BSA Lifeguard
Instructor Manual
2013

GUARD

BOY SCOUTS OF AMERICA

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Contents

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Introduction

The primary purpose of the BSA Lifeguard training program is to provide professional lifeguards for BSA operated facilities, council aquatics committees, and year-round aquatics programming. In addition, this training is intended to meet the requirements of government agencies for operations at a regulated swimming venue. The program is open to all registered adults and youth, age 15 and older. BSA Lifeguard is recommended for aquatics staff lifeguard training and for those who wish to work as lifeguards for BSA year-round aquatics programs. For those supporting council aquatics committees, this training is the next step beyond the Aquatics Supervision program for unit leaders. This manual, along with the BSA Lifeguard Application, test questions, BSA referenced materials, and American Red Cross *Lifeguarding* manual, are the supporting materials necessary for the instruction of BSA Lifeguard.

For three-quarters of a century, BSA Lifeguard and its predecessor, Scout Lifeguard, served the needs of both units and summer camps for water safety leadership training. Over that time, more and more programs requiring specialized skills were added, and at one point, BSA Lifeguard requirements included the skills for the Swimming, Lifesaving, Canoeing, Rowing, and First Aid merit badges. The skills that define the standard of care for professional lifeguarding, such as spinal injury management, have also evolved significantly. These changes have made it increasingly difficult to meet all the needs of the unit leader and the lifeguard for summer camp and year-round aquatics programs in a single training course of reasonable duration. As a result, the emphasis of BSA Lifeguard changed in 2009 from a training program designed to support the unit to one designed to support districts and councils.

Those familiar with American Red Cross (ARC) lifeguard training will notice the basic skills required for BSA Lifeguard are similar to those of the ARC *Lifeguarding* program. That association is deliberate. ARC training for professional lifeguards in non-surf situations is widely recognized, and ARC professionals work closely with BSA professionals and volunteers. The BSA, however, has extensive experience conducting youth swimming activities both inside and outside of camp and has program-specific needs that must be addressed. BSA Lifeguard training includes basic prevention strategies, such as universally applied swimmer classification tests and other operating procedures that are not included in sufficient detail in ARC training. As a result, to best support teaching the skills and knowledge required for BSA Lifeguard, the American Red Cross *Lifeguarding Manual* is a required resource for BSA Lifeguard instructors and candidates. In addition, instructors are required to use the American Red Cross *Lifeguarding* video segments. These video segments are available on DVD or, for qualified ARC Lifeguarding Instructors, on-line using the American Red Cross Instructor's Corner website. Finally, the American Red Cross *Lifeguarding Instructors Manual* is recommended. Local councils are strongly encouraged to buy at least one copy of these resources for use by their BSA Lifeguard Instructors.

Your key responsibility as a BSA Lifeguard Instructor is to make certain the candidate meets the standards of BSA Lifeguard, both in skills and attitude. This manual has been prepared to help you provide the training necessary to qualify those seeking training as a BSA Lifeguard.

Course Organization

When conducting a BSA Lifeguard training program, classes should be organized with a ratio of 6 to 10 candidates per instructor. The training course is divided into 28 instructional units. Each unit has a prerequisite and an estimated or allotted time for completion. The allotted time for each unit varies, and flexibility in scheduling is allowed to accommodate different situations so long as the material from each unit is covered. The appendix includes suggested course schedules for teaching at different venues. The total time allotted for the course including prerequisite testing and course overview is 25½ hours. This time may vary depending upon the number of candidates and their backgrounds.

Each unit specifies the unit objective, applicable requirements, learning objectives, and materials and equipment needed. The unit objective supports the BSA Lifeguard requirements and specifies the level of competency desired of the student.

- **Knowledge Level (Know)**—The student is expected to recall from memory or correctly identify information.

- **Comprehension Level (Comprehend)**—The student is expected to understand procedures or grasp the meaning of information. This is the first level of understanding by the student.

- **Application Level (Apply)**—The student is expected to use information and skills to achieve an acceptable outcome in new or different situations.

Just as the unit objectives support the BSA Lifeguard requirements, the learning objectives are the means to achieving the unit objective. They are the observable and measurable behaviors the instructor should teach the student. Likewise, the student may use the objectives as a list of what he or she is expected to learn.

References

BSA Reference Materials

The official source for Scouting merchandise is www.scoutstuff.org. These materials, published by the Boy Scouts of America and referred to in this course, are also available through your local council service center or online at www.scouting.org.

- BSA Lifeguard application, No. 430-033
- *Aquatics Supervision,* No. 34346
- *BSA Aquatics Staff Guide*

American Red Cross Reference Materials

Materials published by the American Red Cross and referenced in this course are available directly from Krames StayWell at www.shopstaywell.com or by phone at 800-667-2968.

- *Lifeguarding* Manual, No. 655735 (available in printed or electronic format, required)
- *Lifeguarding* video segments (DVD or ARC instructors may download online, required)
- *Lifeguarding Instructor's Manual* (recommended), No. 655736

BSA Lifeguard Requirements

To be trained as a BSA Lifeguard, you must successfully complete the course as outlined in the BSA Lifeguard Instructor Manual and demonstrate the ability to perform each item specified in the following requirements:

Prerequisites

Before doing requirements 6 through 26, complete the following:
1. Submit proof of age. You must be at least 15 years old to participate.
2. Submit written evidence of fitness for swimming activities (signed health history).
3. Swim continuously for 550 yards, including at least 100 yards each of the following strokes in good form: front crawl, breaststroke, elementary backstroke, and sidestroke.
4. Immediately following the above swim, tread water for two minutes with the legs only and the hands under the armpits.
5. Starting in the water, swim 20 yards using a front crawl or breaststroke, surface dive 7 to 10 feet, retrieve a 10-pound object, surface, swim with the object 20 yards back to the starting point with both hands holding the object, and exit the water, all within 1 minute, 40 seconds.

Requirements

Complete the following requirements within a 120-day period:
6. Show evidence of current training in American Red Cross First Aid and American Red Cross CPR/AED for the Professional Rescuer or equivalent (includes any training for a camp health officer recognized by BSA national camp standards).
7. Demonstrate reaching assists from the deck using an arm, a rescue tube, and a pole.
8. Demonstrate throwing assists using a throw bag and a ring buoy with a line attached. Throw each device such that the line lands within reach of a conscious subject 30 feet from shore.
9. Demonstrate:
   a) Rescue of a conscious subject in deep water using a rescue board, kayak, rowboat, canoe, or other rescue craft that would be available at your local facility.
   b) Repeat for an unconscious subject.
10. Demonstrate an entry and front approach with a rescue tube to a conscious subject in deep water 30 feet away from shore. Position the rescue tube to support the subject and then assist the subject to safety, providing direction and reassurance throughout.
11. Demonstrate an entry and rear approach with a rescue tube to a conscious subject in deep water 30 feet away from shore. Secure and support the subject from behind and then move the subject to safety, providing direction and reassurance throughout.
12. Demonstrate use of a rescue tube to assist two subjects grasping each other. Secure, support and reassure both subjects. With the assistance of a second guard, calm and separate the subjects and move them to safety.
13. Demonstrate both front and rear head-hold escapes from a subject's grasp.
14. Demonstrate a feet-first entry in deep water with a rescue tube and swim an approach stroke 25 yards within 25 seconds while trailing the tube.

15. Demonstrate an entry and front approach with a rescue tube to a face-down passive subject 30 feet away at or near the surface in deep water. Use a wrist roll to position the subject face-up on the rescue tube, tow to safety, and remove them from the water with assistance within two minutes. Immediately perform a primary assessment and demonstrate one-person CPR for 3 minutes.
16. Demonstrate an entry and rear approach with a rescue tube to a face-down unconscious subject 30 feet away at or near the surface in deep water. Position the subject face-up, tow to safety and remove them from the water with assistance within two minutes. Immediately perform a primary assessment and demonstrate two-person CPR for 3-minutes.
17. Demonstrate in-water ventilation of an unconscious subject when prompt removal from the water is not possible. Open the airway, position the mask, and simulate ventilations.
18. Demonstrate an entry and approach with a rescue tube for use when an unconscious subject is submerged face-down at or near the bottom in 6 to 8 feet of water. Bring the subject to the surface and tow to the nearest point of safety.
19. Remove a subject from the water using each of the following techniques in the appropriate circumstances with the aid of a second rescuer:
    a) Vertical lift at the edge of a pool or pier using a backboard
    b) Walking assist
    c) Beach drag
20. Participate in multiple-rescuer search techniques appropriate for a missing subject in murky water:
    a) Line search in shallow water
    b) Underwater line search in deep water without equipment
    c) Underwater line search in deep water with mask and fins
21. Demonstrate in-line stabilization for a face-down subject with suspected spinal injury in very shallow water (18 inches or less).
22. Demonstrate in-line stabilization for a suspected spinal injury in shallow water (waist to chest deep):
    a) For a face-up subject
    b) For a face-down subject
23. Demonstrate in-line stabilization for a suspected spinal injury in deep water, swim the subject to shallow water, confirm vital signs, and with the assistance of three others, remove the subject from the water using a backboard with straps and a head immobilization device.
24. Demonstrate care for a spinal injury on land in the following situations:
    a) Non-standing subject
    b) Standing subject including securing to a backboard and lowering to the ground.
25. Correctly answer 80 percent of the questions on the BSA Lifeguard knowledge test covering the course material. Review any incomplete or incorrect answers.
26. Serve as a lifeguard, under supervision, for at least two separate BSA swimming activities for a combined time of two hours. Afterward, discuss the experience with the lifeguarding instructor.

Completion Options

Course completion cards are valid only when signed by either a current BSA Aquatics Instructor or BSA Lifeguard Instructor approved by the local council. Training is valid for two years, provided First Aid and CPR/AED for the Professional Rescuer training are kept current during that period.

There are five ways to obtain a course completion card:

1. **Course Completion—**Complete all requirements in the instructor manual during a scheduled course of instruction. The participant must attend all course sessions. Makeup sessions are allowed at the instructor's discretion. If an individual is unable to complete all requirements during the scheduled course, the instructor may elect to continue training until the participant is able to complete all the requirements provided the total elapsed time from start to finish does not exceed the 120-day period.

2. **Renewal Challenge—**Anyone with a BSA Lifeguard completion card that is current or has expired within six months may renew or extend the training by performing requirements 2 through 25 without attending the standard course sessions. Prior to the testing, the instructor may provide a renewal training session to review and update skills and information. Summer camp aquatics directors should renew training for aquatics staff members during pre-camp training while emphasizing local camp facilities, procedures, and emergency action plans.

3. **Crossover Challenge—**Anyone who holds current training in American Red Cross Lifeguarding, American Red Cross Waterfront Lifeguarding, or other lifeguard training programs may obtain a BSA Lifeguard completion card by performing requirements 1 through 26 without attending the standard course sessions. The lifeguard training program that issued the training certificate must be recognized by the local or state regulatory agency that sets standards for lifeguards at youth camps. The instructor may provide a crossover training session to review and update skills and information prior to the testing. The applicant may receive credit for requirement 26 if within the past 18 months he or she has served as a lifeguard, under supervision, or has supervised lifeguards, for at least two separate BSA swimming activities for a combined time of two hours. Otherwise, due to BSA procedures not implemented at other lifeguarding venues, the applicant must accomplish requirement 26.

4. **Completion of BSA Aquatics Instructor** – Anyone who completes BSA Aquatics Instructor training at National Camping School.

5. Co-instructors (BSA Aquatics Instructor or BSA Lifeguard Instructor) may each sign a completion card for the other at the conclusion of a BSA Lifeguard course if they satisfy requirements 2 through 24.

Note: These new requirements are effective May 3, 2013. The previous requirements may be used through August 31, 2013. After that date, all applications for BSA Lifeguard must be submitted using the new requirements. BSA Lifeguard certificates issued after May 3, 2013, regardless of the requirements used, are valid for two years. Instructors are authorized to make pen and ink changes to the existing stock of cards until new cards are available.

Unit 1: Prerequisites and Course Overview

Allotted Time

2 hours

Materials and Equipment

❐ 10-pound diving brick
❐ Stopwatch or timer
❐ Candidate roster

One per candidate of each of the following:

❐ BSA Lifeguard application, No. 430-033, or list of requirements
❐ *Aquatics Supervision,* No. 34346
❐ *BSA Aquatics Staff Guide*
❐ *American Red Cross Lifeguarding Manual, No. 655735*
❐ Schedule (locally produced)

Course Prerequisites

1. **Verify proof of age. You must be at least 15 years old to participate.** The candidate must be 15 years old on the date the course begins. Request reasonable proof of age such as a birth certificate, passport, photo identification card, or other form of identification at the discretion of the instructor.

2. **Submit written evidence of fitness for swimming activities (signed health history).** Review the health history and discuss any physical limitations.

3. **Swim continuously for 550 yards, including at least 100 yards each of the following strokes in good form: front crawl, breaststroke, elementary backstroke, and sidestroke.** The swimmer must be able to cover the distance with a strong, confident stroke. The 550 yards must not be the outer limit of the swimmer's ability, and completion of the distance should demonstrate sufficient stamina to complete the course.

4. **Immediately following the above swim, tread water for two minutes with the legs only and the hands under the armpits.** The candidate must maintain an upright position in water over the head in depth. The hands must be placed under the armpits and the shoulders may remain under the water with only the head above water.

5. **Starting in the water, swim 20 yards using a front crawl or breaststroke, surface dive seven to 10 feet, retrieve a 10-pound object, surface, swim with the object 20 yards back to the starting point with both hands holding the object, and exit the water, all within 1 minute, 40 seconds.** This prerequisite tests the candidate's ability to surface dive, swim underwater, locate an object, and swim while burdened within a relatively short period of time. The candidate may swim on his or her back while keeping both hands on the object. In turbid water, the instructor may indicate the approximate location of the submerged object. The candidate may not use a mask, goggles, or fins while performing this prerequisite.

Wrap-Up

Congratulate those who successfully completed the prerequisites. Privately counsel and encourage those who were not able to complete the required skills.

Course Overview

- Introductions
  - Instructors and staff
  - Candidates
- Review the facility
  - Restroom location
  - Building exits
  - Drinking water
  - Severe weather shelter – Where to go in the event of a thunderstorm.
- Review the course objectives:
  - Prevent and respond to aquatics emergencies.
  - Prepare candidates for service as professional lifeguards.
  - Prepare lifeguards for service at Scouting venues and events, including:
    - Resident camps
    - District and council aquatics events
- Completion standards:
  - Attend all sessions.
  - Satisfactorily perform the required skills.
  - Score a minimum of 80 percent on the knowledge test.
  - CPR/AED for the Professional Rescuer and First Aid
    - Verify certificates of those who have already completed the training.
    - Make arrangements for candidates to complete requirement 6 early in the course.
    - Discuss completion options for CPR/AED for the Professional Rescuer and First Aid.
      - If qualified, instructors may teach the courses concurrent with the lifeguard course or may use a qualified guest instructor. Note: Instructors are encouraged to seek qualification as a CPR and first aid instructor through the BSA Licensed Training Provider (LTP) Agreement with the American Red Cross.
      - Direct candidates to courses taught by others.
  - Complete all requirements within 120 days.
- Distribute the following materials:
  - *Aquatics Supervision,* No. 34346
  - American Red Cross *Lifeguarding* Manual, No. 655735
  - Schedule (locally prepared)
- Encourage those who have not completed Safe Swim Defense and Safety Afloat training within the past two years to complete the online training using the E-Learning Course Management System at my.scouting.org.
  The instructor may also conduct training as needed.
- File health histories in a secure location.

Wrap-Up

Answer questions and make study assignments for the next unit.

Unit 2: The BSA Lifeguard as a Professional

Allotted Time
1 hour, 30 minutes

Prerequisite Unit
Unit 1 – Prerequisites and Course Overview

Unit Objective
At the completion of this unit, each participant should:

- Comprehend the expected standards of behavior and responsibilities of a BSA Lifeguard.
- Be able to apply decision-making strategies to solve problems.
- Know the legal considerations and responsibilities of a BSA Lifeguard.
- Know the type of supervision and support to expect from an aquatics director.

Learning Objectives

- State the appropriate dress, demeanor, and punctuality of an aquatics staff member.
- Describe proper ways to interact with unit leaders.
- Identify common perceptions associated with various body languages.
- Contrast the supervision and instruction required for the different stages of youth development.
- Define legal considerations and identify how they affect a lifeguard.
- Identify examples of negligence by a lifeguard in a camp setting.
- Define negligence as the failure to follow policies, standards, or rules.
- Describe the supervision and support a lifeguard should expect to receive from the aquatics director.

Materials and Equipment
❏ *Aquatics Supervision,* No. 34346
❏ *BSA Aquatics Staff Guide*
❏ American Red Cross *Lifeguarding* manual, No. 655735
❏ American Red Cross *Lifeguarding* DVD set, No. 655739, or online video segments
❏ Marker board with pens
❏ Flip charts, overhead projector, or video projector with screen
❏ DVD player and television, or video projector and screen

Characteristics and Responsibilities of a BSA Lifeguard

Reference: *Lifeguarding,* pages 2–5

☉ Show the *Lifeguarding* video segment "The Professional Lifeguard" (3:37).

- Additional characteristics expected of a lifeguard at a Boy Scout camp:
  - o Because we are serving at a Boy Scout aquatics venue, there are additional expectations:
    - The ideals of Scouting:
      - o The Boy Scouts of America is a character-building organization.
      - o Professionalism in lifeguarding supports the aims of Scouting.
      - o BSA Lifeguards are expected to follow the Scout Oath and Law.
    - Personal appearance:
      - o Lifeguards should be well groomed.
      - o Sit or stand upright at the lifeguard station.
      - o Clothing:
        - Swimwear should be comfortable, functional, and simple—boxer-style (not briefs) for males and one-piece or modest two-piece (not bikini) for females.
        - T-shirts should be Scouting-appropriate with no commercial advertising or political statements.
        - Camps may have their own standards regarding T-shirts and swimwear to make guard personnel easy to recognize.
      - o Hair should be maintained so it does not interfere with rescue procedures.
      - o Jewelry, including any body piercing, should not expose the guard to potential harm while performing duties, including rescues.
- Youth development:
  - o Preadolescent, preteens—respect for authority, developing physical coordination, limited attention span
  - o Adolescents, teenagers—peer pressure, puberty, increasing cognitive development, challenge authority
  - o Discuss how age development may affect how you interact with individuals.
- Decision-making skills:
  - o Preparing for common situations makes the decision easier.
  - o Introduce the FIND model (Re: *Lifeguarding Manual* page 6)
    - F-figure out the problem
    - I-identify possible solutions
    - N-Name the pros and cons for each solution
    - D-decide which solution is best, then act on it
  - o Divide the buddy teams into three groups:
    - Assign one scenario to each group.
    - Have the group apply the FIND decision-making model to form a viable solution.
    - Have a spokesperson for each group explain how they developed their solution.

Scenario 1

> **"Who's Your Buddy?"** Two buddies are often several yards away from each other and unaware of the other's situation. You call a buddy check. They initially can't locate each other but finally "buddy up" just as you complete the count to 10.

Scenario 2

> **"Let's Go Exploring!"** Two buddies decide to do some exploring. You look down between the boards of the floating dock and realize they are under the dock in a convenient space between the floats. You admonish them and they return to the swim area at your direction. A few minutes later, another guard makes a similar discovery of the same buddy pair in the area of the floating dock beneath his feet. They laugh and return to the swim area at the guard's direction.

Scenario 3

> **"Go Long!"** A beginner is paired with a swimmer, and the buddy pair is checked in on the buddy board in the beginner area. You notice the buddy pair is missing from the beginner area. You find the beginner standing on the deck in the swimmer area throwing a ball to his buddy, the swimmer, who is in the water in the swimmer's area. They're having a great time.

- Legal considerations. Discuss each of the following and examples of how they affect lifeguards (Re: *Lifeguarding Manual* page 6-8):
  o Duty to act – While on duty you have a responsibility to act in an emergency.
  o Standard of care – may be established by government regulation or industry standards.
    - Recognize hazards and communicate to prevent injury
    - Recognize when someone needs assistance
    - Trained and prepared to employ adequate rescue methods
    - Trained and equipped to provide an acceptable level of emergency care
  o Negligence:
    - Failure to follow policies, standards, or rules
    - Results in injury or causes further harm
    - Examples at a Scouting venue
  o Abandonment – Continue until EMS or someone with equal or greater training takes over.
  o Confidentiality – Privacy laws exist to protect individual privacy
  o Documentation – Write things down while they are still fresh on your memory.
  o Consent
    - For a conscious person – state your name and level of training, ask if you may help
    - For an unconscious person or someone confused or seriously injured, consent is implied
  o Refusal of care – document, do not abandon, get a witness
  o Good Samaritan Laws – provide a copy of the Good Samaritan law for the state.

- Supervision and support from the aquatics director:
  - Safe working environment, elimination of unsafe conditions
  - Training to deliver a safe program
  - Supervision and guidance in unusual situations
  - Equitable distribution of tasks, occasional breaks
  - Evaluation of performance and correction of unacceptable behavior

Summary

- BSA Lifeguards are professionals and serve as examples of Scouting values.
- Recognize the effect of age development in the supervision of youth.
- There are often several solutions to a situation. Decision-making techniques can be used to help you choose from the alternatives.
- A lifeguard has several legal responsibilities, and failure to follow policies and procedures can be considered negligence.
- Lifeguards can expect the aquatics director to serve as their supervisor and trainer.

Wrap-Up

Answer questions and make study assignments for the next unit.

Unit 3: Safety Standards and Risk Management

Allotted Time
1 hour 10 minutes

Prerequisite Unit
Unit 1 – Prerequisites and Course Overview

Unit Objective
At the end of this unit, each participant should:
- Know the BSA policies and government rules that apply to Scouting aquatics venues.
- Comprehend the importance of rules and policies with regard to the safety of participants.
- Comprehend and apply communications strategies to ensure safety.

Learning Objectives
- List BSA policies, standards, and rules for swimming with emphasis on those that are not common at public aquatics venues.
- Examine government regulatory requirements that apply to a Scouting aquatics program.
- Describe how rules and regulations promote the safety of swimmers.
- Describe the communication strategies used by lifeguards to ensure the safety of swimmers.
- Describe the use of the whistle in Scout aquatics settings.
- Demonstrate techniques to deal with discipline problems.
- Illustrate how to get swimmers to comply with rules in various situations.
- Identify items on a safety check for pools, waterfronts, play structures, and boats.
- Examine examples of staff fatalities while instructing without backup.
- Summarize the importance of first-aid training for prevention and treatment of injuries at an aquatics program area.

Materials and Equipment:
☐ *Aquatics Supervision,* No. 34346
☐ *BSA Aquatics Staff Guide*
☐ American Red Cross *Lifeguarding* manual, No. 655735
☐ American Red Cross *Lifeguarding* DVD set, No. 655739
☐ Marker board with pens
☐ Flip charts, overhead projector, or video projector with screen
☐ DVD player and television, or video projector and screen

Safety Standards

- BSA standards:
  - Discuss rules at a BSA aquatics facility that are not common at a public venue:
    - Health history and medical screening
    - Classification of swimming ability (the swim test)
    - Ability groups
    - Buddy system
    - Lookout
    - Guard ratios
    - Maximum water depth
    - Water clarity standards
    - Vertical entry guidelines
    - Life jackets worn for all boating
  - Government regulations:
    - Labor laws—lifeguards must be 15 or older.
    - Health department:
      - Pool water quality—records of daily checks
      - Shower rooms
    - Boat registration on public bodies of water
    - USCG-approved life jackets
    - Blood-borne pathogens
  - Rules and regulations promote safety:
    - Reinforces proper behavior (e.g., only USCG-approved devices permitted).
    - Focuses on behaviors that have a high probability of causing injury (e.g., no running).
    - Promotes proper equipment use, prevents misuse (e.g., one person on the diving board at a time).
    - Prevents spread of disease (e.g., shower with soap before entering water).
- Communication strategies:
  - Manage risk and prevent injury.
  - Give examples of the use of each in the Scouting environment:
    - Information regarding the potential for injury (broken step on ladder)
    - Education to change inappropriate behavior (no fishing inside swim area)
  - Body language:
    - Form of nonverbal communication and can help or hinder communication
    - Discuss the effect of the following:
      - Crossed arms in front—defensive posture, may communicate a closed attitude
      - Eye contact:
        - Removing sunglasses when having a one-on-one discussion increases eye contact
        - Lack of eye contact may communicate indifference or lack of attention
        - Kneeling to lower eye level when speaking with a small child
        - "Rolling the eyes" communicates contempt or indifference

- o Interaction with unit leaders:
    - Show respect for adult leaders.
    - Failure to stand when approached by an adult may communicate a lack of respect or indifference.
    - Importance of volunteers: They give their time and resources to Scouting.
    - Recognize or acknowledge the presence of an adult leader at the waterfront. Discuss the technique of "Stand, Smile, Shake" as one way to facilitate communication with adults.
    - Honor requests by adults for separate swim tests.
    - Try to accommodate reasonable program requests.
- How to get swimmers to comply with rules:
  - o Buddy check
  - o Use of whistle:
    - May be used for buddy checks and as an emergency signal
    - Not used as an attention signal as is commonly the practice at public pools
    - Overuse of the whistle leads to swimmers and staff ignoring it.
    - Use of a bell or manual horn is usually more sanitary than a whistle for buddy checks.
- Dealing with discipline problems:
  - o Counseling session
  - o Positive peer pressure—use of the senior patrol leader
  - o Scoutmaster or Assistant Scoutmaster

Risk Management

- Aquatics staff fatalities: Discuss the following from actual BSA accident reports:

An aquatics staff member drowned during an instructional demonstration. The staff member was instructing alone, without a co-instructor or lifeguard. The youth in the class did not know the person was in trouble until it was too late.

An aquatics staff member was found drowned in the camp pool in the morning. He was last seen in the locker room after a staff swim the night before.

An aquatics staff member drowned while removing floating anchored docks from the water at the end of camp. Exhaustion was a factor.

A staff member drowned while returning to camp via boat from time off. He was intoxicated and was not wearing a life jacket.

⊙ Show the *Lifeguarding* video segment "Injury Prevention" (5:25).
- Facility safety checks identify and correct hazards before they cause injury:
    - o Responsibility may include routine safety checks during opening or closing.
    - o Notify the guard team supervisor or aquatics director whenever you notice a hazard or discrepancy.
    - o Review items on a typical safety inspection sheet (see *Lifeguarding*, page 20).
- First aid training:
    - o Increases awareness of potential for injury
    - o Importance of trained responders in high-risk activity areas

Summary

- BSA aquatics areas have special rules and policies that help enhance safety and reduce risk.
- There are government regulations for the safety of the staff and campers.
- Communication strategies such as information, education, and enforcement are used to manage risk and prevent injury.
- Rules are used to promote safety and prevent injury.
- Use recognized attention signals and positive peer pressure to maintain discipline.
- Aquatics staff members must assume responsibility for their own safety as well as the safety of the participants.
- Risk management involves taking action to prevent or reduce the effects of hazards to swimming.

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 4: Surveillance and Victim Recognition

Allotted Time
1 hour

Prerequisite Unit
Unit 1 – Prerequisites and Course Overview

Unit Objective
At the end of this unit, each participant should:

- Be able to recognize when a swimmer needs assistance.
- Apply patron surveillance procedures and supervision used by lifeguards.

Learning Objectives

- Examine the behaviors of those in the water that indicate the need for assistance.
- Explain the four elements of effective surveillance.
- Discuss the relationship between surveillance and intervention.
- Explain the scanning techniques used by lifeguards.
- Identify various types of lifeguard stations.
- Demonstrate how to perform a lifeguard rotation.
- Define total coverage, zone coverage, and combined coverage.
- State the coverage responsibility of the lookout.
- Identify guard zones for a typical pool and beach or waterfront layout.
- Use the "RID" factor to illustrate the cause of drowning in supervised areas.
- Modify surveillance techniques for facilities with special situations.

Materials and Equipment
☐ *Aquatics Supervision,* No. 34346
☐ *BSA Aquatics Staff Guide*
☐ American Red Cross *Lifeguarding* manual, No. 655735
☐ American Red Cross *Lifeguarding* DVD set, No. 655739
☐ Marker board with pens
☐ Flip charts, overhead projector, or video projector with screen
☐ DVD player and television, or video projector and screen

Victim Recognition (reference: *Lifeguarding* participant manual, pages 27–44)

 Show the *Lifeguarding* video segment "Surveillance" (8:58).
- A lifeguard's primary responsibility is to ensure safety and protect lives.
- Distressed swimmer:
  o Exhausted, various stages of panic
  o Cramp, medical condition, or injury
  o May call out for help
  o May become an active drowning victim
- Active drowning victim:
  o Instinctive Drowning Response (Pia, 1974)
  o Unable to call for help
  o Unable to move toward help or reach for aid
  o May struggle for as little as 20 seconds
- Passive drowning victim:
  o Unconscious or unresponsive
  o Assume EMS personnel are needed
- Suspected spinal injury:
  o Bleeding of the head, neck, or back
  o Loss of movement of any part of the body
- Tired swimmer:
  o Weak stroke, short bursts, clinging to a boundary line
  o Usually calm, will reply to questions
- Endangered swimmer (see *Lifesaving* merit badge pamphlet, pages 26–27):
  o Competent swimmer in an unusual situation
  o Extended time in cold water
  o Rip current
  o Fast-moving water

Effective Scanning

 Show the *Lifeguarding* video segment "Scanning" (6:25).
- Surveillance is the primary tool used by lifeguards and where they spend most of their time.
  o Intervention: Through surveillance, lifeguards recognize inappropriate behavior or identify problems and take action to prevent injury.
  o Discuss examples.
- Effective surveillance has four elements:
  o Recognition of the need for intervention (rule violation, victim characteristics)
  o Scanning techniques
  o Lifeguard stations
  o Area of responsibility

- Scanning techniques:
  - Focus on your area of responsibility. Don't get distracted.
  - Scan above and below the surface. Scan the bottom of a pool.
  - Look for potential problems. Spend more time watching a weak swimmer than a strong one.
  - Slow down your scan in crowded areas.
  - Stop your scan only to correct behavior or respond to an emergency.
  - Change locations on the deck to reduce the glare of the sun, increase visibility, and reduce blind spots.
  - RID factor:
    - Failure to **R**ecognize the instinctive drowning response
    - Secondary duties that **I**ntrude on the guard's primary responsibility
    - Allowing **D**istractions to divert attention
- Lifeguard stations:
  - Elevated (chair or tower)
  - Fixed (standing on the deck or in the water)
  - Roving or moving (e.g., guard boat for open water swimming)
  - How do guard rotations keep you alert?
    - Walking increases blood flow.
    - A new station provides a change of scenery.
    - It's a chance to take a break and get out of the sun.
    - It's an opportunity to get food and water.
- Area of responsibility:
  - ⊙ Show the *Lifeguarding* video segment "Zones of Surveillance" (8:40).
  - Assigned by the aquatics director:
    - Total coverage (guards or the lookout watching the entire area)
    - Zone coverage (different guards watching limited areas with some overlap)
    - Combined coverage:
      - Zone coverage plus total coverage
      - Provides overlapping coverage of all areas
      - Preferred because it provides multiple coverage of all areas
      - Discuss zones for a typical Scouting venue. (see Buddy Board 2 example in the appendix)
        - A railing separates the Swimmers area from the Beginners and Nonswimmers area. This affects backup coverage.
        - Note two lifeguards share the responsibility for the Beginners and Nonswimmers areas while still maintaining a ratio of 1 guard for every 10 swimmers.
  - Modify surveillance for special situations:
    - Diving well
    - Slides
    - Floating dock or detached platform
    - Inflated play structures

Summary
- There are several types of victims. Recognition and response depend on victim characteristics.
- Tired or endangered swimmers can become victims.
- Surveillance is what you will be doing most of the time.
- Intervention prevents injury.
- Four elements of surveillance:
  - Recognition of the need for intervention
  - Scanning techniques
  - Lifeguard stations
  - Area of responsibility

- RID factor is the cause of most drowning in areas supervised by lifeguards:
  - Recognition failure
  - Interference by other duties
  - Distractions that prevent drowning intervention
- Coverage may need to be modified for special situations.

Wrap-Up
Review progress and make a study assignment for the next unit.

Unit 5: Introduction to Rescue Equipment, Entries, and Approaches

Allotted Time
20 minutes

Prerequisite Unit
Unit 1 – Prerequisites and Course Overview

Unit Objective
At the completion of this unit, each participant should:

- Know the type of rescue equipment commonly used by lifeguards.
- Be able to demonstrate the proper wear of a rescue tube.

Learning Objectives

- Identify rescue equipment commonly used by lifeguards.
- Demonstrate the correct way to hold a rescue tube while standing and sitting.
- Describe the types of entries used by lifeguards and when they are used.

Materials and Equipment
❒ *Aquatics Supervision,* No. 34346
❒ *BSA Aquatics Staff Guide*
❒ American Red Cross *Lifeguarding* manual, No. 655735
❒ American Red Cross *Lifeguarding* DVD set, No. 655739
❒ DVD player and television, or video projector and screen
❒ Rescue tubes

Rescue Equipment

- Give out rescue tubes and have each participant demonstrate proper wear.
  - Loop over the shoulder
  - Excess strap gathered into the hand
  - Tube across the waist or thighs in front of the body

Entries and Rescue Approaches

⏺ Show the *Lifeguarding* video segment "Entries and Approaches" (6:53) and "Waterfront Rescue Skills – Run and Swim Entry" (3:11).
- After viewing the DVD segment, review the types of entries and when they are used.
- Review the two common strokes used for rescue approaches.
- Discuss when to use the run and swim entry and the importance of not diving.

Wrap-Up

Answer questions and make a study assignment for the next unit.

Unit 6: Entries and Rescue Approaches

Allotted Time
45 minutes

Prerequisite Unit
Unit 5 – Introduction to Rescue Equipment, Entries, and Approaches

Unit Objective
At the end of this unit, each participant should be able demonstrate an entry and approach to a responsive subject to the level of proficiency required in BSA Lifeguard requirements 9 and 10.

Learning Objectives

- Demonstrate a stride entry with a rescue tube.
- Demonstrate a compact entry with a rescue tube.
- Demonstrate a beach entry with a rescue tube.

Materials and Equipment
☐ *Aquatics Supervision,* No. 34346
☐ *BSA Aquatics Staff Guide*
☐ American Red Cross *Lifeguarding* manual, No. 655735, pages 59–62
☐ Rescue tubes

Reducing Risk to the Lifeguard

- "Rule No. 1—Don't become victim No. 2."
- To reduce the risk and increase the probability of a successful rescue, always use a rescue tube for support.
  - o Always keep the rescue tube ready or within reach if performing surveillance from a safety boat.
  - o You may have heard, "Reach, Throw, Row, Go with support."
    - ▪ Lifeguards attempt to reach the subject with an arm or a rescue tube.
    - ▪ If a lifeguard can't reach the subject, they immediately enter the water and swim to the subject with the rescue tube.
    - ▪ When guarding at a pool, usually the lifeguard will <u>not</u> put the rescue tube down to pick up a reach pole. Reach poles are used when not carrying a rescue tube.
    - ▪ When guarding at a lakefront, the lifeguard will take the rescue tube and use a rescue watercraft if the subject is a long distance away.

Entries (with rescue tube)

- Ease-in (slide-in):
  - o Shallow water (e.g., beginner's area)
  - o Unknown bottom condition
  - o Crowded area
  - o Where minimum disturbance of the water is desired (suspected spinal injury in an area that is not crowded)

- Leaping (stride jump):
  o Height of deck above water not greater than 3 feet
  o Water at least 5 feet deep
  o Keep head above water to keep the subject in sight.
  o Names are somewhat misleading. It's neither a leap nor a jump but rather a stride or step into the water.
- Compact (feet-first):
  o Height of deck above water greater than 3 feet (such as an elevated guard chair)
  o Water at least 5 feet deep (swimmer's area)
  o Contact with bottom probable
- Beach entry (run-and-swim):
  o Where there is no step down
  o Lakeshore or beach
  o Leap over small waves; lie on wave in deeper water. Do not dive headfirst into a wave.

Approaches

- Front crawl (modified):
  o Head up and eyes on the subject
  o Rescue tube in front under the arms
  o Rescue tube may trail if the approach is a long distance.
- Breaststroke (modified):
  o Head up and eyes on the subject
  o Little or no glide
  o Rescue tube in front and under the arms
  o Rescue tube may trail if the approach is a long distance.
- Ready position:
  o Final assessment (multiple subjects or position of the subject):
  o Obtain consent (e.g., tired swimmer)
  o Give instructions (e.g., "Grab the tube.")
  o "Rule No. 1—Don't become victim No. 2."
- Speed—Get there quickly, but balance the need for speed against the energy you will need on the return.

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 7: Introduction to Assists and Rescues

Allotted Time
15 minutes

Prerequisite Unit
Unit 4 – Surveillance and Victim Recognition

Unit Objective
At the completion of this unit, each participant should:

- Know the procedures for reaching and throwing assists.
- Know the procedures for rescue of active and passive drowning victims.

Learning Objectives

- List the types of assists.
- Identify equipment that may be used for reaching assists.
- List the general procedures for rescues.

Materials and Equipment
❏ *Aquatics Supervision,* No. 34346
❏ *BSA Aquatics Staff Guide*
❏ American Red Cross *Lifeguarding* manual, No. 655735
❏ American Red Cross *Lifeguarding* DVD set, No. 655739
❏ DVD player and television, or video projector and screen

Assists and Rescues

◉ Show the *Lifeguarding* video segment "Water Rescues at or Near the Surface" (6:05) Stop the video at "Multiple Victim Rescue."
- Review "Reaching Rescues" in *Aquatics Supervision*, Chapter 9. Note the addition of reaching rescues using arms.
- Review "Throwing Rescues" in *Aquatics Supervision*, Chapter 9.
- Review the procedures for "Rescues at or Near the Surface" in the Red Cross *Lifeguarding* participant manual, pages 106-110.

Wrap-Up

Answer questions and make a study assignment for the next unit.

Unit 8: Reaching and Throwing Assists

Allotted Time
30 minutes

Prerequisite Unit
Unit 7 – Introduction to Assists and Rescues

Unit Objective
At the end of this unit, each participant should be able to perform reaching and throwing rescues accurately without instructor assistance to the level of proficiency required in BSA Lifeguard requirements 6 and 7.

Learning Objectives

- Examine the steps of an emergency action plan that are specific to a drowning situation.
- Demonstrate reaching assists from the deck using an arm, a rescue tube, and a pole.
- Coil a heaving line so the loops are approximately equal in size.
- Demonstrate the correct handling of a heaving line to pull the subject to safety.
- Demonstrate throwing assists using ring buoys and throw bags, and heaving lines. Throw each device such that the line lands within reach of a conscious subject 30 feet from shore.
- Demonstrate how to belay a line for a subject in moving water.

Materials and Equipment
❒ *Aquatics Supervision,* No. 34346
❒ American Red Cross *Lifeguarding* manual, No. 655735, pages 62–65
❒ Reach poles (10 feet minimum)
❒ USCG-approved Type IV ring buoys with line (40 feet of line minimum)
❒ USCG-approved Type IV throwable cushion
❒ Free-floating objects (ice chest, drink cooler, empty fuel container)
❒ Heaving lines (40 feet minimum)
❒ Throw bags
❒ Rescue tubes

Assists

- Review the general steps of an emergency action plan.
- Discuss how candidates will simulate activation of the emergency action plan during the course:
  - Point to subject and call out "activate EAP" or other phrase.
  - Develop the habit pattern each time you practice.
- Reaching assists:
  - Lying on the deck using arms
  - Reach pole—Extend the reach pole to the side of the subject and sweep under the subject's arm into contact with his or her side. Do not aim the pole directly at the subject's chest, as shown in the video segment.
  - Tube extension from the pool deck or swim dock
- Throwing assists:
  - Discuss advantages and disadvantages of different types of line:
    - Polyester has excellent resistance to ultraviolet deterioration and abrasion, does not float, is not damaged by oil or chemicals, and does not coil well.
    - Nylon has good resistance to ultraviolet deterioration and abrasion, does not float, is not damaged by oil or chemicals, and coils easily.
    - Polypropylene (poly) floats, is susceptible to ultraviolet deterioration, is stronger than manila but not as strong as nylon or polyester.
    - Recommended—Fifty feet of 3/8-inch nylon or polypropylene (solid-braid not hollow-braid)
  - Place one hand on your knee and fully extend the other arm to produce equal size loops to help prevent tangling.
  - Secure the end of the line to the wrist with a loose loop. Stand on the end if the line is equipped with an end-float.
  - Practice coiling and throwing a line that is not weighted.
  - Throwing a ring buoy:
    - USCG-approved Type IV
    - The grab line is for the subject to use.
    - Attach the line around the ring buoy, not the grab line, using a bowline or running figure-eight knot.
    - To throw, hold the side of the ring buoy, not the grab line.
    - Swing the buoy vertically and throw beyond the subject so the line is lying across the subject's shoulder.
    - If you miss or the subject loses contact with the buoy, there is no need to recoil the line. Drop the line at your feet as you pull in the buoy and then throw again.
    - Practice until able to accurately reach a subject 30 feet away approximately 70 percent of the time (i.e., 4 of 5, 5 of 7, 7 of 10). Note: 70 percent is recommended to ensure the candidate has attained a reasonable level of proficiency. This is not a requirement. There is no requirement for timed accuracy.

- o Pulling the subject to safety:
  - ▪ Body position: Lean back and stay low.
  - ▪ Make a quarter twist of the line with the thumb inward to prevent slipping.
  - ▪ Allow the floating object or ring buoy to support the subject.
- o Throw bags:
  - ▪ Preparing the bag for use
  - ▪ Underhand and overhand throws
  - ▪ Coil the line for a subsequent throw and partially fill the bag with water.
  - ▪ Belay line for swift water rescue.
  - ▪ Practice until able to accurately reach a subject 30 feet away approximately 70 percent of the time (i.e., 4 of 5, 5 of 7, 7 of 10). Note: 70 percent is recommended to ensure the candidate has attained a reasonable level of proficiency. This is not a requirement.

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 9: Moving the Victim to Safety and Rescues

Allotted Time
1 hour

Prerequisite Unit
Unit 7 – Introduction to Assists and Rescues

Unit Objective
At the end of this unit, each participant should be able to perform rescues of active and unconscious subjects to the level of proficiency required in BSA Lifeguard requirements 9, 10, 14, and 15.

Learning Objectives

- Demonstrate a sidestroke with an inverted scissors kick.
- Demonstrate a rotary kick.
- Demonstrate a rear approach to a conscious subject in deep water, grasp from behind, and tow the subject to shore.
- Demonstrate how to reassure a conscious subject while towing to shore.
- Demonstrate one-arm and two-arm tows of unconscious subjects.
- Demonstrate a front approach to a face-down, unconscious subject, and use a wrist tow to place the subject face-up on the rescue tube.
- Demonstrate a rear approach to a face-down, unconscious subject. Place the rescue tube under the subject's back and pull on the armpit to bring the subject face-up.
- Demonstrate a rear approach to a face-down, unconscious subject. Position the rescue tube between the subject and the rescuer's chest and then rotate to bring the subject face-up.
- Identify the closest point of safety for various rescue situations.

Materials and Equipment
☐ *Aquatics Supervision,* No. 34346
☐ American Red Cross *Lifeguarding* manual, No. 655735
☐ Rescue tubes

Moving the Victim to Safety

- Modified sidestroke:
  - Only one arm available to use for stroke
  - Use of inverted scissors kick—top leg back
- Rotary kick:
  - Use when stroking on the back
  - Strong alternative to the whip kick
  - Avoids the pulsing or jerking motion of the whip kick
  - Discuss the advantage for suspected spinal injuries.
- Two-arm tow—on back using rotary kick or whip kick:

- One-arm tow:
    - Reach over the arm and grasp the tube.
    - Release the other arm. Don't lose contact.
    - Modified sidestroke—inverted scissors kick
- Discuss the closest point of safety.

Conscious Victim—Swimming Extension

- Entry and approach:
    - Stride or compact entry from the pier or deck
    - Position of rescue tube during entry and approach
    - Approach with urgency.
- Final assessment:
    - Position the tube between yourself and the subject.
    - Talk to the subject (e.g., tired swimmer).
- Rescue tube extension:
    - Extend toward the subject.
    - With both arms extended, thrust the rescue tube slightly under the water.
    - Tell the subject to grab the tube.
    - Keep kicking toward the subject.
- Move the subject to the closest point of safety:
    - Reassure and watch the subject.
    - Encourage the subject to hold on.
    - Change direction if necessary

Conscious Victim—Rear Rescue

- Entry and approach:
    - Stride or compact entry from the pier or deck
    - Position of rescue tube during entry and approach
    - Approach with urgency.
- Final assessment:
    - Position the tube between yourself and the subject.
    - Talk to the subject (e.g., tired swimmer).
- Securing the subject:
    - Scoop under subject's arms.
    - Move your head to one side to avoid contact with subject's head.
- Move the subject to the closest point of safety:
    - Reassure and watch the subject.
    - Encourage the subject to kick.

Unconscious Victim—Front and Rear Rescues

- Entry and approach:
  - Stride or compact entry from the pier or deck
  - Position of rescue tube during entry and approach
  - Approach with urgency.
- Final assessment:
  - Position the tube between yourself and the subject.
  - Face-up or face-down?
  - In front or to the rear of the subject?
- Securing the subject:
  - Front rescue (face-down)
    - Grasp opposite wrist.
    - Roll subject face-up.
    - Simultaneously insert tube under the subject's back.
  - Rear rescue (face-down)
    - Swim up onto the subject's back and reach under the arms and across the shoulders.
    - Turn subject face-up:
      - Roll and continue in the same direction.
      - Move your head to one side to avoid contact with the subject's head.
    - If the closest point of safety is behind you,
      - Extend the rescue tube crossways into the small of the subject's back with your left hand.
      - Reach under the subject's right armpit with your right hand.
      - Pull the subject back onto the rescue tube.
      Note: If the subject is face-up, extend the rescue tube crossways under the subject's back and grab the armpit from the rear.
- Move the subject to the closest point of safety:
  - Look for signs of life (e.g., coughing, movement, chest rising and falling).
  - Urgency: Unconsciousness is a life-threatening situation.
  - Where is the best place to quickly remove the subject?

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 10: Introduction to Multiple and Submerged Victim Rescues and Escapes

Allotted Time
20 minutes

Prerequisite Unit
Unit 9 – Moving the Victim to Safety and Rescues

Unit Objective
At the end of this unit each participant should:

- Know the procedure for rescue of multiple victims.
- Know the procedures for front and rear head-hold escapes.
- Know the procedure for rescue of submerged victims.

Learning Objectives

- Describe how to use a rescue tube to support two subjects grasping each other.
- Describe the procedure for a front head-hold escape.
- Describe the procedure for a rear head-hold escape.
- Describe the procedure for a feet-first surface dive.
- Describe the procedure for rescue of a submerged subject face-down at or near the bottom in 6 to 8 feet of water.

Materials and Equipment
☐ *Aquatics Supervision,* No. 34346
☐ American Red Cross *Lifeguarding* manual, No. 655735
☐ American Red Cross *Lifeguarding* DVD set, No. 655739
☐ Marker board with pens
☐ Flip charts, overhead projector, or video projector with screen
☐ DVD player and television, or video projector and screen

⊙ Show the *Lifeguarding* video segment "Water Rescues at or Near the Surface." Queue the video to begin at 6:05, Multiple-Victim Rescue (1:00).

⊙ Show the *Lifeguarding* video segment "When Things Do Not Go as Practiced." Stop the video at Quick Removal from Shallow Water – Small Victim (4:13).

⊙ Show the *Lifeguarding* video segment "Submerged Victim Rescues." Stop the video at Removal from the Water Using a Backboard (4:25).

Multiple Victim Rescue

- Multiple guards, if available (each guard approaches their subject from the rear)
- Single guard—Which subject do I rescue? (very unlikely at a Scouting venue):
    - Adult vs. child
    - Swimmer vs. non-swimmer
    - Both simultaneously

Submerged Victims

- Release rescue tube
- Feet-first surface dive
- Moving the subject to safety:
    - Grasp from the rear, around the chest.
    - Use the rescue tube lanyard to help pull to the surface.
    - Push off from the bottom, if able.
    - Use the free hand to insert the rescue tube between you and the subject.
    - Use a one-arm tow to the closest point of safety.
- If the water is murky, grasp any part of the subject you are able to locate.
- Use only if no head, neck, or back injury is suspected.

Escapes

- "Suck, tuck, duck"
    - Inhale a quick breath of air and hold breath.
    - Turn your head to the side and place chin on top of your shoulder.
    - Submerge: The instinctive drowning response will take over and cause the subject to release.
- Grasp upper arms near the elbows for maximum leverage.
- After release, swim underwater several feet to get a safe distance away.
- Dry-land practice of escape procedure

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 11: Multiple and Submerged Victim Rescues and Escapes

Allotted Time
1 hour

Prerequisite Unit
Unit 10 – Introduction to Multiple and Submerged Victim Rescues and Escapes

Unit Objective
At the end of this unit, each participant should be able to:

- Apply procedures for the use of a rescue tube to assist multiple victims.
- Apply procedures for front and rear head-hold escapes.
- Apply procedures for rescue of submerged victims.

Applicable BSA Lifeguard Requirements

Learning Objectives

- Demonstrate the use of a rescue tube to support two subjects grasping each other.
- Demonstrate a front head-hold escape.
- Demonstrate a rear head-hold escape.
- Demonstrate the rescue of a submerged subject face-down at or near the bottom in 6 to 8 feet of water.

Materials and Equipment
❒ *Aquatics Supervision,* No. 34346
❒ American Red Cross *Lifeguarding* manual, No. 655735
❒ Rescue tubes

Multiple Victim Rescue

- Instructor demonstration of support of two subjects with one rescue tube
- Practice skill.

Submerged Victims

- Practice feet-first surface dive.
- Practice moving the subject to safety:
  - o Grasp from the rear, around chest.
  - o Use the rescue tube lanyard to help pull the victim to the surface.
  - o Push off from the bottom, if able.
  - o Use the free hand to insert the rescue tube between you and the subject.
  - o Use a one-arm tow to the closest point of safety.

In-Water Ventilations

- May be needed when the subject is not breathing and prompt removal from the water is not possible due to distance from the shore or lack of adequate assistance or equipment.
    - o Remove the resuscitation mask from your hip pack and shake it to remove excess water.
    - o Place the rescue tube under the subject so the airway is open.
    - o Move to a position above the subject's head.

Escapes

- Discuss safety procedures for practicing escapes (e.g., three taps to release).
- "Suck, tuck, duck:"
    - o Inhale a quick breath of air and hold breath.
    - o Turn your head to the side and place chin on top of your shoulder.
    - o Submerge: The instinctive drowning response will take over and cause the subject to release.
- Grasp upper arms near the elbows for maximum leverage.
- After release, swim underwater several feet to get a safe distance away.

Caution: Do not allow the practice session to degenerate into a free-for-all or competition.

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 12: Introduction to Victim Removal

Allotted Time
20 minutes

Prerequisite Unit
Unit 1 – Prerequisites and Course Overview

Unit Objective
At the end of this unit, each participant should know the steps for removing a subject from the water.

Learning Objectives
- Describe a walking assist from the water.
- Describe a beach drag from the water.
- Describe a two-person removal from the water using a backboard.

Materials and Equipment
- ❐ *Aquatics Supervision,* No. 34346
- ❐ American Red Cross *Lifeguarding* manual, No. 655735
- ❐ American Red Cross *Lifeguarding* DVD set, No. 655739
- ❐ DVD player and television, or video projector and screen

Removal From the Water

- ☞ Show the *Lifeguarding* video segment "Surveillance Activity 1." (7:59)
- ☞ Show the *Lifeguarding* video segment "Submerged Victim Rescues." Queue the segment to begin with "Two-Person Removal From the Water Using a Backboard." (1:09)
- ☞ Show the *Lifeguarding* video segment "Waterfront Rescue Skills." Queue the segment to begin at 3:14, "Walking Assist." Stop after "Beach Drag." (1:01)
- Review the steps of each of the following:
  - o Walking assist:
    - Tired or weak subject
    - One-person or two-person
  - o Beach drag (unconscious subject):
    - One-person (support head with forearms)
    - Two-person (each person uses inside hand to support a subject's head)
  - o Backboard removal:
    - Two rescuers
    - Works best at a pool:
      - o Height of deck above water less than 18 inches
      - o Vertical wall prevents backboard from going under the deck

Wrap-Up
Review progress and make a study assignment for the next unit.

Unit 13: Removal From the Water

Allotted Time
45 minutes

Prerequisite Unit
Unit 12 – Introduction to Removal From the Water

Unit Objective
At the end of this unit, each participant should be able to remove a victim from the water under different circumstances.

Learning Objectives
- Demonstrate a walking assist from the water.
- Demonstrate a beach drag from the water.
- Demonstrate a two-person removal from the water using a backboard.

Materials and Equipment:
- ☐ *Aquatics Supervision,* No. 34346
- ☐ American Red Cross *Lifeguarding* manual, No. 655735
- ☐ Backboards

Removal From the Water
- Walking assist:
  - Tired or weak subject
  - One-person or two-person
- Beach drag (unconscious subject):
  - One-person (support head with forearms)
  - Two-person (each person uses inside hand to support subject's head)
- Backboard removal:
  - Two rescuers
  - Works best at a pool:
    - Height of deck above water less than 18 inches
    - Vertical wall to prevent backboard from going under the deck
  - Practice with each candidate performing as the primary and second rescuer.

Wrap-Up
Review progress and make a study assignment for the next unit.

Unit 14: Introduction to Rescue Watercraft

Allotted Time
30 minutes

Prerequisite Unit
Unit 13 – Victim Removal From the Water

Unit Objective
At the end of this unit, each participant should:

- Be able to apply Safety Afloat to a Scouting aquatics venue.
- Comprehend the advantages and disadvantages of different watercraft available at Scout aquatics venues for surveillance and rescue.

Learning Objectives

- Describe the care and use of life jackets.
- Summarize the advantages and disadvantages of various watercraft for surveillance and rescue.

Materials and Equipment:
❒ *Aquatics Supervision,* No. 34346
❒ American Red Cross *Lifeguarding* manual, No. 655735
❒ American Red Cross *Lifeguarding* DVD set, No. 655739
❒ Marker board with pens
❒ Flip charts, overhead projector, or video projector with screen
❒ DVD player and television, or video projector and screen

Safety Afloat

- Life jackets
  - May use any wearable USCG-approved type:
    - Type III life jackets are recommended for general recreational use.
    - Inflatable types are also acceptable.
  - Care and use of life jackets:
    - Verify "USCG approval" is legible.
    - Proper size and fit
    - Keep all fasteners and buckles secure.
    - Hang to dry away from direct sunlight.
  - Guards wear life jackets while performing surveillance using watercraft.
- The majority of time is spent performing surveillance and supervision of swimmers.
- There may be times when you will be asked to guard a recreational or instructional boating activity.
- Rowboats are recommended to guard open-water swimming.

- Discuss the types of watercraft that are available for the course and other types that may be used at a Scout aquatics venue for surveillance and rescue.
  - Rowboats
  - Canoes
  - Kayaks
  - Rescue boards or paddleboards (including sailboards without the mast)
- Review "Rowing Rescues" (includes canoe) in the *Lifesaving* merit badge pamphlet.

⊛ Show the *Lifeguarding* video segment "Waterfront Rescue Skills." Queue the segment to begin with "Approaching a Victim on a Rescue Board" (2:23).
- The techniques used for rescue boards may be used with sit-on-top kayaks.
- Summarize the advantages and disadvantages of each watercraft for surveillance and rescue.
  - Rowboat
    - Advantages: Very stable, good maneuverability, room for a second guard and additional equipment (reach pole, throwable device, water bottle, sunscreen, communication radio)
    - Disadvantages: Response speed, difficult to enter in deep water
  - Canoe
    - Advantages: Good speed and maneuverability, room for a second guard and equipment
    - Disadvantages: Unstable, difficult to enter in deep water
  - Sit-on-top kayak
    - Advantages: Excellent speed and maneuverability, ability to extract a passive or unconscious subject without assistance
    - Disadvantages: Lack of stability with a subject onboard, limited storage space
  - Sit-inside kayak
    - Advantages: Excellent speed and maneuverability, comfortable seating position prevents fatigue
    - Disadvantages: Towing a passive subject is the only option, low elevation for surveillance, limited storage space
  - Rescue board or paddleboard
    - Advantages: Excellent speed and good maneuverability, ability to extract a passive or unconscious subject without assistance
    - Disadvantages: Guard tires more easily, low elevation for surveillance, lack of stability with a subject onboard, no storage space

- Review "Sightings and Cross Bearings," in *Lifeguarding,* page 95:
    o Requires two separate lines of sight.
    o Line of sight must extend through two fixed points.
    o Do not try to focus on a distant spot on the water.
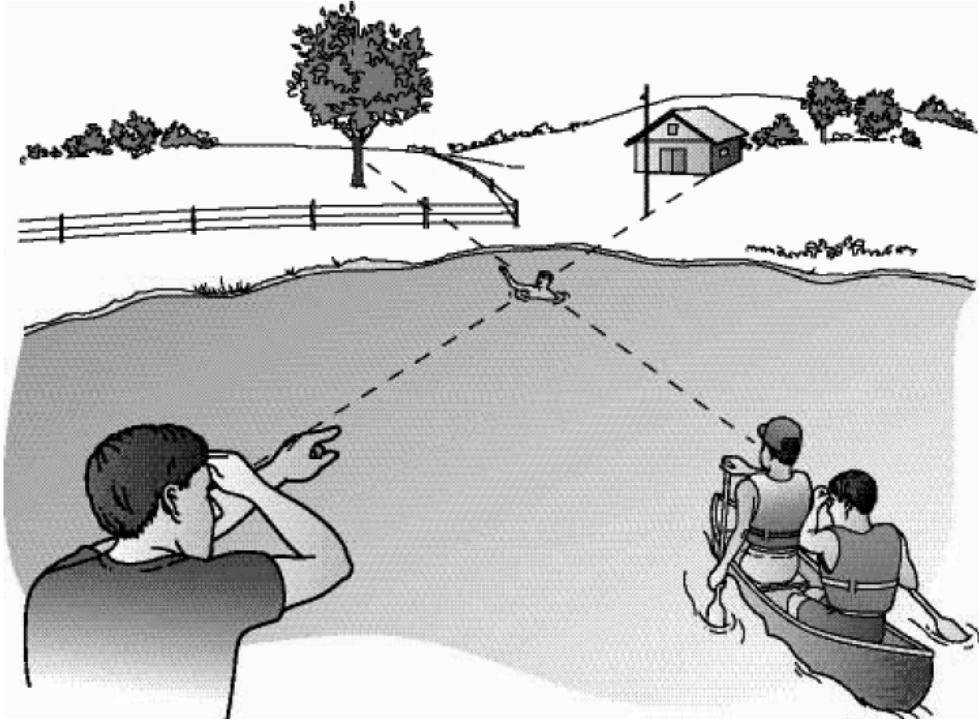
    o Consider carrying a marker buoy in the safety boat to mark the spot where the subject was last seen. (Fishing marker buoys work well for this purpose.)

Marker Buoys

anchor line

lead weight
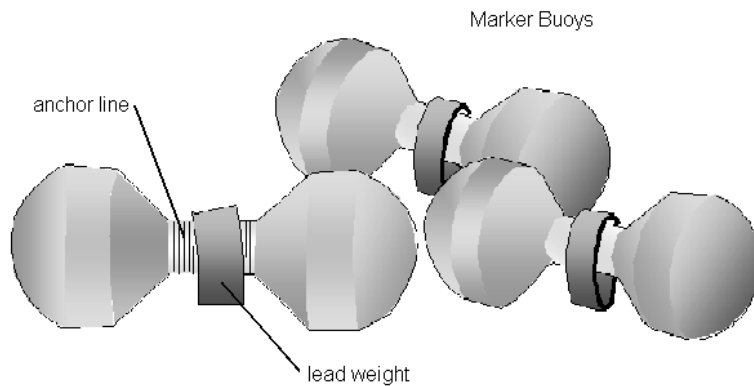
Wrap-Up
Review progress and make a study assignment for the next unit.

Unit 15: Rescue Watercraft

Allotted Time
1 hour, 30 minutes

Prerequisite Unit
Unit 14 – Introduction to Rescue Watercraft

Unit Objective
At the end of this unit, each participant should:

- Use a variety of available watercraft for surveillance and rescue.
- Be able to demonstrate the use of at least one rescue watercraft to the level of proficiency required in BSA Lifeguard requirement 8.

Learning Objectives

Note: The intent of the following objectives is for the candidates to receive instruction in the type or types of rescue watercraft in use where they are likely to serve. Ideally, instructors should offer instruction in several types of watercraft. This course anticipates such instruction will at least include rowboats and canoes unless facilities and equipment limitations prevent their use.

- Demonstrate the use of a rowboat for surveillance and rescue of responsive and unresponsive victims.
- Demonstrate the use of a canoe for surveillance and rescue of responsive and unresponsive victims.
- Demonstrate the use of a sit-on-top kayak for surveillance and rescue of responsive and unresponsive victims.
- Demonstrate the use of a sit-inside kayak for surveillance and rescue of responsive and unresponsive victims.
- Demonstrate the use of a rescue board or paddleboard for surveillance and rescue of responsive and unresponsive victims.

Materials and Equipment
- ❏ *Aquatics Supervision,* No. 34346
- ❏ American Red Cross *Lifeguarding* manual, No. 655735
- ❏ Rowboats (required)
- ❏ Canoes (required)
- ❏ Sit-on-top kayak (if available)
- ❏ Sit-inside kayak (if available)
- ❏ Rescue board or paddleboard (if available)

Rescue Watercraft

Reference: American Red Cross *Lifeguarding* participant manual, pages 122-126
- Review how to simulate activation of the emergency action plan while on the water.
- For this training session, all rescuers will wear a life jacket. All "victims" will also wear a life jacket if the training is conducted outside an established swimming area.
- Demonstrate the use of each watercraft:
  - Rowboat
  - Canoe
  - Sit-on-top kayak (if available)
  - Sit-inside kayak (if available)
  - Rescue board or paddleboard (if available)
- Practice rescue of conscious and unconscious subjects—instructors may set up stations for each watercraft if resources permit.
- Reinforce the advantages and disadvantages of each type of watercraft.
- Emphasize the importance of becoming proficient in the watercraft available at the lifeguard's individual waterfront.

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 16: Safe Swim Defense

Allotted Time
1 hour, 20 minutes

Prerequisite Unit
Unit 1 – Prerequisites and Course Overview

Unit Objective
At the end of this unit, each participant should be able to apply Safe Swim Defense to an aquatics activity at a typical Scouting venue.

Learning Objectives

- Describe the key elements of Safe Swim Defense.
- Apply Safe Swim Defense to a typical swimming activity, showing the implementation of each point.
- Summarize how Safe Swim Defense applies to a Scouting aquatics program.
- State the primary purpose of the buddy check.
- Show how to apply Safe Swim Defense to a swimming activity at a remote or unimproved site where typical lifeguard equipment is not available.

Materials and Equipment
- ❒ *Aquatics Supervision,* No. 34346
- ❒ American Red Cross *Lifeguarding* manual, No. 655735
- ❒ American Red Cross *Lifeguarding* DVD set, No. 655739
- ❒ Safe Swim Defense handout, No. 34370
- ❒ Marker board with pens
- ❒ Flip charts, overhead projector, or video projector with screen
- ❒ DVD player and television, or video projector and screen
- ❒ Buddy tags
- ❒ Black, red, and blue marker pens

Safe Swim Defense

- Review each point of Safe Swim Defense. Contrast its use at a district or council aquatics venue with that of a unit.
  - o Qualified Supervision
    - ▪ Aquatics director
    - ▪ Discuss others who may serve as the qualified supervisor at summer camp (e.g., assistant aquatics director, trained lifeguards over 18). See National Camp Standards for Resident Camps (current year).
  - o Physical Fitness
    - ▪ Reviewed during check-in
    - ▪ Physical limitations noted. (Do not use a special color buddy tag or marking.)
    - ▪ Adjust activities and provide accommodations.

- Safe Swimming Areas
    - Non-swimmer, beginner, swimmer
    - Area may have to be adjusted for smaller Cub Scouts.
    - Checked daily for hazards
    - 12 feet maximum for swimmers—may be less
    - Rescue equipment readily available
- Lookout
    - Identifies violations of Safe Swim Defense guidelines
    - Alerts rescue personnel as necessary
    - Monitors the weather and environment
    - May be in a tower.
    - Must be able to see the entire area at all times.
    - May also be the qualified supervisor.
    - Not necessarily the qualified supervisor.
    - Usually initiates the buddy check.
- Lifeguards (use example buddy boards in the appendix)
    - One guard team supervisor per swim area. Note lifeguards are checked into their area of responsibility.
    - Assign guards to each area to maintain a 1to10 ratio of guards to swimmers.
    - Minimum of two guards. During times when there are only a few swimmers in the water (e.g., two swimmers doing an early morning swim), the aquatics director may allow a lookout who is also a lifeguard to serve as the second guard.
    - Depending upon the configuration of the swim dock, additional guards may be needed (e.g., out-dock or detached floating platform).
- Swimming Ability Groups
    - *Non-swimmers* and *beginners* should be encouraged to advance at any time during their stay at camp.
- Buddy System
    - "Triples" do not fulfill the buddy function. Example buddy board 1 has two sets of triples per ability area. The lower set of hooks is used by Cub Scouts. The second set may also be used in the event two separate instructional classes each have a triple.
    - Discuss ways to minimize triples during recreational and instructional swims.
    - Buddy checks
        - Start with a buddy check, and end with a buddy check.
        - Make a check approximately every 10 minutes, less frequently if buddies are staying together and watching out for each other.
        - The primary purpose is to remind buddies to look out for each other.
        - Perform the check quickly and efficiently and let them get back to swimming.
        - Recreational swims and instruction may be occurring at the same time.
- Discipline
    - Encourage positive play and activities during recreational swims to avoid "horseplay."
    - Enforce the rules fairly and equally.

- Open-Water Swimming
  - Guarding with rowboats
  - Guarding a closed circuit
- Aquatics Special Event
  - Guard all swimming and boating events.
  - Closely supervise check-in and check-out between events.
  - Possibility of distractions for the guard
- Instruction
  - Importance of assistant instructor
  - A guard is needed if an assistant instructor is not available.
- Staff Swim
  - Guard required
  - Temptation to relax the rules
- Unimproved sites—Discuss how some of the facilities and equipment a lifeguard has available in a camp setting might change when Safe Swim Defense is used in an unimproved or outpost swim situation:
  - Reinforces training for unit leaders in Safe Swim Defense and Safety Afloat
  - Buddy board:
    - Clipboard
    - Tags pinned to towel
    - Paired shoes
    - Whittled pegs
  - Rescue equipment (e.g., line and tender)
  - Safe swim area (checked for hazards, options for marking):
    - Balloons
    - Poles
    - Discuss Line and Tender
- Scout Advancement
  - During instructional or recreational periods, guard as normal.
  - Do not allow requests for assistance to distract from normal guard duties.

Summary

- Safe Swim Defense applies at camp as well as for the unit.
- As a guard, you are supporting the unit as they learn to run their own aquatics activities:
  - Safe Swim Defense training
  - Scout advancement
- Special activities require increased attention:
  - Open-water swimming
  - Aquatics special events

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 17: Emergency Action Plans

Allotted Time
1 hour

Prerequisite Unit
Unit 9 – Moving the Victim to Safety and Rescues

Unit Objective
At the end of this unit, each participant should:

- Know the purpose and components of an emergency action plan.
- Comprehend the use of emergency action plans.

Prerequisite Unit
Surveillance and Victim Recognition

Learning Objectives
- Describe the purpose of an emergency action plan and how it applies to a lifeguard.
- List the components of an emergency action plan.
- Examine a typical camp-wide emergency action plan as it may apply to a lifeguard.
- Examine the steps of an emergency action plan that are specific to an unconscious victim.
- Examine the steps of an emergency action plan that are specific to an injury in the water or on land.
- Describe the action to be taken for a cardiac arrest in or near the water.
- Examine the steps of an emergency action plan that are specific to a drowning situation.
- State the purpose of a debriefing after an emergency.
- Examine a BSA accident report.

Materials and Equipment
- ❏ *Aquatics Supervision,* No. 34346
- ❏ American Red Cross *Lifeguarding* manual, No. 655735
- ❏ American Red Cross *Lifeguarding* DVD set, No. 655739
- ❏ Marker board with pens
- ❏ Flip charts, overhead projector, or video projector with screen
- ❏ DVD player and television, or video projector and screen

Emergency Action Plans

⌖ Show the *Lifeguarding* video segment "Emergency Action Plan" (7:12)

- Purpose of an emergency action plan:
  o It gives a detailed plan of anticipated situations.
  o It describes the guard's responsibilities.
- Camp health officer:
  o Higher level of training
  o Better equipped
- Components of an aquatics emergency action plan:
  o Recognition—The guard notices someone needs help.
  o Activation—Using a prearranged signal to alert other personnel.
  o Intervention—The guard performs the appropriate rescue.
  o Assistance—Other guards bring equipment, provide back-up coverage, clear the swim area.
  o Notification—Call supervisors and camp management staff.
  o Interview witnesses—Interview witnesses separately, privately, and as soon as possible after the incident.
  o Documentation—File reports with the local council and Water Rescue USA (see Lifeguard Rescue Reporting System in the appendix).
  o Equipment—Check equipment, decontaminate as necessary.
  o Take corrective action—Identify and eliminate the cause of the accident, if possible.
  o Follow-up discussion—Professional counseling may be needed if the incident involves serious injury or death. Discuss ways to prevent a recurrence.
- Camp-wide emergency action plan (see National Camp Standards for Resident Camps):
  o Lost or missing persons
  o Limitations on physical activity during elevated heat index
  o Limitations on physical activity during smog alerts
  o Aquatics—Lightning, small-craft warnings, high-water levels
- Hazardous weather:
  o Severe weather recall and evacuation procedures
  o Responsibility to protect the swimmers
  o Lightning:
    ▪ Establish a severe weather shelter:
      o Sturdy shelter from high winds
      o An enclosed building with grounding for the electrical wiring is normally adequate.
      o A pavilion is not adequate for protection from lightning.
    ▪ Wait 30 minutes after the last thunder before resuming activities.
- Discuss procedures for life-threatening situations:
  o Cardiac arrest (on or near the water)
  o Loss of consciousness
  o Drowning
- Discuss the local emergency action plan or use the example plan in the appendix.
- Examine a BSA Accident Report (orange folder).

⊙ Show the *Lifeguarding* video segment "Surveillance Activity 2" (5:43)

Summary

- An emergency action plan is a detailed plan of steps to be followed for anticipated situations.
- Become familiar with the components of an aquatics emergency action plan and memorize the critical steps.
- Know your responsibility for the camp-wide emergency action plan.

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 18: Introduction to Lost Swimmer Search and Use of Mask and Fins

Allotted Time
30 minutes

Prerequisite Unit
Multiple and Submerged Victim Rescues and Escapes

Unit Objective
At the end of this unit, the candidate should:

- Know the procedures for an underwater search of the swim area.
- Comprehend the risks of an underwater search.
- Comprehend the importance of a mask and fins for underwater searches.

Learning Objectives

- Examine the steps of the lost swimmer search procedure.
- Describe the advantage of using a mask and fins in a deep-water line search.
- Discuss the risks associated with a lost swimmer search.

Materials and Equipment

❑ *Aquatics Supervision,* No. 34346
❑ American Red Cross *Lifeguarding* manual, No. 655735
❑ American Red Cross *Lifeguarding* DVD set, No. 655739
❑ Marker board with pens
❑ Flip charts, overhead projector, or video projector with screen
❑ DVD player and television, or video projector and screen
❑ Mask and fins for each candidate

Lost Swimmer Search:

☞ Show the *Lifeguarding* video segment "Waterfront Rescue Skills" – Queue video to begin at 5:43, Searching Shallow Water Areas. Stop the video at 13:30, Approaching a Victim on a Rescue Board (7:47).
- Review the lost swimmer search procedure:
  o *Aquatics Supervision*, pages 107-108
  o American Red Cross *Lifeguarding* manual, pages 97-100
- Shallow-water line search:
  o Grasp wrists or link arms
  o Sweep feet as you move forward.
  o Maximum chest-deep
  o Discuss sweeping with the line perpendicular to the shore:
    ▪ Arrange searchers from shortest to tallest.
    ▪ It saves time because searchers only have to line up once.
  o It is safe for untrained volunteers to participate.

- Surface dives:
  - Feet-first surface dive:
    - Unknown bottom conditions
    - Need to go straight down (e.g., boundary of the swim area).
  - Headfirst:
    - Extend your legs above the water.
    - Use the weight of your legs to push you down.
    - Kick after your feet go below the surface.
- Discuss the advantages of mask and fins.
- Discuss risks:
  - Murky or cold water
  - Physically demanding
  - "Rule No. 1—Don't become victim No. 2."

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 19: Lost Swimmer Search and Use of Mask and Fins

Allotted Time
30 minutes

Prerequisite Unit
Unit 18 – Introduction to Lost Swimmer Search and Use of Mask and Fins

Unit Objective
At the end of this unit, the candidate should be able to:

- Apply procedures for the use of mask and fins.
- Apply procedures to perform an underwater line search of the swim area.

Learning Objectives

- Demonstrate the use of mask and fins.
- Demonstrate a feet-first and headfirst surface dive with mask and fins.
- Complete a shallow-water line search.
- Demonstrate an underwater line search of the swim area without mask and fins.
- Demonstrate an underwater line search of the swim area with mask and fins.

Materials and Equipment
❏ *Aquatics Supervision,* No. 34346
❏ American Red Cross *Lifeguarding* manual, No. 655735
❏ Marker board with pens
❏ Mask and fins for each candidate

Lost Swimmer Search

- Review the lost swimmer search procedure:
  - American Red Cross *Lifeguarding* participant manual, pages 79–83
  - *Aquatics Supervision*, pages 107-108
- Discuss risks:
  - Murky or cold water
  - Strenuous and stressful
- Shallow-water line search
- Surface dives:
  - Feet-first and Headfirst
  - Equalizing pressure in the inner ear
- Deep-water line search:
  - Practice without a mask and fins.
  - Practice with a mask and fins.
  - Review the advantages of wearing a mask and fins.

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 20: Spinal Injuries and Caring for Spinal Injuries on Land

Allotted Time
55 minutes

Prerequisite Unit
Unit 17 – Emergency Action Plans

Unit Objective
At the end of this unit, the candidate should:
- Know that emergency action plans may address suspected spinal injury.
- Know how spinal injuries can occur in aquatics environments.
- Apply the procedures to care for victims of spinal injury on land.

Learning Objectives
- Examine the steps of an emergency action plan for a suspected spinal injury.
- List the aquatics situations in which spinal injury is possible.
- Describe the signs and symptoms of a subject who may have a spinal injury.
- Demonstrate recognition of the signals of spinal injury.
- Demonstrate how to care for subjects with spinal injuries on land.

Materials and Equipment
- ❐ *Aquatics Supervision,* No. 34346
- ❐ American Red Cross *Lifeguarding* manual, No. 655735, pages 177–197
- ❐ American Red Cross *Lifeguarding* DVD set, No. 655739
- ❐ Marker board with pens
- ❐ Flip charts, overhead projector, or video projector with screen
- ❐ DVD player and television, or video projector and screen

Spinal Injury Management

Potential for spinal injury:
- Spinal injuries include head, neck, and back.
- When to suspect a spinal injury:
  - Injury as the result of a fall greater than standing height
  - Injury during an entry into shallow water
  - Injury while using a diving board
  - Person is holding neck or head and complaining of pain.
  - Tingling extremities, weakness
  - Obvious head or neck injury (bleeding, open wound)

- Signals:
  - Change in level of consciousness
  - Severe pain or pressure in the head, neck, or back
  - Loss of balance
  - Loss of movement in any part of the body
  - Numbness, tingling
  - Bumps or bruises on the head, neck, or back
  - Seizures
  - Blood or excess fluids in the ears or nose
  - Bleeding of the head, neck, or back
  - Impaired breathing or vision
  - Nausea or vomiting
  - Bruising around the eyes and behind the ears
- Emergency action plan for spinal injury:
  - Considerations:
    - Location (shallow, deep, face-up, face-down)
    - Equipment available
    - Training should include the health officer:
      - If the health officer can be at the aquatics facility as in-line stabilization is achieved, he could apply a cervical collar.
      - Assessment of vital signs during the boarding procedure
  - Review the steps of the emergency action plan.

Spinal Injury on Land

⊙ Show the *Lifeguarding* video segment "Caring for Spinal Injuries on Land" (3:22).
Practice in-line stabilization:
- Lying on the ground
- Sitting
- Standing until the health officer arrives
- Standing takedown:
  - Subject is unable to continue standing.
  - Divide the class into groups of four for practice:
    - Victim, Rescuer 1, Rescuer 2, and Rescuer 3
    - Secure the victim to a backboard and lower to the ground.
    - Ask candidates to change positions and go through the procedure again.

Summary

- Spinal injuries may occur during falls, entry into shallow water, or diving.
- Symptoms may include bleeding, bumps, pain, and loss of consciousness.
- The lifeguard's actions are designed to stabilize the injury until EMS personnel arrive.

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 21: Spinal Injury Management—Introduction to In-line Stabilization in the Water

Allotted Time
15 minutes

Prerequisite Units
Unit 9 – Moving the Victim to Safety and Rescues
Unit 20 – Spinal Injuries and Caring for Spinal Injuries on Land

Unit Objective
At the end of this unit, the candidate should know the in-line stabilization procedures to care for victims of spinal injury.

Learning Objective
Describe the steps for in-line stabilization of subjects with spinal injuries in the water.

Materials and Equipment
❐ *Aquatics Supervision,* No. 34346
❐ American Red Cross *Lifeguarding* manual, No. 655735
❐ American Red Cross *Lifeguarding* DVD set, No. 655739
❐ Marker board with pens
❐ Flip charts, overhead projector, or video projector with screen
❐ DVD player and television, or video projector and screen

💿 Show the *Lifeguarding* video segment "Head, Neck, and Back Injuries in the Water." Stop the video at 5:53, Spinal Backboarding and Removal (5:53).

Review the conditions that may be encountered:
- Face-up or face-down
- Very shallow water (18 inches or less)
- Shallow water (waist to chest deep)
- Deep water (over chest deep)
- Conscious or unconscious

Review the steps of the emergency action plan for spinal injury management:

- Activate the emergency action plan
- Safely enter the water
- Perform a rescue providing in-line stabilization
- Move the subject to safety, shallow water if possible
- Check for consciousness and breathing
- Backboard the subject and remove them from the water
- Provide appropriate care

- Very shallow water (18 inches or less):
  - Head splint—face-up:
    - Grasp arms and move above head.
    - Apply pressure.
  - Head splint—face-down:
    - Start at side
    - Roll toward you and move to head
- Shallow Water (waist to chest):
  - Entry:
    - Slide-in if the subject is close and not in a crowded area.
    - Other entries if it is important to get to the subject quickly to prevent movement from waves or contact with other people.
  - Head splint—face-up in shallow water:
    - Approach from behind the subject's head.
    - Lifeguard lowers his body to neck level.
    - Grasp subject's forearms with palms up and thumbs to the inside.
    - Move the subject's arms up and move to the side.
  - Head splint—face-down:
    - Approach from the side.
    - Grasp right forearm with right hand, left to left.
    - Move forward to lift the legs before turning.
  - Head and chin support—face-up:
    - This may be more difficult if the subject has a large chest or the lifeguard has short arms.
    - Review hand and arm placement.
    - Approach from the side.
    - Lifeguard's body about shoulder level
  - Head and chin support—face-down:
    - There must be room to submerge and pass under the subject.
    - Move the subject's arm to his side before providing in-line stabilization.
    - Move forward to lift the legs before turning.
    - Exhale through the nose while underwater.
- Deep water
  - Use a rescue tube
  - Face-up—head splint or head and chin support
  - Face-down—head splint or release tube for a head and chin support
  - Submerged:
    - Remove rescue tube strap.
    - A head splint or head and chin support may be used.
    - Bring the subject up at an angle.
    - Roll face-up before or after reaching the surface.

Summary
- Manual in-line stabilization is used until the subject can be secured to a backboard.

- The type of entry will depend upon the distance to travel and the need to prevent further injury.
- The two methods for in-line stabilization are head splint and head and chin support.
- The method of in-line stabilization you choose will depend upon the depth of the water and the position and size of the subject.

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 22: Spinal Injury Management—In-line Stabilization in the Water

Allotted Time
1 hour, 15 minutes

Prerequisite Unit
Introduction to Spinal Injury Management

Unit Objective
At the end of this unit the candidate should be able to:
- Apply an emergency action plan to a suspected spinal injury.
- Apply the in-line stabilization procedures to care for victims of spinal injury in the water.

Learning Objectives

- Demonstrate how to follow an emergency action plan for a spinal injury.
- Demonstrate in-line stabilization for a face-up subject with suspected spinal injury in very shallow water (18 inches or less).
- Demonstrate in-line stabilization for a face-down subject with suspected spinal injury in very shallow water (18 inches or less).
- Demonstrate in-line stabilization for a face-up subject suspected of spinal injury in shallow water (waist to chest deep).
- Demonstrate stabilization for a face-down subject suspected of spinal injury in shallow water (waist to chest deep).
- Demonstrate in-line stabilization with a rescue tube for a subject with a suspected spinal injury floating face-up in deep water.
- Demonstrate in-line stabilization with a rescue tube for a subject with a suspected spinal injury floating face-down in deep water.
- Demonstrate in-line stabilization with a rescue tube and a second rescuer for a submerged subject with a suspected spinal injury.
- Swim a subject with a suspected spinal injury to shallow water while maintaining in-line stabilization and confirm vital signs.

Materials and Equipment
- ☐ *Aquatics Supervision,* No. 34346
- ☐ American Red Cross *Lifeguarding* manual, No. 655735
- ☐ American Red Cross *Lifeguarding* DVD set, No. 655739
- ☐ Marker board with pens
- ☐ Flip charts, overhead projector, or video projector with screen
- ☐ DVD player and television, or video projector and screen
- ☐ Rescue tubes
- ☐ Spinal injury backboard with straps and head immobilization device
- ☐ Mask (for underwater viewing of demonstrations)

In-line Stabilization

Note to instructor: The objective of this unit is for the candidate to become proficient at in-line

stabilization using at least one of the accepted techniques (head splint or head-chin support). Proficiency in both techniques is not required.

Practice the steps of the emergency action plan for spinal injury management.

Very shallow water (18 inches or less):
- Head splint—face-up:
  - Grasp arms and move above head.
  - Apply pressure.
- Head splint—face-down:
  - Start at side.
  - Roll toward you and move to head.

Shallow Water (waist to chest):
- Entry:
  - Slide-in if the subject is close and not in a crowded area.
  - Other entries if it is important to get to the subject quickly to prevent movement from waves or contact with other people.
- Head splint—face-up in shallow water:
  - Approach from behind the subject's head.
  - Lifeguard lowers his body to neck level.
  - Grasp subject's forearms with palms up and thumbs to the inside.
  - Move the subject's arms up and move to the side.
- Head splint—face-down:
  - Approach from the side.
  - Grasp right forearm with right hand, left to left.
  - Move forward to lift the legs before turning.
- Head and chin support—face-up:
  - This may be more difficult if the subject has a large chest or the lifeguard has short arms.
  - Approach from the side.
  - Lifeguard's body about shoulder level
- Head and chin support—face-down:
  - There must be room to submerge and pass under the subject.
  - Move the subject's arm to his side before providing in-line stabilization.
  - Move forward to lift the legs before turning.
  - Exhale through the nose while underwater.

Deep Water
- Use a rescue tube
- Face-up—head splint or head and chin support
- Face-down—head splint or release tube for a head and chin support
- Submerged:
    - Remove rescue tube strap.
    - A head splint or head and chin support may be used.
    - Bring the subject up at an angle.
    - Roll face-up before or after reaching the surface.

Summary

- Manual in-line stabilization is used until the subject can be secured to a backboard.
- The type of entry will depend upon the distance to travel and the need to prevent further injury.
- The two methods for in-line stabilization are head splint and head and chin support.
- The method of in-line stabilization you choose will depend upon the depth of the water and the position and size of the subject.

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 23: Spinal Injury Management—Introduction to Backboarding

Allotted Time
15 minutes

Prerequisite Unit
Unit 22 – Spinal Injury Management—In-line Stabilization in the Water

Unit Objective
At the end of this unit, the candidate should know the procedures to place a victim of spinal injury on a backboard.

Learning Objectives

- Summarize the actions to take if a subject with a suspected spinal injury is unconscious and not breathing.
- Describe the procedures for the removal of a subject with a suspected spinal injury using a backboard with straps and a head immobilization device.

Materials and Equipment
❏ *Aquatics Supervision,* No. 34346
❏ American Red Cross *Lifeguarding* manual, No. 655735
❏ American Red Cross *Lifeguarding* DVD set, No. 655739
❏ DVD player, television, or video projector and screen

Using a Backboard

☉ Show the *Lifeguarding* video segment "Head, Neck, and Spinal Injuries in the Water." Queue video to begin at 5:53, Spinal Backboarding and Removal. Stop the video at 9:37, Spinal Backboarding and Removal – Deep Water (3:44).

Practice the placement of the hands and forearm for head and chin support. Remind candidates of the extra step involved when using the Head Splint technique. (Reference: American Red Cross *Lifeguarding* participant manual, page 263)

The first lifeguard is sometimes referred to as the "primary rescuer." Other lifeguards are sometimes referred to as "assisting lifeguards." Only trained lifeguards should assist with the backboarding procedure.

Discuss removal from the water if there are no signs of life.
- Two-person removal using a backboard (*Lifeguarding* manual, page 118)
- Place the subject on a backboard and walk out.
- At the very least, provide in-water ventilations until the board and additional guards arrive.

Wrap-Up
Review progress and make a study assignment for the next unit.

Unit 24: Spinal Injury Management—Backboarding

Allotted Time
1 hour, 30 minutes

Prerequisite Unit
Spinal Injury Management—Introduction to Backboarding

Unit Objective
At the end of this unit, the candidate should be able to apply procedures to place a victim of spinal injury on a backboard.

Learning Objectives

- Demonstrate in-line stabilization for a suspected spinal injury in deep water and swim the subject to shallow water.
- Demonstrate how to confirm vital signs for a subject with a suspected spinal injury.
- Demonstrate the procedures for the removal of a subject with a suspected spinal injury from the water with the assistance of three others using a backboard with straps and a head immobilization device.

Materials and Equipment

☐ *Aquatics Supervision,* No. 34346
☐ American Red Cross *Lifeguarding* manual, No. 655735
☐ Rescue tubes
☐ Spinal injury backboard with straps and head immobilization device
☐ Mask (for underwater viewing of demonstrations)

Spinal Injury Backboard Procedures

Placing a subject on a backboard:
- Minimum of two rescuers
- Move to shallow water if able:
    o Check for consciousness and signs of life:
        ▪ Is the subject talking (breathing and conscious)?
        ▪ Is the subject unconscious? Listen for breathing and look for movement for no more than 10 seconds.
    o Use rescue tubes to support head and foot of backboard
    o Deep-water backboarding is not required for this course.

- Practice backboarding using the assistance of three other lifeguards.
  - There is no longer an emphasis on the first lifeguard (primary rescuer) being "in-charge."
  - Emphasis should be on the four lifeguards working together as a team with each lifeguard knowing what to do and when to do it.
  - The lifeguard at the head needs to give full attention to maintaining in-line stabilization and therefore should not be distracted by having to give directions to the other three lifeguards.
  - Since Scouting venues most likely will have multiple lifeguards, the following roles are recommended:
    - The first lifeguard (primary rescuer) will either move to the head and provide in-line stabilization or remain at the side to assist with the installation of straps and head immobilizer.
    - The second and, if available, third lifeguard will position the backboard under the subject. Two lifeguards working together may be able to more easily position high buoyancy backboards.
    - After the backboard is properly positioned, the second and third lifeguards move to opposites sides and work together to install the straps and head immobilizer.
    - The fourth lifeguard takes up a position at the foot of the backboard and assists the lifeguard at the head by preventing movement of the backboard.
  - Secure the subject to the board:
    - Use a minimum of three straps.
    - Strap high across the chest and under the armpits to prevent sliding.
    - Secure the hands with the strap across the hips.
    - Strap across the thighs.
    - Recheck straps.
    - Immobilize the head:
      - Use one strap across the forehead.
      - A second strap may be used if it does not interfere with breathing.
- Removal from the water:
  - Edge of the pool
  - Zero-depth

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 25: Written Test

Allotted Time
1 hour, 20 minutes

Prerequisite Unit
All except Supervised Lifeguarding I and Supervised Lifeguarding II

Unit Objective
During this unit, the candidate will complete a comprehensive written test to validate his or her learning to the desired level of competence.

Materials and Equipment
- ☐ Written tests (one per candidate)
- ☐ Pencils
- ☐ Written test answers

Written Test
Administer the written test. Allow one hour for the candidates to complete the test.

Scoring and Review
- Score the written test and identify trends.
- Review each question that was answered incorrectly with the candidates. Answer any questions to ensure understanding.

Wrap-Up
Give instructions regarding the final in-water skills demonstration.

Unit 26: Final In-Water Skills Demonstration

Allotted Time
1 hour

Prerequisite Unit
All except Supervised Lifeguarding I and Supervised Lifeguarding II

Unit Objective: During this unit, the candidate will demonstrate selected lifeguard skills to validate their ability to apply lifeguard procedures to the desired level of competence.

Materials and Equipment
☐ Rescue tubes
☐ Spinal injury backboard with straps and head immobilization device

Final Skills Demonstration

- Set up stations and instruct candidates to rotate through each skills demonstration station. Instructors may use scenarios to test the candidates.
- The instructor may allow additional demonstrations if needed to confirm the ability to apply each skill.
- **Inability to perform rescues or performing rescues with significant deviations from accepted techniques may indicate the need for additional instruction.**
- Timed entry and approach stroke (requirement 14):
  - Feet-first entry with rescue tube
  - Swim 25 yards using an approach stroke.
  - Total time must be 25 seconds or less
- Conscious subject (requirement 10 or 11):
  - 30 feet away
  - Subject will simulate one of the following:
    - Tired swimmer
    - Distressed swimmer
    - Active drowning victim (requiring either a front or rear approach)
- Unconscious subject (requirement 15 or 16)
  - Subject will simulate one of the following:
    - At or near the surface (front or rear approach)
    - Submerged (6 to 8 feet of water)
    - Remove the subject from the water with either a vertical lift using a backboard (requirement 19a) or beach drag (requirement 19c) within two minutes. Time begins when the candidate simulates activating the EAP and enters the water.
    - After removing the subject from the water, immediately perform a primary assessment and demonstrate two-person CPR on a manikin for 3 minutes (requirement 16).

- Suspected spinal injury (requirement 22):
    - o Waist to chest deep water only
    - o Subject may be either face-up or face-down
    - o Provide in-line stabilization
    - o Secure the subject to a backboard with the assistance of three others.
    - o Due to the nature of this skills demonstration, the candidate will likely be involved more than once. The instructor should pay attention to prevent the candidate from performing the same role each time.

Wrap-Up

Complete lifeguard applications and give instructions for the completion of any remaining items.

Unit 27: Supervised Lifeguarding I

Allotted Time
1 hour, 30 minutes

Prerequisite Units
- Prerequisites and Course Overview
- The BSA Lifeguard as a Professional
- Safety Standards and Risk Management
- Surveillance and Victim Recognition
- Entries and Approaches
- Reaching and Throwing Assists
- Moving the Victim to Safety and Rescues
- Emergency Action Plans
- Victim Removal From the Water
- Safe Swim Defense

Unit Objective
At the end of this unit, the candidate will be able to apply Safe Swim Defense and lifeguard procedures in order to serve as a lifeguard in a BSA aquatics setting.

Learning Objectives

- Complete a safety check of a swimming area and identify typical hazards.
- Apply Safe Swim Defense to a typical swimming activity, showing the implementation of each point.
- Summarize how Safe Swim Defense applies to Scouting aquatics programs.
- State the primary purpose of the buddy check.

Materials and Equipment
- ☐ *Aquatics Supervision,* No. 34346
- ☐ *Lifesaving* merit badge pamphlet, No. 35915
- ☐ American Red Cross *Lifeguarding* participant manual, No. 655735
- ☐ Reach poles
- ☐ Ring buoys
- ☐ Rescue tubes
- ☐ Buddy tags
- ☐ Black, red, and blue marker pens

Supervised Lifeguarding

During this unit, the candidates serve as lifeguards during an actual recreational swim at a pool or waterfront. The swimmers should be unscripted Scout-age youth. The candidate should spend the majority of the time with the actual responsibility for surveillance and safety of the swimmers. A minimal amount of time should be spent performing other lifeguard duties. Course instructors and other trained lifeguards should provide supervision and backup to ensure the safety of the swimmers. However, the candidates should not be so closely supervised that they perceive that they do not have any "real" responsibility.

> *Note:* This unit may be accomplished after the completion of the lifeguard course. However, it must be supervised by a BSA Lifeguard Instructor or BSA Aquatics Instructor and completed within 120 days from the start of the original course.

Prior to the Swim
- Safety inspection:
  o Before opening for the day
  o During the day
  o Closing:
    ▪ Secure equipment (inspect for excessive wear, replace parts)
    ▪ Order supplies (buddy tags, sunscreen, first aid supplies)
  o Perform a safety inspection of the swim facility.
- Guard assignments
  o Guard Team Supervisor—one per area
  o Guard stations and surveillance zones
  o Gate—one person or the aquatics director
  o Lookout—any dependable individual may serve

During the Swim
- Check-in at the buddy board:
  o Use of turnstile or gate to control access to the swim area
  o Confirm each swimmer has a buddy and a tag.
  o Each buddy handles his own tag.
- Buddy checks:
  o Before beginning the swim:
    ▪ Ensure everyone is in the area where they checked in.
    ▪ Ensure there is no confusion as to what buddies are linked.
  o Purpose—reminder to:
    ▪ Stay near their buddy.
    ▪ Be aware of their buddy's situation.
    ▪ Lend immediate assistance.
  o Signal—Approximately every 10 minutes, more or less often as needed:
    ▪ One blast of a whistle, bell, or horn followed by "buddies" or "buddy check"
    ▪ Count to 10.
  o Report received and confirmed.
  o Resume swimming (two blasts of a whistle, bell, or horn)
  o End of the swim period (three blasts of a whistle, bell, or horn). Note: The Red Cross

uses three blasts of a whistle throughout the DVD as the signal to activate the emergency action plan.

- Surveillance—Candidates should be evaluated on the following:
  - o Remaining at their assigned station until relieved
  - o Discipline in the surveillance of their assigned zone
  - o Not allowing others to distract or interfere with their surveillance
  - o Enforcement of rules (if appropriate)
- Guard rotation:
  - o During a buddy check
  - o During other times
  - o Allow the candidates to remain at a station long enough to experience some boredom normally associated with surveillance.
- Swim test (optional if time and facilities permit):
  - o This exercise should be accomplished in an area separate from the recreational swimmers.
  - o Demonstrate how to give a proper swim classification test.
  - o Marking the buddy tag

After the Swim

- Debriefing and discussion:
  - o Ask the candidates to write down the things they noticed while at their station.
  - o Compare what the candidates noticed with what the instructors noticed:
    - ▪ Swimmers with marginal skills
    - ▪ Playful activity that might have led to trouble
    - ▪ Behavioral problems
    - ▪ Distractions

Wrap-Up

Review progress and make a study assignment for the next unit.

Unit 28: Supervised Lifeguarding II

Allotted Time
1 hour, 30 minutes

Prerequisite Units
- Supervised Lifeguarding I
- Multiple and Submerged Victim Rescues

Unit Objective
At the end of this unit, the candidate will be able to apply Safe Swim Defense and lifeguard procedures in order to serve as a lifeguard in a BSA aquatics setting.

Learning Objectives

- Complete a safety check of a swimming area and identify typical hazards.
- Apply Safe Swim Defense to a typical swimming activity, showing the implementation of each point.
- Summarize how Safe Swim Defense applies to Scouting aquatics programs.
- State the primary purpose of the buddy check.

Materials and Equipment
❒ *Aquatics Supervision,* No. 34346
❒ *Lifesaving* merit badge pamphlet, No. 35915
❒ American Red Cross *Lifeguarding* participant manual, No. 655735
❒ Reach poles
❒ Ring buoys
❒ Rescue tubes
❒ Buddy tags
❒ Black, red, and blue marker pens

Supervised Lifeguarding

During this unit, the candidates serve as lifeguards during an actual recreational swim at a pool or waterfront. The swimmers should be unscripted Scout-age youth. The candidate should spend the majority of the time with the actual responsibility for surveillance and safety of the swimmers. A minimal amount of time should be spent performing other lifeguard duties. Course instructors and other trained lifeguards should provide supervision and backup to ensure the safety of the swimmers. However, the candidates should not be so closely supervised that they perceive that they do not have any "real" responsibility.

> *Note:* This unit may be accomplished after the completion of the lifeguard course. However, it must be supervised by a BSA Lifeguard Instructor or BSA Aquatics Instructor and completed within 120 days from the start of the original course.

Prior to the Swim

- Safety inspection

During the Swim

- Operation and supervision of the buddy board
- Buddy checks
- Guard rotation
- Swim test (optional if time and facilities permit)
- Checkout

After the Swim

- Debriefing and discussion:
  o Ask the candidates to write down the things they noticed while at their station.
  o Compare what the candidates noticed with what the instructors noticed:
    ▪ Swimmers with marginal skills
    ▪ Playful activity that might have led to trouble
    ▪ Behavioral problems
    ▪ Distractions

Appendix

Aquatics Emergency Action Plan Example

The following is an example of an emergency action plan. This document is an example only for discussion purposes. An actual emergency action plan should contain procedures that are applicable to a specific location.

Emergency—A serious accident or injury has occurred, or there is an immediate threat of injury or death to one or more persons.

Emergency Response Coordinator—The aquatics director is the emergency response coordinator. He has direct communication (two-way radio, telephone, wireless phone, or runner) with the emergency response team (camp director, health officer, ranger, etc.). If the aquatics director leaves the waterfront, he will designate an acting director and ensure all waterfront personnel are aware who the acting director is.

Safety Boat—A boat designated for use in transporting equipment and personnel to the scene of an accident or injury. The boat may be pre-loaded or equipped with a first aid kit, breathing barrier, backboard, or AED. The boat may be either human-powered (paddle or oars) or motor-driven (electric or gasoline), depending on the anticipated distance.

Inside the Swimming Area

1. Active drowning, distressed, or submerged victim:
   a. Notify—The guard who sees the victim activates the emergency action plan using the predetermined signal (e.g., "Guard in the Water!")[1]. Other guards echo the activation and point to the guard making the rescue. This is to ensure the emergency response coordinator is aware of the situation and knows who is involved.
   b. Perform rescue:
      i) Perform the appropriate rescue.
      ii) Other guards adjust to provide backup coverage.
      iii) Designated guard brings first aid kit (with CPR breathing barrier) and AED (if available).
      iv) Emergency response coordinator contacts the camp medical officer and camp director (e.g., "Distressed swimmer. Rescue in progress.").
   c. Post-rescue:
      i) Call for a buddy check and clear the swim area if directed by the emergency response coordinator.
      ii) Provide first aid as necessary.
      iii) Replace rescue equipment.
      iv) Conduct an incident debrief.
      v) Provide post-incident counseling.
2. Missing swimmer:
   a. Notify:

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[1] "Guard in the water!" or a similar phrase is an alternative to the use of a whistle for activating the emergency action plan. The same procedure could be used if the guard was on the deck and reaching or throwing to the victim.

i) Activate the emergency action plan (e.g., "Missing swimmer" or "LBD").
ii) The emergency response coordinator contacts the camp director and camp medical officer with the missing person's name and last known location and assigned campsite.
iii) Clear the swim area.

b. Search:
i) The camp director directs camp staff to look for the missing swimmer in other parts of camp (campsite, dining hall, etc.).
ii) Two guards begin an immediate search of the last known location of the missing swimmer.
iii) The designated guard brings masks and fins to the search area.
iv) Additional guards perform an underwater line search of the entire swim area beginning with the last known location of the missing swimmer.

c. Post-rescue:
i) Provide rescue breathing or CPR as required.
ii) Provide "near drowning" care.
iii) Replace rescue equipment.
iv) Provide post-incident counseling for witnesses and staff.

Outside the swimming area (boating area or open-water swim area):
The condition of the victim or the type of injury will determine the level of response.

Injury, responsive victim—A responsive victim is able to follow instructions from the responding guard. He is able to grasp a reach pole, flotation device, or actively assist with transfer into a rescue boat. Time is not critical, and assistance is available from other guards or instructors.

Injury, incapacitated victim—The victim is not able to respond to instructions from the guard. He may be able to respond to questions from the guard to assist in determining the degree of the incapacitation. The guard needs assistance in transporting the person to the boat dock or removing the person from the water.

Life threatening injury—Time is critical. The person needs or potentially will need advanced life support.

1. Notify—When an accident or incident occurs while on the water and away from the boating launch area, use the following signals to activate the emergency action plan:
   • Attention, assistance required—One 3-second blast from a whistle or horn; paddle, oar, rescue tube, or arm raised vertically overhead; call out, "Injured boater!"
   • Urgent, life threatening situation—Three 3-second blasts from a whistle or horn; paddle, oar, rescue tube, or arm(s) waved overhead; radio call: "MAYDAY." Contact the camp medical staff, direct them to call 911 and request emergency medical services (EMS) immediately. Respond to the scene with the first aid kit and other emergency equipment.
   • All clear—Two 3-second blasts from a whistle or horn; paddle, oar, rescue tube held horizontally overhead; arms extended parallel to ground; finger and thumb forming "OK signal" or "thumbs up" signal (no assistance required, situation resolved).

2. Respond—Provide assistance to the victim:
   a. Responsive victim—provide first aid or spinal injury management. Return to the boat

launch or dock.

b. <u>Incapacitated victim</u>—provide first aid or spinal injury management. With the assistance of another guard, remove the victim from the water. Return to the boat launch or dock.

c. <u>Life threatening injury</u>—If CPR is required or may be required:

- Open-water swimming (Mile Swim)—Move the victim to the nearest shore or dock where it is practicable to perform CPR. One guard rows while the other holds the victim at the transom of the guard boat (rowboat). Other guards will use the safety boat to bring the AED and first aid equipment to the scene.

- Canoeing—Administer CPR or paddle the victim to the nearest shore or dock where it is practicable to perform CPR. If the victim is in the water and too large to quickly bring into the canoe, one person can hold onto the victim while the other person paddles. Other guards use the safety boat to bring the AED, spinal injury board, and first aid equipment to the scene.

- Rowing—If able, administer CPR onboard. Otherwise, row to the nearest shore or dock where it is practicable to perform CPR. If the victim is in the water and too large to quickly bring into the rowboat, one person can hold onto the victim at the transom while the other person rows. Other guards use the safety boat to bring the AED, spinal injury board, and first aid equipment to the scene.

- Sailing—If able, administer CPR onboard. Otherwise sail or paddle the sailboat to the nearest shore or dock where it is practicable to perform CPR. If the victim is in the water and too large to quickly bring into the sailboat, one person can hold onto the victim while the other person paddles or sails the boat. Alternatively, attach a line to the victim and tow him or her to the nearest shore or dock where it is practicable to perform CPR. Other guards use the safety boat to bring the AED, spinal injury board, and first aid equipment to the scene.

- Motor boating—If able, administer CPR onboard. Otherwise, go to the nearest shore or boat dock where it is practicable to perform CPR. If the victim is in the water and too large to quickly bring into the boat, one person can hold onto the victim while the other person steers the boat to the nearest shore or dock. If the victim is in the water, moving the boat in reverse will prevent injury by the propeller. Other guards use the safety boat to bring the AED, spinal injury board, and first aid equipment to the scene.

- Boardsailing—Disconnect the sail, place the victim on the sailboard, and paddle to the nearest shore or dock using the rescue board procedure in the American Red Cross *Lifeguarding* participant manual, pages 74-77. Other guards will use the safety boat to bring the AED and first aid equipment to the scene.

- Kayaking (flat-water instruction)

    a. Sit-inside kayak—Use a line to tow the victim to the nearest shore or dock where it is practicable to perform CPR. Other guards will use the safety boat to bring the AED and first aid equipment to the scene.

Rescue Kayak

paddle with lanyard

additional rescue equipment
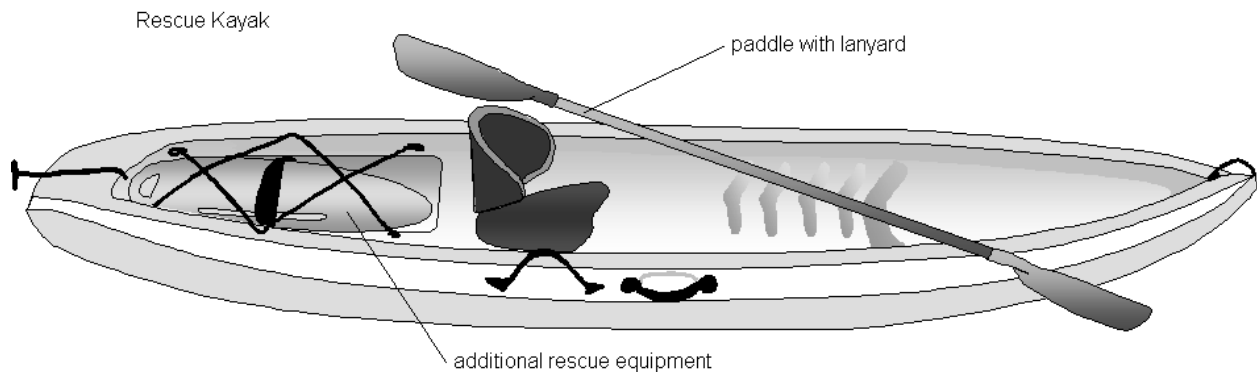
b. Sit-on-top kayak—Place the victim on the kayak, and paddle to the nearest shore or dock where it is practicable to perform CPR. Other guards will use the safety boat to bring the AED and first aid equipment to the scene.

Severe Weather (lightning, high wind, hail, tornado)
1. Notify:
    a. Activate the emergency action plan (signal: attention or urgent).
    b. Contact the camp director. ("Severe weather approaching. Securing the waterfront.")
2. Recall—Signal all watercraft to return to the shore. Remove all swimmers from the swim area. Move all Scouts, leaders, and guests to the designated shelter area.
3. Secure—Bring watercraft ashore, secure sails, secure all loose equipment as time permits.
4. Shelter—Move to the designated severe weather shelter.
5. Post-incident actions—Document actions taken, perform safety checks, brief supervisors (aquatics director, camp director, medical officer, camp ranger).

Accident or injury
1. Notify:
    a. Activate the emergency action plan (signal: assistance required or life threatening situation).
    b. Contact the camp medical officer if the injury is severe or life threatening.
2. Survey the scene—Look to determine it is safe to approach the victim.
3. Care—Provide first aid and treat for shock until medical assistance arrives.
4. Post-incident actions—Document actions in the First Aid Log, replenish first aid supplies, replace emergency equipment, eliminate or minimize any contributing hazards, brief supervisors (aquatics director, camp director, medical officer, camp ranger).

Fire
1. Notify:
    a. Activate the emergency action plan (signal: urgent).
    b. Contact the camp director

2. Evacuate—Move all Scouts, leaders, and guests away from the fire.

3. Escort—Send a staff member to the main service road to meet firefighting personnel.

4. Extinguish—Attempt to extinguish the fire after everyone is away from the fire.

5. Post incident actions—Document actions taken, perform safety checks, brief supervisors (aquatics director, camp director, medical officer, camp ranger).

Fighting

1. Notify:

   a. Activate the emergency action plan (signal: attention or urgent).

   b. Contact the camp director.

2. Isolate—Restrain or separate the persons involved in the fight.

3. Care—Provide first aid as required.

4. Post-incident actions—Get identification and a statement from each witness to the incident. Brief supervisors (aquatics director, camp director, medical officer, camp ranger).

Disruptive Behavior

1. Notify:

   a. Activate the emergency action plan (signal: assistance required).

   b. Obtain assistance consistent with the severity of the situation (other staff member, aquatics director, adult leader).

2. Isolate—Move the person away from the program area to discuss the situation. Alternatively, move participants away from the person.

3. De-escalate—Ask the person to leave the area.

4. Post-incident actions—Document actions taken and brief supervisors (aquatics director, program director, camp director).

Intruder (An unauthorized person uses threatening behavior or causes a disturbance.)

1. Notify:

   a. Activate the emergency action plan (signal: assistance required).

   b. Contact the camp director immediately.

2. Isolate—Move all participants and staff away from the intruder. This may involve keeping all watercraft on the lake as opposed to recalling them to the shore or keeping all swimmers in the water or on the dock as opposed to clearing the swim area.

3. De-escalate—Ask the intruder(s) to leave the area. Inform the intruder that the camp is private property. Do not provoke or argue with the intruder(s).

4. Post-incident actions—Document actions taken, seek counseling for participants and staff as needed, brief supervisors (aquatics director, camp director, medical officer, camp ranger) and law enforcement authorities, if required (e.g., police, sheriff).

Weapon Threat (There is a person carrying a weapon and threatening to cause harm.)

1. Notify:

   a. Activate the emergency action plan (signal: urgent)

b. Contact the camp director immediately.

2. <u>Isolate</u>—Move all participants and staff away from the threat. This may involve keeping all watercraft on the lake instead of recalling them to the shore or keeping all swimmers in the water or on the dock instead of clearing the swim area.

3. <u>De-escalate</u>—Do not approach the person with the weapon. However, if the person approaches you, move away and do not attempt to disarm him or her. Ask them to lay down the weapon. Do not provoke or argue with the person.

4. <u>Post-incident actions</u>—Document actions taken, seek counseling for participants and staff as needed, brief supervisors (aquatics director, camp director, medical officer, camp ranger) and law enforcement authorities (e.g., police, sheriff).

Knowledge Test   Version A

This written knowledge test contains 40 multiple-choice questions. Mark your answers on the separate answer sheet. You have 30 minutes to complete this test.

1. What is the minimum age of the supervisor required by the Safe Swim Defense plan?

   a. 14
   b. 16
   c. 18
   d. 21

2. What training is required for the supervisor under the Safe Swim Defense plan?

   a. BSA Safe Swim Defense
   b. CPR and Standard First Aid
   c. BSA Swimming and Water Rescue
   d. BSA Lifeguard or Red Cross Lifeguarding

3. What evidence of fitness for swimming is required by the Safe Swim Defense plan?

   a. Signed release of liability
   b. Signed health history form
   c. Signed membership application
   d. Signed permission to seek medical attention

4. What are some things you can do as a lifeguard, not on surveillance duty, to facilitate communication with an adult leader?

   a. Stand and make eye contact with the adult
   b. Suggest the adult speak with your supervisor
   c. Always have a buddy witness the conversation
   d. Request the adult make an appointment for later

5. According to Safe Swim Defense, what is the maximum recommended water depth when swimming in turbid water?

   a. 8 feet
   b. 9 feet
   c. 10 feet
   d. 12 feet

6. What activities are not permitted when swimming in turbid water?

   a. Run-and-swim entry
   b. Stride or compact entry
   c. Opening the eyes underwater
   d. Diving and underwater swimming

7. What is the minimum depth when jumping feet-first into water?

   a. Waist-deep
   b. Chest-deep
   c. Shoulder-deep
   d. Over the head

8. What does the letter "N" in the FIND model remind you to do?

   a. Name the pros and cons
   b. Nullify the circumstances
   c. Negate the adverse effects
   d. Notify the lifeguard supervisor

9. What are some of the factors to consider when the water is cold?

   a. Monitor the adults more closely than the youth.
   b. Recommend all swimmers wear a cotton T-shirt.
   c. Reduce the amount of exposure time in the water.
   d. Visible symptoms of chill are consistent in children.

10. How long should you wait after the last lightning flash or thunder before leaving shelter?

    a. 20 minutes
    b. 25 minutes
    c. 30 minutes
    d. 45 minutes

11. What type of shelter typically provides better protection from lightning?

    a. A small metal picnic shelter
    b. A tarp with a stainless steel cable for a ridgeline
    c. Wall tents on permanent platforms with metal frames
    d. An enclosed building with permanent electrical wiring

12. What additional training must be valid in order for the BSA Lifeguard training to be valid?

    a. Safe Swim Defense and Safety Afloat
    b. Aquatics Supervision: Swimming and Water Rescue
    c. Aquatics Supervision and Youth Protection Training
    d. First Aid and CPR/AED for the Professional Rescuer

13. What is the minimum age specified in the National Camp Standards to serve as a lifeguard for swimming activities in a natural body of water?

    a. 14 years old
    b. 15 years old
    c. 16 years old
    d. 18 years old

14. What is the meaning of negligence as a legal consideration for lifeguards?

    a. The minimum level of required care
    b. A failure to provide appropriate care
    c. The victim's refusal of on-scene care
    d. A moral responsibility to act with care

15. What is the primary purpose of a buddy check?

    a. Give lifeguards a break and a chance to rotate stations
    b. Determine if someone is missing or has drowned without being noticed
    c. Determine if all lifeguards are in position and ready to begin the activity
    d. Remind participants to remain near their buddy so they can lend assistance

16. What should you do if buddies take longer than 10 seconds to find each other during a buddy check?

    a. Remind them of their responsibility for the other's safety.
    b. Remove them from the water and notify their adult leader.
    c. Require them to get out of the water for the rest of the day.
    d. Require them to get out of the water until the next buddy check.

17. What one of the general behavior characteristics you might expect from Cub Scouts?

    a. Limited attention span
    b. Increased risk tolerance
    c. Good physical coordination
    d. Lack of respect for authority

18. Who is responsible for the identification of potential hazards on or around the swim area?

    a. Lifeguards
    b. Aquatics Director
    c. Guard Team Supervisor
    d. All of the above

19. What are the proper actions for the lifeguard to take after the emergency action plan has been activated for someone who appears to be having a cardiac arrest in the water?

    a. Move the victim to the side of the pool and stabilize the vital signs.
    b. Remove the victim from the water and prepare to begin CPR/AED.
    c. Remove the victim from the water and wait for advanced life support.
    d. Remove the victim from the water and wait for the director's instructions.

20. What is the maximum depth for the Beginner area?

    a. Chest-deep
    b. Standing depth
    c. Shoulder depth
    d. Just over the head

21. During the swim test, what should Scouts who declare themselves to be Non-Swimmers do?

    a. Be encouraged to suit up and join in the testing.
    b. Be given a chance to play and splash in the water.
    c. Get acquainted with the instructor for Non-Swimmers.
    d. All of the above.

22. What are the responsibilities of the lookout according to Safe Swim Defense?

    a. Call for buddy checks every 10 minutes, operate the buddy board, guard the gate
    b. Monitor the weather, alert rescue personnel, identify violations of Safe Swim Defense
    c. Hang buddy tags on the buddy board, blow the whistle for buddy checks, guard the gate
    d. Supervise the other guards, listen to the weather radio, activate the emergency action plan

23. What is the distance required for the Swimmer swim classification?

    a. 50 feet
    b. 50 yards
    c. 100 feet
    d. 100 yards

24. What does the color red on the upper half circle of the buddy tag indicate?

    a. Adult leader
    b. Beginner
    c. Swimmer
    d. Non-Swimmer

25. Under Safe Swim Defense, what is the minimum guard-to-swimmer ratio for a recreational swim?

    `a.` One guard for every 5 Cub Scout participants
    `b.` One guard for every 10 participants
    `c.` One guard for every 20 participants
    `d.` a and b

26. What should you do if someone with a disability wants to check in for a recreational swim with his buddy?

    `a.` Buddy them with another lifeguard.
    `b.` Allow them to swim in the non-swimmer area only.
    `c.` Allow them to swim in the area that matches their ability.
    `d.` Deny them entry and immediately notify the aquatics director.

27. You are at the entry to the swim area. What should you do if a unit leader asks to use the swimming area to test a Scout as part of the Second Class rank advancement?

    `a.` Allow the unit leader give the test to the Scout. Guard as needed.
    `b.` Ask to see the unit leader's current Safe Swim Defense training card.
    `c.` Tell the unit leader only the aquatics staff may test rank advancement.
    `d.` Do not let the leader into the swim area and notify the aquatics director.

28. What is the maximum height for diving allowed by the BSA aquatics policy?

    `a.` 18 inches
    `b.` 40 inches
    `c.` 48 inches
    `d.` 60 inches

29. What type of entry should be used when entering the water from an elevated guard chair (greater than 3 feet)?

    `a.` Compact jump
    `b.` Run-and-swim
    `c.` Slide-in entry
    `d.` Stride jump

30. When should an injured subject on land be moved?

    `a.` When there are other people to assist
    `b.` When you need to treat severe bleeding
    `c.` When they are in danger where they are
    `d.` All of the above

31. What are the three key steps to use when escaping from a front head-hold?

    a. Gasp, Grab, Push
    b. Suck, Tuck, Duck
    c. Reach, Throw, Go
    d. Tuck, Twist, Subdue

32. When removing a person from the water using a vertical lift, what should be the lifeguard's primary concern for the victim?

    a. Calling for assistance
    b. Keeping your rescue tube with you
    c. Protecting the victim's head and spine
    d. Making sure to bend at the waist when lifting

33. Which of the following skills would you use with a face-down victim of a suspected spinal injury in waist- to chest-deep water?

    a. Head splint
    b. Head chin support
    c. Hip and shoulder support
    d. Either a or b

34. If rescuer 1 has used a head-chin support technique to stabilize a subject with a suspected spinal injury, what should be the next step for rescuer 2 after placing the backboard under the subject?

    a. Move to the head and take over stabilization.
    b. Place a rescue tube under the subject's knees.
    c. Use a head-splint technique to stabilize the subject.
    d. Secure the subject to the board using at least three straps.

35. What should you do if you observe a person fail to surface after submersion in murky water?

    a. Immediately undertake a rescue attempt.
    b. Wait for mask and fins and begin a line search.
    c. Wait for three additional guards, then begin a line search.
    d. Activate a lost swimmer search or lost bather drill (LBD).

36. What type of life jacket is recommended for general recreational use in Scouting?

    a. Type I
    b. Type II
    c. Type III
    d. Type IV

37. What is the recommended procedure when using watercraft to guard a distance swim in open water?

    a. Rowboats with two occupants accompanying each swimmer
    b. Guards on rescue boards accompanying every two swimmers
    c. Guards in anchored rowboats 100 yards apart along the course
    d. Guards in canoes with rescue tubes accompanying each swimmer

38. In the event of a serious accident or injury, what action should you take with regard to notification of parents or guardian?

    a. Ask his buddy to immediately notify the parents or guardian.
    b. Tell anyone on the staff to contact his parents as soon as possible.
    c. Use your cell phone to immediately notify the parents or guardian.
    d. Allow the Scout Executive or representative to handle the notification.

39. What element of the RID Factor does the letter "I" represent?

    a. Incident
    b. Isolation
    c. Intrusion
    d. Independence

40. What are the first and last points of Safe Swim Defense?

    a. Lifeguards and Lookout
    b. Buddy Tag and Buddy Board
    c. Safe Swim Area and Ability Groups
    d. Qualified Supervision and Discipline

Knowledge Test   Version B

This written knowledge test contains 40 multiple-choice questions. Mark your answers on the separate answer sheet. You have 30 minutes to complete this test.

1. How many supervisors are required under the Safe Swim Defense Plan?

    a. 1
    b. 2
    c. 3
    d. 1 for every 10 swimmers

2. What is the minimum qualification to serve as a lookout under the Safe Swim Defense plan?

    a. Trained in Swimming and Water Rescues
    b. Sound understanding of Safe Swim Defense
    c. Trained in CPR, AED, and Standard First Aid
    d. Currently trained lifeguard (BSA or Red Cross)

3. What evidence of fitness for swimming is required by the Safe Swim Defense plan?

    a. Signed release of liability
    b. Signed health history form
    c. Signed membership application
    d. Signed permission to seek medical attention

4. What is a good way, when not on surveillance duty, to show respect for an adult leader?

    a. Block the entrance gate and ask, "How may I help you?"
    b. Ask a buddy to witness your conversation with the adult
    c. Keep your sunglasses on to hide your eyes from the adult
    d. Stand, smile, and extend your hand in the Scout handshake

5. According to Safe Swim Defense, what is the maximum recommended water depth when swimming in clear water?

    a. 8 feet
    b. 9 feet
    c. 10 feet
    d. 12 feet

6. How is turbid water defined under Safe Swim Defense?

    a. The bottom of the swim area is not visible.
    b. A swimmer treading water cannot see his feet.
    c. A 12-inch white disk is not visible 3 feet underwater.
    d. A 12-inch white disk is not visible 8 feet underwater.

7. What is the minimum water depth for a diving entry?

    a. 6 feet
    b. 7 feet
    c. 8 feet
    d. 9 feet

8. What does the letter F in the FIND model remind you to do?

    a. Find out what to do
    b. Figure out the problem
    c. Figure out the pros and cons
    d. Formulate possible solutions

9. What are some of the factors to consider when the water is cold?

    a. Monitor the adults more closely than the youth.
    b. Recommend all swimmers wear a cotton T-shirt.
    c. Reduce the amount of exposure time in the water.
    d. Visible symptoms of chill are consistent in children.

10. What action should you take when a thunderstorm threatens an outside aquatics area?

    a. Go to the facility office for direction.
    b. Monitor forecasts on the radio and wait.
    c. At the first sound of thunder, clear the pool.
    d. Wait for a flash of lightning, then clear the pool.

11. What type of shelter typically provides better protection from lightning?

    a. A small metal picnic shelter
    b. A tarp with a stainless steel cable for a ridgeline
    c. Wall tents on permanent platforms with metal frames
    d. An enclosed building with permanent electrical wiring

12. What additional training must be valid in order for the BSA Lifeguard training to be valid?

    a. Safe Swim Defense and Safety Afloat
    b. Aquatics Supervision: Swimming and Water Rescue
    c. Aquatics Supervision and Youth Protection Training
    d. First Aid and CPR/AED for the Professional Rescuer

13. What is the minimum age specified in the Department of Labor regulations to serve as a lifeguard for swimming activities in a pool?

    a. 14 years old
    b. 15 years old
    c. 16 years old
    d. 18 years old

14. What legal consideration immediately applies to a lifeguard if an emergency occurs while he or she is performing surveillance?

    a. Duty to Act
    b. Risk Assessment
    c. Informed Consent
    d. Pending Litigation

15. What is the primary purpose of a buddy check?

    a. Give lifeguards a break and a chance to rotate stations
    b. Determine if someone is missing or has drowned without being noticed
    c. Determine if all lifeguards are in position and ready to begin the activity
    d. Remind participants to remain near their buddy so they can lend assistance

16. How often should guards perform a buddy check during a recreational swim?

    a. Approximately every 10 minutes
    b. At the beginning and end of the recreational swim
    c. As often as needed to remind buddies to stay together
    d. All of the above

17. What is one of the general characteristics you might expect when guarding Venturers?

    a. Decreased risk tolerance
    b. Increased cognitive ability
    c. Indifference to peer pressure
    d. Lack of interest in appearance

18. Who is responsible for the identification of potential hazards on or around the swim area?

    a. Lifeguards
    b. Aquatics Director
    c. Guard Team Supervisor
    d. All of the above

19. What is the purpose of an emergency action plan (EAP)?

    `a.` Provide first aid to the victim until CPR can be started.
    `b.` Rescue the victim without creating liability for the BSA.
    `c.` Provide plans to contact EMS in the event of a near drowning.
    `d.` Provide a plan describing everyone's responsibility in an emergency.

20. What is the maximum depth for the Non-Swimmer area?

    `a.` Thigh to waist-deep
    `b.` Waist to chest-deep
    `c.` Chest to shoulder-deep
    `d.` Shoulder to head-deep

21. How long is a candidate required to float during a swim test

    `a.` 30 seconds
    `b.` 1 minute
    `c.` 2 minutes
    `d.` Not specified

22. What parts of the swimming area are the responsibility of the lookout?

    `a.` *Swimmer* area
    `b.` *Beginner* area
    `c.` *Non-swimmer* area
    `d.` All of the above

23. What is the distance required for the Beginner swim classification?

    `a.` 50 feet
    `b.` 50 yards
    `c.` 100 feet
    `d.` 100 yards

24. What information should be printed on the back of the buddy tag?

    `a.` The unit leader's name and emergency contact number
    `b.` Known medical conditions, physical limitations, and allergies
    `c.` The place where the tag-holder lives in camp and the unit number
    `d.` The date of the swim classification test and the lifeguard's initials

25. Under Safe Swim Defense, what is the minimum guard-to-swimmer ratio for a recreational swim?

 a. One guard for every five Cub Scout participants
 b. One guard for every 10 participants
 c. One guard for every 20 participants
 d. a and b

26. What should you do if someone with a disability wants to check in for a recreational swim with his buddy?

 a. Buddy them with another lifeguard.
 b. Allow them to swim in the non-swimmer area only.
 c. Allow them to swim in the area that matches their ability.
 d. Deny them entry and immediately notify the aquatics director.

27. You are at the entry to the swim area. What should you do if a unit leader asks to use the swimming area to test a Scout as part of the Second Class rank advancement?

 a. Allow the unit leader give the test to the Scout. Guard as needed.
 b. Ask to see the unit leader's current Safe Swim Defense training card.
 c. Tell the unit leader only the aquatics staff may test rank advancement.
 d. Do not let the leader into the swim area and notify the aquatics director.

28. What is the maximum recommended height for jumping feet-first into the water?

 a. No higher than an average adult
 b. No higher than a table (table-high)
 c. No higher than one's standing height
 d. No higher than one's waist (waist-high)

29. What is the safest method to use to enter water when the depth is unknown?

 a. Stride jump
 b. Slide-in entry
 c. Run-and-swim
 d. Compact jump

30. When should you use a walking assist to remove a victim from the water?

 a. Only at a lake or ocean where there is a gradual slope to the bottom
 b. When a conscious subject has hit his or her head on the bottom of the lake
 c. When the subject has only minor injuries and is too weak to walk unassisted.
 d. When you suspect the subject may have a dislocated shoulder or fractured arm

31. What is the first thing a lifeguard should do if a subject grabs him during a rescue?

  a. Strike the subject with your elbow.
  b. Take a breath, tuck your chin, and submerge.
  c. Call for backup and swim away from the subject.
  d. Grasp the subject's forearms just above the elbows.

32. When performing a beach drag, where do you position your forearms?

  a. Under the subject's head
  b. Around the subject's arms
  c. Around the subject's chest
  d. Under the subject's armpits

33. What is the main purpose of in-line stabilization?

  a. To keep the victim straight so that CPR could be performed, if necessary
  b. To stabilize and restrict motion of the head, neck, and back
  c. To move a victim quickly and safely to shallow water
  d. All of the above

34. If rescuer 1 has used a head-splint stabilization technique to stabilize a subject with a suspected spinal injury, what should be the next step for rescuer 2 after placing the backboard under the subject?

  a. Move to the head and take over stabilization
  b. Place a rescue tube under the subject's knees
  c. Use head and chin support to stabilize the subject
  d. Secure the subject to the board using at least three straps

35. What is the recommended course of action if you cannot rapidly locate a submerged victim?

  a. Call for mask and fins and begin a line search with a least four guards
  b. Tell all strong swimmers to form a line and begin searching the bottom
  c. At least two guards begin a search of the area where the victim was last seen
  d. Clear the swim area and break out the SCUBA gear for an underwater search

36. What type of life jacket is recommended for general recreational use in Scouting?

  a. Type I
  b. Type II
  c. Type III
  d. Type IV

37. Which type of watercraft is the most stable for use during surveillance and rescue?

    a. Canoe
    b. Rowboat
    c. Rescue board
    d. Sit-on-top kayak

38. In the event of a serious accident or injury, what action should you take with regard to notification of parents or guardian?

    a. Ask his buddy to immediately notify the parents or guardian.
    b. Tell anyone on the staff to contact his parents as soon as possible.
    c. Use your cell phone to immediately notify the parents or guardian.
    d. Allow the Scout Executive or representative to handle the notification.

39. What element of the RID Factor does the letter "D" represent?

    a. Distress
    b. Damaged
    c. Discomfort
    d. Distractions

40. What are the first and last points of Safe Swim Defense?

    a. Lifeguards and Lookout
    b. Buddy Tag and Buddy Board
    c. Safe Swim Area and Ability Groups
    d. Qualified Supervision and Discipline

Knowledge Test Answer Sheet

Name _____ Date _____ Version ⓐ ⓑ

Fill in the circle corresponding to your answer choice. Do not mark on the test.

1.	ⓐ	ⓑ	ⓒ	ⓓ	21.	ⓐ	ⓑ	ⓒ	ⓓ
2.	ⓐ	ⓑ	ⓒ	ⓓ	22.	ⓐ	ⓑ	ⓒ	ⓓ
3.	ⓐ	ⓑ	ⓒ	ⓓ	23.	ⓐ	ⓑ	ⓒ	ⓓ
4.	ⓐ	ⓑ	ⓒ	ⓓ	24.	ⓐ	ⓑ	ⓒ	ⓓ
5.	ⓐ	ⓑ	ⓒ	ⓓ	25.	ⓐ	ⓑ	ⓒ	ⓓ
6.	ⓐ	ⓑ	ⓒ	ⓓ	26.	ⓐ	ⓑ	ⓒ	ⓓ
7.	ⓐ	ⓑ	ⓒ	ⓓ	27.	ⓐ	ⓑ	ⓒ	ⓓ
8.	ⓐ	ⓑ	ⓒ	ⓓ	28.	ⓐ	ⓑ	ⓒ	ⓓ
9.	ⓐ	ⓑ	ⓒ	ⓓ	29.	ⓐ	ⓑ	ⓒ	ⓓ
10.	ⓐ	ⓑ	ⓒ	ⓓ	30.	ⓐ	ⓑ	ⓒ	ⓓ
11.	ⓐ	ⓑ	ⓒ	ⓓ	31.	ⓐ	ⓑ	ⓒ	ⓓ
12.	ⓐ	ⓑ	ⓒ	ⓓ	32.	ⓐ	ⓑ	ⓒ	ⓓ
13.	ⓐ	ⓑ	ⓒ	ⓓ	33.	ⓐ	ⓑ	ⓒ	ⓓ
14.	ⓐ	ⓑ	ⓒ	ⓓ	34.	ⓐ	ⓑ	ⓒ	ⓓ
15.	ⓐ	ⓑ	ⓒ	ⓓ	35.	ⓐ	ⓑ	ⓒ	ⓓ
16.	ⓐ	ⓑ	ⓒ	ⓓ	36.	ⓐ	ⓑ	ⓒ	ⓓ
17.	ⓐ	ⓑ	ⓒ	ⓓ	37.	ⓐ	ⓑ	ⓒ	ⓓ
18.	ⓐ	ⓑ	ⓒ	ⓓ	38.	ⓐ	ⓑ	ⓒ	ⓓ
19.	ⓐ	ⓑ	ⓒ	ⓓ	39.	ⓐ	ⓑ	ⓒ	ⓓ
20.	ⓐ	ⓑ	ⓒ	ⓓ	40.	ⓐ	ⓑ	ⓒ	ⓓ

Knowledge Test A Answer Key

Version (a) (b)

Fill in the circle corresponding to your answer choice. Do not mark on the test.

#	a	b	c	d		#	a	b	c	d
1.				●		21.				●
2.	●					22.		●		
3.		●				23.				●
4.	●					24.		●		
5.	●					25.		●		
6.				●		26.			●	
7.		●				27.	●			
8.	●					28.		●		
9.			●			29.	●			
10.			●			30.			●	
11.				●		31.		●		
12.				●		32.			●	
13.			●			33.				●
14.		●				34.	●			
15.				●		35.	●			
16.	●					36.			●	
17.	●					37.	●			
18.				●		38.				●
19.		●				39.			●	
20.				●		40.				●

Knowledge Test B Answer Key

Version (a) **(b)**

Fill in the circle corresponding to your answer choice. Do not mark on the test.

#					#				
1.	**a**	b	c	d	21.	a	b	c	**d**
2.	a	**b**	c	d	22.	a	b	c	**d**
3.	a	**b**	c	d	23.	**a**	b	c	d
4.	a	b	c	**d**	24.	a	b	**c**	d
5.	a	b	c	**d**	25.	a	**b**	c	d
6.	a	**b**	c	d	26.	a	b	**c**	d
7.	a	**b**	c	d	27.	**a**	b	c	d
8.	a	**b**	c	d	28.	a	b	**c**	d
9.	a	b	**c**	d	29.	a	**b**	c	d
10.	a	b	**c**	d	30.	a	b	**c**	d
11.	a	b	c	**d**	31.	a	**b**	c	d
12.	a	b	c	**d**	32.	**a**	b	c	d
13.	a	**b**	c	d	33.	a	**b**	c	d
14.	**a**	b	c	d	34.	a	b	**c**	d
15.	a	b	c	**d**	35.	a	b	**c**	d
16.	a	b	c	**d**	36.	a	b	**c**	d
17.	a	**b**	c	d	37.	a	**b**	c	d
18.	a	b	c	**d**	38.	a	b	c	**d**
19.	a	b	c	**d**	39.	a	b	c	**d**
20.	a	**b**	c	d	40.	a	b	c	**d**

APPLICATION FOR
BSA LIFEGUARD

_____, _____
Name   BSA Membership Number

who lives at _____, _____, _____ _____,
City or Town   State   Zip Code

has satisfactorily completed all requirements for BSA Lifeguard. Date of completion _____ Completion Option No. _____

_____ _____ _____ _____
Instructor's Name(s)   BSA Membership Number   Signature(s)   Date

❑ BSA Aquatics Instructor   ❑ BSA Lifeguard Instructor

BSA LIFEGUARD TRAINING PROCEDURE

1. Only those persons currently trained as *BSA Aquatics Instructor* or as *BSA Lifeguard Instructor* may train the completion of BSA Lifeguard requirements.

2. Training as BSA Lifeguard is valid for two years from the date of completion.

3. All requirements must be met. (See completion options.)

4. The completed application is forwarded to the local council service center, where the individual's training record is annotated.

5. To qualify for BSA Lifeguard, the candidate must complete the BSA Lifeguard course under the direction of either a BSA Lifeguard Instructor or a BSA Aquatics Instructor. The course for the BSA Lifeguard is in the *BSA Lifeguard Instructor Manual.*

INSTRUCTOR'S RESPONSIBILITY

Scouts, Venturers, or adults who become trained BSA Lifeguards must be well-qualified and able to use their knowledge as a lifeguard in case of need without undue danger to themselves and with a reasonable chance of success. The instructors are responsible for the strict interpretation of requirements and the elimination of applicants who in their judgment are not qualified by strength, judgment, or ability to put their knowledge into practice as lifeguards.

The reputation of the instructors as experts depends to a great extent on the actual performance of those they qualify. Therefore, they should be certain the candidate's ability is, without doubt, of the highest caliber. It is expected that the BSA Lifeguard emblem and card will always stand for a very high standard of skill. The instructors to whom this responsibility is entrusted are expected to maintain that standard. For interpretation of requirements, see the *BSA Lifeguard Instructor Manual.*

BSA LIFEGUARD REQUIREMENTS

To be trained as a BSA Lifeguard, you must successfully complete the course as outlined in the BSA Lifeguard Instructor Manual and demonstrate the ability to perform each item specified in the following requirements:

Prerequisites

	Date	Instructor's Initials

Before doing requirements 6 through 26, complete the following:

1. Submit proof of age. You must be at least 15 years old to participate. _____ _____

2. Submit written evidence of fitness for swimming activities (signed health history). _____ _____

3. Swim continuously for 550 yards, including at least 100 yards each of the following strokes in good form: front crawl, breaststroke, elementary backstroke, and sidestroke. _____ _____

4. Immediately following the above swim, tread water for two minutes using the legs only and with the hands under the armpits. _____ _____

5. Starting in the water, swim 20 yards using a front crawl or breaststroke, surface dive 7 to 10 feet, retrieve a 10-pound object, surface, swim with the object 20 yards back to the starting point with both hands holding the object, and exit the water, all within 1 minute, 40 seconds. _____ _____

Requirements

Complete the following requirements within a 120-day period:

6. Show evidence of current training in American Red Cross First Aid and American Red Cross CPR/AED for the Professional Rescuer or equivalent (includes any training for a camp health officer recognized by BSA national camp standards). _____ _____

7. Demonstrate reaching assists from the deck using an arm, a rescue tube, and a pole. _____ _____

8. Demonstrate throwing assists using a throw bag and a ring buoy with a line attached. Throw each device such that the line lands within reach of a conscious subject 30 feet from shore. _____ _____

9. Demonstrate:
   a. Rescue of a conscious subject in deep water using a rescue board, kayak, rowboat, canoe, or other rescue craft that would be available at your local facility. _____ _____
   b. Repeat for an unconscious subject. _____ _____

BOY SCOUTS OF AMERICA®

BSA LIFEGUARD REQUIREMENTS

10. Demonstrate an entry and front approach with a rescue tube to a conscious subject in deep water 30 feet away from shore. Position the rescue tube to support the subject and then assist the subject to safety, providing direction and reassurance throughout. _____ _____

11. Demonstrate an entry and rear approach with a rescue tube to a conscious subject in deep water 30 feet away from shore. Secure and support the subject from behind and then move the subject to safety, providing direction and reassurance throughout. _____ _____

12. Demonstrate use of a rescue tube to assist two subjects grasping each other. Secure, support, and reassure both subjects. With the assistance of a second guard, calm and separate the subjects and move them to safety. _____ _____

13. Demonstrate both front and rear head-hold escapes from a subject's grasp. _____ _____

14. Demonstrate a feet-first entry in deep water with a rescue tube and swim an approach stroke 25 yards within 25 seconds while trailing the tube. _____ _____

15. Demonstrate an entry and front approach with a rescue tube to a face-down passive subject 30 feet away at or near the surface in deep water. Use a wrist roll to position the subject face-up on the rescue tube, tow them to safety, and remove them from the water with assistance within two minutes. Immediately perform a primary assessment and demonstrate one-person CPR for three minutes. _____ _____

16. Demonstrate an entry and rear approach with a rescue tube to a face-down unconscious subject 30 feet away at or near the surface in deep water. Position the subject face-up, tow them to safety, and remove them from the water with assistance within two minutes. Immediately perform a primary assessment and demonstrate two-person CPR for three minutes. _____ _____

17. Demonstrate in-water ventilation of an unconscious subject when prompt removal from the water is not possible. Open the airway, position the mask, and simulate ventilations. _____ _____

18. Demonstrate an entry and approach with a rescue tube for use when an unconscious subject is submerged face-down at or near the bottom in 6 to 8 feet of water. Bring the subject to the surface and tow to the nearest point of safety. _____ _____

19. Remove a subject from the water using each of the following techniques in the appropriate circumstances with the aid of a second rescuer:
    a. Vertical lift at the edge of a pool or pier using a backboard _____ _____
    b. Walking assist _____ _____
    c. Beach drag _____ _____

20. Participate in multiple-rescuer search techniques appropriate for a missing subject in murky water:
    a. Line search in shallow water _____ _____
    b. Underwater line search in deep water without equipment _____ _____
    c. Underwater line search in deep water with mask and fins _____ _____

21. Demonstrate in-line stabilization for a face-down subject with suspected spinal injury in very shallow water (18 inches or less). _____ _____

22. Demonstrate in-line stabilization for a suspected spinal injury in shallow water (waist to chest deep):
    a. For a face-up subject _____ _____
    b. For a face-down subject _____ _____

23. Demonstrate in-line stabilization for a suspected spinal injury in deep water, swim the subject to shallow water, confirm vital signs, and with the assistance of three others, remove the subject from the water using a backboard with straps and a head immobilization device. _____ _____

24. Demonstrate care for a spinal injury on land in the following situations:
    a. Non-standing subject _____ _____
    b. Standing subject including securing to a backboard and lowering to the ground _____ _____

25. Correctly answer 80 percent of the questions on the BSA Lifeguard knowledge test covering the course material. Review any incomplete or incorrect answers. _____ _____

26. Serve as a lifeguard, under supervision, for at least two separate BSA swimming activities for a combined time of two hours. Afterward, discuss the experience with the lifeguarding instructor. _____ _____

Completion Options

Course completion cards are valid only when signed by either a current BSA Aquatics Instructor or BSA Lifeguard Instructor approved by the local council. Training is valid for two years, provided First Aid and CPR/AED for the Professional Rescuer training are kept current during that period.

There are five ways to obtain a course completion card:

1. **Course Completion—**Complete all requirements in the instructor manual during a scheduled course of instruction. The participant must attend all course sessions. Makeup sessions are allowed at the instructor's discretion. If an individual is unable to complete all requirements during the scheduled course, the instructor may elect to continue training until the participant is able to complete all the requirements provided the total elapsed time from start to finish does not exceed the 120-day period.

2. **Renewal Challenge—**Anyone with a BSA Lifeguard completion card that is current or has expired within six months may renew or extend the training by performing requirements 2 through 25 without attending the standard course sessions. Prior to the testing, the instructor may provide a renewal training session to review and update skills and information. Summer camp aquatics directors should renew training for aquatics staff members during precamp training while emphasizing local camp facilities, procedures, and emergency action plans.

3. **Crossover Challenge—**Anyone who holds current training in American Red Cross Lifeguarding, American Red Cross Waterfront Lifeguarding, or other lifeguard training programs may obtain a BSA Lifeguard completion card by performing requirements 1 through 26 without attending the standard course sessions. The lifeguard training program that issued the training certificate must be recognized by the local or state regulatory agency that sets standards for lifeguards at youth camps. The instructor may provide a crossover training session to review and update skills and information prior to the testing. The applicant may receive credit for requirement 26 if within the past 18 months he or she has served as a lifeguard, under supervision, or has supervised lifeguards, for at least two separate BSA swimming activities for a combined time of two hours. Otherwise, due to BSA procedures not implemented at other lifeguarding venues, the applicant must accomplish requirement 26.

4. **Completion of BSA Aquatics Instructor—**Anyone who completes BSA Aquatics Instructor training at National Camping School may obtain a BSA Lifeguard completion card.

5. **Co-Instructors** (BSA Aquatics Instructor or BSA Lifeguard Instructor) may each sign a completion card for the other at the conclusion of a BSA Lifeguard course if they satisfy requirements 2 through 24.

Application for BSA Lifeguard Instructor

Name _____ BSA member ID No. _____ Birth date _____

Mailing address _____

City _____ State _____ ZIP code _____

Email address (optional) _____ Phone number (optional) _____

The candidate above has satisfactorily completed all requirements as noted below.

Signature of BSA Aquatics Instructor _____ BSA member ID No. _____

Printed name of BSA Aquatics Instructor _____

Expiration date of BSA Aquatics Instructor certification _____

Council verification of candidate's current registration with BSA ❑ and member number _____

Council approval (Scout executive signature) _____

Council name _____ Council number _____ Date _____

Certificate issued ❑ Expires (5 years after approval) _____ Entered into individual's training record ❑

Approved application sent to director of Outdoor Programs, National Council, BSA _____
(date)

Purpose

The BSA Lifeguard Instructor designation exists solely to train BSA Lifeguard candidates. The BSA Lifeguard Instructor fills a very important role to train responsible individuals, who as BSA Lifeguards fill the role as professional lifeguards for BSA aquatics venues and year-around aquatics events. The applicant should accept this responsibility and be willing to serve the council as a resource trained in aquatics safety to perform this function.

Prerequisites and Procedure

1. Applicant must be at least 18 years old, a current registered member of the BSA, and have the approval of the local council Scout executive.
2. To enter the training program, the BSA Lifeguard Instructor candidate must have a current BSA Lifeguard training certificate and current training in CPR/AED for the Professional Rescuer and first aid.
3. Completion of the requirements must be certified by a current BSA Aquatics Instructor. The BSA Aquatics Instructor completes and signs this application and submits it to the local council. The local council issues the BSA Lifeguard Instructor certificate upon completion of requirements and approval by the Scout executive.
4. The completed application is forwarded by the council to the director of Outdoor Programs, National Council, BSA.
5. Instructor authorization is valid for five years from the date of approval by the Scout executive.

Requirements

1. **Course orientation:** The formal beginning of the course starts with an orientation session (approximately one to two hours) with the candidate, the BSA Lifeguard course instructor(s), and the BSA Aquatics Instructor. During the orientation session, the course outline, course expectations, and the expected performance standards the candidate must meet to become a BSA Lifeguard Instructor will be discussed. In addition, a significant portion of the orientation will cover the BSA method of aquatics instruction.

Instructor initials _____ Date _____

2. **Assist in conducting BSA Lifeguard course:** The candidate will act as an assistant instructor to a BSA Lifeguard Instructor or a BSA Aquatics Instructor in conducting a complete BSA Lifeguard course (not including renewal or crossover courses). During the BSA Lifeguard course, the candidate will actively teach and evaluate the students in at least three individual requirement elements. Prior to teaching each element, the candidate will review the expected objective and the standard of performance for the element. After each session, the candidate and the instructor(s) will critique the session and note any points for improvement.

Instructor initials _____ Date _____

3. **Conduct a BSA Lifeguard course under supervision:** Under the direct supervision and in the presence of the BSA Lifeguard Instructor course instructor(s), organize and conduct a complete BSA Lifeguard course. At the close of each teaching session, the candidate and instructor(s) should review and critique the session activities and note any items to improve prior to next session. At the end of the BSA Lifeguard course, the BSA Aquatics Instructor or the BSA Lifeguard Instructor will verify course completion. The BSA Lifeguard Instructor candidate and the instructor(s) will meet to review the performance of the candidate in conducting the course.

Instructor initials _____ Date _____

4. **BSA Lifeguard course review with instructor(s):** At the close of the instructor course, the candidate and the instructor(s) will meet to review the course, the candidate's performance throughout the course, and his/her feedback on the course. The instructor(s) and the candidate will complete and sign the *BSA Lifeguard Instructor Course Review with Instructor(s)*. The instructor(s) will then sign and date the candidate's application and submit it to the local council for approval.

Instructor initials _____ Date _____

Suggested Schedule for a Resident Scout Camp

Recommended Unit	Prerequisite Unit(s)	Time
Monday Morning		
Prerequisites and Course Overview		2:00
The BSA Lifeguard as a Professional (discussion)	Prerequisites and Course Overview	1:30
Monday Afternoon		
Safety Standards and Risk Management (discussion)	Prerequisites and Course Overview	1:10
Surveillance and Victim Recognition (discussion)	Prerequisites and Course Overview	1:00
Introduction to Rescue Equipment, Entries, and Approaches (DVD)	Prerequisites and Course Overview	0:20
Entries and Rescue Approaches (in-water)	Introduction to Rescue Equipment, Entries, and Approaches (DVD)	0:45
Tuesday Morning		
Introduction to Assists and Rescues (DVD)	Surveillance and Victim Recognition (discussion)	0:15
Reaching and Throwing Assists (in-water)	Introduction to Assists and Rescues (DVD)	0:30
Moving the Victim to Safety and Rescues (in-water)	Introduction to Assists and Rescues (DVD)	1:00
Introduction to Multiple and Submerged Victim Rescues and Escapes (DVD and practice)	Moving the Victim to Safety and Rescues (in-water)	0:20
Multiple and Submerged Victim Rescues and Escapes (in-water)	Introduction to Multiple and Submerged Victim Rescues and Escapes (DVD and practice)	1:00
Tuesday Afternoon		
Introduction to Rescue Watercraft (discussion)	Victim Removal From the Water (in-water)	0:30
Rescue Watercraft (in-water)	Introduction to Rescue Watercraft (discussion)	1:30
Introduction to Victim Removal (DVD and practice)	Prerequisites and Course Overview	0:20
Victim Removal from the Water (in-water)	Introduction to Victim Removal (DVD and practice)	0:45

Suggested Schedule for a Resident Scout Camp (continued)

Recommended Unit	Prerequisite Unit(s)	Time
Wednesday Morning		
Safe Swim Defense (discussion)	Prerequisites and Course Overview	1:20
Emergency Action Plans (discussion)	Moving the Victim to Safety and Rescues (in-water)	1:00
Introduction to Lost Swimmer Search and Use of Mask and Fins (DVD and discussion)	Multiple and Submerged Victim Rescues and Escapes (in-water)	0:30
Wednesday Afternoon		
Lost Swimmer Search (in-water)	Introduction to Lost Swimmer Search and Use of Mask and Fins (DVD and discussion)	0:40
Spinal Injuries and Caring for Spinal Injuries on Land (Discussion, DVD, and practice)	Emergency Action Plans (discussion)	0:55
Spinal Injury Management—Introduction to In-line Stabilization in the Water (DVD and discussion)	Moving the Victim to Safety and Rescues (in-water)	0:15
Spinal Injury Management—In-line Stabilization in the Water (in-water)	Spinal Injury Management—Introduction to In-line Stabilization in the Water (DVD and discussion)	1:15
Thursday Morning		
Spinal Injury Management— Introduction to Backboarding (discussion)	Spinal Injury Management—In-line Stabilization in the Water (in-water)	0:15
Spinal Injury Management — Backboarding (in-water)	Spinal Injury Management—Introduction to Backboarding (discussion)	1:20
Thursday Afternoon		
Written Test (classroom)	All Instructional Units	1:20
Final In-Water Skills Demonstration (in-water)	All Instructional Units	1:00

Suggested Schedule for a Resident Scout Camp (continued)

Recommended Unit	Prerequisite Unit(s)	Time
Friday Morning		
Supervised Lifeguarding I (in-water)	Prerequisites and Course Overview The BSA Lifeguard as a Professional (discussion) Safety Standards and Risk Management (discussion) Surveillance and Victim Recognition (discussion) Entries and Rescue Approaches (in-water) Reaching and Throwing Assists (in-water) Emergency Action Plans (discussion) Moving the Victim to Safety and Rescues (in-water) Victim Removal from the Water (in-water) Safe Swim Defense (discussion)	1:30
Friday Afternoon		
Supervised Lifeguarding II (in-water)	Supervised Lifeguarding I (in-water)	1:30

Suggested Schedule for an Evening Course

Recommended Unit	Prerequisite Unit(s)	Time

First Evening

Recommended Unit	Prerequisite Unit(s)	Time
Prerequisites and Course Overview		2:00

Second Evening

Recommended Unit	Prerequisite Unit(s)	Time
The BSA Lifeguard as a Professional (discussion)	Prerequisites and Course Overview	1:30
Safety Standards and Risk Management (discussion)	Prerequisites and Course Overview	1:10
Surveillance and Victim Recognition (discussion)	Prerequisites and Course Overview	1:00

Third Evening

Recommended Unit	Prerequisite Unit(s)	Time
Introduction to Rescue Equipment, Entries, and Approaches (DVD)	Prerequisites and Course Overview	0:20
Entries and Rescue Approaches (in-water)	Introduction to Rescue Equipment, Entries, and Approaches (DVD)	0:45
Introduction to Assists and Rescues (DVD)	Surveillance and Victim Recognition (discussion)	0:15
Reaching and Throwing Assists (in-water)	Introduction to Assists and Rescues (DVD)	0:30
Introduction to Multiple and Submerged Victim Rescues and Escapes (DVD and practice)	Moving the Victim to Safety and Rescues (in-water)	0:20
Multiple and Submerged Victim Rescues and Escapes (in-water)	Introduction to Multiple and Submerged Victim Rescues and Escapes (DVD and practice)	1:00

Fourth Evening

Recommended Unit	Prerequisite Unit(s)	Time
Introduction to Victim Removal (DVD and practice)	Prerequisites and Course Overview	0:20
Moving the Victim to Safety and Rescues (in-water)	Introduction to Assists and Rescues (DVD)	1:00
Victim Removal from the Water (in-water)	Introduction to Victim Removal (DVD and practice)	0:45
Introduction to Rescue Watercraft (discussion)	Victim Removal from the Water (in-water)	0:30

Suggested Schedule for an Evening Course (continued)

Recommended Unit	Prerequisite Unit(s)	Time
Fifth Evening		
Rescue Watercraft (in-water)	Introduction to Rescue Watercraft (discussion)	1:30
Safe Swim Defense (discussion)	Prerequisites and Course Overview	1:20

Sixth Evening		
Emergency Action Plans (discussion)	Moving the Victim to Safety and Rescues (in-water)	1:00
Introduction to Lost Swimmer Search and Use of Mask and Fins (DVD and discussion)	Multiple and Submerged Victim Rescues and Escapes (in-water)	0:30
Lost Swimmer Search (in-water)	Introduction to Lost Swimmer Search and Use of Mask and Fins (DVD and discussion)	0:40
Spinal Injuries and Caring for Spinal Injuries on Land (discussion, DVD, and practice)	Emergency Action Plans (discussion)	0:55
Spinal Injury Management—Introduction to In-line Stabilization in the Water (DVD and discussion)	Moving the Victim to Safety and Rescues (in-water)	0:15

Suggested Schedule for an Evening Course (continued)

Recommended Unit	Prerequisite Unit(s)	Time
Seventh Evening		
Spinal Injury Management—In-Line Stabilization in the Water (in-water)	Spinal Injury Management—Introduction to In-line Stabilization in the Water (DVD and discussion)	1:15
Spinal Injury Management—Introduction to Backboarding (discussion)	Spinal Injury Management—In-line Stabilization in the Water (in-water)	0:15
Supervised Lifeguarding I (in-water)	Prerequisites and Course Overview The BSA Lifeguard as a Professional (discussion) Safety Standards and Risk Management (discussion) Surveillance and Victim Recognition (discussion) Entries and Rescue Approaches (in-water) Reaching and Throwing Assists (in-water) Emergency Action Plans (discussion) Moving the Victim to Safety and Rescues (in-water) Victim Removal from the Water (in-water) Safe Swim Defense (discussion)	1:30

Recommended Unit	Prerequisite Unit(s)	Time
Eighth Evening		
Spinal Injury Management—Backboarding (in-water)	Spinal Injury Management—Introduction to Backboarding (discussion)	1:20
Supervised Lifeguarding II (in-water)	Supervised Lifeguarding I (in-water)	1:30
Ninth Evening		
Written Test (classroom)	All Instructional Units	1:05
Final In-Water Skills Demonstration (in-water)	All Instructional Units	1:00

Suggested Schedule for a Two Weekend Course

Recommended Unit	Prerequisite Unit(s)	Time

1st Weekend—Friday PM

Prerequisites and Course Overview		2:00

1st Weekend—Saturday Morning

The BSA Lifeguard as a Professional (discussion)	Prerequisites and Course Overview	1:30
Safety Standards and Risk Management (discussion)	Prerequisites and Course Overview	1:10
Surveillance and Victim Recognition (discussion)	Prerequisites and Course Overview	1:00

1st Weekend—Saturday Afternoon

Introduction to Rescue Equipment, Entries, and Approaches (DVD)	Prerequisites and Course Overview	0:20
Entries and Rescue Approaches (in-water)	Introduction to Rescue Equipment, Entries, and Approaches (DVD)	0:45
Introduction to Assists and Rescues (DVD)	Surveillance and Victim Recognition (discussion)	0:15
Reaching and Throwing Assists (in-water)	Introduction to Assists and Rescues (DVD)	0:30
Moving the Victim to Safety and Rescues (in-water)	Introduction to Assists and Rescues (DVD)	1:00
Introduction to Multiple and Submerged Victim Rescues and Escapes (DVD and practice)	Moving the Victim to Safety and Rescues (in-water)	0:20

Suggested Schedule for a Two Weekend Course (continued)

Recommended Unit	Prerequisite Unit(s)	Time
1st Weekend—Saturday Evening		
Multiple and Submerged Victim Rescues and Escapes (in-water)	Introduction to Multiple and Submerged Victim Rescues and Escapes (DVD and practice)	1:00
Introduction to Victim Removal (DVD and practice)	Prerequisites and Course Overview	0:20
Victim Removal from the Water (in-water)	Introduction to Victim Removal (DVD and practice)	0:45
1st Weekend—Sunday Morning		
Introduction to Rescue Watercraft (discussion)	Victim Removal from the Water (in-water)	0:30
Rescue Watercraft (in-water)	Introduction to Rescue Watercraft (discussion)	1:30
1st Weekend—Sunday Afternoon		
Safe Swim Defense (discussion)	Prerequisites and Course Overview	1:20
Emergency Action Plans (discussion)	Moving the Victim to Safety and Rescues (in-water)	1:00
Introduction to Lost Swimmer Search and Use of Mask and Fins (DVD and discussion)	Multiple and Submerged Victim Rescues and Escapes (in-water)	0:30

Suggested Schedule for a Two Weekend Course (continued)

Recommended Unit	Prerequisite Unit(s)	Time

2nd Weekend—Saturday Morning

Recommended Unit	Prerequisite Unit(s)	Time
Lost Swimmer Search (in-water)	Introduction to Lost Swimmer Search and Use of Mask and Fins (DVD and discussion)	0:40
Spinal Injuries and Caring for Spinal Injuries on Land (discussion, DVD, and practice)	Emergency Action Plans (discussion)	0:55
Spinal Injury Management—Introduction to In-line Stabilization in the Water (DVD and discussion)	Moving the Victim to Safety and Rescues (in-water)	0:15
Supervised Lifeguarding I (in-water)	Prerequisites and Course Overview The BSA Lifeguard as a Professional (discussion) Safety Standards and Risk Management (discussion) Surveillance and Victim Recognition (discussion) Entries and Rescue Approaches (in-water) Reaching and Throwing Assists (in-water) Moving the Victim to Safety and Rescues (in-water) Victim Removal from the Water (in-water) Safe Swim Defense (discussion) Emergency Action Plans (discussion)	1:30

2nd Weekend—Saturday Afternoon

Recommended Unit	Prerequisite Unit(s)	Time
Spinal Injury Management—In-line Stabilization in the Water (in-water)	Spinal Injury Management—Introduction to In-line Stabilization in the Water (DVD and discussion)	1:15
Supervised Lifeguarding II (in-water)	Supervised Lifeguarding I (in-water)	1:30
Spinal Injury Management—Introduction to Backboarding (discussion)	Spinal Injury Management—In-line Stabilization in the Water (in-water)	0:15

Suggested Schedule for a Two Weekend Course (continued)

Recommended Unit	Prerequisite Unit(s)	Time
2nd Weekend—Saturday Evening		
Spinal Injury Management—Backboarding (in-water)	Spinal Injury Management—Introduction to Backboarding (discussion)	1:20
2nd Weekend—Sunday Morning		
Written Test (classroom)	All Instructional Units	1:05
Final In-Water Skills Demonstration (in-water)	All Instructional Units	1:00

Suggested Schedule for Renewal Training

Prerequisites

Registration	0:15
Verification of BSA Lifeguard training within the past four years	
Health Form Review	
Safe Swim Defense and Safety Afloat Training (date of last training)	
Current training in First Aid	
Current training in CPR/AED for the Professional Rescuer	
Lifeguarding under supervision for total of two hours within the past 12 months	
Break—Prepare for In-Water Session	0:10
In-Water Session: Swimming Skills Test	0:35
Submerged Object Retrieval (0:01:40 maximum)	
Start in the water	
Swim 20 yards using front crawl or breaststroke	
Surface dive 7 to 10 feet	
Retrieve a 10-pound object	
Surface and swim 20 yards back to starting point	
Exit the water	
550-yard swim includes:	
100 yards of front crawl	
100 yards of breaststroke	
100 yards of elementary backstroke	
100 yards of sidestroke	
Tread water for two minutes immediately after 550-yard swim	

Entries and Rescue Approaches (in-water)

Slide-In Entry	0:15
Run-and-Swim Entry	
Stride Jump (Leaping Entry)	
Compact Jump	
Timed Approach (Feet-first Entry, Rescue Tube, 25-yard Approach Stroke in 25 Seconds)	

Suggested Schedule for Renewal Training (continued)

Reaching and Throwing Assists (in-water)

Extension Assist from the Deck (arms and reach pole)	0:15
Reaching Assist with Equipment (rescue tube extension from deck)	
Throwing Assist	

Moving the Victim to Safety and Rescues (in-water)

Swimming Extension Rescue (rescue tube extension and tow)	0:20
Active Drowning Victim - Rear Rescue	
Passive Drowning Victim	
Front Rescue (grab wrist and roll to a face-up position)	
Rear Rescue (reverse direction and return)	
Rear Rescue (roll to a face-up position)	

Multiple and Submerged Victim Rescues and Escapes (in-water)

Multiple-Victim Rescue	0:15
Front and Rear Head-Hold Escapes	
Submerged Victim—Deep Water	
In-water ventilations – shallow and deep water	

Removal from the Water (in-water)

Walking Assist	0:15
Beach Drag (one-person and two-person)	
Two-Person Removal from the Water Using a Backboard	

Rescue Watercraft (in-water)

Rowboat—Active and Passive Victim Rescues	0:30
Canoe—Active and Passive Victim Rescues	
Rescue Board—Active and Passive Victim Rescues (if available)	
Sit-on-top Kayak—Active and Passive Victim Rescues (if available)	

Suggested Schedule for Renewal Training (continued)

Discussion[2]

How Safe Swim Defense and Safety Afloat Apply at Camp	0:10

Camper Check-in
    Health Review
    Notification of Health Concerns
    Respect of Camper Privacy
    Pre-Camp Swim Checks
    Swimmer Classifications
    Options Available When Parents are Present
	0:10

Typical Swim Activity
    Buddy Check
    Buddy System for the Aquatics Staff
    Buddy Board Procedures (see example buddy boards)
	0:10

Open Water Swimming Aquatics Special Event Instruction Staff Swim Remote Site Swim Unit Run Swim at the Camp Advancement at the Waterfront	0:15
Accident Reports Emergency Action Plans Staff Fatalities Lost Swimmer Search Procedure	0:15

[2] For applicants who do not have current lifeguarding experience

Suggested Schedule for Renewal Training (continued)

Lost Swimmer Search (in-water)

Shallow-Water Line Search	0:20
Head First Surface Dive	
Deep-Water Line Search without Mask and Fins	
Deep-Water Line Search with Mask and Fins	

Spinal Injury Management—In-line Stabilization in the Water (DVD and in-water)

DVD—In-Line Stabilization (Head, Neck, and Back Injuries in the Water, [5:53]	0:10
In-Line Stabilization Techniques—Shallow Water	0:20
In-Line Stabilization Techniques—Deep Water	
In-Line Stabilization Techniques—Submerged Victim	

Spinal Injury Management - Backboarding (DVD and in-water)

Using a Backboard (Head, Neck, and Back Injuries in the Water, Spinal Backboarding and Removal) [3:44 DVD]	0:10
Using a Backboard in Shallow Water (with the assistance of 3 other lifeguards)	0:30

Written Test (classroom)

Written Test	0:30
Review Test	0:10

Total Suggested Time   **6:00**

Suggested Schedule for Crossover Training

Prerequisites

Registration	0:15
Verification of current lifeguard training	
Health Form Review	
Safe Swim Defense and Safety Afloat Training (recommended)	
Current training in First Aid	
Current training in CPR/AED for the Professional Rescuer	
Lifeguarding under supervision for total of two hours within the past 12 months	
Break—Prepare for In-Water Session	0:10
In-Water Session: Swimming Skills Test	0:35
Submerged Object Retrieval (0:01:40 maximum)	
Start in the water	
Swim 20 yards using a front crawl or breaststroke	
Surface dive 7 to 10 feet	
Retrieve a 10-pound object	
Surface and swim 20 yards back to starting point	
Exit the water	
550-yard swim includes:	
100 yards of front crawl	
100 yards of breaststroke	
100 yards of elementary backstroke	
100 yards of sidestroke	
Tread water for two minutes immediately after 550-yard swim	

The BSA Lifeguard as a Professional (discussion)

Dress, demeanor, punctuality	0:30
Body Language	
Youth Development	
Interaction with Adult Leaders	

Safety Standards and Risk Management (discussion)

BSA Aquatics Policies and Rules	0:30
The Whistle at the Waterfront	
Discipline Issues	
The Endangered Swimmer	0:30
Area of Responsibility: Total Coverage, Zone Coverage, Combined Coverage	
The Lookout's Responsibility	
Guarding a pool	
Guarding a waterfront	
Guarding a shoreline or beach	
Special Situations—Procedures and Surveillance	

Suggested Schedule for Crossover Training (continued)

Entries and Rescue Approaches (in-water)

Slide-In Entry	0:15
Run-and-Swim Entry	
Stride Jump (Leaping Entry)	
Compact Jump	
Timed Approach (Feet-first Entry, Rescue Tube, 25-yard Approach Stroke in 25 Seconds)	

Reaching and Throwing Assists (in-water)

Extension Assist from the Deck (arms and reach pole)	0:15
Reaching Assist with Equipment (rescue tube extension from deck)	
Throwing Assist	0:10
Ring Buoy	
Throw Bag	

Moving the Victim to Safety and Rescues (in-water)

Active Drowning Victim—Front Rescue	0:20
Active Drowning Victim—Rear Rescue	
Passive Drowning Victim	
Front Rescue (grab wrist and roll to a face-up position)	
Rear Rescue (reverse direction and return)	
Rear Rescue (roll to a face-up position)	

Multiple and Submerged Victim Rescues and Escapes (in-water)

Multiple-Victim Rescue	0:15
Front and Rear Head-Hold Escapes	
Submerged Victim—Deep Water	
In-water ventilations – shallow and deep water	

Removal from the Water (in-water)

Walking Assist	0:15
Beach Drag (one-person and two-person)	
Two-Person Removal from the Water Using a Backboard	

Introduction to Rescue Watercraft (discussion)

Safety Afloat at a Resident Scout Camp	0:30
Care and Use of PFDs	
DVD—Waterfront Rescue Skills [2:23] queue to start at 13:32, Approaching a Victim on a Rescue Board	
Surveillance and Rescue Afloat (buddy boat, guarding examples)	
Rescue Watercraft—Advantages and Disadvantages	
Sightings and Cross-Bearings	
Safety Boat	

Suggested Schedule for Crossover Training (continued)

Rescue Watercraft (in-water)[3]

Rowboat—Active and Passive Victim Rescues	1:30
Canoe—Active and Passive Victim Rescues	
Rescue Board—Active and Passive Victim Rescues (if available)	
Sit-on-top Kayak—Active and Passive Victim Rescues (if available)	

Safe Swim Defense (discussion)

How Safe Swim Defense and Safety Afloat Apply at Camp	0:30
Camper Check-in	0:20
Health Review	
Notification of Health Concerns	
Respect of Camper Privacy	
Pre-Camp Swim Checks	
Swimmer Classifications	
Options Available When Parents are Present	
Typical Swim Activity	0:10
Buddy Check	
Buddy System for the Aquatics Staff	
Buddy Board Procedures (see example buddy boards)	
Open Water Swimming	0:20
Aquatics Special Event	
Instruction	
Staff Swim	
Remote Site Swim	
Unit Run Swim at the Camp	
Advancement at the Waterfront	

Emergency Action Plans (discussion)

Camp-Wide Emergency Action Plan	0:20
Accident Reports	
Staff Fatalities	

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[3] Not required if the applicant has received previous lifeguard training in the use of a rescue watercraft (e.g. Red Cross Waterfront Lifeguarding).

Suggested Schedule for Crossover Training (continued)

Introduction to Lost Swimmer Search and Use of Mask and Fins

(DVD and discussion)[4]

DVD—Waterfront Lifeguarding Rescue Skills, Part 3 [9:12]	0:30
Lost Swimmer Search	
Procedure	
Risks and Precautions	

Lost Swimmer Search (in-water)

Shallow-Water Line Search	0:25
Headfirst Surface Dive	
Deep-Water Line Search Without Mask and Fins	
Deep-Water Line Search With Mask and Fins	
Advantages of Mask and Fins (discussion)	0:05

Spinal Injury Management—In-Line Stabilization in the Water

(DVD and in-water)

In-Line Stabilization Techniques—Shallow Water	0:20
In-Line Stabilization Techniques—Deep Water	
In-Line Stabilization Techniques—Submerged Victim	

Spinal Injury Management—Backboarding (DVD and in-water)

Using a Backboard in Shallow Water	0:20

Written Test (classroom)

Written Test	0:30
Review Test	0:10

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[4] Not required if the applicant has received previous lifeguard training in underwater line search using mask and fins (e.g. Red Cross Waterfront Lifeguarding)

Suggested Schedule for Crossover Training (continued)

Supervised Lifeguarding I (in-water)[5]

Buddy Board Check-In/Check-Out	1:00
Lifeguard Rotation	
Buddy Check	
Swim Test (optional)	

Supervised Lifeguarding II (in-water)[4]

Buddy Board Check-In/Check-Out	1:00
Lifeguard Rotation	
Buddy Check	
Swim Test (optional)	

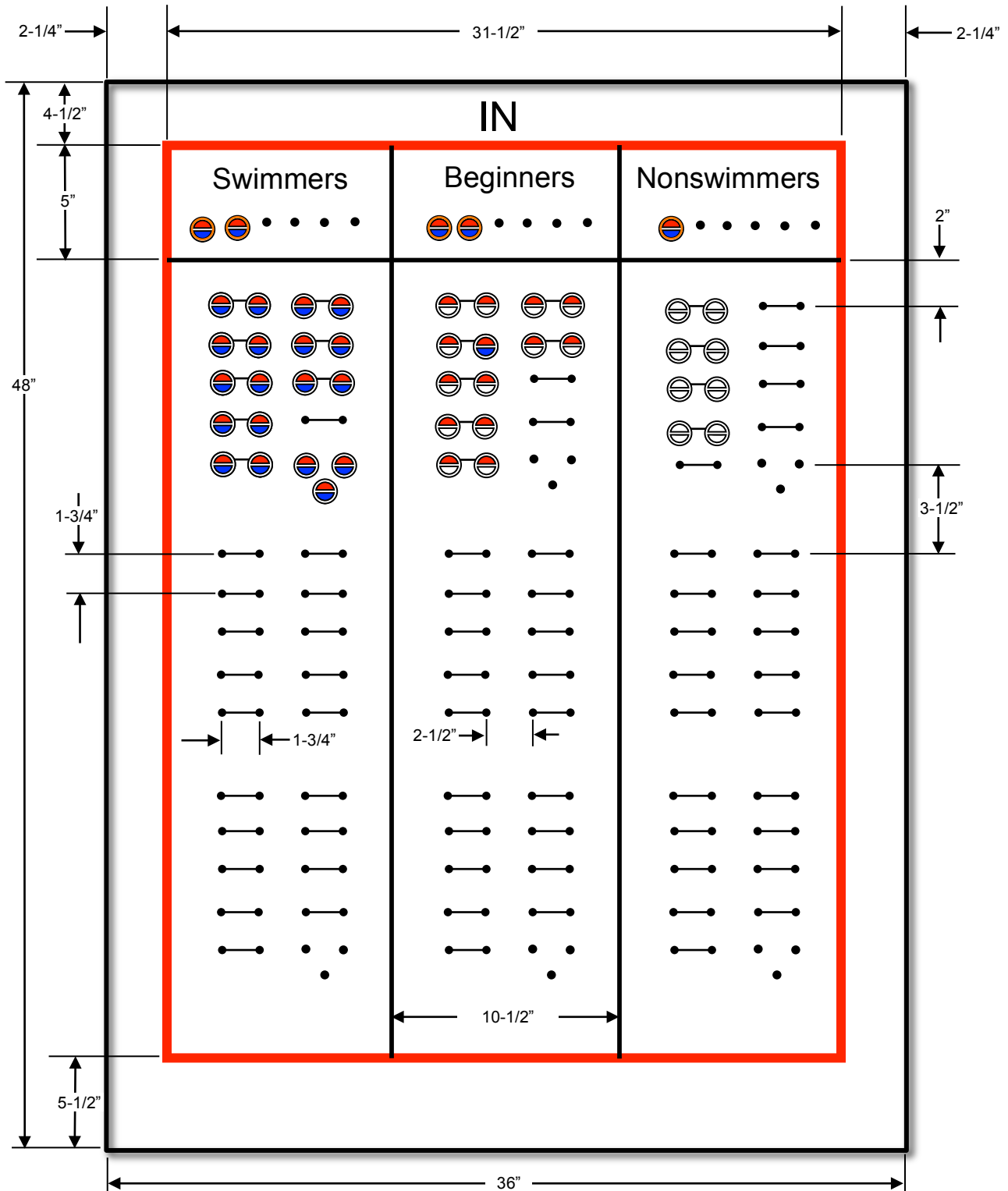|	
Suggested Time[6]	**8:00**
Rescue Watercraft (in-water)	1:30
Introduction to Lost Swimmer Search and Use of Mask and Fins (DVD and discussion)	0:30
Supervised Lifeguarding I and II (in-water)	2:00
Total Suggested Time	**12:00**

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[5] Not required, if within the past 12 months the applicant has served as a lifeguard, under supervision, or has supervised lifeguards for at least two separate BSA swimming activities for a combined time of two hours.

[6] With previous waterfront lifeguard training and supervised BSA lifeguarding experience.
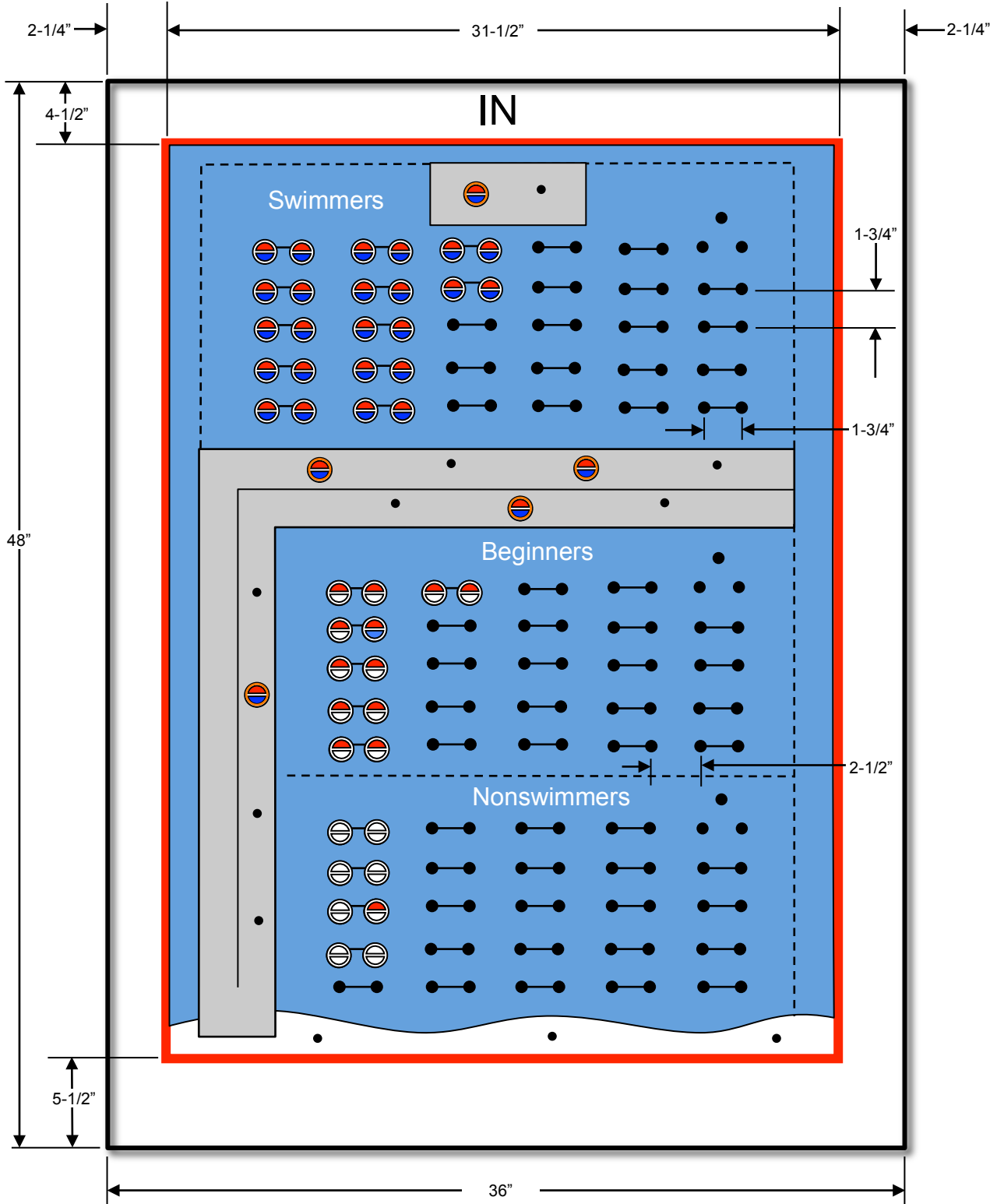
Buddy Board Examples

Buddy Board 1

IN

| Swimmers | Beginners | Nonswimmers |

2-1/4"   31-1/2"   2-1/4"

4-1/2"

5"

48"

2"

1-3/4"

3-1/2"

1-3/4"

2-1/2"

10-1/2"

5-1/2"

36"

Buddy Board Examples (continued)

Buddy Board 2

Lifeguard Rescue Reporting System

Water Rescue USA

The University of North Carolina at Charlotte's Department of Kinesiology is hosting an anonymous reporting system to gather information about how lifeguards respond to all types of water-related incidents. The goal is to help training agencies learn more about what actually is taking place when lifeguards are called upon to respond to an emergency, such as conditions at the time of the rescue, how the lifeguard identified the emergency, and the type of equipment used.

The American Red Cross, the United States Lifesaving Association, and other agencies encourage lifeguards who have responded to an aquatics emergency to complete this survey as soon after the incident as possible. This information is completely anonymous and can have an impact on how lifeguards are trained in the future. Incidents with both positive and negative outcomes are solicited. All assists and rescues by lifeguards, other staff, adult leaders, bystanders, and buddies are important. Report assists or rescues of anyone needing help including tired or endangered swimmers along with distressed swimmers and active or passive victims.

BSA Lifeguards should consider contributing to the University of North Carolina at Charlotte reporting system provided such reporting is approved by the council Scout Executive or designee. Incident analysis should be an integral part of a camp or facility emergency action plan. Aquatics personnel should remember reports might contain sensitive information that should not be discussed outside of an incident de-briefing. Water Rescue USA is intended for the compilation of statistics and such details are not needed.

Lifeguard Rescue Reporting System Template

Site of Incident: Open Water ❑   Water Park ❑   Pool or Spa ❑

Where was the victim located? _____

Time of Day? _____

Water Clarity? _____

Above Water Clarity? _____

Water Depth where the victim was located? _____

Attendance Level at the time of the rescue? _____

How the Victim was recognized? _____

Victim's activity prior to the rescue? _____

Type of rescue made? _____

Equipment Used? _____

Others Responding? _____

Type of aid given? _____

Injuries to victim? _____

Type of flotation device used by victim? _____

Victim's outcome? _____

Primary Rescuer's level of current training? _____

Where was the Rescuer at the time of incident? _____

How far did you have to travel on land to the water entry point or the victim? _____

How far did you have to travel in water to the victim? _____

Approximate age of the victim? _____

Complete the survey at: http://water-rescue.uncc.edu