, including plant and marine life
 - Physical structures, such as piers and docks
 - Changing water conditions
 - Water quality

FACILITY SAFETY

LECTURE
AND GUIDED
DISCUSSION:



- Ask participants: **What underwater hazards might present concerns for waterfront facility safety?**
Answers: Responses should include the following:
 - Holes in the swimming area
 - Sudden drop-offs
 - Submerged objects, such as rocks, tree stumps and underwater plants
 - Bottom conditions (sand, rock, silt, weeds and mud)
 - Slope of the bottom and water depth
 - Shells and barnacles
 - Broken glass or other sharp objects
 - Marine life
- You should check for and, if possible, remove underwater hazards. If hazards cannot be removed, swimming areas should be positioned away from them. Floating buoys can be used to mark underwater hazards to warn patrons of their danger.
- Physical structures in the water, such as piers or docks, are often used for different activities.



- Ask participants: **What precautions should be taken with physical structures?**
Answers: Responses should include the following:
 - Ensure that floating piers, docks and rafts are anchored securely.
 - Adjust attachment points between floating sections to minimize hazards.
 - Be aware of and take steps to eliminate blind spots (obstructed views) caused by physical structures.
 - Ensure that patrons dive only in designated areas. Check the water depth daily.
 - Be aware of bottom and tidal changes before allowing head-first entries.
 - Prohibit swimming in fishing areas around piers or docks or adjacent to boat activity.
- **Many factors can influence water conditions, which in turn can affect patron safety including:**
 - **Water depth and currents**
 - **Water quality**
 - **Debris or cloudiness in the water**
 - **Water temperature**
- Ask participants: **What occurrences might cause changes in water depth and water currents?**
Answers: Responses should include the following:
 - A dam that releases water, causing the water depth above the dam to drop and the river depth below the dam to rise
 - Heavy rainfall that makes a lake or river rise, or a long, dry period that makes it too shallow for diving
 - Tidal changes
 - A seiche in a large lake; the danger from a seiche comes from rapidly rising and falling lake levels and can sweep people off piers and breakwaters and pull swimmers far away from shore
 - Sand bars that can move and shift from season to season or from heavy rain that produces strong currents; these changes in the waterfront floor can create unexpected drops or new shallow-water features
- Ask participants: **What might cause concerns with water quality?**
Answers: Responses should include the following:
 - Insufficient flow may lead to stagnant water and compromise water quality
 - Pollutants, such as waste and storm water runoff
 - Periods during and after heavy rain
- **When dealing with changing water conditions:**
 - **Warn patrons of hazards by using signs, buoys and safety announcements.**
 - **Check for objects that may have washed into the area.**
 - **Check for changes in bottom conditions, water depth and water quality.**
 - **Alert patrons to cold water, and watch for potential signs of hypothermia.**
 - **Check and document scheduled high and low tides in the daily log each morning before opening, and plan for depth changes.**

LECTURE
AND GUIDED
DISCUSSION:
continued



- Ask participants: **What aspects of a facility safety check may be unique to a waterfront facility?**
Answers: Responses should include the following:
 - Bottom is free of hazards
 - Shoreline is free of sharp objects, broken glass, rocks, litter and wildlife droppings
 - Sand in front of and around lifeguard stands is clear of objects
 - Docks and piers are stable—no protruding nails, rotting wood or weak or frayed anchor lines
 - Rescue craft, such as rescue boards, rowboats and kayaks, are in proper operating condition and contain appropriate rescue equipment
 - Communication devices, such as phones, two-way radios, air horns and megaphones, are in good working order
- Ask participants: **What rules might a waterfront facility adopt that would be specific to safety at waterfronts?**
Answers: Responses should include the following:
 - No playing or swimming under structures such as docks, piers, rafts, platforms or play structures.
 - No boats, sailboards, or personal water craft in swimming areas.
 - No running or diving head-first into shallow water.
 - No fishing near swimming areas.
 - No umbrellas at the waterline (umbrellas present a surveillance obstruction).
 - No swimming in unauthorized areas.

ADDITIONAL FACILITY SAFETY CONCERNS AT WATERFRONTS

LECTURE:



- **Additional safety concerns at waterfront facilities can include cold water and rip currents.**
- **Body heat can be lost much faster in cold water than in cold air.**
- **Be aware of signs and symptoms of hypothermia in swimmers, which can occur in situations such as:**
 - In the spring and early summer, when water temperatures are cooler.
 - After rain.
 - Extended periods of time in cooler water, cooler temperatures and/or windy conditions.
 - Sudden immersion in cold water.
- **To perform a rescue in cold water, remove a victim from the water as quickly as possible. Because you will also be affected by cold water, you should attempt the rescue without entering the water.**
 - You can extend a rescue tube to reach the victim, but the victim might not be able to maintain a hold on the equipment due to the cold.
 - If you must enter the water as a last resort, take a rescue tube and try to keep your head out of the water while swimming.
 - When the victim is out of the water, assess their condition.
 - Victims who have been submerged in cold water may still be alive even with:
 - A decreased or undetectable pulse rate.
 - No detectable breathing.
 - Bluish skin that is cold to the touch.
 - Muscle rigidity.



- **Begin giving ventilations or CPR, as needed, and provide first aid for hypothermia as soon as possible. If not done so already, summon emergency medical services personnel immediately. The sooner the victim receives advanced medical care, the better the chances are for survival.**
- **If you are lifeguarding at a facility where sudden immersion in cold water is possible, you should receive specialized training in cold water rescue.**
- **Another potential safety concern at some waterfront facilities are rip currents.**
- **A rip current is a strong channel of water that flows seaward beginning near the shore and often extending well beyond the breakers. They are often associated with underwater features, such as sand bars, and also commonly occur near physical structures, such as piers, groins and natural outcroppings.**
- **According to the National Weather Service, common indicators of a rip current include:**
 - **A channel of churning, choppy water.**
 - **An area having a noticeable difference in water color.**
 - **A line of foam, seaweed or debris moving steadily away from shore.**
 - **A break in the incoming wave pattern.**
- **Although these are good indicators, they are not always present.**
- **Consequently, it is not always possible even for an experienced lifeguard or surfer to spot a rip current.**
- **All swimmers should swim near a lifeguard—this includes other lifeguards and experienced swimmers.**
- **On many beaches, color-coded flags are flown to indicate the presence of hazardous surf and rip currents. Anytime you see a red or double red flag stay out of the water; use extreme caution when there is a yellow flag.**
- **If caught in a rip current:**
 - **Do not panic.**
 - **Never attempt to swim against the current—fighting the current will cause you to become exhausted and possibly drown.**
 - **Allow the current to take you away from shore.**
 - **Once the current weakens, swim parallel to the beach then back to shore at an angle. Try to swim in the direction of least resistance to the current.**
 - **If you are too exhausted to swim to shore, signal by calling and waving for help.**
- **If you are lifeguarding on a waterfront where there is the possibility of rip currents, it is critical to receive specialized training in the specific conditions and hazards that exist in your area and to learn how to identify rip currents and to help someone who is caught in them.**

PATRON SURVEILLANCE

LECTURE:



- Waterfront activities vary and can include swimming, boating, water skiing, sailing, canoeing, as well as use of personal watercraft and SCUBA diving.
- Patron surveillance at a waterfront can be challenging due to water conditions that can cause visibility to be difficult.
- The swimming area should have a buffer zone of no boating buoys. In addition to watching your zone of surveillance, you may need to warn people on boats, personal watercraft or water skiers to stay out of the No Boating area.
- Ask participants: **What unique challenges for effective scanning might you experience at a waterfront facility?**
Answers: Responses should include the following:
 - Blind spots underneath or around structures, such as docks, piers and floating rafts
 - Water movement (i.e., waves)
 - Murky water
- When a drowning victim submerges at a waterfront, you may not be able to see the location of the victim as you approach. A sighting or a cross-bearing is used to keep track of where the victim went underwater.
- If a person is reported as missing in or near the water, or you have attempted and are unable to locate a victim after submersion, a search is necessary.
- In many waterfront facilities, additional lifeguards are stationed to conduct surveillance from a watercraft, typically patrolling the outer edge of a swimming area. Often, someone in trouble in the water can be reached more quickly from watercraft than from a lifeguard station on the shore.
- In a small, calm area, a rescue board, kayak or flat-bottom rowboat might be used while conducting patron surveillance. In rough water, rowboats might be used. Powerboats, inflatable boats and personal watercraft also can be used as rescue watercraft.
- If stationed on watercraft in water with a current, you might have to row or paddle to stay in position. Some watercrafts use a special anchor line with a quick release for making a rescue. In some larger watercraft, one lifeguard maintains the craft's position while a second watches the swimming area.
- Make sure you are well-trained in operating the facility's watercraft before using it for surveillance or to make a rescue. Use caution with motorized watercraft to avoid injuring swimmers or damaging lifelines when crossing into the swimming area to make a rescue.
- Most states require that boat operators pass a boating education course.
- In motorized craft, operators must have a state-approved boating education certificate.
- For personal watercraft, operators should have additional training in the operation and use as a rescue craft.

INJURY PREVENTION

LECTURE:



- Organizations, such as day cares or youth camps, may bring groups to waterfront facilities for recreation. These groups may be based out of your facility and swim regularly or visit one or more times as a field trip.
- Group leaders, chaperones or camp counselors may assist with discipline but do not take the place of lifeguards.
- Some youth camps operate their own waterfront facilities. Youth camps may implement additional layers of safety precautions. These additional layers are not a replacement for continuous scanning of your area.
- Additional supervision may be provided by camp staff that have been trained to serve as spotters or lookouts. These staff members should never take the place of lifeguards.
- Swim tests may be used to identify the swimming ability of both campers and staff and assign them to designated swimming areas.
- Buddy systems with buddy boards and buddy checks may be used to help account for swimmers by having buddies look out for one another.
 - Buddies are paired according to swimming ability as much as possible. If buddies do not have similar swimming skills, they should remain in the swimming area that is suitable for the weakest swimmer's ability. Buddies are to stay together and be responsible for each other, informing a lifeguard at any time that their buddy is in trouble or missing.
 - Buddy checks are used to account for all swimmers and to teach buddies to continuously monitor their partners. Buddy checks are often set for specific timed intervals. A lifeguard, lookout or supervisor gives a pre-arranged signal, such as a whistle blast. The buddies grasp each other's hands, raise their arms over their heads and hold still while the staff confirms that everyone has a buddy and is accounted for.
 - Buddy boards provide a system of checking campers in and out of the water.
 - A lifeguard or other staff member is stationed at the buddy board to make sure the tags are placed correctly and that no one enters or leaves the swimming area without moving their tags appropriately.
 - Each swimmer has a tag that may designate swimming ability, camp group or the name of the individual camper.
 - The buddy board has an "in" area and an "out" area. The "in" area may be divided according to specific sections of the swimming area. Before buddies enter the water they hang their tags next to each other on the board in the designated area for where they will be in the water.
 - When buddy checks are done, a count of people in the water is verified with the number of tags on the buddy board.
 - If buddies move to another swimming area or leave the swimming area they are to change their tags on the buddy board accordingly.

LECTURE:

continued



- **When guarding groups, you should:**
 - **Ensure that swimming areas are clearly marked and determined by swimming abilities.**
 - **Ensure that patrons stay in the sections appropriate for their swimming abilities.**
 - **Provide U.S. Coast Guard-approved life jackets for weak or nonswimmers.**
 - **Know how to identify group leaders or nonswimmers.**
 - **Know how to identify group leaders or chaperones.**
 - **Ensure that chaperones are actively supervising the members of their group and that the appropriate swimmer-to-chaperone ratio is being met.**
 - **Signal for additional lifeguard coverage, such as a roving lifeguard, if you feel you cannot effectively guard your zone.**

EMERGENCY ACTION PLANS

LECTURE:



- Ask participants: **What communication systems might lifeguards use at a waterfront facility?**
Answers: Responses should include the following:
 - Two-way radios
 - Whistles
 - Hand signals or signals using rescue equipment
 - Public address systems
 - Telephones
 - Flags
 - Horns
 - Megaphones
 - Electronic devices (buttons or switches) that must be triggered
- **Be sure you understand the methods of communication used at your facility.**
- **Include communication systems in daily facility safety checks, including battery charge for battery-operated equipment.**
- **EAPs may include additional steps because of the environment, weather, the size of the waterfront and its surroundings and possibly a longer response time for EMS personnel.**
- **It is important to understand the role played by other members of the safety team including camp staff, which may include medical personnel, park rangers, as well as maintenance and security personnel**
- Refer participants to Chapter 5, Emergency Action Plans in the *Lifeguarding Manual* to review the sample missing person procedure.

TOPIC: **WATERFRONT RESCUE SKILLS**

Time: 15 minutes

WATERFRONT RESCUE SKILLS

VIDEO SEGMENT:



- Explain that the video segment will demonstrate skills for rescues at waterfronts.
- Show the video segment “Waterfront Rescue Skills.”
- Answer participants’ questions about the segment.

TOPIC: **IN-WATER SKILL SESSION: WATERFRONT RESCUE SKILLS**

Time: 3 hours

SKILL PRACTICE: WATERFRONT RESCUE SKILLS

SKILL PRACTICE:



- Explain to participants that during the skill session you will demonstrate skills and guide them through practice.
- For each skill, organize participants so that they can clearly see and hear. Be sure to provide any instructions related to their position in the water or how they should behave as victims.
- Pair up participants and explain that they will take turns as victim and rescuer for each skill.
 - For the run-and-swim entry, have participants line up along the edge of a zero-depth area or simulated shoreline and have them perform the run-and-swim entry. If simulating this skill, have participants perform the skill on dry land in a suitable area with a dry surface that is free of obstructions or have the participants perform the entry in a shallow water area.
 - For the beach drag, reorganize participants into groups of three and have them perform the skills as a team of two lifeguards in addition to the one person beach drag.
- Remind participants to simulate activating the emergency action plan before entering the water.
- Lead participants through the following skills:
 - Run-and-Swim Entry
 - Lifeguards: on the edge of a zero-depth area
 - Walking Assist
 - Lifeguards: in the water
 - Victims: in shallow water about 5 yards from the edge of the zero-depth area, distressed swimmer
 - Beach Drag—One Person and Two Person
 - Lifeguards: in the water
 - Victims: in shallow water about 5 yards from the edge of the zero-depth area, face-up passive victim
 - Head Splint—Face-down in Extremely Shallow Water
 - Lifeguards: in the water
 - Victims: face down in extremely shallow water, approximately one foot deep
- Participants should practice the skills until they are able to meet performance criteria.
- Observe each participant’s performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.

SKILL PRACTICE: SEARCHES AND USING MASKS AND FINS

SKILL PRACTICE:



- Organize participants into a group and lead them through the skill of performing a search in a shallow water area. Be sure to cover how to shift the line or turn.
- Next, explain that the next several skills deal with rescues in deep water.
- Explain that as they descend into deep water, water pressure increases and presses against the empty spaces in their skull, especially those inside the ears. This can cause pain or even injury. To relieve this pressure, they need to equalize the pressure by forcing more air into the empty spaces so that the air pressure matches the water pressure. Explain that they should equalize early and often.
- Guide participants through the steps of equalizing by simulating the following:
 - Place your thumb and finger on your nose.
 - Pinch your nose and keep your mouth shut. Try to exhale gently through your nose until the pressure is relieved.
 - Repeat this as needed to relieve ear pressure. If your ears hurt, do not attempt to go deeper until successfully equalizing the pressure.
- Have each participant put on a mask and ensure that it fits properly. To check that it properly fits, have them:
 - Place the mask against their face without using the strap.
 - Inhale slightly through the nose to create a slight suction inside the mask. This suction should keep the mask in place without being held.
 - Adjust the strap so the mask is comfortable. The mask should be placed on the crown of the head for a proper fit.
 - Try the mask in the water. Make adjustments as needed.
- Guide participants through the steps of equalizing while wearing a mask by simulating the following:
 - Place your thumb on finger on the nosepiece of the mask.
 - Pinch your nose and keep your mouth shut. Try to exhale gently through your nose until the pressure is relieved.
 - When descending, the increased water pressure will cause the mask to squeeze your face. To relieve the squeezing, exhale a small amount of air through your nose into the mask.
- Have each participant put on a pair of fins then practice swimming with fins. Have them practice the following:
 - Use a modified flutter kick: the kicking action is deeper and slower, with a little more knee bend than the usual flutter kick.
 - Swim with the legs only; keep the arms relaxed at the side.
- Lead participants through the following skills:
 - Entering the water with mask and fins
 - Feet-first surface dive with mask and fins
 - Head-first surface dive with mask and fins
- Organize participants into a group and lead them through the skill of searching a deep water area.
- Participants should practice the skills until they are able to meet performance criteria.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.

SKILL PRACTICE: USING A RESCUE BOARD

SKILL PRACTICE:



- Lead participants through the following skills using a rescue board:
 - Approaching a Victim on a Rescue Board
 - Lifeguards: on edge of zero-depth, going out to deep water
 - Victims: on the surface in deep water, active victim
 - Rescuing an Active Victim with a Rescue Board
 - Lifeguards: on the rescue board in deep water
 - Victims: on the surface in deep water, active victim
 - Rescuing a Passive Victim with a Rescue Board
 - Lifeguards: on the rescue board in deep water
 - Victims: on the surface in deep water, passive victim
- Participants should practice the skills until they are able to meet performance criteria.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.

SKILL DRILL: TIMED RESPONSE

SKILL DRILL:



Instructor's Note: *This skill drill provides participants with a scenario that includes a waterfront rescue, extrication and providing ventilations and one-rescuer CPR. This drill challenges participants to perform the rescue, extricate the victim, perform a primary assessment and give two ventilations in less than 1 minute, 30 seconds followed by 3 minutes of one-rescuer CPR.*

- Assemble the participants on the shoreline and explain they will be practicing rescuing a submerged passive victim in shallow water, removing the victim from the water, doing a primary assessment and caring for a victim who is not breathing and does not have a pulse.
- Explain that the goal of this drill is to perform a water rescue, extrication, primary assessment and give 2 ventilations in less than 1 minute, 30 seconds.
- Timing starts once the rescuing lifeguard simulates the EAP and timing ends once the rescuer gives the second ventilation. Rescuers should continue to provide care by performing 3 minutes of one-rescuer CPR.
- Divide the participants into groups of three and assign one rescuing lifeguard, one assisting responder to help with extrication, one victim and one manikin for each group. Explain that for each group:
 - The rescuing lifeguard, wearing a hip pack with gloves inside, will simulate activating the EAP and enter the water. Once the EAP has been activated, the stopwatch must be started.
 - The victim will get into position about 30 feet from the rescuer and submerge as the rescuing lifeguard gets near.
 - The rescuing lifeguard will perform a submerged passive victim rescue.
 - The assisting responder will assist the rescuing lifeguard with extrication. Both lifeguards should demonstrate team communication skills.
 - Once the victim is removed from the water, the rescuing lifeguard should switch to a manikin and perform a primary assessment, including two ventilations, then perform 3 minutes of one-rescuer CPR.
 - Once the lifeguard begins compressions, the stopwatch may be stopped.
- Repeat the drill until each person in the group has performed as the rescuing lifeguard and an assisting responder at least once.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.

TOPIC: **FINAL WRITTEN EXAM: WATERFRONT SKILLS MODULE**

Time: 25 minutes

FINAL WRITTEN EXAM

ACTIVITY:



- Tell participants that they will now take a final written exam on the information covered in the module. They may not use their manual or notes to find the answers.
- Hand out an exam and answer sheet to each participant. Tell participants to put away all belongings, including mobile devices, and to write only on the answer sheet and mark answers clearly.
- Tell participants to come to you or raise their hands when they have finished the exam or if they have questions.
- Once exams are completed, collect all exams and answer sheets. Before the next lesson, grade the exam using the answer key.
- Hand back the exam and review it with participants. Collect all exams as the exam is a standard exam that participants should not be allowed to keep. Make arrangements for those participants who score less than 80 percent to review the material and re-take the opposite version of the exam.

TOPIC: **CLOSING**

Time: 5 minutes

CLOSING

ACTIVITY:



- Thank all participants for attending the course.
- Congratulate participants on successful completion.
- Explain that they will receive an American Red Cross certificate for Waterfront Skills that is valid for no more than 2 years. The Waterfront Skills certificate is only valid when accompanied by a current American Red Cross Lifeguarding/First Aid/CPR/AED certificate.
- Make arrangements to retest any participants who did not pass the final written exam(s).

SKILL CHARTS AND ASSESSMENT TOOLS

In addition to performing the steps listed in the skill chart in the correct order, participants must meet the criteria listed at the proficient level to be checked off for this skill.

ENTRIES

SKILL CHART: RUN-AND-SWIM ENTRY

1. Hold the rescue tube and the excess line and run into the water, lifting your knees high to avoid falling. Swing your legs wide as you run.
2. When you can no longer run, either put the rescue tube across your chest and lean forward or drop the tube to the side and start swimming, letting the rescue tube trail behind. Do not dive or plunge head-first into the water; this could cause a serious head, neck or spinal injury.

SKILL ASSESSMENT TOOL: RUN-AND-SWIM ENTRY

Criteria	Proficient	Not Proficient
Properly positions equipment for the entry	<ul style="list-style-type: none"> ■ Control of the rescue tube is maintained ■ Excess line held to keep it from getting caught on the lifeguard stand or other equipment 	<ul style="list-style-type: none"> ■ Contact with the rescue tube not maintained ■ Excess line not held
Uses appropriate entry for the situation	<ul style="list-style-type: none"> ■ Entry is safe for the rescuer, victim and surrounding persons 	<ul style="list-style-type: none"> ■ Entry causes a safety hazard
Maintains balance while running in the water	<ul style="list-style-type: none"> ■ Lifts knees high to step over the water 	<ul style="list-style-type: none"> ■ Fails to lift knees high enough to step over the water ■ Loses balance when entering the water ■ Dives forward when entering the water
Begins swimming when no longer able to run	<ul style="list-style-type: none"> ■ Leans forward into water with head up to begin swimming 	<ul style="list-style-type: none"> ■ Does not keep head up while swimming toward victim
Maintains focus on the victim	<ul style="list-style-type: none"> ■ Upon entering, focus on the victim or the site where the victim was last seen is maintained 	<ul style="list-style-type: none"> ■ Fails to look toward the victim or site where the victim was last seen

EXTRICATION

SKILL CHART: WALKING ASSIST

1. Place one of the victim's arms around your neck and across your shoulder.
2. Grasp the wrist of the arm that is across your shoulder. Wrap your free arm around the victim's back or waist to provide support.
3. Hold the victim firmly and assist them in walking out of the water.
4. Have the victim sit or lie down while you monitor their condition.

SKILL ASSESSMENT TOOL: RUN-AND-SWIM ENTRY

Criteria	Proficient	Not Proficient
Communicates with the victim	<ul style="list-style-type: none">■ Victim is reassured and told what to do	<ul style="list-style-type: none">■ No attempted verbal communication with victim
Maintains balance	<ul style="list-style-type: none">■ Assumes a sturdy posture and stable footing	<ul style="list-style-type: none">■ Stumbles, falls or knocks victim under the water
Assists victim with balance and bearing weight to walk out of water	<ul style="list-style-type: none">■ Holds victim's hand securely with arm across shoulders to bear weight■ Supports victim across the back for balance and stability	<ul style="list-style-type: none">■ Fails to hold victim's hand securely with arm across shoulders■ Fails to support victim's weight■ Fails to provide balance and stability to victim while exiting the water

SKILL CHART: BEACH DRAG

1. Stand behind the victim and grasp them under the armpits, supporting the victim's head as much as possible with your forearms. Let the rescue tube trail behind, being careful not to trip on the tube or line. If another lifeguard is available to assist, each of you should grasp the victim under an armpit and support the head.
2. Walk backward and drag the victim to the shore. Use your legs, not your back.
3. Remove the victim completely from the water, then assess the victim's condition and provide appropriate care.

SKILL ASSESSMENT TOOL: BEACH DRAG

Criteria	Proficient	Not Proficient
Securely holds victim	<ul style="list-style-type: none">■ Grasps victim securely under the armpits	<ul style="list-style-type: none">■ Does not grasp victim securely under the armpits
Supports victim's head	<ul style="list-style-type: none">■ Forearms held close together to support victim's head if possible	<ul style="list-style-type: none">■ Fails to attempt to support victim's head between forearms■ Forearms are positioned so victim's head falls back
Keeps victim's head above the surface of the water	<ul style="list-style-type: none">■ Victim's mouth and nose maintained out of the water	<ul style="list-style-type: none">■ Victim's mouth and/or nose is in the water

CARING FOR HEAD, NECK AND SPINAL INJURIES

SKILL CHART: HEAD SPLINT—FACE-DOWN IN EXTREMELY SHALLOW WATER

1. Approach the victim's head from behind. Grasp the victim's right arm with your right hand and the victim's left arm with your left hand, trapping the victim's head between their arms.
2. After the victim's head is trapped between their arms, begin to roll the victim toward you.
3. While rolling the victim, step from the victim's side toward the victim's head and begin to turn the victim face-up.
4. Lower your arm on the victim's side that is closest to you so that the victim's arms go over the top of your arm as you step toward the victim's head. Maintain arm pressure against the victim's head, since your hand rotates during this maneuver. You are now positioned above and behind the victim's head.
5. Quickly look, listen and feel to check for breathing if the victim is unresponsive.
 - If the victim is not breathing, immediately remove the victim from the water and provide resuscitative care.
 - If the victim is breathing, hold the victim in this position. Place a towel or blanket on the victim to keep them from getting chilled.
6. Continue to check for breathing. If at any time the victim stops breathing, immediately remove the victim from the water then provide appropriate care.

Note: If you are unable to keep the victim from getting chilled and there are enough assisting lifeguards, follow the care steps for skill sheet, *Spinal Backboarding Procedure—Speed Slide*.

SKILL ASSESSMENT TOOL: HEAD SPLINT—FACE-DOWN IN EXTREMELY SHALLOW WATER

Criteria	Proficient	Not Proficient
Check for responsiveness and breathing	<ul style="list-style-type: none"> ■ Quickly looks, listens and feels for breathing ■ If the victim is not breathing, removes the victim from water immediately to provide care using a passive victim extrication technique 	<ul style="list-style-type: none"> ■ Does not look, listen or feel for breathing ■ If the victim is not breathing, uses the spinal backboarding procedure to extricate the victim
Provide in-line stabilization	<ul style="list-style-type: none"> ■ Moves victim's arms to a secure position against the victim's head ■ Equal pressure on both arms is maintained throughout rescue 	<ul style="list-style-type: none"> ■ Does not move victim's arms against the victim's head or maintain pressure ■ One arm is pressed against head and one is not
Victim's face remains out of the water	<ul style="list-style-type: none"> ■ Victim's face does not submerge ■ Mouth and nose are above water 	<ul style="list-style-type: none"> ■ Victim's face submerges under water ■ Victim's mouth or nose is under water

SHALLOW WATER SEARCHES

SKILL CHART: SEARCHING SHALLOW-WATER AREAS

1. Have a lifeguard or supervisor oversee the search.
2. Ask adult volunteers and staff to link their arms and hold hands to form a line in the water. The shortest person should be in the shallowest water, and the tallest person should be in water no more than chest deep.
3. Have the whole line slowly move together across the area, starting where the missing person was last seen.
4. As the line moves forward, have searchers sweep their feet across the bottom with each step. If there is a current, walk downstream with the current.

SKILL ASSESSMENT TOOL: SEARCHING SHALLOW-WATER AREAS

Criteria	Proficient	Not Proficient
Lead lifeguard organizes search	<ul style="list-style-type: none">■ Communication is clear so searchers know what to do and function as a team	<ul style="list-style-type: none">■ Unclear communication by lead lifeguard, delaying search
Bottom of shallow-water area searched thoroughly	<ul style="list-style-type: none">■ Line moves slowly to allow time to sweep their feet across the bottom■ If the search does not result in finding the victim, the line searches the area again moving at a different angle	<ul style="list-style-type: none">■ Lifeguards move too quickly or become out of line■ Lifeguards fail to sweep the bottom with their feet■ Lifeguards do not move to search at a different angle if victim not found

ENTRIES WITH MASK AND FINS

SKILL CHART: ENTERING THE WATER WITH MASK AND FINS

1. Put one hand over the mask to hold it in place, keeping your elbow close to your chest.
2. Make sure no swimmers or other objects are below.
3. Step out with a long stride over the water, but do not lean forward. While entering the water, the fins will slow your downward motion.
4. Swim keeping the arms at the side and face in the water or hold your arms out in front to protect your head.

SKILL ASSESSMENT TOOL: ENTERING THE WATER WITH MASK AND FINS

Criteria	Proficient	Not Proficient
Holds mask in place	<ul style="list-style-type: none">■ Holds the mask against the face with elbow tucked by side	<ul style="list-style-type: none">■ Fails to hold mask in place■ Mask slips off from face when entering
Enters water feet-first, vertical with legs in a stride position	<ul style="list-style-type: none">■ Stands upright while stepping out in a stride position while entering the water	<ul style="list-style-type: none">■ Does not enter water in a vertical position■ Does not use stride position to enter water

SURFACE DIVES WITH MASK AND FINS

SKILL CHART: FEET-FIRST SURFACE DIVE WITH MASK AND FINS

1. Swim to a point near the victim. Release the rescue tube but keep the strap around your shoulders.
2. Position your body vertically, then at the same time press both hands down to your sides and kick strongly to raise your body out of the water.
3. Take a breath then let your body sink underwater as you begin to extend your arms outward with palms upward pushing against the water to help you move downward. Keep your legs straight and together with toes pointed. Tuck your chin and turn your face to look down toward the bottom.
4. As downward momentum slows, repeat the motion of extending your arms outward and sweeping your hands and arms upward and overhead to go deeper.
5. Repeat this arm movement until deep enough to reach the victim.

If you must swim underwater, such as for a deep-water line search, also perform these steps:

6. When deep enough, tuck your body and roll to a horizontal position.
7. Extend your arms and legs and swim underwater.

Note: As you descend into deep water, be sure to equalize pressure early and often. If you are unable to equalize pressure, return to the surface.

SKILL ASSESSMENT TOOL: FEET-FIRST SURFACE DIVES WITH MASK AND FINS

Criteria	Proficient	Not Proficient
Submerges to appropriate depth	■ Submerges to appropriate depth	■ Unable to submerge to appropriate depth
Kick and arm press to raise out of the water	■ Kick and arm press are effective at lifting the shoulders and upper chest out of the water	■ Ineffective kick or arm pull results in inability to lift shoulders and upper chest out of water
Body descends feet-first in a streamlined position	■ Legs are held together ■ Arms are fully extended overhead	■ Legs are apart and impede descent ■ Arm positioning impedes descent

SKILL ASSESSMENT TOOL: HEAD-FIRST SURFACE DIVE WITH MASK AND FINS

1. Swim to a point near the victim and release the rescue tube.
2. Gain momentum using a swimming stroke.
3. Take a breath, sweep your arms backwards to your thighs and turn them palms down.
4. Tuck your chin to your chest and flex at the hip sharply while your arms reach downward toward the bottom.
5. Lift your legs upward, straight and together so that their weight above the water helps the descent. Get in a fully extended, streamlined body position that is almost vertical.
6. If you need to go deeper, such as for a deep-water line search, do a simultaneous arm pull with both arms to go deeper, then level out and swim forward underwater.

Note: As you descend into deep water, be sure to equalize pressure early and often. If you are unable to equalize pressure, return to the surface.

SKILL ASSESSMENT TOOL: HEAD-FIRST SURFACE DIVES WITH MASK AND FINS

Criteria	Proficient	Not Proficient
Submerges to appropriate depth	■ Submerges to appropriate depth	■ Unable to submerge to appropriate depth
Head position directs upper body down into the water	■ Chin is tucked to lower head into the water	■ Does not tuck chin on descent
Arms assist in pulling body into head-first position	■ Arms pull to hips then toward tucked head to pull head deeper into the water	■ Does not use an arm pull to descend
Legs rise out of the water	■ From either a tuck or pike position, legs are lifted out of the water	■ Fails to use either a tuck or pike position ■ Fails to lift legs out of water
Body descends head-first in a streamlined position	■ Legs are held together and lifted upward toward the surface to aid descent ■ Arms reach downward toward the bottom	■ Legs are apart ■ Body is not nearly vertical during descent ■ Arms are not in front reaching downward

DEEP WATER SEARCHES

SKILL CHART: SEARCHING DEEP-WATER AREAS

1. Wearing masks and fins, several lifeguards form a straight line an arm's length from each other.
2. One lifeguard should serve as the safety lookout above the water level on a dock, pier, raft or watercraft with rescue equipment in case a searcher gets in trouble or the missing person is found.
3. On command from the lead lifeguard, all lifeguards do the same type of surface dive (feet-first or head-first) to the bottom and swim forward a predetermined number of strokes—usually three. If the water is murky, searchers check the bottom by sweeping their hands back and forth in front of them, making sure to cover the entire area. To keep the water from becoming cloudier, try to avoid disturbing silt and dirt on the bottom. Do not miss any areas on the bottom when diving and resurfacing.
4. Lifeguards return to the surface as straight up as possible.
5. The lead lifeguard accounts for all searchers, reforms the line at the position of the person farthest back and backs up the line one body length. On command, the team dives again.
6. Lifeguards repeat this procedure until the victim is found or the entire area has been searched.
7. If the missing person is not found, lifeguards expand the search to nearby areas. Consider whether currents may have moved the victim.
8. Lifeguards continue to search until the person is found, emergency personnel take over or the search has been called off by officials.
9. If a lifeguard finds the victim, the lifeguard should bring the victim up by grasping the victim under the armpits and returning to the surface. Swim the victim to safety, keeping the victim on their back, with their face out of the water. A lifeguard with equipment should take over to maintain an open airway while moving the victim to safety. Remove the victim from the water, assess the victim's condition and provide appropriate care.

Note: As you descend into deep water, be sure to equalize pressure early and often. If you are unable to equalize pressure, return to the surface.

SKILL ASSESSMENT TOOL: SEARCHING DEEP-WATER AREAS

Criteria	Proficient	Not Proficient
Lead lifeguard organizes search	<ul style="list-style-type: none"> Communication is clear so searchers know what to do and function as a team 	<ul style="list-style-type: none"> Unclear communication by lead lifeguard, delaying search
Bottom of deep-water area thoroughly searched	<ul style="list-style-type: none"> Searchers use masks and fins to surface dive to get to the bottom Lead lifeguard re-positions the line after each surface dive to make sure the area is covered thoroughly 	<ul style="list-style-type: none"> Searchers fails to reach appropriate depth or fail to descend quickly or in a streamlined position Lifeguards move too quickly or become out of line Lifeguards fail to sweep the bottom with their hands Lifeguards do not move to a different angle if victim not found
Safety of searchers is monitored	<ul style="list-style-type: none"> Lifeguard stationed as a look-out observes searchers for safety concerns Lead lifeguard verifies that all are OK after each surface dive 	<ul style="list-style-type: none"> Lead lifeguard fails to verify that all other lifeguards return to surface

USING A RESCUE BOARD

SKILL CHART: APPROACHING A VICTIM ON A RESCUE BOARD

1. Hold onto the sides about mid-board when entering the water.
2. When the water is knee-deep, lay the rescue board on the water and push it forward. Climb on just behind the middle and lie down in the prone position. For better balance, place a foot on either side of the rescue board in the water.
3. Paddle with the front of the board toward the victim, using either a front-crawl or a butterfly arm stroke. To change to a kneeling position, which may provide better visibility in some situations, paddle a few strokes first.
4. Continue paddling with your head up and the victim in your sight until you reach the victim. Place your foot into the water to help steer if necessary.

SKILL ASSESSMENT TOOL: APPROACHING A VICTIM ON A RESCUE BOARD

Criteria	Proficient	Not Proficient
Uses quick approach	<ul style="list-style-type: none"> Uses rescue board proficiently with balance and speed 	<ul style="list-style-type: none"> Fails to reach victim quickly Slips off rescue board
Focus on the victim is maintained during approach	<ul style="list-style-type: none"> Upon entering, focus on the victim or the site where the victim was last seen is maintained Holds head up while paddling on rescue board to keep victim in sight 	<ul style="list-style-type: none"> Fails to look toward the victim or site where the victim was last seen
Properly positions board for the rescue when reaching victim	<ul style="list-style-type: none"> Aims the board to a spot beside victim 	<ul style="list-style-type: none"> Fails to place board in proper position beside victim

SKILL CHART: RESCUING AN ACTIVE VICTIM WITH A RESCUE BOARD

1. Approach the victim from the side so that the side of the rescue board is next to the victim.
2. Grasp the victim's wrist and slide off the rescue board on the opposite side.
3. Help the victim reach their arms across the rescue board. Encourage the victim to relax while you kick to turn the board toward shore.
4. Hold the rescue board stable and help the victim onto the board.
5. Tell the victim to lie on their stomach facing the front of the board.
6. Carefully climb onto the board from the back with your chest between the victim's legs. Be careful not to tip the rescue board, and keep your legs in the water for stability.
7. Paddle the rescue board to shore.
8. Slide off the board and help the victim off the board and onto shore with a walking assist.

SKILL ASSESSMENT TOOL: RESCUING AN ACTIVE VICTIM WITH A RESCUE BOARD

Criteria	Proficient	Not Proficient
Makes contact with victim	■ Grasps victim's wrist while sliding off the board on the opposite side	■ Grasps victim's arm or shoulder
Communicates with victim	■ Reassures victim and gives direction as to how to get on the rescue board	■ No attempted verbal communication with the victim
Climbs onto board from the back	■ Gets on back of board and brings board to a safe exit point ■ Removes victim from the water	■ Unable to climb on board to return to safe exit point

SKILL CHART: RESCUING A PASSIVE VICTIM WITH A RESCUE BOARD

To rescue someone who is unresponsive or cannot hold or climb onto the rescue board:

1. Approach the victim from the side. Position the rescue board so that the victim is slightly forward of the middle of the rescue board.
2. Grasp the victim's hand or wrist and slide off the board on the opposite side, flipping the rescue board over toward you. Hold the victim's arm across the board with the victim's chest and armpits against the far edge of the board.
3. Grasp the far edge of the rescue board with the other hand.
4. Kneel on the edge of the rescue board using your own body weight to flip the board toward you again. Catch the victim's head as the rescue board comes down.
5. Position the victim lying down lengthwise in the middle of the rescue board with the victim's head toward the front of the rescue board.
6. Kick to turn the board toward shore. Carefully climb onto the board from the back with your chest between the victim's legs. Be careful not to tip the rescue board, and keep your legs in the water for stability.
7. Paddle the rescue board to shore.
8. Help the victim to safety with the beach drag or other removal technique.

SKILL ASSESSMENT TOOL: RESCUING A PASSIVE VICTIM WITH A RESCUE BOARD

Criteria	Proficient	Not Proficient
Makes contact with victim	<ul style="list-style-type: none"> ■ Grasps victim's wrist while sliding off the board on the opposite side 	<ul style="list-style-type: none"> ■ Grasps victim's arm or shoulder ■ Releases contact with the victim
Positions victim so mouth and nose are above water	<ul style="list-style-type: none"> ■ Uses technique of flipping rescue board to get victim onto the board with their face out of the water 	<ul style="list-style-type: none"> ■ Victim's mouth and nose are in the water ■ Fails to place victim on board
Climbs onto board from the back and returns to safe exit point	<ul style="list-style-type: none"> ■ Gets on back of board and brings board to a safe exit point ■ Removes victim from water 	<ul style="list-style-type: none"> ■ Unable to climb on board to return to safe exit point

SECTION E | WATERPARK SKILLS

MODULE OUTLINE

L—Lecture/Guided Discussion | **A**—Activity | **V**—Video

LSP—Land Skills Practice | **WSP**—Water Skills Practice

ACTIVITY	METHOD	TIME
Introduction to the Waterpark Skills Module	L	10 minutes
Verification of Certification Prerequisite	A	5 minutes
Verification of Swimming Skills	WSP	20 minutes
Unique Aspects of Waterpark Lifeguarding	L	40 minutes
Waterpark Rescue Skills Video: <i>Waterpark Rescue Skills</i>	V	10 minutes
In-Water Skill Session: Waterpark Rescue Skills <ul style="list-style-type: none"> ■ Skill: Run-and-Swim Entry ■ Skill: Walking Assist ■ Skill: Beach Drag ■ Skill: Head-Splint—Face-Down in Extremely Shallow Water ■ Skill: Head-Splint—Moving Water: Winding River or Catch Pool ■ Skill: Spinal Backboarding Procedure—Speed Slide ■ Skill: Extrication Using a Backboard—Steep Steps and/or Moving Water 	WSP	1 hour, 30 minutes
Putting It All Together	WSP	20 minutes
Final Written Exam: Waterpark Skills Module	A	25 minutes
Closing	L	5 minutes
Total Waterpark Skills module time		3 hours, 45 minutes

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WATERPARK SKILLS MODULE

Module Length: 3 hours, 45 minutes

GUIDANCE FOR THE INSTRUCTOR

To complete this session and meet the lesson objectives, you must:

- Verify participant age.
- Verify participant certification prerequisite (Lifeguarding/First Aid/CPR/AED or Shallow Water Lifeguarding/First Aid/CPR/AED).
- Conduct the prerequisite swimming skills evaluation.
- Discuss all points in the topic Unique Aspects of Waterpark Lifeguarding.
- Show the video segment “Waterpark Rescue Skills.”
- Conduct the skill practice for Waterpark Rescue Skills.
- Conduct the skill drill for Putting it all Together—Timed Response.
- Administer the final written exam.

MODULE OBJECTIVES

- Demonstrate proficiency in all of the prerequisite skills.
- Describe the unique aspects of waterpark lifeguarding.
- Demonstrate how to perform the waterpark rescue skills safely and effectively.

ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Waterpark Skills Module Course Presentations
- “Waterpark Skills” segment on the *Lifeguarding DVD*
- Timing device, such as a stop watch or smartphone with a stop watch feature
- 10-pound object (a diving brick or weight), one for every five participants
- Waterpark Skills checklist
- Waterpark Skills and AALG Worksheet 2.1—Guarding Special Attractions
- Copies of Waterpark Skills written exams (exams A and B) and answer sheets, one for each participant
- Answer keys for Waterpark Skills written exams

MODULE PREPARATION

- Send participants the *Sample letter to Waterpark Skills participants*, available in Appendix A to set expectations and help participants prepare for the module.
- To save time, have all equipment and materials set up before the start of the class.
- Fill in participant names on the Waterpark Skills checklist, available on Instructor’s Corner.



INSTRUCTOR NOTES

- When conducting the Waterpark Skills precourse evaluation:
 - If conducting the Waterpark Skills module immediately following a full or review Lifeguarding course, the skill prerequisites do not need to be repeated as part of this module.
 - If a candidate is not successful on the first attempt at the prerequisite skills, they have only one opportunity to re-attempt the prerequisites after sufficient rest, prior to the first scheduled class session.
 - The individual should not be judged on stroke mechanics, but rather on their overall demonstration of swimming strength, endurance, comfort in the water and ability to meet the time requirements.
 - Participants may use goggles for the 300-yard swim. This is the only activity where participants are permitted to use goggles. Participants may not use goggles for the timed event, treading water or during other Waterpark Skills course activities.
 - During the timed precourse event, participants must retrieve a 10-pound object, such as a dive brick or weight, then swim on their back with both hands on the object.
- On an individual basis, after the precourse session has ended, advise each participant who did not meet the prerequisites that:
 - Entry into the Red Cross Waterpark Skills module is strictly limited to those who meet the minimum age and prerequisite certification requirement and have successfully completed the prerequisite swimming skills evaluation.
 - Failure to have attained the appropriate skill level could pose a safety threat to themselves and to others in the class.
 - Participants who do not successfully complete the precourse evaluation may not continue in the course. Instructors should suggest developmental training opportunities and explain the specific skills that the individual needs to improve to be eligible should the candidate choose to participate in the Waterpark Skills module in the future.
- Participants must have access to their own manual throughout the course in either digital or print format. When using a digital manual, a tablet or laptop should be used to ensure proper viewing. The manual should not be displayed on a cell phone.
- The purpose of the timed response skill drill is for participants to gain experience with a scenario that includes a waterpark rescue, extrication and providing ventilations and one-rescuer CPR. This drill challenges participants to perform the rescue, extricate the victim, perform a primary assessment and give 2 ventilations in less than 1 minute, 30 seconds followed by 3 minutes of one-rescuer CPR.

FACILITY REQUIREMENTS

- To ensure consistency in course delivery, facilities must be used that meet the guidelines for conducting the course activities and performing skills, including:
 - A swimming area that meets requirements to perform skills.
 - An extreme shallow water area is required for practicing extrication and care for spinal injuries.
 - A zero-depth area is ideal for practicing entry and exit skills; however, shallow water can be used.
 - An extreme shallow water area as well as a moving water area are required, such as a winding river or water slide with a catch pool, for practicing care for spinal injuries.
 - A speed slide runout is preferred for practicing backboarding in the confined space; however, this can be practiced/simulated on land.
- More than one facility can be used to accommodate the lesson plan activities.
- An adequate number of certified lifeguards, sufficient to respond to an emergency per the facility emergency action plan, must be on duty during all in-water sessions. Lifeguard(s) with no duties beyond those of patron/participant surveillance must be present during all in-water activities. Course participants and/or instructor(s) may NOT act as the lifeguard on duty.

TEACHING TIPS

- You must be able to observe and evaluate each participant's skills during the prerequisite swimming skills evaluation.
- Encourage participants to complete the Waterpark Skills review questions in the *Lifeguarding Manual* after reading each chapter.

TOPIC: INTRODUCTION TO THE WATERPARK SKILLS MODULE

Time: 10 minutes

INTRODUCTION

GUIDED DISCUSSION:



- Welcome prospective participants and introduce yourself. Identify yourself as an American Red Cross instructor. Briefly tell about your background in aquatics. Include introductions of co-instructors and aides, if applicable.
- Review facility policies, including emergency procedures. Give the locations of restrooms, locker rooms, water fountains and details unique to your facility. Also, identify the location of the automated external defibrillator (AED) and first aid kit.
- Have participants briefly introduce themselves.
- Explain that the purpose of the Waterpark Skills module is to teach lifeguards the skills and knowledge needed to prevent and respond to emergencies in aquatic facilities with waterpark features.
- Explain the requirements to pass the module:
 - Demonstrate competency in all required skills and activities.
 - Correctly answer at least 80 percent of the questions in the written exam.
- Explain that upon successful completion of the module, participants will receive an American Red Cross certificate for Waterpark Skills that is valid for no more than 2 years. The Waterpark Skills certificate is only valid when accompanied by a current American Red Cross Lifeguarding/First Aid/CPR/AED or Shallow Water Lifeguarding/First Aid/CPR/AED certificate.



Instructor's Note: *If conducting the Waterpark Skills module immediately following a full or review Lifeguarding course, the skill prerequisites do not need to be repeated as part of this module.*

- Explain to participants that they must successfully complete the swimming prerequisites to verify swimming ability to continue in the Red Cross Waterpark Skills module:
 1. Swim 300 yards continuously demonstrating breath control and rhythmic breathing. Candidates must demonstrate the ability to swim both the front crawl and breaststroke. Swimming on the back or side is not allowed. Swim goggles are allowed.
 2. Tread water for 2 minutes using only the legs. Candidates should place their hands under the armpits.
 3. Complete a timed event within 1 minute, 40 seconds.
 - Starting in the water, swim 20 yards using front crawl or breaststroke. The face may be in or out of the water for this. Swim goggles are not allowed.
 - Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.
 - Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object.
 - Exit the water without using a ladder or steps.

TOPIC: **VERIFICATION OF AGE AND CERTIFICATION PREREQUISITE**

Time: 5 minutes

VERIFICATION OF PREREQUISITES

ACTIVITY:



- Check the eligibility of participants to participate in the module by checking their American Red Cross Lifeguarding/First Aid/CPR/AED or Shallow Water Lifeguarding/First Aid/CPR/AED certification.

TOPIC: **SWIMMING SKILLS EVALUATION**

Time: 20 minutes

VERIFICATION OF SWIMMING SKILLS

ACTIVITY:



- Explain to prospective participants that they must successfully complete four swimming prerequisites to continue in the Waterpark Skills module.
- Refer to the Skill Assessment Chart to evaluate performance of each prospective participant. Record completion of each skill on the Waterpark Skills Checklist.

PRECOURSE ACTIVITY 1—300-YARD SWIM

ACTIVITY:



- Explain to prospective participants that they must perform a 300-yard continuous swim using the front crawl, breaststroke or a combination of both. Swimming on the back or side is not permitted. Swim goggles are allowed.

PRECOURSE ACTIVITY 2—TREAD WATER

ACTIVITY:



- Explain to prospective participants that they must tread water for 2 minutes without support and without stopping. When treading, only the legs can be used. Candidates should place their hands under the armpits. The head must remain above the surface of the water.

PRECOURSE ACTIVITY 3—TIMED EVENT

ACTIVITY:



- Arrange the swim distance of 20 yards and place a 10-pound object at a depth of 7 to 10 feet.
- Explain that goggles are not allowed for this event.
- Evaluate each participant on the following skill to be performed within 1 minute and 40 seconds.
 - Starting in the water, swim 20 yards using the front crawl or breaststroke. The face may be in or out of the water.
 - Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.
 - Return to the surface and swim 20 yards on the back to return to the starting point with both hands holding the object and keeping the face at or near the surface so they are able to get a breath. The participants should not swim the distance under water.
 - Exit the water without using steps or a ladder.

COUNSELING AFTER THE PRECOURSE SESSIONS

ACTIVITY:



- On an individual basis, after the precourse session has ended, advise each participant who did not meet the prerequisites that entry into the Red Cross Waterpark Skills module is strictly limited to those who meet the minimum age and prerequisite certification requirement and have successfully completed the prerequisite swimming skills evaluation.
- Failure to have attained the appropriate skill level could pose a safety threat to themselves and to others in the class.
- Participants who do not successfully complete the pre-course evaluation may not continue in the course.
- Instructors should suggest developmental training opportunities and explain the specific skills that the individual needs to improve to be eligible should the candidate choose to participate in the Waterpark Skills module in the future.

TOPIC: **UNIQUE ASPECTS OF WATERPARK LIFEGUARDING**

Time: 40 minutes

UNIQUE ASPECTS OF WATERPARK LIFEGUARDING

LECTURE AND GUIDED DISCUSSION:



- **The Waterpark Skills module builds on the knowledge and skills learned in the Lifeguarding course. Because many aquatic facilities now have a variety of features and attractions, much of the knowledge and skills were covered in that course.**
- **Remember, your primary responsibility is to help ensure patron safety and protect lives. The main tool used to accomplish this is patron surveillance: keeping a close watch over the people in the facility and intervening when necessary.**
Ask participants: **What are the elements of effective surveillance?**
- **Answers:** Responses should include the following:
 - Recognition of dangerous behaviors
 - Victim recognition
 - Effective scanning
 - Zone of surveillance responsibility
 - Lifeguard stations
- **The Waterpark Skills module teaches lifeguards the knowledge and skills needed to prevent and respond to emergencies in aquatic facilities with waterpark features.**
- **Consider the challenges of guarding a waterpark facility's unique features, such as:**
 - **The variety and number of attractions and features.**
 - **Where and how lifeguards are positioned, especially related to the various attractions and features.**
 - **Patrons' familiarity with the facility (i.e., they are often first time visitors).**
 - **Water depth and movement throughout the facility.**

FACILITY SAFETY

LECTURE AND GUIDED DISCUSSION:



- Ask participants: **What types of features might you encounter when working at a waterpark?**
Answers: Responses should include the following:
 - Play areas for young children
 - Play structures, such as lily pads and rope swings
 - Water slides with and without rafts, drop slides, “toilet bowl/tornado” slides, speed slides, free-fall slides
 - Winding rivers
 - Wave pools
 - Wave rides
- **Facilities should follow the manufacturer’s guidelines for installation, safe inspection, maintenance, operations and use of its various attractions and features.**
- Ask participants: **What types of features might you encounter when working at a waterpark?**
Answers: Responses should include the following:
 - Loose or rusted bolts
 - Cracks
 - Broken or missing pieces
 - Frayed, loose or mildewed safety nets
 - Unusual noises
 - Increased frequency of injury to patrons
- **At waterparks, rules and regulations should be posted, but they may also be played over a public address system as recorded messages. Rules may vary based on the type of attractions available.**
 - For example, U.S. Coast Guard-approved life jackets may be required on certain attractions but not allowed on others.
- **Waterparks should have signage at every attraction stating the water depth, height or age requirements and how to use the attraction safely. This is to prevent patrons from finding themselves in water that is deeper or shallower than they expected.**
 - For example, some pools at the end of a slide are shallow so patrons can stand up, but others are very deep. Without signage to warn them, patrons may expect a shallow catch pool and be surprised to find themselves in deep water.
- **Additional rules for each attraction typically cover:**
 - The minimum or maximum number of people allowed on an attraction or a tube at a time.
 - The maximum height or age requirements in some areas designated for small children for safety reasons.
 - The minimum patron height or weight requirements for using an attraction.

LECTURE
AND GUIDED
DISCUSSION:

continued



- Ask participants: **What are some common rules for safety in winding rivers?**
Answers: Responses should include the following:
 - Enter and exit the winding river only at designated places
 - No jumping or diving into the water
 - No people on shoulders
 - Stay in tubes at all times, if tubes are used
 - No walking or swimming in the winding river if tubes are used
 - Only one properly fitted life jacket per patron
 - No stacking of tubes or life jackets
 - No forming chains of tubes or life jackets
 - Only one patron allowed per tube, except for an adult holding a small child. The child must be wearing a U.S. Coast Guard-approved life jacket in case the adult tips over
- Ask participants: **What are some common rules for safety in water slides?**
Answers: Responses should include the following:
 - Enter, ride and exit the slide feet-first
 - No stopping in the slide
 - No running, standing, kneeling, rotating or spinning on the slides
 - No metal objects, locker keys, jewelry, metal snaps/zippers, eyewear or watches, including metal rivets, buttons or fasteners on swimsuits or shorts
 - No aqua socks or aqua shoes
 - No eyeglasses, sunglasses or goggles
 - Keep hands and feet inside the slide
- **There are other rules for specific equipment and structures. These rules depend on the facility and may include:**
 - **One person at a time on a ladder or attraction.**
 - **Do not sit or hang on lifelines or lane lines.**
 - **Do not climb on lifeguard stands or towers.**
 - **Starting blocks may be used only by swim team members in scheduled practices, competitions and instruction when supervised by a certified coach or instructor.**

GUARDING PLAY STRUCTURES, SPECIAL ATTRACTIONS AND WATER SLIDES

LECTURE
AND GUIDED
DISCUSSION:



- **Many facilities have special attractions that create challenges for lifeguarding, such as:**
 - **Water play areas specifically for young children.**
 - **Play structures, such as sprays, fountains and dumping buckets; floating obstacle courses; inflatable play structures or sports structures for volleyball or basketball.**
 - **Special rides and attractions, such as bowl slides, multiperson raft rides, uphill water coasters, high-speed water slides; or other attractions including diving platforms, cable swings, and hand-over-hand rope, nets and rings.**
 - **Water slides, including open and enclosed slides, drop slides and speed slides.**
 - **Winding rivers.**
 - **Wave pools.**
- **As part of patron surveillance, you may have specific responsibilities based on the facility's activities or features to help prevent injuries.**
- Ask participants to think of specific waterpark features and attractions. Explain to participants that you will state a responsibility of the lifeguard's that is intended to prevent injuries, and they are to identify the waterpark attraction or feature to which the responsibility could apply.

RESPONSIBILITY	ATTRACTION OR FEATURE <i>Responses should include the following:</i>
Enforce maximum height and age requirements	<ul style="list-style-type: none"> ■ <i>Areas specifically for young children, such as small slides or water play structures, including sprays, fountains and dumping buckets</i>
Watch for overcrowding and horseplay	<ul style="list-style-type: none"> ■ <i>Play structures, such as floating obstacle courses or inflatable structures</i>
Watch patrons as they enter and exit an attraction	<ul style="list-style-type: none"> ■ <i>Special rides and attractions, such as bowl slides, multiperson raft rides, uphill water coasters, high-speed water slides</i>
Have a process or cues for stopping ride usage in the event of an incident requiring your attention	<ul style="list-style-type: none"> ■ <i>Special rides and attractions, such as bowl slides, multiperson raft rides, uphill water coasters, high-speed water slides</i>
Instruct riders how to ride and make sure they are in the correct position	<ul style="list-style-type: none"> ■ <i>Water slides, such as open and enclosed slides, drop slides and speed slides</i>
Enforce minimum height requirements	<ul style="list-style-type: none"> ■ <i>Water slides, such as open and enclosed slides, drop slides and speed slides</i>
Assist riders who appear off-balance or become caught underwater in the strong downward flow of water in the catch pool	<ul style="list-style-type: none"> ■ <i>Water slides, such as open and enclosed slides, drop slides and speed slides</i>
Ensure that patrons enter and exit at designated locations	<ul style="list-style-type: none"> ■ <i>Winding rivers</i>
Stand up to get a better view of patrons	<ul style="list-style-type: none"> ■ <i>Winding rivers</i>

GUARDING SPECIAL ATTRACTIONS

ACTIVITY:



- Divide the participants into small groups and provide each group with Worksheet 1.1—Guarding Special Attractions.
- Refer participants to Chapter 4 (Injury Prevention) in the *Lifeguarding Manual* for information to help them with this activity.
- Instruct groups to list unique considerations for guarding each of the special attractions listed on the worksheet or assign specific topics to individual groups.
- Allow up to 5 minutes for the group work. Circulate among groups to monitor progress and provide assistance when necessary.
- Reassemble the class and call on group leaders to share their answers to the questions.

ACTIVITY WORKSHEET 1.1—GUARDING SPECIAL ATTRACTIONS

ATTRACTION	UNIQUE CONSIDERATIONS <i>Responses should include the following:</i>
Areas Specifically for Young Children	<ul style="list-style-type: none"> ■ <i>Enforce height and age requirements because older children may be too large for some structures or too rough for young children.</i> ■ <i>Ask adults to actively supervise their children.</i> ■ <i>Watch out for young children using the pool as a toilet.</i> ■ <i>Watch children for sunburn or signs of overexposure to cold or heat.</i>
Play Structures	<ul style="list-style-type: none"> ■ <i>Do not let a play structure become overcrowded.</i> ■ <i>Do not allow patrons to swim underneath structures.</i> ■ <i>Watch that patrons return to the surface after dropping into the water.</i> ■ <i>Pay close attention to children playing in and around sprays, fountains and interactive water play structures. Excited children may run and fall and be injured.</i> ■ <i>Pay close attention to patrons in moving water. They might lose their balance and be unable to stand up again.</i> ■ <i>Watch for overcrowding and horseplay on floating structures.</i> ■ <i>Keep play safe and orderly.</i>
Special Rides and Attractions	<ul style="list-style-type: none"> ■ <i>Watch patrons as they enter and exit an attraction. Dispatch patrons safely on a ride at set intervals.</i> ■ <i>Carefully watch both the water below and the activities overhead.</i> ■ <i>Keep patrons in view as long as possible.</i> ■ <i>Ensure that patrons who fall off a structure return to the surface.</i> ■ <i>Be aware of any special risks.</i> ■ <i>Enforce rules for safe behaviors allowed on the attraction.</i>

ACTIVITY WORKSHEET 1.1—GUARDING SPECIAL ATTRACTIONS, CONTINUED

ATTRACTION	UNIQUE CONSIDERATIONS <i>Responses should include the following:</i>
Water Slides	<ul style="list-style-type: none"> ■ Check that riders are tall enough to use the slide. ■ Instruct riders how to ride down the slide and make sure they are in the correct position. ■ Help riders with the equipment. ■ Confirm that the riders are ready to go and signal them to start. ■ If assisting riders to take off, use tube handles when available. Avoid pushing or pulling riders by their shoulders, arms or legs. ■ Dispatch riders at the proper intervals. ■ Using a whistle or a hand signal (if the lifeguard at the bottom can see you), signal the lifeguard at the bottom when a rider has been dispatched. ■ Watch for riders who stop, slow down, stand up or form a chain. ■ Watch for riders who lose their mat, tube or raft or have trouble getting down the slide. ■ Watch for riders who hit their heads on the side of the slide. ■ Observe that all riders exit the slide into the catch pool. ■ Assist riders who appear off-balance or get caught underwater in the strong downward flow of water in the catch pool. ■ Ensure that riders do not cross in front of any slide when getting out of the runout or catch pool. ■ Help riders, if needed, from the runout or catch pool. ■ Signal the lifeguard at the top when each rider has moved out of the catch pool or runout and it is clear to send the next rider.
Winding Rivers	<ul style="list-style-type: none"> ■ Ensure that patrons enter and exit at designated locations. ■ Watch for inexperienced swimmers falling off their inner tubes or inflatable rafts. ■ Watch carefully for, and correct, risky behavior.
Wave Pools	<ul style="list-style-type: none"> ■ Ensure that patrons enter only in the shallow end. ■ When the waves are on, stand up to get a better view of patrons. ■ Watch for patrons who get knocked over by the waves or carried into deeper water by the undercurrent. ■ Do not let patrons dive into the waves. ■ Keep the areas around ladders and railings clear so that patrons can exit from the pool quickly. ■ Keep other swimmers out of the pool during special activities, such as surfing. ■ Before performing an emergency rescue, turn the waves off using the emergency stop button.

EMERGENCY ACTION PLANS

LECTURE:



- In a waterpark setting there may be additional tasks to perform, including:
 - Stopping the wave generator in a wave pool by pushing the emergency stop (e-stop) button.
 - Stopping the dispatch of riders in an attraction.
 - Shutting off the flow of water in a slide, winding river or attraction.
- Emergency action plans may include EMS personnel that are stationed on-site at the waterpark.
- Waterparks may have plans designed to address specific situations that occur at each attraction. Attraction specific EAPs should be reviewed and practiced with all lifeguards.
- Practicing EAPs should be an integral part of the facility's in-service training program.
- Refer participants to Chapter 5, Emergency Action Plans in the *Lifeguarding Manual* to review the sample missing person procedure.

TOPIC: **WATERPARK RESCUE SKILLS**

Time: 10 minutes

WATERFRONT RESCUE SKILLS

VIDEO SEGMENT:



- Explain that the video segment will demonstrate skills for rescues at Waterparks.
- Show the video segment "Waterpark Rescue Skills."
- Answer participants' questions about the segment.

TOPIC: **IN-WATER SKILL SESSION: WATERPARK RESCUE SKILLS**

Time: 1 hour, 30 minutes

SKILL PRACTICE: WATERPARK RESCUE SKILLS

SKILL PRACTICE:



- Explain to participants that during the skill session you will demonstrate skills and guide them through practice.
- For each skill, organize participants so that they can clearly see and hear. Be sure to provide any instructions related to their position in the water or how they should behave as victims.
- Pair up participants and explain that they will take turns as victim and rescuer for each skill.
 - For the run-and-swim entry, have participants line up along the edge of a zero- depth area or simulated shoreline and have them perform the run-and-swim entry. If simulating this skill, have participants perform the skill on dry land in a suitable area with a dry surface that is free of obstructions or have the participants perform the entry in a shallow water area.
 - For the beach drag, reorganize participants into groups of three and have them perform the skills as a team of two lifeguards in addition to the one person beach drag.
- Remind participants to simulate activating the emergency action plan before entering the water.

**SKILL
PRACTICE:**

continued



- Lead participants through the following skills:
 - Run-and-Swim Entry
 - Lifeguards: on the edge of a zero-depth area
 - Walking Assist
 - Lifeguards: in the water
 - Victims: in shallow water about 5 yards from the edge of the zero-depth area, distressed swimmer
 - Beach Drag—One Person and Two Person
 - Lifeguards: in the water
 - Victims: in shallow water about 5 yards from the edge of the zero-depth area, face-up passive victim
- Explain to participants that caring for head, neck and spinal injuries in waterpark features and attractions require modification of the techniques used for in-line stabilization learned in the Lifeguarding course.
- Lead participants through the following skills:
 - Head Splint—Face-Down in Extremely Shallow Water
 - Lifeguards: in the water
 - Victims: face down in extremely shallow water, approximately one foot deep, or lying on the deck if simulating the extremely shallow water, responsive once face-up
 - Head Splint—Moving Water: Winding River or Catch Pool
 - Lifeguards: on the edge of a winding river or catch pool
 - Victims: face-up in shallow water
- With participants performing as a team, lead them through the backboarding procedure and removal from the water for a suspected spinal injury in a speed slide runout.
 - Lifeguards: on the edge of a speed slide runout
 - Victims: face-up in shallow water
- Participants should practice the skills until they are able to meet performance criteria.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.

SKILL DRILL: TIMED RESPONSE

SKILL DRILL:



Instructor's Note: *This skill drill presents participants with a scenario that includes a waterpark rescue, extrication, performing a primary assessment, providing ventilations and one-rescuer CPR. This drill challenges participants to perform the rescue, extricate the victim, perform a primary assessment and give two ventilations in less than 1 minute, 30 seconds followed by 3 minutes of one-rescuer CPR.*

- Assemble the participants on the deck and explain they will be practicing rescuing a submerged passive victim in shallow water, extricating the victim using a backboard, performing a primary assessment, including giving two ventilations, and caring for a victim who is not breathing and does not have a pulse.
- Explain that the goal of this drill is to perform a water rescue, extrication, primary assessment and give two ventilations in less than 1 minute, 30 seconds followed by 3 minutes of one-rescuer CPR.
- Timing starts once the rescuing lifeguard simulates the EAP and timing ends once the rescuer gives the second ventilation. Rescuers should continue to provide care by performing 3 minutes of one-rescuer CPR.
- Divide the participants into groups of three and assign one rescuing lifeguard, one assisting responder to help with extrication, one victim and one manikin for each group. Explain that for each group:
 - The rescuing lifeguard, wearing a hip pack with gloves inside, will simulate activating the EAP and enter the water. Once the EAP has been activated, the stopwatch must be started.
 - The victim will get into position about 30 feet from the rescuer and submerge as the rescuing lifeguard gets near.
 - The rescuing lifeguard will perform a submerged passive victim rescue.
 - The assisting responder will assist the rescuing lifeguard with extrication. Both lifeguards should demonstrate team communication skills.
 - Once the victim is removed from the water, the rescuing lifeguard should switch to a manikin and perform a primary assessment, including two ventilations, then perform 3 minutes of one-rescuer CPR.
- Repeat the drill until each person in the group has performed as the rescuing lifeguard and an assisting responder at least once.
- Observe each participant's performance of the skill and provide global and individual feedback during skill practice to correct common mistakes or commend correct skill practice.

TOPIC: **FINAL WRITTEN EXAM: WATERPARK SKILLS MODULE**

Time: 25 minutes

FINAL WRITTEN EXAM

ACTIVITY:



- Tell participants that they will now take a final written exam on the information covered in the module. They may not use their manual or notes to find the answers.
- Hand out an exam and answer sheet to each participant. Tell participants to put away all belongings, including mobile devices, and to write only on the answer sheet and mark answers clearly.
- Tell participants to come to you or raise their hands when they have finished the exam or if they have questions.
- Once exams are completed, collect all exams and answer sheets. Before the next lesson, grade the exam using the answer key.
- Hand back the exam and review it with participants. Collect all exams as the exam is a standard exam that participants should not be allowed to keep. Make arrangements for those participants who score less than 80 percent to review the material and re-take the opposite version of the exam.

TOPIC: **CLOSING**

Time: 5 minutes

CLOSING

ACTIVITY:



- Thank all participants for attending the course.
- Congratulate participants on successful completion.
- Explain that they will receive an American Red Cross certificate for Waterpark Skills that is valid for no more than 2 years. The Waterpark Skills certificate is only valid when accompanied by a current American Red Cross Lifeguarding/First Aid/CPR/AED or Shallow Water Lifeguarding/First Aid/CPR/AED certificate.
- Make arrangements to retest any participants who did not pass the final written exam(s).

SKILL CHARTS AND ASSESSMENT TOOLS

In addition to performing the steps listed in the skill chart in the correct order, participants must meet the criteria listed at the proficient level to be checked off for this skill.

ENTRIES

SKILL CHART: RUN-AND-SWIM ENTRY

1. Hold the rescue tube and the excess line and run into the water, lifting your knees high to avoid falling. Swing your legs wide as you run.
2. When you can no longer run, either put the rescue tube across your chest and lean forward or drop the tube to the side and start swimming, letting the rescue tube trail behind. Do not dive or plunge head-first into the water; this could cause a serious head, neck or spinal injury.

SKILL ASSESSMENT TOOL: RUN-AND-SWIM ENTRY

Criteria	Proficient	Not Proficient
Properly positions equipment for the entry	<ul style="list-style-type: none"> ■ Control of the rescue tube is maintained ■ Excess line held to keep it from getting caught on the lifeguard stand or other equipment 	<ul style="list-style-type: none"> ■ Contact with the rescue tube not maintained ■ Excess line not held
Uses appropriate entry for the situation	<ul style="list-style-type: none"> ■ Entry is safe for the rescuer, victim and surrounding persons 	<ul style="list-style-type: none"> ■ Entry causes a safety hazard
Maintains balance while running in the water	<ul style="list-style-type: none"> ■ Lifts knees high to step over the water 	<ul style="list-style-type: none"> ■ Fails to lift knees high enough to step over the water ■ Loses balance when entering the water ■ Dives forward when entering the water
Begins swimming when no longer able to run	<ul style="list-style-type: none"> ■ Leans forward into water with head up to begin swimming 	<ul style="list-style-type: none"> ■ Does not keep head up while swimming toward victim
Maintains focus on the victim	<ul style="list-style-type: none"> ■ Upon entering, focus on the victim or the site where the victim was last seen is maintained 	<ul style="list-style-type: none"> ■ Fails to look toward the victim or site where the victim was last seen

EXTRICATION

SKILL CHART: WALKING ASSIST

1. Place one of the victim's arms around your neck and across your shoulder.
2. Grasp the wrist of the arm that is across your shoulder. Wrap your free arm around the victim's back or waist to provide support.
3. Hold the victim firmly and assist them in walking out of the water.
4. Have the victim sit or lie down while you monitor their condition.

SKILL ASSESSMENT TOOL: RUN-AND-SWIM ENTRY

Criteria	Proficient	Not Proficient
Communicates with the victim	<ul style="list-style-type: none"> Victim is reassured and told what to do 	<ul style="list-style-type: none"> No attempted verbal communication with victim
Maintains balance	<ul style="list-style-type: none"> Assumes a sturdy posture and stable footing 	<ul style="list-style-type: none"> Stumbles, falls or knocks victim under the water
Assists victim with balance and bearing weight to walk out of water	<ul style="list-style-type: none"> Holds victim's hand securely with arm across shoulders to bear weight Supports victim across the back for balance and stability 	<ul style="list-style-type: none"> Fails to hold victim's hand securely with arm across shoulders Fails to support victim's weight Fails to provide balance and stability to victim while exiting the water

SKILL CHART: BEACH DRAG

1. Stand behind the victim and grasp them under the armpits, supporting the victim's head as much as possible with your forearms. Let the rescue tube trail behind, being careful not to trip on the tube or line. If another lifeguard is available to assist, each of you should grasp the victim under an armpit and support the head.
2. Walk backward and drag the victim to the shore. Use your legs, not your back.
3. Remove the victim completely from the water, then assess the victim's condition and provide appropriate care.

SKILL ASSESSMENT TOOL: BEACH DRAG

Criteria	Proficient	Not Proficient
Securely holds victim	<ul style="list-style-type: none"> Grasps victim securely under the armpits 	<ul style="list-style-type: none"> Does not grasp victim securely under the armpits
Supports victim's head	<ul style="list-style-type: none"> Forearms held close together to support victim's head if possible 	<ul style="list-style-type: none"> Fails to attempt to support victim's head between forearms Forearms are positioned so victim's head falls back
Keeps victim's head above the surface of the water	<ul style="list-style-type: none"> Victim's mouth and nose maintained out of the water 	<ul style="list-style-type: none"> Victim's mouth and/or nose is in the water

CARING FOR HEAD, NECK AND SPINAL INJURIES

SKILL CHART: HEAD SPLINT—FACE-DOWN IN EXTREMELY SHALLOW WATER

1. Approach the victim's head from behind. Grasp the victim's right arm with your right hand and the victim's left arm with your left hand, trapping the victim's head between their arms.
2. After the victim's head is trapped between their arms, begin to roll the victim toward you.
3. While rolling the victim, step from the victim's side toward the victim's head and begin to turn the victim face-up.
4. Lower your arm on the victim's side that is closest to you so that the victim's arms go over the top of your arm as you step toward the victim's head. Maintain arm pressure against the victim's head, since your hand rotates during this maneuver. You are now positioned above and behind the victim's head.
5. Quickly look, listen and feel to check for breathing if the victim is unresponsive.
 - If the victim is not breathing, immediately remove the victim from the water and provide resuscitative care.
 - If the victim is breathing, hold the victim in this position. Place a towel or blanket on the victim to keep them from getting chilled.
6. Continue to check for breathing. If at any time the victim stops breathing, immediately remove the victim from the water then provide appropriate care.

Note: If you are unable to keep the victim from getting chilled and there are enough assisting lifeguards, follow the care steps for skill sheet, *Spinal Backboarding Procedure—Speed Slide*.

SKILL CHART: HEAD SPLINT—FACE-UP VICTIM IN MOVING WATER

Note: Activate the EAP and, if applicable, signal to stop the flow of water and stop sending riders. Keep people or objects away from the rescuer and victim.

1. Approach the victim's head from behind, or stand behind the victim's head.
2. Grasp the victim's arms midway between their shoulder and elbow. Grasp the victim's right arm with your right hand and the victim's left arm with your left hand. Gently move the victim's arms up alongside their head.
3. Squeeze the victim's arms against their head to help hold the head in line with the body. Do not move the victim any more than necessary.
4. Position yourself to the victim's side while trapping the victim's head with their arms. Position the victim's head close to the crook of your arm, with the head in line with the body.
 - In a winding river, do not let the current press sideways on the victim or force the victim into a wall. This would twist the victim's body. Keep the victim's head pointed upstream into the current.
 - In a catch pool, move the victim to the calmest water if water is still flowing. If there is only one slide, the calmest water is usually at the center of the catch pool. If several slides empty into the same catch pool, calmer water is usually between two slides.
5. Quickly look listen and feel to check for breathing if the victim is unresponsive.
 - If the victim is not breathing, immediately remove the victim from the water and provide resuscitative care.
 - If the victim is breathing, hold the victim in this position. Place a towel or blanket on the victim to keep them from getting chilled.
6. Continue to check for breathing. If at any time the victim stops breathing, immediately remove the victim from the water then provide appropriate care.

SKILL ASSESSMENT TOOL: HEAD SPLINT

Criteria	Proficient	Not Proficient
Check for responsiveness and breathing	<ul style="list-style-type: none"> Quickly looks, listens and feels for breathing If the victim is not breathing, removes the victim from water immediately to provide care using a passive victim extrication technique 	<ul style="list-style-type: none"> Does not look, listen or feel for breathing If the victim is not breathing, uses the spinal backboarding procedure to extricate the victim
Provide in-line stabilization	<ul style="list-style-type: none"> Moves victim's arms to a secure position against the victim's head Equal pressure on both arms is maintained throughout rescue 	<ul style="list-style-type: none"> Does not move victim's arms against the victim's head or maintain pressure One arm is pressed against head and one is not
Victim's face remains out of the water	<ul style="list-style-type: none"> Victim's face does not submerge Mouth and nose are above water 	<ul style="list-style-type: none"> Victim's face submerges under water Victim's mouth or nose is under water
Assess victim for life-threatening conditions	<ul style="list-style-type: none"> If victim's condition is life-threatening, moves victim out of water quickly to give care as needed If victim is responsive, monitors victim's condition Follows facility procedures for backboarding 	<ul style="list-style-type: none"> Does not check victim's condition Does not remove victim from water immediately if victim is not breathing
If rescue involves moving water, move victim to calmer area	<ul style="list-style-type: none"> Moves victim to area least affected by movement or current 	<ul style="list-style-type: none"> Remains in moving water when access to a calmer area is possible

SPINAL BACKBOARDING AND EXTRICATION

SKILL CHART: SPINAL BACKBOARDING PROCEDURE—SPEED SLIDE

1. The rescuing lifeguard (Lifeguard 1) approaches the victim's head from behind to stabilize the victim by performing a head splint:
 - Grasp the victim's right arm with your right hand and their left arm with your left hand. Gently move the victim's arms up to trap their head between their arms.
 - Squeeze the victim's arms against their head to help hold the head in line with the body. Remain positioned above and behind the victim's head.
2. Quickly look listen and feel to check for breathing if the victim is unresponsive.
 - If the victim is not breathing, immediately remove the victim from the water and provide resuscitative care.
 - If the victim is breathing, hold the victim in this position. Place a towel or blanket on the victim to keep them from getting chilled.
3. Lifeguard 2 positions themselves at the side of the victim, even with the victim's waist and grasps the victim at the hip and knee while Lifeguard 3 takes the backboard to the opposite side of the victim.
4. Lifeguard 1 signals to Lifeguard 2 (by counting 1-2-3) to roll the victim to their side; when the victim is on their side, Lifeguard 3 places the backboard in line with the victim.
5. Lifeguard 1 counts to signal (by counting 1-2-3) to roll the victim onto the backboard.
6. Lifeguard 2 secures the victim to the backboard by securing the chest strap high across the victim's chest and under the victim's armpits. Lifeguard 2 then stabilizes the victim by placing one hand and arm on the victim's chin and chest and the other hand on the side of the backboard.
7. Lifeguard 1 releases the victim's arms, lowers the victim's arms down and secures the victim's head to the backboard using a head immobilizer and strap across the forehead.
 - Lifeguard 3 can assist by handing the head immobilizer to Lifeguard 1 and/or placing the forehead strap on the head immobilizer.
8. Lifeguards work together to lift the backboard and victim out of the slide.

Note: When available, additional rescuers can assist with lifting and moving the victim.

SKILL ASSESSMENT TOOL: SPINAL BACKBOARDING PROCEDURE—SPEED SLIDE

Criteria	Proficient	Not Proficient
Maintain in-line stabilization	<ul style="list-style-type: none"> ■ Lifeguard maintains in-line stabilization while backboard is being positioned 	<ul style="list-style-type: none"> ■ Loss of in-line stabilization during the rescue ■ Loss of contact with the victim
Victim's face remains out of the water	<ul style="list-style-type: none"> ■ Victim's mouth and nose remain above water 	<ul style="list-style-type: none"> ■ Victim's mouth and nose are underwater
Position the victim on the backboard	<ul style="list-style-type: none"> ■ Victim is rolled onto their side and the backboard is put in place ■ Victim's body is on the backboard 	<ul style="list-style-type: none"> ■ Victim's head is not aligned on the backboard's head space ■ Victim is not aligned and on the backboard
Secure strap	<ul style="list-style-type: none"> ■ Chest strap is secured 	<ul style="list-style-type: none"> ■ Chest strap is not secured ■ Chest strap is too tight or too loose
Immobilize the victim's head	<ul style="list-style-type: none"> ■ Head immobilizer is placed to immobilize the victim's head ■ Head strap is secured across the victim's forehead 	<ul style="list-style-type: none"> ■ Head immobilizer is not used ■ Head immobilizer is placed and moves victim's head or neck ■ No strap is used across the victim's forehead
Lifeguards communicate as a team to remove the victim from the water	<ul style="list-style-type: none"> ■ Lifeguards communicate what, how or when actions happen 	<ul style="list-style-type: none"> ■ No verbal communication ■ Communication does not result in effective actions
Lifeguards remove the backboard and victim from the water	<ul style="list-style-type: none"> ■ Backboard and victim are removed by lifting the backboard out of the slide ■ Backboard is steady during removal 	<ul style="list-style-type: none"> ■ Backboard is tilted during lifting causing the victim to move or slide ■ Backboard is jerking or rocking from side to side

EXTRICATION USING A BACKBOARD

SKILL CHART: EXTRICATION USING A BACKBOARD—STEEP STEPS AND/OR MOVING WATER

1. The rescuing lifeguard supports the victim in a face-up position with the victim's arms extended alongside the victim's head until another lifeguard arrives with the backboard.
 - In moving water, the rescuing lifeguard should position the victim so that their head is pointed upstream. This position will help keep the victim's body in alignment for easier placement of the backboard and reduce splashing of water on to the victim's face.
2. The assisting responder removes the head-immobilizer device, enters the water, submerges the backboard and positions the board under the victim so that it extends slightly beyond the victim's head. The assisting responder raises the backboard into place.
3. Each lifeguard moves behind the victim's head. Each lifeguard grasps one of the victim's wrists and one of the handholds of the backboard and begins to move toward the steps.
4. Lifeguards carefully and gently drag the backboard, taking one step at a time until they reach the top of the steps.
5. Lifeguards gently lower the backboard to the ground.
6. Assess the victim's condition and provide appropriate care.

SKILL ASSESSMENT TOOL: EXTRICATION USING A BACKBOARD—STEEP STEPS AND/OR MOVING WATER

Criteria	Proficient	Not Proficient
Backboard is submerged into position	<ul style="list-style-type: none"> ■ Backboard head immobilizer blocks are removed and backboard is submerged underneath the victim ■ Maintains control of the backboard ■ Each lifeguard grasps one of the victim's wrists and one of the handholds of the backboard and begins to move toward the steps. 	<ul style="list-style-type: none"> ■ Unable to submerge the backboard ■ Unable to stabilize the backboard
Lifeguards communicate with each other	<ul style="list-style-type: none"> ■ Lifeguard(s) communicates what, how and/or when actions happen 	<ul style="list-style-type: none"> ■ Lifeguards cannot proceed with removing the victim from the water
Victim is placed onto the board	<ul style="list-style-type: none"> ■ Victim's body is on the backboard ■ Victim's head is positioned on the backboard's head space 	<ul style="list-style-type: none"> ■ Victim's body is not aligned and on the backboard ■ Victim's head is not positioned on the backboard's head space
Victim is pulled out of the water on the backboard	<ul style="list-style-type: none"> ■ Carefully and gently drag the backboard, taking one step at a time until they reach the top of the steps 	<ul style="list-style-type: none"> ■ Is unable to pull the backboard and victim up the steps onto land ■ Does not demonstrate good body mechanics while pulling the backboard and victim onto land

SECTION **F** | AQUATIC ATTRACTION LIFEGUARDING COURSE STANDARD OUTLINE

L—Lecture/Guided Discussion | **A**—Activity | **V**—Video

WSP—Water Skills Practice or Activity | **LSP**—Land Skill Practice

PRECOURSE SESSION

TOPIC	METHOD	TIME
Introduction to the Precourse Skills Session	A	10 minutes
Verification of Age Prerequisite	A	5 minutes
Prerequisite Swimming Skills Evaluation	A	20 minutes
Wrap-Up	L	5 minutes
Total Session Time		40 minutes

LESSON 1: THE PROFESSIONAL LIFEGUARD AND FACILITY SAFETY



TOPIC	METHOD	TIME
Introduction to the Course	L	15 minutes
The Professional Lifeguard	L, V	15 minutes
Decision-Making	L	5 minutes
Legal Considerations	L	10 minutes
Continuation of Training	L	10 minutes
Being Part of a Team	L, A	15 minutes
Facility Safety	L, A, V	20 minutes
Weather Conditions	L	5 minutes
Rules and Regulations	L, A	20 minutes
Entries and Approaches <ul style="list-style-type: none"> ■ Slide-In Entry ■ Compact Jump ■ Run-and-Swim Entry 	L, V	10 minutes
In Water Skill Session: Entries and Approaches <ul style="list-style-type: none"> ■ Skill Practice ■ Skill Drill 	WSP	40 minutes
Total Session Time		2 hours, 45 minutes

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LESSON 2: **FACILITY SAFETY, PATRON SURVEILLANCE AND INJURY PREVENTION**

TOPIC	METHOD	TIME
Management and Facility Safety	L	10 minutes
The Drowning Process	L, V	20 minutes
Effective Surveillance—Victim Recognition	L, V	20 minutes
Effective Surveillance—Scanning	L, V	15 minutes
Effective Surveillance—Zones of Surveillance Responsibility	L, V	15 minutes
Lifeguard Testing and Zone Evaluations	L, A	20 minutes
Injury Prevention Strategies	L, V	15 minutes
Guarding a Variety of Activities	L	10 minutes
Guarding Special Attractions	L, A	20 minutes
In-Water Skill Session: Review Skills, Victim Recognition and LG Rotations <ul style="list-style-type: none"> ■ Skill Review ■ “Victim School” ■ Scanning & Lifeguard Rotations 	WSP	55 minutes
Putting It All Together <ul style="list-style-type: none"> ■ Ask Drill 	WSP	10 minutes
Total Session Time	3 hours, 30 minutes	


LESSON 3: INJURY PREVENTION AND RESCUE SKILLS PART 1

TOPIC	METHOD	TIME
Guarding for Organized Recreational Swim Groups	L, A	20 minutes
Emergency Action Plans	L, V	20 minutes
Rescue Skills, Part 1—Rescues at or Near the Surface	L, V	10 minutes
<p>In-Water Skill Session—Rescue Skills, Part 1</p> <ul style="list-style-type: none"> ■ Skill Practice—Assists <ul style="list-style-type: none"> ○ Reaching Assist ○ Simple Assist ■ Skill Practice—Rescues <ul style="list-style-type: none"> ○ Passive Victim at or near the Surface in Water ≤ 3', Face-Up ○ Passive Victim at or near the Surface in Water ≤ 3', Face-Down ○ Passive Victim Front Rescue <p> Instructor's Note: Follow the guidance for conducting the Skill Drill—Active and Passive Victim Rescues in Lesson 3 but have participants practice the following assists and rescues:</p> <ul style="list-style-type: none"> ■ Reaching Assist ■ Simple Assist ■ Passive Victim at or near the Surface in Water ≤ 3', Face-Up ■ Passive Victim at or near the Surface in Water ≤ 3', Face-Down ■ Passive Victim Front Rescue <p>Use the skill assessment chart and skill assessment tool at the end of this outline when conducting and assessing the Passive Victim at or near the Surface in Water ≤ 3', Face-Up and Face-Down rescues.</p>	WSP	1 hour, 25 minutes
<p>Putting It All Together</p> <ul style="list-style-type: none"> ■ EAP Activity <p> Instructor's Note: Follow the guidance for conducting EAP Activity in Lesson 3 but have participants perform rescues using the simple assist.</p>	WSP	35 minutes
Total Session Time	2 hours, 50 minutes	

LESSON 4: RESCUE SKILLS, PART 2

TOPIC	METHOD	TIME
Surveillance Activity I	L, V	10 minutes
Rescue Skills, Part 2: Submerged Victim Rescue & Extrication	L, V	10 minutes
In-Water Skill Session—Rescue Skills, Part 1 <ul style="list-style-type: none"> ■ Rescue <ul style="list-style-type: none"> ○ Submerged Passive Victim in Shallow Water ■ Extrication <ul style="list-style-type: none"> ○ Walking Assist ○ Beach Drag ○ Extrication Using a Backboard at the Pool Edge ○ Extrication Using a Backboard at the Steps ○ Extrication Using a Backboard at Zero Depth ○ Extrication Using a Backboard at Steep Steps/Moving Water 	WSP	35 minutes
Putting It All Together <ul style="list-style-type: none"> ■ Skill drill—parts 1, 2, 3, 4 <ul style="list-style-type: none"> ○ Put on gloves with wet hands ○ Rescue, extricate, get gloves on ○ Challenge: Rescue and extrication in under 1 minute ○ Extrication with 2 assisting responders <div style="display: flex; align-items: flex-start;">  <div> <p>Instructor's Note: Follow the guidance for conducting the skill drills in Lesson 4 but have “victims” submerge in shallow water ($\leq 3'$) and have participants perform the Submerged Passive Victim in Shallow Water rescue.</p> </div> </div>	WSP	60 minutes
Total Session Time	1 hour, 55 minutes	


LESSON 5: **BEFORE PROVIDING CARE, VICTIM ASSESSMENT AND BREATHING EMERGENCIES**

TOPIC	METHOD	TIME
Standard Precautions and glove removal	L, V	10 minutes
General Procedures for an Emergency on Land	L	5 minutes
Performing a Primary Assessment <ul style="list-style-type: none"> ■ Adult practice ■ Using a Resuscitation Mask practice ■ Infant Assessment practice ■ Summoning EMS 	L, LSP	50 minutes
Moving a Victim	L	5 minutes
Recognizing and Caring for Breathing Emergencies	L	5 minutes
Giving Ventilations (PWYW or WTP) <ul style="list-style-type: none"> ■ Adult ■ Infant 	V, LSP	15 minutes
Airway Obstruction <ul style="list-style-type: none"> ■ Conscious Choking—Adult ■ Conscious Choking—Infant 	V, LSP	15 minutes
CPR with Airway Obstruction <ul style="list-style-type: none"> ■ CPR with Airway Obstruction—Adult ■ CPR with Airway Obstruction—Infant 	V, LSP	15 minutes
In-Water skill Session: Putting It All Together <ul style="list-style-type: none"> ■ Skill Drill Part 1 and 2 <ul style="list-style-type: none"> ○ Part 1: Submerged Victim Rescue, Extrication, Primary Assessment and Ventilations ○ Lifeguard Station Response Time Testing <div>  Instructor's Note: Follow the guidance for conducting the skill drills in Lesson 5 but have "victims" submerge in shallow water (≤ 3') and have participants perform the Submerged Passive Victim in Shallow Water rescue. </div>	WSP	45 minutes
Total Session Time	2 hours, 45 minutes	

LESSON 6: **CARDIAC EMERGENCIES AND USING AN AUTOMATED EXTERNAL DEFIBRILLATOR**

TOPIC	METHOD	TIME
Recognizing and Caring for a Heart Attack	L, V	15 minutes
Cardiac Arrest	L	5 minutes
CPR (PWYW/WTP) ■ CPR—Adult ■ CPR—Infant	V, LSP	40 minutes
Two-Rescuer CPR ■ Two-rescuer CPR—Adult ■ Two-rescuer CPR—Infant	V, LSP	15 minutes
When the Heart Stops and AEDs	L	5 minutes
Using an AED ■ Using an AED (adult, child or infant) ■ Using an AED—CPR in Progress	V, LSP	15 minutes
AED Precautions and AED Maintenance	L, A	10 minutes
CPR with Airway Obstruction ■ CPR with Airway Obstruction—Adult ■ CPR with Airway Obstruction—Infant	V, LSP	15 minutes
Putting It All Together: Multiple-Rescuer Response ■ Skill drill (scenarios 1 – 4) <div data-bbox="240 1136 331 1228" data-label="Image"></div> Instructor's Note: <i>Follow the guidance for conducting the Multiple-Rescuers Response scenarios in Lesson 6. For the scenarios that include a water rescue (Scenarios 3 and 4) have “victims” submerge in shallow water (≤ 3’) and have participants perform the Submerged Passive Victim in Shallow Water rescue.</i>	V WSP	1 hour, 5 minutes
Total Session Time	3 hours, 5 minutes	


LESSON 7: **FIRST AID**

TOPIC	METHOD	TIME
Final Written Exam: Section 1—CPR/AED for the Professional Rescuer & FA	A	40 minutes
Review—Surveillance Activities	L, V, A	10 minutes
Secondary Assessment	L	5 minutes
Sudden Illness	L, V	10 minutes
Responding to Emergencies <ul style="list-style-type: none"> ■ Controlling Bleeding ■ Shock ■ Common Injuries ■ Poisoning ■ Heat-Related Illnesses ■ Cold-Related Emergencies ■ Injuries to Muscles, Bones and Joints 	V, LSP, A	45 minutes
Putting It All Together—First Aid Scenarios	A	20 minutes
Caring for Head, Neck and Spinal Injuries on Land	L, V	10 minutes
When Things Do Not Go As Practiced	V	5 minutes
In-Water Skill Session—When Things Don't Go As Practiced <ul style="list-style-type: none"> ■ Escapes ■ In-water ventilations 	WSP	30 minutes
In-Water Skill Session—Rescue Skills Review <ul style="list-style-type: none"> ■ Passive Victim at or near the Surface in Water ≤ 3', Face-Up ■ Passive Victim at or near the Surface in Water ≤ 3', Face-Down ■ Passive Victim Front Rescue ■ Submerged Passive Victim in Shallow Water ■ Multiple-Rescuer Response Scenarios 5 and 6 <div>  <p>Instructor's Note: Follow the guidance for conducting the Multiple-Rescuers Response scenarios in Lesson 7. For the water rescue in scenario 5, have "victims" submerge in shallow water (≤ 3') and have participants perform the Submerged Passive Victim in Shallow Water rescue.</p> </div>	WSP/LSP	45 minutes
Total Session Time	3 hours	

LESSON 8: HEAD, NECK AND SPINAL INJURIES IN THE WATER

TOPIC	METHOD	TIME
Review of Final Written Exam: Section 1—CPR/AED & FA	A	5 minutes
Caring for Head, Neck and Spinal Injuries in the Water	L, V	20 minutes
In-Water Skill Session: Head, Neck and Spinal Injuries <ul style="list-style-type: none"> ■ Skill Practice—Shallow Water <ul style="list-style-type: none"> ○ Over-Arm Head Splint—Face-Up ○ Head Splint—Face-Down Victim at or Near the Surface ○ Head Splint—Face-Up Victim in Moving Water (Winding River, Catch Pool) ○ Head Splint—Submerged Victim in Shallow Water ○ Spinal Backboarding Procedure ○ Spinal Backboarding Procedure—Speed Slide 	WSP	2 hours
Total Session Time	2 hours, 25 minutes	

LESSON 9: FINAL WRITTEN EXAM AND FINAL IN-WATER SKILL SCENARIOS

TOPIC	METHOD	TIME
Final Written Exam: Section 2—Lifeguarding Skills	A	30 minutes
In-Water Skill Session: General Skills Review—Optional	A	30 minutes
Final In-Water Skill Scenarios <ul style="list-style-type: none"> ■ Scenario 1: Submerged Passive Victim in shallow water and CPR for 3 minutes ■ Scenario 2: Multiple-Rescuer Response Scenario 3 <div style="display: flex; align-items: flex-start;">  <div> <p>Instructor's Note: Follow the guidance for conducting the final skill scenarios in Lesson 9. For both water rescues, "victims" should submerge in shallow water ($\leq 3'$) and have participants perform the Submerged Passive Victim in Shallow Water rescue.</p> </div> </div>	A	2 hours, 30 minutes
Closing	A	5 minutes
Total Session Time	3 hours, 5 minutes	

TOTAL COURSE TIME..... 26 Hours

AQUATIC ATTRACTION LIFEGUARDING (WATER ≤ 3') SKILL CHARTS AND ASSESSMENT TOOLS

In addition to performing the steps listed in the skill chart in the correct order, participants must meet the criteria listed at the proficient level to be checked off for this skill.

This outline includes the skill charts and skill assessment tools for the Aquatic Attraction Lifeguarding (Water ≤ 3') specific skills:

- Passive Victim at or Near the Surface In Water ≤ 3', Face-Up
- Passive Victim at or Near the Surface In Water ≤ 3', Face-Down

Use the skill charts and skill assessment tools at the end of each lesson (in Section B) when conducting and evaluating all other skills in this course.

SKILL CHART: PASSIVE VICTIM AT OR NEAR THE SURFACE IN WATER ≤ 3', FACE-UP

1. Swim or quickly walk to the victim's side. If you are using a rescue tube, let go of it but keep the strap around your shoulder.
2. Reach down to grasp the victim's arms midway between the elbows and shoulders. Move the victim's arms up alongside the victim's head.
3. Grab the rescue tube, if you are using one, and position it under the victim's shoulders. The victim's head should naturally fall back into an open-airway position. If the victim is unresponsive, quickly check for breathing.
 - If an assisting responder is available to assist with extrication, remove the victim from the water without positioning the rescue tube under the victim's shoulders.
4. Move the victim to a safe exit point, remove the victim from the water, assess the victim's condition and provide appropriate care.

SKILL CHART: PASSIVE VICTIM AT OR NEAR THE SURFACE IN WATER ≤ 3', FACE-DOWN

1. Swim or quickly walk to the victim's side. If you are using a rescue tube, let go of it but keep the strap around your shoulder.
2. Reach down to grasp the victim's arms midway between the elbows and shoulders. Move the victim's arms up alongside the victim's head.
3. Glide the victim forward and roll the victim face-up by pushing the victim's arm that is closest to you under the water while pulling the victim's other arm across the surface toward you.
 - If the water is too shallow to glide the victim forward without causing further injury, roll the victim to a face-up position by simultaneously lifting and rolling the victim over.
4. Grab the rescue tube, if you are using one, and position it under the victim's shoulders. The victim's head should naturally fall back into an open-airway position. If the victim is unresponsive, quickly check for breathing.
 - If an assisting responder is available to assist with extrication, remove the victim from the water without positioning the rescue tube under the victim's shoulders.
5. Move the victim to a safe exit point, remove the victim from the water, assess the victim's condition and provide appropriate care.

SKILL ASSESSMENT TOOL: PASSIVE VICTIM AT OR NEAR THE SURFACE IN WATER ≤ 3'

Criteria	Proficient	Not Proficient
Victim's mouth and nose remain above water	<ul style="list-style-type: none"> ■ Maintains victim's mouth and nose above water 	<ul style="list-style-type: none"> ■ Does not maintain victim's mouth or nose above water
Victim is moved to a safe exit point	<ul style="list-style-type: none"> ■ Moves victim to a safe exit point using the rescue tube or a backboard to support the victim 	<ul style="list-style-type: none"> ■ Is unable to move the victim to a safe exit point. ■ Victim is not supported by the rescue tube or backboard (if used) and slips off or submerges ■ Releases contact with the victim
Victim's head is maintained in an open-airway position at the surface.	<ul style="list-style-type: none"> ■ Places rescue tube under the victim's shoulders so that the victim's head falls back to an open airway position* 	<ul style="list-style-type: none"> ■ Victim's head is tilted forward (chin toward chest)

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