4 Injury Prevention

Lifeguards are essential for keeping aquatic facilities safe. Unlike most other professional rescuers, lifeguards are present to help prevent emergencies from occurring. As a lifeguard, one of your goals is to prevent injuries, so you should know the best strategies for preventing them. You must also be prepared to meet the safety challenges presented by visiting groups, as well as the various activities and features at your facility.

4-1 HOW INJURIES HAPPEN

Aquatic injury prevention is part of your facility's risk management program. **Risk management** involves identifying dangerous conditions or behaviors that can cause injuries and then taking steps to minimize or eliminate those conditions or behaviors. Even though lifeguarding requires performing emergency rescues, far more time is spent on **preventive lifeguarding**—trying to make sure emergencies do not happen in the first place.

Although not all emergencies can be prevented, knowing what causes life-threatening injuries can help you to prevent many of them. Injuries either are life threatening or non-life-threatening. Examples of life-threatening injuries include drowning and injuries to the head, neck or spine. Life-threatening conditions that can result from an injury include unconsciousness, breathing and cardiac emergencies, severe bleeding and drowning.

Drowning begins when a person's mouth and nose are submerged and water enters the airway, regardless of the water depth. Drowning can occur in shallow or deep water. In shallow water, a toddler may fall over and be unable to stand or raise the head up. Drowning also may result when a nonswimmer enters or falls into water over their head, when a swimmer becomes exhausted and cannot stay afloat or when a patron is incapacitated in the water due to a medical emergency, such as a seizure or cardiac emergency.

Most head, neck or spinal injuries at aquatic facilities result from a high-risk, high-impact activity, such as head-first entries into shallow water. If a victim's head strikes the bottom or the side of the pool, the spinal cord can be damaged, possibly causing paralysis or death.

Non-life-threatening injuries also occur in aquatic facilities. Examples of non-life-threatening injuries include fractures or dislocations, abrasions (scrapes), superficial burns (sunburns), muscle cramps (caused by overexertion), heat exhaustion, dehydration, and sprains and strains.

Non-life-threatening injuries can occur by slipping, tripping, falling when running or getting cut on sharp objects. They also can occur when patrons do not follow the rules. If you understand how most injuries occur, you can help prevent them by increasing your awareness of risks and hazards, helping patrons to avoid risky behavior and developing a safety-conscious attitude at your facility.

4-2 INJURY PREVENTION STRATEGIES

As you learned earlier in this course, your injury prevention responsibilities include ensuring that the facility is safe and providing effective patron surveillance. Another important injury prevention responsibility is communicating with patrons, which involves educating and informing patrons as well as enforcing your facility's rules.

Communicating with Patrons

Communicating with patrons is an important injury prevention strategy. It requires you to inform and educate patrons about inappropriate behaviors and the potential for injury. Communication also includes consistently enforcing rules and regulations in a positive, customer-friendly manner.

Informing and Educating Patrons

Patrons need to know about risks that could cause injury. Signs communicate warnings, provide instructions on how to use equipment, and list rules and regulations to prevent behaviors that can lead to injury (Figure 4-1). Informing patrons about the potential for injury is also part of your role. Therefore, you need to understand the rules and regulations of your facility and the rationale behind them.

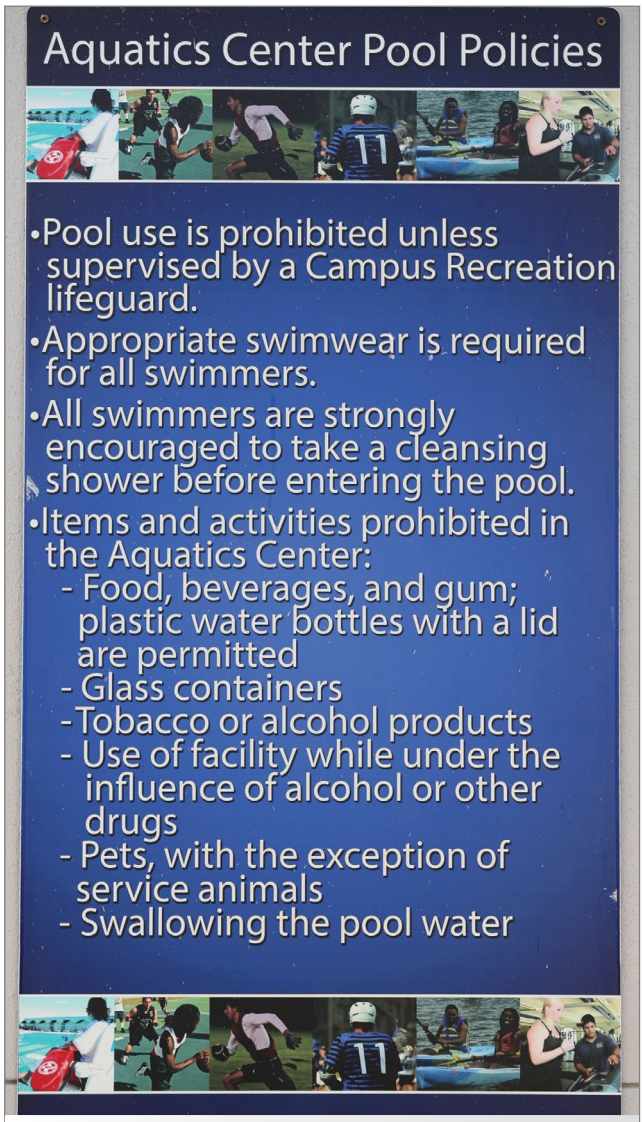

Figure 4-1 | Signs provide instructions to patrons on how to use equipment and list rules and regulations of the facility.

Patrons may be unfamiliar with a facility's features or get so excited that they do not read signs or pay attention to the rules. If patrons are not following the rules, it is your job to inform them of the possible consequences. Explaining rules in a positive way encourages patrons to behave safely. The following steps can prevent a patron from engaging in risky behavior:

- Get the patron's attention. For example, you might do this by blowing a whistle and saying, "Excuse me" (Figure 4-2). Explain the hazard or danger. For example, say, "If you dive into shallow water, you might hit your head on the bottom and get injured." Or say, "You may slip and hurt yourself if you run." Simply telling someone not to do something often does not work. People usually understand and cooperate when they know why something is dangerous.
- Explain a safe option. For example, say, "If you want to dive, please go to the deep end of the pool where it is safe." Or say, "Excuse me, diving into shallow water is dangerous and can cause a head injury. Please use the deep end." Or say, "Walk, please." This type of explanation gets the patron's attention, clarifies the danger, emphasizes the consequences of the risky behavior and offers safe options, if available and appropriate.

Enforcing Rules

By enforcing the rules, you help to prevent injuries and encourage safe patron behavior. When conducting patron surveillance, keep rule enforcement brief by using only a few words or short phrases, such as, "Slow down," or by giving a hand signal. When enforcing rules, be consistent, fair and respectful. In some cases, the patron may not know the facility's rules or may not understand them. Always use age-appropriate enforcement methods that are approved by the facility's policies.

If certain patrons repeatedly break the rules even after you have attempted to correct their behavior, you could direct them to leave the water for a set time. Signal for someone who is not engaged in patron surveillance, such as another lifeguard or a supervisor, to explain the rules and their rationale. If the patron is a child and a parent or guardian is available, the rules should be clearly explained to the adult as well. Since most people want to be treated with respect, simply explaining and enforcing the rules usually is sufficient.

If a parent or guardian is uncooperative, do not argue, but instead ask a supervisor or facility manager to assist you.

A patron may become uncooperative and defiant, compromising their safety and the safety of others. If this happens, you should summon a supervisor or facility manager, who may ask the patron to leave the facility. Use this approach only when other methods have failed.

If a patron refuses to leave after being told to leave for repeatedly breaking the rules, the supervisor or manager may choose to call the police or security personnel. Every facility needs a procedure for removing someone from the facility. This procedure should have specific steps and guidelines to follow. Any such action should be recorded in the facility's daily log and on the appropriate form or report.

Figure 4-2 | You may need to use your whistle to get a patron's attention.

INTERACTING PROFESSIONALLY WITH THE PUBLIC

When you are on duty, your actions should promote an atmosphere of professionalism, safety, trust and goodwill. The following general guidelines will help you display a professional image and maintain a positive relationship with patrons:

- When conducting patron surveillance, any verbal interaction should be brief, and your eyes should remain on the water. Politely refer the patron to a staff member who is not conducting surveillance, if necessary.
- When not conducting patron surveillance:
  - Treat people as you would like to be treated. Make every patron feel welcome, important and respected.
  - Be professional at all times. Be courteous, mature and responsible. Never insult or argue with a patron.
  - Speak clearly and calmly at a reasonable pace and volume.
  - Use appropriate language, but do not patronize or speak down to anyone, including children.
  - When interacting with patrons, make frequent and direct eye contact. Remove your sunglasses, if necessary. When speaking to small children, kneel down to be at eye level with them.
  - Take all suggestions and complaints seriously, and follow up as necessary. Avoid blaming anyone. If you cannot resolve a complaint, take it to your facility's management. Always follow the facility's procedures.
  - Repeat the concern expressed by the patron back to them to ensure that you understand the concern correctly.
  - Do not make promises that cannot be kept.
  - Enforce rules fairly and consistently. Be positive and nonjudgmental. Reinforce correct behavior.
  - Take a sincere interest in all patrons.

Nonverbal Communication

Spoken words make up a surprisingly small part of overall communication. A listener automatically tends to make judgments about a speaker's attitude based on the volume, pace, tone and pitch of the speaker's voice. A listener also reacts positively or negatively to visual cues or body language. You can gauge a person's attitude as cooperative or confrontational by evaluating these cues; know that the listener will be doing the same.

Nonverbal communication also is expressed while you are on duty, whether you are conducting patron surveillance or performing secondary responsibilities. Patrons may make judgments about your professionalism by observing your appearance, demeanor, posture and behavior. Lifeguards are "on stage" and set the tone while on duty.

DEALING WITH UNCOOPERATIVE PATRONS AND VIOLENCE

No matter how fairly you enforce the rules, you may encounter an uncooperative patron. Before assuming that a patron is being uncooperative, you should make sure that they hear and understand you. If a patron breaks the rules and is uncooperative, you should take action right away, because breaking the rules can be a danger to the uncooperative patron and to others. Most facilities have procedures for handling uncooperative patrons; however, if your facility does not have a procedure, you should call the lifeguard supervisor or facility manager for help as soon as possible.

A patron may threaten to or commit a violent act. You must be realistic about what can be done in a violent situation. If violence is likely to erupt, call the supervisor or facility manager immediately. If violence does erupt, do not try to stop it. Never confront a violent patron physically or verbally and do not approach a patron who has a weapon. In such a situation, the best approach is to retreat and follow the facility's EAP for violence. Safety for patrons and facility staff should be your main goal.

4-3 EFFECTIVE GUARDING — INJURY PREVENTION CHALLENGES

Lifeguards should be conducting patron surveillance anytime the facility is being used by patrons or staff. A major goal of patron surveillance is looking for behaviors that indicate someone may need assistance. As part of your patron surveillance, you also may have specific responsibilities based on the facility's activities or features, such as enforcing age or height requirements, helping patrons with equipment or ensuring that riders are in the proper position. These responsibilities will vary and may include guarding:

- A variety of activities occurring simultaneously.
- "Kiddie" areas, play structures, special attractions, water slides, winding rivers and wave pools.
- Organized recreational swim groups and youth camps.

Guarding Activities

Facilities often have a variety of activities taking place simultaneously, all of which require your surveillance. Examples include:

- Open or recreational swim
- Water exercises, such as water walking and lap swimming
- Instructional classes, such as swim lessons, water therapy, water exercise and SCUBA lessons
- Swimming, water polo, synchronized swimming and other team practice
- Competitive events, such as swim meets and triathlons
- Special events, such as movie nights, pool parties and after-hours rentals

To help you identify patrons who may need assistance, be aware of the age and ability levels of those participating in the activity. For example, you may notice a young child in beginner-level swim lessons moving toward water over their head or an elderly man stopping frequently as he swims laps.

Each activity has its own unique characteristics and risks. Some activities, such as SCUBA classes, may require that you receive special training on what to look for specifically or be aware of while you are on surveillance duty. Considerations and questions that need to be answered for effective guarding include:

- What things could go wrong that are unique about this activity?
- What is the swimming ability or comfort level in the water of patrons involved in this activity?
- Are there any unique challenges or obstacles to recognizing an emergency, approaching a victim or performing a rescue?
- Do participants have any medical conditions that increase the chances for sudden illness or injury due to the nature of the activity?

Instructional Classes

Instructional classes are a type of general activity that have the benefit of supervision by trained personnel. Although the instructor is responsible for the safety of the class, that does not relieve you of your responsibilities. You must still scan every person in the water and enforce rules, perform rescues and provide first aid as appropriate. However, with proper preparation, instructors may become valuable members of your safety team. Facility management should share and practice emergency action plans (EAPs) with instructors, clarify their roles during an emergency and share those roles with you. Some instructors will have lifeguard training and specialized rescue skills; others will not.

Having an instructor present may help you to ensure patron safety because they may be:

- Familiar with special equipment. Therapy classes may use wheelchairs, lifts and special flotation devices. Instructors for those classes should be able to recognize and deal with potential problems with such devices.
- Familiar with the behavior of specific types of patrons. Instructors may be able to recognize subtle signs of potential problems that may not be obvious to you. For example, a water exercise instructor may detect the early signs of overexertion of a patron in that class.
- Able to help in an emergency related to the specialized class. For example, a SCUBA instructor should know how to deal with and respond to a victim wearing a SCUBA tank and buoyancy control device.

Guarding Areas for Young Children

Many facilities have shallow pools for young children. It is common for these areas to have play equipment, including slides, fountains, inflatable play equipment and climbing structures. Effective patron surveillance at these areas is essential, even though the water may be shallow (Figure 4-3). Enforce rules, such as height and age requirements, fairly and consistently. Note that:

- Older children might be too large for some structures, or their play might be too rough for young children.
- Toddlers who are still learning to walk may fall easily. If they fall down in water, they usually cannot lift themselves to an upright position, even if the water is ankle or knee deep.
- Children often get lost. Remind adults to supervise their children at all times.
- You must watch out for young children using the pool as a toilet. The facility should have procedures for preventing and addressing the situation, including handling fecal incidents, which follow local health department guidelines.
- Children usually do not think about overexposure to the sun or hypothermia. If a child is becoming sunburned or overly cold, immediately inform the child's parent or guardian.

Figure 4-3 | Even though the water may be shallow, effective patron surveillance is essential.

Guarding Zones with Play Structures

Facilities may have play structures that are either permanent or removable (Figure 4-4). Permanent structures include sprays and fountains, interactive water-play structures and dumping buckets. Removable structures include large floating toys, inflatable play structures and water basketball and volleyball nets. Some play structures require their own lifeguards, whereas others are watched by lifeguards surveying a larger area. While guarding at play structures:

- Do not let a play structure become overcrowded. Be prepared to restrict the number of patrons using it at one time.
- Do not allow patrons to swim underneath structures.
- Watch to ensure that patrons return to the surface after dropping into the water from a floating feature. Swimmers can be surprised by the fall or become disoriented, especially if they do not realize they will be dropping into deep water.
- Pay close attention to children playing in and around sprays, fountains and interactive water play structures. These attractions usually are in shallow water. Excited children may run and fall. A very young child who falls might not be able to get back up or may strike their head.
- Pay close attention to patrons in moving water. Moving water can surprise people. They might lose their balance and be unable to stand up again.
- Watch for overcrowding and horseplay on floating structures. These structures are tethered to the bottom of the pool; some allow patrons to walk from one floating structure to another while holding onto an overhead rope (Figure 4-5).
- Keep play safe and orderly.
- Watch for patrons who climb onto floating toys and jump back into the water. They may not notice what is around them and jump onto other swimmers or into water that is over their heads.
- Watch for patrons who throw balls and other toys and hit unsuspecting swimmers, resulting in injury.

Figure 4-4 | Many facilities have play equipment for young children.

Figure 4-5 | Watch for overcrowding and horseplay on floating structures.

Guarding Organized Recreational Swim Groups

Groups of all sizes visit aquatic facilities for recreation. This includes groups from day care centers, day camps and youth organizations as well as school groups, sports groups and groups visiting facilities for birthday parties. These groups may be based out of your facility and swim regularly or may visit one or more times as a field trip. Groups often are supervised by leaders, chaperones or camp counselors. These supervisors may assist with discipline but do not take the place of lifeguards. Group leaders may be in the water with the group, on the deck or shore or a combination of both. Group leaders should know how to alert lifeguards in an emergency.

In some cases, most group members will have similar swimming abilities, such as a day care center group composed of preschool-age nonswimmers. The swimming ability of other groups may vary widely, such as in a youth camp group with a wider age range of children.

Sometimes, a group will reserve all or part of a facility for its own instructor to teach a class, lead a practice or conduct skill checks. These activities may include kayaking, SCUBA diving or swim team tryouts (Figure 4-6).

Figure 4-6 | A group sometimes reserves all or part of a facility for its own use.

In general, when guarding groups, you should:

- Ensure that swimming areas are divided according to swimmers' abilities and are clearly marked.
- Ensure that patrons stay in the sections appropriate for their swimming abilities. Be aware that weak swimmers or nonswimmers, excited to be together enjoying a recreational activity, may attempt to venture into areas that are beyond their swimming ability.
- Provide U.S. Coast Guard-approved life jackets for weak swimmers or nonswimmers.
- Know how to identify group leaders or chaperones.
- Ensure that chaperones are actively supervising the members of their group and that the appropriate swimmer-to-chaperone ratio is met. If it appears that they are not doing so, alert your facility's manager.
- Signal for additional lifeguard coverage, such as a roving lifeguard, if you feel you cannot effectively guard your zone. You may need to do this at the beginning of the swim time while the group gets adjusted to the facility's rules or if large groups are concentrated in one area.

For groups using buddy checks (see Guarding at Youth Camps, page 103), you may need to signal the buddy check, confirm that everyone is accounted for and count the individuals or buddy pairs, depending on the system being followed.

Regardless of a group's makeup or activities, as a lifeguard, you still are responsible for helping to ensure the safety of its members. To help groups remain safe and injury free, your facility's manager may develop activity-specific EAPs and strategies in advance.

Strategies for Safe Group Visits

Facilities often implement additional strategies for injury prevention and swimmer management during group visits. Group leaders should meet in advance with managers at the facility to discuss appropriate plans and procedures. A copy of the facility rules as well as written expectations of group leaders should be provided in advance of the group visit, when possible. Strategies for ensuring safe group visits typically involve one or more of the following:

- **Booking procedure.** Before the visit, group leaders should provide the aquatic facility with information about how many group members and supervisors will be visiting. This is especially important with large camp groups, which require additional time to process through safety orientation, swimmer classification and identification procedures. Confirming the supervisor-to-swimmer ratios helps facility managers plan appropriate staffing levels. Group leaders also should inform the facility about any special characteristics of the group, such as the percentage of swimmers and nonswimmers. Any staff who will be accompanying the group should be informed about how to help supervise group members around and in the water and how to help the lifeguards in an aquatic emergency.
- **Safety orientation.** Safety orientations are conducted when groups first arrive at the facility. The purpose is to educate all members of the visiting group on your facility's policies and rules and to point out key safety issues. You may be tasked with conducting these orientations.
- **Classification of swimming abilities.** Swim tests are administered to determine if a visitor has the minimum level of swimming ability required to participate safely in activities, such as swimming in water over their head or riding on certain slides. If your facility administers these tests, management may have developed a system for lifeguards to easily identify patrons' swim levels. For example, levels can be identified by color-coded wristbands or swim caps (Figure 4-7). A red armband might identify someone who is a beginner and needs to stay in the shallow end; a green armband might identify someone who can go in deep water.
- **Designation of swimming areas.** Swimming areas should be clearly marked and defined according to swimmers' abilities and intended use. Buoyed ropes should divide shallow and deep water. Multi-use facilities often divide the water into sections for general recreation swim or lap swim or divide areas for floatable features or play structures. In waterfront areas, the swimming area should be restricted from the nonswimming areas, and there should be some type of continuous barrier, such as buoyed lifelines, piers or decks, around the perimeter of areas set aside for weak swimmers or nonswimmers to prevent them from straying into deep water. All swimming areas should be explained to the group and its leaders during the safety orientation.
- **Identification of group leaders or adult chaperones.** Your facility should use an identification system so that lifeguards and other facility staff can easily locate group leaders or adult chaperones. For example, group leaders could wear a laminated lanyard or a brightly colored baseball cap or T-shirt to identify them as being responsible for that group.
- **Supplemental group strategies.** Other strategies, such as the buddy system and buddy checks, sometimes are used to provide an additional layer of protection. These are particularly helpful with camp groups, which can be large. For more details on the buddy system, see page 103.

Figure 4-7 | Color-coded wristbands are used to classify patrons by swimming ability.

How to Conduct a Safety Orientation

If you are tasked with providing a safety orientation to a visiting group, you will need to cover general water safety as well as information specific to your facility (Figure 4-8). When conducting a safety orientation:

- Ensure that group leaders or adult chaperones are present and can be clearly identified by all members of the facility staff.
- Make it fun and build rapport with the group. Ask questions rather than reading a list of rules. This allows you to become more familiar with what group members already know as well as gauge their level of understanding. Explain the reasons for any rules that group members do not understand.
- Identify areas where they can and cannot swim, if applicable.
- Point out where the lifeguards are stationed and inform the group how to get additional help if needed. Confirm the swimmer-to-supervisor ratio expected for group leaders and divide the group so that group leaders have a designated set of people to oversee.
- Issue any identification and/or swim classification items to group members and leaders, such as colored wristbands.

Safety topics typically covered during an orientation include general aquatic safety rules, swimming area sections, water depths, features or play structures, equipment, how to use approved floatation devices, rule signage locations and operational information, such as buddy checks or breaks.

Figure 4-8 | Welcome visiting groups to your facility by conducting a safety orientation.

How to Administer a Swim Test

Swim tests can be used to determine if a person has the minimum level of swimming ability required to participate safely in activities, such as swimming in deep water, riding a slide that empties into deep water or jumping off a diving board into deep water. There is no single set of swim test criteria that best meets the needs of all facilities or organizations, nor is the following information intended to set a standard. If administering swim tests, each facility or organization should establish its own requirements based on the facility's design and features, the activities offered and common practices.

During your facility-specific training, you should be provided with standard procedures and criteria for conducting swim tests. Never administer a swim test while performing patron surveillance duty. When administering a swim test:

- Have the swimmer take the test in a safe area, such as near a wall, safety line or lane line.
- Have the swimmer take the test in shallow water first. If successful, have the swimmer move to the deep water and take the test.
- Be prepared to assist a person who may struggle in the water while attempting the swim test. Swimmers may overestimate their abilities (Figure 4-9).
- Ensure that chaperone(s) are present during the test, if applicable.
- Ensure that the person has safely exited the water after the test is complete.

When the test is completed, tell the swimmer where they are permitted to swim.

To be eligible to swim in deep water, swimmers should have at least a minimum level of competency in the water. The Red Cross water competency sequence can be used as this swim test. Water competency is defined as being able to perform the following skills in a sequence:

1. Enter the water and completely submerge.
2. Recover to the surface and remain there for at least 1 minute (floating or treading).
3. Rotate 360 degrees and orient to the exit.
4. Level off and propel oneself on the front or the back through the water for at least 25 yards.
5. Exit from the water.

After the initial test, additional swim tests should be conducted at intervals throughout a season to determine if swimming abilities have improved.

Figure 4-9 | Have a lifeguard stationed near a patron during a swim test in case they need assistance.

Guarding at Youth Camps

Some youth camps operate their own waterfront and pool facilities. If you are working at one of these camps, your area of responsibility and patron load may be smaller than those at a public facility because campers typically will be your only patrons. Some camps will supplement trained lifeguards with other staff who, after proper orientation, will serve as spotters or lookouts; however, these staff members should never take the place of lifeguards.

At the beginning of a camp session, all participants and staff who will be involved in aquatic activities should be given a swim test. After the initial test, additional swim tests should be conducted at intervals throughout the camp session to determine if participants' swimming abilities have improved. Participants who arrive after the initial test has been given also should be tested.

Youth camps with their own aquatic facilities often implement additional prevention strategies, including the buddy system, buddy boards and buddy checks.

Buddy Systems

The buddy system is used by camps to enhance safety for swimming groups. Under the buddy system, one participant is paired with another participant of similar swimming skills. The pair is then assigned to a specific swimming area. If buddies do not have similar swimming skills, the pair should remain in the swimming area suitable to the weakest swimmer's abilities.

Buddies must be instructed to stay together and be responsible for one another. They need to tell a lifeguard immediately if their buddy is in trouble or missing, at which time you should take immediate action. The buddy system provides useful safeguards to help account for swimmers by having each buddy look out for the other; however, it does not replace lifeguard surveillance.

Buddy Boards

A buddy board helps to keep track of everyone in the swimming area (Figure 4-10). Typically, a buddy board is a large, permanent structure mounted within the confines of the swimming area near the entrance and may also be divided into different activities or swimming areas.

Generally, a buddy board works as follows:

- Based on the initial swim test, each person gets a colored tag with their full name and group designation, such as a cabin or campsite number. Tags should be color-coded or labeled by swimming ability, such as "swimmer" or "nonswimmer."
- A lifeguard or other staff member is stationed at the buddy board to make sure tags are placed correctly and that everyone who enters or leaves the swimming area moves their tag appropriately.
- Before buddies enter the water, they hang their tags on hooks on the section of the board that indicates the swimming area in which they will be swimming. The buddies' tags should be next to each other to indicate that they are a pair. Tags should be placed on separate hooks to facilitate a reliable count.
- If buddies decide to move from one section to another, such as from the deep to the shallow area, they must first notify the person at the board and move their tags.
- When buddies leave the water, they move their tags to the "Out" section.

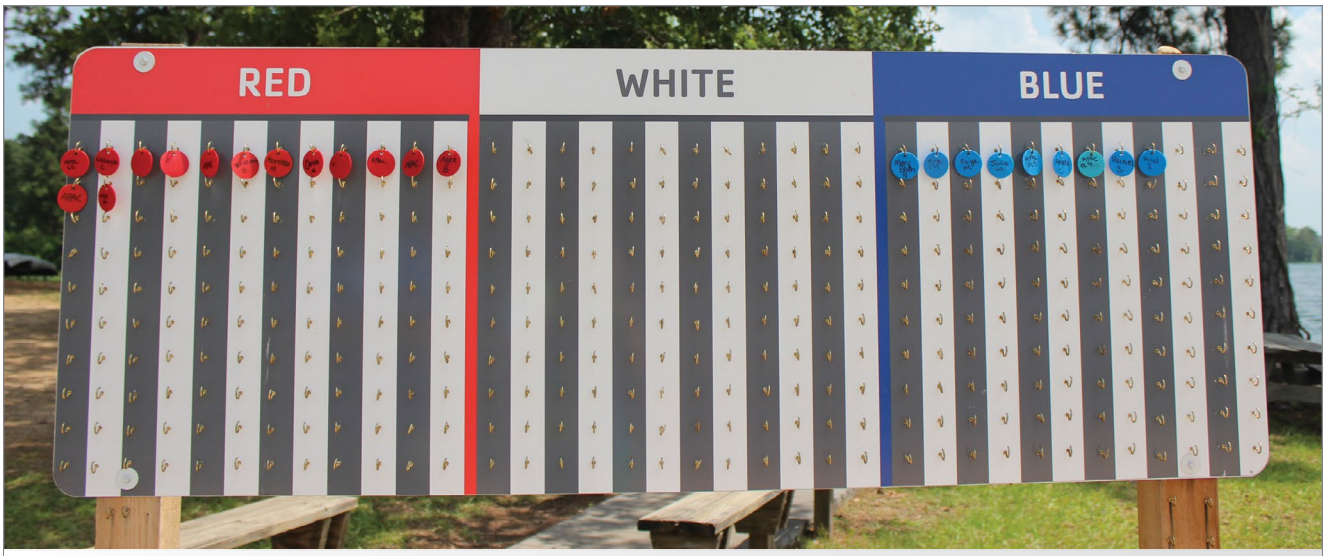

Figure 4-10 | Buddy boards are used to track patrons who enter a swimming area.

Buddy Checks

The primary purpose of buddy checks is to account for all swimmers and to teach buddies to continuously monitor their partners. Buddy checks often are set for specifically timed intervals.

To initiate a buddy check, a lifeguard, lookout or supervisor gives a prearranged signal, such as a whistle blast. The buddies grasp each other's hands, raise their arms over their heads and hold still while the staff accounts for everyone (Figure 4-11). Buddies do not have to leave the water; those in shallow water may stand in place, while those in deep water may move with their buddy to the side and those already on deck should remain there.

Figure 4-11 | Buddy checks are used to account for each swimmer in a swim area.

Two methods commonly are used to confirm that the staff has accounted for everyone. Both use a buddy board or other tracking system:

- Method 1: Lifeguards count the swimmers in each area and relay those numbers to a monitor. The monitor checks the numbers against the total on the buddy board or other tracking device.
- Method 2: Each pair of buddies is given a number. The monitor calls off the numbers in order, and buddies respond when their number is called.

If everything matches, the buddy check is over. If a buddy check reveals that a person is missing, you should immediately suspect that the buddy is submerged and activate your facility's EAP.

Although the buddy system provides useful safeguards, buddy checks are not conducted frequently enough to substitute for normal surveillance. You should never depend on the buddy system as the only method of supervision. You must constantly scan your zone of responsibility, looking for the behaviors of swimmers in trouble.

4-4 SPECIAL CONSIDERATIONS FOR GUARDING AQUATIC ATTRACTIONS

Special attractions create a lot of excitement and can include rides, such as bowl slides, multi-person raft rides, uphill water coasters and high-speed water slides. Some attractions found at deep-water pools also include diving platforms, cable swings and hand-over-hand structures like ropes, nets and rings. In a waterpark setting, there are multiple attractions designed for a variety of age groups and abilities.

Regardless of their swimming ability, patrons may become fearful, disoriented or off-balance while taking part in one of these attractions, thus requiring assistance. Follow these general principles when guarding attractions:

- Watch patrons as they enter and exit an attraction. Dispatch patrons safely on a ride at set intervals. Dispatching is the method of informing patrons when it is safe for them to proceed on a ride.
- Carefully watch both the water below and the activities overhead.
- Keep patrons in view as long as possible. However, keeping patrons in view can be a problem on some attractions: Structures, such as caves, enclosed tubes, bridges and buildings, might prevent you from seeing patrons at all times. When a patron goes out of sight, watch to make sure they emerge safely on the other side.
- Ensure that patrons who submerge return to the surface. The excitement may cause weak swimmers or nonswimmers to overestimate their abilities or underestimate the water's depth.
- Be aware of special risks. Structures designed to allow patrons to sit or climb on them, or to swim over or under them, pose hazards. Supervise patrons carefully. Someone who falls off of a mat, raft or tube might get injured or pose a hazard to another patron.

Attraction-Specific Operational Procedures

Your employer should provide attraction-specific training that will enable you to operate attractions you are assigned to within the manufacturer's guidelines and state or local codes.

Typically, each attraction will have specific operational procedures that include information related to the following:

- How the ride operates
- The characteristics of the attraction, such as speed or attraction rating
- The number of riders that can be safely accommodated
- The type of ride vehicle
- Height and weight restrictions that are in effect
- Special considerations for riders with disabilities
- Proper riding position
- The location of rescue equipment
- Operating procedures for dispatch at the top of the attraction and for exiting at the bottom of the attraction
- Dispatch procedures, including dispatch time intervals, dispatch signaling devices, verbal pre-ride instructions for riders (including proper riding position, conduct and exiting procedures) and protocols for stopping dispatch
- Exiting procedures
- Communication systems
- Spiels (recorded or repeated safety messages)
- Water level of the landing zone
- Water flow
- Restricted areas
- Emergency procedures for situations including stuck riders, crowd control, attraction and facility evacuations, drowning, medical emergencies, power or other utility failures, fires, environmental conditions (e.g., lightning and wind), mechanical malfunctions and security incidents (e.g., fights, robbery and vandalism)

Guarding Wave Pools

Wave pools are popular attractions that produce waves of various heights, intervals and patterns (Figure 4-12). Wave pools vary in size, shape and depth. At one end is the head wall, where a mechanical system creates the waves. Lifeguards are stationed at various places around or in the pool (Figure 4-13). Wave pools operate on a cycle, such as 10 minutes with the waves on and 10 minutes with them off.

Wave pools are popular attractions at waterpark facilities. When guarding a wave pool:

- Ensure that patrons enter only in the shallow end.
- When the waves are on, stand up to get a better view of patrons.
- Watch for swimmers who get knocked over by the waves or carried into deeper water by the undercurrent. Inexperienced swimmers may go to where the waves break because of the excitement.
- Do not let patrons dive into the waves or dive through inner tubes.
- Keep the areas around ladders and railings clear so that patrons can exit from the pool quickly.
- Keep other swimmers out of the pool during special activities, like surfing. Surfboards or boogie boards in the wave pool can present a hazard to others.
- Before performing an emergency rescue, turn the waves off using the emergency stop (E-stop) button at the lifeguard chair (Figure 4-14).
- Rotate positions only when the waves are off.

Figure 4-12 | Wave pools are popular attractions at waterpark facilities.

Figure 4-13 | Lifeguards are stationed at various places at a wave pool while performing surveillance.

Figure 4-14 | An emergency stop (E-stop) button can be pressed to turn off the waves in a wave pool when a rescue is required.

LIFE JACKETS

The U.S. Coast Guard has categorized personal flotation devices (PFDs) into five categories. They are rated for their buoyancy and purpose. Types I, II, III and V are referred to as life jackets, whereas Type IV is a throwable device (Table 4-1).

Swimming ability, activity and water conditions help determine which type of life jacket to use. For any type, it should be U.S. Coast Guard-approved and in good condition. The U.S. Coast Guard label is stamped directly on any approved device (Figure 4-15).

Facilities may have policies addressing the use of life jackets in a pool, waterfront or attraction. Type II and III life jackets are most commonly used in these settings. In general, anyone who cannot swim well should wear a life jacket if they are going to be in or around the water at an aquatic facility; however, in some cases, such as on certain slides, life jackets are not permitted. In other cases, such as fast-moving winding rivers, life jackets are recommended or may be required. Life jackets may be available at a facility for rent or free of charge (Figure 4-16).

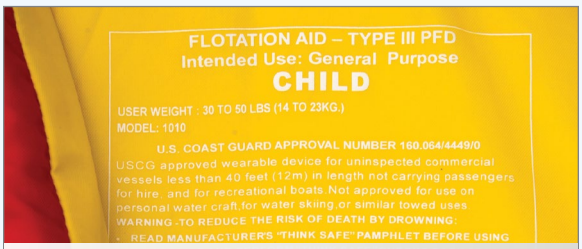

Figure 4-15

Figure 4-16

As a lifeguard, you may be tasked with:

- Ensuring that life jackets are U.S. Coast Guard-approved. Inflatable toys and swim aids, such as water wings, swim rings and other flotation devices, are not designed to be used as substitutes for U.S. Coast Guard-approved life jackets or adult supervision.
- Ensuring that life jackets are in good condition. Buckles and straps should be in good working condition. There should be no rips, tears, holes or shrinkage of the buoyant materials.
- Helping patrons to select a properly sized life jacket. Life jackets are sized by weight. Check the U.S. Coast Guard label and be sure that it is matched to the weight range of the patron.
- Ensuring that life jackets are properly worn by patrons. A properly fitted life jacket should feel snug, keep the person's chin above the water and allow the person to breathe easily. The life jacket should not ride up on the patron's body in the water. Completely secure any straps, buckles or ties associated with the life jacket.
- Ensuring that patrons properly use life jackets. Correct any improper wearing or use of life jackets. Do not allow patrons to wear multiple life jackets or stack multiple life jackets on top of each other to be used as floats.
- You should remove any extra empty life jackets from the water. An empty life jacket in the water should be a signal that something is wrong. Consistent enforcement of rules related to life jacket use can lead to appropriate behavior by all patrons.

Table 4-1: **Life Jacket Types**

Type	Style	Typical Use	Features
I	Life jacket 	Boating on offshore waters or rough water where rescue may be delayed.	May help to turn an unconscious person from a face-down position to a vertical, face-up position, or to a face-up, slightly tipped-back position.
II	Buoyant vest 	Recreational boating on inland waters where a rescue is likely to occur quickly. Good for calm or inland water. Suitable for supervised use in pools and waterparks.	May help to turn an unconscious person from a face-down position to a vertical, face-up position, or to a face-up, slightly tipped-back position. Is less buoyant than a Type I life jacket.
III	Flotation vest 	Fishing or sailing on inland waters where a rescue is likely to occur quickly. Good for calm or inland water. Suitable for supervised use in pools and waterparks.	May help to keep a responsive person in a vertical, face-up position, or in a face-up, slightly tipped-back position; wearer may have to tilt the head back to avoid going face-down.
IV	Throwable device, such as a buoyant cushion or ring buoy 	Boating on inland waters with heavy boat traffic where help always is present.	May be thrown to a victim in an emergency; does not take the place of wearing a life jacket or vest.
V	Special use 	Intended for specific activities, such as whitewater rafting and special offshore work environments.	Acceptable only when used according to directions on its label.

Guarding Winding Rivers

In a winding river, water flows in a long circular or twisting path through a facility. Depending on the winding river, patrons may be floating on tubes, walking or swimming. Some wear life jackets, and some do not. Water speeds may vary. Lifeguards may be positioned at the entrance and exit. They also may be positioned at several elevated or ground-level stations or at a combination of both with overlapping zones around the river (Figure 4-17).

When guarding a winding river:

- Ensure that patrons enter and exit at designated locations.
- Watch for inexperienced swimmers falling off their inner tubes or inflatable rafts. It will be difficult for you to see all patrons or the bottom of the winding river if there are a lot of tubes and rafts in the water. Similarly, it can be difficult for someone who falls off a raft or tube to come up for air if the surface is blocked. In addition, someone who is hit by an inflatable raft might be knocked down, hit the bottom and get into trouble.
- Watch for patrons around features in winding rivers, such as fountains and waterfalls, which can catch patrons off-guard or cause patrons to gather.
- Watch carefully for, and correct, risky behavior.

Figure 4-17 | Lifeguards may be stationed in multiple stations around a winding river when performing patron surveillance.

Guarding at Water Slides

When you are working at an aquatic attraction, your assigned zone may be the dispatch area at the top of a water slide or the landing zone at the bottom of a slide. Guards working a dispatch area at the top of a slide have many unique tasks to perform, such as assessing riders, getting riders into sliding position, giving verbal instructions on safe riding procedures and launching riders at appropriate intervals. Guards assigned to work in the landing zone also have unique responsibilities, such as helping riders to exit a ride and ensuring the landing zone is safe before the next rider is dispatched. Carrying out these responsibilities properly is critical for lowering riders' risk for injuries.

On some water slides, patrons ride on an inner tube, raft, mat or sled. On others, riding equipment is not allowed. On some slides, only one person is allowed on an inner tube or a raft. On others, two or more people can go together on a special tube or raft. On an inner tube or raft, patrons ride in a sitting position. If no equipment is used, the proper riding position typically is

face-up and feet-first. Popular attractions often have lengthy wait times, and riders may have climbed many steps to access the ride (Figure 4-18). An efficient dispatching procedure helps to keep the queue (line) moving, reducing wait times and helping to ease any tension caused by the lengthy wait. However, safety is paramount. When assessing riders:

- Check that patrons meet all requirements for riding the attraction as established by the manufacturer and your facility, such as ensuring riders:
  - Meet a minimum height or a maximum weight by using height measurement stations, weight scales or both (Figure 4-19).
  - Have the ability to sit upright and maintain the proper riding position throughout the ride.
  - Have the ability to control the upper torso, head and neck.
  - Have the ability to hold on with, at minimum, one functioning hand.
  - Demonstrate conduct indicating awareness of, and willingness to follow, rider requirements.
- Make sure that riders are wearing appropriate attire in accordance with the facility's and the attraction's rules, including these examples:
  - Riders are required to have on swimwear.
  - Clothing with metal embellishments or fasteners (such as zippers, buckles, snaps, rivets or buttons) is not permitted.
  - Water shoes may or may not be permitted.
  - Riders may need to remove eyewear (such as glasses or sunglasses) before going on the ride.
- Observe the rider's demeanor. Riders who seem fearful or show any signs of hesitation or reluctance to ride should be prevented from riding.

Figure 4-18 | Popular attractions often have lengthy wait times, and riders may have climbed many steps to access the ride.

Figure 4-19 | Some aquatic attractions have minimum height and weight requirements.

When dispatching riders at the top of a slide:

- Help riders into the ride vehicle or opening of the water slide, ensuring that they are properly positioned, providing verbal safety reminders and launching riders on their way (Figure 4-20).
- Dispatch riders at the proper intervals.
- Dispatch the next rider using information provided by the lifeguard station in the landing zone, an electronic dispatch system or both.
- Confirm that the water is at the appropriate level. If water is above or below the water level marker, rider dispatch should be stopped and not resumed until the water level is corrected.
- When the landing zone is clear of people and equipment, and other safety conditions are met, the lifeguard stationed in the landing zone will give the appropriate signal to allow dispatch of the next rider (Figure 4-21).

Figure 4-20 | Help riders into the ride vehicle or opening of the water slide.

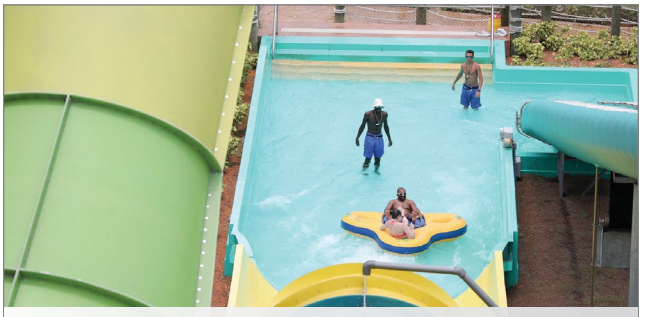

Figure 4-21 | Watch for riders to exit the slide into the catch pool.

An electronic dispatching system allows lifeguards to communicate at the top and bottom of a slide by pushing a button on a control panel or a remote. The electronic dispatching system may use lights, retractable barriers, motion sensors or a combination of these to let the dispatching lifeguard know that it is safe to send the next rider down the slide. Other equipment (such as a telephone, intercom system or megaphone) may also be available to allow the lifeguards stationed at the top and the bottom of the slide to communicate with each other and the facility switchboard.

Riders travel at different rates of speed due to variations in body weight, body friction and position. Generally, the heavier the person, the faster the person will travel. The landing zone must be clear of the rider and the ride vehicle before the next ride is dispatched.

When stationed in the landing zone:

- As needed, help riders exit the ride vehicle, slide runout or catch pool (Figure 4-22).
- If a backup of ride vehicles occurs when assisting riders, immediately signal to the dispatching lifeguard to hold rider dispatch until the backup is cleared.
- Make sure the landing zone is completely clear of riders before signaling to the lifeguard at the top to dispatch the next rider.
- Ensure that riders are not permitted to wait in the landing zone for other riders.
- If required, remove ride vehicles from the catch pool and place them in a holding area or on a conveyor belt.
- Signal the dispatching lifeguard that it is safe to send the next rider after:
  - Clearing the landing zone of people and equipment.
  - Verifying that the water level is appropriate.

Figure 4-22 | As needed, help riders exit the ride vehicle, slide runout or catch pool.

4-5 WRAP-UP

As a lifeguard, one of your goals includes helping to ensure that serious injuries never happen. The more you know about how injuries occur, the better you will be able to prevent them. Good communication with patrons is vital in preventing injuries. You should inform patrons about the potential for injury and educate them about the consequences of risky behavior. It also is important to develop strategies for dealing with injury-prevention challenges at your facility.

BENCHMARKS FOR LIFEGUARDS

Lifeguards should:

- Use all injury prevention strategies at the facility to help patrons stay safe.
- Enforce rules and communicate clearly and professionally with patrons.

BENCHMARKS FOR LIFEGUARDING OPERATIONS

Lifeguard managers should:

- Define policies and procedures for aquatic programs and groups.
- Maintain records, reports and safety checklists.

Chapter 4 Review

1. List the three major strategies a lifeguard can use to help prevent injuries at an aquatic facility.

1)

2)

3)

2. List three things that can help determine if a life jacket is appropriate for use.

1)

2)

3)

3. Many facilities have unique challenges that demand different kinds of surveillance. For each situation listed below, list two guidelines you should keep in mind when providing surveillance for patrons.

Guarding areas for young children:

1)

2)

Play structures:

1)

2)

Chapter 4 Review

4. Identify three strategies for ensuring safe group visits.

1)

2)

3)

5. Why is it important to educate your patrons about safety in, on and around the water?

6. You are in the lifeguard office taking a break from surveillance duty and a camp counselor requests a swim test for a new camper. You use the Red Cross water competency sequence to conduct a swim test. Describe these steps in order:

1)

2)

3)

4)

5)

Chapter 4 Review

ADDITIONAL REVIEW QUESTIONS FOR WATERFRONT LIFEGUARDS:

1. At waterfront facilities using swim tests for group visits, areas for nonswimmers should:

A | Begin in shallow water and grade seamlessly into deep water appropriate for swimmers.

B | Be separated from the swimmer area with a continuous barrier, such as a pier or buoyed lifeline.

C | Extend slightly into deep water for practice.

D | Include designated deep water areas for diving.

Chapter 4 Review

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK & AQUATIC ATTRACTION LIFEGUARDS:

1. Many facilities have unique challenges that require different guarding strategies. For each situation listed below, list two guidelines you should keep in mind when guarding patrons at the following attractions.

Aquatic attractions:

1)

2)

Wave pools:

1)

2)

2. What additional challenges might you face when enforcing rules in a waterpark?

3. What are some responsibilities of a lifeguard assigned the landing zone of a slide?

4. What are some examples of rules or policies that might be found in a waterpark setting?


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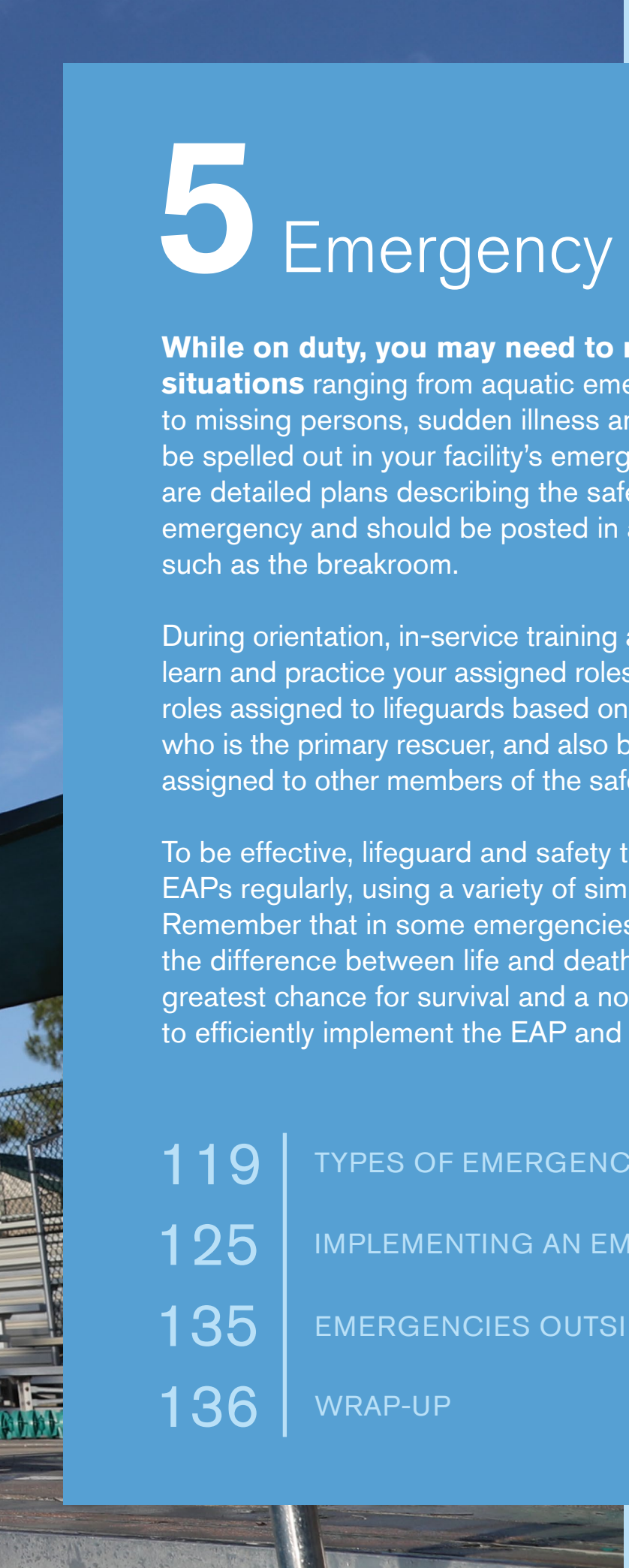


5 Emergency Action Plans

While on duty, you may need to respond to a variety of situations ranging from aquatic emergencies and facility problems to missing persons, sudden illness and severe weather. Your role will be spelled out in your facility's emergency action plans (EAPs). EAPs are detailed plans describing the safety team's responsibilities in an emergency and should be posted in an area frequented by lifeguards, such as the breakroom.

During orientation, in-service training and simulation drills, you should learn and practice your assigned roles in EAPs. You should know the roles assigned to lifeguards based on where they are positioned or who is the primary rescuer, and also become familiar with the roles assigned to other members of the safety team—all outlined in the EAP.

To be effective, lifeguard and safety teams should practice the EAPs regularly, using a variety of simulated emergency situations. Remember that in some emergencies, only a few minutes can make the difference between life and death. To give a drowning victim the greatest chance for survival and a normal outcome, you must be able to efficiently implement the EAP and provide resuscitative care.

5-1 TYPES OF EMERGENCY ACTION PLANS

Every aquatic facility has its own specific set of EAPs based on the unique characteristics at each facility. Plans include factors such as the facility's layout, number of staff on duty at a time, location of backup lifeguards and other safety team members, equipment used and typical response times of the local emergency medical services (EMS) system. EAPs should be practiced regularly and included in your facility's policies and procedures manual.

Aquatic facilities often have a general plan for water and land rescues, as well as additional plans designed to address specific situations. Examples of situation-based EAPs include:

- Water emergency—Drowning victim—active (Figure 5-1)
- Water emergency—Drowning victim—passive (Figure 5-2)
- Water emergency—Spinal injury victim
- Water emergency—Missing person
- Land emergency—Injury or illness

Other situations requiring an EAP include:

- Evacuations
- Sheltering in place
- Severe weather
- Chemical spills or leaks
- Power failures
- Violence
- Thefts in progress

Along with detailing the role that you and your lifeguard team will play in an emergency, EAPs also identify the very important roles played by other members of the safety team.

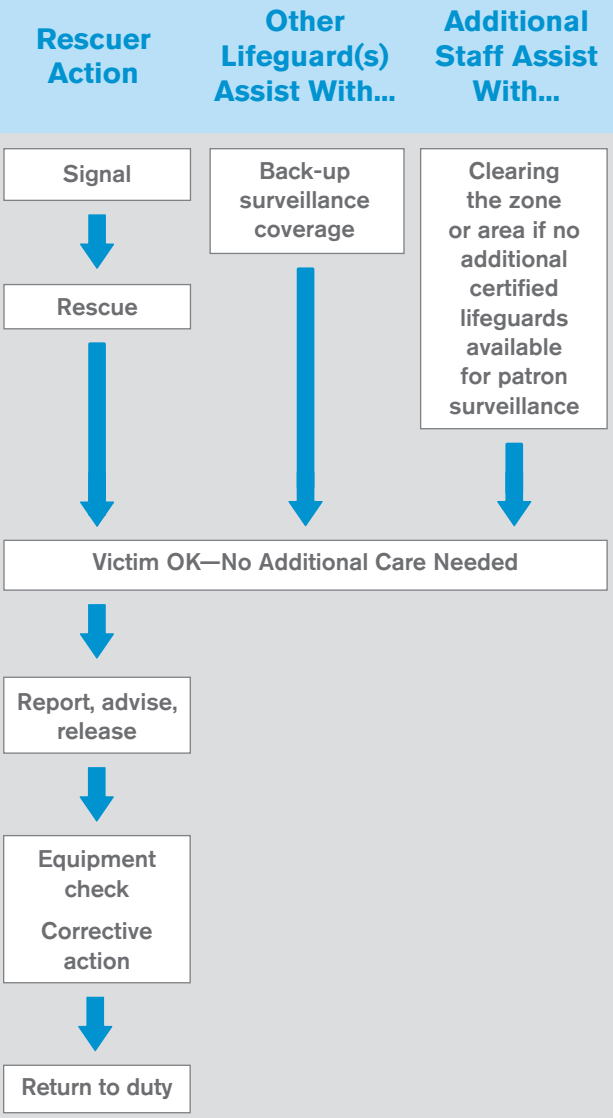
Figure 5-1 | Water emergency—drowning victim, active

Figure 5-2 | Water emergency—drowning victim, passive

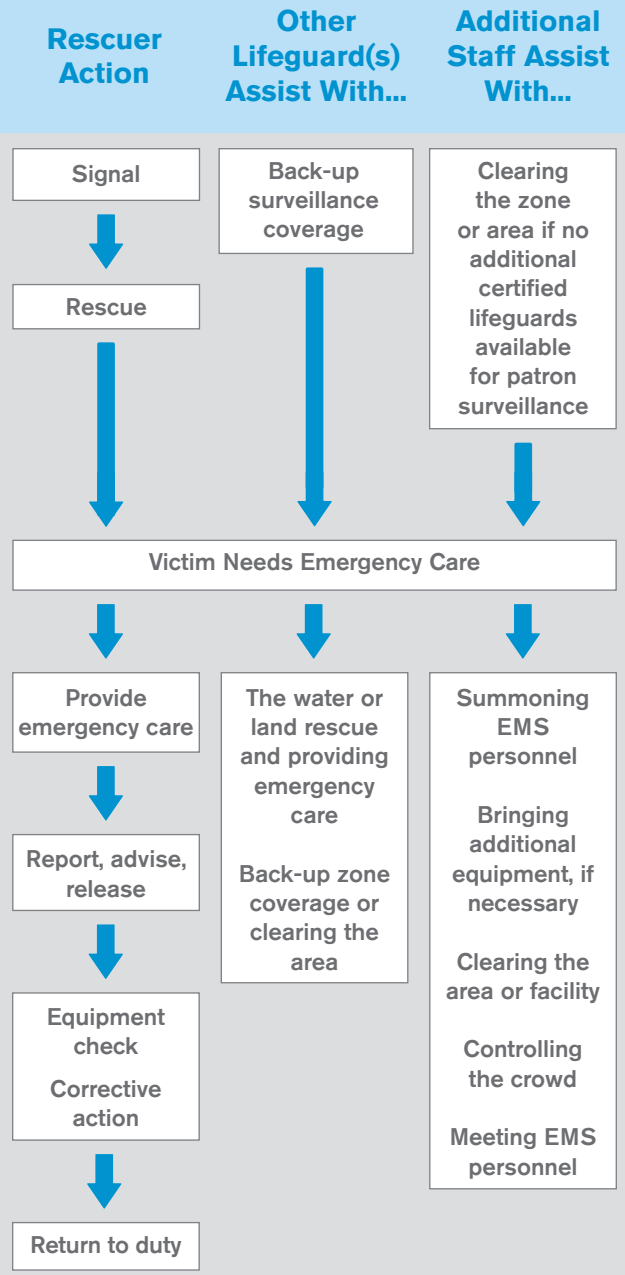
The following two charts (page 120) illustrate how an EAP should be implemented. The first example depicts a situation where no additional resuscitative care is needed after the victim has been removed from the water; the second illustrates a situation where additional resuscitative care is required. Your facility's EAPs will include decision points based on conditions found at the scene along with assigned roles and detailed instructions about how to proceed, which are based on specific circumstances and needs of the facility, such as staffing positions and levels and emergency response times.

Sample Emergency Action Plan Flow: Water Emergency

Example 1: **No Additional Resuscitative Care Is Needed**



Example 2: **Additional Resuscitative Care Is Needed**



If the victim was treated for serious injuries or illness, follow the facility EAP protocols for:

- Closing the facility.
- Contacting family members.
- Contacting the chain of command, such as supervisors or public relations personnel.
- Handling patrons and answering questions.
- Discussing the incident details.
- Operational debriefings.

Role of the Safety Team

As discussed in Chapter 1, the lifeguard team is part of a larger safety team—a network of people who prevent, prepare for, respond to and assist in an emergency at an aquatic facility.

Safety team members working on-site may include aquatics instructors; admissions personnel; retail, concession and administrative staff; maintenance, custodial and security personnel; and supervisors and administrators (Figure 5-3). At parks, waterfronts and youth camps, other team members may include park rangers, game wardens, marine safety officers and EMS personnel stationed at on-site advanced first aid stations. Members of the safety team should be trained and certified in first aid and CPR/AED at the same level of the lifeguard team. This will help ensure that when called upon, they are able to provide the necessary support to the lifeguards when responding to an emergency.

Additional members of the safety team may work off-site and often include upper-level management personnel. Members from a variety of departments within an organization, such as communications, public relations, risk management, legal counsel and executive leadership, may play a role. These team members often become involved as soon as possible after a serious injury or death.

Even if only one lifeguard is performing patron surveillance, other safety team members on-site should be in a position to see and/or hear your emergency signal(s) and immediately respond to help in an emergency.

Everyone needs to know their roles in an EAP. In a small facility, team members may be assigned several different roles, whereas in a large facility each person

Figure 5-3 | Safety teams consist of lifeguards; aquatics instructors; admissions personnel; retail, concession and administrative staff; maintenance, custodial and security personnel; and supervisors and administrators.

may have only one role.
Depending on the emergency, the number of staff available and procedures laid out in the EAP, other members of the safety team may support lifeguards by:

- Assisting with emergency rescues, if trained to do so.
- Summoning EMS personnel by calling 9-1-1 or the designated emergency number.
- Bringing rescue equipment, such as a backboard or an automated external defibrillator (AED), to the scene.
- Clearing the swimming area.
- Alerting additional safety team members.
- Controlling bystanders.
- Securing and protecting the area or evacuating the facility.
- Notifying the chain of command, beginning with the lifeguard supervisor or facility manager, who then informs the appropriate individuals.
- Meeting and directing EMS responders to the scene.
- Collecting information for reports.
- Dealing with questions from patrons or the media.

All safety team members working on-site must know where equipment is stored, including the first aid kit, AED, backboard, resuscitation equipment and disposable gloves. Certification in CPR/AED and first aid is beneficial and often is required for team members who may need to assist the lifeguard team. Safety team members also should practice with the lifeguard team by participating in emergency simulation drills (Figure 5-4).

In some situations, it may be necessary to solicit the assistance of bystanders. Although bystanders may not have the training required to handle emergencies, with direct communication and guidance they can help by controlling a crowd, relaying a message to other team members, getting equipment or summoning EMS personnel.

Figure 5-4 | Safety team members participating in emergency simulation drills.

CHOOSING WHERE TO WORK

It is very important that you choose your place of employment wisely. Before you accept a lifeguarding job, you should evaluate the potential working conditions. Are you going to be set up for success? Will you have the tools you need to perform your job? The best way to answer these questions is to "interview" potential employers. Just as they will ask you questions when they interview you, you should ask them questions about their facilities.

These questions should include:

- How many lifeguards will be on duty at one time?
- What is the length of lifeguard rotations?
- How many lifeguard stands are there?
- Are there scheduled meal breaks?
- Does the facility provide rescue equipment, such as rescue tubes, first aid kits and backboards?
- Does the facility provide uniforms, or are you required to purchase your own?
- Does the facility provide whistles, or are you required to provide your own?
- Has the facility established an EAP?
- Does the facility conduct new employee orientations?
- Is there a staff manual outlining policies and procedures and if so, is it available to you?

MISSING PERSON PROCEDURES

Every aquatic facility should include missing-person procedures in its EAP. All staff should be trained in these procedures during orientation.

Time is critical when a person is missing. For example, the missing person could be someone struggling in the water or a child who wandered off and cannot be found by their parent. Every missing-person report is serious.

During all missing-person search procedures, one person should be in charge to avoid confusion and wasting time. This may be the lifeguard supervisor or facility manager.

Lifeguards will begin the search, but if the missing person is not found immediately, they may ask other facility staff for help and call EMS personnel for backup. You and other staff should continue the search until EMS personnel arrive on the scene to assist with the search. You can cancel the EMS response if you find the missing person and they do not need medical assistance.

The facility's EAP may include some or all of the following steps for a missing-person search:

- The lifeguard who takes the initial report should quickly alert other lifeguards about the situation. They should then find out the following from the patron who reported the person missing:
  - Where the person was last seen

MISSING PERSON PROCEDURES, CONTINUED

  - How long the person has been missing
  - The person's age
  - The person's swimming ability
- The lifeguard should keep the reporting party with them until a positive identification of the missing person is made.
- A public address request for the missing person to report to a specific area may be made.
- All other lifeguards should clear the swimming areas and assist in the search, starting at the place where the missing person was last seen and expanding from there.
- If it is determined that the missing person is not in the water, lifeguards and other staff should meet in a designated location to begin an organized land search. The search should include lawns, bathrooms, locker rooms, picnic areas and other play structures within the facility. Swimming areas should remain closed until it is determined that the missing person is not in the aquatic facility.
- A designated lifeguard or staff member should make an announcement over the public address system describing the missing person, if appropriate. (Follow the facility's policy as to whether or not you should describe a missing child.) Use a megaphone, if necessary. Direct everyone to please stay calm and ask for volunteers, if they are needed. Ask the missing person to report to the main lifeguard area. In many cases, the person will not be aware that someone has reported them missing.
- If the missing person is not found in the aquatic facility, facility staff or EMS personnel should call the local police department, which will take over and expand the search.

EAPs for waterfront facilities also may include the following steps:

- One lifeguard should act as the lookout above the water level on a pier, raft or watercraft with rescue equipment.
- Lifeguards should look under piers, rafts, floating play structures and in other dangerous locations.
- Adult volunteers can help search shallow areas, but only lifeguards should search beyond chest-deep water. See Chapter 6 for information on sightings, cross bearings and line searches.

EAPs for camps also may include the following steps:

- Staff should quickly check the missing person's cabin or tent and other areas.
- All campers should be moved to a central location where a head count should be taken.
- Lifeguards should continue to search the entire waterfront until every person has been accounted for or until proper authorities take over.

EAPs for parks also may include the followings steps:

- Staff should search playgrounds, campsites and wooded areas.
- Park rangers, maintenance staff and volunteers can search land areas while lifeguards search the water.

5-2 IMPLEMENTING AN EMERGENCY ACTION PLAN

The following section describes a typical EAP designed for a general water or land emergency. In an actual emergency, the safety team member responsible for each task would be designated in the facility's specific EAP.

At the Onset of an Emergency

Recognize the Emergency

The first step in any EAP is to recognize that an emergency is taking place in the water or on land and to determine that someone needs immediate help.

Activate the EAP

Next, before leaving your station, activate the EAP by giving the pre-arranged signal, such as a long whistle blast, to alert other lifeguards and staff.

This step is critical. If your signal is not recognized, other lifeguards and safety team members will not realize that there is an emergency. Without their backup, your safety and the safety of patrons may be compromised.

The signals used to activate an EAP must be simple and clear. They will be pre-determined based on the nature of the facility and the number of staff. Signals commonly use one or more of the following:

- Whistles
- Your hands (for hand signals)
- Public address systems
- Telephones or call boxes (Figure 5-5)
- Two-way radios
- Flags
- Horns
- Megaphones
- Electronic devices (buttons or switches) that must be triggered

At a slide, the signal must alert the lifeguard stationed at the top to stop dispatching more riders. At a wave pool, pushing the emergency stop (E-stop) button is required to stop the waves before attempting a rescue (Figure 5-6).

Figure 5-5 | A manager calls 9-1-1 while executing her facility's EAP.

Figure 5-6 | Pushing the emergency stop (E-stop) button stops waves at a wave pool.

Perform a Water Rescue or Provide Emergency Care

Once you have given the signal, choose the appropriate rescue for the situation and provide care to the victim as necessary. Some rescues may require additional lifeguards to enter the water and assist with the water rescue.

During the Emergency

Ensure Backup Zone Coverage

The lifeguard rotation should include backup zone coverage plans that ensure backup coverage is immediately available upon activating the EAP. For water rescues, the EAP may direct all lifeguards to stand in their chairs and adjust their zone coverage to accommodate for that of the lifeguard making the rescue. Alternatively, the plan may require lifeguards who are not on patron surveillance duty to take the rescuing lifeguard's place at the vacant lifeguard station.

Clear the Swimming Area

Sometimes an incident is serious enough to require clearing the swimming area. The lifeguard who is providing back-up coverage—or another member of the safety team identified in the EAP—makes this judgment and signals to patrons to leave the water. With the area cleared, other staff members are able to either assist with the rescue or provide additional care.

Summon EMS Personnel

If the incident involves a life-threatening emergency, someone must summon EMS personnel by immediately calling 9-1-1 or the designated emergency number. A safety team member usually makes this call, but it might be made by a patron or other bystander; so, emergency numbers and other instructions, such as the facility's address, should be clearly displayed in the facility and at each phone (Table 5-1). In some facilities, a number, such as an 8 or 9, must be dialed first to place an outside call. This information also should be included in any instructions.

Some facilities and remote youth camps have on-site medical staff on their safety teams, such as emergency medical technicians (EMTs) or nurses. If this is the case, the facility's EAP may direct you to contact one of these members before or instead of calling 9-1-1.

When EMS personnel arrive, a member of the safety team meets them and directs them to the scene (Figure 5-7).

Figure 5-7 | When EMS personnel arrive, a member of the safety team meets them and directs them to the scene.

Table 5-1: **Sample Emergency Call Procedure: Ambulance, Fire, Police**

- Call 9-1-1 or the designated emergency number.
- Identify yourself.
- Explain the situation briefly (e.g., unconscious child pulled from the water).
- Explain the purpose of the call (e.g., need an ambulance, need police).

Give the location.	Facility Name _____ Physical Address _____ _____ Phone #

- Answer questions addressed to you.
- Do not hang up until the EMS call-taker tells you to do so.

TRAINING WITH EMERGENCY PERSONNEL

As a professional lifeguard, you may have the opportunity to train with local EMS personnel, including EMTs, paramedics, firefighters and law enforcement officers. These training sessions can be beneficial to both lifeguards and EMS personnel. In addition to fostering good relationships, training together gives lifeguards a better understanding of their role on the EMS team and familiarizes EMS personnel with the aquatic facility's emergency procedures.

Your facility might offer a variety of joint in-service trainings, including but not limited to:

- Medical emergency action plans and procedures
- Emergency action plans for severe weather and chemical and natural disasters
- Threats to public safety and facility security
- Types of equipment to be used during an emergency
- Transitions from staff to EMS personnel for various emergencies
- Missing-person protocols for land and water
- Public-indecency awareness
- Demonstration of CPR/AED and lifeguarding skills
- Practice and coordination of medical EAPs
- Practice and coordination of missing-person procedures
- Practice and coordination of evacuation procedures for fire or other emergencies
- Proper radio communications
- Procedures for recognizing and handling suspicious behavior

One of the benefits of these trainings is that you and your fellow lifeguards get a chance to see EMS responders in action and to practice interacting with them before an actual emergency occurs. For example, if your training session involves practicing how to transfer care to EMS personnel, you might discover that you may be expected to continue giving CPR, even after EMS personnel arrive.

Likewise, EMS personnel may benefit from these training sessions by getting to see lifeguards carry out water rescues and provide emergency care. This gives EMS personnel the chance to become familiar with your skills and your facility's equipment.

Both EMS personnel and lifeguards benefit from trainings that cover EAPs. By practicing EAPs in advance, both have an opportunity to address potential problems. For example, while practicing an evacuation plan, you may discover that the EMS stretcher does not fit in your facility's elevator.

Control Bystanders

You may need to control bystanders to prevent them from interfering with a rescue or emergency care. This may involve:

- Using a firm but calm voice to ask bystanders to move back so that care can be provided. Do not yell at patrons.
- Roping off areas or positioning chairs around the emergency site.
- Using the public address system to communicate with patrons.
- Repeating commands and requests as often as is necessary.
- Ensuring that EMS personnel have a clear path.
- Keeping bystanders and any children away from the rescue scene.

Any safety team member should be empowered to solicit aid from bystanders as appropriate, such as to summon EMS personnel or to help with crowd control. Always follow your facility's policies and procedures when seeking assistance from patrons. However, emergency plans should not rely on bystander aid in lieu of adequate staffing. Bystanders are not primary response personnel.

Evacuate the Facility

In certain circumstances, such as a fire or violent situation, you may need to evacuate the facility. To evacuate everyone safely:

- Give the pre-determined signal and instruct patrons to clear the pool or waterfront area.
- Follow the facility's evacuation procedures to clear all areas of the facility, including locker rooms, lobby areas and staff rooms.
- Direct patrons to a position of safety.
- Ensure that patrons do not re-enter the facility until the facility is declared safe for re-entry. In emergency situations, EMS, fire or law enforcement personnel will inform facility staff when it is safe to re-enter.

After the Emergency

Report, Advise, Release

After the emergency has been resolved, you and other members of the safety team still have three important tasks to complete: report, advise and release.

Report the Incident

Staff members involved in the incident need to complete the appropriate incident report form as quickly as possible after providing care. Collect the required information about the victim, such as name, address and contact information, before you release the victim. After releasing the victim, you can continue filling out the information regarding the rescue. The person who made the rescue should fill out the form, recording only factual information of what was heard and seen and any action taken. Do not record personal opinions or information given to you by someone else. Depending on the circumstances, other lifeguards involved in the incident may sign your form as witnesses or fill out their own separate forms.

Sometimes you will be responsible for requesting witness statements from bystanders, although this usually is done by a lifeguard supervisor or manager. Witnesses should write their names, addresses, phone numbers and statements on separate, dated forms, describing the incident in their own words. Do not tell witnesses what to put in their statements and separate witnesses when they are completing their statements; if they are allowed to be together, they may talk to each other, which may distort their perception of the emergency.

Remember that documentation is important for legal reasons as well as for tracking when, where and how often incidents occur. Reports provide valuable information for facilities to use when they assess safety protocols, such as staffing levels or placement of lifeguard stations.

Advise the Victim

Depending on the nature of the incident, your next step may be to advise the victim. For example, you might give the victim safety instructions to prevent a similar incident from recurring or recommend that the person follow up with a healthcare provider. In certain cases, you might advise the person not to return to the water for a period of time. In a serious or life-threatening emergency, it may be more appropriate to have EMS or medical personnel provide the advice. Always be certain to document your actions and any advice given to the victim on the incident report.

Release the Victim

A victim may be released only when the rescue and emergency care provided by you and your safety team is complete. In some cases, you will release the person under their own care or to a parent, guardian, camp counselor, group leader, instructor or other staff member. In other situations, you will release the victim to the care of advanced emergency care providers, such as EMS personnel. Always be sure to document that the victim was released.

SAMPLE INCIDENT REPORT FORM

Date: _____ Time: _____ AM PM Day: Mon Tue Wed Thur Fri Sat Sun

FACILITY DATA:

Facility: _____ Phone Number: _____

Address: _____

City: _____ State: _____ ZIP: _____

PATRON DATA: (complete a separate form for incidents involving more than one person)

Name: _____

Phone Number: (H): _____ (Cell): _____

Address: _____

City: _____ State: _____ ZIP: _____

Family Contact: Name: _____ Phone: _____

Date of birth: _____ Age: _____ Gender: Male Female

INCIDENT DATA:

Location of Incident: (describe the location below and mark an X on the facility diagram)

Location: _____

Water Depth, if a water rescue: _____

Water Conditions: _____

Facility Condition: _____

Description of Incident: (Describe what happened and include any contributing factors, such as unaware of depth, medical reasons, etc.): _____

_____

_____

Did an injury occur? Yes No

If yes, describe the type of injury: _____

CARE PROVIDED:

Did facility staff provide care? Yes No

Describe care provided in detail: _____

_____

_____

PATRON ADVISED:

Describe any instructions provided to the patron (cautioned to obey the rules, issued a life jacket, etc.): _____

_____

Patron returned to activity? Yes No

PATRON RELEASED TO:

Self Parent/Guardian

EMS Transported off-site Medical Facility: _____

STAFF INFORMATION:

Name and position title of staff that provided care: _____

Name(s) of assisting lifeguard(s) or staff involved in incident: _____

_____

REPORT PREPARED BY:

Name: _____ Position: _____

Signature: _____ Date: _____

Witnesses (attach witness descriptions of incident)

Name: _____ Phone: _____

Address: _____

City: _____ State: _____ ZIP: _____

Witnesses (attach witness descriptions of incident)

Name: _____ Phone: _____

Address: _____

City: _____ State: _____ ZIP: _____

REFUSAL OF CARE:

Did victim refuse medical attention by staff? Yes No

If yes, victim (parent or guardian for a minor) signature: _____

ATTACHMENTS:

Note any attachments such as EMS personnel report or follow-up conversations with the victim and/or parents or guardian.

Notify the Chain of Command

The facility's lifeguard supervisor or facility manager needs to be notified when emergencies occur. With a serious injury or death, the lifeguard supervisor or facility manager notifies the appropriate administrator(s) as soon as possible. The administrator works with responding agencies to determine who should contact the victim's family. Your chain of command also may offer advice and guidance on what needs to be done before reopening the facility.

Check the Equipment and the Facility

All equipment and supplies used in the rescue must be inspected. You or other safety team members must report and/or replace all damaged or missing items before returning to duty. Properly clean and disinfect any equipment or areas of the facility exposed to blood or other potentially infectious materials. Use biohazard bags to dispose of contaminated materials, such as used gloves and bandages. Place all soiled clothing in marked plastic bags for disposal or cleaning. If the facility was cleared or closed during the incident, put all required equipment back in place before reopening the facility.

Remove any equipment involved in the emergency, such as a tube, sled or mat, from rotation until it is cleared by the lifeguard supervisor or facility manager. If an injured victim was put on a backboard, EMS personnel usually will use that same backboard to transport the victim to a hospital. If this occurs, ask EMS personnel to temporarily exchange backboards with the facility; otherwise, immediately replace the backboard or close the facility until a backboard is available on site. Report any missing or damaged items to the lifeguard supervisor or facility manager.

Take Corrective Action

Before reopening the facility, you or another member of the safety team should correct any problems that contributed to the incident, such as tightening a loose step on a ladder. If a problem cannot be resolved, you may need to restrict access to the unsafe area.

Return to Duty

After completing your responsibilities for the rescue, return to surveillance duty at the appropriate lifeguard station. Follow the procedures for lifeguard rotations. Inform your supervisor if you need time to regroup or are too shaken by the incident to effectively focus on surveillance.

Reopen the Facility

During or after a significant incident, the lifeguard supervisor, facility manager or another individual as identified in the EAP decides whether to close the facility temporarily, and when to reopen. The decision may depend on safety issues, such as whether enough lifeguards are ready to return to surveillance duty, all of the required equipment is in place or spills involving blood or other potentially infectious materials have been cleaned up.

Deal with Questions

Television or newspaper reporters, insurance company representatives and attorneys may ask questions about the emergency, as may people who are just curious. Do not give out any information about the incident or injured person. Only management or a designated spokesperson should talk to the media or others about an incident; your doing so may lead to legal action. The procedure for dealing with the media and others should be laid out in the policies and procedures manual and the EAP.

If people ask questions, let them know that you are not the appropriate person to speak to regarding the incident and refer them to the manager or spokesperson. Do not discuss the emergency with anyone who is not on the facility staff, except for safety team members who are there to assist staff. If the area where the incident happened is visible from public property, you cannot prevent people from taking pictures or recording from a public area. However, facility policy may state that permission from management is necessary before anyone is allowed to take photos or record inside the facility.

Attend the Operational Debriefing

The entire safety team may attend a meeting to talk about what happened before, during and after the emergency. Avoid assigning blame or criticizing anyone's actions or reactions. The goals of the debriefing are to:

- Examine what happened.
- Assess the effectiveness of the EAP.
- Consider new ways to prevent similar incidents.
- Be alert for stress reactions after a critical incident. If the incident involved a serious injury or death and you need assistance in coping with the experience, a licensed mental health professional may help.

CRITICAL INCIDENT STRESS

In an emergency, a person may react both physically and mentally. Physical reactions include tense muscles and increased heart rate and breathing. Mental and emotional stress may manifest as sleeplessness, anxiety, depression, exhaustion, restlessness, nausea or nightmares. Some effects may occur immediately, but others may appear days, weeks or even months after the incident. People react to stress in different ways, even with the same incident. Someone may not even recognize that they are suffering from stress or know its cause.

A critical incident may cause a strong emotional reaction and interfere with a lifeguard's ability to cope and function during and after the incident. For lifeguards, critical incidents include:

- A patron's death, especially the death of a child or a death following a prolonged rescue attempt
- An event that endangers the rescuer's life or threatens someone important to the rescuer
- The death of a co-worker on the job
- Any powerful emotional event, especially one that receives media coverage

These catastrophic events are especially stressful if the lifeguard believes that they did something incorrectly or failed to do something—even after doing exactly what they were trained to do. This stress is called **critical incident stress**. It is a normal reaction. Someone experiencing this usually needs help to recognize, understand and cope with the stress. If this type of stress is not identified and managed, it can disrupt a lifeguard's personal life and their effectiveness on the job. Facility management should help by contacting a licensed mental health professional.

5-3 EMERGENCIES OUTSIDE OF YOUR ZONE

Emergencies sometimes occur away from the water in places, such as:

- Locker rooms
- Concession areas
- Entrance and lobby areas
- Mechanical rooms
- Playgrounds and play areas
- Parking lots

You must be prepared to respond to these emergencies even though they are outside of the immediate aquatic environment and not part of your zone of responsibility.

If you witness or are told about an emergency when you are not on surveillance duty, you should activate the pre-determined EAP signal. If the signal cannot be heard from your location, and you cannot or should not move the victim, you should send a patron to alert another staff member to initiate the facility's EAP. In the meantime, size up the scene, assess the victim's condition and give appropriate care.

You also could be summoned by other safety team members to respond to or assist with emergencies in other parts of your facility, such as a gymnasium, childcare area, cardio or weight room, sauna or park area. Whereas some of these areas might be supervised by facility staff trained in basic first aid, lifeguards might be called upon to respond in an emergency because they are trained at the professional level. Follow your facility EAPs for leaving your zone of responsibility to assist in these types of emergency situations.

THE NEED FOR RESCUE DATA

Training agencies, such as the American Red Cross, can gain a great deal of useful information from reviewing aquatic facilities' rescue reports. Knowing the details about the emergencies to which lifeguards respond and the rescue methods that they use while on the job can help these agencies to determine what lifeguards and management need to know to be prepared and effective in an emergency.

For example, the Department of Kinesiology at the University of North Carolina at Charlotte has developed a rescue reporting system to gather information for this purpose. The ultimate goal is to help the Red Cross and others learn more about what actually takes place when lifeguards are called upon to respond to an emergency. This includes details, such as:

- Environmental conditions at the time of the rescue.
- How lifeguards identified the emergency.
- The type of equipment used.

The information is gathered in a multiple-choice format and is completely anonymous. All emergencies, from a complex rescue to a simple reaching assist, can be reported.

To access the survey, go to:
kinesiology.uncc.edu/student-resources/water-rescue-usa

5-4 WRAP-UP

EAPs are blueprints for handling emergencies. You need to know your EAP responsibilities and the roles given to all members of the safety team. Working as a team and practicing EAPs helps everyone know how to respond in an emergency and how to manage the stress it may cause.

BENCHMARKS FOR LIFEGUARDS

Lifeguards should:

- Handle rescues with a sense of urgency.

BENCHMARKS FOR LIFEGUARDING OPERATIONS

Lifeguard managers should ensure that:

- EAPs are facility-specific, address multiple staffing levels and include back-up coverage.
- EAPs are reviewed and practiced at pre-season and regular in-service training.
- Water rescues and incidents are mapped and analyzed.
- Timely and complete documentation of incident and injuries are maintained.

Chapter 5 Review

1. Why should an EAP be facility specific?

2. Provide three examples of situation-based EAPs.

1)

2)

3)

3. Place the following EAP actions in order for a situation where the victim is responsive and does not require additional care:

_____ Rescue

_____ Equipment check/corrective action

_____ Signal

_____ Return to duty

_____ Report, advise, release

Chapter 5 Review

4. Describe the actions of the additional safety team members listed below during a rescue where the victim is unresponsive and requires additional emergency care.

Other lifeguards:

1)

2)

Additional safety team members:
(Front desk staff, maintenance staff or others as designated by the EAP)

1)

2)

3)

4)

5)

5. When completing a report, you should:

A | Include all details about the incident, including your opinion about how the incident happened.

B | Allow witnesses to discuss their thoughts about the incident before compiling their statement onto one report.

C | Collect all factual information about what was seen, heard and the actions taken.

D | Not allow the victim to leave until you have completed the report and your supervisor has signed it.

Chapter 5 Review

6. Who should deal with questions from the media after an incident? Select all that apply.

A | The lifeguard who performed the rescue

B | The front desk attendant who called 9-1-1

C | The facility manager

D | The company spokesperson

E | EMS personnel

Why? _____

_____

_____

7. Why might a supervisor chose NOT to re-open a facility that was closed during an emergency? Provide one example.

8. Members of the safety team, including non-lifeguard personnel, should be:

A | Trained and certified in first aid and CPR/AED at the same level of the lifeguard team (for professionals).

B | Trained in first aid and CPR for non-professionals.

C | Trained in CPR if they interested in receiving training.

D | Trained to follow the other EAP duties that do not involve providing care.

Chapter 5 Review

9. After an emergency has been resolved, there are still three important tasks to complete. Explain each task.

Report:

Advise:

Release:

10. You must be prepared to respond to emergencies that are outside of the immediate aquatic environment and not part of your zone of responsibility. Describe three areas where these emergencies could occur.

1)

2)

3)

Chapter 5 Review

ADDITIONAL REVIEW QUESTIONS FOR WATERFRONT LIFEGUARDS:

1. An EAP for a missing person includes quickly checking if the person is in the water. Checking for a submerged victim is most difficult for which area?

A | Spa with the bottom obscured by water jets

B | Lap swimming area in a pool with lane lines

C | Underneath play structures in a swimming pool

D | Underneath play structures at a waterfront with murky water

Chapter 5 Review

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK & AQUATIC ATTRACTION LIFEGUARDS:

1. What additional steps might be included in the EAP for a wave pool, a winding river and the landing zone of a speed slide?

Wave pool:

Winding river:

Speed slide landing zone:

2. What additional actions must be taken after signaling an emergency in the following attractions?

Wave pool:

Slides:

3. What signals would you most likely use to activate the EAP in a waterpark setting?

6 Water Rescue Skills

You must always be prepared to enter the water to make rescues when on duty. This means that you have the proper equipment immediately available and are properly stationed to see your entire zone of responsibility. You should always be scanning your zone, searching for signs indicating that someone may need help. If someone does need help, you must assess the victim's condition, perform an appropriate rescue, move the victim to safety and provide additional care as needed.

The skills discussed in this chapter will give you the tools needed to safely perform a rescue in most aquatic environments, although the steps may need to be modified, depending on the actual situation in the water. When performing a rescue, you should keep in mind the skill steps that you have learned, but focus on the ultimate objective—to safely rescue the victim and provide appropriate care.

6-1 GENERAL PROCEDURES FOR A WATER EMERGENCY

In all situations involving a water rescue, follow these general procedures:

1. Activate the emergency action plan (EAP).
2. Enter the water, if necessary.
3. Perform an appropriate rescue.
4. Move the victim to a safe exit point.
5. Remove the victim from the water.
6. Provide emergency care as needed.
7. Report, advise and release.

Activate the Emergency Action Plan

As soon as you recognize an emergency situation, always immediately activate the EAP (Figure 6-1).

Figure 6-1 | Immediately activate your facility's EAP when an emergency situation occurs.

Enter the Water, if Necessary

In some cases, you will be able to use a reaching assist to pull a victim to safety from a deck or pier, such as a distressed swimmer at the surface. However, in most situations you will need to enter the water to perform a successful rescue.

You must quickly evaluate and consider many factors when choosing how to safely enter the water. Each time you rotate to a new station, keep in mind the following factors as you consider how to enter the water to perform a rescue: water depth, location and condition of the victim, location of other swimmers, design of the lifeguard station, your location, facility setup and type of equipment used (rescue board, rescue buoy or rescue tube).

Perform an Appropriate Rescue

The type of water rescue you use will depend on the victim's condition. This includes whether the victim is active or passive, at or near the surface, submerged or possibly has sustained an injury to the head, neck or spine. You should ensure that the victim's airway is above the surface of the water as you move them to a safe exit point.

Begin your rescue by approaching the victim. Always keep the victim or the location where you last spotted the victim within your line of sight. When swimming, always travel with the rescue tube strapped on during your approach to the victim. An exception may be a waterfront setting where additional specialty rescue equipment may be used, such as a rescue board or watercraft. You may approach the victim by:

- Walking with a rescue tube to the victim in shallow water.
- Swimming with a rescue tube to the victim. Traveling on the deck or beach for a distance, then swimming with a rescue tube to the victim.
- Paddling on a rescue board.
- Navigating in a watercraft.

As you near a victim, you need to maintain control and may need to reposition your rescue tube, rescue board or watercraft before making contact. For all assists and rescues when the victim is in distress or struggling, communicate directly with the person. Let the victim know that you are there to help, and give any necessary instructions, using short phrases. For example, say, "I'm here to help. Grab the tube."

Be aware that the victim's condition and location can change between the time you notice the problem and when you complete your approach. For example, a victim who was struggling at the surface may begin to submerge as you approach, requiring you to use a different type of rescue than originally planned.

Move the Victim to a Safe Exit Point

After performing a water rescue, move the victim to a safe exit point. For some, this can be as simple as helping them to walk out of the water, such as in a simple assist. For others, it requires supporting the victim on the rescue tube while keeping their mouth and nose out of the water as you move to the safe exit point, such as in an active victim rear rescue.

Do not automatically return to the point where you entered; you may be able to reach another point faster. However, realize that the closest place on land may not be feasible for extricating the victim. There may be limited deck space or lane ropes, equipment or other features that block the way. Move quickly to the nearest point with appropriate access. Be sure that the chosen exit site has enough room to safely extricate the victim from the water. You also will need enough space to provide any additional care needed, such as giving ventilations or CPR.

Remove the Victim from the Water

Safely remove the victim from the water. For responsive victims, this may involve simply assisting them out of the water. For victims who are unresponsive or suspected of having a head, neck or spinal injury, you will need to extricate using a backboard or a rescue board.

Provide Emergency Care as Needed

The victim may need additional emergency care after the water rescue. This can range from helping the person regain composure to giving ventilations or performing CPR.

Report, Advise and Release

After an emergency, you and other members of the safety team must complete incident report forms, advise the victim on the next steps and release the victim to the appropriate parties. Every water rescue should have a written report. Documentation is important for legal reasons as well as for tracking when, where and how often incidents occur. After the victim is out of the water and care has been given, advise the person, as appropriate, by providing any safety instructions necessary to prevent the likelihood of the incident recurring. You then may release the victim to their own care or to a parent or guardian.

6-2 TRAIN TO THE STANDARD, MEET THE OBJECTIVE

In this course and throughout your ongoing training, you will be taught how to perform water rescues based on American Red Cross standards. You will learn these techniques in a specific manner. However, in the real world, no two aquatic emergencies are exactly alike. Actual rescue situations often are fast-moving and rapidly changing. You may not be able to follow each step exactly as you have learned and practiced. So, in an actual rescue, keep in mind the skill steps you have learned, but your primary focus should be on the overall objective—saving the victim's life.

During this course, you will be evaluated on your ability to make decisions and handle situations as they occur. Keep in mind these four core objectives in any rescue situation:

- Ensure the safety of the victim, yourself and others in the vicinity. This includes the entry, approach, rescue, removal and care provided.
- Use a rescue technique that is appropriate and effective for the situation.
- Provide an appropriate assessment, always treating life-threatening conditions first.
- Handle the rescue with a sense of urgency.

6-3 RESCUE SKILLS

This section contains summaries of water rescue skills that will be taught in this course, along with the objectives specific to each type of skill. Skill sheets describing the skill steps are located at the end of the chapter.

Entries

The objective of entries is to get in the water quickly and safely, with rescue equipment, and begin approaching the victim (Figure 6-2). It may not be safe to enter the water from an elevated lifeguard stand if your zone is crowded or due to the design or position of the stand. You may need to climb down and travel along the deck or shore before entering the water. The type of entry used depends on:

- The depth of the water
- The height and position of the lifeguard station (elevated or at ground level)
- Obstacles in the water, such as people, lane lines and safety lines
- The location and condition of the victim
- The type of rescue equipment
- The design of the facility

There are several ways to enter the water for a rescue:

- **Slide-In Entry**. The slide-in entry is slower than other entries, but it is the safest in most conditions. This technique is useful in shallow water, crowded pools or when a victim with a head, neck or spinal injury is close to the side of the pool or pier.
- **Stride Jump**. Use the stride jump only if the water is at least 5 feet deep and you are no more than 3 feet above the water.
- **Compact Jump**. You can use the compact jump to enter water from the deck or from a height, depending on the depth of the water. If jumping from a height (when you are more than 3 feet above the water, such as on a lifeguard stand or pier), the water must be at least 5 feet deep.
- **Run-and-Swim Entry**. To enter the water from a gradual slope—zero-depth area, such as a shoreline or wave pool—use the run-and-swim entry.

Figure 6-2 | The compact jump can be used to enter water at least 5 feet deep from an elevated station.

Rescue Approaches

The objective of a rescue approach is to safely, quickly and effectively move toward the victim in the water while maintaining control of the rescue tube and keeping the victim in your line of sight. The best way to swim to the victim using a rescue tube is with a modified front crawl or breaststroke (Figure 6-3, A–B). With the rescue tube under your armpits or torso, swim toward the victim with your head up, keeping the rescue tube in control at all times. For long distances, or if the rescue tube slips out from under your arms or torso while you are swimming, let the tube trail behind (Figure 6-4). If necessary, reposition the rescue tube in front of you before contacting the victim.

In shallow water, it may be quicker or easier to walk to the victim. Hold the rescue tube at your side and walk quickly toward the victim. If necessary, position the tube in front of you before contacting the victim.

Figure 6-4 | Allow the rescue tube to trail behind you when swimming long distances.

Figure 6-3A | Modified front crawl approach

Figure 6-3B | Modified breastroke approach

Assists

The objective of an assist is to safely and effectively help a victim who is struggling in the water and move them to safety. Assists are the most common way that lifeguards help patrons who are in trouble in shallow water.

An assist may be required to help a patron:

- Stand up because they are small or have been thrown off balance, such as from landing at the bottom of a slide.
- Get to the surface when they are submerged in shallow water.
- Enter and exit an attraction.
- Get in or out of inner tubes or rafts.
- Reach an exit point when they are tired.

You also may use an assist for a patron who is stuck on a slide or becomes frightened. In this instance, you should climb up the slide to reach the patron and talk to the patron to help calm them and provide direction.

If you are stationed in the water, such as when standing in a catch pool, assists can be performed quickly without interrupting patron surveillance. However, if a rescue is needed instead of an assist, activate the EAP.

Figure 6-5 | Simple assist

The most common assists include the:

- **Simple Assist.** A simple assist can be used in shallow water and may be merely helping a person to stand. The simple assist also may be used to rescue a victim who is submerged in shallow water and is within reach (Figure 6-5).
- **Reaching Assist.** To assist a distressed swimmer who is close to the side of the pool or a pier, use a reaching assist from the deck by extending a rescue tube within the victim's grasp. A swimmer in distress usually is able to reach for a rescue device. However, a victim who is struggling to keep their mouth above the water's surface in order to breathe may not be able to grab a rescue tube. In this case, you may need to enter the water to rescue the victim using a front or rear victim rescue.

Rescuing a Victim at or Near the Surface

The objective of rescuing a victim at or near the surface of the water is to safely and confidently support the victim using the rescue tube before the victim submerges. The victim's airway should remain above the water while you move to a safe removal point, assess the victim's condition and then provide the appropriate care.

Use the following rescues for victims at or near the surface of the water:

- **Active Victim Front Rescue:** for a drowning victim who is struggling and facing toward you
- **Active Victim Rear Rescue:** for a drowning victim who is struggling and facing away from you (Figure 6-6)
- **Passive Victim Front Rescue:** for a drowning victim who is face-down at or near the surface in a vertical-to-horizontal position; seems unresponsive and is not suspected of having a head, neck or spinal injury; and is facing toward you (Figure 6-7, A—B)

Figure 6-6 | Active victim rear rescue

- **Passive Victim Rear Rescue:** for a drowning victim who is face-down at or near the surface in a vertical-to-horizontal position; seems unresponsive and is not suspected of having a head, neck or spinal injury; and is facing away from you
- **Passive Victim at or Near the Surface in Water ≤ 3', Face-Up:** for a drowning victim who is face up at or near the surface in water less than 3 feet; seems unresponsive; and is not suspected of having a head, neck or spinal injury
- **Passive Victim at or Near the Surface in Water ≤ 3', Face-Down:** for a drowning victim who is face-down at or near the surface in very shallow water (3 feet or less); seems unresponsive; and is not suspected of having a head, neck or spinal injury

Figure 6-7A | Passive victim front rescue

Figure 6-7B | Support the victim on the rescue tube and tow them to the extrication point.

Rescuing a Submerged Victim

Sometimes a drowning victim is below the surface. This could be in shallow water or in deep water beyond your reach. The objective in rescuing a submerged victim is to effectively and quickly go underwater, make contact with the victim, bring them to the surface and support the victim on the rescue tube while maintaining an open airway (Figure 6-8). Continue to maintain an open airway while moving the victim to a safe exit point, remove the victim, assess the victim's condition and provide appropriate care.

Use the following rescues, based on the victim's position in the water:

- **Passive Submerged Victim–Shallow Water:** for a victim who is passive, submerged in shallow water
- **Submerged Victim in Deep Water:** for a victim who is submerged in deep water

An additional lifeguard may be necessary to provide assistance, especially for a deep-water rescue. For example, the additional lifeguard may need to retrieve and position the rescue tube if you had to remove the strap to reach the victim.

In deep water, surface dives enable you to submerge to moderate depths to rescue or search for a submerged victim. When a victim is below the surface, you must be able to get under water or to the bottom. As a lifeguard, you must be able to perform both of the following methods of getting to the bottom:

- **Feet-First Surface Dive**
- **Head-First Surface Dive**

Figure 6-8 | Rescuing a submerged victim

Multiple-Victim Rescue

Sometimes two or more victims need to be rescued simultaneously. This may happen, for example, when a victim grabs a nearby swimmer to try to stay above the water (Figure 6-9), or when a parent attempts to rescue a child but is overcome by the child's strength. The objective for this rescue is the same as those involving any other active victim.

Several lifeguards should assist in a multiple-victim rescue, if possible. At least one lifeguard should check the bottom for possible submerged victims while other lifeguards rescue the victims at the surface.

Figure 6-9 | Multiple-victim rescue

Removal from Water

At this stage in the rescue, the objective is to safely and effectively remove the victim from the water, taking the victim's condition into account, and to provide the appropriate care. You must keep the victim's airway above the water throughout the process.

Sometimes a victim is unresponsive or too exhausted to climb out of the water, even on a ladder. The decision when and how to remove the victim should be made based on the victim's condition and size, how soon help is expected to arrive and whether a bystander can help. If a victim needs immediate first aid, such as ventilations or CPR, extricate them from the water immediately and make sure that emergency medical services (EMS) personnel have been summoned. If you suspect that the victim has an injury to the head, neck or spine, and the victim is breathing, special extrication techniques are used to remove the victim (see Chapter 11).

Use one of the following techniques to remove a victim from the water:

- **Extrication Using a Backboard.** To perform the extrication technique, work with an assisting rescuer to use a backboard at the pool edge or pier, zero-depth entry or steps (Figure 6-10).
- **Quick Removal for a Small Victim.** This technique can be used to remove a small, passive victim from shallow water if a backboard is not immediately available.
- **Walking Assist**. Use the walking assist to help a conscious victim walk out of shallow water.
- **Beach Drag.** On a gradual slope from a waterfront beach or zero-depth entry, the beach drag is a safe, easy way to remove someone who is unresponsive or who cannot walk from the water. Do not use this technique if you suspect an injury to the head, neck or spine, unless the victim is not breathing.

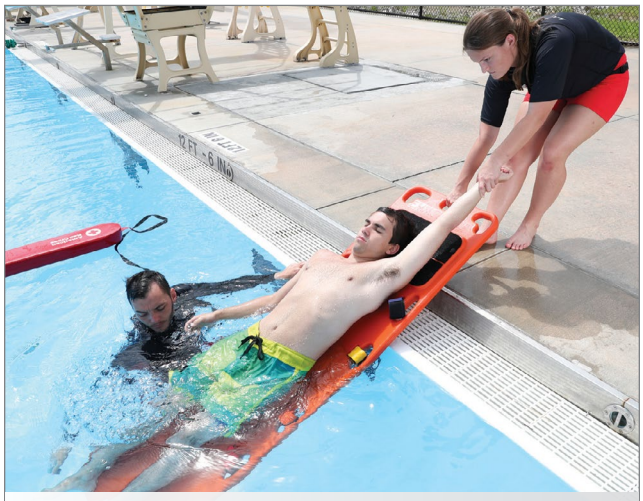


Figure 6-10 | Extrication using a backboard

6-4 ADDITIONAL RESCUE SKILLS FOR WATERFRONTS

Using a Rescue Board

At some waterfronts, a rescue board is used to patrol the outer boundaries of a swimming area. A rescue board also may be kept by the lifeguard stand, ready for emergency use (Figure 6-11). If the facility uses a rescue board, learn how to carry the board effectively, paddle quickly and maneuver the board in all conditions. Wind, water currents and waves affect how you will be able to handle the board. Practice using a rescue board often to maintain your skills. Keep the board clean of suntan lotion and body oils, which can make it slippery.

Figure 6-11 | Have a rescue board ready for emergency use by the lifeguard stand.

The objective when using a rescue board is to reach the victim quickly, safely make contact, place the victim on the board and return to shore (Figure 6-12). If the victim is unresponsive, loading the victim on the rescue board can be challenging. When possible, multiple rescuers should assist in getting the victim to shore. Depending on variables, including distance from shore, the rescue board may not be the most efficient method of rescue. Follow facility protocols for the use of the rescue board.

Figure 6-12 | A rescue board can be used to rescue victims at a waterfront facility.

Several skills are involved when using a rescue board:

- **Approaching the Victim**
- **Rescuing a Distressed Swimmer or Active Victim**
- **Rescuing a Passive Victim**

Using Watercraft for Rescues

If your facility uses watercraft for rescues, you should practice to become skilled in managing them in all rescue situations and all weather conditions. The facility must train lifeguards in the use of the watercraft (Figure 6-13). Refer to the skill sheets at the end of this chapter for general guidelines on the use of various watercraft.

Figure 6-13 | A rescue craft, such as a kayak, can be used to rescue victims at a waterfront facility.

REACHING AND THROWING EQUIPMENT

A ring buoy (Figure 6-14), reaching pole and shepherd's crook often are required by the health department for swimming pools and waterparks to be used by untrained bystanders. The throw bag, or rescue bag, is a throwing device often carried by paddlers, kayakers and swift-water rescue teams. It also may be used at swimming facilities, particularly in rescue water craft. While this equipment is not typically used by lifeguards to perform the professional rescues taught in this course, you should learn how to use them if your facility has any of these items.

For a reaching assist with equipment, brace yourself on the pool deck, pier surface or shoreline. Extend the object to the person, sweeping it toward the person from the side until it makes contact with an arm or hand.

When the person grasps the object, slowly and carefully pull them to safety. Keep your body low and lean back to avoid being pulled into the water.

For a throwing assist, place your non-throwing hand through the wrist loop, if it has one. If there is no wrist loop, step on the non-throwing end of the line. Hold the coil of the line in the open palm of your non-throwing hand (Figure 6-15). Try to get the attention of the swimmer, and then throw the device so that the line lands across the victim's shoulder or slightly in front. When using a throw bag, the line plays out of the bag as it travels through the air. Tell the victim to grab onto the line and hold onto it. Pull the victim to safety. Always consider wind conditions and water current when performing a throwing assist.

With all rescue equipment at a facility, you are expected to participate in the in-service training and practice to become proficient in the use of throw bags.

6-14 | Ring buoy

6-15 | Throw bag

6-5 SPECIAL SITUATIONS AT WATERFRONTS

Sightings and Cross Bearings

When a drowning victim submerges at a waterfront, you must swim or paddle to their last seen position. Take a **sighting** or a **cross bearing** to keep track of where the victim went underwater.

To take a sighting:

1. Note where the victim went under water.
2. Line up this place with an object on the far shore, such as a piling, marker buoy, tree, building or anything that is identifiable. Ideally, the first object should be lined up with a second object on the shore (Figure 6-16). This will help you to maintain a consistent direction when swimming, especially if there is a current.
3. Note the victim's distance from the shore along that line.

With two lifeguards, a cross bearing can be used. To take a cross bearing:

1. Have each lifeguard take a sighting on the spot where the victim was last seen from a different angle (Figure 6-17).
2. Ask other people to help out as spotters from shore.
3. Have both lifeguards swim toward the victim along their sight lines.
4. Have both lifeguards check spotters onshore for directions. Spotters communicate with megaphones, whistles or hand signals.
5. Identify the point where the two sight lines cross. This is the approximate location where the victim went under water.

If a person is reported as missing in or near the water, or you have attempted and are unable to locate a victim after submersion, a search is necessary.

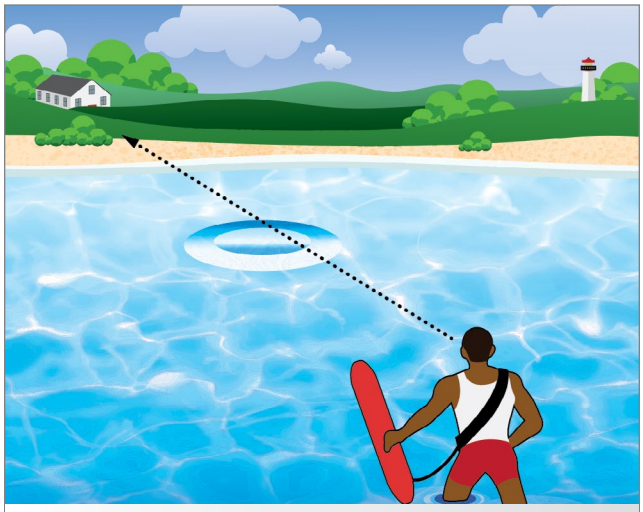


Figure 6-16 | Taking a sighting

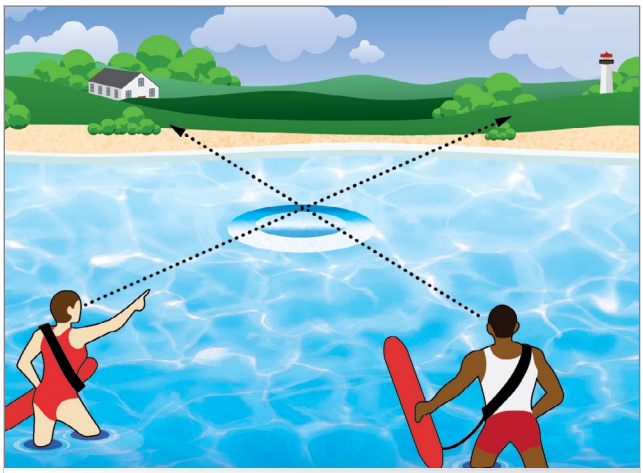


Figure 6-17 | Taking a cross bearing

Searching Shallow-Water Areas

To search shallow-water areas where the bottom cannot be seen:

1. Have a lifeguard or supervisor oversee the search.
2. Ask adult volunteers and staff to link their arms and hold hands to form a line in the water. The shortest person should be in the shallowest water, and the tallest person should be in water no more than chest deep (Figure 6-18).
3. Have the whole line slowly move together across the area, starting where the missing person was last seen.
4. As the line moves forward, have searchers sweep their feet across the bottom with each step. If there is a current, walk downstream with the current. (A typical search pattern is shown in Figure 6-19).
5. Have only trained lifeguards search deeper areas.

Figure 6-18 | Lifeguards performing a shallow-water line search.

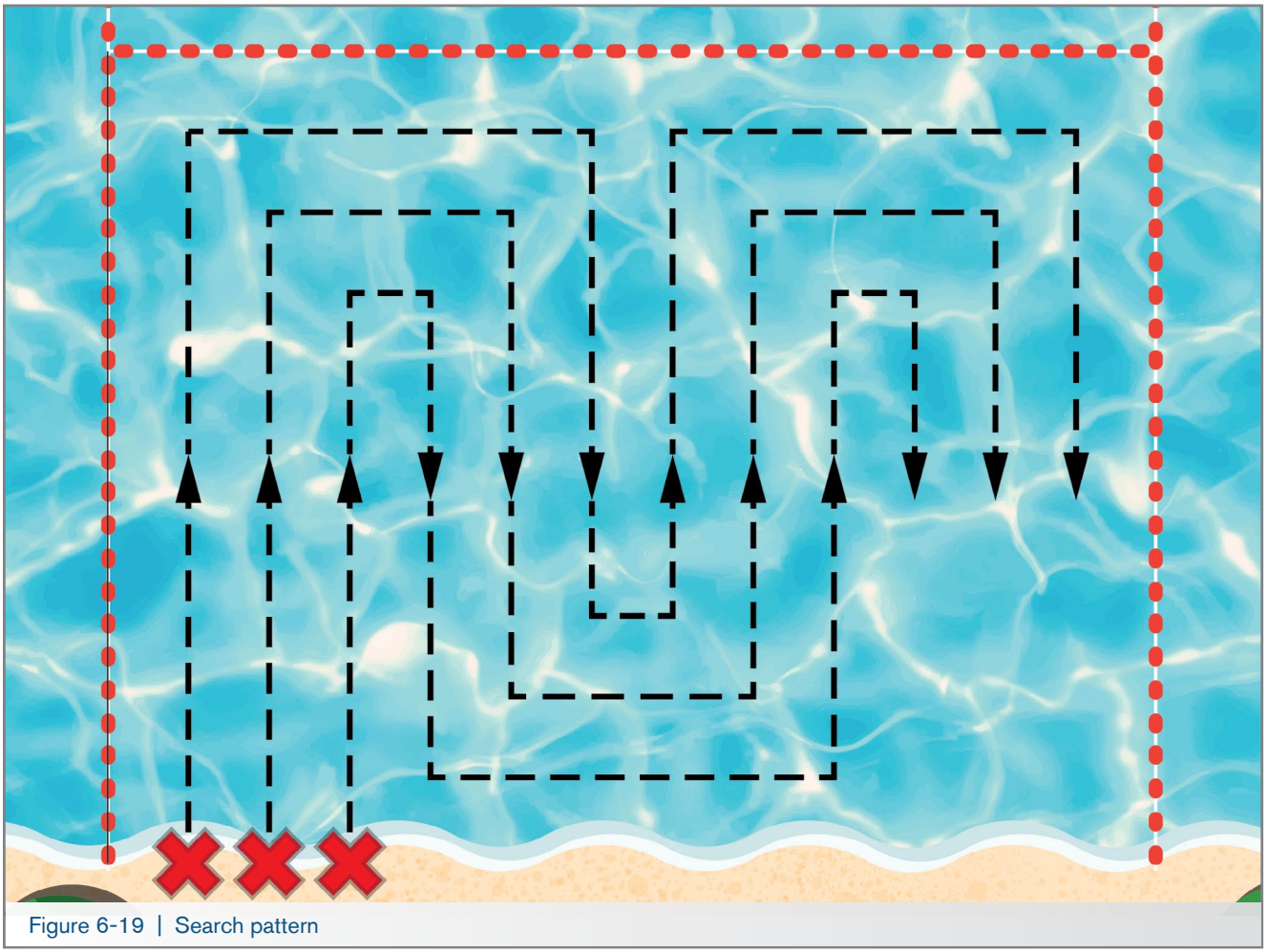


Figure 6-19 | Search pattern

Searching Deep-Water Areas

Surface Dives

Feet-first and head-first surface dives enable lifeguards to submerge to moderate depths to search for a submerged victim.

Deep-Water Line Searches

The deep-water line search is used in water greater than chest-deep when the bottom cannot be seen from the surface. The search should start at the point where the victim was last seen in the water. This point should be marked on the shoreline. When preparing to conduct a deep-water line search, adhere to the following guidelines:

- Wearing masks and fins, several lifeguards form a straight line an arm's length from each other (Figure 6-20).
- One lifeguard should serve as the safety lookout above the water level on a pier, raft or watercraft with rescue equipment in case a searcher gets in trouble or the missing person is found.
- On command from the lead lifeguard, all lifeguards perform the same type of surface dive (feet-first or head-first) to the bottom and swim forward a predetermined number of strokes—usually three. If the water is murky, searchers check the bottom by sweeping their hands back and forth in front of them, making sure to cover the entire area. To keep the water from becoming cloudier, try to avoid disturbing silt and dirt on the bottom. Be sure not to miss any areas on the bottom when diving and resurfacing.
- Lifeguards should return to the surface as straight up as possible.
- The lead lifeguard accounts for all searchers, re-forms the line at the position of the person farthest back and backs up the line one body length. On command, the team dives again.
- Lifeguards repeat this procedure until the victim is found or the entire area has been searched. Figure 6-21 shows one example of a search pattern: Lifeguards move the line in one direction to the boundary of the search area, then turn at a 90-degree angle to the first line and repeat the sequence as necessary.
- If the missing person is not found, lifeguards expand the search to nearby areas. Consider whether currents may have moved the victim.
- Lifeguards continue to search until the person is found, emergency personnel take over or the search has been called off by officials.
- If a lifeguard finds the victim, the lifeguard should bring the victim up by grasping the victim under the armpit and returning to the surface. Swim the victim to safety, keeping the victim on their back, with their face out of the water. A lifeguard with equipment should take over to maintain an open airway while moving the victim to safety. Remove the victim from the water, assess the victim's condition and provide appropriate care.

Figure 6-20 | Lifeguards performing a deep-water line search.

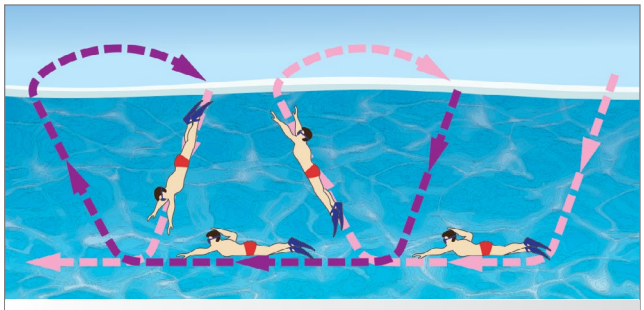


Figure 6-21 | Deep-water search pattern

Mask and Fins

A mask and fins should be used in an underwater search for a missing person at a waterfront (Figure 6-22). Use well-maintained equipment that is sized properly and fits you well.

Figure 6-22 | Mask and fins

Mask

A mask is made of soft, flexible material with non-tinted, tempered safety glass and a head strap that is easily adjusted. Choose a mask that allows blocking or squeezing of the nose to equalize pressure. Some masks have additional features, such as molded nosepieces or purge valves. Regardless of the design, a proper fit is essential: A good fit prevents water from leaking into the mask. Each lifeguard at a waterfront facility should have a mask that fits their face. To check that a mask fits properly:

1. Place the mask against your face without using the strap. Keep hair out of the way.
2. Inhale slightly through your nose to create a slight suction inside the mask. This suction should keep the mask in place without being held.
3. Adjust the strap so that the mask is comfortable. The strap should be placed on the crown of the head for a proper fit. If it is too tight or too loose, the mask may not seal properly.
4. Try the mask in the water. If it leaks a little, adjust how the strap sits on the back of your head and tighten the strap if needed. If the mask continues to leak, check it again with suction. A different size may be needed if the leaking persists.

To prevent the mask from fogging, rub saliva on the inside of the face plate and rinse the mask before putting it on. Commercial defoggers also can be used.

If your mask starts to fill with water while you are submerged, you can remove the water by pressing the palm of one hand against the top of your mask, which loosens the bottom seal. At the same time, blow air out of your nose and tilt your head slightly to push the water out. Alternatively, you can pull the bottom of the mask away from your face to break the seal, ensuring that the top part still is firm against your face, and blow air out of your nose. If your mask has a purge valve, blow air out of your nose and excess water exits via the purge valve.

EQUALIZING PRESSURE UNDERWATER

As you descend into deep water, water pressure increases and presses against the empty spaces in your skull, especially those inside your ears. This can cause pain or even injury. To relieve this pressure, you need to force more air into the empty spaces so that the air pressure matches the water pressure. This is called "equalizing." Be sure that you equalize early and often by taking the following steps:

1. Place your thumb and finger on your nose or on the nosepiece of your mask, if you are wearing one.
2. Pinch your nose and keep your mouth shut. Try to exhale gently through your nose until the pressure is relieved.
3. Repeat this as needed to relieve ear pressure. If your ears hurt, do not attempt to go deeper until successfully equalizing the pressure.
4. If you are using a mask when descending, the increased water pressure will cause the mask to squeeze your face. To relieve the squeezing, exhale a small amount of air through your nose into the mask.

If you are unable to equalize the pressure because of a head cold or sinus problem, you should return to the surface rather than risk an injury.

Fins

Fins provide more speed and allow users to cover greater distances with less effort. A good fit is important for efficient movement. Fins come in different sizes to fit the foot; the blades also differ in size. Fins with larger blades enable the person to swim faster but require more leg strength. Fins should match your strength and swimming ability. Each lifeguard at a waterfront facility should have fins that fit their feet.

Wetting your feet and the fins first makes it easier to put them on. Do not pull the fins on by the heels or straps of the fins. This can cause a break or tear. Push your foot into the fin, and then slide the fin's back or strap up over your heel.

Use a modified flutter kick when swimming with fins. The kicking action is deeper and slower, with a little more knee bend than the usual flutter kick. Swimming under water is easier if you use your legs only, not your arms; keep your arms relaxed at your side. In murky water, hold your arms out in front to protect your head and feel for the victim.

Entering the Water with Mask and Fins

It is important to learn how to enter the water safely while wearing equipment. You should enter using a slide-in entry or with a stride jump when entering from a height of less than 3 feet. Never enter head-first wearing a mask and fins. If entering the water from a sloping beach, carry the fins until you are thigh-deep in the water, and then put them on. To do a stride jump with mask and fins:

1. Put one hand over the mask to hold it in place, keeping your elbow close to your chest. Keep your other hand at your side.
2. Make sure no swimmers or other objects are below.
3. Step out with a long stride over the water, but do not lean forward (Figure 6-23). The fins will slow your downward motion as you enter the water.
4. Swim with your face in the water, keeping your arms at your side if the water is clear, or hold your arms out in front to protect your head if visibility underwater is poor.

Figure 6-23 | Step out with a long stride to enter the water when using a mask and fins.

COLD WATER

A serious concern at many waterfront facilities is someone suddenly entering into cold water—water that is 70° F (21° C) or lower. This usually happens in one of two ways: Either a person falls in accidentally, or a person enters intentionally without proper protection. In some cases, a swimmer may be under water in warmer water and suddenly enter a **thermocline**, a sharp change in temperature from one layer of water to another.

As a general rule, if the water feels cold, consider it to be cold. Cold water can have a serious effect on a victim and on the lifeguard making the rescue.

Sudden entry into cold water may cause the following negative reactions:

- A **gasp reflex**, a sudden involuntary attempt to "catch one's breath," may cause the victim to inhale water into the lungs if the face is under water.
- If the person's face is not under water, they may begin to hyperventilate. This can cause unconsciousness and lead to breathing water into the lungs.
- An increased heart rate and blood pressure can cause cardiac arrest.
- A victim who remains in the cold water may develop hypothermia (below-normal body temperature), which can cause unconsciousness.

However, the body has several natural mechanisms that may help to increase the person's chances of survival. In cold water, body temperature begins to drop almost as soon as the person enters the water. If cold water is swallowed, the cooling is accelerated. When a person remains in cold water, the body's core temperature drops and body functions slow almost to a standstill, sharply decreasing the need for oxygen. Any oxygen in the blood is diverted to the brain and heart to maintain minimal functioning of these vital organs. Because of this response, some victims have been successfully resuscitated after being submerged in cold water for an extended period.

6-6 WHEN THINGS DO NOT GO AS PRACTICED

Even with the best preparations and practice, circumstances sometimes may require you to deviate from your facility's EAP during an emergency. The skills in this section are designed to help you deal with some of the situations that may affect your safety or could significantly delay lifesaving care. Your facility must determine under what circumstances these additional emergency skills can be used. Skill sheets are located at the end of the chapter.

Escapes

A drowning victim may grab you if your technique is faulty or if the rescue tube slips out of position. You should always hold on to the rescue tube, because it helps both you and the victim stay afloat. However, if you lose control of the tube and a victim grabs you, use one of the following skills to escape:

- **Front Head-Hold Escape.** Use this technique when the victim grabs you from the front (Figure 6-24).
- **Rear Head-Hold Escape.** Use this technique when the victim grabs you from behind.

Figure 6-24 | Front Head-Hold Escape

In-Water Ventilations

Always remove a victim who is not breathing from the water as soon as possible in order to provide care. Ventilations and compressions are more effective on a firm, flat surface. However, if you cannot immediately remove the victim, or if doing so will delay care, then perform in-water ventilations (Figure 6-25). Once conditions allow you to extricate the victim from the water, stop ventilations, remove the victim and then resume care immediately.

Figure 6-25 | Perform in-water ventilations if the victim cannot be removed immediately or if doing so will delay care.

Blog Post #3 | First AES Visit

June 3rd 7:30 pm

It happened! We had our first AES visit today. I was on surveillance duty during recreational swim and I had just completed a rotation to an elevated station. After a few minutes of searching my new zone, I saw something sinking to the bottom of the pool in the deep end. I knew exactly what to do—I blew my whistle to activate the EAP and pointed to the victim so that my teammates could see where I was going and could cover my zone.

I entered the water using a compact jump and swam as fast as I could to get to the victim. As I got closer to the victim, I realized that it was a manikin and it clicked: This must be our first AES visit! While I was relieved that it wasn't a real victim sinking to the bottom of the pool, I knew that I still needed to demonstrate my skills. I stayed calm and completed the rescue as quickly as possible as if the manikin were a real person in a life-or-death situation.

After submerging underwater and rescuing the manikin, I brought it to the side of the pool where I saw Emma standing with a patron, who introduced himself as a Red Cross aquatic examiner. He congratulated me on my first successful AES evaluation and told me that I met the Red Cross lifeguarding benchmark by recognizing and responding to the victim within 30 seconds. He also said that we would continue to practice water rescues, including extrication and resuscitation, during in-service training so that he could evaluate our performance as a team and help us improve our skills.

After the pool closed and our guests left for the day, Emma introduced the rest of the lifeguard team to the examiner. He praised our team for our professionalism while on surveillance duty and acknowledged my excellent water rescue. We spent about an hour performing skill drills and water rescues, all while getting feedback and tips from our examiner. He and Emma identified some skills that we need to improve on as a team. He also challenged us to practice during in-service, so that we could demonstrate our improved skills at our next AES visit. I'm so proud that I successfully completed my first evaluation—I know that I'll be prepared to respond, and potentially save a life in a real emergency!

6-7 WRAP-UP

You must learn and practice water rescue skills so you will be able to effectively respond to aquatic emergencies. However, it is just as important that you know how to adapt these skills to the actual circumstances encountered during a real-world situation. Emergencies can happen quickly, and conditions can change in an instant. In an emergency, you should perform the rescue, bring the victim to a safe exit point, remove the victim from the water and provide the appropriate care. Never jeopardize your own safety, always use rescue equipment (such as a rescue tube) and keep your eye on the ultimate objective—saving the victim's life.

BENCHMARKS FOR LIFEGUARDS

Lifeguards should:

- Always be prepared to enter the water to make rescues when on duty.
- Have the proper equipment immediately available and be properly stationed to see the entire zone of responsibility.
- Assess the victim's condition, perform an appropriate rescue, move the victim to safety and provide additional care as needed, if someone needs help.
- Always train to the standard, but meet the objective when executing a rescue response:
  - The safety of the victim, yourself and others is paramount during all parts of the rescue response.
  - Use rescue techniques appropriate and effective for the situation.
  - Conduct an appropriate assessment, handling life-threatening situations first.
  - Handle all rescues with a sense of urgency.

BENCHMARKS FOR LIFEGUARDING OPERATIONS

Managers should ensure:

- Lifeguards are trained using the facility-specific equipment to perform the water rescues in the facility.

Chapter 6 Review

1. List the general procedures, in order, for situations involving a water rescue.

1)

2)

3)

4)

5)

6)

7)

2. What are some factors that should be considered when deciding how to enter the water? (Select all that apply)

A | Location of the victim

B | Location of other swimmers

C | Size of the victim

D | Condition of the victim

E | Water temperature

F | Your location

G | Facility design/set-up

H | Type of equipment used

3. In addition to the correct answer(s) above, what additional factors should be considered when deciding how to enter the water and why?

Chapter 6 Review

4. Identify the appropriate entry for each scenario listed below:

SCENARIO	ENTRY
You are seated on an elevated lifeguard stand in the deep end during recreational swim and spot a passive-drowning victim. The area surrounding your station is clear of patrons and objects.	
You are searching your zone from an elevated station when you spot a patron who appears to have a head injury as a result of diving in shallow water.	
You spot an active drowning victim while searching your zone from a ground-level station located in the middle of the pool where the water is 4' deep.	
You are searching your new zone as you walk toward the elevated lifeguard stand in the deep end before a rotation and you spot an active drowning victim.	
You have just rotated to a roving station during open swim at a crowded waterfront and spot a swimmer in distress.	

5. What are the two most common assists and when should each be used?

1)

2)

Chapter 6 Review

Select the appropriate rescue or extrication method for the scenarios below:

6. You are approaching a victim who is vertical in the water, near the surface in 4 feet of water. The victim is facing you and appears to be unconscious.

A | Active victim front rescue

B | Passive victim front rescue

C | Passive victim in extreme shallow water – face-up

D | Submerged victim in shallow water

7. You are approaching a child who is facing away from you and struggling to keep their head above water.

A | Active victim rear rescue

B | Active victim front rescue

C | Passive victim rear rescue

D | Passive victim front rescue

8. You are approaching a victim from behind who appears to be unconscious.

A | Passive victim front rescue followed by extrication using a backboard

B | Passive victim rear rescue followed by a two person removal

C | Passive victim front rescue followed by a walking assist

D | Passive victim rear rescue followed by extrication using a backboard

9. A victim in the water is not breathing.

A | Always remove a victim who is not breathing from the water as soon as possible to provide care. However, if doing so will delay care, then perform in-water ventilations until you can remove the victim.

B | Give ventilations in the water, then remove the victim from the water.

C | Give ventilations and CPR in the water for 1 minute, 30 seconds and then remove them from the water.

D | Wait for additional assistance to remove the victim from the water.

Chapter 6 Review

10. What are four core objectives in any rescue situation?

1)

2)

3)

4)

Chapter 6 Review

ADDITIONAL REVIEW QUESTIONS FOR WATERPARK & AQUATIC ATTRACTION LIFEGUARDS

1. What should you consider when deciding what entry to use at a wave pool?

1)

2)

3)

4)

5)

2. What attraction features might impact the removal of the victim from the water?

1)

2)

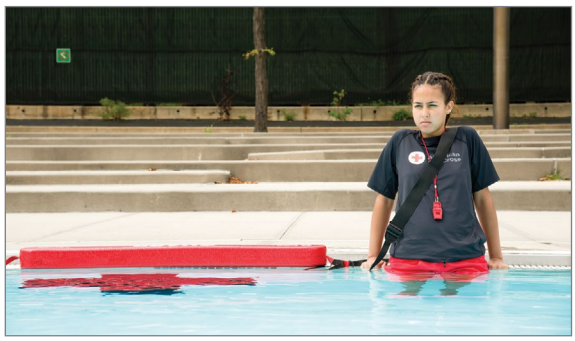
3)

4)

ENTRIES

Slide-In Entry

1. Sit down on the edge facing the water. Place the rescue tube next to you or in the water.
2. Lower your body into the water feet-first.
3. Retrieve the rescue tube.
4. Place the rescue tube across your chest with the tube under your armpits, focus on the victim and begin the approach.



Stride Jump

1. Squeeze the rescue tube high against your chest with the tube under your armpits.
2. Hold the excess line to keep the line from getting caught on something when jumping into the water.
3. Leap into the water with one leg forward and the other leg back.
4. Lean slightly forward, with your chest ahead of your hips, and focus on the victim when you enter the water.
5. Squeeze or scissor your legs together right after they make contact with the water for upward thrust.
6. Focus on the victim and begin the approach.

Note: Use the stride jump only if the water is more than 5 feet deep and you are no more than 3 feet above the water. You may need to climb down from an elevated lifeguard station and travel on land before entering the water.

ENTRIES

Compact Jump

1. Squeeze the rescue tube high against your chest with the tube under your armpits.
2. Hold the excess line to keep it from getting caught on the lifeguard chair or other equipment when jumping into the water.
3. Jump out and away from the lifeguard chair, pool deck or pier. In a wave pool, time the jump to land on the crest (top) of a wave.
4. Bend your knees and keep your feet together and flat to absorb the shock if you hit the bottom. Do not point your toes or keep your legs straight or stiff.
5. Let the buoyancy of the rescue tube bring you back to the surface.
6. Focus on the victim when surfacing and begin the approach.

Note: Use the compact jump only if the water is at least 5 feet deep and you are more than 3 feet above the water. It may not be safe to enter the water from an elevated station if your zone is crowded or as a result of the design or position of the stand. You may need to climb down from an elevated lifeguard station and travel on land before entering the water.

Run-and-Swim Entry

1. Hold the rescue tube and the excess line and run into the water, lifting your knees high to avoid falling.
2. When you can no longer run, either put the rescue tube across your chest and lean forward or drop the tube to the side and start swimming, letting the rescue tube trail behind. Do not dive or plunge head-first into the water; this could cause a serious head, neck or spinal injury.

ASSISTS

Simple Assist

1. Approach the person who needs help.
   - In 3 or more feet of water, use a rescue tube and keep it between you and the person who needs help.

2. Reach across the tube, if you are using one, and grasp the person at the armpit to help them maintain their balance.
   - If the person is underwater, grasp them by the armpits with both hands and help them stand up.

3. Assist the person to the exit point, if necessary.

Reaching Assist

1. Brace yourself on the deck.

2. Extend your arm or a rescue tube to the victim, keeping your body weight on your back foot and crouching to avoid being pulled into the water.
   - If the victim is close enough to reach without using a rescue tube, extend your arm and grasp the victim.
   - If you are using a rescue tube, extend the tube to the victim and tell them to grab it.
   - To gain more extension, you may need to remove the rescue tube shoulder strap from your shoulder. Hold the strap in one hand and extend the rescue tube to the victim with the other hand and tell the victim to grab it.

3. Slowly pull the victim to safety.

Note: A swimmer in distress generally is able to reach for a rescue device. However, a victim who is struggling to keep their mouth above the water's surface to breathe may not be able to grab a rescue tube. In those cases, you may need to enter the water to rescue the victim using a front or rear victim rescue.

RESCUES AT OR NEAR THE SURFACE OF THE WATER

Active Victim Front Rescue

1. Approach the victim from the front.

2. As you near the victim, grab the rescue tube from under your arms with both hands and begin to push the tube out in front of you. Continue kicking to maintain momentum.

3. Thrust the rescue tube slightly under water and into the victim's chest, keeping the tube between you and the victim. Encourage the victim to grab the rescue tube and hold onto it.

4. Keep kicking, fully extend your arms and move the victim to a safe exit point. Change direction, if needed.

RESCUES AT OR NEAR THE SURFACE OF THE WATER

Active Victim Rear Rescue

1. Approach the victim from behind with the rescue tube across your chest.
2. With both arms, reach under the victim's armpits and grasp the shoulders firmly. Tell the victim that you are there to help and continue to reassure the victim throughout the rescue.
3. Using your chest, squeeze the rescue tube between your chest and the victim's back.
4. Keep your head to one side to avoid being hit by the victim's head if it moves backwards.
5. Lean back and pull the victim onto the rescue tub.
6. Use the rescue tube to support the victim so that the victim's mouth and nose are out of the water.
7. Tow the victim to a safe exit point.

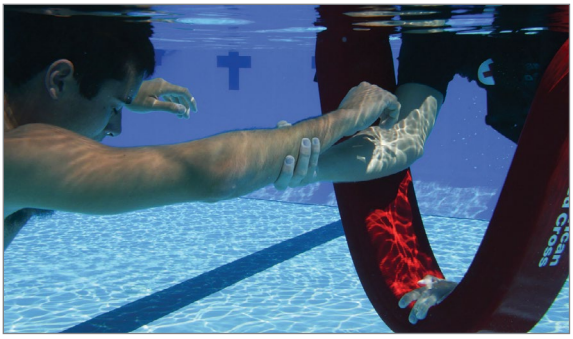
RESCUES AT OR NEAR THE SURFACE OF THE WATER

Passive Victim Front Rescue

1. Approach a face-down victim from the front with the rescue tube across your chest.

2. As you near the victim, reach one arm out toward the victim's opposite arm and grab the victim's wrist/forearm just above the wrist while grabbing the rescue tube with your other hand.

3. Grasp the victim's opposite wrist/forearm with your palm facing up on the underside of the victim's arm. Pull and twist the arm toward your opposite shoulder to turn the victim over on their back. As you pull and twist, thrust the rescue tube under the victim's back as they turn over.



4. Place the tube under the victim below the shoulders so that the victim's head naturally falls back to an open airway position. Keep the victim's nose and mouth out of the water.

5. Reach one arm over the victim's shoulder and grasp the rescue tube.

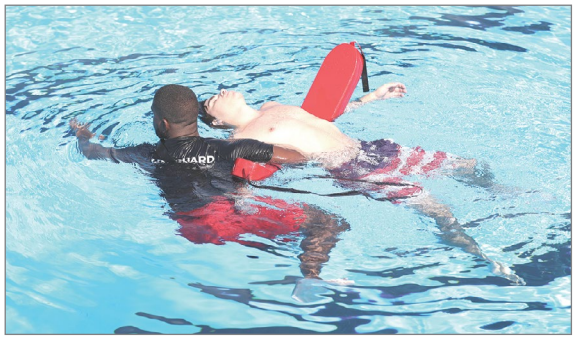
6. Use the other hand to stroke toward an exit point.

7. Remove the victim from the water, assess the victim's condition and provide appropriate care.

RESCUES AT OR NEAR THE SURFACE OF THE WATER

Passive Victim Rear Rescue

1. Approach the face-down victim from behind with the rescue tube across your chest.
2. With both arms, reach under the victim's armpits and grasp the shoulders firmly. You may be high on the victim's back when doing this.
3. Using your chest, squeeze the rescue tube between your chest and the victim's back.
4. Keep your head to one side to avoid being hit by the victim's head if it moves backwards.
5. Roll the victim over by dipping your shoulder and rolling onto your back so that the victim is face-up on top of the rescue tube. Place the tube under the victim below the shoulders so that the victim's head naturally falls back to an open-airway position. Keep the victim's nose and mouth out of the water.
6. Reach one arm over the victim's shoulder and grasp the rescue tube.
7. Use your other hand to stroke toward an exit point.
8. Remove the victim from the water, assess the victim's condition and provide appropriate care.



RESCUES AT OR NEAR THE SURFACE OF THE WATER

Passive Victim at or Near the Surface in Water ≤ 3', Face-Up

1. Swim or quickly walk to the victim's side. If you are using a rescue tube, let go of it, but keep the strap around your shoulder.

2. Reach down to grasp the victim's arms midway between the elbows and shoulders. Move the victim's arms up alongside the victim's head.

3. Grab the rescue tube, if you are using one, and position it under the victim's shoulders. The victim's head should naturally fall back into an open-airway position. Quickly look, listen and feel to check for breathing.
   - If an assisting lifeguard is there to assist with removing the victim, remove the victim from the water without positioning the rescue tube under the victim's shoulders.

4. Move the victim to a safe exit point, remove the victim from the water, assess the victim's condition and provide appropriate care.

RESCUES AT OR NEAR THE SURFACE OF THE WATER

Passive Victim at or Near the Surface in Water ≤ 3', Face-Down

1. Swim or quickly walk to the victim's side. If you are using a rescue tube, let go of it but keep the strap around your shoulder.

2. Reach down to grab the victim's arms midway between the elbows and shoulders. Move the victim's arms up alongside the victim's head.

3. Glide the victim forward and roll the victim face-up by pushing the victim's arm that is closest to you under the water while pulling the victim's other arm across the surface toward you.
   - If the water is too shallow to glide the victim forward without causing further injury, roll the victim to a face-up position by simultaneously lifting and rolling the victim over.

4. Grab the rescue tube, if you are using one, and position it under the victim's shoulders. The victim's head should naturally fall back into an open-airway position. Quickly look, listen and feel to check for breathing.
   - If an assisting lifeguard is there to assist with removing the victim, remove the victim from the water without positioning the rescue tube under the victim's shoulders.

5. Move the victim to a safe exit point, remove the victim from the water, assess the victim's condition and provide appropriate care.

RESCUES AT OR NEAR THE SURFACE OF THE WATER

Multiple-Victim Rescue

1. Approach one victim from behind.
2. With both arms, reach under the victim's armpits and grasp the shoulders. Squeeze the rescue tube between your chest and the victim's back, keeping your head to one side of the victim's head.
3. Use the rescue tube to support both victims with their mouths and noses out of the water. Talk to the victims to help reassure them.
4. Support both victims until other lifeguards arrive or the victims become calm enough to assist with moving to a safe exit point.

Note: Whenever possible, more than one rescuer should assist with a multipxle-victim rescue.

RESCUING A SUBMERGED VICTIM

Passive Submerged Victim—Shallow Water

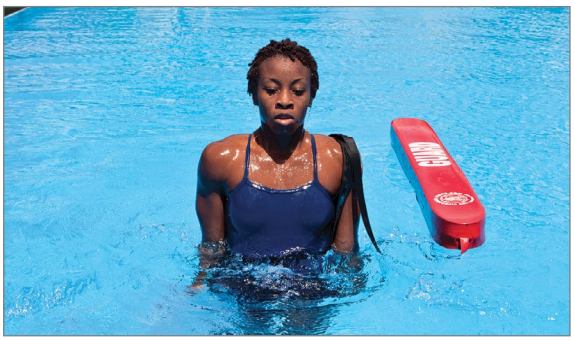
1. Swim or quickly walk to the victim's side. Let go of the rescue tube but keep the strap around your shoulders.
2. Submerge and reach down to grab the victim under the armpits.
3. Simultaneously pick up the victim, move forward and roll the victim face-up once surfaced.
4. Grab the rescue tube and position it under the victim's shoulders. The victim's head should fall back naturally into an open-airway position. If an assisting lifeguard is there with the backboard, skip this step and proceed to remove the victim from the water.
5. Move the victim to a safe exit point, remove the victim from the water, assess the victim's condition and provide appropriate care.

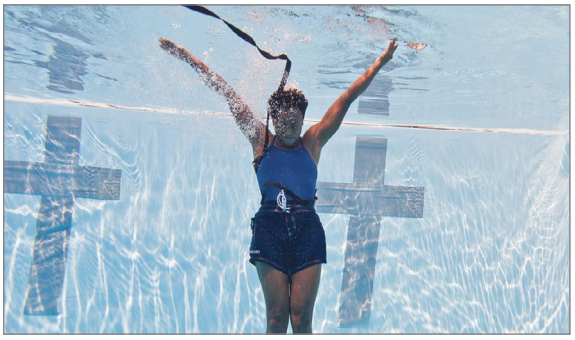
Tip: If the water depth is shallow enough, you can use the simple assist to lift the victim to the surface, then position them on the rescue tube (if needed) to complete the rescue.

RESCUING A SUBMERGED VICTIM

Feet-First Surface Dive

1. Swim to a point near the victim. Release the rescue tube but keep the strap around your shoulders.
2. Position your body vertically, then at the same time press both hands down to your sides and kick strongly to raise your body out of the water.
3. Take a breath, then let your body sink underwater as you begin to extend your arms outward with palms upward, pushing against the water to help you move downward. Keep your legs straight and together with toes pointed. Tuck your chin and turn your face to look down toward the bottom.
4. As downward momentum slows, repeat the motion of extending your arms outward and sweeping your hands and arms upward and overhead to go deeper.
5. Repeat this arm movement until you are deep enough to reach the victim.





Tip:

- *Do not release all of the air in your lungs while you are submerging; instead, exhale gently. Save some air for your return to the surface.*
- *As you descend into deep water, be sure to equalize pressure early and often.*

If you must swim underwater, such as for a deep-water line search, also perform these steps:

1. When deep enough, tuck your body and roll to a horizontal position.
2. Extend your arms and legs and swim underwater.

RESCUING A SUBMERGED VICTIM

Head-First Surface Dive

1. Swim to a point near the victim and release the rescue tube.
2. Gain momentum using a swimming stroke.
3. Take a breath and sweep your arms backwards to your thighs and turn them palms-down.
4. Tuck your chin to your chest and flex at the hip sharply while your arms reach downward toward the bottom.
5. Lift your legs upward, straight and together so that their weight above the water helps the descent. Get in a fully extended, streamlined body position that is almost vertical.
6. If you need to go deeper, such as in a diving well, do a simultaneous arm pull with both arms, then level out and swim forward underwater.

Tip:

- *If the depth of the water is unknown or the water is murky, hold one or both arms extended over the head toward the bottom or use a feet-first surface dive.*
- *As you descend into deep water, be sure to equalize pressure early and often.*

RESCUING A SUBMERGED VICTIM

Rescuing a Submerged Victim in Deep Water

1. Release the rescue tube, perform a feet-first surface dive and position yourself behind the victim.
2. Reach one arm under the victim's arm and across the victim's chest. Hold firmly onto the victim's opposite side.
3. Once you have hold of the victim, reach up with your free hand and grasp the towline. Pull it down and place it in the same hand that is holding the victim. Keep pulling the towline this way until nearing the surface.
4. As you approach the surface, grasp and position the rescue tube so it is placed on the victim's back, below their shoulders.
5. Upon reaching the surface, ensure that the victim is positioned on the rescue tube and the victim's head is back in an open-airway position.
6. Reach your free arm over the tube and under the victim's armpit. Grasp their shoulder firmly.
7. Tow the victim to a safe exit point. Remove the victim from the water, assess the victim's condition and provide appropriate care.

Rescuing a Submerged Victim in Deep Water *continued*

Tip: Depending on the depth of the water, use one of the following techniques:

- *If you must remove the strap from your shoulder to descend and reach the victim, continue to hold onto the strap so that the rescue tube can be used to help bring the victim to the surface.*
- *If the victim is deeper than the length of the strap and towline, release the strap and towline, grasp the victim, push off the bottom (if possible) and kick to the surface. Once at the surface, place the rescue tube in position behind the victim and continue the rescue.*
- *If you have released the strap of the rescue tube, it might not be within reach when you return to the surface. An additional lifeguard responding to your EAP signal should assist by placing the rescue tube in position so that you can continue the rescue. If this is not possible, you may need to move to safety without the rescue tube.*

Extrication Using a Backboard at the Pool Edge

1. The rescuing lifeguard swims with the victim toward the side of the pool. The assisting responder(s) on deck brings the backboard to the edge of the water and removes the head immobilizer.

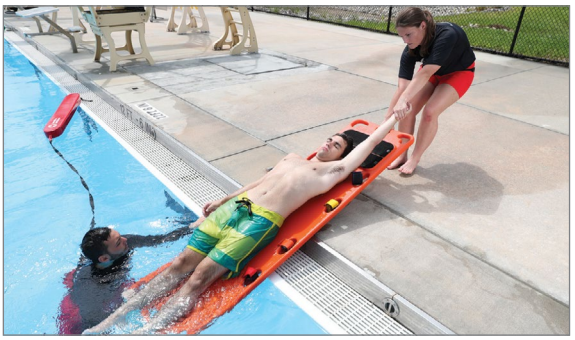
2. The assisting responder(s) on deck places the board vertically in the water against the wall, submerging the head space of the board if possible. The rescuing lifeguard approaches the backboard and moves to the side of the victim.

3. The rescuing lifeguard raises one of the victim's arms so that the assisting responder can grasp the arm. The rescuing lifeguard then slides the rescue tube out from under the victim and toward him before contact is made with the board.

4. The assisting responder on deck firmly holds the backboard with one hand and the victim's forearm with the other hand and angles the board out slightly to help position the victim on the board as the rescuing lifeguard stabilizes the backboard from the side.
   - If more than one on-deck responder is available, they should help hold and stabilize the backboard.

Extrication Using a Backboard at the Pool Edge *continued*

5. Once the victim is centered on the backboard, the assisting responder(s) signals that they are ready to remove the victim. While maintaining their hold on the victim's arm, the assisting responder(s) on deck pulls the backboard onto the deck. The rescuing lifeguard pushes the backboard as the assisting responder(s) pulls.
   - If more than one on-deck responder is available, they should help hold the backboard and pull the backboard onto the deck.



6. Assess the victim's condition and provide appropriate care.

REMOVAL FROM THE WATER

Extrication Using a Backboard at the Steps

Tip: Before removing a victim on a backboard using the steps, consider your own and your partner's size and strength, the number of steps, the size and weight of the victim and whether or not additional responders are available to assist with holding and lifting the board (if needed). If you do not think you can safely lift the backboard and exit the water using the steps, consider using the pool edge removal method instead.

1. The rescuing lifeguard swims with the victim toward the side of the pool. The assisting responder(s) on deck brings the backboard to the steps and removes the head immobilizer.

2. The assisting responder(s) on deck places the board in the water at an angle against the steps. The rescuing lifeguard approaches the backboard and moves to the side of the victim.

3. The rescuing lifeguard raises both of the victim's arms so that the assisting responder(s) can grasp the arm(s).

4. The assisting responder on deck firmly holds the backboard with one hand and the victim's forearm with the other hand, as the rescuing lifeguard stabilizes the backboard from the side.
   - If more than one on-deck responder is available, they should help hold and stabilize the backboard.

5. Once the victim is centered on the backboard, the assisting responder(s) signals that they are ready to remove the victim. While maintaining their hold on the victim's arm, the assisting responder(s) on deck pulls the backboard at an angle up the steps and onto the deck. The rescuing lifeguard pushes the backboard as the assisting responder(s) pulls.
   - If more than one on-deck responder is available, they should grasp the backboard and the victim's other forearm and help pull the backboard up the steps.

Extraction Using a Backboard at the Steps *continued*

6. Assess the victim's condition and provide appropriate care.

Extrication Using a Backboard in Zero Depth

1. The rescuing lifeguard supports the victim in a face-up position with the victim's arms extended alongside the victim's head until another lifeguard arrives with the backboard.

2. The assisting responder removes the head-immobilizer device, enters the water, submerges the backboard and positions the board under the victim so that it extends slightly beyond the victim's head. The assisting lifeguard raises the backboard into place.

3. Each lifeguard moves behind the victim's head. Each lifeguard grasps one of the victim's wrists and one of the handholds of the backboard and begins to move toward the zero-depth entry.
   - If the water is deep enough, a rescue tube can be placed under the foot-end of the backboard to aid flotation.

4. After reaching the zero-depth entry, the lifeguards slightly lift the head-end of the backboard, carefully pulling the backboard out of the water.

5. Assess the victim's condition and provide appropriate care.

REMOVAL FROM THE WATER

Extrication Using a Backboard– Steep Steps and/or Moving Water

1. The rescuing lifeguard supports the victim in a face-up position with the victim's arms extended alongside the victim's head until another lifeguard arrives with the backboard.
   - In moving water, the rescuing lifeguard should position the victim so that their head is pointed upstream. This position will help keep the victim's body in alignment for easier placement of the backboard and reduce splashing of water on to the victim's face.

2. The assisting responder removes the head-immobilizer device, enters the water, submerges the backboard and positions the board under the victim so that it extends slightly beyond the victim's head. The assisting lifeguard raises the backboard into place.

3. Each lifeguard moves behind the victim's head. Each lifeguard grasps one of the victim's wrists and one of the handholds of the backboard and begins to move toward the steps.

4. Lifeguards carefully and gently drag the backboard, taking one step at a time until they reach the top of the steps.

5. Gently lower the backboard to the ground.

6. Assess the victim's condition and provide appropriate care.

REMOVAL FROM THE WATER

Walking Assist

1. Place one of the victim's arms around your neck and across your shoulder.
2. Grasp the wrist of the arm that is across your shoulder. Wrap your free arm around the victim's back or waist to provide support.
3. Hold the victim firmly and assist them in walking out of the water.
4. Have the victim sit or lie down while you monitor their condition.

Beach Drag

1. Stand behind the victim and grasp them under the armpits, supporting the victim's head as much as possible with your forearms. Let the rescue tube trail behind, being careful not to trip on the tube or line. If another lifeguard is available to assist, each of you should grasp the victim under an armpit and support the head.
2. Walk backward and drag the victim to the shore. Use your legs, not your back.
3. Remove the victim completely from the water, then assess the victim's condition and provide appropriate care.

REMOVAL FROM THE WATER

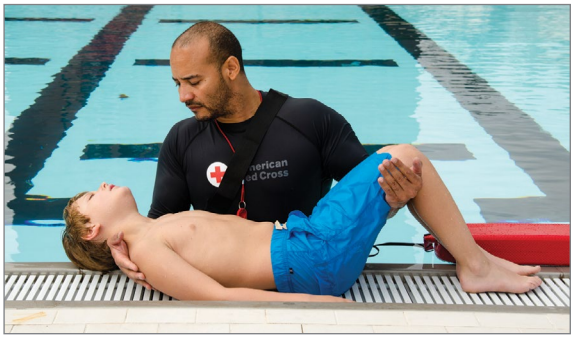
Quick Removal for a Small Victim

Note: Do not use this technique if you suspect a spinal injury, the victim is breathing and a backboard is on the way.

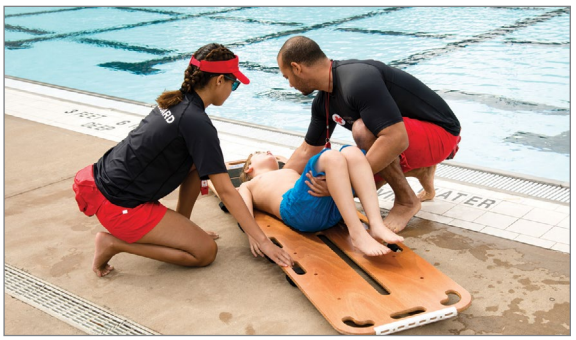
1. Bring the victim to the side of the pool.

2. Maintain contact with the victim by rotating the victim on their back into the crook of your arm. Be sure to support the victim's head above the surface of the water. Place your other arm under the victim's knees.

3. Lift the victim carefully and place them on the pool deck.



4. Exit the water, assess the victim's condition and provide the appropriate care.



Note: If the victim must be moved to provide further care, place the victim on a backboard with the assistance of another lifeguard.

USING A RESCUE BOARD

Approaching the Victim

1. Hold onto the sides of the board, about mid-board when entering the water.

2. When the water is knee-deep, lay the rescue board on the water and push it forward. Climb on just behind the middle and lie down in the prone position. If needed, place your foot into the water to help steer. For better balance, place a foot on either side of the rescue board in the water.

3. Paddle with the front of the board toward the victim using either a front-crawl or a butterfly arm stroke. If you need to change to a kneeling position to better see the victim, paddle a few strokes before moving on the board.

4. Continue paddling with your head up and the victim in your sight until you reach them.

USING A RESCUE BOARD

Rescuing a Distressed Swimmer or Active Victim

1. Approach the victim from the side so that the side of the rescue board is next to the victim.
2. Grasp the victim's wrist and slide off of the rescue board on the opposite side.
3. Help the victim to reach their arms across the rescue board.
4. Stabilize the rescue board and help the victim onto the board.
5. Tell the victim to lie on their stomach, facing the front of the board.
6. Carefully climb onto the board from the back with your chest between the victim's legs. Take care to avoid tipping the rescue board, and keep your legs in the water for stability.
7. Encourage the victim to relax while you paddle the rescue board to shore.
8. Slide off of the board and help the victim off of the board onto shore with a walking assist.

USING A RESCUE BOARD

Rescuing a Passive Victim

To rescue someone who is unresponsive or cannot hold onto or climb onto the rescue board:

1. Approach the victim from the side. Position the rescue board so that the victim is slightly forward of the middle of the rescue board.

2. Grasp the victim's hand or wrist and slide off of the board on the opposite side, flipping the rescue board over toward you. Hold the victim's arm across the board with the victim's chest and armpits against the far edge of the board.

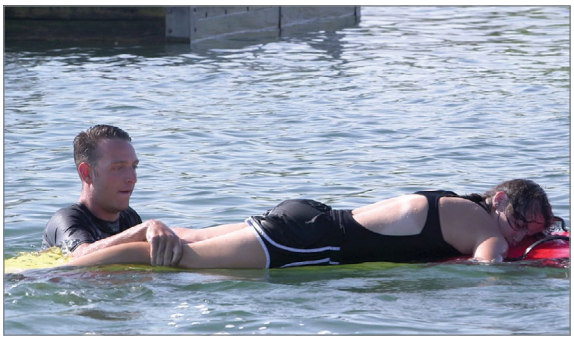
3. Grasp the far edge of the rescue board with the other hand.

4. Kneel on the edge of the rescue board using your own body weight to flip the board toward you again. Catch the victim's head as the rescue board comes down.

USING A RESCUE BOARD

Rescuing a Passive Victim *continued*

5. Position the victim lying down lengthwise in the middle of the rescue board with the victim's head toward the front of the rescue board.



6. Kick to turn the board toward shore. Carefully climb onto the board from the back with your chest between the victim's legs. Be careful not to tip the rescue board, and keep your legs in the water for stability.

7. Paddle the rescue board to shore.

8. Help the victim to safety with the beach drag or other removal technique.

Tip:

- *Make sure that the victim's armpits are along the edges of the board before flipping the board.*
- *Use caution when flipping the board to ensure that the victim's armpits, and not the upper arms, remain along the edge of the board during the flip.*

Rescue with a Non-Motorized Water Craft—Square Stern Rowboat

1. Extend an oar or rescue tube to the victim and pull them to the center of the stern (rear) of the craft. This is the most stable area on which to hold.

2. If the victim cannot hold the oar or rescue tube, move the stern close to the victim and grasp the victim's wrist or hand and pull them to the stern.

3. Have the victim hold onto the stern while you move the watercraft to safety. Be sure that their mouth and nose remain above water.

4. If the victim needs to be brought onto the craft, help the victim over the stern and move the watercraft to safety.

USING WATERCRAFT FOR RESCUES

Rescue with a Non-Motorized Water Craft—Kayak

1. Extend the rescue tube to a distressed swimmer or active victim.
2. Instruct the victim to hold onto the rescue tube while you paddle to shore.
3. Ensure that the victim continues to hold the tube and that their mouth and nose remain above water as you paddle.

Rescue with a Motorized Water Craft

1. Always approach the victim from downwind and downstream.
2. Shut off the engine about three boat-lengths from the victim and coast or paddle to the victim.
3. Bring the victim on board before restarting the engine.

WHEN THINGS DO NOT GO AS PRACTICED

Front Head-Hold Escape

1. As soon as the victim grabs hold, take a quick breath, tuck your chin down, turn your head to either side, raise your shoulders and submerge with the victim.

2. Once underwater, grasp the victim's elbows or the undersides of the victim's arms just above the elbows. Forcefully push up and away. Keep your chin tucked, your arms fully extended and your shoulders raised until you are free.

3. Quickly swim underwater, out of the victim's reach. Surface and reposition the rescue tube and try the rescue again.

Rear Head-Hold Escape

1. Take a quick breath, tuck your chin down, turn your head to either side, raise your shoulders and submerge with the victim.

2. Once underwater, grasp the victim's elbows or the undersides of the victim's arms just above the elbows. Forcefully push up and away while twisting your head and shoulders. Keep your chin tucked, your arms fully extended and your shoulders raised until you are free.

3. Quickly swim underwater, out of the victim's reach. Surface and reposition the rescue tube and try the rescue again.

WHEN THINGS DO NOT GO AS PRACTICED

In-Water Ventilations

Note: Always remove a victim who is not breathing from the water as soon as possible to provide care. However, if you cannot immediately remove the victim or if doing so will delay care, then perform in-water ventilations

1. Ensure that the rescue tube is placed under the victim so that their airway falls into an open position.
2. From behind the victim's head, position the assembled resuscitation mask.
   - If you are in deep water, perform the skill with support from the rescue tube.
3. Give ventilations.
4. Remove the victim from the water as soon as conditions allow, then immediately resume providing care.