



American Red Cross Lifeguarding Instructor's Manual

The following organizations provided expert review of the materials and support for American Red Cross Lifeguard Training;



*American
Camping
Association*



BOY SCOUTS OF AMERICA



Girl Scouts.



This instructor's manual was developed and produced through the combined efforts of the American Red Cross, external reviewers and StayWell. Without the commitment to excellence of both paid and volunteer staff, this manual could not have been created.

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Section 1: Preparation

Lifeguarding Program

The American Red Cross Lifeguarding program provides lifeguards with skills and knowledge necessary to keep patrons of aquatic facilities safe in and around the water. This program includes a lifeguard training course with aquatic-specific first aid and cardiopulmonary resuscitation (CPR) training. It also offers a choice of environment-specific lifeguarding modules and a lifeguard management course for individuals who supervise lifeguards.

Program Purpose

The primary purpose of the American Red Cross Lifeguarding program is to provide entry-level lifeguard candidates with the skills and knowledge to prevent, recognize, and respond to emergencies and to provide care for injuries and sudden illnesses until advanced medical personnel arrive and take over.

Program Prerequisites

Prerequisites for each course and module are listed in the Course Notes and Module Notes of each course or module section.

Program Participants

Most participants will be preparing for jobs that require a lifeguarding or water safety background. Participants may include lifeguard candidates, camp counselors, water safety instructors, swim coaches, public safety personnel, adult youth leaders, and the general public. Participants may represent a broad range of backgrounds. They may differ in levels of education and experience. They may be taking courses in the lifeguarding program to fulfill employment requirements, to complete requirements for a major area of study or certification, or for personal satisfaction.

Program Instructors

American Red Cross Lifeguarding instructors are authorized to teach the following American Red Cross courses:

- Lifeguard Training
- Lifeguard Management
- CPR for the Professional Rescuer
- Automated External Defibrillation (AED) Essentials
- Oxygen Administration for the Professional Rescuer
- Preventing Disease Transmission
- Community Water Safety
- Basic Water Rescue

Selected lifeguarding instructors may be eligible to teach the Safety Training for Swim Coaches course. For more information, contact your local Red Cross chapter.

With an instructor orientation lifeguarding instructors can teach courses in the American Red Cross First Aid/CPR/AED and Community First Aid and Safety programs.

For more information on these orientations, contact your local Red Cross chapter.

Program Design and Length

The Lifeguarding program consists of the following courses and modules:

- Lifeguard Training (Course Code: 34700)
28 1/4 hours
- Waterfront Lifeguarding Module (Course Code: 3471) 6 hours
- Waterpark Lifeguarding Module (Course Code: 3472) 5 hours
- Lifeguard Management (Course Code: 3473)
7 hours, 10 minutes
- Automated External Defibrillation (AED) Essentials Course (Course Code: 3247)
2 hours
- Oxygen Administration for the Professional Rescuer Course (Course Code: 3262)
3 hours
- Preventing Disease Transmission Course (Course Code: 3220)
2 hours

Lifeguarding Program

■ _____
(Course Code: _____) ____ hours

■ _____
(Course Code: _____) ____ hours

Use the spaces above to insert course or module titles and course codes for future courses and modules as they are released.

Health Precautions for Program Participants

Participants should receive information about health and safety requirements before participating in a course or module. The Sample Letter to Course Participants in the appendixes of each section provides one way to communicate that information. Ask participants to tell you in advance if they are concerned about their ability to perform a specific skill.

People with certain health conditions may hesitate to take part in the skill sessions. These conditions include a history of heart attacks or other heart conditions, respiratory problems, pregnancy, or other physical limitations. Suggest that these participants check with their physician or health-care provider before practicing in skill sessions. Encourage them to participate to whatever extent possible. They may read the participant's manual, watch skill sessions, and take part in class activities. The American Red Cross advocates that instructors adjust activity levels to facilitate learning and to help meet course objectives whenever possible. Inform those who cannot demonstrate the course skills that they have the option to audit the course. The audit option eliminates the evaluation requirement for course completion. The decision to audit must be made at the beginning of the course. When auditing a course, participants cannot receive an American Red Cross course completion certificate. More information about the audit option is included in Appendix 1-1, page 1-7, Administrative Terms and Procedures.

Customizing Course Outlines

Since course delivery depends on many factors, such as the availability of classroom space, aquat-

ic facility space, equipment, and time, you may have to reorganize course outlines to accommodate these factors. If you reorganize the lesson plans, make sure all the course content in the lesson plans is covered and that all course objectives are met. All course objectives must be met for a participant to receive certification.

Program Materials, Equipment, and Supplies

Materials, equipment, and supplies needed for each course and module are listed in the Course Notes and Module Notes sections. Additionally, the materials, equipment, and supplies needed for each lesson are listed at the beginning of each lesson plan.

Materials

Lifeguarding Instructor's Manual

This instructor's manual provides lifeguarding instructors with the information they need to teach Lifeguard Training, Lifeguard Management, CPR for the Professional Rescuer, Automated External Defibrillation (AED) Essentials, Oxygen Administration for the Professional Rescuer, Preventing Disease Transmission, and the review and challenge courses. It also provides lessons for Waterpark Lifeguarding and Waterfront Lifeguarding instructors to teach the Waterfront Lifeguarding and Waterpark Lifeguarding modules. This manual also provides the necessary tools to evaluate the performance of course participants.

This instructor's manual has the following sections:

Section 1: Preparation. This section describes the organization of the program, provides administrative information on delivering the training, helps prepare instructors to teach, and contains information and forms, such as administrative terms and procedures and participant course evaluation forms.

Sections 2 – 10: Teaching Tools. These sections contain specific course and module notes, course and module outlines, learning objectives,

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comprehensive lesson plans for conducting the courses and modules, and other information and supporting materials, such as Course Fact Sheets, skill checklists, and examinations and examination answer keys.

Lifeguard Training Video Set, Lifeguard Management Video and Lifeguarding DVD

The Lifeguard Training video set (Stock No. 655722), Lifeguard Management video (Stock No. 654147) and Lifeguarding DVD (Stock No. 655726) are designed specifically for the American Red Cross Lifeguarding program. The Lifeguarding DVD contains segments from the Lifeguarding Training video set and the Lifeguard Management video. These videos are an integral part of the Lifeguarding program and their use is **required** in the Lifeguard Training and Lifeguard Management courses and the Waterfront and Waterpark Lifeguarding modules. No other video may be substituted, unless expressly indicated. If the video cannot be viewed, the class may not be taught at that time.

AED Essentials, Oxygen Administration, and Preventing Disease Transmission Video Set

This three-video set (Stock No. 655724) includes the basic-level information and skills Lifeguarding instructors need to teach AED, oxygen administration, and preventing disease transmission information and skills to lifeguards. The videos are required to teach the courses. No other videos may be substituted, unless expressly indicated. If the video(s) cannot be viewed, the class may not be taught at that time. These videos are also available separately.

Lifeguard Management PowerPoint Presentation

This optional PowerPoint presentation (available as a download on <http://www.redcross.org>.) can be used as a teaching aid by instructors when conducting the Lifeguard Management course. The presentation helps guide instruction and ensures that key points and messages are presented.

Equipment and Supplies

Rescue Tubes

The equipment-based skills of the Lifeguarding program are designed around the use of the rescue tube as the lifeguard's primary piece of rescue equipment in the water.

Backboards

Backboards, with straps and head immobilizers, are used to practice skills that involve removing a victim from the water and caring for head, neck, and back injuries.

Manikins

Adult and infant manikins are required to allow participants an opportunity to practice skills that involve breathing into a victim's mouth. They also allow for hands-on practice for abdominal thrusts and chest compressions. Procedures for manikin decontamination are in Appendix 1-5, page 1-17, Recommendations on Manikin Decontamination.

AED Training Devices

AED training devices are used in the AED course. See Course Notes for specific information on the use of AED training devices.

Oxygen Delivery Systems

Oxygen delivery systems are used in the Oxygen Administration for the Professional Rescuer course. See Course Notes for specific information on the use of oxygen delivery systems.

Breathing Barriers

Breathing barriers, such as resuscitation masks, face shields, and bag-valve masks are required. The use of breathing barriers during the training reinforces the importance of personal safety and emphasizes procedures for the prevention of disease transmission. Some breathing barriers may not work well on some manikins. You should be familiar with the breathing barriers and manikins used in class and ensure that they work well together. If possible, train participants using the type of breathing barrier that is available at their aquatic facility.

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Disposable Gloves

During skill sessions and scenarios, participants are required to use disposable gloves. Practicing with disposable gloves in the classroom reinforces the importance of personal safety and procedures for the prevention of disease transmission.

Disposable gloves are available in latex, vinyl, or nitrile. Some people are sensitive to latex and may have an allergic reaction to it. Nonlatex gloves must be made available for participants who are sensitive to latex. Also, gloves should be provided in a variety of sizes.

First Aid Supplies

Participants will use first aid supplies such as triangular bandages, gauze pads, and roller bandages for the first aid portion of the Lifeguard Training course. These materials are needed to perform first aid skills such as controlling bleeding and applying a sling and binder.

Newsprint and Markers

To reinforce key points and to aid in stimulating participant responses, instructors record information on newsprint. If newsprint and markers are not available, you can use chalkboard and chalk, dry-erase board and markers, or transparencies and an overhead projector and markers. If none of these are available, have participants take notes.

American Red Cross Identification

Banners, posters, name tags, or name tents should be used during the training. This helps to identify the American Red Cross as the training agency.

Other Equipment

Required and optional equipment is listed at the beginning of each lesson in the course outlines. Make sure all equipment is ready and in working order before your course begins. If your facility does not have the needed equipment, check with the local Red Cross chapter to see if they have it available and follow their procedures for reserving it. Some local chapters have a rental fee. If you have signed an Authorized Provider

Agreement (F6575), it may cover the use of the equipment.

CONDUCTING THE PROGRAM

Teaching the Lessons

Before teaching a lesson, the instructor should read through the lesson plan, review the appropriate participant's manual pages, and watch the appropriate video segments. The lesson plans are divided into two sections: a lesson preparation section and the teaching plan.

The lesson preparation section contains the following information:

- Lesson Name
- Course Length
- Materials, Equipment, and Supplies
- Lesson Objectives (specific course knowledge and skill objectives appropriate to the lesson)

The teaching plan guides the instructor through the lesson. This section includes the following:

- **Key Points** (Summary bullet points of essential content that must be taught in the lesson.)
- **Instructor Notes** (Information to provide additional guidance to the instructor.)
- **Skill Sessions** (The practice of skills by participants.)
- **Activities** (Activities are presented to enhance the participant's understanding of the course material. These activities may include discussion, group activities, and skill practice.)
- **Wrap-Up** (Conclusion of the lesson. It helps the instructor and participants evaluate how well they have met the learning objectives.)

Teaching Strategies

Appendix 1-2, page 1-10, discusses the different teaching strategies used in the Lifeguarding program courses and modules, along with suggestions to make them effective.

Evaluating Skills

If you notice that a participant is having difficulty performing a skill and you cannot easily correct

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the problem before the end of the course, counsel the participant and encourage enrollment in another class at a later date. Each participant must be able to successfully demonstrate the required skills listed on the appropriate Skills Checklist for the course or module. The criteria for successful completion differ depending on the skill. The criteria for each skill are located in the directions for each skill session.

Testing to the Objective

The Americans With Disabilities Act (PL 101–336) has led to better understanding that people with disabilities and other conditions can excel as lifeguards. The skills they need to prevent injury or to save a life may need modification, but the result is the same.

Instructors must focus on the abilities needed to successfully complete an objective as opposed to perfecting every individual skill. For example—

- A person with one arm may not be able to perform a front crawl or breaststroke approach stroke. However, he or she may be able to perform a modified sidestroke to reach a victim in distress. If the “objective” is for the lifeguard to reach a victim, the person with one arm will fully satisfy that objective even though he or she has not performed a conventional approach stroke in the process.
- A person may not be able to support the head and neck in the standard way for in-line stabilization, but if the person is able to hold the victim’s head in-line, the objective is met.
- A person may not be able to perform either a compact jump or a stride jump perfectly and may have to modify the skill to enter the water in a safe way. It is not essential that a rescuer enter the water in a specific manner during a rescue, only that he or she can do it safely.

In all these situations, the participant may continue the course and still receive certification, since he or she is capable of performing the function of a lifeguard during a rescue.

ACKNOWLEDGING COURSE PARTICIPATION

Certification Requirements

Many agencies, organizations, and individuals look to the American Red Cross for formal training resulting in certification. Red Cross certification means that on a particular date an instructor verified that a course participant could—

- Demonstrate competency in each required skill taught in a course. Competency is defined as being able to perform each skill to the objective and without guidance.
- Correctly answer at least 80 percent of the questions on a final written examination. In the Lifeguard Training course—correctly answer at least 80 percent of the questions in each of the four sections of the final written examination

Achieving course certification does not imply any future demonstration of the skill or knowledge at the level achieved on the particular date.

The specific criteria for completion of the courses and modules of the Lifeguarding program are in the Course Notes and Module Notes sections.

Reporting Procedures

An instructor must submit a completed Course Record (F6418R) and Course Record Addendum (F6418AR) or Lifeguard Training Activity Report (F6418LG), downloadable from <http://www.redcross.org> to the sponsoring local Red Cross chapter within established time frames. If the instructor’s chapter of authorization is different from the chapter where the course was conducted, the instructor should verify that the authorizing chapter has been notified of the teaching activity. Keep a copy for your records and give a copy to the institution or organization where the course was conducted.

Awarding Certificates

Discuss with your local Red Cross chapter the procedures for obtaining American Red Cross course completion certificates for participants in your courses. Sign the certificates before giving them to

Lifeguarding Program

the participants. If you receive certificates after the course is over, make arrangements to get them to the participants. You may wish to ask your participants to give you a stamped, self-addressed envelope at the beginning of the course.

Reauthorization

To be reauthorized as a Lifeguarding instructor, instructors must teach or co-teach at least one Lifeguard Training course (including CPR for the Professional Rescuer) or Lifeguard Training Review Challenge or Lifeguard Training Review course during the authorization period.

Course Evaluation

At the end of the course, hand out the Course Evaluation Form (Appendix 1-4, page 1-15). The form should be copied, distributed, and collected at the conclusion of each course or module. It can be used to evaluate and improve your courses. In addition, the local Red Cross may be interested in this information. The evaluation form is for your use and should not be forwarded to national headquarters.

Instructor's Responsibilities

Your responsibilities as an American Red Cross Lifeguarding instructor are to—

- Provide for the health and safety of participants by always ensuring that—
 - a) Manikins have been properly cleaned according to the recommendations in Recommendations on Manikin Decontamination (Appendix 1-5, page 1-17).
 - b) Participants are aware of health precautions and guidelines concerning the transmission of infectious diseases.

- c) Each participant has the physical ability to perform the skills, and that participants know they should consult you if they have concerns about their physical ability to perform the skills.
 - d) The classroom, pool, and all practice areas are free of hazards.
- Be familiar with the Lifeguarding materials and training equipment, and know how to use them effectively.
 - Plan, coordinate and manage training with your local Red Cross chapter.
 - Create a non-threatening environment conducive to participants' achieving the learning objectives.
 - Adapt your teaching approach to match the experience and abilities of the participants.
 - Be prepared to answer participants' questions or know where to find the answers.
 - Provide a positive example by not smoking or showing other unhealthy habits when with participants.
 - Identify potential instructor candidates and refer them to the appropriate Red Cross representatives.
 - Abide by the obligations in the Instructor Agreement (F6574) and, if applicable, the Authorized Provider Agreement (F6575).

Health and Safety Services As a Resource

Keep updated on the latest instructor information available from American Red Cross Health and Safety Services. Visit the instructor's corner on the American Red Cross website:

<http://www.redcross.org>

Administrative Terms And Procedures For The Instructor

The following information has been condensed from the Health and Safety Manual of Administrative Policy and Procedures (MAPP) (ARC 3530) and is intended to define some American Red Cross terminology and provide some background in course administration. Contact your local Red Cross for further clarification.

Audit—Audit should be entered as the final grade for a participant who has chosen the self-evaluation option for testing. This participant is allowed to choose his or her own level of participation and does not receive a course completion certificate. This should not be substituted for a “Fail” for a participant who attempts certification but is unable to pass the completion requirements.

Authorized—To be accepted by a local American Red Cross chapter to teach an American Red Cross course in that chapter’s jurisdiction. To become authorized, the Health and Safety Services Instructor Certificate (F5736) and the Instructor Agreement (F6574) must be signed by the instructor and an official from the chapter of authorization.

Authorized Provider—An outside company, organization, or individual that provides Red Cross instructional programs as outlined in the signed Authorized Provider Agreement (F6575). (See also Third-Party Instructor.)

Authorized Provider Agreement (F6575)—An agreement between the Red Cross and a third-party provider of Red Cross instructional courses outlining the responsibilities of each party.

Certificate—Formal recognition that an individual has passed an American Red Cross course of record.

Certified—Term used to describe the circumstance when a course participant passes an American Red Cross course and is issued a completion certification.

Code of Conduct—A code that all volunteer and paid staff of the American Red Cross, in deliver-

ing Red Cross services, shall meet. It is signed, as part of the Instructor Agreement, by every authorized American Red Cross instructor, and it serves as a general agreement between the instructor and the local Red Cross chapter.

Co-teach—Sharing full participation in course leadership and instruction with one or more co-instructors; also known as team teaching.

Course of Record—A course taught, properly reported, and accepted by the American Red Cross chapter in the jurisdiction where the course was conducted.

Course Record (F6418R)—A form that lists demographic information and is completed by an instructor and turned in within 10 working days after course completion to the local American Red Cross chapter in whose jurisdiction the course was taught. This record is used to document certificate issuance, instructor teaching activity, and service activity for statistical reports.

Course Record Addendum (F6418AR)—A form that lists demographic information on participants and grades received for a course. Should be used in addition to the Course Record (F6418R).

Extended Authorization—Permission granted by a local American Red Cross chapter to an American Red Cross instructor from another jurisdiction to teach within that chapter’s jurisdiction. Instructors must request and receive extended authorization from that new chapter prior to teaching.

Fail—A course grade signifying that a participant has not passed ALL the required skills and/or written tests and prefers not to be re-tested or does not pass a retest.

Incomplete—A course grade signifying that a participant is unable to complete the course because of certain circumstances, such as illness or death in the family. An incomplete is given only when arrangements to complete the training have been made.

Administrative Terms And Procedures For The Instructor

Instructor—A member of a select group of individuals authorized by the American Red Cross to teach American Red Cross basic-level courses and impart knowledge and skills consistent with American Red Cross policies, procedures, standards, and guidelines.

Instructor Agreement (F6574)—A form to be signed by American Red Cross instructors before being authorized to teach an American Red Cross course. It explains the rights and responsibilities of both the instructor and the American Red Cross chapter of authorization.

Instructor Aide—An individual who successfully completes instructor-aide training to help an instructor with a basic level course.

Instructor Course Record—On successful completion of an American Red Cross instructor course, the original copy of an Instructor Certificate (F5736) is signed by the instructor trainer and issued to the instructor candidate. This must be endorsed by the local American Red Cross chapter before teaching. Endorsement by the local Red Cross chapter authorizes you to teach and issue the appropriate American Red Cross certificates within the jurisdiction of that administrative chapter.

Instructor Trainer (IT)—A member of a select group of individuals who exemplify the qualities of the American Red Cross and serve as role models for instructors and other instructor trainers. ITs are authorized by the local American Red Cross chapter to teach American Red Cross instructor courses and the Fundamentals of Instructor Training (FIT) course or its national Health and Safety Services replacement within that chapter's jurisdiction. An IT may assist the local Red Cross chapter with training updates, recruitment, or other leadership responsibilities.

Minimum Enrollment for Courses—Each course must have enough participants to provide course participants with sufficient skills practice to accomplish the course objectives.

Pass—A course grade signifying that a participant has successfully completed ALL required skills and written tests according to national standards.

Reauthorization—To become authorized again by teaching or co-teaching at least one course during an authorization period. A new Health and Safety Services Instructor Authorization Certificate (C3005) is issued upon reauthorization.

Record Card—A card maintained by a local Red Cross chapter (also called an Instructor Record) that contains general demographic information, American Red Cross teaching history, and current authorizations of an instructor or instructor trainer. It may be maintained on hard copy or on a computer.

Suspensions—The temporary withholding of an instructor's authorization by a local Red Cross chapter while formal steps are undertaken to determine whether to continue or withdraw the instructor's authorization.

Third-Party Instructor—An authorized instructor who teaches American Red Cross courses under the supervision of an authorized provider. (See also Authorized Provider.)

Transfer of Authorization—When a local American Red Cross chapter accepts a current instructor from another local American Red Cross chapter to teach within the accepting chapter's jurisdiction on a permanent basis. Contact the new American Red Cross chapter for further information on how the American Red Cross can transfer teaching records to a new location.

Unit of Authorization—The chapter that initially endorses an instructor, that maintains his or her records and is responsible for reauthorizing an instructor.

Volunteer—An individual who, beyond the confines of paid employment and normal responsibilities, contributes time and service to the American Red Cross to assist in the accomplishment of its mission.

Administrative Terms And Procedures For The Instructor

Withdrawal of Authorization—The removal of an instructor’s authorization to teach within the American Red Cross chapter’s jurisdiction for due cause. Due cause generally means that the instructor does not or will not abide by the standards, policies, or procedures of the American Red Cross organization and its programs or in some way abuses the position of an authorized American Red Cross instructor.

Teaching Strategies

Facilitating Discussion

Facilitation is based on the concept of pushing, pulling, and balancing information. Push skills are used when information flows mostly from facilitator to participants. Pull skills are used when the facilitator engages participants through interactive exercises and gets participants to share information. The instructor pulls information from the participants so they can learn from each other. Balance skills involve managing the push and pull of information to keep the learning process moving.

When facilitating participant discussion, keep in mind the following points:

- Maximize class interaction. Do not simply lecture to the participants.
- Promote an open exchange of information and ideas by asking open-ended questions (questions that begin with “Who,” “What,” “When,” “Why,” or “How”) and waiting for responses, by listening and managing silence, and by referring participant questions back to the group for discussion and resolution.
- Balance discussion by giving and receiving feedback, maintaining a nonjudgmental perspective, staying on topic, and managing time effectively.

Small-group Exercises

Small-group exercises consist of two to four participants working together to solve a problem or complete an activity. The exercises allow participants to use one another’s knowledge to solve problems.

Large-group Exercises

Large-group exercises use large numbers of participants or the whole class to solve a problem or complete an activity. When the entire class works together, it provides an opportunity to exchange ideas, discuss a problem, and think about the many ways to solve a problem.

Lectures

Instructor presentation is sometimes the most effective way to deliver information. A lecture should be kept as brief as possible since it is a passive way for participants to learn. Too much lecturing causes participants to become disengaged, resulting in less effective learning. When you are lecturing, it is often helpful to use pre-written bullet points on newsprint or dry-erase board to speed up the process.

Conducting Skill Sessions

Skill sessions are a critical component of the Lifeguarding program. Skill sessions should be well organized and well managed. During the skill sessions, participants are learning and perfecting skills. The sessions should include direction and instruction, ample practice time, instructor reinforcement, corrective feedback, and encouragement to ensure participants’ success. Plan the practice sessions to reinforce learning objectives. During the practice sessions, you are responsible for—

- Demonstrating a skill and/or guiding students through it.
- Keeping the practice sessions running smoothly.
- Providing sufficient time for all participants to practice the skill.
- Identifying errors promptly and providing feedback to help participants improve their skills.
- Encouraging participants to improve their skills.
- Checking each student for skill competency.
- Ensuring a safe environment during the practice sessions.

Classroom Skill Sessions

When setting up the practice area, position participants so that you can see everyone. Have the manikin’s heads pointing in the same direction, and have the participants acting as responders in the same position next to the manikins.

Teaching Strategies

In most classroom skill sessions, the following template is used:

- **Video demonstration.** In most cases, the video begins with a scenario related to the skill, followed by a review of the skill to be practiced.
- **Instructor-led practice.** Next, all participants move to the practice area. Lead half of the participants through each step of the skill, as a group, while the other half follow along with the appropriate skill sheet. Then, have participants switch places and lead the second group through the steps of the skill while the first group follows along with the skill sheet.
- **Reciprocal practice.** Finally, participants practice the skills, coaching one another and using the appropriate skill sheet as a reference. During the reciprocal practice time, circulate among the participants to ensure that they are appropriately practicing the skills and are receiving feedback from their partners.

In-Water Skill Sessions

The rescue skills performed in lifeguarding have multiple actions occurring simultaneously. If a skill is only demonstrated from one side or angle, the secondary actions may be missed and the total picture will be incomplete. This is true for skills that involve actions both above and below water. For example, in demonstrating how to turn a victim faceup using a head and chin support, participants may clearly see the rescuer's hand and arm position above water, but may not notice the rescuer's bottom arm or leg action. Since supporting the victim and avoiding unnecessary movement are important when performing the rescue, the rescuer's underwater actions are significant elements in the total skill.

Demonstrations should be performed as slowly as possible without losing the integrity of the skill. Whenever possible, all skills should be demonstrated in exactly the same manner from the front, back, and both sides. This allows partici-

pants to see all sides and angles of a sequence. In some cases, this may not be possible, such as with an entry from a lifeguard stand. However, the more participants can see, the more they will conceptualize a skill. Whenever possible, the skill should first be demonstrated on land.

A key element in mastering a motor skill is practice. Instructors should keep in mind that the more participants have the opportunity to practice, the better their skill performance and retention will be. Practice sessions provide an immediate opportunity to put the "total picture" into practice. However, participants cannot be expected to instantly be able to perform a skill correctly. Therefore, instructors should break down skills into parts so they can lead participants through the correct progression for each skill. For example, with a land practice for the head and chin support, an instructor may have the participants stop their movement after they have placed their hands and arms on the victim. This will allow the instructor to evaluate their hand and arm placement and make corrections before they proceed to the next step. This method is very effective for reinforcing correct actions.

Scenarios

Scenarios help reinforce learning by drawing on participants' skills and decision-making abilities in various situations. They are included as a review in which participants can recall and apply the information learned in the course.

Physically Challenged Participants

As an American Red Cross instructor, you may be asked to present courses to a class that includes one or more physically challenged participants. Physically challenged participants include those who are deaf or hard of hearing or legally blind, lack full use of limbs, or have breathing difficulties or other physical problems. In some instances, entire classes may be composed of this special group. When the physically challenged individual can meet the stated course objectives, he or she should receive a course completion certificate.

Teaching Strategies

The following instructor considerations can help the physically challenged individual succeed in class:

- Instructors can adapt their teaching to these individuals.
- There is no one strategy for teaching participants who have physical limitations.

Methods of recognizing the limitations include—

- Instructor observation of participants.
- Participants' statements.

Helping Participants Overcome Physical Challenges

To help the participant overcome a physical challenge, you may modify the delivery of course materials as follows:

- Increase the amount of time you spend with each participant.
- Allow frequent rest periods.
- Help participants modify the techniques necessary for successful skill completion.

For example, place a manikin on a table or other platform for a participant who is unable to get on the floor to perform the skills. Emphasize the value of information and skills learned, regardless of whether participants earn course certificates.

Class Safety

As an American Red Cross lifeguarding instructor, you must make your teaching environment as safe as possible. In many cases, you will have to make others aware of the importance of safety for the organization or the facility.

Participants expect and deserve a safe and healthy learning environment. If it is not safe, your participants may be distracted, be afraid to participate, and be at risk of injury. In addition, if you become distracted because of hazardous conditions, your program and participants will suffer. Some state recreational bathing and health codes require that certain standards be met before the course begins. These may include requirements for lifeguards, safety equipment, and proper water quality. Know the requirements for your state and local jurisdictions.

Factors Affecting Injury Prevention

Effective injury prevention starts with your awareness that hazards may be present. Safety awareness will help you recognize hazards so that they may be corrected or controlled. Many other factors also affect the safety of your program, as discussed in the following sections.

Supervision

During each lesson, observe participants, evaluate their performance, and make suggestions for improvement. Since any aquatics class not properly supervised faces potential hazards, all participants must be accounted for throughout each lesson. Adequate supervision must be maintained at all times. The American Red Cross recommends that a qualified lifeguard be on duty at all times during all water sessions. This will—

- Improve instruction by letting the instructor concentrate on teaching.
- Increase the safety of participants.
- Provide an additional trained rescuer to respond in an emergency.

Instructor Preparation

You can improve your program by being thoroughly prepared. Careful preparation includes

considering possible hazards and managing safety concerns before a course starts. Often you can foresee hazards and take steps to eliminate or control them long before participants step into the water.

Assistant Instructors

Assistant instructors and co-instructors can help decrease risks by giving more supervision and reducing the instructor-to-participant ratio. They also increase participation and learning by providing more attention to individual participants. However, an assistant or co-instructor is not a substitute for having a lifeguard on duty.

When using additional staff, define their roles and responsibilities clearly. Doing so helps eliminate confusion and lapses in supervision. Remember, you have the ultimate responsibility for your participants' safety.

To determine your staffing needs, consider the different ages of participants, the program's level, and the individual abilities of participants in the course. If your course has a large number of participants, it may require additional staffing or increased supervision by lifeguards.

Participants

Be sure the participants meet the minimum required age and know and follow the rules and regulations of each facility. Explain and enforce all rules and regulations consistently. Cooperation from the participants will minimize hazards in the class.

Safety Equipment and Instructional Aids

Ask the manager of your teaching facility to provide you with an orientation to the location and use of the safety equipment. Check to be sure that all instructional aids and safety equipment is available and in good working order.

Teaching Environment

The teaching environment may have hazards that should be eliminated or minimized. Hazards, such as permanent or semi-permanent structures,

Class Safety

deck areas, and diving boards, as well as the natural hazards found in lakes and other open-water environments, cannot be easily altered. Be alert to potential dangers in these situations.

Document and report your concerns to the facility manager and/or program administrator, and retain a copy for your records. Adjust your program to reduce risks to your participants if you cannot completely eliminate them. Some conditions, such as poor water conditions and weather situations like electrical storms, may require temporary adjustments or suspending a class. Note these conditions on the Course Record (F6418R).

Facility Policies and Procedures

In addition to being prepared to teach, be prepared to react appropriately in any type of aquatic emergency. Know and practice the facility's emergency action plan. Know the location of emergency equipment, telephones, first aid supplies, additional personnel, and where emergency phone numbers are posted, including those for police, EMS personnel, fire fighters, poison control, security, and facility management. You will not have time to find this information when an emergency occurs.

All facility policies and procedures, including how to activate the emergency action plan, should be in writing and available to you. You should have your own copy, and it is your responsibility to know how the plan pertains to you and your classes. Be sure your duties and responsibilities are clearly documented to avoid misunderstandings.

Costs Related to Safety

It costs money to supply lifeguards in addition to instructors, to provide enough proper equipment for participants, and to maintain the facility correctly and safely. However, neglecting to minimize or eliminate hazards effectively may be far more costly in the long run. Budgetary concerns do not justify poor safety practices. Inadequate safety procedures can lead to injury and lawsuits, both of which can be extremely expensive.

The American Red Cross as a Resource

Your local Red Cross chapter may also have additional information and resources provided by national headquarters. One such example is the Aquatic Examiner Service (AES). This service was developed to assist aquatic facilities in developing their procedures to recognize hazards, prevent and minimize the effects of incidents, and respond effectively to emergencies. It includes initial consultation, guidance for needed in-service training, and regular evaluation of lifeguard skills and performance through unannounced examinations. Your local Red Cross chapter may also have additional equipment and instructional aids you can use. Before you start your program, find out how your local chapter can support you.

Appendix 1-4

Participant Course Evaluation Form

American Red Cross Lifeguarding Program

Thank you for participating in today's training. We would like to give you an opportunity to tell us what you think about the training. Your honest responses will help us improve the training. This survey is completely voluntary and anonymous; please do not write your name on the evaluation form. We greatly appreciate your feedback.

Date: _____ **Instructor:** _____ **Location of Training:** _____

Course Name: (Mark one.)

- | | | |
|---|--|---|
| <input type="checkbox"/> Lifeguard Training | <input type="checkbox"/> Waterfront Lifeguarding | <input type="checkbox"/> Waterpark Lifeguarding |
| <input type="checkbox"/> Lifeguard Management | <input type="checkbox"/> Oxygen Administration
for the Professional Rescuer | <input type="checkbox"/> Preventing Disease
Transmission |
| <input type="checkbox"/> AED Essentials | | |

(Circle only one response.)

Please respond to the following statements about the course.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. The instructor was well prepared.	1	2	3	4	?
2. The instructor presented information clearly.	1	2	3	4	?
3. The instructor was able to answer questions.	1	2	3	4	?
4. I had enough time to practice skills.	1	2	3	4	?
5. I received enough feedback from the instructor during skill practice sessions.	1	2	3	4	?
6. The participant's manual helped me learn.	1	2	3	4	?
7. The video(s) helped me learn.	1	2	3	4	?
8. As a result of the training, I feel better prepared to respond to an emergency.	1	2	3	4	?
9. I was satisfied with the training.	1	2	3	4	?
10. I would recommend this training to others.	1	2	3	4	?

Participant Course Evaluation Form

Which part of this training was most effective? Why?

Which part of this training was least effective? Why?

How did you hear about this American Red Cross training program?

The information in this section helps us know more about the people we reach with our educational programs. This section is completely voluntary and anonymous.

Gender:	Female ____	Male ____	Age: ____ years
Ethnicity:			
<input type="checkbox"/> African American			<input type="checkbox"/> Native American/Alaska Native
<input type="checkbox"/> Asian/Pacific Islander			<input type="checkbox"/> White (Non-Hispanic)
<input type="checkbox"/> Hispanic/Latino (including Mexican or South or Central American heritage)			<input type="checkbox"/> Other, including multi-ethnic
Please write additional comments or suggestions about this training below.			

Thank you for completing this evaluation!

Recommendations On Manikin Decontamination

The use of CPR manikins for training has never been documented as being responsible for transmitting a bacterial, fungal, or viral disease. Because it is vitally important to prevent the spread of infectious disease through manikin use, manikins should be cleaned and disinfected carefully and consistently. Take the following health measures:

- Inspect manikins before each class: Inspect the manikins for cracks or tears in the face that make it difficult or impossible to clean properly. Do not use any manikin that has cracks or tears in the face.
- Properly decontaminate manikins during class: Between use by students (even when breathing barriers are used), and after demonstrations by the instructor, the manikin's face and the inside of its mouth should be wiped vigorously. Use a clean, absorbent material (e.g. 4x4-inch gauze pad) wet with either a solution of liquid household chlorine bleach and water (1/4 cup of bleach to 1 gallon of water) or with 70 percent alcohol (isopropanol or ethanol). The surfaces should remain wet for at least 30 seconds before they are wiped dry with a second piece of clean, absorbent material.
- Properly decontaminate manikins after each class: As soon as possible after the end of each class session in which manikins are used, all manikins should be properly cleaned. Follow manufacturer's recommendations for disassembly. Scrub the parts with warm, soapy water, rinse, and decontaminate with a solution of liquid household chlorine bleach and water (1/4 cup of bleach to 1 gallon of water). To decontaminate manikins after class, use the decontamination solution and gauze pads, a bottlebrush, soap and water, basins or buckets, nonsterile disposable

gloves, and any other supplies recommended by the manikin manufacturer.

- As soon as possible after the end of each class session, replace or clean the manikin's head and airway passages as follows:
 1. Wash with warm, soapy water.
 2. Rinse with clean water.
 3. Decontaminate by soaking in the bleach solution for 10 minutes.
 4. Rinse with fresh water.
 5. Dry all internal and external surfaces.

Vigorously scrubbing with soap and water is as important as soaking in the bleach solution.

Note: Always wear protective eyewear and gloves when cleaning manikins with bleach solution. Always clean manikins in a well-ventilated area.

