



**American  
Red Cross**

# Lifeguarding

**BLENDED LEARNING INSTRUCTOR'S MANUAL**





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This instructor's manual is part of the American Red Cross Lifeguarding program. Visit [redcross.org](http://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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This manual reflects the 2010 Consensus on Science for CPR and Emergency Cardiovascular Care and the Guidelines 2010 for First Aid. These treatment recommendations and related training guidelines have been reviewed by the American Red Cross Scientific Advisory Council, a panel of nationally recognized experts in fields that include emergency medicine, occupational health, sports medicine, school and public health, emergency medical services (EMS), aquatics, emergency preparedness and disaster mobilization. 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.

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## ***The following members of the American Red Cross Scientific Advisory Council provided guidance and review:***

### **David Markenson, MD, FAAP, EMT-P**

#### ***Chair, American Red Cross Scientific Advisory Council***

Chief, Pediatric Emergency Medicine  
Maria Fareri Children's Hospital  
Westchester Medical Center  
Valhalla, New York

### **Peter Wernicki, MD**

#### ***Aquatics Chair, American Red Cross Scientific Advisory Council***

Sports Medicine Orthopedic Surgeon  
International Lifesaving Federation Medical Committee Past Chair  
U.S. Lifesaving Association  
Medical Advisor  
Vero Beach, Florida

### **Roy R. Fielding**

#### ***Member, American Red Cross Scientific Advisory Council***

The University of North Carolina at Charlotte,  
Department of Kinesiology  
Coordinator, Exercise Science/Director of  
Aquatics  
Charlotte, North Carolina

### **Terri Lees**

#### ***Member, American Red Cross Scientific Advisory Council***

Aquatic Supervisor  
North Kansas City Community Center  
North Kansas City, Missouri

### **Francesco A. Pia, PhD**

#### ***Member, American Red Cross Scientific Advisory Council***

Water Safety Films, Inc.  
President, Pia Consulting Services  
Larchmont, New York

### **S. Robert Seitz, M.Ed., RN, NREMT-P**

#### ***Member, American Red Cross Scientific Advisory Council***

University of Pittsburgh  
Center for Emergency Medicine  
Pittsburgh, Pennsylvania

### ***The Sounding Board for this edition included:***

**Joyce A. Bathke**  
***Chief Administrative Officer***

American Red Cross St. Louis Area Chapter  
St. Louis, Missouri

**David W. Bell, PhD**

***National Aquatic Committee***  
National Health and Safety Committee  
Boy Scouts of America  
Ponca City, Oklahoma

**Pete DeQuincy**

***Aquatic Supervisor***  
East Bay Regional Park District  
Oakland, California

**Shawn DeRosa, JD, EMT-B**  
***Manger of Aquatic Facilities and  
Safety Officer for Intercollegiate  
Athletics***

The Pennsylvania State University  
University Park, Pennsylvania

**Scott E. Gerding**

***Sales Manager***  
Mid-East Division  
American Red Cross  
Columbus, Ohio

**Juliene R. Hefter**

***Deputy Director***  
Wisconsin Park & Recreation Association  
Owner, Safety First Aquatics, LLC  
Greendale, Wisconsin

**Carolyn Hollingsworth-Pofok**

***Director of Recreation and Events***  
Millcreek MetroParks  
Canfield, Ohio

**William A.J. Kirkner, JD**

***Aquatics Director***  
JCC of Greater Baltimore  
Reisterstown, Maryland

**Joetta R. Jensen**

***Assistant Professor and Director of  
Aquatics***  
Hampton University  
Hampton, Virginia

**Rhonda Mickelson**

***Director of Standards***  
American Camp Association  
Estes Park, Colorado

**Billy Pounds**

***Aquatics Manager***  
City of Pearland  
Pearland, Texas

**Clayton D. Shuck**

***Deputy Manager of Recreation***  
South Suburban Parks and Recreation  
Centennial, Colorado

**Thomas C. Werts**

***President***  
Aquatics Safety Consulting  
Kissimmee, Florida

### ***The following individuals participated as Working Group members:***

**Adam Abajian**

***Recreation Program Manager/  
Lakefront Operations***  
City of Evanston  
Evanston, Illinois

**Darwin DeLappa**

***Director of Water Safety***  
New York State Parks and Recreation  
Queensbury, New York

**William J. Frazier**

***Aquatic Operations Manager***  
Massanutten Resort  
McGaheysville, Virginia

**Lee Hovis**

***Director of Recreation Operations***  
Nocatee Waterpark Recreation  
Ponte Vedra Beach, Florida

**Danial Llanas**

***Director of Support Services***  
Busch Entertainment Corporation  
San Antonio, Texas

**Scott Mersinger**

***Aquatics Director***  
Lost Rios Waterpark  
Wisconsin Dells, Wisconsin

**Luiz A. Morizot-Leite**

***Captain, Ocean Rescue Lifeguard,  
Miami-Dade***  
Fire Rescue Department  
Miami-Dade County, Florida

**Robert E. Ogoreuc**

***Assistant Professor***  
Slippery Rock University  
Slippery Rock, Pennsylvania

### ***The following individuals provided external review:***

**Alex Antoniou**

***Director of Educational Programs***  
National Swimming Pool Foundation  
Colorado Springs, Colorado

**Jerome H. Modell, MD, DSc  
(Hon.)**

***Emeritus Professor of Anesthesiology***  
Courtesy Professor of Psychiatry  
Courtesy Professor of Large Animal Clinical  
Sciences  
Colleges of Medicine & Veterinary Medicine  
University of Florida  
Gainesville, Florida

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manual and supplementary materials.

## **Guidance provided by the American Red Cross:**

### **Jack McMaster**

#### ***President***

Preparedness and Health and Safety Services

### **Steven Glockenmeier**

#### ***Vice President***

Preparedness and Health and Safety Services

### **Jean Erdtmann**

#### ***Executive Director***

Preparedness and Health and Safety Services

## **The American Red Cross team for this edition included:**

### **Jennifer Deibert**

#### ***Director***

Product Development

### **Kara L. Desmarais, MPA**

#### ***Project Manager***

Information Technology

### **Gina Gunn**

#### ***Channel Manager***

### **Connie Harvey**

#### ***Product Manager, Aquatics***

### **Tom Heneghan**

#### ***Senior Product Manager***

Ready Rating

### **Denise González Hensal**

#### ***Multi-Channel Commerce and Security***

Information Technology

### **Don Lauritzen**

#### ***Officer***

Communications

### **Kamenna Lee**

#### ***Vice President***

Business Marketing

### **Stephen Lynch**

#### ***Product Manager***

### **Stacey Ryan**

#### ***Director, Service Delivery***

### **Mark Schraf**

#### ***Analyst***

### **Stephanie Shook**

#### ***Product Manager, Aquatics***

### **John Thompson**

#### ***Product Manager***

Business Operations

### **Joy Zukauskas**

#### ***Product Manager***

Divisional Support

## **The StayWell team for this edition included:**

### **Nancy Monahan**

#### ***Senior Vice President***

### **Paula Batt**

#### ***Vice President***

Sales and Client Services

### **Reed Klanderud**

#### ***Vice President***

Marketing and Communications

### **Ellen Beal**

#### ***Executive Director***

Content and Delivery Platforms

### **David Cane**

#### ***Managing Editor***

### **Danielle DiPalma**

#### ***Editorial Director***

### **Melissa Dudlick**

#### ***Executive Editor***

### **Bryan Elrod**

#### ***Senior Developmental Editor***

### **Doug Ferguson**

#### ***Instructional Designer***

### **Kate Plourde**

#### ***Marketing Manager***

### **Michelle Clark**

#### ***Senior Graphic Designer***



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## CHAPTER 1

### INTRODUCTION

This manual is intended to serve as a resource for Lifeguarding instructors when teaching the Lifeguarding Blended Learning course. The information and teaching strategies provided will help you teach the Blended Learning course. You should

be familiar with the material in the American Red Cross Lifeguarding Manual (Stock No. 655735), in the eLearning content of the Lifeguarding Blended Learning course and in this instructor's manual before you teach the course.

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### COURSE PURPOSE

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* (EMS) personnel take over.

The purpose of the Shallow Water Lifeguarding 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.

The care steps outlined within this product are consistent with the Guidelines 2010 for First Aid and

the 2010 Consensus on Science for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care. This manual also reflects the United States Lifeguarding Standards: A Review and Report of the United States Lifeguard Standards Coalition, which was a collaborative effort of the American Red Cross, the United States Lifesaving Association and the YMCA of the USA.

The course content and activities will prepare participants to make appropriate decisions about the care to provide in an aquatic emergency and a medical emergency.

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### COURSE OBJECTIVES

It is your responsibility as an instructor to see that participants meet the learning objectives

listed at the beginning of each lesson in this instructor's manual.

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### COURSE PARTICIPANTS

Many of the course participants will be in, or preparing for, positions that require a background in lifeguarding. Participants may include camp counselors, water safety instructors, swim coaches, public safety personnel, adult youth leaders and the general public. Participants may represent a broad range of backgrounds and differ

in levels of education and experience. They may be taking courses in the Lifeguarding program to fulfill employment requirements, to complete requirements for a major area of study or certification or for personal satisfaction.

Prerequisites for each course or module are listed in the Precourse Session in this instructor's manual. Before having the participants break to change into

their swimsuits for the prerequisite swimming skills evaluation, orient them to the locker rooms and the pool area where they are to meet.

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## 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 Instructor's Corner ([redcross.org/instructorscorner](http://redcross.org/instructorscorner)).
  - Other course equipment (medical and first aid supplies) 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 to 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.
- Providing participants with clear Blended eLearning lesson and participant manual reading assignments that must be completed between each facility session.
- Tracking participant progress of the Blended eLearning lessons by reviewing their status reports before each session.
- Ensuring there are lifeguards on duty during the in-water skill sessions with the proper safety equipment, and that the swimming area is the proper water quality.
- Maintaining adequate supervision at all times during in-water skill sessions.
- Foreseeing hazards and taking steps to eliminate or control them before participants arrive or step into the water.
- Planning, coordinating and managing training with the Red Cross, including advising the Red Cross in advance of any classes you are scheduled to teach.
- Informing participants about knowledge and skills evaluation procedures and course completion requirements.
- Creating a nonthreatening environment that is conducive to achieving the learning objectives.
- Preparing participants to meet the course objectives.
- 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.
- Administering and scoring the final written exams.
- Conducting courses in a manner consistent with course design.
- Submitting completed course records and reports to the Red Cross representative within 10 working days from course completion.
- Being familiar with and informing participants of other Red Cross courses and programs.
- Being prepared to answer participants' questions or knowing where to find the answers.
- Providing a positive example by being neat in appearance and not practicing unhealthy behaviors while conducting American Red Cross courses.
- Identifying potential instructor candidates and referring them to the appropriate Red Cross representatives.
- Abiding by the obligations in the *Instructor Agreement and Code of Conduct* and, if applicable, the *Authorized Provider Agreement*.
- Representing the Red Cross in a positive manner.
- Promoting volunteer opportunities available through the Red Cross.

# CHAPTER 2

## COURSE DESIGN

### COURSE CONTENT

The course is designed to be flexible in delivery. You should not modify course content, but you have flexibility to select teaching methods to meet the needs and interests of the participants as long as participants can meet the course objectives.

While the course is flexible to accommodate facility and participant needs, the lessons must be covered in order, as they are each building blocks of skills in future lessons. A recommended lesson plan is provided below.

### RECOMMENDED LESSON PLAN

Session	Lessons Covered	eLearning Time	Facility Time	Next Assignment
Precourse			1 hour	<ul style="list-style-type: none"><li>■ Read Chapters 1–3</li><li>■ Complete Introduction and Lessons 1–3</li></ul>
1	Introduction Lesson 1: The Professional Lifeguard Lesson 2: Facility Safety and Patron Surveillance Lesson 3: Injury Prevention	5 minutes 25 minutes  1 hour, 10 minutes  25 minutes	1 hour, 5 minutes  2 hours  35 minutes	<ul style="list-style-type: none"><li>■ Read Chapters 5 and 6</li><li>■ Complete Lesson 4</li></ul>
2	Lesson 4: Water Rescue Skills	55 minutes	4 hours, 15 minutes	<ul style="list-style-type: none"><li>■ Read Chapters 7 and 8</li><li>■ Complete Lessons 5 and 6</li></ul>
3	Lesson 5: Before Providing Care and Victim Assessment Lesson 6: Breathing Emergencies	40 minutes  40 minutes	1 hour, 20 minutes  1 hour, 20 minutes	<ul style="list-style-type: none"><li>■ Read Chapter 9</li><li>■ Complete Lesson 7</li></ul>
4	Lesson 7: Cardiac Emergencies and Using an Automated External Defibrillator	50 minutes	2 hours, 10 minutes	<ul style="list-style-type: none"><li>■ Read Chapters 10 and 11</li><li>■ Complete Lessons 8 and 9</li></ul>
5	Lesson 8: First Aid Lesson 9: Head, Neck and Spinal Injuries in the Water	55 minutes 35 minutes	1 hour, 45 minutes 2 hours, 25 minutes	<ul style="list-style-type: none"><li>■ Review for the CPR/AED for the Professional Rescuer and First Aid exam</li><li>■ Complete the Conclusion, which includes taking the CPR/AED for the Professional Rescuer and First Aid exam</li></ul>

(continued)

Session	Lessons Covered	eLearning Time	Facility Time	Next Assignment
6	Lesson 10: Final Written Exam and Final In-Water Skill Scenarios (includes confirmation of participants' completion of online CPR/AED for the Professional Rescuer and First Aid exam)	45 minutes	2 hours, 35 minutes	
		<b>TOTAL: 7 hours, 25 minutes</b>	<b>TOTAL: 19 hours, 30 minutes (does not include Precourse Session)</b>	

After each facility-based session, remind participants to read the necessary chapters in the *Lifeguarding Manual* and to complete the required lessons in the *Lifeguarding Blended eLearning* component. These homework assignments must be completed before attending the facility-based sessions covering the same topics.

Before returning to the next facility session, participants should use the Print Progress button on the Menu page to print a progress report. This report allows you to be confident that each participant is completing the assignments. If possible, a computer and Internet connection should be available at the facility so that you can check progress in the event that a participant does not bring his or her progress report.

## PARTICIPANT RESOURCES

### ***Lifeguarding Manual***

The 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 also serves as a reference after the course. The manual is available for purchase (Stock No. 655735) or as a downloadable digital version, which can be printed. Participants must have a *Lifeguarding Manual* at the start of the course.

Free electronic versions are available on [redcross.org](http://redcross.org).

### ***Lifeguarding Blended eLearning***

The eLearning component has been designed to instruct participants in the knowledge-based aspects of the lifeguarding course, along with making them familiar with the skills that they will practice and master during the facility portion of the training. Instructors should conduct brief, guided discussions on key eLearning topics to ensure that participants' questions are answered.

## INSTRUCTOR RESOURCES

### ***Lifeguarding Blended Learning Instructor's Manual***

This instructor's manual contains all the information necessary to conduct the American Red Cross Lifeguarding blended program. The manual is divided into three parts—Section A: Administration; Section B: The Lifeguarding and Shallow Water Lifeguarding Courses; Section C: Final Written Exams, Answer Sheets and Answer Keys.

- Section A: Administration contains information needed to conduct the course and provides a course

overview, explains how to set up and teach the course, gives requirements for successful course completion and describes what to do when the course is completed.

- Section B: The Lifeguarding and Shallow Water Lifeguarding courses includes the course outline and the lesson plans to teach the Lifeguarding and Shallow Water Lifeguarding courses. The lesson plans provide the instructor with the primary points to be covered in each lesson and with guidelines for classroom activities.

- Section C: Final Written Exams, Answer Sheets and Answer Keys for the Lifeguarding Skills and Shallow Water Lifeguarding Skills written exam.

The CPR/AED for the Professional Rescuer and First Aid exam is taken in the blended learning piece. It is located in the Conclusion module and must be successfully passed before the participant attends the final facility session. This must be confirmed by the participants' status reports. If the Conclusion lesson is complete, the participant successfully passed the CPR/AED for the Professional Rescuer and First Aid exam.

The *Lifeguarding Blended Learning Instructor's Manual* can also be viewed online on Instructor's Corner ([instructorscorner.org](http://instructorscorner.org)).

### **Lesson Plans**

Several items in the lesson plans can help you conduct the course. These include the following:

#### **Lesson Objectives**

The knowledge and skill objectives are presented at the beginning of each lesson.

#### **Guided Discussions**

One of the objectives of blended learning is to move the information participants need to meet the objectives and pass the written exams into the online portion.

As a result, guided discussions are provided to review the blended learning points and to make sure all participants have a full understanding of the topics. It is at the instructor's discretion to measure the participant's comprehension of the blended aspects and to encourage more or less discussion.

#### **Activities**

The activities that are part of the lesson plans involve participation in guided discussion, viewing video segments and course presentations, activity worksheets and scenarios. Most lessons contain at least one activity.

Where the lesson has an alternate activity, the instructor should use these when conducting the Shallow Water Lifeguarding course as they apply to water less than 5 feet deep.

#### **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.

### **Assignments**

At the end of each lesson is an assignment for the next lesson.

#### **Land-Based Skills Practice**

In some of the land-based skill practice sessions, participants practice the skill on one another and/or on manikins. Practice on a "real-life" victim is important to give participants experience in handling a real person. Skills that require mouth-to-mouth contact, such as giving ventilations and performing CPR, however, are practiced only on manikins. Suctioning and airway insertion also should be done only on manikins.

Request that participants with special needs, including medical conditions or physical disabilities, bring these to your attention privately to determine if reasonable accommodations can be made while still accomplishing the course objectives.

#### **In-Water Skill Practice**

The in-water rescue skills performed in the Lifeguarding courses and modules have multiple actions occurring simultaneously. 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 true for skills that involve actions both above and below water. For example, in demonstrating how to turn a victim face-up using the head splint, participants may clearly see the rescuer's hand and arm position above the water, but may not notice the rescuer's leg action. Since supporting the victim and avoiding unnecessary movement are important when performing the rescue, the rescuer's underwater actions are significant elements in the total skill.

#### **Skill 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 on the skill assessment tools to be checked off for a skill. Assessment criteria that are general for the category of skills, as well as specific to the skill, must be met.

#### **Scenarios**

Scenarios help to reinforce learning by drawing on participants' skills and decision-making abilities in



various situations. They also are included as a review during which participants can recall and apply the information learned in the course.

### Final Written Exams

Two exams, Section 1—Lifeguarding Skills and Section 1—Shallow Water Lifeguarding Skills, are included in Section C of this manual. Two versions are available for each exam. Participants must pass the exam appropriate to the course that they are taking with a minimum score of 80 percent as part of the requirements for receiving American Red Cross course completion certificates.

## Video Segments

The *Lifeguarding* DVD Set (Stock No. 655739) is designed specifically for use during the courses in the Lifeguarding program. The video segments can also be viewed on Instructor's Corner. For the Blended program, the Blended course presentation includes all of the videos; however, only those not marked as "eLearning Review" are required to be viewed in class. Participants are required to watch all of the videos in the eLearning course, but they are available in the Blended course presentation in the event that an instructor would like to review or reinforce a concept or skill. A detailed menu of the *Lifeguarding* DVD Set and running times is included on Instructor's Corner.

Instructors are encouraged to use the *Lifeguarding* DVD Set to reinforce specific skills if desired, and to teach the Administering Emergency Oxygen and Bloodborne Pathogens Training courses and the asthma and epinephrine auto-injector trainings.

## Materials, Equipment and Supplies

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 lessons ready prior to the start of the lesson.

- For the course, instructors must have the following:
  - Newsprint and marker pens, easel or tape
  - Equipment for viewing the video segments and/or the course presentation, including a DVD player and monitor or LCD projector, extension cord and grounded plug adaptor if needed, *Lifeguarding* DVD Set and the applicable course presentation
  - Diving bricks and a stopwatch or pace clock
  - Rescue tubes (one for every two participants)

- Hip packs

- For Lessons 5 and 6 and for the final exam, each class must have the following:

- Manikin decontamination supplies including decontamination solution, 4-inch x 4-inch gauze pads, soap and water, brush, basins or buckets and any accessories that may be recommended by the manufacturer of the manikin
- Blankets or mats (one for every two participants)
- Adult and infant manikins (one of each for every two participants)
- Child manikins are optional (one for every two participants)
- Adult and pediatric bag-valve-mask (BVM) resuscitators
- AED training devices (one for every two participants)
- Adult AED training pads (one set for each training device)
- Pediatric AED training pads (one set for each training device)
- A towel

- For Lessons 8 and 9, each class must have the following:

- External bleeding control materials for each pair of participants, including two 3-inch roller bandages and four nonsterile dressings or gauze pads
- Splinting materials for each pair of participants, including four triangular bandages, one 3-inch roller bandage, a blanket or pillow and a rigid splint such as a magazine, cardboard or long and short boards
- Spinal immobilization materials
- Backboards, each equipped with 3 straps and head immobilizers (one backboard for every three participants is recommended); if fewer backboards are available, additional time may be required

For each lesson, lifeguard candidates must have the *Lifeguarding Manual* and should have a pencil or pen, a name tag, the activity worksheets, non-latex disposable gloves in multiple sizes and a resuscitation mask (adult and pediatric). For the final lesson, each candidate should have a final written exam and answer sheet for the applicable course and/or module.

Instructors must have American Red Cross identification; the *Lifeguarding Manual*; the *Lifeguarding Blended Learning Instructor's Manual*; a name tag; answer keys for the course and/or module exams; extra manikin lungs, airways and faces; *Course*

*Record* and *Course Record Addendum*; Participant Progress Log; and extra pens or pencils.

## Course Presentation

Another resource for instructors is the Lifeguarding course presentations. Similar to a PowerPoint presentation, the 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 Blended course presentation is designed to include all the visual information necessary to conduct the Blended Lifeguarding courses. The Blended course presentation includes guided discussions, video segments, scenarios, activity directions and skill sheets.

For items that are covered in the eLearning portion of the course, the Blended course presentation page is marked as “eLearning Review.” These guided discussions and videos can be reviewed in class or skipped over, depending on how the instructor feels the participants understood the concept.

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

### **Course Presentation System Requirements:**

- Adobe Reader 9
- Flash Player 8, 9 for Windows and Mac
- Flash Player 9 for Linux and Solaris

### **Equipment Requirements:**

- Laptop/desktop computer
- Power source
- Projector
- Projection screen/area
- Computer speakers

The presentation is available to download on 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.

## Activity Worksheets

The Lifeguarding program uses activity worksheets in some of the lessons to help reinforce course material. Activity worksheets for participants can be found at the end of Section B. The activity worksheets should be given to each participant during the appropriate lessons. Answers to the activity worksheets are included in the appropriate lessons within the course.

## Instructor’s Corner

As an instructor, it is very important that you register on Instructor’s Corner ([redcross.org/instructorscorner](http://redcross.org/instructorscorner)) and visit the site regularly for program information and updates. Once you have completed the brief registration process, you will have free access to many important resources for instructors.

Lifeguarding program materials on Instructor’s Corner include:

- Administrative Terms and Procedures
- Course Fact Sheets
- Sample Letter to Lifeguarding course participants
- *Course Record* and *Course Record Addendum*
- *Americans with Disabilities Act (ADA) Resource Guide*
- *Lifeguarding* DVD Menu and Run Times
- Teaching Strategies
- Participant Progress Log

Additional resources on Instructor’s Corner:

- Administrative forms and policies, including the *Instructor Agreement and Code of Conduct* and the *Manual of Administrative Policies and Procedures* (MAPP)
- Information about other Red Cross training and education programs
- Frequently asked questions and expert answers to your technical questions
- Link to the Learning Center website
- Links to [redcrossstore.org](http://redcrossstore.org) and [shopstaywell.com](http://shopstaywell.com) for training supplies and Red Cross retail products



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## ADDITIONAL RESOURCES FOR INSTRUCTORS AND PARTICIPANTS

### Training Equipment and Red Cross Retail Products

Equipment used during the course, such as CPR breathing barriers, first aid kits and a wide range of Red Cross retail products, are available through the Red Cross or the Red Cross store at [redcrossstore.org](https://redcrossstore.org).

### Additional Red Cross Courses

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

- Swimming and Water Safety.
- Emergency Medical Response.
- Babysitter's Training.
- Family Caregiving.
- Nurse Assistant Training.
- CPR/AED for Professional Rescuers and Health Care Providers.
- Wilderness and Remote First Aid.

Refer participants to the Red Cross for more information about scheduled courses in their community.

### Refresher Program

First aid, CPR and AED knowledge and skills begin to decline within as little as 3 months after training. That is why refreshers—a series of short, online learning exercises and quizzes—are included in the Lifeguarding program. Refreshers help by giving participants opportunities to test and reaffirm first aid, CPR, AED and lifeguarding knowledge and skills learned in class. The goal of the refresher program is to keep the knowledge and skills learned in class fresh in participants' minds. Although participation in the refresher program is voluntary, all participants are strongly encouraged to complete the refreshers every 3 months. Advise students to go to [redcross.org/LGrefresher](https://redcross.org/LGrefresher) after completion of the course and select refreshers for lifeguarding.

# CHAPTER 3

## SETTING UP AND RUNNING THIS COURSE

This chapter explains how to organize the American Red Cross Lifeguarding program.

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### RECOMMENDED CLASS SIZE

The course outline and lesson plans have been developed for a class of approximately 10 participants. If your class is larger, you probably will need to allow more time, or have co-instructors or instructor aides help you. The amount of available equipment and assistance from additional instructors may limit class

size. Personal supervision is necessary to ensure effective practice and the safety of participants. If the class is too large, you may not be able to provide proper supervision or complete class activities in the allotted time. It is strongly recommended that you have additional instructors help during skill practice sessions.

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### COURSE LENGTH

The course length varies depending on which Lifeguarding course is taught. The Lifeguarding Blended course is designed to be taught in approximately 19 hours, 30 minutes. The Shallow Water Attendant course is designed to be taught in approximately 18 hours, 10 minutes.

You must carefully consider the issues of time when planning each class session. The lesson plans in this instructor's manual should be followed as closely as possible, but facility constraints, specific instructor-to-participant ratios, equipment-to-participant ratios, as well as participant needs such as breaks, may increase course length.

Other factors that may influence lesson planning include:

- Classroom availability and layout.
- Aquatic facility availability and layout.
- Equipment availability.
- Number of participants.
- Skill level of participants.
- Instructor experience.
- Number of instructors.

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### MANAGING PARTICIPANTS

Managing your participants is a critical component of the *Lifeguarding Blended Learning* course. You must review their progress reports before each session and hold guided discussions in order to ensure a full understanding of the online content.

If possible, having a computer with Internet access available is recommended in the event that a participant neglects to bring in his or her progress report.

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### CLASSROOM SPACE

The lessons described in this instructor's manual require classroom space suitable for lecture, class discussions, small-group activities, DVD presentations and skill practice sessions. The classroom should provide a safe, comfortable and appropriate learning environment. The room should be well lit and well

ventilated and have a comfortable temperature. If the practice area is not carpeted, provide some knee protection, such as folded blankets or mats, for use by participants or allow them to bring their own padding materials.

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## SWIMMING AREA

A pool is recommended for skill practice, in-water activities and skills evaluation. The pool must meet the requirements needed to conduct the following:

- Prerequisite swimming skills evaluation
- Submerged victim rescue (7–10 feet)
- Caring for head, neck and spinal injuries in deep water
- Final In-Water Skill Scenarios 1–3

When teaching the Lifeguarding course, if the pool has a maximum depth of 6 feet, an alternate timed event can be used as part of the prerequisite swimming skills evaluation. All other class activities must be taught in water depth as described in the activity or skill session directions.

For pools with maximum water depth of 6 feet deep, candidates should complete the following 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 to a depth of 6 feet, swim 10 to 15 feet along the bottom to 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.

If a waterfront or waterpark facility is used for teaching the Lifeguarding course, a swimming area should be chosen that is free from surf or obstructions and has sufficient space and depth (7–10 feet) for skill practice, in-water activities and skills evaluation. The facility must meet the same standards as listed above for swimming pools.

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.

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## SETTING UP AND RUNNING SKILL SESSIONS

The instructions in the skills 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. Lifeguards should practice the skills until they are able to meet performance criteria. Observe each participant's performance of the skill and provide corrective feedback using the skill charts and skill assessment tools. Record their progress on the Participant Progress Log ([redcross.org/instructorscorner](http://redcross.org/instructorscorner)).

### Land-Based Skill Practice

The skill sessions are conducted in one of two ways. Some skills are learned via the Watch-Then-Practice instructional method, while others offer a choice of how the skill session is conducted (Practice-While-You-Watch or Watch-Then-Practice). Skill charts and skill assessment tools are located in the instructor's manual at the end of the lessons that include skill sessions.

### In-Water Skill Practice

Whenever possible, the skill should be demonstrated, and then practiced, on land first. Demonstrations should be performed as slowly as possible without losing the integrity of the skill. Whenever possible, 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.

### Training to the Standard, But Testing to the Objective

Instructors must focus on the successful completion of an objective as opposed to perfecting every individual skill. For example:

- A person with one arm may not be able to perform a front crawl or breaststroke approach. However,

he or she may be able to perform a modified sidestroke to reach a victim in distress. If the “objective” is for the lifeguard to reach a victim, the person with one arm will fully satisfy that objective even though he or she has not performed a conventional approach stroke in the process.

- A person may not be able to support the head and neck in the standard way for manual stabilization, but if the person is able to hold the victim’s head stable, the objective is met.
- A person may not be able to perform either a compact jump or a stride jump perfectly and may have to modify the skill to enter the water in a safe

way. It is not essential that a lifeguard enter the water in a specific manner during a rescue, only that he or she can do it safely.

In all these situations, the participant may continue the course and still receive certification, since he or she is capable of performing the function of a lifeguard during a rescue. Additional information on adjustments to training can be found in the *Americans with Disabilities Act (ADA) Accommodation Resource Guide* found on Instructor’s Corner at [www.redcross.org/instructorscorner](http://www.redcross.org/instructorscorner).

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## CLASS SAFETY

As a Red Cross instructor, it is important for you to make the teaching environment as safe as possible. Participants who feel they are at risk for injury or illness may become distracted. These same feelings may also affect your ability to teach. There are several steps you can take to help increase class safety:

- **Instructor Preparation:** 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.
- **Assisting Instructors and Co-Instructors:** 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.

- **Instructor Aides:** Individuals who express an interest in becoming an instructor but do not, for example, meet the minimum age, can participate as an instructor aide. Instructor aides must always be under the direct supervision of an instructor and should never be left alone to supervise course participants. Instructor aides may not evaluate or certify a participant’s skill performance. An instructor aide must possess a basic-level certificate(s) in the applicable program or course for which he or she wishes to assist. Lifeguarding instructors can train instructor aide candidates. Contact the Red Cross for further information about instructor aide training. In general, duties and responsibilities of instructor aides include:
  - Handling registration and recordkeeping.
  - Setting up classrooms and handing out supplies.
  - Assisting with equipment (e.g., setup, cleaning and distribution of materials).
  - Helping participants with skill practice or small-group activities.

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## HEALTH PRECAUTIONS FOR COURSE PARTICIPANTS

As a Red Cross instructor, one of your responsibilities is to protect participants from health risks. The materials and procedures for teaching these courses are designed to:

- Limit the risk of disease transmission.
- Limit the risk of one participant injuring another when practicing with a partner.
- Limit the risk that the activity involved in skill practice could cause injury or sudden illness.

When possible, prospective participants should be provided information about health requirements and safety before enrolling in the course. The Sample Letter to Lifeguarding Program Participants on Instructor's Corner is one way to communicate that information. Ask participants to talk with you before any practice session if they doubt they can participate.

People with certain health conditions may be hesitant to take part in the practice sessions. These could include a history of heart attack or other heart conditions or respiratory problems. Suggest that these

participants check with their health care provider before participating in practice sessions involving physical activity. Inform participants who take the course, but cannot demonstrate the skills taught in the practice sessions, that they cannot receive an American Red Cross course completion certificate. Encourage them, however, to participate to whatever extent possible. The Red Cross advocates that, whenever possible, the instructor adjust participants' activity levels as necessary to facilitate learning and help participants meet course objectives.

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## PARTICIPANTS WITH DISABILITIES AND SPECIAL HEALTH CONSIDERATIONS

People with disabilities and other conditions may be able to perform first aid, CPR and other EMR skills. Some skills may need to be modified, but the result is the same. Instructors should focus on the critical components of a skill that are needed to successfully meet the objective.

Detailed guidance on these topics is included in the Health Precautions and Guidelines During Training and the *Americans with Disabilities Act (ADA) Resource Guide*, both of which are available on Instructor's Corner ([redcross.org/instructorscorner](http://redcross.org/instructorscorner)).

# CHAPTER 4

## REQUIREMENTS FOR SUCCESSFUL COURSE COMPLETION

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### CRITERIA FOR COURSE COMPLETION AND CERTIFICATION

Upon successful completion of the Lifeguarding course, participants receive an American Red Cross certificate for Lifeguarding/First Aid/CPR/AED or Shallow Water Lifeguarding (up to 5 feet)/First Aid/CPR/AED.

To successfully complete the Lifeguarding course, the participant must:

- Attend and participate in all class sessions.
- Complete all eLearning units.
- Demonstrate competency in all required skills and activities.

- Demonstrate competency in all required final rescue skill scenarios.
- Pass Section 1—Lifeguarding/Shallow Water Lifeguarding Skills final written exams with minimum grades of 80 percent.

Participants should be told of the requirements when they enroll for the course and again during the course introduction.

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### FINAL WRITTEN EXAMS

Two exams, Section 1—Lifeguarding Skills and Section 1—Shallow Water Lifeguarding Skill, are included in Section C of this manual. Two versions are available for each exam. Participants must pass the

exam for the appropriate course with a minimum score of 80 percent as part of the requirements for receiving American Red Cross course completion certificates.

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### FINAL IN-WATER SKILLS SCENARIOS

Participant skills are evaluated and feedback given throughout the course. The purpose of the final in-water skills 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:

- Head, Neck or Spinal Injury in Shallow Water
- Active Victim in Deep Water
- Submerged Passive Victim in Deep Water—Timed Response

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

- Head, Neck or Spinal Injury in Shallow Water
- Active Victim in Shallow Water
- Submerged Passive Victim in Shallow Water—Timed Response

Lifeguarding instructors are encouraged to use additional instructors to help administer the final skills evaluation.

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## EXAM SECURITY

Exam security is your responsibility. It is not recommended that participants be allowed to see the written exam before it is distributed. As participants hand in their answer sheets, you may quickly grade

the exam 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.

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## REPORTING PROCEDURES

Once course registration is complete, the instructor should request a class roster from the Training Support Center. Once the course is completed, print the class roster. List the component name/number in each column. For each component, mark the mastery status of each participant as “S” (Successful), “U” (Unsuccessful) or “NE” (Not Evaluated), then sign the class roster. If wallet-sized certification cards are requested, write “Please provide certification cards” immediately under the signature line. Within 10 days of completing the in-class training, submit the class roster to the Training Support Center.

**Note:** To prevent duplicate training records or duplicate billing, do not submit Course Records to the Training Support Center or report training through the Course Record Admin function in the Learning Center.

For more detailed administrative information, visit the Blended Learning section of the Lifeguarding page on Instructor’s Corner ([instructorscorner.org](http://instructorscorner.org)).

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## PARTICIPANT COURSE EVALUATION

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 this 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. A copy of the evaluation form is available on Instructor’s Corner.

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## AWARDING CERTIFICATES

Discuss with the Red Cross the procedures for obtaining American Red Cross course completion certificates. Sign the certificates before giving them to

participants. If you receive certificates after the course is over, make arrangements to get them to participants.

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## CONTINUING EDUCATION UNITS FOR PROFESSIONALS

Many course takers are professionals who need continuing education units to maintain a license and/or certification. The American Red Cross is approved as an authorized provider by the International Association of Continuing Education and Training (IACET)

([iacet.org](http://iacet.org)). 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, contact the Red Cross.





## LIFEGUARDING COURSE OUTLINE

### PRECOURSE SESSION

Activity	Time
Introduction to the Precourse Session _____	10 minutes
Verification of Age Prerequisite _____	5 minutes
Prerequisite Swimming Skills Evaluation _____	40 minutes
Wrap-Up _____	5 minutes
<b>Precourse Session, Total Time</b> _____	<b>1 hour</b>

### LESSON 1—THE PROFESSIONAL LIFEGUARD

Activity	Time
Introduction to the Course _____	15 minutes
The Professional Lifeguard _____	5 minutes
Decision Making _____	5 minutes
Legal Considerations _____	5 minutes
Continuation of Training _____	10 minutes
Being Part of a Team _____	15 minutes
Putting It All Together _____	10 minutes
<b>Lesson 1, Total Time</b> _____	<b>1 hour, 5 minutes</b>

### LESSON 2—FACILITY SAFETY AND PATRON SURVEILLANCE

Activity	Time
Facility Safety _____	10 minutes
Weather Conditions _____	5 minutes
Rules and Regulations _____	10 minutes



Management and Facility Safety _____	5 minutes
The Drowning Process _____	5 minutes
Effective Surveillance—Victim Recognition _____	5 minutes
Effective Surveillance—Scanning _____	10 minutes
In-Water Skill Session: Entries and Approaches, Victim Recognition and Lifeguard Rotation _____	45 minutes
Skill: Slide-in Entry and Walking Approach	
Skill: Slide-in Entry and Swimming Approach	
Skill: Stride Jump and Swimming Approach	
Skill: Compact Jump and Swimming Approach	
Putting It All Together _____	25 minutes
<b>Lesson 2, Total Time</b> _____	<b>2 hours</b>

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## LESSON 3—INJURY PREVENTION

Activity	Time
Injury Prevention Strategies _____	5 minutes
Guarding a Variety of Activities _____	5 minutes
Guarding Special Attractions _____	15 minutes
Guarding for Organized Recreational Swim Groups _____	10 minutes
<b>Lesson 3, Total Time</b> _____	<b>35 minutes</b>

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## LESSON 4—WATER RESCUE SKILLS

Activity	Time
Emergency Action Plans _____	10 minutes
Surveillance Activity 1 _____	10 minutes
Video: Review—Surveillance Activity 1	
In-Water Skills Session, Part 1: Rescues At or Near the Surface _____	1 hour, 25 minutes
Skill: Reaching Assist from the Deck	
Skill: Simple Assist	
Skill: Active Victim Front Rescue	
Skill: Active Victim Rear Rescue	
Skill: Passive Victim Rear Rescue	
Skill: Multiple-Victim Rescue	
Putting It All Together _____	35 minutes
In-Water Skills Session, Part 2: Submerged Victim Rescues _____	1 hour, 10 minutes
Skill: Submerged Passive Victim in Shallow Water	
Skill: Feet-First Surface Dive in Deep Water	
Skill: Head-First Surface Dive in Deep Water	
Skill: Submerged Victim in Deep Water	
Skill: Two-Person Removal from the Water Using a Backboard	

Putting It All Together \_\_\_\_\_ 45 minutes  
**Lesson 4, Total Time** \_\_\_\_\_ **4 hours, 15 minutes**

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## LESSON 5—BEFORE PROVIDING CARE AND VICTIM ASSESSMENT

Activity	Time
Standard Precautions _____	5 minutes
Skill: Removing Disposable Gloves	
General Procedures for an Emergency on Land _____	5 minutes
Performing a Primary Assessment _____	35 minutes
Skill: Performing a Primary Assessment—Adult	
Skill: Using a Resuscitation Mask	
Skill: Primary Assessment—Child or Infant	
Moving a Victim _____	5 minutes
In-Water Skill Session--Rescue Skills Review _____	30 minutes
<b>Lesson 5, Total Time</b> _____	<b>1 hour, 20 minutes</b>

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## LESSON 6—BREATHING EMERGENCIES

Activity	Time
Recognizing and Caring for Breathing Emergencies _____	5 minutes
Giving Ventilations _____	15 minutes
Skill: Giving Ventilations—Adult	
Skill: Giving Ventilations—Child or Infant	
Giving Ventilations Using a Bag-Valve-Mask Resuscitator _____	10 minutes
Skill: Giving Ventilations Using a Bag-Valve-Mask Resuscitator—Two Rescuers	
Airway Obstruction _____	20 minutes
Skill: Conscious Choking—Adult and Child	
Skill: Conscious Choking—Infant	
Skill: Unconscious Choking—Adult and Child	
Skill: Unconscious Choking—Infant	
In-Water Skill Session: Putting It All Together _____	30 minutes
<b>Lesson 6, Total Time</b> _____	<b>1 hour, 20 minutes</b>

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## LESSON 7—CARDIAC EMERGENCIES AND USING AN AUTOMATED EXTERNAL DEFIBRILLATOR

Activity	Time
Recognizing and Caring for a Heart Attack _____	10 minutes
Cardiac Arrest _____	5 minutes

CPR _____	40 minutes
Skill: CPR—Adult and Child	
Skill: CPR—Infant	
Two-Rescuer CPR _____	10 minutes
Skill: Two-Rescuer CPR—Adult and Child	
Skill: Two-Rescuer CPR—Infant	
When the Heart Stops and AEDs _____	5 minutes
Using an AED _____	10 minutes
Skill: Using an AED	
AED Precautions and AED Maintenance _____	10 minutes
In-Water Skill Session: Putting It All Together _____	40 minutes
<b>Lesson 7, Total Time</b> _____	<b>2 hours, 10 minutes</b>

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## LESSON 8—FIRST AID

Activity	Time
Review—Surveillance Activities _____	5 minutes
Video: Review—Surveillance Activity 2	
Secondary Assessment _____	5 minutes
Sudden Illness _____	10 minutes
Responding to Injuries _____	25 minutes
Skill: Controlling Bleeding	
Skill: Splinting	
Putting It All Together—First Aid Scenarios _____	20 minutes
Caring for Head, Neck and Spinal Injuries on Land _____	10 minutes
Skill: Caring for a Nonstanding Victim of a Suspected Head, Neck or Spinal Injury on Land	
Skill: Caring for a Standing Victim of a Suspected Head, Neck or Spinal Injury on Land	
In-Water Skills Session: When Things Do Not Go as Practiced _____	30 minutes
<b>Lesson 8, Total Time</b> _____	<b>1 hour, 45 minutes</b>

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## LESSON 9—HEAD, NECK AND SPINAL INJURIES IN THE WATER

Activity	Time
Caring for Head, Neck and Spinal Injuries in the Water _____	5 minutes
In-Water Skill Session: Head, Neck and Spinal Injuries _____	2 hours, 20 minutes
Skill: Head Splint—Face-Up Victim At or Near the Surface in Shallow Water	
Skill: Head Splint—Face-Down Victim At or Near the Surface in Shallow Water	
Skill: Head Splint—Submerged Victim in Shallow Water	
Skill: Spinal Backboarding Procedure—Shallow Water	
Skill: Head Splint—Face-Up and Face-Down Victim At or Near the Surface in Deep Water	

Skill: Head Splint—Submerged Victim in Deep Water

Skill: Spinal Backboarding Procedure—Deep Water

**Lesson 9, Total Time** \_\_\_\_\_ **2 hours, 25 minutes**

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## LESSON 10—FINAL WRITTEN EXAM AND FINAL IN-WATER SKILL SCENARIOS

Activity	Time
Final Written Exam: Section 1—Lifeguarding Skills _____	30 minutes
In-Water Skill Session: General Skills Review _____	30 minutes
Final In-Water Skill Scenarios _____	1 hour, 30 minutes
Skill: Final Scenario: Head, Neck or Spinal Injury in Shallow Water	
Skill: Final Scenario: Active Victim in Deep Water	
Skill: Final Scenario: Submerged Passive Victim in Deep Water—Timed Response	
Closing _____	5 minutes
<b>Lesson 10, Total Time</b> _____	<b>2 hours, 35 minutes</b>
<b>TOTAL COURSE TIME</b> _____	<b>19 hours, 30 minutes</b>

# SHALLOW WATER LIFEGUARDING COURSE OUTLINE

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## PRECOURSE SESSION

Activity	Time
Introduction to the Precourse Session _____	10 minutes
Verification of Age Prerequisite _____	5 minutes
Prerequisite Swimming Skills Evaluation _____	40 minutes
Wrap-Up _____	5 minutes
<b>Precourse Session, Total Time</b> _____	<b>1 hour</b>

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## LESSON 1—THE PROFESSIONAL LIFEGUARD

Activity	Time
Introduction to the Course _____	15 minutes
The Professional Lifeguard _____	5 minutes
Decision Making _____	5 minutes
Legal Considerations _____	5 minutes
Continuation of Training _____	10 minutes
Being Part of a Team _____	15 minutes
Putting It All Together _____	10 minutes
<b>Lesson 1, Total Time</b> _____	<b>1 hour, 5 minutes</b>

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## LESSON 2—FACILITY SAFETY AND PATRON SURVEILLANCE

Activity	Time
Facility Safety _____	10 minutes
Weather Conditions _____	5 minutes
Rules and Regulations _____	10 minutes
Management and Facility Safety _____	5 minutes
The Drowning Process _____	5 minutes
Effective Surveillance—Victim Recognition _____	5 minutes
Effective Surveillance—Scanning _____	10 minutes
In-Water Skill Session: Entries and Approaches, Victim Recognition and Lifeguard Rotation _____	45 minutes
Skill: Slide-in Entry and Walking Approach	
Skill: Slide-in Entry and Swimming Approach	
Skill: Compact Jump and Swimming Approach	

Putting It All Together _____	25 minutes
<b>Lesson 2, Total Time</b> _____	<b>2 hours</b>

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## LESSON 3—INJURY PREVENTION

Activity	Time
Injury Prevention Strategies _____	5 minutes
Guarding a Variety of Activities _____	5 minutes
Guarding Special Attractions _____	15 minutes
Guarding for Organized Recreational Swim Groups _____	10 minutes
<b>Lesson 3, Total Time</b> _____	<b>35 minutes</b>

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## LESSON 4—WATER RESCUE SKILLS

Activity	Time
Emergency Action Plans _____	10 minutes
Surveillance Activity 1 _____	10 minutes
Video: Review—Surveillance Activity 1	
In-Water Skills Session, Part 1: Rescues At or Near the Surface _____	1 hour, 25 minutes
Skill: Reaching Assist from the Deck	
Skill: Simple Assist	
Skill: Active Victim Front Rescue	
Skill: Active Victim Rear Rescue	
Skill: Passive Victim Rear Rescue	
Skill: Multiple-Victim Rescue	
Putting It All Together _____	35 minutes
In-Water Skills Session, Part 2: Submerged Victim Rescues _____	30 minutes
Skill: Submerged Passive Victim in Shallow Water	
Skill: Two-Person Removal from the Water Using a Backboard	
Putting It All Together _____	45 minutes
<b>Lesson 4, Total Time</b> _____	<b>3 hours, 35 minutes</b>

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## LESSON 5—BEFORE PROVIDING CARE AND VICTIM ASSESSMENT

Activity	Time
Standard Precautions _____	5 minutes
Skill: Removing Disposable Gloves _____	
General Procedures for an Emergency on Land _____	5 minutes
Performing a Primary Assessment _____	35 minutes
Skill: Performing a Primary Assessment—Adult	
Skill: Using a Resuscitation Mask	
Skill: Primary Assessment—Child or Infant	

Moving a Victim _____	5 minutes
In-Water Skill Session—Rescue Skills Review _____	30 minutes
<b>Lesson 5, Total Time</b> _____	<b>1 hour, 20 minutes</b>

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## LESSON 6—BREATHING EMERGENCIES

<b>Activity</b>	<b>Time</b>
Recognizing and Caring for Breathing Emergencies _____	5 minutes
Giving Ventilations _____	15 minutes
Skill: Giving Ventilations—Adult	
Skill: Giving Ventilations—Child or Infant	
Giving Ventilations Using a Bag-Valve-Mask Resuscitator _____	10 minutes
Skill: Giving Ventilations Using a Bag-Valve-Mask Resuscitator—Two Rescuers	
Airway Obstruction _____	20 minutes
Skill: Conscious Choking—Adult and Child	
Skill: Conscious Choking—Infant	
Skill: Unconscious Choking—Adult and Child	
Skill: Unconscious Choking—Infant	
In-Water Skill Session: Putting It All Together _____	30 minutes
<b>Lesson 6, Total Time</b> _____	<b>1 hour, 20 minutes</b>

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## LESSON 7—CARDIAC EMERGENCIES AND USING AN AUTOMATED EXTERNAL DEFIBRILLATOR

<b>Activity</b>	<b>Time</b>
Recognizing and Caring for a Heart Attack _____	10 minutes
Cardiac Arrest _____	5 minutes
CPR _____	40 minutes
Skill: CPR—Adult and Child	
Skill: CPR—Infant	
Two-Rescuer CPR _____	10 minutes
Skill: Two-Rescuer CPR—Adult and Child	
Skill: Two-Rescuer CPR—Infant	
When the Heart Stops and AEDs _____	5 minutes
Using an AED _____	10 minutes
Skill: Using an AED	
AED Precautions and AED Maintenance _____	10 minutes
In-Water Skill Session: Putting It All Together _____	40 minutes
<b>Lesson 7, Total Time</b> _____	<b>2 hours, 10 minutes</b>

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## LESSON 8—FIRST AID

Activity	Time
Review—Surveillance Activities _____	5 minutes
Video: Review—Surveillance Activity 2	
Secondary Assessment _____	5 minutes
Sudden Illness _____	10 minutes
Responding to Injuries _____	25 minutes
Skill: Controlling Bleeding	
Skill: Splinting	
Putting It All Together—First Aid Scenarios _____	20 minutes
Caring for Head, Neck and Spinal Injuries on Land _____	10 minutes
Skill: Caring for a Nonstanding Victim of a Suspected Head, Neck or Spinal Injury on Land	
Skill: Caring for a Standing Victim of a Suspected Head, Neck or Spinal Injury on Land	
In-Water Skill Session: When Things Do Not Go as Practiced _____	30 minutes
<b>Lesson 8, Total Time</b> _____	<b>1 hour, 45 minutes</b>

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## LESSON 9—HEAD, NECK AND SPINAL INJURIES IN THE WATER

Activity	Time
Caring for Head, Neck and Spinal Injuries in the Water _____	5 minutes
In-Water Skill Session: Head, Neck and Spinal Injuries _____	1 hour, 40 minutes
Skill: Head Splint—Face-Up Victim At or Near the Surface in Shallow Water	
Skill: Head Splint—Face-Down Victim At or Near the Surface in Shallow Water	
Skill: Head Splint—Submerged Victim in Shallow Water	
Skill: Spinal Backboarding Procedure—Shallow Water	
<b>Lesson 9, Total Time</b> _____	<b>1 hour, 45 minutes</b>

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## LESSON 10—FINAL WRITTEN EXAM AND FINAL IN-WATER SKILL SCENARIOS

Activity	Time
Final Written Exam: Section 1—Shallow Water Lifeguarding Skills _____	30 minutes
In-Water Skill Session: General Skills Review _____	30 minutes
Final In-Water Skill Scenarios _____	1 hour, 30 minutes
Skill: Final Scenario: Head, Neck or Spinal Injury in Shallow Water	
Skill: Final Scenario: Active Victim in Shallow Water	
Skill: Final Scenario: Submerged Passive Victim in Shallow Water—Timed Response	
Closing _____	5 minutes
<b>Lesson 10, Total Time</b> _____	<b>2 hours, 35 minutes</b>
<b>TOTAL COURSE TIME</b> _____	<b>18 hours, 10 minutes</b>





# PRECOURSE SESSION



Session Length: 1 hour

## MATERIALS, EQUIPMENT AND SUPPLIES

- A 10-pound object (a diving brick or weight; one for every five participants)
- Stopwatch
- Lifeguarding Precourse Skills Checklist ([redcross.org/instructorscorner](http://redcross.org/instructorscorner))

## TOPIC: INTRODUCTION TO THE PRECOURSE SESSION

Time: 10 minutes

### Activity

- Welcome prospective participants and introduce yourself. Identify yourself as an American Red Cross instructor. Briefly tell about your background in aquatics. Include 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 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.

	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Exit the water without using a ladder or steps.</li> </ul> <p>○ Shallow Water Lifeguarding course prerequisite skills:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Tread water for 2 minutes using only the legs. Candidates should place their hands under the armpits.</li> <li>3. Complete a timed event within 50 seconds. <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Submerge to a depth of 4 to 5 feet to retrieve a 10-pound object.</li> <li>■ 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.</li> <li>■ Exit the water without using a ladder or steps.</li> </ul> </li> </ol>
	<p><b><i>Instructor's Notes:</i></b></p> <ul style="list-style-type: none"> <li>■ <i>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.</i></li> <li>■ <i>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.</i></li> <li>■ <i>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.</i></li> </ul>

## TOPIC: VERIFICATION OF AGE PREREQUISITE

**Time:** 5 minutes

<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Tell prospective 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.</li> <li>■ 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.</li> <li>■ If an individual does not meet the age requirements for course participation, suggest that he or she enroll in the next available Lifeguarding course once the age requirement is met.</li> <li>■ Orient them to the locker rooms and the pool area where they are to meet for the prerequisite swimming skills evaluation.</li> </ul>
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# TOPIC: PREREQUISITE SWIMMING SKILLS EVALUATION

Time: 40 minutes

	<b><i>Instructor's Note:</i></b> Have participants perform the prerequisite skills only for the course and/or module you are teaching.
<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Explain to prospective participants that they must successfully complete three swimming prerequisites to continue in the Lifeguarding course.</li> <li>■ Refer to the Skill Assessment Chart to evaluate performance of each prospective participant. Record completion of each skill on the Lifeguarding Precourse Skills Checklist.</li> </ul>
<b>Lifeguarding Course</b>	
Prerequisite 1— 300-Yard Swim	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>
Prerequisite 2— Tread Water	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>
Prerequisite 3— Timed Event	<ul style="list-style-type: none"> <li>■ Arrange the swim distance of 20 yards and place a 10-pound object at a depth of 7 to 10 feet.</li> <li>■ Explain that goggles are not allowed for this event.</li> <li>■ Evaluate each prospective participant on the following skill to be performed within 1 minute and 40 seconds. <ul style="list-style-type: none"> <li>○ Starting in the water, swim 20 yards. The face may be in or out of the water.</li> <li>○ Surface dive, feet-first or head-first, to a depth of 7 to 10 feet to retrieve a 10-pound object.</li> <li>○ 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.</li> <li>○ Exit the water without using a ladder or steps.</li> </ul> </li> <li>■ For pools with maximum water depth of 6 feet deep, candidates should complete the following alternate timed event: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Surface dive to a depth of 6 feet, swim 10 to 15 feet along the bottom and retrieve a 10-pound object.</li> <li>○ Return to the surface and walk or 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 under water.</li> </ul> </li> </ul>
<b>Shallow Water Lifeguarding Course</b>	
Prerequisite 1— 100-Yard Swim	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>
Prerequisite 2— Tread Water	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>

Prerequisite 3— Timed Event	<ul style="list-style-type: none"> <li>■ Arrange the swim distance of 20 yards and place a 10-pound object at a depth of 4 to 5 feet.</li> <li>■ Explain that goggles are not allowed for this event.</li> <li>■ Evaluate each participant on the following skill to be performed within 50 seconds. <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Submerge to a depth of 4 to 5 feet to retrieve a 10-pound object.</li> <li>○ 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.</li> <li>○ Exit the water without using a ladder or steps.</li> </ul> </li> </ul>
	<p><b><i>Instructor's Note:</i></b> 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 his or her overall demonstration of swimming strength, endurance, comfort in the water and ability to meet the time requirements.</p> <p><i>If a candidate is not successful on the first attempt, he or she has only one opportunity to reattempt the prerequisites after sufficient rest. If the candidate does not successfully perform the prerequisites, ask him or her to see the instructor after class to schedule a retest to take place before the first scheduled class session, time permitting.</i></p>

## TOPIC: WRAP-UP

**Time:** 5 minutes

	<ul style="list-style-type: none"> <li>■ Respond to participants' questions.</li> <li>■ 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.</li> <li>■ Provide participants who have passed the precourse evaluation with a copy of the <i>American Red Cross Lifeguarding Manual</i>. All participants must have a copy of the manual—digital or print—for use during the course.</li> <li>■ Remind participants to print a copy of their progress report and bring it to the next class for evidence of completion.</li> </ul>
<b>Counseling After the Precourse Session</b>	
	<ul style="list-style-type: none"> <li>■ On an individual basis, after the precourse session has ended, advise each participant who did not meet the prerequisites that: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Failure to have attained the appropriate skill level could pose a safety threat to themselves and to others in the class.</li> </ul> </li> <li>■ 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.</li> <li>■ Direct individuals to contact the Red Cross for more information.</li> </ul>
<b>ASSIGNMENT</b>	
	<ul style="list-style-type: none"> <li>■ Review Chapter 1, The Professional Lifeguard, Chapter 2, Facility Safety, and Chapter 3, Surveillance and Recognition, in the <i>Lifeguarding Manual</i> and complete Lesson 1, The Professional Lifeguard, Lesson 2, Facility Safety and Patron Surveillance, and Lesson 3, Injury Prevention, in the <i>Lifeguarding Blended eLearning component</i> before the next class session.</li> </ul>

## SKILL ASSESSMENT TOOL

Participants must meet the criteria listed at the proficient level to be checked off as passing the prerequisite skill evaluation.

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

# THE PROFESSIONAL LIFEGUARD



**Session Length:** 1 hour, 5 minutes

## LESSON OBJECTIVES

After completing this lesson, participants will be able to:

- Describe the characteristics and 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.

## TOPIC: INTRODUCTION TO THE COURSE

**Time:** 15 minutes

### Welcome and Introduction to the Course

#### Activity


**Instructor's Note:** Collect printed progress reports from each participant prior to the start of the lesson to ensure completion of the blended assignment.

- Welcome participants and introduce yourself, including your background in aquatics and certification as an American Red Cross instructor. Include co-instructors and aides 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.
  - Complete all units of the eLearning component and provide printed progress reports to the instructor.
  - 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.

	 <b>SHALLOW WATER LIFEGUARDING</b>
	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>
	<ul style="list-style-type: none"> <li>■ Explain the ground rules for the course. <ul style="list-style-type: none"> <li>○ Participants must demonstrate a professional attitude and mature behavior, including, but not limited to: <ul style="list-style-type: none"> <li>● Being prepared for all class activities, including appropriate swimwear for all in-water skill sessions.</li> <li>● Completing reading assignments.</li> <li>● Completing eLearning units.</li> <li>● Behaving appropriately during activities.</li> <li>● Making an effort to improve skills during practice sessions.</li> <li>● Treating others with respect.</li> <li>● Following all pool safety rules and any additional safety precautions as explained throughout the course.</li> <li>● Demonstrating respect for the facility and equipment used in the course.</li> </ul> </li> <li>○ 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.</li> <li>○ Explain that participants should secure any items of value or avoid bringing them to class if possible.</li> </ul> </li> <li>■ Explain to participants that they must complete the online assignments before each session and bring their printed progress reports to each session.</li> <li>■ Explain that each session will begin with guided discussions covering the content of the previous online assignment. Participants should come to class prepared to review the content.</li> </ul>

## TOPIC: THE PROFESSIONAL LIFEGUARD

Time: 5 minutes

Guided Discussion	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What characteristics of a professional lifeguard were discussed or illustrated in the video segment that you watched in Lesson 1?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Knowledgeable</li> <li>○ Able to perform appropriate skills</li> <li>○ Reliable</li> <li>○ Mature</li> <li>○ Courteous and consistent</li> <li>○ Positive</li> <li>○ Professional</li> <li>○ Healthy and fit</li> </ul> </li> <li>■ Ask participants: <b>What behaviors would demonstrate a lack of professionalism?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Leaving lifeguard station while on surveillance duty</li> <li>○ Using mobile phones or other electronic devices while on duty</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ <i>Slouching posture</i></li> <li>○ <i>Talking with others while on surveillance duty</i></li> <li>○ <i>Eating while on surveillance duty</i></li> </ul> <p>■ <b>Your primary responsibility as a lifeguard is to help ensure patron safety and protect lives.</b></p> <p>■ Ask participants: <b>What are some tasks that should be the lifeguard's primary responsibility?</b></p> <p><i>Answers: Responses should include the following:</i></p> <ul style="list-style-type: none"> <li>○ <i>Monitoring activities in and near the water through patron surveillance</i></li> <li>○ <i>Preventing injuries by minimizing or eliminating hazardous situations or behaviors</i></li> <li>○ <i>Enforcing facility rules and regulations and educating patrons about them</i></li> <li>○ <i>Recognizing and responding quickly and effectively to all emergencies</i></li> <li>○ <i>Administering first aid and CPR or using an AED in an emergency and, if trained, administering emergency oxygen when necessary</i></li> <li>○ <i>Working as a team with other lifeguards, facility staff and management</i></li> </ul> <p>■ Ask participants: <b>What are some examples of secondary tasks that a lifeguard might be asked to perform while not responsible for primary responsibilities?</b></p> <p><i>Answers: Responses should include the following:</i></p> <ul style="list-style-type: none"> <li>○ <i>Testing pool water chemistry</i></li> <li>○ <i>Assisting patrons (e.g., conducting safety orientations, administering swim tests and fitting life jackets)</i></li> <li>○ <i>Cleaning or performing maintenance</i></li> <li>○ <i>Completing records and reports</i></li> <li>○ <i>Performing opening duties, closing duties or facility safety checks and inspections</i></li> </ul> <p>■ <b>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.</b></p> <p>■ <b>Additional training, such as the Waterfront Skills or Waterpark Skills modules, is required for work in those environments.</b></p> <ul style="list-style-type: none"> <li>○ <b>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.</b></li> <li>○ <b>The prerequisites for the Waterpark Skills module are the same as for the Lifeguarding course.</b></li> <li>○ <b>The Waterfront Skills module includes additional prerequisites that must be completed prior to participating in the module.</b></li> </ul>
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## TOPIC: DECISION MAKING

Time: 5 minutes

Lecture	<p>■ <b>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.</b></p> <p>■ <b>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.</b></p>
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## TOPIC: LEGAL CONSIDERATIONS

Time: 5 minutes

<p>Guided Discussion</p>	<ul style="list-style-type: none"> <li>■ As a lifeguard, you need to understand the legal principles involved in being a professional rescuer.</li> <li>■ You have a duty to act to prevent injuries.</li> <li>■ If you do not try to stop a child from running, for example, and then the child got hurt, you could be legally charged with negligence. Lifeguards have a duty to help prevent patron behaviors that place them at risk of injury.</li> <li>■ What must you do before you can provide care for a child accompanied by a parent? <i>Answer: Ask the parent for consent to allow you to help the child.</i></li> <li>■ What should be stated when asking for consent? <i>Answers: Responses should include the following:</i> <ul style="list-style-type: none"> <li>○ State your name.</li> <li>○ State your level of training.</li> <li>○ Ask the parent if you may help his or her child.</li> <li>○ Explain to the parent what you think may be wrong.</li> <li>○ Explain what you plan to do to provide care (clean the wound, apply ice, etc.).</li> </ul> </li> <li>■ How should you respond to a parent who refuses care? <i>Answers: Responses should include the following:</i> <ul style="list-style-type: none"> <li>○ You should explain why care is needed.</li> <li>○ You should let the parent know that you are there to help if he or she changes his or her mind.</li> </ul> </li> <li>■ What should you do if the parent continues to refuse care for the child? <i>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 him or her sign the report as well.</i></li> <li>■ If you failed to provide the proper care or provided care that was beyond your level of training, and as a result the child suffers further injury, you could again be charged with negligence.</li> <li>■ If you stop caring for the child because your shift has ended, you could get in trouble with the Abandonment legal principle.</li> </ul>
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## TOPIC: CONTINUATION OF TRAINING

Time: 10 minutes

<p>Lecture and Guided Discussion</p>	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ The skills learned in the Lifeguarding course need to be practiced frequently.</li> <li>■ Ask participants: What do you think should be included in an orientation session for new lifeguards at a facility? <i>Answers: Responses should include the following:</i> <ul style="list-style-type: none"> <li>○ Features of the facility that might differ from the place where the lifeguard was trained</li> <li>○ Job responsibilities</li> <li>○ Facility operations</li> </ul> </li> </ul>
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- *Management's expectations*
- *Facility rules that need to be enforced*
- **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.**
- **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, 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 courses.
  - The Red Cross Lifeguard Management course provides training for head lifeguards and managers of an aquatic facility.
  - The Red Cross Water Safety Instructor course, 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 who will be responsible for the actual mechanical and chemical operations of the pool.

**HUMAN KNOT TEAM-BUILDING ACTIVITY**

<p><b>Activity</b></p>	<ul style="list-style-type: none"> <li>■ Divide the class 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.</li> <li>■ 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 him or her. Then have each person extend his or her right hand across the circle and grasp the right hand of another, different person.</li> <li>■ 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.</li> <li>■ 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.</li> </ul>
<p><b>Guided Discussion</b></p>	<p>Ask participants the following:</p> <ul style="list-style-type: none"> <li>○ <b>How did it feel to be successful or unsuccessful?</b></li> <li>○ <b>What strategy did your team use to complete the task?</b></li> <li>○ <b>Who were the leaders in this activity?</b></li> <li>○ <b>Did the team reach consensus on a plan of action or take action without a plan?</b></li> <li>○ <b>How well did your team communicate during this activity?</b></li> <li>○ <b>If you could do it again, what would you change?</b></li> </ul> <ul style="list-style-type: none"> <li>■ <b>Just as in the human-knot activity, the lifeguard team must communicate and work together effectively when responding to emergencies.</b></li> <li>■ <b>Effective communication, trust, mutual respect, commitment and cooperation are crucial elements for working effectively as a team.</b></li> <li>■ Ask participants: <b>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?</b></li> </ul> <p><i>Answers: Responses should include the following:</i></p> <ul style="list-style-type: none"> <li>○ <i>Arriving to work on time</i></li> <li>○ <i>Rotating stations on time</i></li> <li>○ <i>Attending in-service trainings</i></li> <li>○ <i>Enforcing safety rules in a consistent manner</i></li> <li>○ <i>Communicating clearly while treating others with respect</i></li> <li>○ <i>Being prepared by maintaining knowledge, skills and physical fitness</i></li> <li>○ <i>Completing secondary responsibilities in a timely and acceptable fashion</i></li> </ul> <ul style="list-style-type: none"> <li>■ <b>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.</b></li> <li>■ <b>The lifeguard team is part of the broader facility safety team.</b> <ul style="list-style-type: none"> <li>○ <b>The safety team includes management and maintenance staff who provide assistance in maintaining a safe environment and providing emergency care.</b></li> <li>○ <b>Local emergency response personnel also are part of the safety team.</b></li> </ul> </li> </ul>

## PUTTING IT ALL TOGETHER

**Time:** 10 minutes

Activity	<ul style="list-style-type: none"> <li>■ Gather participants in the deep end to tread water. Explain that you are going to lead them through three scenarios. Have participants tread water with both hands in the air if they agree with the lifeguard's actions.</li> </ul> <div style="background-color: black; color: white; padding: 5px;">  <b>SHALLOW WATER LIFEGUARDING</b> </div> <ul style="list-style-type: none"> <li>■ For the Shallow Water Lifeguarding course, have participants gather at one end of the pool. Explain that you are going to lead them through three scenarios. Have participants perform a breaststroke rescue approach using a rescue tube if they agree with the lifeguard's actions.</li> <li>■ For each scenario, ask several participants to share their reasons for agreeing or disagreeing.</li> <li>■ In between each scenario, allow participants an opportunity to rest while you facilitate a brief review of the lifeguard's actions. Then have participants tread water again while presenting the next scenario.               <ul style="list-style-type: none"> <li>○ <b>Scenario 1:</b> <i>You are lifeguarding when your friend comes to the pool to swim with her little brother. The friend stops to talk to you about last night's soccer game. You talk with your friend for several minutes, believing that you are demonstrating professionalism in this situation because you are being friendly with a customer. Do you agree or disagree with the lifeguard's actions?</i> <ul style="list-style-type: none"> <li>● Ask participants about the importance of providing undivided attention to the job, the perception of other customers who may have observed this behavior and suggestions for how the lifeguard could have handled this situation more professionally. Review other aspects of professionalism that should be demonstrated by a lifeguard.</li> </ul> </li> <li>○ <b>Scenario 2:</b> <i>You are lifeguarding and there are only two people in the pool, a father and his child. Although you still need to inventory the first aid supplies, and the father and child are in shallow water, you decide that your primary responsibility is to watch the swimmers to make sure they are safe. Do you agree or disagree with the lifeguard's actions?</i> <ul style="list-style-type: none"> <li>● Ask participants about the primary and secondary responsibilities of a lifeguard and how to accomplish the inventory of the first aid supplies, such as completing it at a later time or having another lifeguard do it.</li> </ul> </li> <li>○ <b>Scenario 3:</b> <i>You are at work getting ready for your lifeguard shift when another lifeguard comments on the in-service reminder posted on the bulletin board that states that the focus of the in-service will be customer service. You state that you do not need to go because you already know how to make customers happy by letting them do what they want. Do you agree or disagree with the lifeguard's actions?</i> <ul style="list-style-type: none"> <li>● Ask participants about the importance of enforcing rules as well as other types of ongoing training needed by lifeguards. Discuss what constitutes good customer service. Is it just making customers happy? Emphasize that in-service training allows lifeguards to be part of the solution to problems since they can share and discuss customers' complaints. The team of lifeguards and management personnel then can develop strategies to resolve the issues.</li> </ul> </li> </ul> </li> </ul>
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# FACILITY SAFETY AND PATRON SURVEILLANCE



Session Length: 2 hours

## LESSON OBJECTIVES

After completing this lesson, participants will be able to:

- 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.
- Describe the role that facility management plays in facility safety.
- Describe the drowning process.
- Identify the behaviors of a swimmer, a 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.
- Explain and demonstrate lifeguard rotations.
- Demonstrate how to safely and effectively enter the water and approach a victim, and how to perform effective surveillance including scanning, victim recognition and lifeguard rotations.

## ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Activity Worksheet 2.1—Reasons for the Rules
- Diving brick(s)
- Stopwatch or pace clock

## TOPIC: FACILITY SAFETY

Time: 10 minutes

Guided Discussion	<ul style="list-style-type: none"> <li>■ <b>Aquatic facilities must have the appropriate rescue equipment available and in proper working order at all times for emergency response.</b></li> <li>■ <b>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.</b></li> </ul>
Activity	<ul style="list-style-type: none"> <li>■ Ask a volunteer to come forward to demonstrate how to wear the rescue tube while in an elevated lifeguard station and a ground-level station.               <ul style="list-style-type: none"> <li>○ The demonstration should include the following:                   <ul style="list-style-type: none"> <li>● Keep the strap of the rescue tube over the shoulder and neck.</li> <li>● 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.</li> <li>● Hold the rescue tube across the thighs in an elevated station.</li> <li>● Hold the rescue tube across the stomach when standing.</li> </ul> </li> </ul> </li> <li>■ Ask participants: <b>Why should you wear the hip pack at all times, whether or not you are on surveillance duty?</b>  <b>Answer:</b> <i>To be prepared to respond to an emergency at all times, whether or not performing surveillance duty.</i> </li> </ul>

	<ul style="list-style-type: none"> <li>■ Explain to participants 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.</li> <li>■ Explain that rescue equipment can be expensive to purchase and maintain and should be treated respectfully.</li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Explain to participants that one of their most important responsibilities as a lifeguard will be to help ensure that the aquatic facility is safe.</li> </ul>

## TOPIC: WEATHER CONDITIONS

**Time:** 5 minutes

<b>Guided Discussion</b>	<ul style="list-style-type: none"> <li>■ <b>Weather affects the safety of swimmers both outdoors and indoors.</b></li> <li>■ <b>You will need to know and follow facility procedures to clear patrons from the water and deck before an impending storm.</b></li> <li>■ Ask participants: <b>If thunder or lightning occurs, what should you do?</b>  <i>Answers: Responses should include the following:</i> <ul style="list-style-type: none"> <li>○ Clear everyone from the water at the first sound of thunder or first sight of lightning. <ul style="list-style-type: none"> <li>● If you are in an elevated station, get down immediately.</li> <li>● Move everyone to a safe area, free from contact with water, plumbing or electrical circuits.</li> <li>● For outdoor facilities, move everyone inside, if possible.</li> </ul> </li> <li>○ Keep patrons and staff out of showers and locker rooms during a thunderstorm, as water and metal can conduct electricity.</li> <li>○ Do not use a telephone connected to a landline except in an emergency.</li> <li>○ Keep everyone away from windows and metal objects.</li> <li>○ Watch for more storms and monitor weather reports on a radio or TV broadcast, weather radio or website.</li> <li>○ The National Lightning Safety Institute recommends waiting 30 minutes after the last lightning sighting or sound of thunder before resuming activities.</li> </ul> </li> </ul>
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## TOPIC: RULES AND REGULATIONS

**Time:** 10 minutes

<b>Activity</b>	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Explain that rules are communicated to patrons by signage as well as verbally when lifeguards enforce the rules.</li> <li>■ Divide the class into small groups. Distribute Activity Worksheet 2.1—Reasons for the Rules. Assign each group different sections of the worksheet.</li> <li>■ Refer participants to Chapter 2, Facility Safety, in the <i>Lifeguarding Manual</i> 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.</li> <li>■ Allow approximately 5 minutes for groups to discuss the reasoning behind the assigned rules.</li> <li>■ Reassemble the class and call on group leaders to share their answers.</li> </ul>
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## Answers: Activity Worksheet 2.1—Reasons for the Rules

<b>Aquatic Facilities—General</b>	<b>Reason</b>
1. <i>Swim only when a lifeguard is on duty.</i>	<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. <i>No running, pushing or rough play.</i>	<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. <i>Dive only in designated areas.</i>	<i>Diving headfirst in shallow water can result in head, neck and spinal injuries.</i>
4. <i>No diving in shallow water (water up to 5 feet deep).</i>	<i>Diving headfirst in shallow water can result in head, neck and spinal injuries.</i>
5. <i>No glass containers in the pool area and locker rooms.</i>	<i>Broken glass poses several dangers, including bleeding injuries and exposure to infectious body fluids.</i>
6. <i>No alcoholic beverages or other drug use allowed.</i>	<i>The use of alcohol and drugs can impair a patron's judgment, balance and motor skills.</i>
<b>Diving Areas</b>	
1. <i>Patrons must demonstrate their swimming ability before entering deep water.</i>	<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. <i>Only one patron on the diving board at a time.</i>	<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 him- or herself 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. <i>Only one bounce allowed on the diving board.</i>	<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>
4. <i>Dive or jump forward, straight out from the diving board.</i>	<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. <i>Swim immediately to the closest ladder or wall.</i>	<i>Clearing the area immediately allows the next patron to use the diving board without danger to the patron in the water.</i>
<b>Spas, Hot Tubs and Therapy Pools</b>	
1. <i>Shower with soap and water before entering the water.</i>	<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. <i>People with certain medical conditions are not allowed to use the spa or hot tub.</i>	<i>High temperatures can stress a person's circulatory and energy systems and also can cause problems for some neurological conditions.</i>
3. <i>Pregnant women and young children should seek their doctor's approval before using a spa or hot tub.</i>	<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.	The suction has the potential for entrapment (i.e., holding a patron to the drain).
5. Limit time in the spa to 10 minutes. Patrons then may shower, cool down and return briefly.	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.

## TOPIC: MANAGEMENT AND FACILITY SAFETY

Time: 5 minutes

Guided Discussion	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What can you do, as a lifeguard, to assist management in addressing unsafe conditions?</b> <i>Answer: Report any unsafe conditions and take action to limit use of an unsafe area or help correct the unsafe conditions.</i></li> <li>■ <b>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.</b></li> <li>■ <b>Employees have a right to know:</b> <ul style="list-style-type: none"> <li>○ Which hazardous chemicals are in the facility.</li> <li>○ Where those chemicals are stored in the facility.</li> <li>○ The specific dangers of those chemicals.</li> <li>○ How to identify chemical hazards in the facility.</li> <li>○ How to protect themselves and others from being exposed to hazardous chemicals.</li> <li>○ What to do if they or others are exposed to such hazards.</li> </ul> </li> </ul>
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## TOPIC: THE DROWNING PROCESS

Time: 5 minutes

Lecture	<ul style="list-style-type: none"> <li>■ Your primary responsibility as a lifeguard is to help ensure patron safety and protect lives.</li> <li>■ You will spend most of your time on patron surveillance—keeping a close watch over the people in the facility and intervening when necessary.</li> <li>■ 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.</li> <li>■ In general, giving ventilations often will resuscitate the victim if the ventilations are given within 1½ to 2 minutes of the victim submerging.</li> <li>■ When you are providing care, an unconscious victim may have isolated or infrequent gasping in the absence of other breathing, called agonal gasps. <ul style="list-style-type: none"> <li>○ Agonal gasps can occur even after the heart has stopped beating.</li> <li>○ Normal, effective breathing is regular, quiet and effortless. Agonal gasps are not breathing; care for the victim as though he or she is not breathing at all by giving ventilations or providing CPR.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What does this understanding of the drowning process mean for you as a lifeguard?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Practice preventive lifeguarding and enforce rules to keep patrons safe.</li> <li>○ Stay alert to recognize when a patron is drowning.</li> <li>○ Respond with urgency.</li> <li>○ Get the victim's airway out of the water and provide care for a breathing emergency as quickly as possible.</li> <li>○ If a victim is in cardiac arrest, begin CPR as quickly as possible.</li> <li>○ Practice emergency care skills frequently to be ready to respond quickly and with confidence.</li> </ul> </li> </ul>
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## TOPIC: EFFECTIVE SURVEILLANCE—VICTIM RECOGNITION

**Time:** 5 minutes

Guided Discussion	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What are some situations that could lead to trouble for a weak or nonswimmer?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Bobbing in or near water over his or her head</li> <li>○ Hand-over-hand wall crawling</li> <li>○ Being beyond arm's reach of a supervising adult, even if wearing inflatable water wings or swim rings</li> <li>○ Clinging to something or struggling to grab something to stay afloat</li> <li>○ Wearing a life jacket improperly</li> </ul> </li> <li>■ Ask participants: <b>What are some situations that could lead to trouble for a swimmer?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Breath-holding or swimming under water for an extended period after hyperventilating</li> <li>○ Participating in a high-risk/high-impact activity, such as diving</li> <li>○ Experiencing a medical emergency, such as a sudden illness</li> </ul> </li> <li>■ Refer participants to Table 3-1: Behaviors of Distressed Swimmers and Drowning Victims in the <i>Lifeguarding Manual</i>.</li> <li>■ Ask participants: <b>What are the characteristics of a distressed swimmer?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Able to keep his or her face out of the water</li> <li>○ Able to call for help</li> <li>○ Able to wave for help</li> <li>○ Horizontal, vertical or diagonal body position, depending on what the person is using for support</li> <li>○ Floating, sculling or treading water</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What instinctive drowning response behaviors would you see in a drowning victim who is struggling at or near the surface?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Cannot call out for help/his or her efforts are on getting a breath</li> <li>○ Struggles to keep the face above water in an effort to breathe</li> <li>○ Has arms extended to the side or in front, pressing down for support</li> <li>○ Has a vertical body position in the water with no supporting kick</li> <li>○ Might continue to struggle under water</li> <li>○ Might eventually lose consciousness and stop moving</li> </ul> </li> <li>■ Ask participants: <b>In some cases, what might a very small child look like when in trouble in the water?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Appears to be doing the “doggy paddle” but is not making forward progress</li> <li>○ In a horizontal position at the surface, but not able to raise the face up out of the water</li> <li>○ Under water, struggling to get to the surface</li> </ul> </li> <li>■ Ask participants: <b>What are some conditions that could lead to a patron becoming a drowning victim who appears to be unconscious?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Lack of timely rescue of an active victim</li> <li>○ Heart attack or stroke</li> <li>○ Seizure</li> <li>○ Head injury</li> <li>○ Heat-related illness</li> <li>○ Hypothermia (below-normal body temperature)</li> <li>○ Hyperventilation and prolonged underwater breath-holding activities</li> <li>○ Use of alcohol and other drugs</li> </ul> </li> </ul>
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## TOPIC: EFFECTIVE SURVEILLANCE—SCANNING

Time: 10 minutes

Guided Discussion	<ul style="list-style-type: none"> <li>■ Ask participants: <b>Thinking back to the video segments you watched in the eLearning portion, what are some important factors for effective scanning?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Know what to look for to determine if a victim is in trouble in the water.</li> <li>○ Deliberately and actively observe swimmers’ behavior.</li> <li>○ Scan the entire volume of water: bottom, middle and surface.</li> <li>○ Move your eyes and head while scanning and look directly at the patron’s body movements.</li> <li>○ Maintain an active, rescue-ready posture.</li> </ul> </li> <li>■ 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.</li> </ul>
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**Answers:** Responses should include the following:

Challenge	Tactic
<b>Monotony</b>	<ul style="list-style-type: none"> <li>■ Stay fully engaged in what you are seeing—do not let your attention drift.</li> <li>■ Change body position and posture periodically.</li> <li>■ Sit upright and slightly forward.</li> <li>■ Rotate stations.</li> </ul>
<b>Fatigue</b>	<ul style="list-style-type: none"> <li>■ Request additional lifeguard coverage.</li> <li>■ Keep hydrated, cool off and get out of the sun when on break.</li> <li>■ Exercise during one of your breaks.</li> </ul>
<b>Distraction</b>	<ul style="list-style-type: none"> <li>■ Stay focused on patron surveillance.</li> <li>■ Do not daydream, have conversations with co-workers or patrons or watch events outside of your area.</li> <li>■ Keep patron activities safe and orderly. Signal for an additional lifeguard or supervisor if assistance is needed.</li> </ul>
<b>Blind spots</b>	<ul style="list-style-type: none"> <li>■ Adjust your location or body position or stand up.</li> <li>■ Check all potential blind spots: under the stand, at play features or in any part of the zone.</li> </ul>
<b>Glare (from the sun or overhead lighting)</b>	<ul style="list-style-type: none"> <li>■ Use polarized sunglasses.</li> <li>■ Change body position—stand up, and look around and through glare spots.</li> <li>■ Reposition your lifeguard station with permission of your supervisor.</li> </ul>
<b>Water movement and surface distortion of the water</b>	<ul style="list-style-type: none"> <li>■ Adjust your body position.</li> <li>■ Be aware of the normal appearance of the bottom of the pool; know the appearance of drains, colored tiles or painted depth markings.</li> <li>■ Scan the bottom carefully.</li> </ul>
<b>Murky water</b>	<ul style="list-style-type: none"> <li>■ Adjust your location or body position.</li> <li>■ Stay alert for high-risk activities.</li> <li>■ Signal for additional assistance to get extra coverage for the area.</li> </ul>
<b>Heavy patron loads</b>	<ul style="list-style-type: none"> <li>■ Stand up frequently.</li> <li>■ Signal for additional assistance to get extra coverage for your area.</li> </ul>
<b>Low patron loads</b>	<ul style="list-style-type: none"> <li>■ Change body position and posture frequently.</li> <li>■ Change to a ground-level station, if appropriate.</li> </ul>
<b>Hot air temperature</b>	<ul style="list-style-type: none"> <li>■ Use fans to cool the surrounding air in an indoor setting.</li> <li>■ Stay in the shade; use umbrellas.</li> <li>■ Cool off by getting wet during your break.</li> <li>■ Rotate more frequently.</li> <li>■ Stay in cooler areas during breaks.</li> <li>■ Stay hydrated by drinking plenty of water.</li> </ul>

# IN-WATER SKILL SESSION: ENTRIES AND APPROACHES, VICTIM RECOGNITION AND LIFEGUARD ROTATION

Time: 45 minutes

## Entries and Approaches

### Skill Practice

- 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 either a loud signal mimicking a whistle or by 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 several times and provide corrective feedback.
- 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.
- Observe each participant's performance of the skill and provide corrective feedback.

<b>Skill Drill— Entries and Approaches</b>	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Keep participants moving throughout these activities to develop conditioning for speed and endurance: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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: <ul style="list-style-type: none"> <li>● The water is murky and they cannot see the bottom. <i>Slide-in entry</i></li> <li>● They are guarding on the deck and the water is 4-feet deep. <i>Compact jump</i></li> <li>● The pool is crowded and swimmers are directly in front of them. <i>Slide-in entry</i></li> <li>● They are in an elevated lifeguard station that is 4 feet above the level of the water and the water is 7-feet deep. <i>Compact jump</i></li> <li>● 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. <i>Simulate stepping down from the stand and perform a compact jump or slide-in entry</i></li> <li>● They suspect a spinal injury close to the edge of the pool. <i>Slide-in entry</i></li> <li>● They are guarding a deep-water area on the deck and suspect a spinal injury at the far side of the pool. <i>Compact jump, stride jump or slide-in entry</i></li> </ul> </li> </ul> </li> </ul>
<b>Effective Scanning and Lifeguard Rotations</b>	
<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Explain to participants that they are going to participate in an activity to experience effective scanning and lifeguard rotations.</li> <li>■ 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.</li> <li>■ 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 either 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.</li> <li>■ 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.</li> <li>■ 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, he or she 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.</li> <li>■ Remind participants that they need to follow rotation procedures that maintain patron surveillance.</li> </ul>


	<ul style="list-style-type: none"> <li>○ Each lifeguard should carry his or her own rescue tube during the rotation.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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 he or she “owns the zone.” The outgoing lifeguard should continue scanning as he or she is walking toward the next station.</li> </ul> <ul style="list-style-type: none"> <li>■ Begin the activity with the lifeguards who 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.</li> <li>■ Provide guidance as needed for both victim recognition and for the lifeguard rotation.</li> <li>■ Continue the activity until everyone has had the opportunity to play the role of a lifeguard.</li> <li>■ After they complete the activity, gather the participants on the deck to discuss the following: <ul style="list-style-type: none"> <li>○ What behaviors or signals did they observe that identified the victim as a distressed swimmer, active victim or passive victim?</li> <li>○ What scanning techniques did they use?</li> <li>○ What scanning challenges did they experience and what tactics did they use to combat them?</li> <li>○ What type of surveillance coverage did they use and why?</li> </ul> </li> </ul>
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## PUTTING IT ALL TOGETHER

**Time:** 25 minutes

<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Gather participants and explain that they will be participating in two activities to challenge their physical fitness, entries and approaches.</li> </ul>
<b>Activity 1: Round Robin Brick Drill</b>	<ul style="list-style-type: none"> <li>■ Have participants form a circle in deep water and begin treading.</li> <li>■ Hand one participant a brick and have him or her tread water while holding the brick at the surface of the water with both hands for 20 seconds. At your signal, have him or her pass it to the person on the 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.</li> <li>■ Anyone who drops the brick must retrieve it.</li> <li>■ Continue this activity for about 7 to 10 minutes.</li> <li>■ You can vary this activity by adding additional items to the circle, such as another brick and a tennis ball.</li> </ul> <div style="background-color: black; color: white; padding: 5px;">  <b>SHALLOW WATER LIFEGUARDING</b> </div> <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ 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.</li> <li>■ After placing the brick back on the bottom of the pool, have participants swim to the next brick and repeat the drill.</li> <li>■ Continue this activity until every participant has retrieved all three bricks two times.</li> </ul>



<b>Activity 2: Rescue Tube Relay</b>	<ul style="list-style-type: none"> <li>■ Explain to participants that this is a swimming relay activity to practice entries and approach strokes combined with speed.</li> <li>■ Divide the group into two or more teams with an equal number of participants.</li> <li>■ 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 his or her armpits.</li> </ul>
	<div>  <b>SHALLOW WATER LIFEGUARDING</b> </div> <ul style="list-style-type: none"> <li>■ For the Shallow Water Lifeguarding course, participants should use the compact jump to enter the water.</li> <li>■ When each team member reaches the other end of the pool, he or she 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.</li> <li>■ Continue this process until each team member has participated for about 7 to 10 minutes.</li> <li>■ You can vary this activity by changing the type of entry or approach stroke or letting the tube trail behind.</li> </ul>

## 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
<ol style="list-style-type: none"> <li>1. Sit down on the edge facing the water. Place the rescue tube next to you or in the water.</li> <li>2. Lower your body into the water feetfirst.</li> <li>3. Retrieve the rescue tube.</li> <li>4. Place the rescue tube across your chest with the tube under your armpits, focus on the victim and begin the approach.</li> </ol>
SKILL CHART: STRIDE JUMP (Lifeguarding Course only)
<ol style="list-style-type: none"> <li>1. Squeeze the rescue tube high against your chest with the tube under your armpits.</li> <li>2. Hold the excess line to keep the line from getting caught on something when jumping into the water.</li> <li>3. Leap into the water with one leg forward and the other leg back.</li> <li>4. Lean slightly forward, with your chest ahead of your hips, and focus on the victim when you enter the water.</li> <li>5. Squeeze or scissor your legs together right after they make contact with the water for upward thrust.</li> <li>6. Focus on the victim and begin the approach.</li> </ol>
SKILL CHART: COMPACT JUMP
<ol style="list-style-type: none"> <li>1. Squeeze the rescue tube high against your chest with the tube under your armpits.</li> <li>2. Hold the excess line to keep it from getting caught on the lifeguard chair or other equipment when jumping into the water.</li> <li>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.</li> <li>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.</li> <li>5. Let the buoyancy of the rescue tube bring you back to the surface.</li> <li>6. Focus on the victim when surfacing and begin the approach.</li> </ol>



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

<b>RESCUE APPROACHES</b>		
<b>SKILL CHART: WALKING APPROACH</b>		
<ol style="list-style-type: none"> <li>1. Walk to the victim.</li> <li>2. Hold the rescue tube at your side and walk quickly toward the victim.</li> <li>3. If necessary, position the tube in front of you before contacting the victim.</li> </ol>		
<b>SKILL CHART: SWIMMING APPROACH</b>		
<ol style="list-style-type: none"> <li>1. Swim to the victim using a modified front crawl or breaststroke.</li> <li>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.</li> <li>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.</li> <li>4. If necessary, reposition the rescue tube in front of you before contacting the victim.</li> </ol>		
<b>SKILL ASSESSMENT TOOL: APPROACHES</b>		
<b>Criteria</b>	<b>Proficient</b>	<b>Not Proficient</b>
Approaches victim safely and quickly	Effective propulsion used for safe approach	<ul style="list-style-type: none"> <li>■ No effective propulsion</li> <li>■ Approach causes a safety hazard</li> </ul>
Focus on the victim is maintained	Focus on the victim or the site where the victim was last seen is maintained	Fails to look toward the victim or site where the victim was last seen
Equipment properly positioned for the appropriate approach	<ul style="list-style-type: none"> <li>■ Control of rescue tube maintained during approach</li> <li>■ Tube strapped on during approach</li> <li>■ Tube remains in position or is repositioned as needed before contact with victim</li> </ul>	<ul style="list-style-type: none"> <li>■ Fails to maintain contact with the rescue tube</li> <li>■ Does not strap on tube during approach</li> <li>■ Tube not in position for the selected rescue before contact with victim</li> </ul>

# INJURY PREVENTION



**Session Length:** 35 minutes

## LESSON OBJECTIVES

After completing this lesson, participants will be able to:

- 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 patron surveillance techniques for organized groups.

## ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Activity Worksheet 3.1—Guarding Special Attractions
- Activity Worksheet 3.2—Strategies for a Safe Group Visit

## TOPIC: INJURY PREVENTION STRATEGIES

**Time:** 5 minutes

### Guided Discussion

- Ask participants: **What are some examples of life-threatening conditions?**  
**Answers:** Responses should include the following:
  - Unconsciousness
  - 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.
- 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
- Ask participants: **How can you politely get a patron's attention?**  
**Answers:** Responses should include the following:
  - 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

	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What should a lifeguard do to protect patrons when lightning is observed?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Clear the pool.</li> <li>○ Get down from the guard chair once the zone is cleared to get the patrons' attention rather than just continuing to blow the whistle.</li> </ul> </li> <li>■ Ask participants: <b>What strategies should a lifeguard use to try to get a resistant patron to understand the importance of clearing the pool?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Speak with the patron, explaining that lightning had been spotted in the area.</li> <li>○ Use a kickboard to get the attention of the patron and stop him or her at the wall.</li> <li>○ Explain that the need to exit the pool is a safety issue.</li> <li>○ Request help from management.</li> <li>○ Explain firmly that if patrons do not comply with safety requests, the consequence could be loss of membership at the pool.</li> </ul> </li> </ul>
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## TOPIC: GUARDING A VARIETY OF ACTIVITIES

**Time:** 5 minutes

Guided Discussion	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What types of activities might take place when you are lifeguarding?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Open or recreational swimming</li> <li>○ Water exercise, such as water walking and lap swimming</li> <li>○ Instructional classes, such as swim lessons, water therapy, water exercise and SCUBA lessons</li> <li>○ Team practices, such as swim team, water polo or synchronized swimming</li> <li>○ Competitive events, such as swim meets and triathlons</li> <li>○ Special events such as movie nights, pool parties and after-hours rentals</li> </ul> </li> <li>■ Ask participants: <b>What might be some unique risks of participants in a water exercise class for older adults?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Participants may have risks associated with exercise such as overexertion and possibly heat illness.</li> <li>○ Participants may have risks associated with medical problems such as hypertension, diabetes or arthritis.</li> <li>○ Participants may be using water exercise or therapy to rehabilitate from surgery or injury and may have less balance or stamina.</li> </ul> </li> <li>■ Ask participants: <b>What might be some unique risks of participants in swim lessons?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Participants who do not know how to swim may be unaware of dangers and slip into water that is too deep for them.</li> <li>○ Participants may not follow the instructions of the instructor and may attempt to leave the class.</li> <li>○ Participants may attempt skills that are too difficult for them in an effort to please the instructor or the parent or to impress peers.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>○ Participants may have fears that overcome their ability to react in an emergency situation. A participant might suddenly panic when discovering that he or she is in deep water.</li> </ul> <p>■ Ask participants: <b>What might be some unique risks of participants in competitive sports?</b></p> <p><b>Answers:</b> Responses should include the following:</p> <ul style="list-style-type: none"> <li>○ Swimmers may have exercise-related risks from overexertion or dehydration during practice or a competition, such as a triathlon.</li> <li>○ 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.</li> <li>○ Swimmers may hyperventilate when trying to swim longer distances without breathing.</li> </ul>
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## TOPIC: GUARDING SPECIAL ATTRACTIONS

**Time:** 15 minutes

<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Divide the participants into small groups and provide each group with Activity Worksheet 3.1—Guarding Special Attractions.</li> <li>■ Refer participants to Chapter 4, Injury Prevention, in the <i>Lifeguarding Manual</i> for information to help them with this activity.</li> <li>■ Instruct groups to list unique concerns for guarding each of the special attractions listed on the worksheet or assign specific topics to individual groups.</li> <li>■ Allow up to 5 minutes for the group work. Circulate among groups to monitor progress and provide assistance when necessary.</li> <li>■ Reassemble the class and call on group leaders to share their answers to the questions.</li> </ul>
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### **Answers: Activity Worksheet 3.1—Guarding Special Attractions**

■ **Areas Specifically for Young Children**

**Answers:** Responses should include the following:

- Enforce height and age requirements since older children may be too large for some structures or too rough for young children.
- Ask adults to actively supervise their children.
- Watch out for young children using the pool as a toilet.
- Watch children for sunburn or signs of overexposure to cold or heat.

■ **Play Structures**

**Answers:** Responses should include the following:

- Do not let a play structure become overcrowded.
- Do not allow patrons to swim underneath structures.
- Watch that patrons return to the surface after dropping into the water.
- 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.
- Pay close attention to patrons in moving water. They might lose their balance and be unable to stand up again.
- Watch for overcrowding and horseplay on floating structures.
- Keep play safe and orderly.

## ■ **Special Rides and Attractions**

**Answers:** Responses should include the following:

- Watch patrons as they enter and exit an attraction. Dispatch patrons safely on a ride at set intervals.
- Carefully watch both the water below and the activities overhead.
- Keep patrons in view as long as possible.
- Ensure that patrons who fall off a structure return to the surface.
- Be aware of any special risks.
- Enforce rules for safe behaviors allowed on the attraction.

## ■ **Water Slides**

**Answers:** Responses should include the following:

- Check that patrons 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 next riders at the proper intervals.
- 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.
- 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 all riders exit the slide into the catch pool.
- Assist riders who appear off balance or get caught under water 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**

**Answers:** Responses should include the following:

- 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**

**Answers:** Responses should include 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.
- 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.

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

**Time:** 10 minutes

<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Assign participants to small groups and assign each group one of the scenarios in Activity Worksheet 3.2—Strategies for a Safe Group Visit. Give groups 5 minutes to develop a list of strategies for a safe group visit.</li> <li>■ Have each group present their strategies to the class.</li> <li>■ Upon completion, discuss any considerations for group visits that were not addressed.</li> </ul>
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## **Answers: Activity Worksheet 3.2—Strategies for a Safe Group Visit**

- **Scenario 1:** You are guarding multiple activities using the pool in addition to an organized group of 30 preschool-age 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 patrons' 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 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.

**Answers:** Responses should include:

- 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.

*Note to Shallow Water Lifeguarding instructors: 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.*

- **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 floatation devices
  - Rule signage locations
  - Operational information, such as buddy checks or breaks

## ASSIGNMENT

- Read Chapter 5, Emergency Action Plans, and Chapter 6, Water Rescue Skills, in the *Lifeguarding Manual*.
- Complete Lesson 4, Water Rescue Skills, in the *Lifeguarding Blended eLearning* component.
- Print your progress report and bring it to the next class for evidence of completion.

# WATER RESCUE SKILLS



**Session Length:** 4 hours, 15 minutes



**Shallow Water Lifeguarding Session Length:** 3 hours, 35 minutes

## LESSON OBJECTIVES

After completing this lesson, participants will be able to:

- 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 perform a two-person removal of a victim from the water using a backboard.

## TOPIC: EMERGENCY ACTION PLANS

**Time:** 10 minutes

### Guided Discussion

**Instructor's Note:** Collect printed progress reports from each participant prior to the start of the lesson to ensure completion of the blended assignment.

- Explain to the participants that during the eLearning they worked through a number of scenarios, both in the water and at the facility, where an Emergency Action Plan had to be put into effect. With that in mind, guide a group discussion with the following questions.

- 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 in simulation drills, you will learn and practice your assigned EAP responsibilities.**

- Refer participants to Chapter 5, Emergency Action Plans, in the *Lifeguarding Manual* and discuss the sample EAP flow charts.

- 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.



	<ul style="list-style-type: none"> <li>○ Explain the situation briefly (e.g., unconscious child pulled from the water).</li> <li>○ Explain the purpose of the call (e.g., need an ambulance, need police).</li> <li>○ Give the location.</li> <li>○ Answer questions to the best of your knowledge.</li> <li>○ Do not hang up until the emergency medical services (EMS) call-taker tells you to do so.</li> </ul> <p>■ Ask participants: <b>Outside of the immediate aquatic area, where might you be needed in an emergency?</b></p> <p><b>Answers:</b> Responses should include the following:</p> <ul style="list-style-type: none"> <li>○ Locker rooms</li> <li>○ Concession areas</li> <li>○ Entrance or lobby areas</li> <li>○ Adjacent recreational facilities, such as exercise facilities or playgrounds</li> <li>○ Mechanical rooms</li> <li>○ Parking lots</li> </ul>
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## TOPIC: SURVEILLANCE ACTIVITY I


Time: 10 minutes

Video Segment and Activity	<ul style="list-style-type: none"> <li>■ Explain that this activity provides an opportunity to practice their surveillance skills.</li> <li>■ Show the video segment, “Review—Surveillance Activity I.”</li> <li>■ Lead a discussion of what they see in each segment. <ul style="list-style-type: none"> <li>○ <b>Are there any hazards that could cause an injury?</b></li> <li>○ <b>Are there any patrons who would be of special concern?</b></li> <li>○ <b>Are there any rules being broken that could lead to an injury or emergency situation?</b></li> <li>○ <b>Are there any distracting situations for the lifeguard?</b></li> </ul> </li> </ul>
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## TOPIC: IN-WATER SKILLS SESSION, PART 1: RESCUES AT OR NEAR THE SURFACE

Time: 1 hour, 25 minutes

Skill Practice	<ul style="list-style-type: none"> <li>■ Explain to participants that during water rescue skill sessions you will demonstrate skills and guide them through practice.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ Lead them through the following skills for victims at or near the surface:</li> </ul>
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	<ul style="list-style-type: none"> <li>○ Reaching assist from the deck <ul style="list-style-type: none"> <li>● Lifeguards: on the edge of the deck</li> <li>● Victims: about 3 feet from the edge of the pool; distressed swimmer</li> </ul> </li> <li>○ Simple assist <ul style="list-style-type: none"> <li>● Lifeguards: standing in shallow water</li> <li>● Victims: standing in shallow water; losing balance</li> </ul> </li> <li>○ Active victim front rescue <ul style="list-style-type: none"> <li>● Lifeguards: in the water</li> <li>● Victims: at least 10 yards from the edge of the pool facing the lifeguard; struggling in deep water</li> </ul> </li> <li>○ Active victim rear rescue <ul style="list-style-type: none"> <li>● Lifeguards: in the water</li> <li>● Victims: at least 10 yards from the edge of the pool facing away from the lifeguard; struggling in deep water</li> </ul> </li> <li>○ Passive victim rear rescue <ul style="list-style-type: none"> <li>● Lifeguards: on the edge of the deck</li> <li>● Victims: in deep water; passive</li> </ul> </li> <li>○ Multiple-victim rescue <ul style="list-style-type: none"> <li>● Lifeguards: in the water</li> <li>● 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.</li> </ul> </li> </ul> <p>■ Observe each participant's performance of the skill and provide corrective feedback.</p> <div style="background-color: black; color: white; padding: 5px;">  <b>SHALLOW WATER LIFEGUARDING</b> </div> <p>■ For the Shallow Water Lifeguarding course, practice the simple assist and reaching as noted above.</p> <p>■ For the active victim front rescue, active victim rear rescue and multiple-victim rescue, practice in water up to 5 feet deep.</p> <p>■ For the passive victim rear rescue, the victim should be at or near the surface of the water.</p>
<b>Skill Drill— Active Victim Rescues</b>	<p>■ Explain to participants that they are going to participate in an activity to practice recognizing a victim, simulating 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.</p> <p>■ 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:</p> <div style="margin-left: 40px;"> VICTIMS           X  X  X  X  X  LIFEGUARDS      O  O  O  O  O </div> <p>■ Explain that when you say “Go!” (all victims and lifeguards will go at the same time):</p> <ul style="list-style-type: none"> <li>○ The victims will simulate an active victim facing the lifeguard.</li> <li>○ 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.</li> <li>○ Lifeguards exit the water and the victims will return to their same spot in the water to be victims again.</li> <li>○ 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.</li> </ul>

	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Repeat the drill with the victim facing away from the rescuer.</li> <li>■ After the lifeguards have performed both types of active victim rescues on each victim in the line, switch the groups—the victim group becomes the lifeguard group and the lifeguard group becomes the victim group—and repeat the activity.</li> </ul>
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## PUTTING IT ALL TOGETHER


**Time:** 35 minutes


<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Explain to participants that they are going to participate in an activity to practice an EAP for an active victim or distressed swimmer.</li> <li>■ Assign one lifeguard who is performing patron surveillance and one backup lifeguard who is not on surveillance duty. Assign the zone and have the lifeguard go to the lifeguard station and have the backup lifeguard go to an area on the deck where he or she can see the lifeguard station.</li> <li>■ Explain to participants that upon recognizing a victim, the lifeguard will: <ul style="list-style-type: none"> <li>○ Activate the EAP.</li> <li>○ Enter the water using the appropriate entry.</li> <li>○ Perform the appropriate rescue.</li> <li>○ Bring the victim to a point of safety at the side of the pool.</li> </ul> </li> <li>■ Explain to participants that when the EAP signal is activated, the backup lifeguard will get a rescue tube, go to the lifeguard station and assume coverage of the zone.</li> <li>■ 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.</li> <li>■ Begin the activity by allowing the swimmers to swim and play until you give the signal and the drowning simulation begins.</li> <li>■ Once the rescue is complete, gather the group and discuss how it went and what the next steps of the EAP would be.</li> <li>■ Repeat the activity until all participants have had the opportunity to be a lifeguard or backup lifeguard.</li> </ul>
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## TOPIC: IN-WATER SKILLS SESSION, PART 2: SUBMERGED VICTIM RESCUES

**Time:** 1 hour, 10 minutes

**Shallow Water Lifeguarding Time:** 30 minutes


	<p><b>Safety Tips:</b> For practicing rescues of victims submerged in deep water:</p> <ul style="list-style-type: none"> <li>■ 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 signal, such as a tap or gentle pinch.</li> <li>■ 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.</li> </ul>
	<div>  <b>SHALLOW WATER LIFEGUARDING</b> </div> <ul style="list-style-type: none"> <li>■ For the Shallow Water Lifeguarding course, participants are required only to go to a maximum depth of 5 feet.</li> </ul>

	<ul style="list-style-type: none"> <li>■ <i>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.</i></li> </ul>
<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>■ Explain to participants that during the water rescue skill sessions you will demonstrate skills and guide them through practice.</li> <li>■ Pair up participants and explain that they will take turns as victim and rescuer for each skill. For the two-person-removal-from-the-water (using a backboard) skill, participants should form groups of three.</li> <li>■ 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.</li> <li>■ 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).</li> <li>■ Lead them through the following skills for submerged victims: <ul style="list-style-type: none"> <li>○ Submerged passive victim in shallow water <ul style="list-style-type: none"> <li>● Lifeguards: on the edge of the deck</li> <li>● Victims: at least 10 yards from the edge of the pool submerged in shallow water; passive</li> </ul> </li> <li>○ Feet-first surface dive in deep water</li> <li>○ Head-first surface dive in deep water</li> <li>○ Submerged victim in deep water <ul style="list-style-type: none"> <li>● Lifeguards: on the edge of the deck</li> <li>● Victims: at least 10 yards from the edge of the pool submerged in deep water; passive</li> </ul> </li> </ul> </li> </ul>
	<div>  <b>SHALLOW WATER LIFEGUARDING</b> </div> <ul style="list-style-type: none"> <li>■ <i>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.</i> <ul style="list-style-type: none"> <li>○ Two-person-removal-from-the-water (using a backboard) <ul style="list-style-type: none"> <li>● Lifeguard 1: bringing victim to the edge of the pool after a passive victim rescue</li> <li>● Lifeguard 2: on deck with backboard</li> <li>● Victim: passive</li> </ul> </li> </ul> </li> <li>■ Observe each participant's performance of the skill and provide corrective feedback</li> </ul>

## PUTTING IT ALL TOGETHER

**Time:** 45 minutes

<b>Skill Drill</b>	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>
<b>Part 1</b>	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Explain that putting on gloves with wet hands can be challenging.</li> <li>■ Lead them through the skill of putting on gloves with wet hands. One method is to dip the glove in the pool, fill with water and insert your hand in the glove.</li> <li>■ Participants should practice the skill until they are comfortable doing it quickly.</li> </ul>

	<div>  <b>SHALLOW WATER LIFEGUARDING ALTERNATE SKILL DRILL</b> </div> <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Participants will complete Part 1 as it is described above. For Part 2, 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.</li> </ul>
<b>Part 2</b>	<ul style="list-style-type: none"> <li>■ Divide the participants into groups of four and assign one rescuing lifeguard, one victim and two assisting lifeguards for each group. Have each lifeguard wear a hip pack with gloves inside.</li> <li>■ Explain for each group: <ul style="list-style-type: none"> <li>○ The rescuing lifeguard will simulate activating the EAP and enter the water.</li> <li>○ 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.</li> <li>○ While the rescuing lifeguard supports the victim at the edge, the two assisting lifeguards will bring the backboard and then will remove the victim from the water, demonstrating team communication skills between all three lifeguards.</li> <li>○ Once removed from the water, the victim will remain passive on the backboard until all three lifeguards have put on their gloves.</li> </ul> </li> <li>■ Repeat the drill until each person in the group has performed as a rescuing lifeguard and an assisting lifeguard at least once.</li> </ul>
<b>ASSIGNMENT</b>	
	<ul style="list-style-type: none"> <li>■ Read Chapter 7, Before Providing Care and Victim Assessment, and Chapter 8, Breathing Emergencies, in the <i>Lifeguarding Manual</i>.</li> <li>■ Complete Lesson 5, Before Providing Care and Victim Assessment, and Lesson 6, Breathing Emergencies, in the <i>Lifeguarding Blended eLearning</i> component.</li> <li>■ Print your progress report and bring it to the next class for evidence of completion.</li> </ul>

## 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. <ul style="list-style-type: none"><li>○ 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.</li></ul>
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 his or her balance.
  - If the person is under water, grasp under the person's armpits with both hands and help him or her stand up.
3. Assist the person to the exit point, if necessary.

**SKILL ASSESSMENT TOOL: ASSISTS**

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

**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 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. Tow the victim to a safe exit point. For greater distances, use one hand to stroke. For example, reach your right arm over the victim's right shoulder and grasp the rescue tube. Then use the left hand to stroke.
7. Remove the victim from the water, assess the victim's condition and provide appropriate care.

#### **SKILL ASSESSMENT TOOLS: RESCUES AT OR NEAR THE SURFACE**

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

#### **ACTIVE VICTIM FRONT RESCUE**

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

#### **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	Rescue tube remains in place and is repositioned if it slips out	<ul style="list-style-type: none"> <li>■ Rescue tube slips out and is not supporting the victim at the surface</li> <li>■ Is not successful in repositioning the rescue tube</li> </ul>
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<b>PASSIVE VICTIM REAR RESCUE</b>		
<b>Criteria</b>	<b>Proficient</b>	<b>Not Proficient</b>
Maintain victim's head in an open-airway position at the surface	Rescue tube placed under the victim's back so that the victim's head falls back to an open-airway position	Victim's head tilted forward (chin toward chest)
Turn the victim to a face-up position	<ul style="list-style-type: none"> <li>■ Rescue tube squeezed between rescuer's chest and victim's back</li> <li>■ Leans back to pull victim face-up</li> </ul>	<ul style="list-style-type: none"> <li>■ Rescue tube not maintained between the victim and the rescuer</li> <li>■ Unable to reposition the tube if it slips out</li> <li>■ Unable to pull victim to a face-up position</li> </ul>
<b>MULTIPLE-VICTIM RESCUE</b>		
<b>SKILL CHART: MULTIPLE-VICTIM RESCUE</b>		
<p>If you are the only one rescuing two victims who are clutching each other:</p> <ol style="list-style-type: none"> <li>1. Approach one victim from behind.</li> <li>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.</li> <li>3. Use the rescue tube to support both victims with their mouths out of the water. Talk to the victims to help reassure them.</li> <li>4. Support both victims until other lifeguards arrive or the victims become calm enough to move to a safe exit.</li> </ol>		
<b>SKILL ASSESSMENT TOOLS: MULTIPLE-VICTIM RESCUE</b>		
<b>Criteria</b>	<b>Proficient</b>	<b>Not Proficient</b>
Communicates with the victim	Victim reassured and told what to do	No attempted verbal communication with the victim
Equipment properly positioned for the appropriate rescue	<ul style="list-style-type: none"> <li>■ Rescue tube kept between the lifeguard and the victims</li> <li>■ Rescue tube positioned to support the victims at the surface of the water</li> </ul>	<ul style="list-style-type: none"> <li>■ Rescue tube not maintained between the victims and the rescuer</li> <li>■ Victims not supported by the rescue tube</li> </ul>
Victims' mouths and noses above water	Victims' mouths and noses maintained above water	A victim's mouth or nose under water
Tows the victims to safety	Victims towed to safety using the rescue tube to support the victims' head	<ul style="list-style-type: none"> <li>■ Unable to tow the victims to safety</li> <li>■ Victims not supported by the rescue tube</li> <li>■ Releases contact with a victim</li> </ul>
Rescue tube placed to provide support for victims and safety for rescuer	Maintains firm hold of one victim and rescue tube effectively supports both victims' heads above water	Both victims not supported



## SUBMERGED VICTIMS

### 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 the victim's right arm or your left arm under the victim's 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 surface, tilt the victim back so he or she is face-up. Grasp and position the rescue tube so it is squeezed between your chest and the victim's back. For a passive victim, place the tube below the victim's shoulders so the victim's head naturally falls back into an open-airway position. A victim may begin to struggle, requiring you to grasp tighter.
5. Reach under the victim's armpits and grasp the shoulders.
6. 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 properly positioned to provide support for the victim upon rolling over or surfacing	Rescue tube positioned under the victim's back and supporting the victim at the surface	<ul style="list-style-type: none"><li>■ Victim slides off tube</li><li>■ Victim's head submerges</li></ul>
Victim face-up upon surfacing	Victim quickly brought to a face-up position	<ul style="list-style-type: none"><li>■ Victim is face-down</li><li>■ Unable to turn victim to a face-up position upon surfacing</li></ul>
Victim's mouth and nose above water	Victim's mouth and nose maintained above water	Victim's mouth or nose under water
Maintains victim's head in an open-airway position at the surface	Rescue tube placed under the victim's back so that the victim's head falls back to an open-airway position	Victim's head tilted forward (chin toward chest)
Tow the victim to safety	Victim towed to a safe exit point using the rescue tube to support the victim	<ul style="list-style-type: none"><li>■ Unable to make progress in the water to move the victim to a safe exit point</li><li>■ Victim not supported by the rescue tube and slips off or submerges</li></ul>

SUBMERGED PASSIVE VICTIM IN SHALLOW WATER		
Criteria	Proficient	Not Proficient
Equipment properly positioned to start the rescue	Rescue strap around the shoulder of the rescuer	<ul style="list-style-type: none"> <li>■ Tries to submerge with the rescue tube</li> <li>■ Rescue tube strap not worn over the shoulder</li> </ul>
Victim brought to the surface	<ul style="list-style-type: none"> <li>■ Submerges to grasp victim</li> <li>■ Maintains grasp of the victim and brings to the surface</li> </ul>	<ul style="list-style-type: none"> <li>■ Unable to submerge</li> <li>■ Does not make contact with victim</li> <li>■ Drops victim</li> <li>■ Unable to return to the surface with victim</li> </ul>
SUBMERGED VICTIM IN DEEP WATER (Lifeguarding Course only)		
Equipment properly positioned appropriate to the rescue	<ul style="list-style-type: none"> <li>■ Rescue tube released so it remains at the surface</li> <li>■ Rescue tube strap worn around the shoulder</li> <li>■ For water deeper than the tube strap length, strap removed from the shoulder and held</li> </ul>	<ul style="list-style-type: none"> <li>■ Tries to submerge with the rescue tube</li> <li>■ Loses contact with the rescue tube strap—not worn around the shoulder or not held</li> <li>■ Unable to grasp rescue tube once returned to the surface to place under the victim's back</li> </ul>
Victim brought to the surface	<ul style="list-style-type: none"> <li>■ Submerges to grasp the victim</li> <li>■ Maintains grasp of the victim and brings to the surface</li> <li>■ Rescue tube placed under the victim's back upon surfacing</li> </ul>	<ul style="list-style-type: none"> <li>■ Unable to submerge</li> <li>■ Cannot grasp the victim</li> <li>■ Does not make contact with the victim</li> <li>■ Drops the victim</li> <li>■ Unable to return to the surface with the victim</li> <li>■ Unable to grasp or place rescue tube under the victim upon surfacing</li> </ul>

SURFACE DIVES
SKILL CHART: FEET-FIRST SURFACE DIVE (Lifeguarding Course only)
<ol style="list-style-type: none"> <li>1. Swim to a point near and above the victim. Release the rescue tube but keep the strap around your shoulders.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. Repeat this arm movement until deep enough to reach the victim.</li> </ol> <p>If you must swim under water, such as for a deep-water line search, also perform these steps:</p> <ol style="list-style-type: none"> <li>1. When deep enough, tuck your body and roll to a horizontal position.</li> <li>2. Extend your arms and legs and swim under water.</li> </ol> <p><b>Note:</b> 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.</p>

**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 looking down toward bottom while descending	Face 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"><li>■ Legs held together</li><li>■ Arms fully extended overhead</li></ul>	<ul style="list-style-type: none"><li>■ Legs apart and impede descent</li><li>■ Arm positioning impedes descent</li></ul>
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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"><li>■ Legs held together and lifted upward toward the surface to aid descent</li><li>■ Arms reach downward toward the bottom</li></ul>	<ul style="list-style-type: none"><li>■ Legs apart</li><li>■ Body not nearly vertical during descent</li><li>■ Arms not in front reaching downward</li></ul>
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**REMOVAL FROM THE WATER****SKILL CHART: TWO-PERSON-REMOVAL-FROM-THE-WATER (Using a Backboard)**

1. The primary lifeguard brings the victim to the side and turns him or her to face the wall. Another lifeguard brings a backboard with the head immobilizer and the straps removed, if possible.
2. The assisting lifeguard on land crosses his or her own hands to grab the victim's wrists and pulls the victim up slightly to keep the head above the water and away from the wall. Support the victim's head so that the head does not fall forward.
3. The primary lifeguard ensures that the victim's face is out of the water and then climbs out of the water, removes the rescue tube and gets the backboard.
4. The primary lifeguard guides the backboard, foot-end first, down into the water along the wall next to the victim. The second lifeguard immediately begins to turn the victim onto the backboard. Each lifeguard then quickly grasps one of the victim's wrists and one of the handholds of the backboard.
5. When the primary lifeguard gives the signal, both lifeguards pull the backboard and victim onto land, until the underside of the board is safely away from the edge. (Remember to lift with the legs and not with the back.) The lifeguards step backward and then carefully lower the backboard onto the ground. If other lifeguards or additional help is available, they can provide assistance by pulling or pushing the backboard.

6. Lifeguards provide immediate and appropriate care based on the victim's condition. Continue care until emergency medical services (EMS) personnel arrive and assume control over the victim's care.

**Tips:**

- *It may be easier to submerge the board initially if the board is angled, foot-end first, toward the wall.*
- *As soon as the board is submerged, turn the victim onto the board then allow the board to float up beneath the victim.*
- *Once the board is submerged, the second lifeguard can help to stabilize the board against the wall, placing his or her foot against the backboard, if necessary.*

**SKILL ASSESSMENT TOOL: TWO-PERSON-REMOVAL-FROM-THE-WATER  
(Using a Backboard)**

Criteria	Proficient	Not Proficient
Victim brought to a position facing the side of the pool with the head out of the water	Victim facing the side of the pool with head tipped back, out of the water	<ul style="list-style-type: none"> <li>■ Victim not facing the side of the pool</li> <li>■ Victim's head leaning forward</li> <li>■ Victim's face in the water</li> </ul>
Lifeguards communicate with each other	Lifeguard(s) communicates what, how and/or when actions happen	Lifeguards cannot proceed with removing the victim from the water
Victim's head remains above the surface of the water	Victim's mouth and nose maintained out of the water	Victim's mouth or nose in the water
Assisting lifeguard(s) maintains contact with the victim	Assisting lifeguard(s) maintains grip of the victim's wrists	Assisting lifeguard(s) loses grip of the victim
Backboard submerged into position	Backboard submerged along the wall next to the victim	<ul style="list-style-type: none"> <li>■ Unable to submerge the backboard</li> <li>■ Backboard cannot be placed under the victim</li> </ul>
Victim placed onto the board	<ul style="list-style-type: none"> <li>■ Victim turned onto backboard</li> <li>■ Each lifeguard grasps one of the victim's wrists, and one has a handhold of the backboard</li> </ul>	<ul style="list-style-type: none"> <li>■ Unable to place victim on the backboard</li> <li>■ Loses contact with backboard or victim</li> </ul>
Victim pulled out on the backboard in a safe manner for rescuers and victim	<ul style="list-style-type: none"> <li>■ Lifeguards pull backboard and victim onto land</li> <li>■ Backboard carefully lowered to the ground</li> </ul>	<ul style="list-style-type: none"> <li>■ Unable to remove the backboard and the victim</li> <li>■ Victim's body hanging off the board, which may cause injury</li> <li>■ Backboard dropped on land</li> </ul>
Lifeguard(s) moves into position to start a primary assessment of the victim	Lifeguard(s) opens the victim's airway	Lifeguard(s) does not open the victim's airway

# BEFORE PROVIDING CARE AND VICTIM ASSESSMENT



**Session Length:** 1 hour, 20 minutes

## LESSON OBJECTIVES

After completing this lesson, participants will be able to:

- 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.
- Demonstrate how to perform a primary assessment and place a victim in the H.A.I.N.E.S. 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.

## ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Manikins (one adult and one infant manikin per two participants; child manikins optional)
- Decontamination supplies

## TOPIC: STANDARD PRECAUTIONS

**Time:** 5 minutes

<b>Guided Discussion</b>	<p><b>Instructor's Note:</b> Collect printed progress reports for each participant prior to the start of the lesson to ensure completion of the blended assignment.</p> <ul style="list-style-type: none"> <li>■ Ask participants: <b>Thinking back to your assignment in Lesson 5, Before Providing Care, in the eLearning component, what are the diseases that are of primary concern for you?</b></li> </ul> <p><b>Answers:</b> Responses should include the following:</p> <ul style="list-style-type: none"> <li>○ Hepatitis B</li> <li>○ Hepatitis C</li> <li>○ HIV</li> </ul>
<b>Removing Disposable Gloves</b>	
<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>■ Provide all participants with non-latex disposable gloves.</li> <li>■ Explain that participants will have many opportunities to practice glove removal since they will be following these procedures each time they remove gloves throughout the remainder of this course.</li> <li>■ Lead participants through the skill of Removing Disposable Gloves.</li> <li>■ Observe each participant's performance of the skill and provide corrective feedback.</li> </ul>

## TOPIC: GENERAL PROCEDURES FOR AN EMERGENCY ON LAND

Time: 5 minutes

<b>Guided Discussion</b>	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Ask participants: <b>Using your senses, what information can you gather about the scene of an emergency?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Sight: Hazardous conditions, number of victims, number of bystanders</li> <li>○ Smell: Odors that might suggest chemical release, intoxication, diabetic emergency or burning objects</li> <li>○ Hearing: Unusual sounds, cries for help, splashing</li> </ul> </li> <li>■ Ask participants: <b>Why else is a scene size-up necessary?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ To ensure scene safety for the rescuers, the victims and any bystanders</li> <li>○ To identify necessary personal protective equipment (PPE)</li> <li>○ To determine the mechanism of injury or nature of the illness</li> <li>○ To determine the number of victims</li> <li>○ To identify what additional help may be required</li> </ul> </li> </ul>
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## TOPIC: PERFORMING A PRIMARY ASSESSMENT

Time: 35 minutes

<b>Guided Discussion</b>	<ul style="list-style-type: none"> <li>■ Tell participants that a primary assessment is done to identify any life-threatening conditions.</li> <li>■ Ask participants: <b>What are the steps for a primary assessment?</b>  <b>Answer:</b> <ul style="list-style-type: none"> <li>○ Check the victim for responsiveness.</li> <li>○ Open the victim's airway and check for breathing and a pulse.</li> <li>○ Scan for severe bleeding.</li> </ul> </li> </ul>
<b>Performing a Primary Assessment—Adult</b>	
<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>■ Ask participants to take their participant's manual and disposable gloves to the practice area.</li> <li>■ 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.</li> <li>■ Guide participants through the steps listed on the Primary Assessment—Adult skill chart. Once participants have completed the primary assessment, have them practice the modified H.A.IN.E.S. recovery position. Guide them through the steps listed on the Modified H.A.IN.E.S. Recovery Position skill chart.</li> <li>■ Observe each participant's performance of the skill and provide corrective feedback.</li> <li>■ Be sure to point out any common errors, such as failing to size up the scene, failing to determine consciousness, failing to follow standard precautions, improperly opening the airway, checking an inappropriate pulse site or pressing the pulse site too hard.</li> </ul>

## Performing a Primary Assessment—Child and Infant

- Ask participants: **What are the differences to be aware of when performing a primary assessment on a child versus an infant?**  
**Answers:** Responses should include the following:
  - The position of the head should be slightly past the neutral position for a child and in the neutral position for an infant.
  - For an infant, feel for the brachial pulse on the inside of the upper arm, between the elbow and the shoulder.
- Ask participants: **In what circumstances do you give 2 ventilations when performing a primary assessment?**  
**Answers:** Responses should include the following:
  - For a child or infant that is not responsive and not breathing
  - For an adult victim of a drowning or other respiratory cause

## Using a Resuscitation Mask

### Skill Practice

- Ask participants to bring 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 corrective feedback.
- Be sure to point out any common errors, such as improperly opening the airway, not obtaining a seal with the resuscitation mask or not making the chest rise and fall.

## Primary Assessment—Child or Infant

### Skill Practice

- Using a manikin, guide participants through the steps listed on the Primary Assessment—Child and Infant skill chart.
- Once participants have completed the primary assessment, have them practice the modified H.A.IN.E.S. recovery position. Guide participants through the steps listed on the Modified H.A.IN.E.S. Recovery Position skill chart.
- Observe each participant's performance of the skills and provide corrective feedback.

## Summoning EMS Personnel

### Guided Discussions

- Ask participants: **What conditions that may occur in the aquatic environment require summoning EMS personnel?**  
**Answers:** Responses should include the following:
  - Unconsciousness or altered level of consciousness (LOC)
  - Breathing problems
  - 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 external bleeding (bleeding that spurts or gushes steadily from a wound)
  - Vomiting blood or passing blood
  - Severe (critical) burns



	<ul style="list-style-type: none"> <li>○ Suspected poisoning</li> <li>○ Seizures on land, unless the person is known to have periodic seizures</li> <li>○ Stroke</li> <li>○ Painful, swollen, deformed areas or an open fracture</li> <li>○ Victim's physical condition unclear or worsening</li> </ul> <p>The following conditions might require summoning EMS personnel:</p> <ul style="list-style-type: none"> <li>○ Any victim recovered from under water who may have inhaled water</li> <li>○ Seizures in the water</li> <li>○ Suspected or obvious injuries to the head, neck or spine</li> </ul>
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## TOPIC: MOVING A VICTIM

Time: 5 minutes


Guided Discussion	<ul style="list-style-type: none"> <li>■ <b>Moving a victim needlessly or improperly can lead to further pain and injury.</b></li> <li>■ Ask participants: <b>What factors should be considered when deciding whether or not to move a victim?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ You are faced with immediate danger.</li> <li>○ You need to get to other victims who have more serious injuries or illnesses.</li> <li>○ It is necessary to provide appropriate care (e.g., moving a victim to the top or bottom of a flight of stairs to perform CPR).</li> </ul> </li> <li>■ <b>If you must leave a scene to ensure your personal safety, you should make reasonable attempts to move the victim to safety as well.</b></li> <li>■ Ask participants: <b>If the decision is made to move a victim, what factors should be considered in deciding what method to use?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ The victim's height and weight</li> <li>○ Your physical strength</li> <li>○ Obstacles, such as stairs and narrow passages</li> <li>○ The distance to be moved</li> <li>○ Whether others are available to assist</li> <li>○ The victim's condition</li> <li>○ Whether aids to transport are readily available</li> </ul> </li> </ul>
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## IN-WATER SKILL SESSION: RESCUE SKILLS REVIEW

Time: 30 minutes

Activity	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Participants will practice the rescues as many times as possible in about a 5-minute period.</li> <li>■ Rotate groups every 5 to 7 minutes.</li> <li>■ Observe participants and provide feedback.</li> </ul>
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	<ul style="list-style-type: none"> <li>■ Stations: <ul style="list-style-type: none"> <li>○ Shallow Water <ul style="list-style-type: none"> <li>● Simple Assist for a Distressed Swimmer</li> <li>● Submerged Passive Victim</li> <li>● Reaching Assist from the Deck for a Distressed Swimmer</li> </ul> </li> <li>○ Deep Water <ul style="list-style-type: none"> <li>● Active Victim on the Surface—Front Approach</li> <li>● Passive Victim on the Surface—Rear Approach</li> </ul> </li> <li>○ Deep Water <ul style="list-style-type: none"> <li>● Submerged Passive Victim</li> <li>● Two-Person Removal Using a Backboard</li> </ul> </li> </ul> </li> </ul>
	<div>  <b>SHALLOW WATER LIFEGUARDING ALTERNATE ACTIVITY</b> </div> <ul style="list-style-type: none"> <li>■ Designate three stations for review skills and divide participants into three groups.</li> <li>■ Participants will practice the rescues as many times as possible in about a 5-minute period.</li> <li>■ Rotate groups every 5 to 7 minutes.</li> <li>■ Stations: <ul style="list-style-type: none"> <li>○ Passive Victim <ul style="list-style-type: none"> <li>● Submerged Passive Victim</li> <li>● Passive Victim on the Surface—Rear Approach</li> <li>● Two-Person Removal Using a Backboard</li> </ul> </li> <li>○ Distressed Swimmer <ul style="list-style-type: none"> <li>● Simple Assist for a Distressed Swimmer</li> <li>● Reaching Assist from the Deck for a Distressed Swimmer</li> </ul> </li> <li>○ Active Victim <ul style="list-style-type: none"> <li>● Active Victim on the Surface—Front Approach</li> <li>● Active Victim on the Surface—Rear Approach</li> <li>● Multiple Active Victim Rescue</li> </ul> </li> </ul> </li> </ul>

## 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.

<b>REMOVING DISPOSABLE GLOVES</b>
<b>SKILL CHART: REMOVING DISPOSABLE GLOVES</b>
<ol style="list-style-type: none"> <li>1. Pinch the glove. <ul style="list-style-type: none"> <li>○ Pinch the palm side of one glove near your wrist.</li> <li>○ Carefully pull the glove off so that it is inside out.</li> </ul> </li> <li>2. Slip two fingers under the glove. <ul style="list-style-type: none"> <li>○ Hold the glove in the palm of your gloved hand.</li> <li>○ Slip two fingers under the glove at the wrist of the remaining gloved hand.</li> </ul> </li> </ol>

3. Pull the glove off.
  - Pull the glove until it comes off, inside out.
  - The first glove should end up inside the glove you just removed.
4. Dispose of gloves and wash hands.
  - Dispose of gloves and other personal protective equipment (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 outside surface of glove(s)

#### **PRIMARY ASSESSMENT**

##### **SKILL CHART: PRIMARY ASSESSMENT—ADULT**

Size up the scene for safety and then:

1. Check for responsiveness.
  - Tap the shoulder and ask, “Are you okay?”
2. If no response, summon EMS personnel.
  - If the victim is face-down, roll the victim onto his or her back while supporting the head, neck and back.
3. Open the airway and quickly check for breathing and a pulse for 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.
  - 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.

**Note:** For a breathing emergency (e.g., drowning, hypoxia), give **2** ventilations before scanning for severe bleeding. If at any time the chest does not rise, the airway might be blocked. Provide care for an unconscious choking victim.

4. Quickly scan for severe bleeding.
5. Provide care as needed.
  - If no breathing or pulse, perform CPR.
  - If no breathing but there is a pulse, give **1** ventilation about every **5** seconds.
  - If there is severe bleeding and the victim is breathing, provide first aid care for the bleeding.
  - If unconscious but breathing, leave the victim in a face-up position. Place in a modified H.A.IN.E.S. recovery position only if you:
    - Are alone and must leave the victim (e.g., to call for help).
    - Cannot maintain an open and clear airway because of fluids or vomit.

##### **SKILL CHART: PRIMARY ASSESSMENT—CHILD AND INFANT**

Size up the scene for safety and then:

1. Check for responsiveness.
  - For a child, tap the shoulder and shout, “Are you okay?”
  - For an infant, tap the shoulder or flick the underside of the foot and shout.
2. If no response, summon EMS personnel.
  - If the victim is face-down, roll the victim onto his or her back while supporting the head, neck and back.

3. Open the airway and check for breathing and a pulse for 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 you suspect a head, neck or spinal injury, use the jaw-thrust (without head extension) maneuver.
  - Look, listen and feel for breathing.
  - Check for a pulse.
    - For a 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 in 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.

**Note:** If you witnessed a child or an infant suddenly collapse, skip Step 4.

4. If no breathing, give **2** ventilations. Each ventilation should last about **1** second and make the chest clearly rise.
  - The chest should fall before the next ventilation is given.

**Note:** If at any time the chest does not clearly rise during Step 4, the airway might be blocked. Provide care for an unconscious choking victim.

5. Quickly scan for severe bleeding.
6. Provide care as needed.
  - If no breathing or pulse, perform CPR.
  - If no breathing but there is a pulse, give **1** ventilation about every **3** seconds.
  - If there is severe bleeding and the victim is breathing, provide first aid care for the bleeding.
  - If unconscious but breathing, leave the victim in a face-up position. Place in a modified H.A.IN.E.S recovery position only if you:
    - Are alone and have to leave the victim (e.g., to call for help).
    - Cannot maintain an open and clear airway because of fluids or vomit.

#### SKILL ASSESSMENT TOOL: PRIMARY ASSESSMENT—ADULT, CHILD AND INFANT

Criteria	Proficient	Not Proficient
Open the airway	<ul style="list-style-type: none"> <li>■ Tilts head back so that jaw line is at an angle of 80° to 100° to the floor</li> <li>■ Maintains open airway throughout primary assessment</li> </ul>	<ul style="list-style-type: none"> <li>■ Tilts head back so that jaw line is at an angle less than 80° or greater than 100° to the floor</li> <li>■ Does not maintain an open airway throughout primary assessment</li> </ul>
Feel for a pulse	<ul style="list-style-type: none"> <li>■ For adult or child, feels for carotid pulse</li> <li>■ For infant, feels for brachial pulse</li> <li>■ Feels for a pulse for more than 5 but no more than 10 seconds</li> </ul>	<ul style="list-style-type: none"> <li>■ Feels for pulse in incorrect location</li> <li>■ Feels for a pulse for less than 5 or more than 10 seconds</li> </ul>
Give ventilations (child or infant, or in cases of a breathing emergency [e.g., drowning or hypoxia] in an adult)	<ul style="list-style-type: none"> <li>■ Gives 2 ventilations that make the chest clearly rise and last about 1 second each</li> <li>■ Allows the chest to fall between ventilations</li> </ul>	<ul style="list-style-type: none"> <li>■ Gives 2 ventilations that do not make the chest clearly rise and last 2 or more seconds each</li> <li>■ Does not allow chest to fall between ventilations</li> </ul>

RECOVERY POSITIONS		
SKILL CHART: FACE-UP POSITION		
If unconscious but breathing, leave the victim in a face-up position.		
SKILL CHART: MODIFIED H.A.IN.E.S. RECOVERY POSITION		
<ol style="list-style-type: none"> <li>1. Kneel at the victim's side.</li> <li>2. Roll the victim away from you. <ul style="list-style-type: none"> <li>○ Reach across the victim's body, lift up the arm farthest from you and place it next to the head with the palm facing up.</li> <li>○ Take the person's arm closest to you and place it next to his or her side.</li> <li>○ Grasp the leg farthest from you and bend it up.</li> <li>○ Using your hand that is closest to the victim's head, cup the base of the victim's skull in the palm of your hand and carefully slide your forearm under the victim's shoulder closest to you. Do not lift or push the head or neck.</li> <li>○ Place your other hand under the arm and hip closest to you.</li> <li>○ Using a smooth motion, roll the victim away from you by lifting with your hand and forearm. Keep the victim's head in contact with his or her extended arm and be sure to support the head and neck with your hand.</li> <li>○ Stop all movement when the victim is on his or her side.</li> </ul> </li> <li>3. Place the top leg on the other so that both knees are in a bent position.</li> <li>4. Make sure the arm on top is in line with the upper body. <ul style="list-style-type: none"> <li>○ If you must leave the person to get help, place the hand of the upper arm palm side down with the fingers under the armpit of the extended lower arm.</li> </ul> </li> </ol>		
SKILL CHART: INFANT RECOVERY POSITION (ALTERNATE)		
<ol style="list-style-type: none"> <li>1. Carefully position the infant face-down along your forearm.</li> <li>2. Support the infant's head and neck with your other hand while keeping the infant's mouth and nose clear.</li> </ol>		
SKILL ASSESSMENT TOOL: RECOVERY POSITIONS		
Criteria	Proficient	Not Proficient
Face-Up Position		
Maintain an open airway	Victim is breathing, lying face-up, and head is tilted in an open-airway position	Head is not tilted back in an open-airway position
H.A.IN.E.S. Recovery Position		
Maintain 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 his or her side	Lifts or pushes the head or neck
Infant (Alternate)		
Maintain an open airway	Mouth and nose are clear	Infant's mouth or nose is blocked by forearm or hand
Support head and neck	<ul style="list-style-type: none"> <li>■ Infant face-down along the rescuer's forearm</li> <li>■ Head and neck supported by other hand</li> </ul>	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 jaw-thrust (with head extension) maneuver:
  - 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.
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 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 using the jaw-thrust (without head extension) maneuver:
  - 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: <ul style="list-style-type: none"><li>■ Head-tilt/chin-lift or jaw-thrust (with head extension) maneuver</li><li>■ Jaw-thrust (without head extension) maneuver</li></ul>	<ul style="list-style-type: none"><li>■ Tilts the head back so that the jaw line is at an angle of 80° to 100° to the floor</li><li>■ Lifts the victim's jaw to open the airway</li></ul>	<ul style="list-style-type: none"><li>■ Tilts head back so that jaw line is at an angle less than 80° or greater than 100° to the floor</li><li>■ Tilts the victim's head back</li></ul>
Give ventilations	Gives ventilations that make the chest clearly rise and last about 1 second each	<ul style="list-style-type: none"><li>■ Ventilations do not make the chest clearly rise</li><li>■ Ventilation lasts 2 or more seconds</li></ul>

# BREATHING EMERGENCIES



**Session Length:** 1 hour, 20 minutes

## LESSON OBJECTIVES

After completing this lesson, participants will be able to:

- 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 EAP, perform a rescue and perform emergency care.

## ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Manikins (one adult and one infant manikin per two participants; child manikins optional)
- Pediatric resuscitation masks (one per participant)
- Bag-valve-mask (BVM) resuscitators (one per two participants)
- Decontamination supplies

## TOPIC: RECOGNIZING AND CARING FOR BREATHING EMERGENCIES

**Time:** 5 minutes

### Guided Discussion

- **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

	<ul style="list-style-type: none"> <li>■ <b>Respiratory distress may lead to respiratory arrest.</b></li> <li>■ Ask participants: <b>What signs and symptoms might indicate that a person is experiencing respiratory distress?</b>  <i>Answers: Responses should include the following:</i> <ul style="list-style-type: none"> <li>○ <i>Slow or rapid breathing</i></li> <li>○ <i>Unusually deep or shallow breathing</i></li> <li>○ <i>Shortness of breath or noisy breathing</i></li> <li>○ <i>Dizziness, drowsiness or light-headedness</i></li> <li>○ <i>Changes in level of consciousness</i></li> <li>○ <i>Increased heart rate</i></li> <li>○ <i>Chest pain or discomfort</i></li> <li>○ <i>Skin that is flushed, pale, ashen or bluish</i></li> <li>○ <i>Unusually moist or cool skin</i></li> <li>○ <i>Gasping for breath</i></li> <li>○ <i>Wheezing, gurgling or high-pitched noises</i></li> <li>○ <i>Inability to speak in full sentences</i></li> <li>○ <i>Tingling in the hands, feet or lips</i></li> <li>○ <i>Apprehensive or fearful feelings</i></li> </ul> </li> <li>■ <b>Caring for respiratory distress includes:</b> <ul style="list-style-type: none"> <li>○ <b>Maintaining an open airway.</b></li> <li>○ <b>Summoning EMS personnel.</b></li> <li>○ <b>Helping the victim to rest in a comfortable position that makes breathing easier.</b></li> <li>○ <b>Reassuring and comforting the victim.</b></li> <li>○ <b>Assisting the victim with taking any of his or her prescribed medication.</b></li> <li>○ <b>Keeping the victim from getting chilled or overheated.</b></li> <li>○ <b>Administering emergency oxygen, if it is available and you are trained to do so.</b></li> </ul> </li> <li>■ <b>Someone with asthma or emphysema who is in respiratory distress may try to do pursed-lip breathing.</b></li> <li>■ <b>To assist with this, have the person assume a position of comfort. After he or she inhales, have the person slowly exhale through the lips, pursed as though blowing out candles.</b></li> <li>■ <b>The use of emergency oxygen can help a conscious person who is in respiratory distress or may be used for an unconscious victim who is not breathing. Additional American Red Cross training is available to teach you how to administer emergency oxygen.</b></li> <li>■ Refer participants to Chapter 8, Breathing Emergencies, in the <i>Lifeguarding Manual</i>. 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.</li> </ul> <p><b>Instructor's Note:</b> Training information and skill sheets for the administration of epinephrine and for the administration of inhalers can be found on <a href="http://redcross.org/instructorscorner">redcross.org/instructorscorner</a>.</p>
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### Giving Ventilations—Adult

<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>■ Choose either the practice-while-you-watch or watch-then-practice method for this skill practice.</li> </ul>
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#### **Practice-While-You-Watch**

	<ul style="list-style-type: none"> <li>○ Ask participants to take their disposable gloves and resuscitation masks to the practice area.</li> <li>○ Explain to the participants that, for this skill, they will follow along with and practice the steps for giving ventilations as they are guided by the video.</li> <li>○ Show the video segment, “Giving Ventilations—Adult, Child and Infant.”</li> <li>○ 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.</li> </ul>
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#### **Watch-Then-Practice**

	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Show the video segment, “Giving Ventilations—Adult, Child and Infant.”</li> <li>○ Ask participants to take their disposable gloves and resuscitation masks to the practice area.</li> <li>○ Guide participants through the steps of the skill and evaluate completion of the skill using the skill checklist.</li> </ul> <ul style="list-style-type: none"> <li>■ Observe each participant’s performance of the skill and provide corrective feedback.</li> <li>■ Be sure to point out any common errors, such as tilting the head too far back, failing to reassess for breathing and pulse, not leaving the victim in a face-up position with return of breathing, not obtaining a seal with the resuscitation mask or using an improperly sized mask for the victim.</li> </ul>
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### Giving Ventilations—Child or Infant

<b>Skill Practice</b>	<p><b>Instructor’s Notes:</b> Participants need only demonstrate how to provide ventilations for either a child or infant and be able to point out the differences for the other, such as how far to tilt the head or using a pediatric resuscitation mask for a child.</p> <ul style="list-style-type: none"> <li>■ Guide participants through the steps of the skill.</li> <li>■ Observe each participant’s performance of the skill and provide corrective feedback.</li> <li>■ Point out any common errors for giving ventilations, such as tilting the head too far back, failing to recheck for breathing and a pulse, giving ventilations that are too hard or too fast, not properly sealing the resuscitation mask or using an improperly sized mask for the victim.</li> </ul>
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## TOPIC: GIVING VENTILATIONS USING A BAG-VALVE-MASK RESUSCITATOR

Time: 10 minutes

<b>Activity</b>	<ul style="list-style-type: none"> <li>Briefly show participants a BVM and point out the three 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.</li> <li>Emphasize the need for two rescuers: one to position and seal the mask and one to squeeze the bag.</li> </ul>
<b>Giving Ventilations Using a Bag-Valve-Mask Resuscitator—Two Rescuers</b>	
<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Guide participants through the steps of the skill.</li> <li>Observe each participant's performance of the skill and provide corrective feedback.</li> <li>Point out any common errors for giving ventilations using a BVM, such as not maintaining a seal with the resuscitation mask, not squeezing the bag hard enough or squeezing the bag too hard.</li> </ul>

## TOPIC: AIRWAY OBSTRUCTION

Time: 20 minutes

<b>Conscious Choking—Adult and Child</b>	
<b>Guided Discussion</b>	<ul style="list-style-type: none"> <li>Ask participants: <b>What is the most common cause of respiratory emergencies?</b> <i>Answer: Airway obstruction</i></li> <li>Ask participants: <b>What are mechanical and anatomical obstructions?</b> <i>Answers:</i> <ul style="list-style-type: none"> <li><i>Mechanical obstructions result from a foreign body lodged in the airway, generally food or other small objects.</i></li> <li><i>Anatomical obstructions are caused mostly by the tongue. When a person becomes unconscious, the tongue loses muscle tone and falls back, blocking the airway.</i></li> </ul> </li> <li><b>If the person cannot cough, speak, cry or breathe, immediate action is needed.</b></li> </ul>
<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Instruct participants not to give actual back blows or abdominal thrusts to their partners.</li> <li>Guide them through the steps listed on the Conscious Choking—Adult and Child skill chart.</li> <li>Have participants change roles and repeat the guided skill practice.</li> <li>Observe each participant's performance of the skill and provide corrective feedback.</li> <li>Point out any common errors, such as failing to obtain the victim's consent, performing abdominal thrusts before back blows, positioning the hands improperly or not using the thumb side of the fist to give abdominal thrusts.</li> </ul>

	<ul style="list-style-type: none"> <li>■ Participants only need to demonstrate how to care for either a conscious choking adult or child and be able to point out the differences for the other, such as kneeling if the victim is shorter.</li> <li>■ 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.</li> </ul>
<b>Conscious Choking—Infant</b>	
<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>■ Ask participants to return to the practice area.</li> <li>■ Divide participants into pairs and guide them through the steps listed on the Conscious Choking—Infant skill chart.</li> <li>■ Have each participant practice clearing the airway of a conscious choking infant on a manikin while the other participants use their skill sheets to give feedback.</li> <li>■ Follow the same steps as in the previous skill session: <ul style="list-style-type: none"> <li>○ Have participants practice the skill.</li> <li>○ Observe each participant's performance of the skill and provide corrective feedback.</li> <li>○ Point out any errors, such as 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.</li> </ul> </li> </ul>
<b>Unconscious Choking—Adult and Child</b>	
<b>Guided Discussion</b>	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What would you do if there is a white or pink froth in and around the victim's mouth?</b> <i>Answer: Wipe it away and proceed with care.</i></li> <li>■ Ask participants: <b>What would you do if there is vomit or heavy mucus?</b> <i>Answer: Use chest compressions to try to clear the obstruction.</i></li> </ul>
<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>■ Ask participants to take their disposable gloves and resuscitation masks to the practice area.</li> <li>■ Divide participants into pairs and guide them through the steps listed on the Unconscious Choking skill chart.</li> <li>■ Have each participant practice clearing the airway of an unconscious choking adult or child on a manikin while the other participants use their skill sheets to give feedback.</li> <li>■ Observe each participant's performance of the skill and provide corrective feedback.</li> <li>■ Point out any common errors, such as using abdominal thrusts instead of chest thrusts, failing to check the mouth for an object, compressing too little or too much, failing to give ventilations or using the wrong finger to clear the object from the mouth.</li> <li>■ Participants only need to demonstrate care for an airway obstruction for either an unconscious adult or child and be able to point out the differences, such as how far to tilt the head and how deep to compress the chest.</li> </ul>

## Unconscious Choking—Infant

### Skill Practice

- Guide participants through the steps listed on the Unconscious Choking skill chart.
- Follow the same steps as in the previous skill session:
  - Have participants practice the skill.
  - Observe each participant's performance of the skill and provide corrective feedback.
  - Point out any common errors for caring for an unconscious choking infant, such as 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, or failing to give ventilations.

## IN-WATER SKILL SESSION: PUTTING IT ALL TOGETHER

**Time:** 30 minutes

### Skill Drill

- Assemble the participants on the pool 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, doing a primary assessment and caring 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 lifeguard and one victim for each group. Have each lifeguard 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.
- 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 removing the victim from the water, demonstrating team communication skills between the lifeguards.
  - Once removed from the water, the lifeguards should do a primary assessment on the victim (simulating breaths) and then provide care for a victim who is not breathing but has a pulse on the manikin. 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 lifeguard.

### ASSIGNMENT

- Read Chapter 9, Cardiac Emergencies, in the *Lifeguarding Manual*.
- Complete Lesson 7, Cardiac Emergencies and Using an Automated External Defibrillator, in the *Lifeguarding Blended eLearning* component.
- Print your progress report and bring it to the next class for evidence of completion.

## 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.

### 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.
  - 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.
4. Rescuer 2 gives ventilations.
  - Squeeze the bag slowly with both hands.
  - For an adult, give 1 ventilation about every 5 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 *no more than 10 seconds*.

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

Criteria	Proficient	Not Proficient
Open airway	Performs a jaw-thrust (with head extension) maneuver	<ul style="list-style-type: none"> <li>■ Tilts the head from the side</li> <li>■ Unable to open the airway</li> </ul>
Deliver the appropriate volume of air with each ventilation	Squeezes the bag to give ventilations that make the chest clearly rise	Victim's chest does not rise
Give ventilations at the correct ratio for the victim	Adult ratio: Squeezes the bag to give 1 ventilation about every 5 seconds	<ul style="list-style-type: none"> <li>■ Gives ventilations too slow or too fast:               <ul style="list-style-type: none"> <li>○ Less than 1 ventilation every 3 seconds</li> <li>○ Greater than 1 ventilation every 7 seconds</li> </ul> </li> </ul>
	Child or Infant ratio: Squeezes the bag to give 1 ventilation about every 3 seconds	<ul style="list-style-type: none"> <li>■ Gives ventilations too slow or too fast:               <ul style="list-style-type: none"> <li>○ Less than 1 ventilation every second</li> <li>○ Greater than 1 ventilation every 5 seconds</li> </ul> </li> </ul>

## 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 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 his or her 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 his or her 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—ADULT OR CHILD

Criteria	Proficient	Not Proficient
Bend the person forward at the waist for back blows	Positions person with upper airway (person's head and neck) parallel to the ground or angled slightly downward	Positions person with upper airway (person's head and neck) angled upward
Give 5 back blows	<ul style="list-style-type: none"><li>■ Strikes the back with heel of one hand</li><li>■ Strikes the center of the back between shoulder blades</li><li>■ Each back blow is a separate and distinct attempt to dislodge the object</li></ul>	<ul style="list-style-type: none"><li>■ Strikes the back with closed hand</li><li>■ Strikes the back with palm</li><li>■ Strikes the back more than 2 inches from the center of both shoulder blades</li><li>■ Each back blow is not a separate and distinct attempt to dislodge the object</li></ul>

Give 5 abdominal thrusts	<ul style="list-style-type: none"> <li>■ Places fist within 2 inches of navel</li> <li>■ Places fist 1 inch or more away from lower tip of breastbone</li> <li>■ Each abdominal thrust is a separate and distinct attempt to dislodge the object</li> </ul>	<ul style="list-style-type: none"> <li>■ Places fist more than 2 inches from navel</li> <li>■ Places fist less than 1 inch from the lower tip of breastbone (too close to breastbone)</li> <li>■ Each abdominal thrust is not a separate and distinct attempt to dislodge the object</li> </ul>
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#### SKILL ASSESSMENT TOOL: CONSCIOUS CHOKING—INFANT

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

#### UNCONSCIOUS CHOKING

##### SKILL CHART: UNCONSCIOUS CHOKING

If at any time the chest does not rise:

1. Retilt the head and give another ventilation.
2. If the chest still does not clearly rise, give **30** chest compressions.
  - Place the heel of one hand on the center of the chest.
  - Place the other hand on top of the first hand and compress the chest 30 times.
  - For an adult, compress the chest at least 2 inches.
  - For a child, compress the chest about 2 inches.
  - Compress at a rate of about 100 compressions per minute.

3. Look for an object inside the mouth.
  - Grasp the tongue and lower jaw between your thumb and fingers and lift the jaw.
4. If you see an object, remove it.
  - Slide your finger along the inside of the victim's cheek using a hooking motion to sweep the object out.
5. Give 2 ventilations.
  - Replace the resuscitation mask and give **2** ventilations.

**SKILL ASSESSMENT TOOL: UNCONSCIOUS CHOKING—ADULT, CHILD AND INFANT**

Criteria	Proficient	Not Proficient
Responds to the chest not rising	Retilts the head and attempts another ventilation	<ul style="list-style-type: none"> <li>■ Does not retilt the head</li> <li>■ Continues to attempt ventilations without the chest rising</li> </ul>
Compress the chest	Compresses the chest 30 times	Does not compress the chest
Look inside the mouth and remove an object if seen	Grasps the tongue and lower jaw between the thumb and fingers and lifts the jaw	<ul style="list-style-type: none"> <li>■ Does not open mouth</li> <li>■ Does not look in mouth</li> <li>■ Does not remove an object</li> </ul>
Re-attempt 2 ventilations	After compressions or removing an object, re-attempts 2 ventilations that make the chest clearly rise and that last about 1 second each	Does not attempt ventilations that make the chest clearly rise and lasts 2 seconds or more



# CARDIAC EMERGENCIES AND USING AN AUTOMATED EXTERNAL DEFIBRILLATOR



**Session Length:** 2 hours, 10 minutes

## LESSON OBJECTIVES

After completing this lesson, participants will be able to:

- Identify the four links in the 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.

## ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Activity Worksheet 7.1—Using an AED in Unique Situations—Fact or Fiction
- Manikins (one adult and one infant manikin per two participants; child manikins optional)
- Pediatric resuscitation masks (one per participant)
- Decontamination supplies
- Automated external defibrillator (AED) training devices (one per two participants)
- AED training pads (one set of adult and one set of pediatric training pads per two participants)
- Stopwatch or pace clock
- Additional items for scenarios:
  - Two hip packs
  - Adult and pediatric bag-valve-mask (BVM) resuscitators

## TOPIC: RECOGNIZING AND CARING FOR A HEART ATTACK

**Time:** 10 minutes

### Guided Discussion

**Instructor's Note:** Collect printed progress reports for each participant prior to the start of the lesson to ensure completion of the blended assignment.

- Ask participants: **What four links in the Cardiac Chain of Survival are necessary to improve this victim's chance for survival?**

**Answers:** Responses should include the following:

- Early recognition and early access to the emergency medical services (EMS) system
- Early cardiopulmonary resuscitation (CPR)
- Early defibrillation
- Early advanced medical care

	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What care should you provide for a victim possibly having a heart attack?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Take immediate action and summon EMS personnel.</li> <li>○ Have the victim stop any activity and rest in a comfortable position.</li> <li>○ Loosen any tight or uncomfortable clothing on the victim.</li> <li>○ Closely monitor the victim until EMS personnel take over, noting any changes in appearance or behavior.</li> <li>○ Comfort the victim.</li> <li>○ Assist the victim with prescribed medication, such as nitroglycerin, and administer emergency oxygen, if available and trained to do so.</li> <li>○ Be prepared to perform CPR and use an AED.</li> <li>○ Ask questions to get information that relates to the victim's condition, such as what happened, whether he or she has any medical conditions or is taking any medications or when was the last time he or she had anything to eat or drink.</li> </ul> </li> <li>■ Aspirin can help the victim of a heart attack if taken soon after the symptoms begin.</li> <li>■ If your facility allows you to dispense aspirin, you will need to follow procedures to assess if a victim of a heart attack should be given aspirin.</li> </ul>
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## TOPIC: **CARDIAC ARREST**

**Time:** 5 minutes

<b>Guided Discussion</b>	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What are some signs of cardiac arrest?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Sudden collapse</li> <li>○ Unconsciousness</li> <li>○ Absence of breathing</li> <li>○ Absence of a pulse</li> </ul> </li> <li>■ Ask participants: <b>What is the difference between a heart attack and cardiac arrest?</b>  <b>Answers:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ A heart attack occurs when the heart muscle experiences a loss of oxygenated blood.</li> <li>○ 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 unconscious, is not breathing and does not have a pulse. A heart attack may cause cardiac arrest.</li> </ul> </li> </ul>
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<p><b>Guided Discussion</b></p>	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What is CPR?</b>  <b>Answers:</b> <i>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.</i></li> <li>■ Ask participants: <b>How can you make sure that your chest compressions are effective?</b>  <b>Answers:</b> <i>Responses should include the following:</i> <ul style="list-style-type: none"> <li>○ <i>Placing the victim on a firm, flat surface</i></li> <li>○ <i>Correctly positioning the hands</i></li> <li>○ <i>Compressing the chest in a straight-down manner to the proper depth</i></li> <li>○ <i>Performing compressions at the proper rate</i></li> <li>○ <i>Making sure the chest recoils fully between each compression</i></li> <li>○ <i>Minimizing interruptions in CPR</i></li> </ul> </li> <li>■ Ask participants: <b>Once started, do not stop CPR except in what situations?</b>  <b>Answers:</b> <i>Responses should include the following:</i> <ul style="list-style-type: none"> <li>○ <i>You notice an obvious sign of life, such as breathing.</i></li> <li>○ <i>An AED is available and ready to use.</i></li> <li>○ <i>Another trained responder takes over.</i></li> <li>○ <i>EMS personnel take over.</i></li> <li>○ <i>You are too exhausted to continue.</i></li> <li>○ <i>The scene becomes unsafe.</i></li> </ul> </li> <li>■ Ask participants: <b>What should you do if, at any time, you notice breathing?</b>  <b>Answer:</b> <i>Stop CPR and continue to monitor the victim's condition. Be prepared to resume care if necessary.</i></li> </ul>
<p><b>CPR—Adult and Child</b></p>	
<p><b>Skill Practice</b></p>	<ul style="list-style-type: none"> <li>■ Choose either the practice-while-you-watch or watch-then-practice method for this skill practice.</li> <li>■ Participants need only demonstrate adult CPR and be able to point out how one differs from performing CPR on a child, such as compressing the chest to a depth less than that for an adult.</li> </ul>
<p><b>Practice-While-You-Watch</b></p>	
	<ul style="list-style-type: none"> <li>○ Ask participants to take their disposable gloves and resuscitation masks to the practice area.</li> <li>○ 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.</li> <li>○ Show the video segment, “CPR—Adult and Child.”</li> <li>○ 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.</li> </ul>

<b>Watch-Then-Practice</b>	
	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Show the video segment, “CPR—Adult and Child.”</li> <li>○ Ask participants to take their disposable gloves and resuscitation masks to the practice area.</li> <li>○ Guide participants through the steps of the skill and evaluate completion of the skill using the skill chart.</li> </ul> <ul style="list-style-type: none"> <li>■ Observe each participant’s performance of the skill and provide corrective feedback.</li> <li>■ Be sure to point out any common errors, such as 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.</li> </ul>
<b>CPR—Infant</b>	
<b>Video Segment</b>	<ul style="list-style-type: none"> <li>■ If using the Practice-While-You-Watch method, move to the skill practice and show the video segment as you conduct the skill practice.</li> <li>■ Explain to participants that the video segment will demonstrate the procedures for one-rescuer CPR for an infant.</li> <li>■ Show the video segment, “CPR—Infant.” Answer participants’ questions about the video segment.</li> </ul>
<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>■ Follow the same steps as in the previous skill practice: <ul style="list-style-type: none"> <li>○ Have participants practice the skill.</li> <li>○ Observe and evaluate each participant’s performance of the skill.</li> <li>○ Point out any common errors, such as compressions that are too shallow or too deep, interrupting compressions for too long or too frequently, incorrect hand position and failure to allow full recoil after each compression or inappropriate rate (speed) of compressions.</li> </ul> </li> </ul>

## TOPIC: TWO-RESCUER CPR

**Time:** 10 minutes

<b>Two-Rescuer CPR—Adult and Child</b>	
<b>Guided Discussion</b>	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What is two-rescuer CPR?</b> <i>Answer: Two-rescuer CPR is when one rescuer gives ventilations while the other performs chest compressions.</i></li> <li>■ Ask participants: <b>How often should you switch positions?</b> <i>Answer: Rescuers switch positions about every 2 minutes.</i></li> <li>■ <b>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.</b></li> </ul>

<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>■ Pair up participants and, using a manikin and a resuscitation mask, conduct the skill practice.</li> <li>■ 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.</li> <li>■ Guide participants through the steps of the skill.</li> <li>■ Observe and evaluate each participant's performance of the skill.</li> <li>■ Point out any common errors, such as 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.</li> </ul>
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## Two Rescuer CPR—Infant

<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>■ Pair up participants and, using a manikin and a resuscitation mask, conduct the skill practice.</li> <li>■ Guide participants through the steps of the skill.</li> <li>■ Observe and evaluate each participant's performance of the skill.</li> <li>■ Point out any common errors, such as 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.</li> </ul>
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## TOPIC: WHEN THE HEART STOPS AND AEDs

**Time:** 5 minutes

<b>Guided Discussion</b>	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What are the two most common treatable abnormal rhythms associated with sudden cardiac arrest?</b> <i>Answer: Ventricular fibrillation (V-fib) and ventricular tachycardia (V-tach).</i></li> <li>■ Ask participants: <b>What is an AED?</b> <i>Answer: An AED is a portable electronic device that analyzes the heart's rhythm and provides an electrical shock.</i></li> <li>■ <b>Each minute that CPR and defibrillation are delayed, the victim's chance for survival is reduced by about 10 percent.</b></li> </ul>
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## TOPIC: USING AN AED

**Time:** 10 minutes

<b>Lecture Points</b>	<ul style="list-style-type: none"> <li>■ <b>When cardiac arrest occurs, use an AED as soon as it is ready to use.</b></li> <li>■ <b>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.</b> <ul style="list-style-type: none"> <li>○ <b>If pediatric-specific equipment is not available and local protocols allow, you can use an AED designed for adults.</b></li> <li>○ <b>If the AED pads risk touching each other because of the smaller chest size, use the anterior (front)/posterior (back) method of pad placement.</b></li> </ul> </li> </ul>
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<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>■ Using manikins, resuscitation masks and training AEDs with the appropriately sized AED training pads, have participants work in pairs with their Using an AED skill charts to lead each other as they practice the skill.</li> <li>■ 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.</li> <li>■ Observe each participant's performance of the skill and provide corrective feedback.</li> <li>■ Be sure to point out any common errors, such as not wiping the victim's chest, using pediatric AED pads on an adult or failing to resume CPR after delivery of a shock.</li> </ul>
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## TOPIC: **AED PRECAUTIONS AND AED MAINTENANCE**

**Time:** 10 minutes

<b>Lecture and Guided Discussion</b>	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What are the general precautions to take when using an AED?</b>  <b>Answer:</b> Responses should include the following: <ul style="list-style-type: none"> <li>○ Do not use alcohol to wipe the victim's chest dry.</li> <li>○ 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, unless pediatric pads specific to the device are not available.</li> <li>○ Do not use pediatric AED pads on an adult older than 8 years of age or weighing more than 55 pounds.</li> <li>○ Do not touch the victim while the AED is analyzing.</li> <li>○ Before shocking a victim with an AED, make sure that no one is touching or is in contact with the victim or any resuscitation equipment.</li> <li>○ Do not touch the victim while the device is defibrillating.</li> <li>○ Do not administer defibrillation to someone when around flammable or combustible materials.</li> <li>○ Do not use an AED in a moving vehicle.</li> <li>○ Do not use an AED on a victim who is in contact with water.</li> <li>○ Do not use an AED on a victim wearing a nitroglycerin patch or other patch on the chest.</li> <li>○ Do not use a mobile phone or radio within 6 feet of an AED.</li> <li>○ Remove the victim from freestanding water.</li> <li>○ Make sure there are no puddles of water around the rescuer, victim and AED.</li> <li>○ Remove the victim's wet clothing.</li> <li>○ Dry the victim's chest.</li> <li>○ Keep the victim as dry as possible.</li> <li>○ If raining, shelter the victim from the rain.</li> </ul> </li> </ul>
<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Divide the participants into small groups and provide each group with Activity Worksheet 7.1—Using an AED in Unique Situations—Fact or Fiction.</li> <li>■ Refer participants to Chapter 9, Cardiac Emergencies in the Participant's Manual, for information to help them with this activity. Circulate among the groups to monitor progress and provide assistance when necessary.</li> <li>■ 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.</li> <li>■ Allow up to 5 minutes for the group work. Reassemble the class and call on group leaders to share their answers to the questions; offer corrections when needed.</li> </ul>


## Activity Worksheet 7.1—Using an AED in Unique Situations— Fact or Fiction

Fact	Fiction	<b>1. It is safe to use an AED in rain or snow.</b>
		<p><i>It is safe to use AEDs in all weather conditions. However, if possible, move the victim to a shelter to protect him or her from rain or snow.</i></p> <ul style="list-style-type: none"> <li>■ <i>If the victim is lying in water, move him or her to a relatively dry area. Be sure there are no puddles of water around you, the victim or the AED.</i></li> <li>■ <i>Remove the victim's wet clothing and wipe the chest dry before placing the AED pads.</i></li> <li>■ <i>Do not delay defibrillation when taking steps to provide for a dry environment.</i></li> <li>■ <i>Check the manufacturer's instructions for specific information about the AED you will be using.</i></li> </ul>
Fact	Fiction	<b>2. An AED cannot be used on a pregnant woman.</b>
		<i>Defibrillation shocks transfer no significant electrical current to the fetus. Local protocols and medical direction should be followed.</i>
Fact	Fiction	<b>3. If someone has chest hair, you should shave it before using the AED.</b>
		<i>Because the time to delivery of the first shock is critical, and chest hair rarely interferes with pad adhesion, press firmly on the pads to attach them to the victim's chest. If you get the "Check pads" message, remove the first set of AED pads, shave the victim's chest and attach new pads to the victim's chest.</i>
Fact	Fiction	<b>4. If a victim has a body piercing or is wearing jewelry, you should remove the item before using an AED.</b>
		<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	<b>5. Never shock someone who has an implantable cardioverter-defibrillator (ICD) or pacemaker device.</b>
		<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	<b>6. If you see a transdermal medication patch, you should use a gloved hand to remove it.</b>
		<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	<b>7. Never shock a person who is suffering from traumatic injuries.</b>
		<i>If a victim is in cardiac arrest resulting from traumatic injuries, you may still use an AED.</i>
Fact	Fiction	<b>8. Never shock a victim on a metal surface.</b>
		<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	<b>9. Never shock a victim suffering from hypothermia.</b>
		<i>During your primary assessment of a victim suffering from hypothermia, you may have to check for breathing and a pulse for up to 30 to 45 seconds. If the victim is not breathing and does not have a pulse, begin CPR until an AED becomes available, according to local protocols.</i>



# IN-WATER SKILL SESSION: PUTTING IT ALL TOGETHER

**Time:** 40 minutes

<p><b>Skill Drill— Timed Response</b></p>	<ul style="list-style-type: none"> <li>■ Assemble the participants on the deck and explain they will be practicing rescuing a submerged passive victim in deep water, removing the victim from the water on a backboard, performing a primary assessment and caring for a victim who is not breathing and does not have a pulse.</li> </ul> <p><i><b>Note to instructor:</b> Because this person is a drowning victim, lifeguards will have to give 2 ventilations as part of their primary assessment.</i></p> <div style="background-color: black; color: white; padding: 5px;">  <b>SHALLOW WATER LIFEGUARDING</b> </div> <ul style="list-style-type: none"> <li>■ For the Shallow Water Lifeguarding course, participants will practice rescuing a submerged passive victim in shallow water, removing the victim from the water on a backboard, performing a primary assessment and caring for a victim who is not breathing and does not have a pulse.</li> </ul> <ul style="list-style-type: none"> <li>■ Explain that this is a timed scenario, with 2 minutes allotted for the water rescue and removal of the victim from the water, followed by 3 minutes of one-rescuer CPR.</li> <li>■ Divide the participants in groups of three and assign one rescuing lifeguard, one assisting lifeguard to help with removal from the water, one victim and one manikin for each group.</li> <li>■ Explain that for each group: <ul style="list-style-type: none"> <li>○ The rescuing lifeguard, wearing a hip pack containing gloves, will simulate activating the EAP and enter the water. Once the EAP has been activated, the stopwatch must be started.</li> <li>○ The victim will get into position about 30 feet from the edge and submerge as the rescuing lifeguard gets near. The rescuing lifeguard will perform a submerged passive victim rescue.</li> <li>○ The assisting lifeguard will bring the backboard and assist the rescuing lifeguard in removing the victim from the water, demonstrating team communication skills between the lifeguards.</li> <li>○ Once removed from the water, the rescuing lifeguard will do a primary assessment on the victim, then switch to a manikin and provide one-person CPR for 3 minutes. Once the rescuer begins CPR, the stopwatch must be started.</li> </ul> </li> <li>■ Repeat the drill until each person in the group has performed as a rescuing lifeguard and an assisting lifeguard at least once.</li> <li>■ Inform each participant of his or her time and provide feedback for improvement, as necessary.</li> </ul>
<p><b>Skill Drill— Multiple-Rescuer Response</b></p>	<ul style="list-style-type: none"> <li>■ Assemble the participants on the deck and explain that they will now put their multiple-rescuer response skills into practice.</li> <li>■ Divide participants into groups of five: four lifeguards and one victim.</li> <li>■ Conduct the scenarios and ensure that lifeguards provide care according to the Flow Chart: Example of a Multiple-Rescuer Response in Chapter 9 in the Participant's Manual.</li> <li>■ Have a manikin available to substitute into the scenario once the primary assessment is complete.</li> </ul>



	<ul style="list-style-type: none"> <li>■ Explain that for each group: <ul style="list-style-type: none"> <li>○ Four lifeguards will be equipped with hip packs containing their gloves and resuscitation masks.</li> <li>○ One victim will get into position and submerge as the rescuing lifeguard approaches. The rescuing lifeguard will perform a submerged passive victim rescue.</li> <li>○ Two assisting lifeguards will assist with removal from the water.</li> <li>○ Another assisting lifeguard will provide the supplemental equipment (BVM and AED).</li> <li>○ Once the victim is removed from the water, the lifeguards should communicate as a team and perform a primary assessment on the victim (simulating ventilations) and then provide care for a victim who is not breathing and does not have a pulse.</li> </ul> </li> <li>■ Repeat the drill three times ensuring each person in the group has rotated to different roles at least once. Be sure to change the situations slightly each time so that lifeguards are required to practice their decision-making skills each time. For example, at one time you could state the victim is vomiting; another time, the initial breaths do not make the chest rise. The intent is for participants to apply what they are learning through the class; it is not intended to make it complicated or convoluted.</li> </ul>
<b>ASSIGNMENT</b>	
	<ul style="list-style-type: none"> <li>■ Read Chapter 10, First Aid, and Chapter 11, Caring for Head, Neck and Spinal Injuries, in the <i>Lifeguarding Manual</i>.</li> <li>■ Complete Lesson 8, First Aid, and Lesson 9, Head, Neck and Spinal Injuries in the Water, in the <i>Lifeguarding Blended eLearning</i> component.</li> <li>■ Print your progress report and bring it to the next class for evidence of completion.</li> </ul>

## 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.

<b>ONE-RESCUER CPR</b>
<b>SKILL CHART: ONE-RESCUER CPR—ADULT, CHILD AND INFANT</b>
<p>If the victim is not breathing and has no pulse:</p> <ol style="list-style-type: none"> <li>1. Give <b>30</b> chest compressions. <ul style="list-style-type: none"> <li>○ Push hard, push fast. <ul style="list-style-type: none"> <li>● Compress the chest at least 2 inches for an adult, about 2 inches for a child and about 1½ inches for an infant, at a rate of at least 100 compressions per minute.</li> <li>● Let the chest rise completely before pushing down again.</li> </ul> </li> <li>○ For an adult or a child: <ul style="list-style-type: none"> <li>● Place the heel of one hand on the center of the chest with the other hand on top.</li> <li>● Keep your arms as straight as possible and shoulders directly over your hands.</li> </ul> </li> <li>○ For an infant: <ul style="list-style-type: none"> <li>● Place one hand on the infant's forehead.</li> <li>● Place two or three fingers on the center of the chest just below the nipple line (toward the infant's feet).</li> </ul> </li> </ul> </li> </ol>

2. Give **2** ventilations.
3. Perform cycles of **30** compressions and **2** ventilations.

**Do not stop CPR except in one of the following situations:**

- You see an obvious sign of life, such as breathing.
- An AED is ready to use.
- Another trained responder takes over.
- More advanced medical personnel take over.
- You are too exhausted to continue.
- The scene becomes unsafe.

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

Criteria	Proficient	Not Proficient
Victim on a flat, firm surface	If necessary, moves victim to a flat, firm surface	Attempts CPR on a soft surface
ADULT: Compress 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: Compress chest about 2 inches deep for a child	Compresses the chest straight down about 1¾ inches for at least 24 of the 30 compressions	Compresses the chest less than 1¾ inches for 7 or more times per 30 compressions
Let 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
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

**SKILL ASSESSMENT TOOL: CPR—INFANT**

Criteria	Proficient	Not Proficient
Victim 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 1¼ 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

Criteria	Proficient	Not Proficient
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 AND CHILD

If the victim is not breathing and has no pulse:

- Rescuer 2 finds the correct hand position to give chest compressions.
  - Place two hands on the center of the chest.
- Rescuer 2 gives chest compressions.
  - Push hard, push fast.
    - Compress the chest at least 2 inches for an adult and about 2 inches for a child at a rate of at least 100 per minute.
- Rescuer 1 gives 2 ventilations.
- Perform about 2 minutes of compressions and ventilations.
  - Adult: Perform cycles of **30** compressions and **2** ventilations.
  - Child: Perform cycles of **15** compressions and **2** ventilations.
- Rescuers change positions about every 2 minutes.
  - Rescuer 2 calls for a position change by using the word “change” at the end of the last compression cycle:
    - For an adult, use the word “Change” in place of saying “30.”
    - For a child, use the word “Change” in place of saying “15.”
  - Rescuer 1 gives 2 ventilations.
  - Rescuer 2 quickly moves to the victim’s head with his or her 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.
- Rescuer 1 begins chest compressions.
  - Continue cycles of compressions and ventilations.

### SKILL CHART: TWO-RESCUER CPR—INFANT

If the victim is not breathing and has no pulse:

- Rescuer 2 finds the correct hand position to give chest compressions.
  - Use the two-thumbs-encircling technique on the infant’s chest.
    - 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.
  - If available, a towel or padding can be placed under the infant’s shoulders to help maintain the head in the neutral position.
- Rescuer 2 gives chest compressions.
  - Push hard, push fast.
    - Compress the chest about 1½ inches for an infant at a rate of at least 100 compressions per minute.

3. Rescuer 1 gives 2 ventilations.
4. Perform about 2 minutes of compressions and ventilations.
  - Perform cycles of **15** compressions and **2** ventilations.
5. Rescuers change positions about every 2 minutes.
  - Rescuer 2 calls for a position change by using the word “change” in place of saying “15” at the end of the last compression cycle.
  - Rescuer 1 gives 2 ventilations.
  - Rescuer 2 quickly moves to the victim’s head with his or her 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 breathing.
- An AED is ready to use.
- Another trained responder takes over.
- EMS personnel take over.
- You are too exhausted to continue.
- The scene becomes unsafe.

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

Criteria	Proficient	Not Proficient
Change positions	Changes positions in 5–7 seconds	Changes positions but takes more than 7 seconds
Compress the chest and give ventilations at the appropriate rate	<p><b>ADULT:</b> Cycles consist of 30 compressions and 2 ventilations</p> <p><b>CHILD AND INFANT:</b> Cycles consist of 15 compressions and 2 ventilations</p>	<p><b>ADULT:</b> Cycles consist of less or more than 30 compressions and 2 ventilations</p> <p><b>CHILD AND INFANT:</b> Cycles consist of less or more than 15 compressions and 2 ventilations</p>

**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.
  - Make sure *no one*, including you, is touching the victim.
  - Say, “Everyone, 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—ADULT, CHILD AND INFANT

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

## FLOW CHART

### EXAMPLE OF A MULTIPLE-RESCUER RESPONSE

**Instructor's Note:** This example assumes that the EAP has been activated, EMS personnel have been called and a primary assessment has been done. The victim is not breathing and has no pulse. Additional rescuers are coming in to support the efforts of the initial rescuers and are bringing equipment.

1. The initial rescuers begin two-rescuer CPR.
  - Rescuers 1 and 2 perform two-rescuer CPR.
  - Rescuer 1 gives ventilations while Rescuer 2 gives chest compressions.
2. An additional rescuer arrives with the AED. CPR continues until the AED pads are placed on the victim and the device is ready to begin analyzing.
  - Rescuer 3:
    - Turns on the AED and follows the prompts.
    - Attaches the pads to the victim's bare chest.
    - Plugs in the connector, if necessary.
    - Says, "Everyone, stand clear!"
    - Pushes the "Analyze" button, if necessary.
    - If a shock is advised, says "Everyone stand clear!" and delivers the shock by pressing the "Shock" button, if necessary.
3. After the shock or if no shock is advised, Rescuers 1, 2 and 3 perform about 2 minutes of CPR.
4. An additional rescuer arrives with the BVM and assists with care.
  - Rescuer 4 assembles the BVM, if necessary. Administer emergency oxygen if trained to do so.
  - Rescuer 1 places and seals the mask of the BVM and maintains an open airway.
  - Rescuer 4 provides ventilations by squeezing the bag.
  - Rescuer 2 performs compressions.
    - **If the victim vomits:**
      - Rescuers quickly roll the victim onto the side.
      - After vomiting stops, a rescuer on the side of the victim clears the victim's mouth using a finger sweep and suction, if necessary.
      - Rescuers turn the victim onto the back and continue providing care.
    - **If ventilations do not make the chest clearly rise:**
      - Rescuer 1 retilts the head.
      - Rescuer 3 attempts 1 ventilation.
    - **If ventilation attempt still does not make the chest clearly rise:**
      - Rescuer 2 gives 30 chest compressions.
      - Rescuer 3 looks inside the mouth and removes any visible large debris from the mouth using a finger sweep and suction, if necessary.
  - Rescuer 4 replaces the mask.
  - Rescuer 1 opens the airway and seals the mask.
  - Rescuer 4 provides ventilations.
  - Rescuer 2 performs compressions.

# FIRST AID



**Session Length:** 1 hour, 45 minutes

## LESSON OBJECTIVES

After completing this lesson, participants will be able to:

- 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 how to immobilize muscle, bone and joint injuries.
- 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 removal of a victim from the water.

## ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Non-latex disposable gloves (one pair per participant)
- Backboards, each equipped with 3 straps and head immobilizers (one backboard for every three participants is recommended; if fewer backboards are available, additional time may be required)
- Dressing and bandages (one per every two participants)

## TOPIC: REVIEW—SURVEILLANCE ACTIVITIES

**Time:** 5 minutes

### Video Segment

**Instructor's Note:** Collect printed progress reports from each participant prior to the start of the lesson to ensure completion of the blended assignment.

- Explain 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?**

## TOPIC: SECONDARY ASSESSMENT

Time: 5 minutes

<p><b>Guided Discussion</b></p>	<ul style="list-style-type: none"> <li>■ <b>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.</b></li> <li>■ Ask participants: <b>What information should you check for when using SAMPLE to take a brief history related to the injury or illness?</b>  <i>Answers:</i> Responses should include the following: <ul style="list-style-type: none"> <li>○ <b>S</b> = Signs and symptoms</li> <li>○ <b>A</b> = Allergies</li> <li>○ <b>M</b> = Medications</li> <li>○ <b>P</b> = Pertinent past medical history</li> <li>○ <b>L</b> = Last oral intake</li> <li>○ <b>E</b> = Events leading up to the incident</li> </ul> </li> <li>■ Ask participants: <b>What should be included when performing a secondary assessment?</b>  <i>Answers:</i> Responses should include the following: <ul style="list-style-type: none"> <li>○ Visually inspect the person's body looking carefully for any bleeding, cuts, bruises and obvious deformities.</li> <li>○ Look for a medical identification (ID) tag, necklace or bracelet on the person's wrist, neck or ankle.</li> <li>○ Check the person's ability to move body parts. Caution the person to not move any parts if he or she experiences discomfort or pain. If the person is unable to move a body part or is experiencing dizziness or pain on movement: <ul style="list-style-type: none"> <li>● Help the person rest in a comfortable position.</li> <li>● Keep the person from getting chilled or overheated.</li> <li>● Reassure the person.</li> <li>● Determine whether to summon emergency medical services (EMS) personnel.</li> <li>● Continue to watch for changes in the level of consciousness (LOC) and breathing.</li> </ul> </li> </ul> </li> </ul>
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## TOPIC: SUDDEN ILLNESSES

Time: 10 minutes

<p><b>Guided Discussion</b></p>	<ul style="list-style-type: none"> <li>■ <b>What are the general steps to take to care for a sudden illness?</b>  <i>Answers:</i> Responses should include the following: <ul style="list-style-type: none"> <li>○ Care for any life-threatening conditions first.</li> <li>○ Monitor the victim's condition and watch for changes in LOC.</li> <li>○ Keep the victim comfortable and reassure him or her.</li> <li>○ Keep the victim from getting chilled or overheated.</li> <li>○ Do not give the victim anything to eat or drink unless the victim is fully conscious and is not in shock.</li> <li>○ Care for any other problems that develop, such as vomiting.</li> </ul> </li> </ul>
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## Controlling Bleeding

<b>Guided Discussion</b>	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What are the four main types of open wounds:</b> <i>Answers:</i> <ul style="list-style-type: none"> <li>○ Abrasion</li> <li>○ Laceration</li> <li>○ Avulsion</li> <li>○ Puncture</li> </ul> </li> </ul>
<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>■ Pair up participants. One participant will be the lifeguard and the other will be the victim; they will switch roles for the second scenario.</li> <li>■ Provide each participant with a pair of non-latex disposable gloves.</li> <li>■ Provide a bandage and dressing for each pair of the participants.</li> <li>■ Guide participants through the steps listed on the Controlling External Bleeding skill sheet in Chapter 10, First Aid, in the <i>Lifeguarding Manual</i>.</li> <li>■ Have participants switch roles and repeat the skill practice.</li> <li>■ Clearly observe each participant's performance and provide corrective feedback.</li> </ul>

## Shock

<b>Guided Discussion</b>	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What are some of the signs and symptoms of shock?</b> <i>Answers:</i> Responses should include the following: <ul style="list-style-type: none"> <li>○ Restlessness or irritability</li> <li>○ Altered LOC</li> <li>○ Pale or ashen, cool, moist skin</li> <li>○ Nausea or vomiting</li> <li>○ Rapid breathing and pulse</li> <li>○ Excessive thirst</li> </ul> </li> <li>■ Ask participants: <b>What are some ways to minimize the effects of shock?</b> <i>Answers:</i> Responses should include the following: <ul style="list-style-type: none"> <li>○ Make sure that EMS personnel have been summoned.</li> <li>○ Monitor the victim's condition and watch for changes in LOC.</li> <li>○ Control any external bleeding.</li> <li>○ Keep the victim from getting chilled or overheated.</li> <li>○ Have the victim lie flat on his or her back.</li> <li>○ 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.</li> <li>○ Comfort and reassure the victim until EMS personnel take over.</li> <li>○ Administer emergency oxygen, if available and trained to do so.</li> </ul> </li> <li>■ <b>Do not give food or drink to a victim of shock, even if the victim asks for them.</b></li> </ul>
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## Common Injuries

<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Explain that Chapter 10, First Aid, of the <i>Lifeguarding Manual</i> is a resource for first aid care for many specific types of injuries.</li> <li>■ Divide the participants into small groups. Assign each group one of the following types of injury: <ul style="list-style-type: none"> <li>○ Nosebleeds</li> <li>○ Mouth and teeth injuries (no head, neck or spinal injury suspected)</li> <li>○ Knocked-out tooth</li> <li>○ Animal or human bites</li> <li>○ Insect stings</li> <li>○ Burns</li> </ul> </li> <li>■ Ask participants to research and report their findings to the class as to what care should be provided for their assigned type of injury.</li> <li>■ Allow up to 3 to 5 minutes for the group work. Circulate among groups to monitor progress and provide assistance when necessary.</li> <li>■ Re-assemble the class and call on group leaders to share the group's findings.</li> </ul>
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**Answers:** Responses should include the following:

<b>Injury or Illness</b>	<b>Care Steps</b>
<b>Nosebleeds</b>	<ul style="list-style-type: none"> <li>■ <i>Have the victim sit leaning slightly forward to prevent swallowing or choking on the blood.</i></li> <li>■ <i>Pinch the nostrils together for about 5 to 10 minutes or until the bleeding stops.</i></li> <li>■ <i>After the bleeding stops, have the victim avoid rubbing, blowing or picking the nose.</i></li> <li>■ <i>Medical attention is needed if the bleeding persists or recurs or if the victim says the nosebleed was a result of high blood pressure.</i></li> <li>■ <i>If the victim loses consciousness, place the victim on his or her side to allow blood to drain from the nose. Summon EMS personnel immediately.</i></li> </ul>
<b>Mouth and Teeth Injuries (No Head, Neck or Spinal Injury Suspected)</b>	<ul style="list-style-type: none"> <li>■ <i>Rinse the victim's mouth with cold tap water, if available.</i></li> <li>■ <i>Have the victim lean slightly forward or place the victim on his or her side to prevent the victim from swallowing the blood, which could cause nausea or vomiting.</i></li> <li>■ <i>Apply a dressing.</i></li> </ul>
<b>Knocked-Out Tooth</b>	<ul style="list-style-type: none"> <li>■ <i>Rinse the victim's mouth with cold tap water, if available.</i></li> <li>■ <i>Have the victim bite down on a rolled sterile dressing in the space left by the tooth (or teeth).</i></li> <li>■ <i>Save any displaced teeth.</i></li> <li>■ <i>Carefully pick up the tooth by the crown (white part), not the root.</i></li> <li>■ <i>Rinse off the root of the tooth in water if it is dirty. Do not scrub it or remove any attached tissue fragments.</i></li> <li>■ <i>Place the tooth in milk. If milk is not available, place the tooth in clean water and keep it with the victim.</i></li> <li>■ <i>Advise the victim to get to a dentist with the tooth as soon as possible.</i></li> </ul>
<b>Animal or Human Bites</b>	<ul style="list-style-type: none"> <li>■ <i>Summon EMS personnel if the wound bleeds severely or if the animal is suspected to have rabies.</i></li> <li>■ <i>For severe bleeding, control the bleeding first. Do not clean the wound. It will be properly cleaned at the hospital.</i></li> <li>■ <i>If the bleeding is minor:</i> <ul style="list-style-type: none"> <li>○ <i>Wash the wound with large amounts of clean water.</i></li> <li>○ <i>Control the bleeding.</i></li> <li>○ <i>Cover with a sterile bandage.</i></li> </ul> </li> </ul>

<b>Burns</b>	<ul style="list-style-type: none"> <li>■ Stop the burning by removing the person from the source of the burn.</li> <li>■ Cool the burned area with large amounts of cold tap water at least until pain is relieved.</li> <li>■ Cover the burned area loosely with a sterile dressing.</li> <li>■ Take steps to minimize shock, such as by keeping the victim from getting chilled or overheated.</li> <li>■ Comfort and reassure the victim.</li> </ul>
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## Heat-Related Illnesses

<b>Guided Discussion</b>	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What is the least serious type of heat-related illness?</b> <i>Answer: Heat cramps</i></li> <li>■ Ask participants: <b>What are some signs that a person has progressed to the stage of heat exhaustion?</b> <i>Answer: Responses should include the following:</i> <ul style="list-style-type: none"> <li>○ Cool, moist, pale, ashen or flushed skin</li> <li>○ Headache, nausea, dizziness</li> <li>○ Weakness, exhaustion</li> <li>○ Heavy sweating</li> </ul> </li> <li>■ Ask participants: <b>What care should be provided for a person experiencing heat stroke?</b> <i>Answers: Responses should include the following:</i> <ul style="list-style-type: none"> <li>○ Summon EMS personnel.</li> <li>○ Move the victim to a cool place.</li> <li>○ Loosen tight clothing and remove perspiration-soaked clothing.</li> <li>○ Cool the victim by spraying with cool water or applying cool, wet towels to the skin.</li> <li>○ Fan the victim.</li> <li>○ Encourage the victim to drink small amounts of a commercial sports drink, milk or water if the victim is conscious and able to swallow.</li> </ul> </li> </ul>
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## Injuries to Muscles, Bones and Joints

<b>Guided Discussion</b>	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What are the four types of injuries that can occur to muscles, bones and joints?</b> <i>Answers: Responses should include:</i> <ul style="list-style-type: none"> <li>○ Fracture—A complete break, a chip or a crack in a bone. Fractures can be open or closed.</li> <li>○ Dislocation—Displacement of a bone away from its normal position at a joint.</li> <li>○ Sprain—Tearing of ligaments at a joint.</li> <li>○ Strain—Stretching and tearing of muscles or tendons.</li> </ul> </li> </ul>
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### Splinting

<b>Skill Practice</b>	<ul style="list-style-type: none"> <li>■ Refer participants to the skill sheet in Chapter 10, First Aid, in the <i>Lifeguarding Manual</i> and have them bring their book to the practice area.</li> <li>■ Pair up participants and provide each participant with a pair of disposable gloves.</li> <li>■ For every pair of participants you will need: <ul style="list-style-type: none"> <li>○ Two triangular bandages for the arm injury skill.</li> <li>○ Four triangular bandages for the leg injury skill.</li> <li>○ Three triangular bandages and one large towel or blanket for the foot injury skill.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>■ Guide participants through the steps listed on the skill sheet for an arm injury and either the leg or the foot injury.</li> <li>■ Have participants switch roles and repeat the skills.</li> <li>■ Observe each participant's performance and provide corrective feedback.</li> </ul>
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## TOPIC: PUTTING IT ALL TOGETHER— FIRST AID SCENARIOS

**Time:** 20 minutes

<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Tell participants that they will now participate in two first aid scenarios that will require them to perform a secondary assessment.</li> <li>■ 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.</li> <li>■ 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.</li> <li>■ Allow a few minutes for those playing the role of victim to review the signs and symptoms of the condition assigned using the <i>Lifeguarding Manual</i>.</li> <li>■ Explain that lifeguards should perform a secondary assessment and provide care for the conditions found.</li> <li>■ Be sure to have the appropriate equipment and supplies available for use in the scenarios, including personal protection equipment (PPE) and first aid supplies.</li> <li>■ After they have completed two scenarios, re-assemble the group and discuss the activity. Each group should: <ul style="list-style-type: none"> <li>○ Explain the scenario.</li> <li>○ Describe initial steps taken, such as calling for backup coverage, if necessary.</li> <li>○ Describe the injury or illness, including signs and symptoms.</li> <li>○ Explain the care steps provided, including summoning EMS personnel, if appropriate.</li> <li>○ Explain any follow-up instructions given to the victim.</li> </ul> </li> </ul>
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**Scenario 1: You are on duty lifeguarding at an outdoor pool. A child comes to you saying that she was just in the concession area eating a snack when she was stung by a bee. Her parent is swimming laps in the adult lap swim lane.**

**Answers:** Responses should include the following:

<i>Initial Steps</i>	<ul style="list-style-type: none"> <li>■ Signal to obtain backup coverage for your zone.</li> <li>■ Get the attention of the child's parent and obtain consent.</li> <li>■ Ask if the child has a known allergy to bee stings.</li> </ul>
<i>Signs and Symptoms</i>	<ul style="list-style-type: none"> <li>■ Pain</li> <li>■ Redness or swelling</li> <li>■ Possible presence of a stinger</li> <li>■ Signals of an allergic reaction: <ul style="list-style-type: none"> <li>○ Rash or hives</li> <li>○ Feeling of tightness in the chest and throat</li> <li>○ Shortness of breath</li> <li>○ Swelling of the face, neck or tongue</li> </ul> </li> </ul>

Care Steps	<ul style="list-style-type: none"> <li>■ 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.</li> <li>■ Wash the wound with soap and water.</li> <li>■ Cover the site with a dressing and keep the wound clean.</li> <li>■ Apply a cold pack to the site to reduce pain and swelling.</li> <li>■ Watch the victim for signals of an allergic reaction.</li> <li>■ Monitor the victim's condition and look for changes in LOC.</li> <li>■ Keep the victim comfortable.</li> <li>■ Summon EMS personnel for any life-threatening conditions, such as a breathing emergency.</li> </ul>
Follow-Up	<ul style="list-style-type: none"> <li>■ Have the child remain in the first aid area for a few minutes and watch the child for signs of an allergic reaction.</li> <li>■ Tell the child and parent to alert a lifeguard or other staff member if symptoms get worse.</li> </ul>

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

**Answers:** Responses should include the following:

Initial Steps	<ul style="list-style-type: none"> <li>■ Obtain consent from the patron who is not feeling well.</li> </ul>
Signs and Symptoms	<ul style="list-style-type: none"> <li>■ The patron told you he is not feeling well and his medical ID bracelet tells you of the condition.</li> </ul>
Care Steps	<ul style="list-style-type: none"> <li>■ If the person is conscious and can safely swallow fluids or food, give him sugar. Give glucose paste, tablets or sugar in liquid form (e.g., 12 oz of orange juice), milk or nondiet soft drink, or table sugar, either dry or dissolved in a glass of water.</li> <li>■ Summon EMS personnel if: <ul style="list-style-type: none"> <li>○ The person is unconscious or about to lose consciousness.</li> <li>○ The person is conscious but unable to swallow.</li> <li>○ The person does not feel better within about 5 minutes after taking the sugar.</li> <li>○ A sugar source cannot be found immediately. Do not spend time looking for it.</li> </ul> </li> </ul>
Follow-Up	<ul style="list-style-type: none"> <li>■ Ask the patron to remain there until he clearly feels better, at least 5 minutes.</li> <li>■ Tell the person to alert a lifeguard or staff member if symptoms recur.</li> </ul>

**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"> <li>■ Activate the EAP.</li> </ul>
Signs and Symptoms	<ul style="list-style-type: none"> <li>■ May last 1 to 3 minutes and can produce a wide range of signs and symptoms</li> <li>■ May lose consciousness and fall</li> <li>■ May become rigid and then experience sudden, uncontrollable muscular convulsions lasting several minutes</li> <li>■ Breathing may become irregular and even stop temporarily</li> </ul>

Care Steps	<ul style="list-style-type: none"> <li>■ Protect the person from injury by moving nearby objects away from the person.</li> <li>■ Position the person on his or her side, if possible, after the seizure passes so that fluids (saliva, blood, vomit) can drain from the mouth.</li> <li>■ Check to see if the person was injured during the seizure.</li> </ul>
Follow-Up	<ul style="list-style-type: none"> <li>■ Stay with the person until he or she is fully conscious and aware of his or her surroundings.</li> <li>■ Offer to let the person remain in a first aid area to rest.</li> </ul>

**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. Her speech seems impaired and you cannot understand what she is saying.**

**Answers:** Responses should include the following:

Initial Steps	<ul style="list-style-type: none"> <li>■ Activate the EAP.</li> <li>■ Obtain consent if able to do so.</li> </ul>
Signs and Symptoms	<ul style="list-style-type: none"> <li>■ 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</li> <li>■ Difficulty with speech (trouble speaking and being understood and difficulty understanding others)</li> <li>■ Blurred or dimmed vision</li> <li>■ Sudden, severe headache; dizziness; or confusion</li> <li>■ Loss of balance or coordination</li> <li>■ Trouble walking</li> <li>■ Ringing in the ears</li> </ul>
Care Steps	<ul style="list-style-type: none"> <li>■ Summon EMS personnel immediately.</li> <li>■ Think FAST: <ul style="list-style-type: none"> <li>○ 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?</li> <li>○ Arm—Ask the person to raise both arms to find out if there is weakness in the limbs. Does one arm drift downward?</li> <li>○ 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?</li> <li>○ Time—Note the time that the signs and symptoms began and summon EMS personnel immediately.</li> </ul> </li> </ul>
Follow-Up	<ul style="list-style-type: none"> <li>■ Comfort and reassure the person until EMS personnel arrive.</li> <li>■ Collect any of the person’s belongings and give to EMS.</li> </ul>

**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 his mouth on the railing. When you approach the victim, you notice that he is missing a tooth, which he holding in his hand, and bleeding from the mouth.**

**Answers:** Responses should include the following:

Initial Steps	<ul style="list-style-type: none"> <li>■ Activate the EAP.</li> </ul>
Signs and Symptoms	<ul style="list-style-type: none"> <li>■ Tooth is missing and he has it in his possession</li> <li>■ Bleeding from the area</li> </ul>

Care Steps	<ul style="list-style-type: none"> <li>■ Rinse the victim's mouth with cold tap water, if available.</li> <li>■ Have the victim bite down on a rolled sterile dressing in the space left by the tooth.</li> <li>■ Save the displaced tooth.</li> <li>■ Carefully pick up the tooth by the crown (white part), not the root.</li> <li>■ Rinse off the root of the tooth in water if it is dirty. Do not scrub it or remove any attached tissue fragments.</li> <li>■ Place the tooth in milk. If milk is not available, place the tooth in clean water and keep it with the victim.</li> </ul>
Follow-Up	<ul style="list-style-type: none"> <li>■ Advise the victim to get to a dentist with the tooth as soon as possible.</li> </ul>

**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"> <li>■ Obtain consent.</li> </ul>
Signs and Symptoms	<ul style="list-style-type: none"> <li>■ Burned area on an arm and hand—red skin with blisters beginning to form</li> </ul>
Care Steps	<ul style="list-style-type: none"> <li>■ Stop the burning by removing the person from the source of the burn.</li> <li>■ Cool the burned area with large amounts of cold tap water at least until pain is relieved.</li> <li>■ Cover the burned area loosely with a sterile dressing.</li> <li>■ Take steps to minimize shock, such as by keeping the victim from getting chilled or overheated.</li> <li>■ Comfort and reassure the victim.</li> </ul>
Follow-Up	<ul style="list-style-type: none"> <li>■ Advise the person to follow up with a doctor.</li> </ul>

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

**Time:** 10 minutes


Guided Discussion	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What signs and symptoms might indicate a possible head, neck or spinal injury?</b></li> </ul> <p><b>Answers:</b> Responses should include the following:</p> <ul style="list-style-type: none"> <li>○ Unusual bumps, bruises or depressions on the head, neck or back</li> <li>○ Heavy external bleeding of the head, neck or back</li> <li>○ Bruising of the head, especially around the eyes and behind the ears</li> <li>○ Blood or other fluids in the ears or nose</li> <li>○ Seizures</li> <li>○ Changes in level of consciousness</li> <li>○ Impaired breathing or vision</li> <li>○ Nausea or vomiting</li> <li>○ Partial or complete loss of movement of any body area</li> <li>○ Loss of balance</li> <li>○ Victim holds the head, neck or back</li> <li>○ Behavior resembling intoxication</li> <li>○ Severe pain or pressure in the head, neck or back</li> <li>○ Back pain, weakness, tingling or loss of sensation in the hands, fingers, feet or toes</li> <li>○ Persistent headache</li> </ul>
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<b>Skill Practice— On Land</b>	<ul style="list-style-type: none"> <li>■ Explain to participants that during the skill session you will demonstrate skills and guide them through practice.</li> <li>■ Pair up participants for the first skill and explain that they will take turns as victim and lifeguard. For the second skill, divide participants into groups of four—three are in the role of lifeguards and one as a victim.</li> <li>■ For each skill, organize them 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.</li> <li>■ Lead them through the following skills: <ul style="list-style-type: none"> <li>○ Caring for a nonstanding victim</li> <li>○ Caring for a standing victim</li> </ul> </li> <li>■ Participants should practice the skills until they are able to meet performance criteria.</li> <li>■ Observe each participant's performance of the skill and provide corrective feedback.</li> </ul>
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## IN-WATER SKILL SESSION—WHEN THINGS DO NOT GO AS PRACTICED

**Time:** 30 minutes

<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Explain to participants that during the skill session you will demonstrate skills and guide them through practice.</li> <li>■ Pair up participants and explain that they will take turns as a victim and a rescuer for each skill.</li> <li>■ For each skill, organize them 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.</li> <li>■ Lead them through the following skills: <ul style="list-style-type: none"> <li>○ Front head-hold escape <ul style="list-style-type: none"> <li>● Lifeguards: deep water, facing victim</li> <li>● Victims: deep water</li> </ul> </li> <li>○ Rear head-hold escape <ul style="list-style-type: none"> <li>● Lifeguards: deep water, back to victim</li> <li>● Victims: deep water</li> </ul> </li> <li>○ In-water ventilations—shallow water <ul style="list-style-type: none"> <li>● Lifeguards: standing in shallow water</li> <li>● Victims: passive</li> </ul> </li> <li>○ In-water ventilations—deep water <ul style="list-style-type: none"> <li>● Lifeguards: treading in deep water</li> <li>● Victims: passive</li> </ul> </li> </ul> </li> </ul> <div style="background-color: #333; color: white; padding: 5px;">  <b>SHALLOW WATER LIFEGUARDING</b> </div> <ul style="list-style-type: none"> <li>■ For the Shallow Water Lifeguarding course, participants will practice the front and rear head-hold escapes in shallow water.</li> <li>■ Omit the in-water ventilations—deep water when teaching the Shallow Water Lifeguarding course.</li> <li>■ Participants should practice the skills until they are able to meet performance criteria.</li> <li>■ Observe each participant's performance of the skill and provide corrective feedback.</li> </ul>
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## 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 CONSCIOUS 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 his or her 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 his or her 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 he or she is experiencing pain during breathing.
6. Check the arms.
  - Check one arm at a time.
  - Ask the victim to move his or her hand and fingers and to bend the arm.
7. Check the legs.
  - Check one leg at a time.
  - Ask the victim to move his or her 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 he or she can move all body parts without pain or discomfort and has 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**

<b>Criteria</b>	<b>Proficient</b>	<b>Not Proficient</b>
Ask questions to determine a brief history	Gathers information about what happened, possible signs and symptoms or brief medical history	<ul style="list-style-type: none"> <li>■ Does not ask any questions</li> <li>■ Does not ask questions about what happened, possible signs and symptoms or brief medical history</li> </ul>
<b>Checking a Conscious Person</b>		
Check for signs and symptoms of injuries or sudden illnesses	Visual inspection from head to toe looking carefully for any bleeding, cuts, bruises and obvious deformities	<ul style="list-style-type: none"> <li>■ Does not perform an assessment</li> <li>■ Does not recognize obvious signs or symptoms</li> </ul>
Check for medical conditions that may need to be considered	Visual inspection looking for a medical ID tag, necklace or bracelet	Does not look for medical ID tag, necklace or bracelet
Monitor the person's condition	Watches for changes in consciousness or breathing	Does not look at victim

#### **CONTROLLING EXTERNAL BLEEDING**

##### **SKILL CHART: CONTROLLING EXTERNAL BLEEDING**

To control external bleeding:

1. Cover the wound with a dressing, such as a sterile gauze pad.
2. Apply direct pressure firmly against the wound until bleeding stops.
3. Cover the dressing with a roller bandage and secure it directly over the wound.
4. Check for circulation beyond the injury (check for pulse, skin temperature and feeling).

If the bleeding does not stop:

- Apply additional dressings and bandages on top of the first ones and continue to apply direct pressure.
- Take steps to minimize shock.
- Summon EMS personnel.
- Follow local protocols when considering other methods of bleeding control, such as applying a tourniquet.

**SKILL ASSESSMENT TOOL: CONTROLLING EXTERNAL BLEEDING**

Criteria	Proficient	Not Proficient
Use personal protection equipment	Puts on disposable gloves before covering wound	<ul style="list-style-type: none"><li>■ Does not put on disposable gloves</li><li>■ Puts on disposable gloves after covering wound</li></ul>
Cover the wound with a (sterile) dressing and apply direct pressure until bleeding stops	<ul style="list-style-type: none"><li>■ Places dressing over wound</li><li>■ Applies pressure to wound</li><li>■ Secures dressing in place with roller gauze</li></ul>	<ul style="list-style-type: none"><li>■ Places dressing away from wound area</li><li>■ Does not apply pressure</li><li>■ Uses pressure points instead of direct pressure</li><li>■ Roller gauze does not stay in place</li></ul>
Apply additional dressings and more direct pressure (if bleeding does not stop)	<ul style="list-style-type: none"><li>■ Adds additional dressings to initial dressing</li><li>■ Applies pressure to wound</li></ul>	<ul style="list-style-type: none"><li>■ Removes initial dressing</li><li>■ Does not add additional dressings</li><li>■ Does not apply pressure</li></ul>

**SPLINTING****SKILL CHART: ARM INJURIES**

1. Leave the arm in the position in which it was found or in the position in which the victim is holding it.
2. Place a triangular bandage under the injured arm and over the uninjured shoulder to form a sling.
3. Tie the ends of the sling at the side of the neck. Place gauze pads under the knots to make it more comfortable for the victim.
4. Secure the arm to the chest with a folded triangular bandage.

**SKILL CHART: LEG INJURIES**

1. Place several folded triangular bandages above and below the injured body area.
2. Place the uninjured leg next to the injured leg.
3. Tie triangular bandages securely with knots.

**SKILL CHART: FOOT INJURIES**

1. Place several folded triangular bandages above and below the injured area.
2. Gently wrap a soft object (pillow or folded blanket) around the injured area.
3. Tie bandages securely with knots.

**SKILL CHART: RIB AND BREASTBONE INJURIES**

1. Place a pillow or folded towel between the victim's injured ribs and arm.
2. Bind the arm to the body to help support the injured area.

**SKILL CHART: HAND AND FINGER INJURIES**

1. For a hand injury, place a bulky dressing in the palm of the victim's hand and wrap with a roller bandage.
2. For a possible fractured or dislocated finger, tape the injured finger to the finger next to it.

**SKILL ASSESSMENT TOOL: SPLINTING**

Criteria	Proficient	Not Proficient
Immobilize the injured part	Secures splint with sufficient tension to prevent injured part from moving more than 1 inch from splinted position	Secures splint with insufficient tension—injured part can move more than 1 inch from splinted position
Ensure the splint is not too tight (except for a sling)	<ul style="list-style-type: none"> <li>■ Secures splint without causing skin to discolor or become cool to the touch or creating a tingling sensation beyond the injury</li> <li>■ Checks pulse, skin temperature and feeling</li> </ul>	<ul style="list-style-type: none"> <li>■ Secures splint causing skin to discolor</li> <li>■ Secures splint causing skin to become cool to the touch</li> <li>■ Secures splint creating a tingling sensation beyond the injury</li> <li>■ Does not check pulse, skin temperature and feeling</li> </ul>

**CARING FOR HEAD, NECK OR SPINAL INJURY ON LAND****SKILL CHART: CARING FOR A STANDING VICTIM WHO HAS A SUSPECTED HEAD, NECK OR SPINAL INJURY ON LAND**

1. Lifeguard 1 approaches the victim from the front and performs manual stabilization of the victim's head and neck by placing one hand on each side of the head.
2. Lifeguard 2 retrieves a backboard and places it against the victim's back, being careful not to disturb stabilization of the victim's head. Lifeguard 3 helps to position the backboard so that it is centered behind the victim.
3. While Lifeguard 3 holds the backboard, Lifeguard 2 secures the victim to the backboard by placing and securing straps across the victim's chest, under the armpits, and across the hips and thighs. Lifeguard 2 rechecks the straps to be sure that they are secure, then secures the victim's head to the backboard using a head immobilizer and strap across the victim's forehead.
4. The lifeguards at the victim's side each place their inside hands underneath the victim's armpit, in between the victim's arm and torso, and grasp the backboard at a handhold at the victim's armpit level or higher.
5. When the victim is secured to the board, the other lifeguard grasps the top. Lifeguard 1 informs the victim that they will lower him or her to the ground. When ready, signal to the other two lifeguards to begin. While lowering the victim, the lifeguards at the victim's sides should walk forward and bend at the knees to avoid back injury.

**If the position of head immobilizer cannot be adjusted to the height of a victim, consider one of the following options:**

- Place the blocks on either side of the victim's head flush against the backboard. Place an additional strap across the victim's forehead.
  - If this is not possible, have another lifeguard provide manual stabilization from the head of the board. At the beginning, this lifeguard stands behind the board and reaches around to provide stabilization. As the board is lowered, this lifeguard steps back, while maintaining stabilization, until the board is on the ground.
- If the victim is taller than the backboard, place an object, such as a folded blanket or towel, under the foot of the backboard so that the victim's head does not extend beyond the end of the board.

**SKILL CHART: MANUAL STABILIZATION FOR A NONSTANDING VICTIM OF A HEAD, NECK OR SPINAL INJURY ON LAND**

1. Minimize movement by placing your hands on both sides of the victim's head.
2. Support the head in the position found.
  - Do not align the head and neck with the spine if the head is sharply turned to one side, there is pain on movement or if you feel any resistance when attempting to align the head and neck with the spine.
3. Maintain an open airway.
4. Keep the victim from getting chilled or overheated.

**Note:** Gently position the victim's head in line with the body if you cannot maintain an open airway.

**SKILL ASSESSMENT TOOL: CARING FOR A STANDING VICTIM WHO HAS A SUSPECTED HEAD, NECK OR SPINAL INJURY ON LAND**

Criteria	Proficient	Not Proficient
Maintain stabilization	Primary lifeguard maintains stabilization while backboard is being positioned	<ul style="list-style-type: none"> <li>■ Loss of stabilization during the rescue</li> <li>■ Loss of contact with the victim</li> <li>■ Lack of communication between lifeguards as needed</li> </ul>
Position the backboard behind the victim	<ul style="list-style-type: none"> <li>■ Backboard is placed to support the victim's head, neck and body</li> <li>■ Backboard is against the victim's body</li> </ul>	<ul style="list-style-type: none"> <li>■ Victim's head is not supported against the backboard</li> <li>■ Victim is not aligned and against the backboard</li> </ul>
Secure straps	<ul style="list-style-type: none"> <li>■ Strapping begins with chest strap, then the strap over the hips and then the strap over the thighs</li> <li>■ Hip strap is placed across the hips with the hands secured underneath the strap</li> <li>■ Straps are tight, and once all straps are secured, they are rechecked</li> </ul>	<ul style="list-style-type: none"> <li>■ Strapping is done in some other order</li> <li>■ Hands are not strapped inside the strap</li> <li>■ Straps are loose and victim can easily fall</li> <li>■ Straps are not rechecked for tightness</li> <li>■ Straps are not tightened if loose</li> </ul>
Immobilize the victim's head	<ul style="list-style-type: none"> <li>■ Head immobilizer is placed to immobilize the victim's head</li> <li>■ Head strap is secured across the victim's forehead</li> </ul>	<ul style="list-style-type: none"> <li>■ Head immobilizer is not used</li> <li>■ Head immobilizer is placed and moves victim's head or neck</li> <li>■ No strap is used across the victim's forehead</li> </ul>
Lower the victim to the ground	<ul style="list-style-type: none"> <li>■ Lifeguards communicate what, how or when actions happen</li> <li>■ Backboard is lowered carefully to the ground</li> </ul>	<ul style="list-style-type: none"> <li>■ No verbal communication</li> <li>■ Communication does not result in effective actions</li> <li>■ Backboard is dropped</li> <li>■ Victim falls</li> </ul>

**SKILL ASSESSMENT TOOL: MANUAL STABILIZATION FOR A NONSTANDING VICTIM OF A HEAD, NECK OR SPINAL INJURY ON LAND**

Criteria	Proficient	Not Proficient
Stabilize the victim's head	<ul style="list-style-type: none"> <li>■ Places one hand on each side of the victim's head and applies gentle pressure</li> <li>■ Victim's head remains in the position found</li> </ul>	<ul style="list-style-type: none"> <li>■ Places only one hand on the side of victim's head</li> <li>■ Does not stabilize the head</li> <li>■ Moves the victim's head in line with body</li> </ul>

**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. Forcefully push up and away. Keep your chin tucked, your arms fully extended and your shoulders raised until you are free.
3. 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. 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.
3. 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
Lifeguard releases the victim's hold	Lifeguard presses victim's arms up and pushes victim away	Does not release the victim's hold
Lifeguard swims away to safety	Lifeguard swims under water to a safe distance from the victim	Victim grabs rescuer again
Lifeguard re-attempts the rescue	Lifeguard 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.

**SKILL ASSESSMENT TOOL: IN-WATER VENTILATIONS**

Criteria	Proficient	Not Proficient
Open the airway	Performs a jaw-thrust maneuver	Does not open the airway by using a jaw-thrust maneuver
Give ventilations	Gives ventilations that make the chest clearly rise and last about 1 second each	<ul style="list-style-type: none"><li>■ Ventilations do not make chest clearly rise</li><li>■ Ventilation lasts 2 or more seconds</li></ul>

# HEAD, NECK AND SPINAL INJURIES IN THE WATER



**Session Length:** 2 hours, 25 minutes



**Shallow Water Lifeguarding Session Length:** 1 hour, 45 minutes

## LESSON OBJECTIVES

After completing this lesson, participants will be able to:

- 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*)

## ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

- Non-latex disposable gloves (one pair per participant)
- Rescue tubes (one for every three participants)
- Backboards, each equipped with 3 straps and head immobilizers (one backboard for every three participants is recommended; if fewer backboards are available, additional time may be required)

## TOPIC: CARING FOR HEAD, NECK AND SPINAL INJURIES IN THE WATER

**Time:** 5 minutes

### Guided Discussion

- Ask participants: **What are some high-impact/high-risk activities that might cause head, neck or spinal injuries in an aquatic environment?**  
**Answers:** Responses should include the following:
  - Entering head-first into shallow water
  - Entering the water from a height, such as a diving board, water slide, 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.**
- Ask participants: **What does the type of care that you provide to a victim with an injury to the head, neck or spine depend on?**  
**Answers:** Responses should include the following:
  - The victim's condition, including whether he or she is conscious and breathing
  - The location of the victim (shallow or deep water, at the surface of the water, submerged or not in the water)
  - The availability of additional help, such as other lifeguards, bystanders, firefighters, police or emergency medical services (EMS) personnel
  - The facility's specific procedures
  - The air and water temperature


# IN-WATER SKILL SESSION: HEAD, NECK AND SPINAL INJURIES

**Time:** 2 hours, 20 minutes

**Shallow Water Lifeguarding Time:** 1 hour, 40 minutes

<p><b>Skill Practice— Shallow Water</b></p>	<ul style="list-style-type: none"> <li>■ Explain to participants that during the skill session, you will demonstrate skills and guide them through practice.</li> <li>■ 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—two are in the role of lifeguard and one as a victim. Each group should practice the backboarding procedure at least two times so that all participants have the opportunity be in the role of lifeguard.</li> <li>■ 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.</li> <li>■ Lead them through the following shallow water skills: <ul style="list-style-type: none"> <li>○ Head splint—face-up victim at or near the surface in shallow water <ul style="list-style-type: none"> <li>● Lifeguards: in shallow water</li> <li>● Victims: face-up in shallow water, responsive</li> </ul> </li> <li>○ Head splint—face-down victim at or near the surface in shallow water <ul style="list-style-type: none"> <li>● Lifeguards: in shallow water</li> <li>● Victims: face-down in shallow water, responsive once face-up at surface</li> </ul> </li> <li>○ Head splint—submerged victim in shallow water <ul style="list-style-type: none"> <li>● Lifeguards: in shallow water</li> <li>● Victims: submerged in shallow water, responsive once face-up at surface</li> </ul> </li> <li>○ Spinal backboarding procedure <ul style="list-style-type: none"> <li>● Lifeguards: in shallow water</li> <li>● Victims: face-down in shallow water, responsive once face-up at surface</li> </ul> </li> </ul> </li> <li>■ Participants should practice the skills until they are able to meet performance criteria.</li> <li>■ Observe each participant’s performance of the skill and provide corrective feedback.</li> </ul>
<p><b>Skill Practice— Deep Water</b></p>	<ul style="list-style-type: none"> <li>■ Explain to participants that during the skill session, you will demonstrate skills and guide them through practice.</li> <li>■ 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 five—four are in the role of lifeguard and one as a victim. Each group should practice the backboarding procedure at least two times so that all participants have the opportunity to be in the role of lifeguard.</li> <li>■ Reinforce to them that the mechanics of the skills are essentially the same in deep water as in shallow water. The skills are more challenging, however, because lifeguards are unable to stand to accomplish the skills. Rescue tubes can provide support to lifeguards as well as the victim. Additional lifeguards also can provide assistance.</li> <li>■ 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.</li> </ul>



	<ul style="list-style-type: none"> <li>■ Ask participants: <b>What are the steps they will use to secure a victim to a backboard?</b>  <b>Answers:</b> Responses should include: <ul style="list-style-type: none"> <li>○ Position the backboard under the victim.</li> <li>○ Secure the chest strap high into the armpits.</li> <li>○ Secure the hip strap with the hands also secured in the strap.</li> <li>○ Secure the strap across the thighs.</li> <li>○ Place the head blocks next to the head.</li> <li>○ Secure the head blocks with the head strap.</li> </ul> </li> <li>■ 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.</li> </ul>
	<div style="background-color: black; color: white; padding: 5px;">  <b>SHALLOW WATER LIFEGUARDING</b> </div> <ul style="list-style-type: none"> <li>■ For the Shallow Water Lifeguarding course, omit the skill practice in deep water.</li> <li>■ However, before giving participants the assignment for the next lesson, ask participants, <b>What are the steps you will use to secure a victim to a backboard?</b>  <b>Answers:</b> Responses should include: <ul style="list-style-type: none"> <li>○ Position the backboard under the victim.</li> <li>○ Secure the chest strap high into the armpits.</li> <li>○ Secure the hip strap with the hands also secured in the strap.</li> <li>○ Secure the strap across the thighs.</li> <li>○ Place the head blocks next to the head.</li> <li>○ Secure the head blocks with the head strap.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>■ Lead participants through the following deep water skills: <ul style="list-style-type: none"> <li>○ Head splint—face-down victim at or near the surface in deep water <ul style="list-style-type: none"> <li>● Lifeguards: in deep water</li> <li>● Victims: face-down in deep water, responsive once face-up at surface</li> </ul> </li> <li>○ Head splint—submerged victim in deep water <ul style="list-style-type: none"> <li>● Lifeguards: in deep water</li> <li>● Victims: submerged in deep water, responsive once face-up at surface</li> </ul> </li> <li>○ Spinal backboarding procedure <ul style="list-style-type: none"> <li>● Lifeguards: in deep water</li> <li>● Victims: face-down in deep water, responsive once face-up at surface</li> </ul> </li> </ul> </li> <li>■ Participants should practice the skills until they are able to meet performance criteria.</li> <li>■ Observe each participant's performance of the skill and provide corrective feedback.</li> </ul>
<b>ASSIGNMENT</b>	
	<ul style="list-style-type: none"> <li>■ Remind participants to prepare for and take the online exam on CPR/AED and first aid by reviewing Chapters 7 through 10 in the <i>Lifeguarding Manual</i>. The online exam is part of the Conclusion in the Lifeguarding Blended eLearning component.</li> <li>■ Remind participants to prepare for the final written exam on lifeguarding skills by reviewing Chapters 1 to 6 and Chapter 11 of the <i>Lifeguarding Manual</i> and the Conclusion in the <i>Lifeguarding Blended eLearning</i> component before the next class session.</li> <li>■ Remind participants to print a copy of their progress report and bring it to the next class for evidence of completion.</li> </ul>

## 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's head from behind or stand behind the victim's head.
  - In shallow water, lower your body so that the water level is at your neck.
  - In deep water, use the rescue tube under both of your arms for support.
2. Grasp the victim's arms midway between his or her 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. Position yourself to the victim's side while trapping the victim's head with his or her arms.
3. Slowly and carefully squeeze the victim's arms against his or her head to help hold the head in line with the body. Do not move the victim any more than necessary.
4. Position the victim's head close to the crook of your arm, with the head in line with the body.
5. Check for consciousness and breathing.
  - If the victim is not breathing, immediately remove the victim from the water using the two-person-removal-from-the-water technique and provide resuscitative care. Do not delay removal from the water by strapping the victim in or using the head immobilizer.
  - If the victim is breathing, hold the victim with 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. Continuously monitor for consciousness 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 his or her head to help hold the head in line with the body.
4. Glide the victim slowly forward.
  - In shallow water, lower your body to shoulder depth before gliding the victim forward.
  - Continue moving slowly and turn the victim until he or she is face-up. To do this, push the victim's arm that is closest to you down and away from you while pulling the victim's other arm toward you.
5. Position the victim's head in the crook of your arm, with the head in line with the body.
6. Check for consciousness and breathing.
  - If the victim is not breathing, immediately remove the victim from the water using a technique, such as the two-person-removal-from-the-water and provide resuscitative care. Do not delay removal from the water by strapping the victim in or using the head immobilizer device.
  - If the victim is breathing, hold the victim with 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.
7. Continuously monitor for consciousness 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—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 his or her 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 toward you. The victim should be face-up just before reaching the surface or at the surface.
5. 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.
6. Check for consciousness and breathing.
  - o If the victim is not breathing, immediately remove the victim from the water using a technique, such as the two-person-removal-from-the-water and provide resuscitative care. Do not delay removal from the water by strapping the victim in or using the head immobilizer device.
  - o If the victim is breathing, hold the victim with 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.
7. Continuously monitor for consciousness and breathing. If at any time the victim stops breathing, immediately remove the victim from the water and then provide appropriate care.

**Note:** If the victim is submerged but face-up, approach the victim from behind and follow the same steps for a Face-Up Victim At or Near the Surface while you bring the victim to the surface.

## SKILL ASSESSMENT TOOL: HEAD SPLINT—IN-LINE STABILIZATION FOR A VICTIM IN THE WATER

Criteria	Proficient	Not Proficient
Provide in-line stabilization	<ul style="list-style-type: none"><li>■ Moves victim's arms to a secure position against the victim's head</li><li>■ Equal pressure on both arms is maintained throughout rescue</li></ul>	<ul style="list-style-type: none"><li>■ Does not move victim's arms against the victim's head or maintain pressure</li><li>■ One arm is pressed against head and one is not</li></ul>
Victim's face remains out of the water	<ul style="list-style-type: none"><li>■ Victim's face does not submerge</li><li>■ Mouth and nose are above water</li></ul>	<ul style="list-style-type: none"><li>■ Victim's face submerges under water</li><li>■ Victim's mouth or nose is under water</li></ul>
Move victim to a safe location to prepare for backboarding	<ul style="list-style-type: none"><li>■ Moves victim to shallow water if safe and possible</li><li>■ If rescue involves moving water, moves victim to a sheltered area</li></ul>	<ul style="list-style-type: none"><li>■ Does not move to shallow water to stand up if it is safe and possible</li><li>■ Remains in moving water when access to a sheltered area is possible</li></ul>

## **SPINAL BACKBOARDING AND REMOVAL FROM WATER**

### **SKILL CHART: SPINAL BACKBOARDING PROCEDURE—SHALLOW WATER**

1. The first lifeguard (primary rescuer) provides in-line stabilization until another lifeguard arrives with the backboard.
2. The assisting lifeguard 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 victim's head should be centered on the backboard's head space.
3. While an assisting lifeguard raises the backboard into place, the primary rescuer moves the elbow that is under the victim toward the top of the backboard while continuing to apply pressure on both of the victim's arms, using the victim's arms as a splint.
4. Once the backboard is in place, an assisting lifeguard then stabilizes the victim by placing one hand and arm on the victim's chin and chest, the other hand and arm under the backboard. The primary rescuer then releases his or her grip on the victim's arms.
5. The primary rescuer lowers the victim's arms, moves behind the victim's head and places the rescue tube under the head of the backboard to aid in floatation of the board.
6. The primary rescuer balances the backboard on the rescue tube with his or her forearms and stabilizes the victim's head by placing his or her hands along each side of the victim's head.
7. An assisting lifeguard secures the victim on the backboard with a minimum of three straps: across the victim's chest, hips and thighs. Secure the straps in the following order:
  - Strap high across the chest and under the victim's armpits. This helps to prevent the victim from sliding on the backboard during the removal.
  - Strap across the hips, with the victim's arms and hands secured under the straps.
  - Strap across the thighs.
  - Recheck straps to be sure that they are secure.
8. The rescuers secure the victim's head to the backboard using a head immobilizer and a strap across the victim's forehead.
9. If not done already, bring the victim to the side of the pool.

### **SKILL CHART: SPINAL BACKBOARDING PROCEDURE—DEEP WATER (Lifeguarding Course Only)**

1. The first lifeguard (primary rescuer) provides in-line stabilization. If the victim is face-down, the primary rescuer turns the victim into a face-up position. If necessary, an assisting lifeguard retrieves the primary rescuer's rescue tube and inserts it under the primary rescuer's armpits.
2. The primary rescuer moves the victim to the side, if possible, toward a corner. An assisting lifeguard places a rescue tube under the victim's knees to raise the legs. This makes it easier to place the backboard under the victim.
3. An assisting lifeguard places the backboard under the victim while the primary rescuer maintains stabilization.
4. As an assisting lifeguard raises the backboard into place, the primary rescuer moves the elbow that is under the victim toward the top of the backboard while continuing to apply pressure on both of the victim's arms. An assisting lifeguard stabilizes the victim with one hand and arm on the victim's chin and chest, and the other hand and arm under the backboard.
5. Once the backboard is in place, the primary rescuer then lowers the victim's arms, moves behind the victim's head and places a rescue tube under the head of the backboard. The primary rescuer balances the board on the rescue tube with his or her forearms and stabilizes the victim's head by placing his or her hands along each side of the victim's head. The assisting rescuer moves to the foot of the board and removes the rescue tube under the victim's knees by sliding the rescue tube toward him- or herself.
6. An assisting lifeguard secures the victim on the backboard by placing straps at least across the victim's chest, hips and thighs. After all the straps have been checked and properly secured, the rescuers secure the victim's head using a head immobilizer and a strap across the victim's forehead.

**SKILL CHART: SPINAL INJURY REMOVAL FROM THE WATER ON A BACKBOARD**

1. Once the victim is properly secured to the backboard, position the backboard with the head end by the side of the pool and the foot end straight out into the water.
2. With one lifeguard at each side, lift the head of the backboard slightly and place it on the edge. Use one or two rescue tubes if needed to support the foot end of the board.
3. One lifeguard gets out of the pool while the other maintains control of the backboard. Once out of the water, the lifeguard on land grasps the head of the backboard while the other gets out of the water.
4. Together the lifeguards stand and step backward, pulling the backboard and sliding it up over the edge and out of and away from the water. If available, an assisting lifeguard remains in the water to help push the board.
5. If available, additional lifeguards can help to guide and remove the backboard out of the water and onto land, then begin to assess the victim's condition and provide the appropriate care.

**SKILL ASSESSMENT TOOL: SPINAL BACKBOARDING PROCEDURE**

Criteria	Proficient	Not Proficient
Maintain in-line stabilization	<ul style="list-style-type: none"><li>■ Primary lifeguard maintains in-line stabilization while backboard is being positioned</li><li>■ Assisting lifeguard maintains in-line stabilization while victim is being strapped to the board and while head immobilizers are being secured</li></ul>	<ul style="list-style-type: none"><li>■ Loss of in-line stabilization during the rescue</li><li>■ Loss of contact with the victim</li><li>■ Lifeguards do not communicate as needed when switching</li></ul>
Victim's face remains out of the water	<ul style="list-style-type: none"><li>■ Victim's face does not submerge</li><li>■ Mouth and nose are above water</li></ul>	<ul style="list-style-type: none"><li>■ Victim's face submerges under water</li><li>■ Victim's mouth or nose is under water</li></ul>
Position the victim on the backboard	<ul style="list-style-type: none"><li>■ Backboard is raised to support the victim's head with the head aligned with the backboard's head space</li><li>■ Victim's body is on the backboard</li></ul>	<ul style="list-style-type: none"><li>■ Victim's head is not aligned on the backboard's head space</li><li>■ Victim is not aligned and on the backboard</li></ul>
Secure straps	<ul style="list-style-type: none"><li>■ Strapping begins with chest strap, then the strap over the hips and then the strap over the thighs</li><li>■ Hip strap is placed across the hips with the victim's hands secured underneath the strap</li><li>■ Straps are tight, and once all straps are secured, they are rechecked</li></ul>	<ul style="list-style-type: none"><li>■ Strapping is done in some other order</li><li>■ Hands are not strapped inside the strap</li><li>■ Straps are loose so that victim can easily slide</li><li>■ Straps are not rechecked for tightness</li><li>■ Straps are not tightened if discovered to be loose</li></ul>
Immobilize the victim's head	<ul style="list-style-type: none"><li>■ Head immobilizer is placed to immobilize the victim's head</li><li>■ Head strap is secured across the victim's forehead</li></ul>	<ul style="list-style-type: none"><li>■ Head immobilizer is not used</li><li>■ Head immobilizer is placed but moves victim's head or neck</li><li>■ No strap is used across the victim's forehead</li></ul>

<b>SPINAL INJURY REMOVAL FROM THE WATER ON A BACKBOARD</b>		
<b>Criteria</b>	<b>Proficient</b>	<b>Not Proficient</b>
Lifeguards communicate as a team to remove the victim from the water	Lifeguards communicate what, how or when actions happen	<ul style="list-style-type: none"> <li>■ No verbal communication</li> <li>■ Communication does not result in effective actions</li> </ul>
Victim's face remains out of the water	<ul style="list-style-type: none"> <li>■ Victim's face does not submerge</li> <li>■ Mouth and nose are above water</li> </ul>	<ul style="list-style-type: none"> <li>■ Victim's face submerges under water</li> <li>■ Victim's mouth or nose is under water</li> </ul>
Lifeguards remove the backboard and victim from the water	<ul style="list-style-type: none"> <li>■ Backboard removed from the water by sliding it along the edge</li> <li>■ Backboard held steady during removal</li> </ul>	<ul style="list-style-type: none"> <li>■ Backboard is lifted in the air, causing the victim to move or slide</li> <li>■ Backboard is near vertical, and victim is slipping or moving</li> <li>■ Backboard is jerking or rocking from side to side</li> </ul>

# FINAL WRITTEN EXAM AND FINAL IN-WATER SKILL SCENARIOS



**Session Length:** 2 hours, 35 minutes

## LESSON OBJECTIVES

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After completing this lesson, participants will be able to:

- 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*)


## ADDITIONAL MATERIALS, EQUIPMENT AND SUPPLIES

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- Final Written Exam: Section 1, Exams A and B, and answer sheets (one for each participant)
- Answer keys for Final Written Exam: Section 1
- Backboards (one for each test group and at least one for practice)
- Adult manikins (at least two so they can be rotated and decontaminated)
- Decontamination supplies
- Towel (to dry the manikin when using the AED training device)
- Bag-valve-mask resuscitator (BVM) (one for each test group; one for practice)
- AED training devices (one for each test group)
- AED training pads (one set for each AED training device)


## FINAL WRITTEN EXAM: SECTION 1— LIFEGUARDING SKILLS

**Time:** 30 minutes

<b>Activity</b>	<p><b><i>Instructor's Notes:</i></b></p> <ul style="list-style-type: none"> <li>■ <i>Collect printed progress reports from each participant prior to the start of the lesson to ensure completion of the blended assignment.</i></li> <li>■ <i>Participants must pass the CPR/AED for the Professional Rescuer and First Aid exam in order for the progress report to show that he or she successfully completed the Conclusion portion of the eLearning.</i></li> <li>■ 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.</li> <li>■ Hand out an exam and answer sheet to each participant. Tell participants to write only on the answer sheet and mark answers clearly.</li> </ul> <p> <b>SHALLOW WATER LIFEGUARDING</b></p> <ul style="list-style-type: none"> <li>■ If teaching the Shallow Water Lifeguarding course, hand out Final Written Exam: Section 1—Shallow Water Lifeguarding Skills and answer sheet to each participant.</li> <li>■ Tell participants to come to you or raise their hand when they have finished the exam or if they have questions.</li> <li>■ Once exams are completed, collect all exams and answer sheets. Before the next lesson, grade the exam using the answer key.</li> <li>■ Return 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 retake the opposite version of the exam.</li> </ul>
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## TOPIC: IN-WATER SKILL SESSION: GENERAL SKILLS REVIEW

**Time:** 30 minutes

<b>Activity</b>	<ul style="list-style-type: none"> <li>■ This time is allotted for 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.</li> </ul> <p> <b>SHALLOW WATER LIFEGUARDING</b></p> <ul style="list-style-type: none"> <li>■ If teaching the Shallow Water Lifeguarding course, pre-assign the groups for the Skills Scenario 3: Submerged Passive Victim in Shallow Water Timed Response.</li> </ul>
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<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Tell participants that there are three skill scenarios.</li> <li>■ All skills must be performed according to the proficiency requirements to meet the objective of the skills.</li> <li>■ Each participant has only <b>two opportunities</b> to complete each scenario successfully.</li> <li>■ If a participant does not successfully complete a scenario during the first attempt, options include:                         <ul style="list-style-type: none"> <li>○ Reattempting the scenario during the normal lesson after a brief consultation on the corrective actions needed to complete the scenario successfully.</li> <li>○ If additional practice is needed and time and resources permit, asking the participant to see you after class to schedule a reevaluation of the unsuccessful scenarios at a later time.</li> </ul> </li> <li>■ To set up each scenario:                         <ul style="list-style-type: none"> <li>○ Assign one participant to simulate drowning victim behaviors as instructed.</li> <li>○ Instruct the rescuing lifeguard to simulate activating an emergency action plan (EAP) and perform the appropriate rescue based on the type of victim observed.</li> <li>○ Provide each rescuing lifeguard a rescue tube and hip pack containing non-latex disposable gloves and a resuscitation mask.</li> <li>○ Have a manikin available to substitute into the scenario for a passive victim once the primary assessment is complete.</li> </ul> </li> </ul>
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## Final Scenario 1: Head, Neck or Spinal Injury in Shallow Water

	<p><b>Instructor's Note:</b> This scenario does <b>not</b> include immobilizing the victim on a backboard or removal from the water.</p> <ul style="list-style-type: none"> <li>■ Assign a primary lifeguard to a ground-level station for a shallow water zone.</li> <li>■ Assign a participant to be a victim of a suspected head, neck or spinal injury in shallow water and face-down at the surface. The victim will be responsive when turned face-up.</li> <li>■ Begin the scenario by prompting the victim to simulate a spinal injury victim in shallow water.</li> <li>■ Repeat the scenario until each participant has performed in-line stabilization for a spinal injury in shallow water.</li> </ul>
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## Final Scenario 2: Active Victim in Deep Water


	<p><b>Instructor's Note:</b> The lifeguard must use the appropriate active victim rescue depending on the direction the active victim is facing. This scenario does not include removal from the water.</p> <ul style="list-style-type: none"> <li>■ Assign a primary lifeguard to an elevated or ground-level station for a deep water zone.</li> <li>■ Assign a victim to role-play an active victim in deep water facing any direction he or she chooses.</li> <li>■ Begin the scenario by prompting the victim to begin simulating an active victim.</li> <li>■ Repeat the scenario until each participant has performed an active victim rescue.</li> </ul> <div style="background-color: black; color: white; padding: 5px;">  <b>SHALLOW WATER LIFEGUARDING</b> </div> <ul style="list-style-type: none"> <li>■ Follow the directions for the Active Victim in Deep Water, with the exception of having the lifeguard and victim stationed in shallow water.</li> </ul>
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## Final Scenario 3: Submerged Passive Victim in Deep Water—Timed Response

	<ul style="list-style-type: none"> <li>■ Explain to participants that this is a timed scenario, with 2 minutes allotted for the water rescue and removal of the victim from the water (with an assisting lifeguard who will bring the backboard), followed by 3 minutes of one-rescuer CPR.</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>■ <i>Divide the participants into groups of three and assign one rescuing lifeguard, one assisting lifeguard to help with removal from the water, one victim and one manikin for each group.</i></li> <li>■ <i>Tell the victim to get into position about 30 feet from the edge and submerge as the rescuing lifeguard gets near.</i></li> <li>■ <i>Start the stopwatch once the EAP has been activated, and again once the rescuer begins CPR.</i></li> <li>■ <i>Repeat the drill until each person in the group has performed as a rescuing lifeguard.</i></li> </ul>
	 <b>SHALLOW WATER LIFEGUARDING</b>
	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>

## TOPIC: CLOSING

**Time:** 5 minutes

<b>Activity</b>	<ul style="list-style-type: none"> <li>■ Thank all participants for attending the course.</li> <li>■ Congratulate participants on successful completion.</li> <li>■ Explain that they will receive a certificate that indicates Lifeguarding/First Aid/CPR/AED; valid for 2 years.</li> </ul>
	 <b>SHALLOW WATER LIFEGUARDING</b>
	<ul style="list-style-type: none"> <li>■ For the Shallow Water Lifeguarding course, explain that participants will receive a certificate that indicates Shallow Water Lifeguarding (up to 5 feet)/First Aid/CPR/AED; valid for 2 years.</li> </ul>
	<ul style="list-style-type: none"> <li>■ Make arrangements to retest any participants who did not pass the final written exam(s) or scenario(s).</li> </ul>

**Activity Worksheet 2.1—Reasons for the Rules**

Aquatic Facilities—General	Reason
1. Swim only when a lifeguard is on duty.	
2. No running, pushing or rough play.	
3. Dive only in designated areas.	
4. No diving in shallow water (water up to 5 feet deep).	
5. No glass containers in the pool area and locker rooms.	
6. No alcoholic beverages or other drug use allowed.	
<b>Diving Areas</b>	
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.	

Spas, Hot Tubs and Therapy Pools	
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.	

### **Activity Worksheet 3.1—Guarding Special Attractions**

Attractions	Issues for Guarding the Special Attraction
Areas Specifically for Young Children	
Play Structures	
Special Rides and Attractions	
Water Slides	
Winding Rivers	
Wave Pools	

### Activity Worksheet 3.2—Strategies for a Safe Group Visit

Scenarios	Guarding Strategies
<p><b>Scenario 1:</b> You are guarding multiple activities using the pool in addition to an organized group of 30 preschool-age children with four group leaders. In general, what should you ensure and be aware of while guarding the activity?</p>	
<p><b>Scenario 2:</b> 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><b>Scenario 3:</b> 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>	

**Activity Worksheet 7.1—Using an AED in Unique Situations—  
Fact or Fiction**

Fact	Fiction	<b>1. It is safe to use an AED in rain or snow.</b>
Fact	Fiction	<b>2. An AED cannot be used on a pregnant woman.</b>
Fact	Fiction	<b>3. If someone has chest hair, you should shave it before using the AED.</b>
Fact	Fiction	<b>4. If a victim has a body piercing or is wearing jewelry, you should remove the item before using an AED.</b>
Fact	Fiction	<b>5. Never shock someone who has an implantable cardioverter-defibrillator (ICD) or pacemaker device.</b>
Fact	Fiction	<b>6. If you see a transdermal medication patch, you should use a gloved hand to remove it.</b>
Fact	Fiction	<b>7. Never shock a person who is suffering from traumatic injuries.</b>
Fact	Fiction	<b>8. Never shock a victim on a metal surface.</b>
Fact	Fiction	<b>9. Never shock a victim suffering from hypothermia.</b>

**SECTION 1—LIFEGUARDING SKILLS**

- Final Written Exam A
- Final Written Exam B

**SECTION 1—SHALLOW WATER LIFEGUARDING SKILLS**

- Final Written Exam A
- Final Written Exam B

**ANSWER SHEETS**

- Section 1—Lifeguarding Skills
- Section 1—Shallow Water Lifeguarding Skills

**ANSWER KEYS**

- Answer Key—Final Written Exam A
  - Section 1—Lifeguarding Skills
  - Section 1—Shallow Water Lifeguarding Skills
- Answer Key—Final Written Exam B
  - Section 1—Lifeguarding Skills
  - Section 1—Shallow Water Lifeguarding Skills



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# FINAL WRITTEN EXAM: SECTION 1— LIFEGUARDING SKILLS

- Final Written Exam A
- Final Written Exam B

**Section 1—Lifeguarding Skills**

**Exam A**

**IMPORTANT:** Read all instructions before beginning the exam.

**INSTRUCTIONS:** Mark all answers in pencil on a separate answer sheet. Do not write on this exam. The questions on this exam are multiple choice. Read each question carefully. Then choose the **best** answer and fill in that circle on the answer sheet. If you wish to change an answer, erase your first answer completely. Return this exam to your instructor when you are finished.

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**EXAMPLE**

**ANSWER SHEET**

xx.   (a)   (b)   (c)   ●

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**XX. Why does the American Red Cross teach this course?**

- a. To help people stay calm in emergencies
  - b. To help people make appropriate decisions when they are confronted with an emergency
  - c. To help people in an emergency keep a victim's injuries from getting worse until emergency medical services (EMS) personnel arrive and take over
  - d. All of the above
-

## Section 1—Lifeguarding Skills

## Exam A

1. You notice a patron that is swimming laps who suddenly slips under water without a struggle and does not resurface. This person is probably:
  - a. A distressed swimmer who needs help.
  - b. A passive victim who needs help.
  - c. An active victim who needs help.
  - d. An intermediate swimmer who does not need help.
2. Primary responsibilities of a lifeguard include:
  - a. Fixing the pool rope and lane lines and ensuring the changing rooms are clean.
  - b. Following the health codes, answering a patron's question and making sure patrons shower before using the pool.
  - c. Inspecting the pool and rescue equipment before the facility opens and paying close attention to patrons in the water by actively scanning the assigned area.
  - d. Passing out the pool rules to all the patrons.
3. A man is unexpectedly pushed from behind and falls from the deck into the water and is in distress. After you activate the emergency action plan (EAP), what are included in your next steps?
  - a. Clear the pool and alert management of the emergency.
  - b. Encourage him to stay calm and swim back to the edge of the pool.
  - c. Use an ease-in entry, approach the victim and remove him from the water.
  - d. Extend a rescue tube to him while remaining on deck, then provide any additional care.
4. Which of the following is a primary responsibility of a lifeguard?
  - a. Enforcing facility rules and regulations and educating patrons about them
  - b. Filling out required records and reports on schedule and submitting them to the proper person or office
  - c. Monitoring the performance of the other lifeguards on duty
  - d. Performing opening duties, closing duties or facility safety checks and inspections
5. For a head, neck or spinal injury in deep water:
  - a. Minimize movement of the victim's head and neck using the head splint technique.
  - b. Move the victim directly onto a backboard.
  - c. Remove the victim from the water without wasting time trying to stabilize the victim's head and neck until you have the victim out of the water.
  - d. Remove your rescue tube and use the head hold technique.
6. While scanning your zone, you notice a person motionless in the water. The steps you follow in a water emergency are performed in the following order:
  - a. Perform a secondary assessment, perform a primary assessment, size up the scene, activate the emergency action plan (EAP), and summon EMS personnel.
  - b. Perform a primary assessment, activate the EAP, summon EMS personnel, perform a secondary assessment and size up the scene.
  - c. Activate the EAP, enter the water, perform an appropriate rescue, move the victim to a safe exit point, remove the victim from the water and provide emergency care as needed.
  - d. Size up the scene, activate the EAP, summon EMS personnel, perform a primary assessment and perform a secondary assessment.

7. While scanning the pool, you witness a patron struggling while swimming and then go under water. Which of the following applies?
  - a. You have a duty to act and perform the appropriate rescue.
  - b. You would use the RID factor to determine what to do.
  - c. You should continue to scan the pool until emergency backup coverage is available.
  - d. You should notify off-duty lifeguards to provide care for the victim.
8. A lifeguard can no longer see some of the patrons at one side of the swimming area from his station because of glare from the afternoon sun. To maintain effective patron surveillance, the lifeguard should:
  - a. Adjust his position slightly to remove the glare spot from his surveillance area.
  - b. Document the issue and present it at next month's staff meeting.
  - c. Leave the area to find the supervisor for assistance.
  - d. Stay in the same position since the patrons are strong swimmers.
9. A patron starts running on the deck. You blow your whistle to get her attention. Next, you enforce the rules and regulations by:
  - a. Calling your supervisor.
  - b. Giving her a warning.
  - c. Telling her she could slip or fall and she must walk on the deck.
  - d. Telling her she might be asked to leave and demanding she stop it now.
10. When caring for a suspected head, neck or spinal injury in water, proper manual in-line stabilization is:
  - a. Less important than on land due to the support provided by the water.
  - b. Provided using the head splint technique.
  - c. The only necessary technique needed if EMS personnel are close by.
  - d. Provided by bystanders if the lifeguard needs to clear the pool.
11. Working with other lifeguards, facility staff and supervisors as a team is:
  - a. A topic that should be covered during an in-service meeting and new-hire orientation.
  - b. One of the primary responsibilities of a lifeguard.
  - c. Part of the facility's EAP.
  - d. Solely the role of facility management.
12. You are a lifeguard on surveillance duty during a busy family swim session. It is important to:
  - a. Have a first aid kit, an automated external defibrillator (AED) and a backboard immediately available to you on the pool deck next to your station.
  - b. Scan all areas in your assigned zone of coverage and carry your rescue tube with you at all times.
  - c. Rope off and close all areas of the facility that have water over 5 feet deep.
  - d. Have enough lifejackets on hand and require all nonswimmers to use them.
13. A head, neck or spinal injury rarely happens:
  - a. In deep water at a supervised facility.
  - b. When someone strikes a properly inflated inner tube.
  - c. In shallow water that is clearly signed No Diving.
  - d. From collisions between swimmers.
14. Which of the following is true about accidental fecal releases (AFRs)?
  - a. AFRs do not require immediate attention.
  - b. Only managers need to be concerned with AFRs.
  - c. AFRs require water treatment, temporary pool closure and immediate lifeguard attention.
  - d. It is part of the routine daily operation of a pool that must be done for safety.

15. You are lifeguarding during a family swim session when you notice a swimmer swimming full lengths of the pool under water. What should you do?
  - a. Activate the facility EAP, clear the pool and remove him from the pool.
  - b. Immediately get the attention of the swimmer and instruct him to leave the pool for breaking pool rules.
  - c. Immediately stop him from continuing the activity and explain the dangers of the activity.
  - d. Alert the pool manager of the situation once your shift is over and document the event.
16. After removing a conscious victim you suspect has a spinal injury from the water, you should do all the following except:
  - a. Watch for and care for signs of shock.
  - b. Protect the victim from becoming cold.
  - c. Dry the victim off and apply the pads of an AED.
  - d. Reassure the victim and perform a secondary assessment.
17. Two lifeguards are on surveillance duty during a public swim. You are on a break. One lifeguard activates the facility's EAP for a submerged passive victim and enters the water. Which steps should you take next to assist in the rescue?
  - a. Notify the manager to assist.
  - b. Bring the backboard to the lifeguard and assist in removing the victim from the water as the other lifeguard clears the pool.
  - c. Provide emergency total zone coverage while other lifeguards assist the victim.
  - d. Instruct bystanders how to assist the lifeguards, document witness accounts and provide crowd control.
18. A lifeguard keeps an eye on the patrons of the pool, checking the bottom, middle and surface of the water. He is demonstrating:
  - a. Effective communication.
  - b. Effective scanning.
  - c. Implied consent.
  - d. The RID factor.
19. A mother and her son walk over to you; she states that he fell on the pool deck and hit his head. You notice he has blood and fluid running from his ear and he is feeling dizzy. What steps should you take next?
  - a. Have the mother transport him to the emergency room since he is already walking.
  - b. Bring him to the pool office to sit down and provide manual stabilization.
  - c. Have him lie down on the pool deck until EMS personnel arrive.
  - d. Provide manual stabilization while the other lifeguards prepare to backboard him.
20. The lifeguard supervisor expects the pool to be very busy in the afternoon. For effective patron surveillance, she sets up multiple lifeguard stations to reduce the number of patrons watched by each lifeguard. This type of coverage is called:
  - a. Back-up coverage.
  - b. Rescue coverage.
  - c. Total coverage.
  - d. Zone coverage.
21. To effectively scan, you must:
  - a. Count all the patrons in your zone.
  - b. Focus primarily on blind spots.
  - c. Keep your head still but use your eyes to scan your area.
  - d. Move your head and eyes as you scan to look directly at each area rather than staring in a fixed direction.
22. When providing care to a conscious person you suspect of having a head, neck or spinal injury and who was injured from a fall on the pool deck:
  - a. You do not check the scene since the person needs immediate attention.
  - b. Consent is implied because the victim needs manual stabilization to keep from being further injured.
  - c. You do not need to do a secondary assessment since head, neck and spinal injuries are the most serious.
  - d. You do not move the victim unless the scene becomes unsafe.

23. A woman collides with another swimmer while diving into the pool and asks the lifeguard for help. Without doing an assessment, the lifeguard tells the woman she can continue swimming. The woman leaves the facility and seeks medical attention from a hospital after she begins to feel tingling sensations in her arms and legs. The lifeguard may be:
- A Good Samaritan.
  - Following the refusal-of-care principle.
  - Negligent.
  - Using the RID factor.
24. During a weather-related power failure at a facility, you should:
- Clear everyone from the pool.
  - Let patrons continue swimming.
  - Let patrons sit on the edge with their feet in the water.
  - Monitor weather reports while patrons continue to swim.
25. During in-service training, lifeguards practice the steps of recognizing a distressed swimmer, rescuing an active victim, informing management and speaking with witnesses. The lifeguards are practicing parts of a(n):
- Communication plan.
  - Emergency action plan.
  - Secondary assessment.
  - Staff debriefing.
26. You enter the mechanical room and find a maintenance worker lying on his back on the floor next to a ladder. You check the scene and determine it is safe to enter. During your primary assessment, you find the victim is unconscious but breathing. You must leave to get help. What should you do?
- Move him into the H.A.IN.E.S. position.
  - Leave him just as he is.
  - Do not leave him since he is breathing, monitor his condition and wait for additional help to come.
  - Use a clothes drag to move him to where you can summon more help.
27. Which of the following is true if the manager of the facility has assigned you as the only lifeguard conducting patron surveillance?
- You have been assigned to total coverage.
  - You have been assigned to backup coverage.
  - You have been assigned to zone coverage.
  - You have been assigned to a lifeguard station.
28. Which of the following pieces of equipment need to be easily accessible for emergency use:
- Rescue tube, manual suction device
  - Backboard, AED
  - Resuscitation mask, bag-valve-mask resuscitator
  - Gloves, first aid kit
29. A technique to minimize movement for a victim with a suspected head, neck or spinal injury who is face-down, at the surface and in water less than 3 feet deep is the:
- Arm splint technique.
  - Head splint technique.
  - Head support technique.
  - Modified jaw-thrust technique.
30. If three lifeguards are on duty, emergency backup coverage takes place:
- When a lifeguard is unable to show up to work for his or her shift.
  - Whenever the facility EAP is activated.
  - When a lifeguard enters the water for a rescue.
  - When the facility has more patrons than its designed capacity allows.

31. Which of the following is the least important for a safe group visit to a pool?
- Knowing how to identify the group's leaders or chaperones
  - Having appropriate number of lifeguards available to cover all zones
  - Ensuring there are multiple activities planned for the group
  - Ensuring that patrons stay in the sections of the pool that are appropriate for their swim ability
32. While caring for someone with a suspected spinal injury, you secure the straps on a backboard in the following order:
- Feet, thighs, arms, head
  - Hands, legs, upper chest
  - Head, upper chest, hands, thighs
  - Upper chest, hips, thighs
33. It is the primary responsibility of facility management to provide all but which of the following?
- Creating and reviewing policy and procedures
  - Addressing unsafe conditions
  - Training staff
  - Educating patrons about and enforcing facility rules
34. The hazard communication standard includes having MSDS information available. What is included in this information?
- Information about what first aid and rescue equipment is required to have on hand
  - Information about what type of chemicals are in use at the facility
  - Information about areas of the facility that have unsafe conditions, which require repairs
  - Information that is only important for the facility manager to know
35. A patron dives into the shallow end of the lap pool. You suspect she has a head, neck or spinal injury because she has:
- An elevated body temperature.
  - An irregular heartbeat.
  - Blood in the ears and nose.
  - Impaired hearing.

**Section 1—Lifeguarding Skills**

**Exam B**

**IMPORTANT:** Read all instructions before beginning the exam.

**INSTRUCTIONS:** Mark all answers in pencil on a separate answer sheet. Do not write on this exam. The questions on this exam are multiple choice. Read each question carefully. Then choose the **best** answer and fill in that circle on the answer sheet. If you wish to change an answer, erase your first answer completely. Return this exam to your instructor when you are finished.

---

**EXAMPLE**

**ANSWER SHEET**

xx.    (a)    (b)    (c)    ●

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**XX. Why does the American Red Cross teach this course?**

- a. To help people stay calm in emergencies
  - b. To help people make appropriate decisions when they are confronted with an emergency
  - c. To help people in an emergency keep a victim's injuries from getting worse until emergency medical services (EMS) personnel arrive and take over
  - d. All of the above
-



## Section 1—Lifeguarding Skills

## Exam B

1. During a morning adult lap swim, you notice a swimmer who slows down and is no longer able to make any forward progress. Which of the following is true?
  - a. She has become a passive victim.
  - b. She is in danger of becoming an active victim if not assisted.
  - c. She is an active victim.
  - d. You should continue to scan the pool and watch to see if her condition worsens.
2. The hazard communication standard includes having MSDS information available. What is included in this information?
  - a. Information about what first aid and rescue equipment is required to have on hand.
  - b. Information about what type of chemicals are in use at the facility.
  - c. Information about areas of the facility that have unsafe conditions, which require repairs.
  - d. Information that is only important for the facility manager to know.
3. For a head, neck or spinal injury in the water:
  - a. Minimize movement of the victim's head and neck using the head splint technique.
  - b. Move the victim directly onto a backboard using the two-person removal-from-the-water technique.
  - c. Remove the victim from the water without wasting time trying to stabilize the victim's head and neck until you have the victim out of the water.
  - d. Remove your rescue tube and use the head hold technique.
4. If three lifeguards are on duty, emergency backup coverage takes place:
  - a. When a lifeguard is unable to show up to work for his or her shift.
  - b. Whenever the facility emergency action plan (EAP) is activated.
  - c. When a lifeguard enters the water for a rescue.
  - d. When the facility has more patrons than its designed capacity allows.
5. A patron comes up to you complaining of neck pain. He says his hands and feet are tingling. What injury might you suspect, and what care would you provide?
  - a. You should suspect a head, neck or spinal injury. Have the victim move his head in either direction to confirm this before applying manual stabilization.
  - b. You should suspect a head, neck or spinal injury. Immediately provide manual stabilization of the victim's head and neck and summon EMS personnel.
  - c. You should suspect a seizure. Have the victim lie down immediately.
  - d. You should suspect a sprained neck. Have the victim lie down and apply ice to the affected area.
6. Which of the following is the least important for a safe group visit to a pool?
  - a. Knowing how to identify the group's leaders or chaperones
  - b. Having appropriate number of lifeguards available to cover all zones
  - c. Ensuring there are multiple activities planned for the group
  - d. Ensuring that patrons stay in the sections of the pool that are appropriate for their swim ability

7. Which of the following is true about accidental fecal releases (AFRs)?
  - a. AFRs do not require immediate attention.
  - b. Only managers need to be concerned with AFRs.
  - c. AFRs require water treatment, temporary pool closure and immediate lifeguard attention.
  - d. It is part of the routine daily operation of a pool that must be done for safety.
8. A technique used in the water to minimize movement of the victim's head and neck is the:
  - a. Beach drag.
  - b. Head and body support.
  - c. Head splint.
  - d. Rigid splint.
9. Which of the following is true if the manager of the facility has assigned you as the only lifeguard conducting patron surveillance?
  - a. You have been assigned to total coverage.
  - b. You have been assigned to backup coverage.
  - c. You have been assigned to zone coverage.
  - d. You have been assigned to a lifeguard station.
10. You enter the mechanical room and find a maintenance worker lying on his back on the floor next to a ladder. You check the scene and determine it is safe to enter. During your primary assessment, you find the victim is unconscious but breathing. You must leave to get help. What should you do?
  - a. Move him into the H.A.IN.E.S. position.
  - b. Leave him just as he is.
  - c. Do not leave him since he is breathing, monitor his condition and wait for additional help to come.
  - d. Use a clothes drag to move him to where you can summon more help.
11. Which of the following pieces of equipment must a lifeguard have instantly accessible at all times?
  - a. Rescue tube, bag valve mask, AED
  - b. Rescue board, ring buoy, resuscitation mask
  - c. Backboard, first aid supplies, oxygen
  - d. Gloves, resuscitation mask, rescue tube
12. During an in-service training, lifeguards practice the steps of an emergency action plan, such as:
  - a. Conducting safety checks before, during and after pool hours.
  - b. Following rescue procedures, informing management and conducting staff debriefings.
  - c. Getting a patron's attention, explaining unsafe behaviors and discussing safe activities.
  - d. Telling patrons the rules and regulations.
13. You are lifeguarding during a family swim session when you notice a swimmer swimming full lengths of the pool under water. What should you do?
  - a. Activate the facility EAP, clear the pool and remove him from the pool.
  - b. Immediately get the attention of the swimmer and instruct him to leave the pool for breaking pool rules.
  - c. Immediately stop him from continuing the activity and explain the dangers of the activity.
  - d. Alert the pool manager of the situation once your shift is over and document the event.
14. Which of the following is true of a submerged unconscious victim in deep water that you suspect has a spinal injury?
  - a. If the victim is not breathing, you would remove the victim from the water.
  - b. You must keep your rescue tube on throughout the rescue.
  - c. To minimize movement, you should keep them in the deep end of the pool during the rescue.
  - d. You should provide in-water ventilations while other lifeguards strap the victim to the backboard.

15. You are walking through the park on your way to the pool to report for duty and witness an adult suddenly collapse while playing catch with his son. You check the scene to be sure it is safe and then decide to perform CPR on the adult victim. Which legal consideration applies?
  - a. Duty to act
  - b. Standard of care
  - c. Good Samaritan law
  - d. Negligence
16. When caring for a suspected head, neck or spinal injury in water, proper manual in-line stabilization is:
  - a. Less important than on land due to the support provided by the water.
  - b. Provided using the head splint technique.
  - c. The only necessary technique needed if EMS personnel are close by.
  - d. Provided by bystanders if the lifeguard needs to clear the pool.
17. Two lifeguards are on surveillance duty during a public swim. You are on a break. One lifeguard activates the facility's EAP for a submerged passive victim and enters the water. Which steps should you take next to assist in the rescue?
  - a. Notify the manager to assist.
  - b. Bring the backboard to the lifeguard and assist in removing the victim from the water as the other lifeguard clears the pool.
  - c. Provide emergency total zone coverage while other lifeguards assist the victim.
  - d. Instruct bystanders how to assist the lifeguards, document witness accounts and provide crowd control.
18. A lifeguard keeps an eye on the patrons of the pool, checking the bottom, middle and surface of the water. He is demonstrating:
  - a. Effective communication.
  - b. Effective scanning.
  - c. Implied consent.
  - d. The RID factor.
19. Signs and symptoms of a person you suspect of a head, neck, or spinal injury include:
  - a. Changes in skin color, temperature and feel.
  - b. Back pain or tingling.
  - c. Pressure or pain in the chest.
  - d. Rigid, tender or bruised abdomen.
20. A man is unexpectedly pushed from behind and falls from the deck into the water and is in distress. After you activate the emergency action plan (EAP), what are included in your next steps?
  - a. Clear the pool and alert management of the emergency.
  - b. Encourage him to stay calm and swim back to the edge of the pool.
  - c. Use an ease-in entry, approach the victim and remove him from the water.
  - d. Extend a rescue tube to him while remaining on deck, then provide any additional care.
21. Before providing care to a conscious person you suspect of having a head, neck or spinal injury who is injured from a fall on the pool deck:
  - a. You do not check the scene since the person needs immediate attention.
  - b. Consent is implied because the victim needs manual stabilization to keep from being further injured.
  - c. You do not need to do a secondary assessment since head, neck and spinal injuries are the most serious.
  - d. You do not move the victim unless the scene becomes unsafe.

22. While scanning your zone, you notice a person motionless in the water. The steps you follow in a water emergency are performed in the following order:
- Perform a secondary assessment, perform a primary assessment, size up the scene, activate the emergency action plan (EAP) and summon EMS personnel.
  - Perform a primary assessment, activate the EAP, summon EMS personnel, perform a secondary assessment and size up the scene.
  - Activate the EAP, enter the water, perform an appropriate rescue, move the victim to a safe exit point, remove the victim from the water and provide emergency care as needed.
  - Size up the scene, activate the EAP, summon EMS personnel, perform a primary assessment and perform a secondary assessment.
23. A mother and her son walk over to you; she states that he fell on the pool deck and hit his head. You notice he has blood and fluid running from his ear and he is feeling dizzy. What steps should you take next?
- Have the mother transport him to the emergency room since he is already walking.
  - Bring him to the pool office to sit down and provide manual stabilization.
  - Have him lie down on the pool deck and provide manual stabilization until EMS personnel arrive.
  - Provide manual stabilization while the other lifeguards prepare to backboard him.
24. Which of the following is a primary responsibility of a lifeguard?
- Enforcing facility rules and regulations and educating patrons about them
  - Filling out required records and reports on schedule and submitting them to the proper person or office
  - Monitoring the performance of the other lifeguards on duty
  - Performing opening duties, closing duties or facility safety checks and inspections
25. While actively scanning the pool, you witness a patron struggling while swimming and then go under water. Which of the following applies?
- You have a duty to act and perform the appropriate rescue.
  - You would use the RID factor to determine what to do.
  - You should continue to scan the pool until emergency backup coverage is available.
  - You should notify off-duty lifeguards to provide care for the victim.
26. A lifeguard can no longer see some of the patrons at one side of the swimming area from his station because of glare from the afternoon sun. To maintain effective patron surveillance, the lifeguard should:
- Adjust his position slightly to remove the glare spot from his surveillance area.
  - Document the issue and present it at next month's staff meeting.
  - Leave the area to find the supervisor for assistance.
  - Stay in the same position since the patrons are strong swimmers.
27. A large number of patrons are swimming at the facility. For effective patron surveillance, your supervisor decides to add another lifeguard station and tells you to modify the zone coverage based on the new station to:
- Allow the lifeguards to take turns scanning the good swimmers.
  - Allow the lifeguards to take turns walking up and down the deck.
  - Increase the number of patrons watched by each lifeguard.
  - Reduce the number of patrons watched by each lifeguard.

28. A patron starts running on the deck. You blow your whistle to get her attention. Next, you enforce the rules and regulations by:
- Calling your supervisor.
  - Giving her a warning.
  - Telling her she could slip or fall and she must walk on the deck.
  - Telling her she might be asked to leave and demanding she stop it now.
29. A woman collides with another swimmer while diving into the pool and asks the lifeguard for help. Without doing an assessment, the lifeguard tells the woman she can continue swimming. The woman leaves the facility and seeks medical attention from a hospital after she begins to feel tingling sensations in her arms and legs. The lifeguard may be:
- A Good Samaritan.
  - Following the refusal-of-care principle.
  - Negligent.
  - Using the FIND model.
30. During in-service training, lifeguards practice the steps of recognizing a distressed swimmer, rescuing a victim who is drowning, informing management and speaking with witnesses. The lifeguards are practicing parts of a(n):
- Communication plan.
  - Emergency action plan.
  - Secondary assessment.
  - Staff debriefing.
31. In the event of thunder and lightning at an outdoor facility, lifeguards should:
- Clear everyone from the water and send them into the locker room to take showers during the thunderstorm.
  - Clear everyone from the water at the first sound of thunder or first sighting of lightning.
  - Keep watching for lightning strikes near the facility while patrons continue to swim.
  - Keep watching for more storms and monitor weather reports while patrons continue to swim.
32. The lifeguard supervisor expects the pool to be very busy in the afternoon. For effective patron surveillance, she sets up multiple lifeguard stations to reduce the number of patrons watched by each lifeguard. This type of coverage is called:
- Backup coverage.
  - Rescue coverage.
  - Total coverage.
  - Zone coverage.
33. You are responsible for a zone of the pool. To effectively scan, you must:
- Count all the patrons in your area of responsibility.
  - Focus primarily on blind spots.
  - Keep your head still but use your eyes to scan your area.
  - Move your head and eyes as you scan to look directly at each area rather than staring in a fixed direction.
34. You notice a patron who is swimming laps who suddenly slips under water without a struggle and does not resurface. This person is probably:
- A passive victim who needs help.
  - A distressed swimmer who needs help.
  - An active victim who needs help.
  - An intermediate swimmer who does not need help.
35. A head, neck or spinal injury rarely happens:
- In deep water at a supervised facility.
  - When someone strikes a properly inflated inner tube.
  - In shallow water that is clearly signed No Diving.
  - From collisions between swimmers.

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# **FINAL WRITTEN EXAM: SECTION 1— SHALLOW WATER LIFEGUARDING SKILLS**

- Final Written Exam A
- Final Written Exam B

**Section 1—Shallow Water Lifeguarding Skills**

**Exam A**

**IMPORTANT:** Read all instructions before beginning the exam.

**INSTRUCTIONS:** Mark all answers in pencil on a separate answer sheet. Do not write on this exam. The questions on this exam are multiple choice. Read each question carefully. Then choose the **best** answer and fill in that circle on the answer sheet. If you wish to change an answer, erase your first answer completely. Return this exam to your instructor when you are finished.

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**EXAMPLE**

**ANSWER SHEET**

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xx.   (a)   (b)   (c)   ●

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**XX. Why does the American Red Cross teach this course?**

- a. To help people stay calm in emergencies
  - b. To help people make appropriate decisions when they are confronted with an emergency
  - c. To help people in an emergency keep a victim's injuries from getting worse until emergency medical services (EMS) personnel arrive and take over
  - d. All of the above
-

## Section 1—Shallow Water Lifeguarding Skills

## Exam A

1. A child falls backwards from a water play structure in extremely shallow water. She can not stand up. You suspect a head, neck or spinal injury. You should:
  - a. Wait for other lifeguards to assist in lifting the child out of the water and onto the pool deck.
  - b. Provide manual in-line stabilization by placing your hands on either side of her head until more help arrives.
  - c. Use the head splint technique from the victim's side and gently move her to deeper water.
  - d. Get consent from a parent then quickly backboard her and remove her from the water.
2. After removing a conscious victim you suspect has a spinal injury from the water, you should do all the following except:
  - a. Watch for and care for signs of shock.
  - b. Protect the victim from becoming cold.
  - c. Dry the victim off and apply the automated external defibrillator (AED) pads.
  - d. Reassure the victim and perform a secondary assessment.
3. A large number of patrons are swimming at the facility. For effective patron surveillance, your supervisor decides to add another shallow water lifeguard station and tells you to modify the zone coverage based on the new station to:
  - a. Allow the lifeguards to take more frequent rotations.
  - b. Allow the lifeguards to take turns walking up and down the deck.
  - c. Increase the number of patrons watched by each lifeguard.
  - d. Reduce the number of patrons watched by each lifeguard.
4. A mother walks her son over to you stating that he fell on the pool deck and hit his head. You notice he has blood and fluid running from his ear and he is feeling dizzy. What steps should you take next?
  - a. Have the mother transport him to the emergency room since he is already walking.
  - b. Bring him to the pool office to sit down and provide manual stabilization.
  - c. Have him lie down on the pool deck and provide manual stabilization until EMS personnel arrive.
  - d. Provide manual stabilization while the other lifeguards prepare to backboard him.
5. A patron comes up to you complaining of neck pain. He says his hands and feet are tingling. What injury might you suspect, and what care would you provide?
  - a. You should suspect a head, neck or spinal injury. Have the victim move his head in either direction to confirm this before applying manual stabilization.
  - b. You should suspect a head, neck or spinal injury. Immediately provide manual stabilization of the victim's head and neck and summon EMS personnel.
  - c. You should inspect the head, neck and spine for injury. Have the victim move his head in either direction to confirm this before applying manual stabilization.
  - d. You should suspect a sprained neck. Have the victim lie down and apply ice to the affected area.
6. A patron starts running on the deck. You blow your whistle to get her attention. Next, you enforce the rules and regulations by:
  - a. Calling your supervisor.
  - b. Giving her a warning.
  - c. Telling her she could slip or fall and she must walk on the deck.
  - d. Telling her she might be asked to leave and demanding she stop it now.



7. A shallow water lifeguard:
  - a. Is a part of the lifeguard team and can supervise areas at an aquatic facility that have diving boards, drop slides or other attractions.
  - b. Is prepared to recognize and respond to aquatic emergencies where water is up to 5 feet deep.
  - c. Is prepared to recognize and respond to aquatic emergencies at an attraction where the water is up to 10 feet deep.
  - d. Is separate from the lifeguard team because of his or her different training and skills.
8. A shallow water lifeguard keeps an eye on the patrons of the pool, checking the bottom, middle and surface of the water. He is demonstrating:
  - a. Effective communication.
  - b. Effective scanning.
  - c. Implied consent.
  - d. The RID factor.
9. A shallow water lifeguard may expect to have total coverage surveillance responsibility assigned when:
  - a. There is a 5-foot plunge slide over 8 feet of water.
  - b. There is only one diving board in use.
  - c. There is a winding river with a current where adults are walking and some children are using lifejackets.
  - d. The lap pool depth varies from 3 feet to 7 feet in depth.
10. A shallow water lifeguard would most likely prevent patron injuries by:
  - a. Enforcing facility rules and regulations and educating patrons about them.
  - b. Filling out required records and reports on schedule and submitting them to the proper person or office.
  - c. Monitoring the performance of the other lifeguards on duty.
  - d. Ensuring that the entire assigned zone of surveillance can be effectively scanned and is free of hazards.
11. A shallow water lifeguard is scanning his zone and can no longer see some of the patrons on the other side of the swimming area from his station because of the afternoon sun. To maintain effective patron surveillance, the lifeguard should:
  - a. Adjust his position slightly to remove the glare spot from his surveillance area.
  - b. Document the issue and present it at next month's staff meeting.
  - c. Leave the area to find the supervisor for assistance.
  - d. Stay in the same position since the patrons are strong swimmers.
12. A child is in distress and is near the side of the pool. When using the reaching assist with a rescue tube to help the child, you should:
  - a. Extend a rescue tube to the child and pull the child to safety.
  - b. Enter the water and slide the child onto a backboard.
  - c. Kneel on the pool deck, extend a ring buoy to the child and pull the child to safety.
  - d. Throw a rescue tube to the child and have the child swim to safety.
13. A technique to minimize movement for a victim with a suspected head, neck or spinal injury who is face-down, at the surface and in water less than 3 feet deep is the:
  - a. Arm splint technique.
  - b. Head splint technique.
  - c. Head support technique.
  - d. Anatomical splint technique.

14. A woman collides with another swimmer while diving into the pool and asks the lifeguard for help. Without doing an assessment, the lifeguard tells the woman she can continue swimming. The woman leaves the facility and seeks medical attention from a hospital after she begins to feel tingling sensations in her arms and legs. The lifeguard may be:
- A Good Samaritan.
  - Following the refusal-of-care principle.
  - Negligent.
  - Using the RID factor.
15. A woman falls off her inner tube when exiting into a catch pool and needs help. To use the simple assist to help her, you should:
- Extend a reaching pole to the woman and pull her to safety.
  - Reach across the rescue tube, grasp the woman under her armpits and help her get her balance to stand up.
  - Rest the rescue tube under the woman's knees, help her grab onto the side of the deck and lift her out of the water.
  - Throw a rescue tube to the woman and have her swim to safety.
16. While scanning your zone, you notice a person motionless in the water. The steps you follow in a water emergency are performed in the following order:
- Perform a secondary assessment, perform a primary assessment, size up the scene, activate the emergency action plan (EAP) and summon EMS personnel.
  - Perform a primary assessment, activate the EAP, summon EMS personnel, perform a secondary assessment and size up the scene.
  - Activate the EAP, enter the water, perform an appropriate rescue, move the victim to a safe exit point, remove the victim from the water and provide emergency care as needed.
  - Size up the scene, activate the EAP, summon EMS personnel, perform a primary assessment and perform a secondary assessment.
17. It is the primary responsibility of the facility management to provide all but which of the following?
- Creating and reviewing policy and procedures.
  - Addressing unsafe conditions.
  - Training staff.
  - Educating patrons about and enforcing facility rules.
18. Primary responsibilities of a shallow water lifeguard include:
- Fixing the pool rope and lane lines and ensuring the changing rooms are clean.
  - Following the health codes, answering a patron's question and making sure patrons shower before using the pool.
  - Inspecting the pool and rescue equipment before the facility opens and paying close attention to patrons in the water by actively scanning the assigned area.
  - Passing out the pool rules to all the patrons.
19. While caring for someone with a suspected spinal injury, you secure the straps on a backboard in the following order:
- Feet, thighs, arms, head.
  - Hands, legs, upper chest.
  - Head, upper chest, hands, thighs.
  - Upper chest, hips, thighs.
20. The hazard communication standard includes having MSDS information available. What is included in this information?
- Information about what first aid and rescue equipment is required to have on hand
  - Information about what type of chemicals are in use at the facility
  - Information about areas of the facility that have unsafe conditions, which require repairs
  - Information that is only important for the facility manager to know

21. You notice a patron that is swimming laps who suddenly slips under water without a struggle and does not resurface. This person is probably:
- A distressed swimmer who needs help.
  - A passive victim who needs help.
  - An active victim who needs help.
  - An intermediate swimmer who does not need help.
22. You recognize that there is an emergency. You size up the scene, alert other lifeguards, perform the appropriate rescue, conduct a primary assessment, care for the victim and perform a secondary assessment. You most likely are:
- Participating in an in-service training.
  - Providing a demonstration during a safety presentation.
  - Following the steps of the facility's EAP.
  - Preparing to give care to a passive victim.
23. If three shallow water lifeguards are on duty, emergency backup coverage takes place:
- When a lifeguard is unable to show up to work for his or her shift.
  - Whenever the facility EAP is activated.
  - When a lifeguard enters the water for a rescue.
  - When the facility has more patrons than its designed capacity allows.
24. When caring for a suspected head, neck or spinal injury in water, proper manual in-line stabilization is:
- Less important than on land due to the support provided by the water.
  - Provided using the head splint technique.
  - The only necessary technique needed if EMS personnel are close by.
  - Provided by bystanders if the lifeguard needs to clear the pool.
25. When providing care to a conscious person you suspect of a having head, neck or spinal injury and who was injured from a fall on the pool deck:
- You do not survey the scene since the person needs immediate attention.
  - Consent is implied because the victim needs manual stabilization to keep from being further injured.
  - You do not need to do a secondary assessment since head, neck and spinal injuries are the most serious.
  - You do not move the victim unless the scene becomes unsafe.
26. Which of the following is the least important for a safe group visit to a pool?
- Knowing how to identify the group's leaders or chaperones
  - Having appropriate number of lifeguards available to cover all zones
  - Ensuring there are multiple activities planned for the group
  - Ensuring that patrons stay in the sections of the pool that are appropriate for their swim ability
27. Which of the following is true about accidental fecal releases (AFRs)?
- AFRs do not require immediate attention.
  - Only managers need to be concerned with AFRs.
  - AFRs require water treatment, temporary pool closure and immediate lifeguard attention.
  - It is part of the routine daily operation of a pool that must be done for safety.
28. Which of the following is true if the manager of the facility has assigned you as the only lifeguard conducting patron surveillance?
- You have been assigned to total coverage.
  - You have been assigned to backup coverage.
  - You have been assigned to zone coverage.
  - You have been assigned to a lifeguard station.

29. Which of the following pieces of equipment only need to be easily accessible for emergency use:
- Rescue tube, manual suction device
  - Backboard, AED
  - Resuscitation mask, bag-valve-mask resuscitator
  - Gloves, first aid kit
30. While actively scanning the pool, you witness a patron struggling while swimming and then go under water. Which of the following applies?
- You have a duty to act and perform the appropriate rescue.
  - You would use the RID factor to determine what to do.
  - You should continue to scan the pool until emergency backup coverage is available.
  - You should notify off-duty lifeguards to provide care for the victim.
31. While you are conducting a safety check, you find a section of the pool gutter cover is missing. You should:
- Clear the winding river and close for the day.
  - Close off the area and tell the lifeguard supervisor right away.
  - Make a note of it or come back to it during your next break.
  - Watch the area closely so nobody gets hurt.
32. Two lifeguards are on surveillance duty during a public swim. You are on a break. One lifeguard activates the facility's EAP for a submerged passive victim and enters the water. Which steps should you take next to assist in the rescue?
- Notify the manager to assist.
  - Bring the backboard to the lifeguard and assist in removing the victim from the water as the other lifeguard clears the pool.
  - Provide emergency total coverage while the other lifeguards assist the victim.
  - Instruct bystanders how to assist the lifeguard, document witness accounts and provide crowd control.
33. You are responsible for a part of the kiddie pool for total zone coverage. To effectively scan, you must:
- Count all the patrons in your area of responsibility.
  - Focus primarily on blind spots.
  - Keep your head still but use your eyes to scan your area.
  - Move your head and eyes as you scan to look directly at each area rather than staring in a fixed direction.
34. You enter the mechanical room and find a maintenance worker lying on his back on the floor next to a ladder. You check the scene and determine it is safe to enter. During your primary assessment, you find the victim is unconscious but breathing. You must leave to get help. What should you do?
- Move him into the H.A.I.N.E.S. position.
  - Leave him just as he is.
  - Do not leave him since he is breathing, monitor his condition and wait for additional help to come.
  - Use a clothes drag to move him to where you can summon more help.
35. You notice a patron in the water whose body is diagonal and who is waving to attract your attention. The arms and legs are moving to keep the person's head above water, but there is no forward progress. This person is probably:
- A distressed swimmer who needs help.
  - A passive victim who needs help.
  - An active victim who needs help.
  - An intermediate swimmer who does not need help.

**Section 1—Shallow Water Lifeguarding Skills**

**Exam B**

**IMPORTANT:** Read all instructions before beginning the exam.

**INSTRUCTIONS:** Mark all answers in pencil on a separate answer sheet. Do not write on this exam. The questions on this exam are multiple choice. Read each question carefully. Then choose the **best** answer and fill in that circle on the answer sheet. If you wish to change an answer, erase your first answer completely. Return this exam to your instructor when you are finished.

---

**EXAMPLE**

**ANSWER SHEET**

xx.   (a)   (b)   (c)   ●

---

**XX. Why does the American Red Cross teach this course?**

- a. To help people stay calm in emergencies
  - b. To help people make appropriate decisions when they are confronted with an emergency
  - c. To help people in an emergency keep a victim's injuries from getting worse until emergency medical services (EMS) personnel arrive and take over
  - d. All of the above
-

## Section 1—Shallow Water Lifeguarding Skills

## Exam B

1. A child falls backwards from a water play structure in extremely shallow water. She can not stand up. If you suspect a head, neck or spinal injury, you should:
  - a. Wait for other lifeguards to assist in lifting the child out of the water and onto the pool deck.
  - b. Provide manual stabilization placing your hands on either side of her head until more help arrives.
  - c. Use the head splint technique from the victim's side and gently move her to deeper water.
  - d. Get consent from a parent then quickly backboard her and remove her from the water.
2. A child is in distress and is near the side of the pool. When using the reaching assist with a rescue tube to help the child, you should:
  - a. Extend a rescue tube to the child and pull the child to safety.
  - b. Enter the water and slide the child onto a backboard.
  - c. Kneel on the pool deck, extend a ring buoy to the child and pull the child to safety.
  - d. Throw a rescue tube to the child and have the child swim to safety.
3. A head, neck or spinal injury rarely happens:
  - a. In deep water at a supervised facility.
  - b. When someone strikes a properly inflated inner tube.
  - c. In shallow water that is clearly signed No Diving.
  - d. From collisions between swimmers.
4. A shallow water lifeguard keeps an eye on the patrons of the pool, checking the bottom, middle and surface of the water. He is demonstrating:
  - a. Effective communication.
  - b. Effective scanning.
  - c. Implied consent.
  - d. The RID factor.
5. A mother walks her son over to you stating that he fell on the pool deck and hit his head. You notice he has blood and fluid running from his ear and he is feeling dizzy. What steps should you take next?
  - a. Have the mother transport him to the emergency room since he is already walking.
  - b. Bring him to the pool office to sit down and provide manual stabilization.
  - c. Have him lie down on the pool deck and provide manual stabilization until EMS personnel arrive.
  - d. Provide manual stabilization while the other lifeguards prepare to backboard him.
6. A shallow water lifeguard may expect to have total coverage surveillance responsibility assigned when:
  - a. There is a 5-foot plunge slide over 8 feet of water.
  - b. There are diving boards in use.
  - c. There is a winding river with a current with adults walking and children using lifejackets.
  - d. The lap pool depth varies from 3 feet to 7 feet in depth.
7. A simple assist may be used by a shallow water lifeguard when:
  - a. A passive victim is submerged in 2 feet of water.
  - b. Two victims are clutching each other in 5 feet of water.
  - c. A child has fallen on the pool deck and is lightly bleeding from a scraped knee.
  - d. A second lifeguard is rescuing a passive victim and requires assistance.

8. A technique used for a victim with a suspected head, neck or spinal injury who is face-down, at the surface and in water less than 3 feet deep is the:
  - a. Arm splint technique.
  - b. Head splint technique.
  - c. Head support technique.
  - d. Anatomical splint technique.
9. During an in-service training, lifeguards practice the steps of an emergency action plan, such as:
  - a. Conducting safety checks before, during and after pool hours.
  - b. Following rescue procedures, informing management and conducting staff debriefings.
  - c. Getting a patron's attention, explaining unsafe behaviors and discussing safe activities.
  - d. Telling patrons the rules and regulations.
10. While scanning your zone, you notice a person motionless in the water. The steps you follow in a water emergency are performed in the following order:
  - a. Perform a secondary assessment, perform a primary assessment, size up the scene, activate the emergency action plan (EAP) and summon EMS personnel.
  - b. Perform a primary assessment, activate the EAP, summon EMS personnel, perform a secondary assessment and size up the scene.
  - c. Activate the EAP, enter the water, perform an appropriate rescue, move the victim to a safe exit point, remove the victim from the water and provide emergency care as needed.
  - d. Size up the scene, activate the EAP, summon EMS personnel, perform a primary assessment and perform a secondary assessment.
11. In the event of thunder and lightning at an outdoor facility, lifeguards should:
  - a. Clear everyone from the water and send them into the locker room to take showers during the thunderstorm.
  - b. Clear everyone from the water at the first sound of thunder or first sighting of lightning.
  - c. Keep watching for lightning strikes near the facility while patrons continue to swim.
  - d. Keep watching for more storms and monitor weather reports while patrons continue to swim.
12. It is the primary responsibility of the facility management to provide all but which of the following?
  - a. Creating and reviewing policy and procedures
  - b. Addressing unsafe conditions
  - c. Training staff
  - d. Educating patrons about and enforcing facility rules
13. One of the primary responsibilities of a shallow water lifeguard includes:
  - a. Filling out required records and reports on schedule and submitting them to the proper person or office.
  - b. Working with other lifeguards, facility staff and supervisors as a team.
  - c. Monitoring the performance of the other lifeguards on duty.
  - d. Performing maintenance or other tasks assigned by his or her supervisor.
14. While caring for someone with a suspected spinal injury, you secure the straps on a backboard in the following order:
  - a. Feet, thighs, arms, head.
  - b. Hands, legs, upper chest.
  - c. Head, upper chest, hands, thighs.
  - d. Upper chest, hips, thighs.



15. Signs and symptoms of a person you suspect of a head, neck or spinal injury include:
  - a. Changes in skin color, temperature and feel.
  - b. Back pain or tingling.
  - c. Pressure or pain in the chest.
  - d. Rigid, tender, or bruised abdomen.
16. The failure to recognize a victim who is drowning, the intrusion of secondary duties on a lifeguard's primary responsibility of patron surveillance and the distraction from patron surveillance duties are elements of:
  - a. A policies and procedures manual.
  - b. An aquatic safety team.
  - c. The FIND model.
  - d. The RID factor.
17. If three shallow water lifeguards are on duty, emergency backup coverage takes place:
  - a. When a lifeguard is unable to show up to work for his or her shift.
  - b. Whenever the facility EAP is activated.
  - c. When a lifeguard enters the water for a rescue.
  - d. When the facility has more patrons than its designed capacity allows.
18. When caring for a suspected head, neck or spinal injury in water, proper manual in-line stabilization is:
  - a. Less important than on land due to the support provided by the water.
  - b. Provided using the head splint technique.
  - c. Only necessary if EMS personnel are not close by.
  - d. Provided by bystanders if the lifeguard needs to clear the pool.
19. When performing patron surveillance at a pool with play structures:
  - a. It is necessary to have at least one lifeguard for every three slides.
  - b. It is not necessary to wear your rescue tube.
  - c. Pay close attention to nonswimmers or weak swimmers.
  - d. Pay less attention to sprays and fountains.
20. When providing care to a conscious person you suspect of having a head, neck or spinal injury and who was injured from a fall on the pool deck:
  - a. You do not survey the scene since the person needs immediate attention.
  - b. Consent is implied because the victim needs manual stabilization to keep from being further injured.
  - c. You do not need to do a secondary assessment since head, neck and spinal injuries are the most serious.
  - d. You do not move the victim unless the scene becomes unsafe.
21. Which of the following is the least important for a safe group visit to a pool?
  - a. Knowing how to identify the group's leaders or chaperones
  - b. Having appropriate number of lifeguards available to cover all zones
  - c. Ensuring there are multiple activities planned for the group
  - d. Ensuring that patrons stay in the sections of the pool that are appropriate for their swim ability
22. Which of the following is true if the manager of the facility has assigned you as the only lifeguard conducting patron surveillance?
  - a. You have been assigned to total coverage.
  - b. You have been assigned to backup coverage.
  - c. You have been assigned to zone coverage.
  - d. You have been assigned to an elevated lifeguard station.



23. Which of the following pieces of equipment must a lifeguard have instantly accessible at all times?
- Rescue tube, bag-valve-mask resuscitator, automated external defibrillator (AED)
  - Rescue board, ring buoy, resuscitation mask
  - Backboard, first aid supplies, oxygen
  - Gloves, resuscitation mask, rescue tube
24. While performing patron surveillance during a beginner swim class, you would prevent patron injuries by:
- Helping the instructor teach the class when the students practice floating skills.
  - Monitoring only the students who are at a distance from the side of the pool.
  - Scanning the students in your area of responsibility.
  - Showing the students the simple assist skill.
25. While actively scanning the pool, you witness a patron struggling while swimming and then go under water. Which of the following applies?
- You have a duty to act and perform the appropriate rescue.
  - You would use the RID factor to determine what to do.
  - You should continue to scan the pool until emergency backup coverage is available.
  - You should notify off-duty lifeguards to provide care for the victim.
26. While you are conducting a safety check, you find a section of the pool gutter cover is missing. You should:
- Clear the winding river and close for the day.
  - Close off the area and tell the lifeguard supervisor right away.
  - Make a note of it or come back to it during your next break.
  - Watch the area closely so nobody gets hurt.
27. Two lifeguards are on surveillance duty during a public swim. You are on a break. One lifeguard activates the facility's EAP for a submerged passive victim and enters the water. Which steps should you take next to assist in the rescue?
- Notify the manager to assist.
  - Bring the backboard to the lifeguard and assist in removing the victim from the water as the other lifeguard clears the pool.
  - Provide emergency backup coverage while the other lifeguards assist the victim.
  - Instruct bystanders how to assist the lifeguards, document witness accounts and provide crowd control.
28. You are assigned zone coverage of a shallow water attraction. To provide adequate patron surveillance, you should:
- Follow the facility's EAP.
  - Make sure that other lifeguards have total coverage of the area.
  - Check patrons in all areas of the facility during your rotation.
  - Provide effective scanning of your assigned zone.
29. You are responsible for a part of the pool that can be easily viewed from your lifeguard station. To effectively scan, you must:
- Count all the patrons in your area of responsibility.
  - Focus primarily on blind spots.
  - Keep your head still but use your eyes to scan your area.
  - Move your head and eyes as you scan to look directly at each area rather than staring in a fixed direction.

30. You are the lifeguard on duty at the spa therapy pool when you notice a patron holding her breath repeatedly for extended periods of time. What should you do?
- Activate the facility EAP, clear the area and remove her from the pool.
  - Immediately get the attention of the patron and instruct her to leave the pool for breaking pool rules.
  - Immediately stop her from continuing the activity and explain the dangers of the activity.
  - Alert the pool manager of the situation once your shift is over and document the event.
31. You are walking through the park on your way to the pool to report for duty and witness an adult suddenly collapse while playing catch with his son. You survey the scene to be sure it is safe and then decide to perform CPR on the adult victim. Which legal consideration applies?
- Duty to act
  - Standard of care
  - Good Samaritan law
  - Negligence
32. You can remain alert and reduce fatigue during your shift by:
- Practicing entries and rescue approaches while on surveillance duty.
  - Practicing risk-management techniques.
  - Rotating from station to station.
  - Staying at one station.
33. You enter the mechanical room and find a maintenance worker lying on his back on the floor next to a ladder. During your primary assessment, you find the victim unconscious but breathing. You must leave to get help. What should you do?
- Move him into the H.A.I.N.E.S. position.
  - Leave him just as he is.
  - Do not leave him since he is breathing, monitor his condition and wait for additional help to come.
  - Use a clothes drag to move him to where you can summon more help.
34. You find a patron lying on the locker room floor. You suspect she has a head, neck or spinal injury because she has:
- An elevated body temperature.
  - An irregular heartbeat.
  - Blood in the ears and nose.
  - Impaired hearing.
35. You notice a patron who is swimming laps suddenly slips under water without a struggle and does not resurface. This person is probably:
- A passive victim who needs help.
  - A distressed swimmer who needs help.
  - An active victim who needs help.
  - An intermediate swimmer who does not need help.

## ANSWER SHEET: Lifeguarding Skills

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Exam				A	B
1.	(a)	(b)	(c)	(d)	
2.	(a)	(b)	(c)	(d)	
3.	(a)	(b)	(c)	(d)	
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14.	(a)	(b)	(c)	(d)	
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32.	(a)	(b)	(c)	(d)	
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## ANSWER SHEET: Shallow Water Lifeguarding Skills

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Exam	A	B
1. (a) (b) (c) (d)	13. (a) (b) (c) (d)	25. (a) (b) (c) (d)
2. (a) (b) (c) (d)	14. (a) (b) (c) (d)	26. (a) (b) (c) (d)
3. (a) (b) (c) (d)	15. (a) (b) (c) (d)	27. (a) (b) (c) (d)
4. (a) (b) (c) (d)	16. (a) (b) (c) (d)	28. (a) (b) (c) (d)
5. (a) (b) (c) (d)	17. (a) (b) (c) (d)	29. (a) (b) (c) (d)
6. (a) (b) (c) (d)	18. (a) (b) (c) (d)	30. (a) (b) (c) (d)
7. (a) (b) (c) (d)	19. (a) (b) (c) (d)	31. (a) (b) (c) (d)
8. (a) (b) (c) (d)	20. (a) (b) (c) (d)	32. (a) (b) (c) (d)
9. (a) (b) (c) (d)	21. (a) (b) (c) (d)	33. (a) (b) (c) (d)
10. (a) (b) (c) (d)	22. (a) (b) (c) (d)	34. (a) (b) (c) (d)
11. (a) (b) (c) (d)	23. (a) (b) (c) (d)	35. (a) (b) (c) (d)
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## ANSWER KEY: Lifeguarding Skills

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4.	<input checked="" type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	16.	<input type="radio"/> a <input type="radio"/> b <input checked="" type="radio"/> c <input type="radio"/> d
5.	<input checked="" type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	17.	<input type="radio"/> a <input checked="" type="radio"/> b <input type="radio"/> c <input type="radio"/> d
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8.	<input checked="" type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input type="radio"/> d	20.	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input checked="" type="radio"/> d
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10.	<input type="radio"/> a <input checked="" type="radio"/> b <input type="radio"/> c <input type="radio"/> d	22.	<input type="radio"/> a <input type="radio"/> b <input type="radio"/> c <input checked="" type="radio"/> d
11.	<input type="radio"/> a <input checked="" type="radio"/> b <input type="radio"/> c <input type="radio"/> d	23.	<input type="radio"/> a <input type="radio"/> b <input checked="" type="radio"/> c <input type="radio"/> d
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## ANSWER KEY: Lifeguarding Skills

Exam					B									
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6.	(a)	(b)	<input checked="" type="radio"/>	(d)	18.	(a)	<input checked="" type="radio"/>	(c)	(d)	30.	(a)	<input checked="" type="radio"/>	(c)	(d)
7.	(a)	(b)	<input checked="" type="radio"/>	(d)	19.	(a)	<input checked="" type="radio"/>	(c)	(d)	31.	(a)	<input checked="" type="radio"/>	(c)	(d)
8.	(a)	(b)	<input checked="" type="radio"/>	(d)	20.	(a)	(b)	(c)	<input checked="" type="radio"/>	32.	(a)	(b)	(c)	<input checked="" type="radio"/>
9.	<input checked="" type="radio"/>	(b)	(c)	(d)	21.	(a)	(b)	(c)	<input checked="" type="radio"/>	33.	(a)	(b)	(c)	<input checked="" type="radio"/>
10.	<input checked="" type="radio"/>	(b)	(c)	(d)	22.	(a)	(b)	<input checked="" type="radio"/>	(d)	34.	<input checked="" type="radio"/>	(b)	(c)	(d)
11.	(a)	(b)	(c)	<input checked="" type="radio"/>	23.	(a)	(b)	(c)	<input checked="" type="radio"/>	35.	<input checked="" type="radio"/>	(b)	(c)	(d)
12.	(a)	<input checked="" type="radio"/>	(c)	(d)	24.	<input checked="" type="radio"/>	(b)	(c)	(d)					



## ANSWER KEY: Shallow Water Lifeguarding Skills

Exam		A	
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3.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
4.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
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6.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
7.	<input type="radio"/> a	<input checked="" type="radio"/> b	<input type="radio"/> c
8.	<input type="radio"/> a	<input checked="" type="radio"/> b	<input type="radio"/> c
9.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
10.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
11.	<input checked="" type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c
12.	<input checked="" type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c
13.	<input type="radio"/> a	<input checked="" type="radio"/> b	<input type="radio"/> c
14.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
15.	<input type="radio"/> a	<input checked="" type="radio"/> b	<input type="radio"/> c
16.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
17.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
18.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
19.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
20.	<input type="radio"/> a	<input checked="" type="radio"/> b	<input type="radio"/> c
21.	<input type="radio"/> a	<input checked="" type="radio"/> b	<input type="radio"/> c
22.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
23.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
24.	<input type="radio"/> a	<input checked="" type="radio"/> b	<input type="radio"/> c
25.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
26.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
27.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
28.	<input checked="" type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c
29.	<input type="radio"/> a	<input checked="" type="radio"/> b	<input type="radio"/> c
30.	<input checked="" type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c
31.	<input type="radio"/> a	<input checked="" type="radio"/> b	<input type="radio"/> c
32.	<input type="radio"/> a	<input checked="" type="radio"/> b	<input type="radio"/> c
33.	<input type="radio"/> a	<input type="radio"/> b	<input checked="" type="radio"/> c
34.	<input checked="" type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c
35.	<input checked="" type="radio"/> a	<input type="radio"/> b	<input type="radio"/> c



# ANSWER KEY: Shallow Water Lifeguarding Skills

Exam				B			
1. (a) ● (c) (d)	13. (a) ● (c) (d)	25. ● (b) (c) (d)					
2. ● (b) (c) (d)	14. (a) (b) (c) ●	26. (a) ● (c) (d)					
3. ● (b) (c) (d)	15. (a) ● (c) (d)	27. (a) ● (c) (d)					
4. (a) ● (c) (d)	16. (a) (b) (c) ●	28. (a) (b) (c) ●					
5. (a) (b) (c) ●	17. (a) (b) ● (d)	29. (a) (b) (c) ●					
6. (a) (b) ● (d)	18. (a) ● (c) (d)	30. (a) (b) ● (d)					
7. ● (b) (c) (d)	19. (a) (b) ● (d)	31. (a) (b) ● (d)					
8. (a) ● (c) (d)	20. (a) (b) (c) ●	32. (a) (b) ● (d)					
9. (a) ● (c) (d)	21. (a) (b) ● (d)	33. ● (b) (c) (d)					
10. (a) (b) ● (d)	22. ● (b) (c) (d)	34. (a) (b) ● (d)					
11. (a) ● (c) (d)	23. (a) (b) (c) ●	35. ● (b) (c) (d)					
12. (a) (b) (c) ●	24. (a) (b) ● (d)						





