



# NL Pool

## Instructor Guide

LIFESAVING SOCIETY



LIFESAVING SOCIETY®

*The Lifeguarding Experts*

## Instructor Guide: NL Pool

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Published by the Lifesaving Society, BC & Yukon Branch

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Second Printing: November 2021

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The Lifesaving Society is Canada's lifeguarding expert. The Society works to prevent drowning and water-related injury through its training programs, Water Smart® public education, drowning prevention research, safety management services and lifesaving sport.

Annually over 1.2 million Canadians participate in the Society's swimming, lifesaving, lifeguard and leadership training programs. The Society sets the standard for aquatic safety in Canada and certifies Canada's National Lifeguards.

The Society is an independent, charitable organization educating Canadians since awarding the first Lifesaving Society Bronze Medallion in 1896.

The Society represents Canada internationally as an active member of the Royal Life Saving Society and the International Life Saving Federation. The Society is the governing body for competitive lifesaving – a sport recognized by the International Olympic Committee and the Commonwealth Games Federation.

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# Canada's Lifeguarding Experts

– saving lives for over 100 years.

Almost 500 Canadians die every year in water-related incidents. Most of these are preventable and occur in unsupervised settings, which is why more Canadians need the basic swimming and lifesaving skills to save themselves in an aquatic emergency.

The Lifesaving Society has a long and proud history of teaching swimming and lifesaving to Canadians. We trace our roots to the late 19th century in London, England where we began as The Swimmers' Life Saving Society. In 1894, Arthur Lewis Cochrane brought the lifesaving skills he learned in his homeland to Canada. And he passed them along to students at Upper Canada College in Toronto, Ontario. In June 1896, 18 of his students were the first recipients of our distinguished Bronze Medallion award. Under the patronage of King Edward VII in 1904, we became The Royal Life Saving Society.

In the 1950s, we were the first Canadian organization to adopt mouth-to-mouth as the method of choice over manual methods of artificial respiration. We started our first CPR training program in the 1960s. In the 1980s, we initiated a project to design an economical CPR training manikin (ACTAR 911™), and we launched our Water Smart® drowning prevention campaign.

In the 1990s, the Society introduced innovative new programs including Boat Operator Accredited Training, the Junior Lifeguard Club and the Canadian Swim Patrol Program, and we launched our Aquatic Safety Management Service. We expanded our First Aid training programs and completely revamped the Bronze medal and the National Lifeguard training programs to suit the needs of the new century.

In 2001, we defined the Canadian Swim to Survive® Standard and subsequently launched our Swim to Survive® Program to teach Canadians the minimum essential skills they need to survive an unexpected fall into deep water. Our learn-to-swim program – Swim for Life® – is our latest drowning prevention initiative.

Today, we are known to Canadians simply as the Lifesaving Society, a national volunteer organization and registered charity. While we've expanded our strengths over the past century to include research and public education, we haven't forgotten the ideals that formed the foundation of our organization.

**The Lifesaving Society has always been – and will continue to be – Canada's lifeguarding experts.**

## **Acknowledgments**

The Lifesaving Society BC & Yukon Branch would like to express gratitude to the Program Advisory Group and National Trainers for the creation of this document:

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## Table of Contents

National Lifeguard: Made Simple.....	8
Recommended Time Guidelines .....	10
Course Introduction .....	14
The Lifesaving Society .....	15
The Role of the Lifeguard .....	16
Scanning and Observation.....	18
Factors of Drowning in Supervised Areas.....	19
Drowning and Victim Characteristics .....	20
Swimming Pool Operations .....	21
Pool Facility Analysis and Hazards.....	22
Scanning and Observation.....	23
Lifeguard Positioning and Rotation .....	24
Pool Supervision: Prevention & Intervention .....	26
Airway Management and Oxygen Administration .....	28
Focal Points and Equipment .....	30
Entries and Removals .....	31
Rescue Aid Proficiency .....	33
Distressed and Drowning Victims .....	34
Submerged, Non-Breathing Victims.....	35
Rescue Drill .....	37
Spinal-Injured Victims.....	38
Injured Victims .....	40
Specialized Techniques.....	41
Facility Evacuations .....	43
Facility Search: Missing Person.....	44
Public Relations and Public Education .....	46
Communicating with Emergency Services.....	47
Communicating with Lifeguards.....	48
The Lifeguard and the Law .....	50
Workplace Health & Safety.....	51

Lifeguard Fitness ..... 53  
Physical Standard: Object Recovery..... 54  
Physical Standard: Underwater Swim..... 55  
Physical Standard: Sprint Challenge..... 56  
Physical Standard: Endurance Challenge..... 57  
Lifeguarding Situations: Single Guard..... 59  
Lifeguarding Situations: Team ..... 60  
Closing Feedback ..... 61  
Notes..... 62

# pool

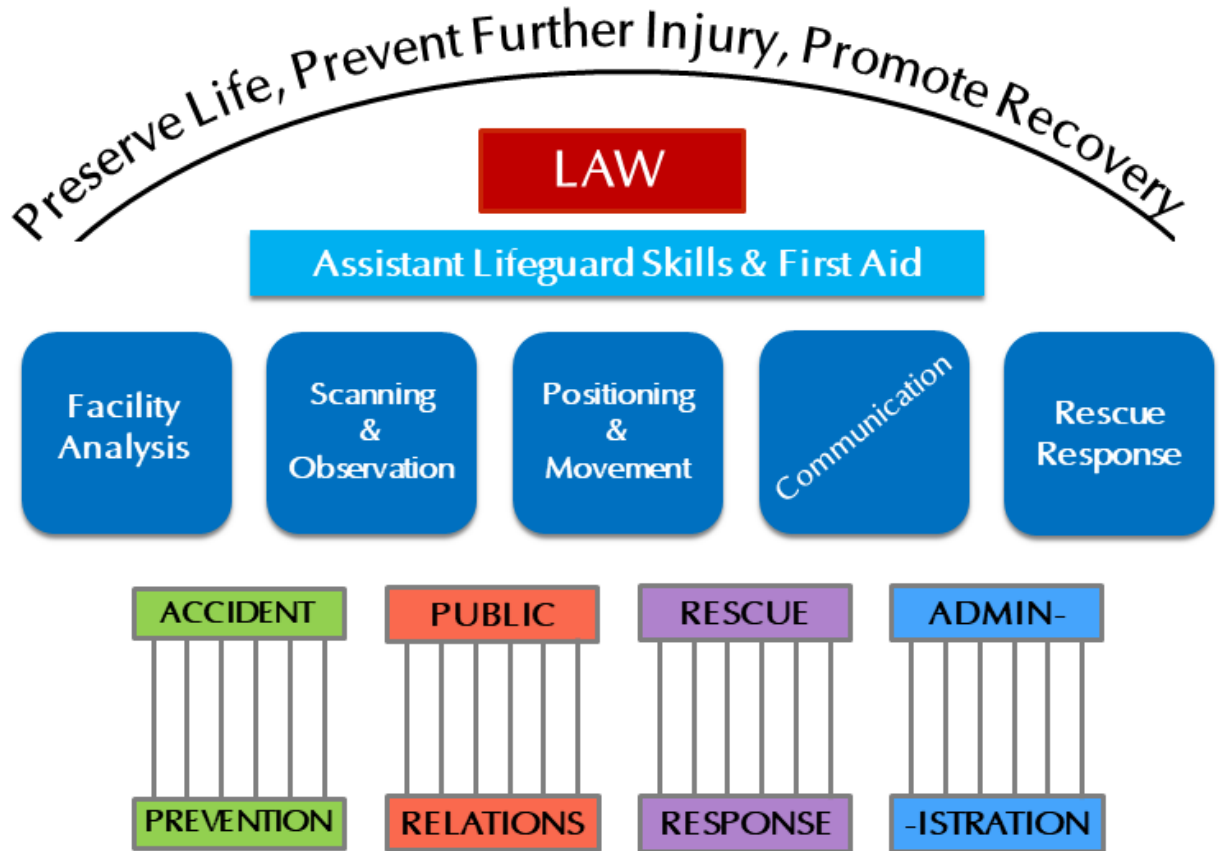
## *definition*

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A body of water that is:

- A minimum of 20 m in length (25 m preferred)
- A minimum of 1.5 m depth (3.0 m preferred) at deepest end

# National Lifeguard: Made Simple



National Lifeguard: Made Simple focuses on the key concepts of the role of the lifeguard:

- The principles of lifeguarding on which the NL concepts stand are accident prevention, public relations, rescue response and administration.
- Our goal is always to preserve life, prevent further injury, and promote recovery.
- The law looks at the scope of the lifeguard – what is different from a lifesaver out in the world versus a lifeguard who is employed and responsible for the safety of pool patrons? Administration falls within this category (forms, reports, checklists).
- A lifeguard in the National Lifeguard program must recall what they learned in Bronze Cross and Standard First Aid/CPR-C as prerequisite information.
- The concepts of lifeguarding are facility analysis, scanning and observation, positioning and movement, communication, and rescue response.

Where accident prevention fails or when emergencies arise, the lifeguard will perform a rescue. There are only a small number of rescue skills which are new in the National Lifeguard compared to Bronze Cross and Standard First Aid/CPR-C:



- Contact rescues and in-water backup.
- Teach approach versus bystander approach.
- Stabilizing a suspected spinal-injured victim on a spineboard.
- Proficiency in the use of rescue aids.
- Adapting skills to various aquatic environments.
- Airway Management and Oxygen Administration (AMOA).

The key focus items of the new time guidelines within this Instructor Guide are accident prevention and safety supervision.

# Recommended Time Guidelines

## Notes

The minimum course time is 44 hours.

The recommended course time guidelines are designed to assist instructors with lesson planning and creating course outlines.

Recommended course time guidelines do not account for breaks or the 30 minute unstructured break every 5 consecutive hours as required.

In addition to the 30-minute unstructured break every 5 consecutive hours, the Society recommends additional short breaks if programming an 8-hour course.

The candidate to instructor ratio is 16:1. Courses with less than 6 candidates must follow the requirements listed in the National Lifeguard Program Policies.

Time	Topic	Dry/Wet
<b>The Role of the Lifeguard</b>		
30 minutes	Course Introduction	Dry
30 minutes	The Lifesaving Society	Dry
1 hour	The Role of the Lifeguard	Dry
<b>Facility Analysis and Accident Prevention</b>		
45 minutes	Scanning and Observation	Dry
30 minutes	Factors of Drowning in Supervised Areas	Dry
15 minutes	Drowning and Victim Characteristics	Dry
30 minutes	Swimming Pool Operations	Dry
1 hour	Pool Facility Analysis and Hazards	Dry
5 hours	Scanning and Observation	Dry/Wet
	Positioning and Rotation	Dry/Wet
1 hour	Prevention & Intervention	Dry/Wet
<b>Rescue Response</b>		
2.5 hours	Airway Management and Oxygen Administration	Dry
30 minutes	Focal Points and Equipment	Dry
1 hour	Entries and Removals	Wet
1 hour	Rescue Aid Proficiency	Wet
2 hours	Distressed and Drowning Victims	Wet
2 hours	Submerged, Non-Breathing Victims	Wet
30 minutes	Rescue Drill	Wet
2.5 hours	Spinal-Injured Victims	Wet
2 hours	Injured Victims	Dry/Wet
1 hour	Specialized Techniques	Dry/Wet
15 minutes	Facility Evacuations	Dry
30 minutes	Facility Search: Missing Person	Dry/Wet
<b>Communication</b>		
30 minutes	Public Relations and Public Education	Dry
15 minutes	Communicating with Emergency Services	Dry
30 minutes	Communicating between Lifeguards	Dry
<b>The Lifeguard and the Law</b>		
1.5 hours	The Lifeguard and the Law	Dry
15 minutes	Workplace Health & Safety	Dry
<b>Lifeguarding Fitness</b>		
15 minutes	Lifeguarding Fitness	Dry
30 minutes	Physical Standard: Object Recovery	Wet
30 minutes	Physical Standard: Underwater Swim	Wet
30 minutes	Physical Standard: Sprint Challenge	Wet
45 minutes	Physical Standard: Endurance Challenge	Wet
<b>Lifeguarding Situations and Feedback</b>		
11.5 hours	Lifeguarding Situations: Single Guard	Dry/Wet
	Lifeguard Situations: Team	Dry/Wet
30 minutes	Closing Feedback	Dry

**National Lifeguard: Pool Option - 8 x 5.5 hours**

Time	Day 1	Time	Day 2	Time	Day 3	Time	Day 4
30	Course Introduction	45	Scanning and Observation	30	Public Relations & Public Education	15	Endurance Challenge
30	The Lifesaving Society		30	Entries and Removals	60	Pool Facility Analysis and Hazards	120
60	The Role of the Lifeguard	30	Focal Points and Equipment	120			
60	Intro to Injured Victims	60	Injured Victims		60	Pool Supervision: Prevention & Intervention	105
90	Intro to AMOA: Oxygen Unit, Delivery/Devices, Pulse Oximeter, OPA	60	Scanning and Observation	60			
		30	Communicating between Lifeguards		60	Lifeguarding Situations: Single Guard	
15	Lifeguarding Fitness	30	Factors of Drowning in Supervised Areas	60			Lifeguarding Situations: Single Guard
15	Intro to the Endurance Challenge	15	Drowning & Victim Characteristics		60	Lifeguarding Situations: Single Guard	
30	Intro to Entries and Removals	15	Intro to Sprint Challenge	60			Lifeguarding Situations: Single Guard
		15	Intro to Object Recovery				
Time	Day 5	Time	Day 6	Time	Day 7	Time	Day 8
90	The Lifeguard and the Law	30	Management of a Distressed or Drowning Victim	45	Management of a Submerged, Non-Breathing Victim	60	Management of a Spinal-Injured Victim
		30	Rescue Aid Proficiency	60	Management of a Spinal-Injured Victim		
15	Workplace Health & Safety	90	Intro Spinal-Injured Victims	15	Underwater Swim	300	Lifeguarding Situations: Team
15	Communicating with EMS			15	Sprint Challenge		
30	Rescue Aid Proficiency	15	Pool Skills: Rescue Drill	60	Pool Emergencies: Specialized Techniques	60	Lifeguarding Situations: Team
15	Intro to Underwater Swim			30	Facility Search: Missing Person		
75	Intro to Submerged, Non-Breathing Victims	105	Lifeguarding Situations: Team	120	Lifeguarding Situations: Single Guard	120	Lifeguarding Situations: Single Guard
15	Intro to Pool Skills: Rescue Drill						
60	AMOA: Bag-Valve Mask, Suction & Practice time	105	Lifeguarding Situations: Team	120	Lifeguarding Situations: Single Guard	120	Lifeguarding Situations: Single Guard
15	Object Recovery						
15	Object Recovery					30	Closing Feedback

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# **The Role of the Lifeguard**

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# Course Introduction

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## The Role of the Lifeguard

**Time: 30 minutes**

**Purpose:**

- Create a positive and inclusive learning environment.
- Describe the National Lifeguard program and course content.
- Explain the evaluation criteria for the National Lifeguard program.
- Review facility emergency procedures.

**Reference:**

- National Lifeguard Award Guide: At-a-Glance

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## Progression of Key Content

1. Welcome candidates on behalf of the Lifesaving Society and the Affiliate.
2. Hand out candidate information forms and check course pre-requisites.
3. Conduct an icebreaker.
4. Hand out course materials and course outlines.
5. Review the course outline with the candidates.
6. Explain the evaluation criteria for the NL program.
7. Homework and fitness practice outside of the course.
8. Review facility emergency procedures.

# The Lifesaving Society

## The Role of the Lifeguard

**Time:** 30 minutes

**Purpose:** Review the Lifesaving Society's mission, vision, and values.

### Learning Outcomes:

- Discuss the impact that Lifeguards have in assisting the Lifesaving Society to fulfill its mission and vision within Canada.
- Compile a list of actions or behaviours which will model the Lifesaving Society's values.

### Reference:

- Lifesaving Society Leadership Reference Manual
- Lifesaving Society BC & Yukon Program Guide
- Lifesaving Society BC & Yukon Website

### Progression of Key Content

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1. Using the Lifesaving Society BC & Yukon website or Program Guide, lead an activity which will allow candidates to work in groups and reflect on how they can help the Lifesaving Society achieve its mission and vision.
2. Describe the Lifesaving Society's values. Lead a group activity which will allow candidates to reflect on how they (as a group) will model the Lifesaving Society's values throughout the National Lifeguard course.

# The Role of the Lifeguard

## The Role of the Lifeguard

**Time: 1 hour**

**Purpose:**

- Introduce the various roles and responsibilities of a lifeguard.
- Provide an overview of the history of the National Lifeguard program.

**Learning Outcomes:**

- Explain the role and responsibilities of the National Lifeguard in terms of role-modeling, prevention and rescue.
- Describe how critical incident stress can impact lifeguards responding to both successful and unsuccessful rescues.

**Reference:**

- National Lifeguard Award Guide: Pool Item 1
- Alert: Lifeguarding in Action: Chapter 1

## Progression of Key Content

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### The National Lifeguard Program

1. History of the NL Program
2. NL Made Simple

### The Role of the Lifeguard

1. Accident Prevention
2. Rescue Response
3. Public Relations
4. Administration
5. How these fit within NL Made Simple

### The Lifeguard's Responsibilities

1. To the public
2. To fellow lifeguards
3. To the employer
4. To oneself

### Critical Incident Stress

1. Review critical incident stress.
2. Discuss/brainstorm how critical incident stress could impact a lifeguard, or where it could become relevant within the role of the lifeguard (rescue response).

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# **Facility Analysis & Accident Prevention**

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# Scanning and Observation

## Facility Analysis and Accident Prevention

**Time: 45 minutes – Dry**

Demonstrate effective lifeguard scanning techniques and observation skills in the pool environment.

**Purpose:** To develop effective lifeguard surveillance skills.

**Learning Outcome:** Demonstrate effective scanning techniques and quick, accurate recognition of incidents requiring lifeguard intervention.

**Reference:**

- Alert: Lifeguarding in Action: Insert, Chapter 2
- National Lifeguard Award Guide: Pool Item 8b
- Information Bulletin: 10-30 Scanning Window

### Progression of Key Content

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\*Design activities to make this content active, engaging and interactive.

#### Scanning and Observation

1. What is scanning?
2. The senses and what they tell us
3. How to scan
  1. Where to scan
  2. Systematic Scanning Patterns and Head Movement
  3. Visual Acuity and Peripheral Vision
  4. The 10-30 Second Window
  5. Factors Affecting Scanning
  6. Scanning Strategies
    - a. Head counting
    - b. Grouping
    - c. Mental filing
    - d. Profile matching
    - e. Tracking
  7. Change Blindness
  8. Safety Check Systems

**Other approved resources:**

- Disappearing Dummies Video
- Are You Ready? Video and Workbook
- Five-Minute Scanning Strategy Video

# Factors of Drowning in Supervised Areas

## Facility Analysis and Accident Prevention

**Time:** 30 minutes – Dry

**Purpose:** To understand the importance of active supervision in an aquatic environment and the consequences of lifeguard distraction.

**Learning Outcome:** Explain the RID factor and its impact on patron safety and drowning prevention.

**Reference:**

- Alert: Lifeguarding in Action: Chapter 2

### Progression of Key Content

\*Design activities to make this content engaging and interactive (e.g., scenarios, role-play, peer-education)

1. The RID Factor
  - a. Failure to Recognize distressed or drowning victims.
  - b. Intrusion of non-lifeguard duties.
  - c. Distractions from surveillance.
2. Scenarios and prevention

# Drowning and Victim Characteristics

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## Facility Analysis and Accident Prevention

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**Time:** 15 minutes – Dry

**Purpose:** Review the process of drowning, victim types and characteristics.

**Learning Outcomes:**

- Describe the process of drowning and drowning definitions.
- Recognize different victim types and characteristics.

**Reference:**

- Alert: Lifeguarding in Action: Chapter 3
- Canadian Lifesaving Manual: Chapter 4
- Information Bulletin: Drowning Definitions & Victim Follow-up

### Progression of Key Content

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1. The process of drowning and drowning definitions.
2. Review of victim types and characteristics, including simulation.
3. Relate victim characteristics to accident prevention and the RID factor.

# Swimming Pool Operations

## Facility Analysis and Accident Prevention

**Time: 30 minutes – Dry**

**Purpose:** To ensure lifeguards can analyze pool environments and identify related safety issues and solutions.

**Learning Outcome:** Demonstrate an understanding of the role of water treatment systems in providing a safe and comfortable bather environment.

**Reference:**

- Alert: Lifeguarding in Action: Chapter 11
- National Lifeguard Award Guide: Pool Item 2

### Progression of Key Content

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1. Pool Regulations regarding Pool Operations
2. Cleaning the pool water (filtration):
  - a. Sand or gravel filters
  - b. Diatomaceous earth filters
  - c. Cartridge filters
3. Heating the pool water
4. Chemical treatment of pool water
  - a. Destroying bacteria and plant growth
  - b. Maintaining comfortable water
  - c. Testing pool water
  - d. Maintenance duties (opening, closing)
5. Discuss common problems and solutions:
  - a. Algae
  - b. Murky water
  - c. Coloured water
  - d. Foulings
  - e. Infections
  - f. Rain

### Notes

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- Candidate should be aware of WHMIS and pool operator training programs available.

# Pool Facility Analysis and Hazards

## Facility Analysis and Accident Prevention

**Time:** 1 hour – Dry

**Purpose:** To ensure lifeguards can analyze pool environments and identify related safety issues and solutions.

**Learning Outcome:** Evaluate and describe how various facility features and conditions impact patron safety and safety supervision.

**Reference:**

- Alert: Lifeguarding in Action: Chapter 2
- National Lifeguard Award Guide: Pool Item 2

## Progression of Key Content

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### Facility Analysis and Hazards

1. Lifeguards must continuously be alert for hazards that pose a risk to the safety of patrons. Identification of hazards determines how to cover the area, the number of lifeguards required, positioning and equipment needed.
2. Determine hazards by analyzing the facility design, potential failures of safety features and safety equipment.
3. Have candidates perform a facility analysis and brainstorm ways to eliminate or control the risks identified.
4. Explain how analysis of these topics affect lifeguarding.

### Sample Activity - Developing Facility Rules

1. Using the above facility analysis, have candidates develop facility rules in these areas:
  - a. General rules
  - b. Admissions rules
  - c. Equipment specific rules
2. Have candidates consider rationale for rules to provide education to the public.

### Notes

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- Pool dangers and hazards may include glare, water quality, evacuations due to weather and pool fouling. Lifeguard response may include education of patrons about hazards or safer activity choices; marking, removing or modifying hazards to reduce risk; or lifeguard repositioning. Lifeguard supervision zones may need to be modified due to environmental hazards such as glare.

# Scanning and Observation

## Facility Analysis and Accident Prevention

**Time: 5 hours – Dry/Wet – Combined time with Lifeguard Positioning and Rotation**

Demonstrate effective lifeguarding scanning techniques and observation skills in the pool environment.

**Purpose:** To develop the skills required to effectively supervise a pool facility.

**Learning Outcome:** Demonstrate effective scanning techniques and quick, accurate recognition of incidents requiring lifeguard intervention.

### Reference:

- Alert: Lifeguarding in Action: Alert Insert, Chapter 2
- National Lifeguard Award Guide: Pool Item 8b
- Information Bulletin: 10-30 Scanning Window

### Progression of Key Content

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\*Design activities which encourage the development of scanning skills through practical experience and active learning.

\*\*This lesson may be combined and integrated with the Lifeguard Positioning and Rotation lesson.

1. Using the senses on the pool deck.
2. Systematic scanning patterns and head movement.
3. Scanning the pool bottom.
4. 10-30 second scanning window.
5. Using the scanning strategies.
6. Recognition of communication from other lifeguards.
7. Scanning and recognition drills.

### Notes

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- Design scenarios specifically to practice and evaluate scanning techniques and observation skills. Ask candidates to verbalize what they are seeing as they scan. Rescue response is not a requirement of this item.
- Use a manikin to teach scanning of the pool bottom.
- Designated supervision zone means the specific area for which the lifeguard has been assigned supervisory responsibility. The designated zone may or may not include the pool deck or a section of deck.
- A lifeguard should be able to effectively scan their assigned zone within 10 to 30 seconds. Each scan should include a visual check of other lifeguards for any non-verbal communication.
- Speed of recognition depends on a variety of factors including size of the scanning zone; area of activity; bather load; facility design.

# Lifeguard Positioning and Rotation

## Facility Analysis and Accident Prevention

**Time: 5 hours – Dry/Wet – Combined time with Scanning and Observation**

Demonstrate effective pool supervision using lifeguard positioning and rotation.

**Purpose:** To develop the skills required to effectively supervise a pool facility.

**Learning Outcome:** Demonstrates effective positioning and rotation appropriate for a swimming pool environment.

### Reference:

- Alert: Lifeguarding in Action: Alert Insert, Chapter 2
- National Lifeguard Award Guide: Pool Item 8a
- Position Statement: Deck Movement
- Safety Standard: Lifeguard Chair Specifications
- Safety Standard: Bather-to-Lifeguard Ratios

## Progression of Key Content

\*This lesson may be combined and integrated with the Scanning and Observation lesson.

### Positioning and Movement

1. Number of lifeguards on deck
2. Positioning of lifeguards
  - a. Zones (Intensive, Extensive/Global, Combined)
  - b. Sight lines
  - c. Elevated stations
  - d. Ground-level patrols
  - e. Shifting to cover within a team
3. Facility analysis – creating zones and zone maps
4. Lifeguard movement within a zone
  - a. Determining pivot points
  - b. Blind spots
  - c. Pool bottoms
  - d. Walking without turning your back to the pool
  - e. 10-30 second scanning window
5. Quick, safe lifeguard movement
  - a. Techniques for moving quickly and safely on a pool deck
  - b. Appropriate footwear
6. Positioning and movement scenarios (mini-situations)

### Rotation

1. Purpose of rotation
2. Rotation intervals

3. Rotation patterns and movement – on deck and off deck
4. Sharing information within a rotation
5. Duties performed while “off deck”

## Notes

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- Public relations or rescue responses are not required in this item.
- Use diagrams to explore the preferred design characteristics of supervision zones and the positioning of lifeguards and equipment within them. Design scenarios to practice and evaluate positioning (and repositioning) and rotation skills.
- Stress that roving lifeguards maintain visual contact with the water at all times.
- Stress the importance of a systematic rotation procedure to ensure sustained lifeguard surveillance of supervision zones.
- Emphasize that "buddy lifeguarding" reduces the effectiveness of supervision and must be avoided. See RID factors in Alert: Lifeguarding in Action.



# Pool Supervision: Prevention & Intervention

## Facility Analysis and Accident Prevention

**Time: 1 hour – Dry/Wet**

Demonstrate an ability to recognize situations in which early lifeguard intervention may prevent a rescue emergency.

**Purpose:** To develop the early-recognition skills necessary to prevent incidents.

**Learning Outcome:** Demonstrate the ability to prevent an incident by recognizing and responding to situations that pose potential danger to individuals or groups.

### Reference:

- Alert: Lifeguarding in Action: Chapter 2, 3
- National Lifeguard Award Guide: Pool Item 8c

### Progression of Key Content

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1. Purpose of intervention and quick recognition.
2. Recognizing high-risk behaviours and activities.
3. How to intervene and educate about high-risk behaviours and activities.
4. Scenarios

### Notes

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- The intent of this item is to recognize and intervene before an incident occurs. Interventions can be proactive (e.g., educating a school group before a swim session) or reactive (e.g., stopping a patron who is running). Ideally, lifeguard response should be proactive and timely to prevent the situation from escalating or deteriorating. Verbal interventions should be expressed in positive terms to educate patrons and redirect problematic behaviour.
- Strong public relation skills are needed to enforce rules. Stress that appropriate lifeguard communication - whether with patrons or with fellow staff members - is always professional and respectful.
- Teaching and evaluation may include use of situations, role-playing scenarios, observation exercises, or other practical assignments.
- Candidates should not simulate behaviours that will place them at risk.
- Refer to Alert: Lifeguarding in Action for a list of potential victims, behaviours and characteristics.

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# **Rescue Response**

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# Airway Management and Oxygen Administration

## Rescue Response

**Time: 2.5 hours - Dry**

### **Purpose:**

- To use an oxygen unit safely and effectively when providing supplemental oxygen to a victim.
- To use the pulse oximeter as part of patient assessment prior to providing supplementary oxygen. To provide supplemental oxygen in a safe and effective manner to a victim.
- To establish and maintain an open airway on an unresponsive victim.
- To train lifeguards on the use of a bag-valve-mask (BVM).

### **Learning Outcomes:**

- Explain the benefits of oxygen therapy, bag-valve mask (BVM), suction and oropharyngeal airways.
- Demonstrate an understanding of the components and the proper usage of an oxygen unit, including safety factors and delivery devices.
- Demonstrate an understanding of the use of the pulse oximeter prior to providing supplementary oxygen.
- Provide supplemental oxygen in a safe and effective manner to a victim.
- Demonstrate the proper sizing, insertion, and removal for the use of an oropharyngeal airway.
- Demonstrate effective use of a bag-valve-mask (BVM) with the one-rescuer and two-rescuer techniques.

### **Reference:**

- National Lifeguard Award Guide: NL Pool Item 1
- Canadian Oxygen Administration Manual & Canadian First Aid Manual
- Airway Management and Oxygen Administration Award Guide

## **Progression of Key Content**

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### **Oxygen Unit**

1. Identify the components of an oxygen unit.
2. Demonstrate correct assembly of oxygen unit.
3. Demonstrate safe handling and an understanding of safety precautions.
4. Demonstrate use of a regulator to determine pressure and flow rate.
5. Demonstrate ability to identify and troubleshoot oxygen unit complications (e.g. hissing noise or faulty regulator).

## **Delivery Devices**

1. Demonstrate appropriate use of oxygen delivery devices.
2. Demonstrate appropriate choice of delivery method and correct application of the delivery device to victim.

## **Use of Pulse Oximeter**

1. Demonstrate appropriate use of the pulse oximeter.
2. Record oxygen saturation and pulse reading as displayed on the pulse oximeter.

## **Use of Supplemental Oxygen**

1. Demonstrate safe use of oxygen throughout
2. Demonstrate appropriate choice of flow rate for victim
3. Provide victims with supplemental oxygen if oxygen saturation level is less than 94% or for the following victims regardless of oxygen saturation level:
  - a. Drowning
  - b. Decompression illness
  - c. Carbon monoxide poisoning
  - d. Respiratory arrest (non-breathing victims)
4. Record time of oxygen administration and flow rate.
5. ABCs continually monitored

## **Oropharyngeal Airways**

1. Correct and appropriate sizing of oral airway
2. Inspect mouth and airway prior to insertion
3. Correct insertion of oral airway
4. Appropriate response to patient not accepting oral airway (e.g. patient gags or vomits) and timely removal of oral airway when necessary

## **Manual Suction**

1. Purpose of a suction device
2. Using the suction device
3. Equipment maintenance

## **Bag-Valve Mask**

1. Device components.
2. One-Rescuer technique
3. Two-Rescuer technique

## **Safety Considerations**

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1. Candidates are not to practice insertion of oropharyngeal airways on other candidates or instructors. Other practice tools should be provided (e.g. manikins).

# Focal Points and Equipment

## Rescue Response

**Time: 30 minutes – Dry**

**Purpose:** Introduce the concept of focal points and become familiar with types of specialized equipment that lifeguards use.

### Learning Outcomes:

- Explain the purpose of having pre-determined focal points in an aquatic facility.
- Analyze a facility to determine possible focal point locations.

### Reference:

- Alert: Lifeguarding in Action: Chapter 4
- Safety Standard: Safety Equipment

## Progression of Key Content

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1. Introduce the purpose of focal points:
  - a. Pre-determined location where lifeguards take all victims (except minor pullouts) for follow-up.
2. Select focal points with consideration for:
  - a. Available space
  - b. Proximity to equipment
  - c. Location of emergency exits
  - d. Inter-lifeguard and external communications, including location of the emergency telephone
  - e. Visibility
  - f. Ease of removal
3. Locate/determine focal point areas in the training facility where the NL course is taking place.
4. Review the equipment at the facility focal points or training focal points.
5. How to check focal points and stock equipment.

# Entries and Removals

## Rescue Response

**Time: 1 hour – Wet**

Demonstrate three entries and three removals appropriate for a pool environment.

**Purpose:** To ensure lifeguards have the judgment, skill and fitness required to enter the water and safely remove victims.

### Learning Outcomes:

- Demonstrate appropriate entries with and without rescue aids.
- Demonstrate appropriate safe victim removals.

### Reference:

- Alert: Lifeguarding in Action: Chapter 4
- Canadian Lifesaving Manual: Chapter 4
- National Lifeguard Award Guide: Pool Item 4

## Progression of Key Content

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1. Review the following entries:
  - a. Slip in
  - b. Wade in
  - c. Run in
  - d. Stride entry
  - e. Running stride entry
  - f. Shallow dive
  - g. Running shallow dive
  - h. Head-up dive
  - i. Running head-up dive
2. Teach the above entries with rescue aids (rescue tube, rescue can or adult PFD).
3. Review the following victim removals:
  - a. Underarm lift (two-rescuers)
  - b. Modified underarm lift (two-rescuers)
  - c. Cradle lift
  - d. Walk out
  - e. One-rescuer drag
  - f. Modified rescuer drag (two-rescuers)

## Notes

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- Experiment with different entries from a variety of heights and a variety of depths. Entries may only be performed from an elevation when water depth is safe: minimum 3 meters.
- Candidates should avoid entering the water with anything that could be tightened around their necks, especially a whistle on a lanyard.

- Reinforce safe lifting techniques. Unassisted removals are not a requirement of this item. A single lifeguard recruits bystander assistance. However, candidate should be aware of single-rescuer removal techniques.
- Candidates should experiment with a variety of rescue aids (e.g., rescue tube, rescue can, ring buoy and adult lifejacket or PFD). A spineboard may be used as an extrication device.

# Rescue Aid Proficiency

## Rescue Response

**Time: 1 hour – Wet**

Demonstrate proficiency in the use of buoyant and non-buoyant rescue aids appropriate for a variety of victim types in supervised pool environments.

**Purpose:** To ensure lifeguards can use rescue aids competently.

**Learning Outcome:** Demonstrate effective and efficient use and control of rescue aids suitable for a variety of victim types.

### Reference:

- Alert: Lifeguarding in Action: Chapter 4
- Canadian Lifesaving Manual: Chapter 4
- National Lifeguard Award Guide: Pool Item 3
- Rescue Tube Safety Bulletin

### Progression of Key Content

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1. Different types of rescue aids in supervised pool environments.
2. Experimentation (skill demonstration) with different types of rescue aids:
  - a. Entries
  - b. Distressed or drowning victims
  - c. Submerged victims
  - d. Injured victims (see Appendix A)
  - e. Spinal-injured victims

### Notes

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- This is a skill item focused on developing proficiency in the use of different rescue aids.
- Victim types may include distressed, drowning, submerged non-breathing, injured (including spinal-injured).
- Candidates should experiment with a variety of rescue aids commonly found in supervised pool environments (e.g., rescue tube, rescue can, ring buoy, adult lifejacket or PFD, reaching pole, throw bag and line).
- For rescue purposes, buoyant aids should have a minimum of 50 newtons of buoyancy in order to support an adult victim.



# Distressed and Drowning Victims

## Rescue Response

**Time: 2 hours – Wet**

Demonstrate effective management of a distressed or drowning victim in deep water with and without an aid.

**Purpose:** To ensure lifeguards have the necessary judgment, knowledge and skill to rescue a victim in deep water.

**Learning Outcome:** Demonstrate effective individual skills in the management of a distressed or drowning victim in deep water.

**Reference:**

- Alert: Lifeguarding in Action: Chapter 3
- Canadian Lifesaving Manual: Chapter 4
- National Lifeguard Award Guide: Pool Item 11a
- Lifeguard Back-up Policy

### Progression of Key Content

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1. **(Whole)** Demonstrate the rescue of a distressed or drowning non-swimmer.
2. **(Part 1)** Practice a variety of drowning victim carries and supports in shallow water.
3. **(Part 2)** Practice a variety of drowning victim carries and supports in deep water.
4. **(Part 3)** Practice drowning victim assessment, education, and redirection.
5. **(Whole)** Practice the entire skill sequence.
6. **Once candidates have learned the above skills, repeat the above steps with use of rescue aids.**
7. Introduce the concept of lifeguard back-up and how two lifeguards work together to rescue a drowning victim.
8. Practice scenarios involving two victims.
9. Introduce complications – treating victims with symptoms of water inhalation.
10. Once candidates have received sufficient practice time over a few sessions, evaluate this item using the NL Award Guide.

# Submerged, Non-Breathing Victims

## Rescue Response

**Time: 2 hours – Wet**

Demonstrate effective management of a submerged, non-breathing victim and perform 10 cycles of 2 ventilations:30 compressions on a CPR manikin.

**Purpose:** To ensure lifeguards have the necessary judgment, knowledge, skill and fitness to rescue a submerged, non-breathing victim.

**Learning Outcome:** Demonstrates the skill and fitness required to recover a submerged, non-breathing victim, transfer him or her to a point of safety and perform 10 cycles of 30 compressions: 2 ventilations on a CPR manikin.

### Reference:

- Canadian Lifesaving Manual: Chapter 4, Chapter 7
- National Lifeguard Award Guide: Pool Item 11b
- Lifeguard Back-up Policy
- Information Bulletin: Vomit vs. Regurgitation

## Progression of Key Content

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### Unresponsive Victims (Breathing & Non-Breathing)

1. Review characteristics of unresponsive victims in water.
2. **(Whole)** Demonstrate a rescue of an unresponsive, non-breathing victim in deep water (including removal, follow-up and CPR).
3. **(Part 1)** Practice victim roll-overs and control carries in shallow water.
4. **(Part 2)** Practice victim roll-overs and control carries in deep water.
5. **(Whole)** Practice a rescue of an unresponsive, non-breathing victim in deep water (including removal, follow-up and CPR).
6. Discuss and practice the differences in treatment between breathing and non-breathing victims.
7. **Once candidates have had sufficient practice time, introduce how to use rescue tubes to support unresponsive victims in the water.** Have candidates practice with a variety of control carries and rescue aids.

### Submerged Victims (Non-Breathing)

1. Review characteristics of submerged victims in water.
2. **(Whole)** Demonstrate a rescue of a submerged, non-breathing victim in deep water (skill only, stop once the victim is carried to point of safety).
3. **(Part 1)** Practice surface dives and swimming to the bottom of the pool.
4. **(Part 2)** Practice recovering submerged victims (ascent and protection of airway).
5. **(Whole)** Practice the entire skill.

6. **Once candidates have had sufficient practice time, introduce how to use rescue tubes to support submerged victims in the water.** Have candidates practice with a variety of control carries and rescue aids.
7. Once candidates have had sufficient practice time over a few sessions, evaluate this item using the NL Award Guide.

### **Safety Considerations**

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- Tie back long hair and remove any loose jewelry.
- If submerged candidates need to breathe, instruct them to swim to the surface regardless of the rescue practice.
- Candidates (rescuer/victim) should submerge together on a signal.

# Rescue Drill

## Rescue Response

**Time: 30 minutes – Wet**

Demonstrate endurance and strength for a submerged manikin or victim recovery and rescue: Starting in the water, swim to recover a submerged manikin or victim located 20 meters away; carry the manikin or victim 20 meters.

**Purpose:** To ensure lifeguards have the skill and fitness required to rescue a submerged victim.

**Learning Outcome:** Demonstrates the endurance and strength required to quickly approach and recover a submerged victim and carry 20m to safety.

**Reference:**

- Alert: Lifeguarding in Action: Chapter 10
- National Lifeguard Award Guide: Pool Item 5

### Progression of Key Content

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1. Teach this item with progressions:
  - a. Lifesaving kick review
  - b. Victim carries review
  - c. Carrying a training manikin
  - d. Carrying a victim
  - e. Experiment with different victim sizes and weights

# Spinal-Injured Victims

## Rescue Response

**Time: 2.5 hours – Wet**

With the assistance of one back-up lifeguard (or assistant lifeguard) and one bystander, demonstrate effective management of suspected spinal-injured victims (breathing and non-breathing) found in the water.

**Purpose:** To ensure lifeguards have the necessary judgement, knowledge and skill to rescue a spinal-injured victim.

**Learning Outcome:** Demonstrate effective individual skills in the management of breathing and non-breathing spinal-injured victims.

### Reference:

- Alert: Lifeguarding in Action: Chapter 3, Chapter 4
- Canadian Lifesaving Manual: Chapter 5
- National Lifeguard Award Guide: Pool Item 11c
- Lifeguard Back-up Policy

## Progression of Key Content

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1. Review the principles of spinal injury management:
  - a. Recognize
  - b. Restrict motion
  - c. Maintain airway
  - d. Stabilize

### 1. Recognize

1. Review characteristics and mechanisms of injury of spinal-injured victims.

### 2. Restrict Motion

1. Review a variety of spinal motion-restriction techniques in shallow and deep water:
  - a. Vice Grip Rollover technique
  - b. Canadian Rollover technique – Shallow water only
  - c. Modified Body Rollover technique

### 3. Maintain Airway

1. Practice maintaining an airway on a spinal-injured victim with the jaw thrust technique.
2. When to use the head-tilt/chin-lift technique.

### 4. Stabilize – Two Lifeguards - Slant-Board Procedure (Shallow Water – Breathing Victim)

1. Sequential teaching:

- a. **(3D)** Part 1 (Signal, entry, approach, rollover, ABC assessment)
- b. **(3D)** Part 2 (Stabilization on spine board, removal and follow-up)
- c. Practice Parts 1 and 2 combined.
- d. Practice with rescue aids.
- e. Discuss the use of a third lifeguard or bystander.

#### **4. Stabilize – Two Lifeguards - Flat-Board Procedure (Shallow Water – Breathing Victim)**

1. Sequential teaching:
  - a. **(3D)** Part 1 (Signal, entry, approach, rollover, ABC assessment, transfer)
  - b. **(3D)** Part 2 (Stabilization on spine board, removal, follow-up)
  - c. Practice Parts 1 and 2 combined.
  - d. Practice with rescue aids.

#### **Non-Breathing Spinal-Injured Victims**

1. **(3D)** Management of a non-breathing, spinal injured victim in shallow water, including follow-up and CPR.

#### **Complications of Spinal-Injured Victims**

1. Review the following skills for managing complications of spinal-injured victims:
  - a. Vomiting in shallow water
  - b. Vomiting on land
  - c. Vomiting on a spine-board
  - d. CPR/AED use on a spine-board
  - e. Equipment malfunction
  - f. Review spinal-injured victims on land

Once candidates have had sufficient practice over multiple sessions, evaluate the Management of a Spinal-Injured Victim item using the NL Award Guide.

#### **Safety Considerations**

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- Ensure candidates understand the risks of spine-board use (dropping the board into water, injury when carrying the spine board, etc.).
- Use progressions in teaching to ensure candidates learn these skills safely.

# Injured Victims

## Rescue Response

**Time: 2 hours – Dry/Wet**

Demonstrate effective management of an injured victim on land or in the water.

**Purpose:** To ensure lifeguards have the necessary judgement, knowledge and skill to rescue an injured victim.

**Learning Outcome:** Demonstrate effective individual first aid skills in the management of an injured swimmer.

### Reference:

- Alert: Lifeguarding in Action – Chapter 6
- Canadian Lifesaving Manual
- Canadian First Aid Manual
- National Lifeguard Award Guide: Pool Item 11d, Appendix A
- Position Statement: Epinephrine Administration
- Information Bulletin: Fentanyl
- Information Bulletin: Sugar Administration
- Information Bulletin: Vomit vs. Regurgitation
- Information Bulletin: Compression-only CPR
- Lifeguard Back-up Policy

### Progression of Key Content

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1. Review items from Standard First Aid
  - a. Principles of First Aid
  - b. Legal Implications of First Aid
  - c. Victim Assessment (Scene-Primary-Secondary)
  - d. Critical Interventions pertaining to first aid emergencies in the NL Award Guide (Appendix A)
2. First Aid Scenarios in an Aquatic Environment
  - a. Review how treatment changes for various injured swimmer types when in an aquatic environment (entries, removals, treatment, barrier devices).
  - b. Integrating hand signals and specialized equipment.
  - c. Rescue Scenarios
3. Include Appendix A items within Lifeguarding Situations

# Specialized Techniques

## Rescue Response

**Time: 1 hour – Dry/Wet**

Demonstrate an understanding of different rescue techniques appropriate for specific pool features and special situations.

**Purpose:** To ensure lifeguards can adapt their rescue responses to suit the circumstances.

**Learning Outcome:** Explains and/or demonstrates how to adapt rescue techniques appropriately for specific pool features and special situations.

### Reference:

- Alert: Lifeguarding in Action: Chapter 4
- National Lifeguard Award Guide: Pool Item 9
- Canadian Lifesaving Manual: Chapter 4

### Progression of Key Content

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1. Encourage candidates to explore adaptations to procedures based on rescue principles.
2. Whenever possible, candidates should demonstrate, rather than explain the adapted technique.
3. Identify features present in the host facility as well as those lifeguards may encounter at other facilities. For example:
  - a. Deep water rescues
  - b. Bulkheads
  - c. Zero-depth/super shallow areas
  - d. Heights
  - e. Small whirl or wading pools
  - f. Waves or moving water

### Safety Considerations

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1. Monitor candidate safety as they work through problem-solving skills and completing the procedures/techniques.

### Notes

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- Pool features may include: elevated pool edge, drop-offs, deep water, bulkheads, starting blocks, lifts or hoists, shallow steps, stairs, ramps, slides, inflatables, diving board or towers, saunas, whirlpools, wading pools.
- Encourage candidates to explore adaptations based on rescue principles.
- Whenever possible, candidate should demonstrate, rather than explain, the adapted technique.



- Identify features present in the host facility as well as those lifeguards may encounter in other pools. For example, many pools include amenities and features like wave action, lazy rivers, spray pads, swing ropes, water slides or climbing walls.
- Challenge candidates to deal with a variety of obstacles. Practice overcoming obstacles in the host facility and discuss how to apply their learning to adapt to other obstacles.

# Facility Evacuations

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## Rescue Response

**Time: 15 minutes – Dry**

**Purpose:** Introduce facility evacuation procedures for a variety of situations and emergencies.

**Learning Outcome:** Demonstrate the ability to organize a facility evacuation as both a member and a leader of a lifeguard team.

**Reference:**

- Alert: Lifeguarding in Action: Chapter 4

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### Progression of Key Content

1. Demonstrate a facility evacuation with key points for the following situations:
  - a. Fire
  - b. Chlorine gas leak
  - c. Power failure
  - d. Earthquake
2. Have candidates practice in groups. Encourage leadership and teamwork within this item. Each lifeguard candidate needs to lead a team for a facility evacuation.
3. Discuss lightning scenarios for outdoor pools.

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### Safety Considerations

1. Ensure that the training facility and public are aware that simulated evacuation procedures will be happening, so as not to cause panic.

# Facility Search: Missing Person

## Rescue Response

**Time: 30 minutes – Dry/Wet**

Demonstrate an effective search of the aquatic facility for a missing person as both a member and a leader of a lifeguard team.

**Purpose:** To ensure lifeguards understand the principles underlying missing person procedures and develop the skills required to conduct an effective search.

**Learning Outcome:** Demonstrates ability to conduct an effective missing person search in both a leadership role and as a member of a team.

### Reference:

- Alert: Lifeguarding in Action: Chapter 4
- National Lifeguard Award Guide: Pool Item 10
- Canadian Lifesaving Manual: Chapter 5
- Position Statement: Missing Person

### Progression of Key Content

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1. Review principles of water searches from the Canadian Lifesaving Manual.
2. Introduce a variety of missing person search procedures which meet the principles outlined by the Must Sees.
3. Have candidates practice in teams – ensuring leadership and teamwork practice. Each lifeguard candidate needs to demonstrate the leadership role within a missing person search.

### Safety Considerations

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1. Remind candidates of the dangers of underwater swimming and prolonged breath holding.
2. As candidates are performing their underwater search, ensure they do not impede public swimming hours or programs unless the facility has given permission to do so.

### Notes

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- Candidate must understand that missing person procedures are, or should be, part of every facility's standard operating procedures.
- In the leadership role, candidate should demonstrate quick, intelligent decisions; clear, concise communication; and appropriate delegation of tasks.
- Stress that appropriate lifeguard communication - whether with patrons or with fellow staff members - is always professional and respectful.
- Search procedures should cause minimal disruption to facility operations.
- It may not be necessary to clear the pool for an effective search of the water. Any method that can confirm that the victim is not in the water is acceptable.
- Candidate should simulate contact with emergency services if necessary.

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# Communication

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# Public Relations and Public Education

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## Communication

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**Time:** 30 minutes – Dry

**Purpose:** To develop positive communication skills required in lifeguarding.

**Learning Outcome:** Demonstrate effective communication with patrons and victims.

**Reference:**

- Alert: Lifeguarding in Action: Chapter 7
- National Lifeguard Award Guide: Pool Item 7

**Progression of Key Content**

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- Lifeguard behaviour and image.
- Complaints
- Suspicious characters
- Appropriate use of verbal and non-verbal communication skills (e.g., language and tone, facial expression, body language).
- Ability to educate patrons about safe practices.
- Ability to deal positively and fairly with patrons.
- Difficult patrons, recognition of conflict and the need for safety-centred resolution.
- Active listening techniques
- Customer service scenarios.

# Communicating with Emergency Services

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## Communication

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**Time:** 15 minutes – Dry

**Purpose:** To develop positive communication skills required in lifeguarding.

**Learning Outcome:** Demonstrate effective communication with emergency personnel.

**Reference:**

- Alert: Lifeguarding in Action: Chapter 3
- National Lifeguard Award Guide: Pool Item 7

### Progression of Key Content

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1. Emergency Medical Services (EMS): Police, Fire, Ambulance – Include local procedures.
2. Making the 911 call and Emergency Telephone Procedures (e.g. phone script)
3. Transferring treatment to EMS personnel.

# Communicating with Lifeguards

## Communication

**Time:** 30 minutes – Dry

**Purpose:** To develop positive communication skills required in lifeguarding.

**Learning Outcome:** Demonstrate effective communication with other lifeguards and supervisors.

**Reference:**

- Alert: Lifeguarding in Action: Chapter 3
- National Lifeguard Award Guide: Pool Item 7

### Progression of Key Content

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1. Whistle signals
2. Voice communication
3. Hand signals
4. Telephone or two-way radio
5. Respectful communication within a team
6. Respectful communication with supervisors
7. Leading a team

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# **The Lifeguard & the Law**

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# The Lifeguard and the Law

## The Lifeguard and the Law

**Time: 1.5 hours – Dry**

**Purpose:** To ensure that lifeguards understand their role and obligations and the lifeguarding principles and practices inherent in the lifeguard's job.

**Learning Outcome:** Define the legal obligations of the lifeguard in terms of duty and standard of care, liability, and negligence.

### Reference:

- Alert: Lifeguarding in Action: Chapter 8
- National Lifeguard Award Guide: NL Pool Item 1
- 2010 BC Pool Regulation Act
- Safety Standard: Do Not Resuscitate

### Progression of Key Content

\*Design activities to make this content engaging and interactive (ie. Case studies, mix and match, brainstorming, role-play etc.).

1. Different types of law
2. Types of legal proceedings
3. Participants in the legal system
4. Negligence
5. Assault and battery
  - Consent in first aid
6. Insurance
7. Legal "First Aid"
  - Establish legal response procedures
  - Identify risks
  - Record information & documentation
  - Obtain professional assistance
  - Ensure follow-up and evaluation
8. 2010 BC Pool Regulation Act
  - What is it?
  - What do lifeguards need to know?
  - Facility inspections and safety audits

### Sample Activities

- Case studies or scenarios of lawsuits
- Discovery – List scenarios of individual, vs. team, vs. employer negligence
- Facility inspection using the Pool Regulations
- Filling out first aid records

# Workplace Health & Safety

## The Lifeguard and the Law

**Time: 15 minutes – Dry**

**Purpose:** To ensure that lifeguards understand their role and obligations and the lifeguarding principles and practices inherent in the lifeguard's job.

**Learning Outcomes:**

- Provide examples of regulations which govern workplace health and safety for lifeguards (e.g., WHMIS, Occupational Health and Safety, WorkSafe BC) and legislation regarding harassment and violence in the workplace.
- Explain the hazardous nature of chemicals used in aquatic environments and the special training required for their safe handling.

**Reference:**

- National Lifeguard Award Guide: NL Pool Item 1
- WorkSafeBC website

### Progression of Key Content

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\*Use the WorkSafeBC website for reference. Design activities to make this content engaging and interactive.

1. WHMIS
  - What is it?
  - Why do lifeguards need to know it?
  - Who provides training?
2. Occupational Health and Safety Regulations
  - Rights and responsibilities of workers
  - Occupational first aid
  - New or young workers
  - Chemical agents and biological agents
  - Personal protective equipment
  - Harassment and violence in the workplace
3. WorkSafeBC & worker compensation claims
  - Who are they?
  - What do they do?

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# **Lifeguarding Fitness**

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# Lifeguard Fitness

## Lifeguarding Fitness

**Time:** 15 minutes – Dry

**Purpose:** To ensure that lifeguards understand their role and obligations and the lifeguarding principles and practices inherent in the lifeguard's job.

**Learning Outcome:** Provide an example of a training activity to improve one component of physical fitness (muscular endurance, cardiovascular endurance, strength, speed, power or flexibility) as identified by the evaluator.

**Reference:**

- Alert: Lifeguarding in Action: Chapter 10
- National Lifeguard Award Guide: NL Pool Item 1

### Progression of Key Content

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- Physical fitness is the cornerstone of a lifeguard's job responsibilities, enabling the lifeguard to remain vigilant, attentive and alert to signs of potential trouble, and to respond both safely and with confidence in an emergency.
- Physical fitness efforts are concerned with improving and maintaining coordination, flexibility, agility, cardiorespiratory endurance, and muscular strength and endurance. Characteristics of physical fitness include:
  - Strength for everyday routine and for emergencies.
  - Stamina (endurance) to perform necessary tasks without undue fatigue.
  - Cardiorespiratory endurance for sustained effort.
  - Agility to perform a wide range of movement.
  - Speed to move rapidly.
  - Control to skillfully coordinate body movements.
- Lead an activity which will have a lifeguard reflect on their own fitness levels and come up with one training activity to improve on one of the physical fitness components.

# Physical Standard: Object Recovery

## Lifeguarding Fitness

**Time: 30 minutes – Wet**

Demonstrate anaerobic fitness and strength for an object recovery: Starting in the water, swim 15-meters and surface dive to recover a 9 kg (20 lb.) object; surface and carry the object 5-meters – all within 40 seconds.

**Purpose:** To ensure lifeguards have the necessary skill and fitness to recover a submerged victim.

**Learning Outcome:** Demonstrate sufficient strength and speed to retrieve a submerged 9kg weight and carry it 5m within the required time.

### Reference:

- Canadian Lifesaving Manual: Chapter 10
- Alert: Lifeguarding in Action: Chapter 10
- National Lifeguard Award Guide: Pool Item 6b

### Progression of Key Content

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1. Introduce the purpose of this physical standard.
2. Teach this item using progressions. Examples of progression may include:
  - a. Eggbeater practice.
  - b. Practice holding a 5lb or 10lb brick with eggbeater in the shallow end (stationary).
  - c. Practice holding a 5lb or 10lb brick with eggbeater in the shallow end (moving).
  - d. Practice holding a 20lb brick with eggbeater in the shallow end (stationary).
  - e. Practice holding a 20lb brick with eggbeater in the shallow end (moving).
  - f. Practice holding a 5lb or 10lb brick with eggbeater in the deep end (moving).
  - g. Practice holding a 20lb brick with eggbeater in the deep end (moving).
  - h. Practice retrieving a 20lb brick from the bottom of the pool (maximum depth of 3 metres).
  - i. Practice the entire skill.
  - j. Evaluate the skill using the NL Award Guide.

### Safety Considerations

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- Candidates may not be able to hold themselves at the surface of the water while holding the weight. Encourage candidates to drop the weight if they cannot stay on the surface to breathe normally.

# Physical Standard: Underwater Swim

## Lifeguarding Fitness

**Time: 30 minutes – Wet**

Demonstrate anaerobic fitness and skill for an underwater swim: Starting in the water, submerge and swim 15-meters underwater.

**Purpose:** To ensure lifeguards have the necessary skill and fitness to execute an underwater approach or search.

**Learning Outcome:** Demonstrates the skill and anaerobic fitness to swim 15m underwater.

**Reference:**

- Canadian Lifesaving Manual: Chapter 9
- National Lifeguard Award Guide: Pool Item 6a

### Progression of Key Content

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1. Introduce the purpose of this physical standard.
2. Teach this item using progressions:
  - a. Practice surface dives into an underwater swimming depth of 1.5-2 metres.
  - b. Practice effective underwater swimming skills (modified breaststroke or an alternating whip kick and dolphin kick).
  - c. Try to swim as far as you can underwater (limit 15 metres).
  - d. Practice the entire skill.
  - e. Evaluate the skill using the NL Award Guide.

### Safety Considerations

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- Ensure candidates are aware of hyperventilation and shallow water blackout.
- Place a marker underwater to alert candidates that they have swam 15 metres.

# Physical Standard: Sprint Challenge

## Lifeguard Fitness

**Time:** 30 minutes – Wet

Demonstrate anaerobic fitness: Starting in the water, swim 50-meters within 60 seconds (50 yd. in 55 sec.).

**Purpose:** To ensure lifeguards have the minimum level of anaerobic fitness required of a pool lifeguard.

**Learning Outcome:** Demonstrates the anaerobic fitness required to swim the distance with the required time.

**Reference:**

- Canadian Lifesaving Manual: Chapter 10
- National Lifeguard Award Guide: Pool Item 6c

### Progression of Key Content

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1. Introduce the purpose of this physical standard.
2. Teach this item using progressions:
  - a. Practice head-up breaststroke and head-up front crawl.
  - b. Increase speed with practice sessions.
  - c. Discovery method – Go as fast as you can to see how long it takes you to swim 50 metres.
  - d. Evaluate the item using the NL Award Guide

### Safety Considerations

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- Encourage candidates to set target times as a goal, increasing gradually with practice.

# Physical Standard: Endurance Challenge

## Lifeguarding Fitness

**Time: 45 minutes – Wet**

Demonstrate aerobic fitness and endurance: Swim 400-meters within 10 minutes (400 yd. in 9:10 minutes).

**Purpose:** To ensure lifeguards have the minimum level of aerobic fitness required of a pool lifeguard.

**Learning Outcome:** Demonstrates the aerobic fitness required to swim the distance in the required time.

### Reference:

- Canadian Lifesaving Manual: Chapter 10
- Alert: Lifeguarding in Action: Chapter 10
- National Lifeguard Award Guide: Pool Item 6d

### Progression of Key Content

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1. Introduce the purpose of this physical standard.
2. Teach this item using progressions:
  - a. Lead a stroke improvement session with candidates.
  - b. Practice the endurance challenge at an easy pace (timed).
  - c. Practice the endurance challenge at a moderate pace (timed).
  - d. Evaluate the item using the NL Award Guide.

### Safety Considerations

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- Maximum of 6 candidates per lane.
- Encourage candidates to pace themselves and switch between more difficult and easier strokes if necessary.



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# **Lifeguarding Situations & Feedback**

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# Lifeguarding Situations: Single Guard

## Lifeguarding Situations and Feedback

**Time: 11.5 hours – Dry/Wet (Time total combined with Lifeguarding Situations: Team)**

As a single lifeguard, respond to a situation in a supervised aquatic setting with one auxiliary staff member.

**Purpose:** To ensure lifeguards can apply lifeguard principles and practices in emergency situations.

### Learning Outcomes:

- Demonstrates appropriate judgement, knowledge, skill and fitness in responding to emergencies in a pool environment.
- Explains how to adapt emergency procedures for a facility with only one trained lifeguard on duty; how to use assistant lifeguards, auxiliary staff or bystanders; and discuss the value of written procedures as part of the staff manual.

### Reference:

- Alert: Lifeguarding in Action: Chapter 4
- National Lifeguard Award Guide: Pool Item 12a
- Canadian Lifesaving Manual: Chapter 4

### Progression of Key Content

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1. Adapting emergency procedures with only one trained lifeguard on duty; how to use assistant lifeguards; how to use auxiliary staff or bystanders.
2. Keep situations simple, realistic and based on those commonly encountered by lifeguards.
3. Progress situations in level of complexity and time as the course progresses.
4. Situations might include a mix of public relations, minor or major incidents, but not all three in the same situation.
5. Whenever possible, include a minimum of 10 simulated patrons in addition to the victim(s) for the evaluation of situations. It may be necessary to recruit patrons, friends, or family of the candidates, or consider evaluating situations during a public swimming session.
6. Time management – this time includes time for feedback to groups and individuals on team and individual performance.

### Safety Considerations

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1. Lifeguard response to emergency situations should cause minimal disruption to facility operation and use personnel and equipment efficiently.

# Lifeguarding Situations: Team

## Lifeguarding Situations and Feedback

**Time: 11.5 hours – Dry/Wet (Time total combined with Lifeguarding Situations: Single Guard)**

As a member of a lifeguard team, respond to situations in a supervised aquatic setting.

**Purpose:** To ensure lifeguards can apply lifeguard principles and practices in emergency situations.

**Learning Outcome:** Demonstrates appropriate judgement, knowledge, skill and fitness in responding to emergencies in a pool environment.

### Reference:

- Alert: Lifeguarding in Action: Chapter 4
- National Lifeguard Award Guide: Pool Item 12b
- Canadian Lifesaving Manual: Chapter 4

### Progression of Key Content

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1. The evaluation in a course should include at least three situations per candidate including single and multiple lifeguard situations.
2. Keep situations simple, realistic and based on those commonly encountered by lifeguards.
3. Progress situations in level of complexity and time as the course progresses.
4. Situations might include a mix of public relations, minor or major incidents, but not all three in the same situation.
5. Whenever possible, include a minimum of 10 simulated patrons in addition to the victim(s) for the evaluation of situations. It may be necessary to recruit patrons, friends, or family of the candidates, or consider evaluating situations during a public swimming session.
6. Time management – this time includes time for feedback to groups and individuals on individual and team performance.

### Safety Considerations

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1. Lifeguard response to emergency situations should cause minimal disruption to facility operation and use personnel and equipment efficiently.

# Closing Feedback

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## Lifeguarding Situations and Feedback

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**Time:** 30 minutes - Dry

**Purpose:** To deliver summative feedback on candidate performance throughout the course.

### Progression of Key Content

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1. Hand out course feedback forms for candidates to fill out.
2. Conduct one-on-one closing feedback interviews with candidates. Involve self-evaluation and reflection/goal setting.
3. Hand out temporary cards to successful candidates. Encourage unsuccessful candidates to take the course again and to set specific goals for the next course based on performance.



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