

TRAINING FOUNDATIONS

Lecture Notes

Lifeguarding Program – Note-Taking Worksheet

The Purpose of the Courses

The purpose of the American Red Cross Lifeguarding program is to provide participants with the knowledge and skills needed to:

1. _____, **recognize and respond** to aquatic emergencies.
2. Provide **professional-level care** for breathing and cardiac emergencies, injuries, and sudden illnesses until _____ take over.

Professional-Level Care Includes:

- Providing _____ **care** (ventilations, CPR, and use of an AED) as part of a team of up to _____ rescuers.
- Using _____ **masks, BVM resuscitators**, and _____ when caring for adults, children, and infants.

Four Core Competencies:

The American Red Cross Lifeguarding program is designed around four core competencies:

1. Foundational lifeguarding concepts and skills – including recognizing _____ and _____, conducting _____ and scanning, and recognizing and preventing _____.
2. Water _____ and extrication.
3. Resuscitation (ventilations and /) and first aid.
4. Individual and team _____ and _____.

Benchmarks (Standards):

- Instructors must prepare participants to meet the expectations for Red Cross-certified lifeguards as defined in the _____.
- The benchmarks appear at the end of each _____ of the Lifeguarding Manual.
- You also learned about these benchmarks during the _____ **session** of this instructor course.

Lifeguarding Program – Standardized Training Worksheet

Standardized Curriculum

To ensure participants possess the _____ and can meet the _____ for lifeguards, the training curriculum is _____ and focused on providing:

- _____
- _____
- _____

Training Outcomes:

- Apply in **any aquatic facility setting**.
- Courses result in a _____ **certification** that meets _____ **regulations** and _____ **industry guidelines and codes**.
- Skills and knowledge **must not be adjusted** to meet _____ or _____ desires.

Course Content & Instructor Responsibilities:

The course content and instructional design require you to:

1. Be _____, **skilled, and thorough**.
2. Deliver the course to the standard outlined in the _____ **manual**.
3. Ensure participants have:
 - Covered _____.
 - Seen all of the _____ **demonstrated**.
 - _____ and received feedback and evaluation on their performance during all skill practices and scenarios.
 - Trained and practiced with:
 - _____ **masks**
 - Adult and infant _____ **manikins**
 - _____ **resuscitators**
 - _____ **training devices**
 - _____

Instructor Accountability:

- It is your responsibility to ensure participants are taught in a way that allows them to meet the _____ and _____.
- You must follow the _____ **outlines** and _____ **plans** to ensure consistent training and certification.
- You must act with _____ **and** _____ and honor your _____ **agreement** to follow Red Cross curriculum and materials.

TOPIC: ABOUT THE SCIENCE

Lifeguarding Program – Science & Best Practices Worksheet

Science-Based Program

The American Red Cross Lifeguarding program is based on the latest _____ and _____ **best practices**.

- The emergency care procedures reflect the standard of _____ and accepted emergency practices in the United States at the time of _____.

Scientific Oversight

The scientific evidence evaluations and guideline reviews are overseen by major organizations, including:

1. **The International Liaison Committee on _____ (ILCOR).**
2. **The International Federation of Red Cross and Red Crescent _____.**
3. The policy statements, evidence reviews, and guidelines of professional organizations such as:
 - The American Academy of _____
 - The American College of _____ **Physicians**

Scientific Advisory Council

Guidance for this course was provided by the American Red Cross _____

Advisory Council, a panel of **60+ experts** from medical, nursing, EMS, advanced practice, allied health, scientific, educational, and academic disciplines.

Healthcare Guidelines

- The **American Red Cross _____ Guidelines** drive the medical content of Red Cross programs, including Lifeguarding.
- Available on the **Red Cross Learning Center** (Resources > About the Science).

Aquatics Guidelines & Best Practices Database

- Supports key content areas, including:
 1. _____
 2. **Drowning** _____
 3. _____ **Aid**
 4. **Water** _____
 5. _____
- As an instructor, you can use this database to increase your understanding of the _____ **behind the content** in Lifeguarding courses.
- Available on the _____ **Learning Center** (Resources > About the Science).

LIFEGUARDING COURSE FLOW AND LESSON OBJECTIVES

Step 1:

👉 Turn to Section B in your Instructor's Manual → Instructor-Led Training
Extended Course Outline

Course Flow

Precourse Session – Confirms eligibility (must be done before first class).

Lessons 1–2 → Foundational knowledge + surveillance skills.

Lessons 3–4 → Water rescue skills.

Lesson 5 → Rapid assessment + ventilations.

Lesson 6 → CPR, AED, obstructed airway + first 4 team scenarios.

Lesson 7 → First aid (illness + injury) + 2 more team scenarios.

Lesson 8 → Head/neck/spinal injuries + in-line stabilization & spinal motion restriction.

Lesson 9 → Course wrap-up, final written exam + skill assessments.

Important Notes

Course follows order of **Lifeguarding Manual**.

Instructor-led training: Participants do **reading assignments before class**.

Blended learning: Participants do **online coursework + reading before in-person sessions**.

Teaching Model – Notes

Course Model = Explain → Demonstrate → Practice

Instructors should:

- Cover **key points** + lead guided discussions.
- **Demonstrate skills** (video, live demo, or both).
- Have participants **practice skills**.
- **Evaluate** participant performance.
- Have participants **practice again**.

Lesson Objectives

- Each lesson has **objectives** = what participants will be able to **do** after the lesson.
- Objectives are action-based + measurable.
- Instructors must:
 - Know the **lesson objectives**.
 - Know how to **teach** to meet those objectives.
 - Follow the **Instructor's Manual** guidance to ensure objectives are met.

How to Use the Lesson Plans & Program Materials

Program Materials

The following materials support lifeguarding instructors and participants:

- Lifeguarding _____
- Lifeguarding **Instructor's** _____
- Lifeguarding _____
- Lifeguarding course _____ (optional)
- Lifeguarding Instructor's **Deck** _____ (optional)
- Online content for _____ **learning**

Red Cross Learning Center

Used to:

1. Set up and manage _____ **learning classes**
2. Report teaching activity by entering _____ **records**
3. Access _____ **resources**

Equipment, Supplies, and Technology Needed

Examples include:

CPR _____

Resuscitation _____

AED _____ **units**

Bag-valve-mask (BVM) _____

Rescue _____

_____ **boards**

Audio-visual _____

Lifeguarding Manual

Presents the knowledge and skills to _____, _____, **and** _____ **to aquatic emergencies.**

Provides **resuscitative** and **first aid care.**

All participants must have _____ to and _____ the manual during the course.

Serves as a _____ after training.

Reading Assignments & Review Questions

- Participants must complete _____ **assignments** from the manual.
- Each chapter has _____ **questions** to help apply key concepts.
- Instructors can assign questions throughout the _____.
- Guided discussions may include _____ to specific review questions.
- Answers to review questions are in **Section** _____, **Appendix** _____ of the Instructor's Manual.
- Review questions help participants study for the _____ **exam**.

Using the Manual During Class

- During lectures and guided discussions → participants follow along in the _____.
- During skill practice sessions → participants refer to the _____ **sheets** in the manual.

Instructor's Manual

- The primary resource for Red Cross-certified _____.
- Explains the program and contains all info needed to:
 - _____ courses
 - _____ courses
 - _____ courses
 - _____ courses

Sections of the Lifeguarding Instructor's Manual

Section A → **Program** _____

Section B → **Instructor-Led Training Outlines &** _____

Section C → **Blended Learning Outlines &** _____

Section D → _____ **Skills Module**

Section E → _____ **Skills Module**

Section F → **Skill Chart &** _____ **Tools**

Section G → _____

Section H → **Recertification, Bridge &** _____ **Outlines**

Section I → **Instructor Candidate** _____

Lesson Plan Walk-Through

Using Lesson Plans & Program Materials

Before Teaching

- Always **review the lesson plan** for the lessons you'll be teaching.
- Let's walk through a lesson plan together → **Turn to Section B**, Lesson 2 in your Instructor's Manual.

Components of a Lesson Plan (Example: Lesson 2)

- **Lesson Length** → 3 hrs 10 min (minimum; does NOT include transitions or breaks).
- **Guidance for the Instructor** → lists what you must do to deliver all content + meet objectives.
 - Example: For "Recognition" you must:
 - i. Cover all points in the topic.
 - ii. Show the video "Surveillance: Recognition."
 - iii. Show the video "Surveillance Camera Footage of a Drowning."
- **Lesson Objectives** → what participants should be able to do at the end.
- **Materials, Equipment, Supplies** → everything you need to teach + meet objectives.
- **Lesson Preparation** → what you do before class (Ex: plan zone boundaries for Scanning & Rotations deck activity).
- **Instructor Notes** → extra info, reminders, and insights.
- **Science Notes** → explain the science behind certain topics; helps answer participant questions.
- Full science resource: Red Cross Aquatics Guidelines and Best Practices (Learning Center).
- **Teaching Tips** → strategies from experienced instructors.
- **Topics** → actual instructional content of the lesson.

Topic Walk-Through (Example: Lesson 4, Surveillance Activity I – Injury Prevention)

- Turn to Section B, Lesson 4 in your Instructor's Manual.

Two-Column Format:

- **Left Column** → teaching methods + references.
 - Icons show methods.
 - Slide numbers listed.
 - References (manuals, worksheets, etc.) included.

Right Column → what must be communicated to participants + detailed guidance on how to teach.

Possible Teaching Methods:

- Show a **video**
- Lead a **guided discussion**
- Give a **lecture**
- Run an **activity** (small groups, worksheets, handouts)
- Lead a **skill practice/drill/scenario** (groups, equipment, feedback)
- Administer an **assessment** (written or skills)
- Assign **homework**
- 👉 Ask candidates: What teaching methods are used for this topic?
 - Answer: Video, Activity, Lecture, Guided Discussion
- 👉 Ask candidates: How much time is allotted?
 - Answer: 20 minutes (includes any sub-topics).
 - Example: Lesson 1, Setting the Stage for Safety has 3 sub-topics but still totals **15 minutes**.

Appendices (Section G)

Turn to **Section G, Appendices** in your Instructor's Manual.

- Includes:
 - Sample Letters
 - Activity Worksheets
 - Common Participant Errors
 - Multiple-Rescuer Team Response Flowcharts & Assessment Tools
 - First Aid Scenario Flowcharts
 - Written Exam Answer Sheets & Keys
 - Participant Progress Logs
 - Chapter Review Answer Keys
 - About the Science
 - Lifeguarding Program Video List
 - Combination Courses

Key Uses:

- **Multiple-Rescuer Team Flowcharts & Assessment Tools** → run & evaluate scenarios.
- **Participant Progress Log** → track participation + completion of requirements.
- **Review Question Answers** → Appendix H.
- **Video Lengths** → Appendix J.

Notes & Worksheet: Helping Participants Learn and Practice Skills

1. Where to Find Information

➔ Turn to **Section A, Chapter 3: Conducting Courses** in your Lifeguarding Instructor's Manual.

This chapter covers:

- Setting up, conducting, observing, and evaluating _____.

2. Making Skill Practice More Effective

Question: When helping participants learn and practice new skills, what are some things you should do?

Fill in the blanks:

- Organize the _____, _____, and _____.
- Provide _____ and _____ directions.
- _____ the skill (or parts of it) and guide participants through practice.
- Provide timely _____ and _____ feedback.
- Have participants _____ after receiving corrective feedback.
- Manage _____ well: allow enough time for content delivery, activities, skill practice, and transitions.

3. Demonstrations

Participants must see a _____ of the skill before they practice.

Video demonstrations are provided for all skills.

If practice does not immediately follow a video, you should give a _____ demonstration.

Example: before participants practice _____ and _____ skills.

4. Correcting Mistakes Example

Scenario: During CPR practice, you notice:

- Incorrect _____ placement.
- Compressions done with _____ elbows.
- You give verbal feedback, but mistakes continue.

What should you do?

➔ Do a _____ and then have participants _____.

5. Conducting a Skill Practice Session

1. Lead participants through each step, giving _____ as needed.
 - Example reminders: “Remember to activate the _____” or “Now check for _____.”
2. For water rescue skills:
 - You cannot coach during performance (they can’t hear you).
 - Instead, describe the _____ of steps and key reminders before starting.
3. Observe & evaluate groups → give _____ and _____ feedback → then repeat practice.
4. Encourage independent practice without assistance.
5. Circulate, give feedback, and have groups practice until they meet _____ criteria.

6. Certification Requirement

To be certified, participants must be able to complete skills:

- _____
- Without any _____ or _____.

Observing & Evaluating Skills + Giving Feedback

1. Observation & Organization

- Always position yourself so you can see all participants.
- Move around → don't stay in one spot.
- Arrange participants for visibility + safety.
 - Example: CPR → manikins lined up with heads facing the same way, everyone in the same relative position.
- Monitor continually → catch errors early.
- If working closely with one person, keep scanning the group.
- Encourage questions from participants if they're unsure.

2. Skill Charts & Assessment Tools

- Found in **Instructor Manual Appendix F**.
- Organized by **major categories**:
 - Prerequisite Swimming Skills
 - Water Rescue Skills
 - Resuscitation & First Aid Skills
- Within categories → listed alphabetically.
- Each tool has two parts:
 - **Skill Chart** → step-by-step instructions (same as Lifeguarding Manual skill sheets).
 - **Assessment Tool** → lists competencies, what "proficient" looks like, and what "not proficient" looks like.

3. Evaluating Skills

- To pass, participants must:
 - Perform steps in order.
 - Demonstrate all competencies at a proficient level.
- Three columns in assessment tool:
 1. Competency (objective)
 2. Proficient (correct actions)
 3. Not Proficient (incorrect actions)

Example: Passive Front & Rear Rescue

- **General competencies (both rescues)**:
 - Rescue tube/equipment is present & positioned.
 - Person's mouth & nose remain above water.
 - Person is moved to safe exit.
- **Extra competencies (front rescue)**:
 - Turns victim face-up.
 - Maintains open airway at surface.
 - Switches to towing position.

4. Common Errors

- Listed in **Appendix C, Section G**.
- Often mirror the “Not Proficient” column.
- Review common errors **before teaching** to anticipate issues.

5. Effective Feedback

- Keep it **simple + specific**. Don’t overload with info.
- Start with what’s **done well**, then give corrections.
- Provide **exact instructions** on how to fix.
- Have participant try again immediately → reinforces correction.
- Use **pull questions** (self-reflection):
 - “What did that feel like?”
 - “What was your focus?”
- Pull questions boost self-awareness, often more effective than “pushing” info.

✓ Big Idea: An effective instructor is always scanning, anticipating errors, and balancing clear observation with constructive, timely feedback—grounded in the Skill Charts and Assessment Tools.

cheat sheet of “quick talk points”

1. Seeing Everyone

- **You might say:**
“Make sure I can see all of you—line up so I can catch mistakes fast.”
- **Red Cross version:**
“Organize participants in a way that allows you to observe performance and ensure safety at all times.”

2. Positioning for Practice

- **You might say:**
“Heads all the same way, everyone in the same spot next to their manikin—easy to scan.”
- **Red Cross version:**
“When teaching CPR, position manikins so all heads are facing the same direction, with participants performing the same roles in relative positions.”

3. Monitoring the Group

- **You might say:**
“Keep going, I’ll be walking around—watching everyone.”
- **Red Cross version:**
“Continually monitor all participants, scanning for errors while practicing.”

4. Splitting Attention

- **You might say:**
“Even if I’m helping one person, I’ve got eyes on the rest of you.”
- **Red Cross version:**
“While working closely with one participant, check others with an occasional glance.”

5. Encouraging Questions

- **You might say:**
“If you’re not sure, speak up—better to ask now than guess.”
- **Red Cross version:**
“Encourage participants to ask questions if they are unsure how to perform any part of a skill.”

6. Using the Skill Chart/Tool

- **You might say:**
“Check Appendix F before teaching—skill steps + how to grade them are all there.”
- **Red Cross version:**
“The Skill Chart and Skill Assessment Tools in Appendix F provide standards for teaching and evaluating skills, grouped by major category and sub-category.”

7. Explaining Competencies

- **You might say:**
“There are three things I’m grading you on: equipment ready, airway up, move to exit.”
- **Red Cross version:**
“Competencies for passive rescues include: rescue equipment is present and properly positioned, the mouth and nose are maintained above water, and the person is moved to a safe exit point.”

8. Common Mistakes

- **You might say:**
“Most errors are in the ‘Not Proficient’ column—review that before class.”
- **Red Cross version:**
“Common participant errors are found in Appendix C, Section G, and often reflect the ‘Not Proficient’ criteria.”

9. Giving Feedback

- **You might say:**
“Good job—now fix this one thing. Try it again.”
- **Red Cross version:**
“Keep feedback simple and specific. Acknowledge correct actions first, then provide corrective feedback, and allow immediate practice to reinforce improvements.”

10. Pull Questions

- **You might say:**
“How did that feel? What were you focusing on?”
- **Red Cross version:**
“Use pull questions to increase participant self-awareness and improve performance.”