

Physical Education Curriculum Plan – Lifeguarding with CPR/AED for Professional Rescuers and First Aid

Grades: 10-12

Course Credit: .5 credits

Course Description: The goal of this class is to train you to become a professional lifeguard/rescuer, taking responsibility for the lives of people who are participating in a variety of aquatic activities. As a professional rescuer with a legal responsibility to act in an emergency, you must be self-disciplined and confident in your knowledge and skills. You need to have solid public relations, customer service and conflict resolution skills. In addition, you must be willing to be a leader and a good team member. Being a lifeguard requires maturity, professionalism and competence in specialized rescue techniques. The purpose of the American Red Cross Lifeguarding course is to teach you the skills needed to help prevent and respond to aquatic emergencies. This includes land and water rescue skills, as well as first aid and CPR.

Lifeguarding PE Course Outcomes:

- Describe the role lifeguards play in ensuring facility safety.
- Identify how to ensure the safety of patrons when weather conditions create safety concerns.
- Explain the reasons for common rules and regulations at aquatic facilities.
- Describe the role that facility management plays in facility safety.
- Describe the drowning process.
- Identify the behaviors of a swimmer, a distressed swimmer, and an active and a passive victim.
- Identify and define elements of effective surveillance.
- Explain proper scanning techniques and identify tactics to overcome scanning challenges.
- Explain and demonstrate lifeguard rotations.
- Demonstrate how to safely and effectively enter the water and approach a victim, and how to perform effective surveillance including scanning, victim recognition and lifeguard rotations.

CPR/AED and First Aid Course Outcomes:

Learning Objectives Before Giving Care and Checking an Injured or Ill Person

- Describe how to recognize an emergency.
- Describe how to prioritize care for injuries and sudden illnesses.
- Describe the purpose of Good Samaritan laws.

- Identify the difference between (expressed) consent and implied consent.
- Identify how to reduce the risk of disease transmission when giving care.
- Explain how to activate and work with the emergency medical services (EMS) system.
- Explain when to move an injured or ill person from a dangerous scene.
- Explain how to check a conscious person for life-threatening and non-life-threatening conditions.
- Identify the signals of shock. v Describe how to minimize the effects of shock.
- Demonstrate how to check an unconscious person for life-threatening conditions.

CPR/AED:

- Recognize the signals of a cardiac emergency.
- Identify the links in the Cardiac Chain of Survival.
- Describe how to care for a heart attack.
- List the causes of cardiac arrest.
- Explain the role of CPR in cardiac arrest.
- Demonstrate how to perform CPR.
- Recognize the signals of a breathing emergency.
- Demonstrate how to care for a person who is choking.
- Explain what defibrillation is.
- Explain how defibrillation works.
- Identify precautions to take when using an AED on a person in sudden cardiac arrest.
- Demonstrate how to use an AED.

First Aid:

- Identify the signals of common sudden illnesses.
- Describe how to care for common sudden illnesses.
- Describe how to care for someone who is having a seizure.
- Identify the signals of heat-related illnesses and cold-related emergencies.
- Describe how to care for heat-related illnesses and cold-related emergencies.
- Explain how to care for head, neck and spinal injuries.
- Identify signals of various soft tissue and musculoskeletal injuries.
- Describe how to care for various soft tissue and musculoskeletal injuries.

- Explain how to care for muscle, bone or joint injuries.
- Demonstrate how to control external bleeding.
- Identify signals of head, neck and spinal injuries.

Unit: Introduction to Lifeguarding (Completion of Lifeguard course pre-requisites)

NY State Learning Standards	Objectives	Resources	Suggested Activities	Assessment Items
<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.</p>	<p>Students will be able to:</p> <p>Swim 300 yard nonstop using front crawl and/or breast stroke.</p> <p>Tread water for 2 minutes without using arms.</p> <p>Brick retrieval in less than 1 minute and 40 seconds from a depth of 10 feet.</p>	<p>Lifeguard Pre-course Skills Checklist.</p> <p>Lifeguarding Course Fact Sheet</p>	<p>Review and practice of swim strokes, treading water prior to testing.</p> <p>Students who are struggling will be offered extra assistance and time to complete the requirements.</p>	<p>Lifeguarding Pre-course Skills Checklist.</p>

Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.				
---	--	--	--	--

Unit: The Professional Lifeguard & Surveillance and Recognition

NY State Learning Standards	Objectives	Resources	Suggested Activities	Assessment Ideas
<p>Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.</p>	<p>Students will be able to:</p> <p>Understand the responsibilities of a professional lifeguard.</p> <p>Understand your legal obligations as a certified responder.</p> <p>Perform and contribute as part of a team.</p> <p>Show good decision making in a variety of scenarios.</p> <p>Understand effective surveillance.</p> <p>Demonstrate proper surveillance as part of a team.</p>	<p>Videos:</p> <p>The Professional Lifeguard</p> <p>The Unprofessional Lifeguard</p> <p>Zones of Surveillance</p> <p>Scanning</p> <p>Not on your Watch</p>	<p>Lifeguard zone of surveillance drills</p>	<p>Lifeguarding End of Chapter Review Questions and Answers</p>

Unit: Injury Prevention and Emergency Action Plans

NY State Learning Standards	Objectives	Resources	Suggested Activities	Assessment Ideas
<p>Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.</p> <p>Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.</p>	<p>Students will be able to:</p> <p>Identify how injuries happen.</p> <p>Understand Injury prevention strategies.</p> <p>Identify when to activate an Emergency Action Plan.</p> <p>Effectively initiate and Emergency Action Plan.</p> <p>Understand the types of Emergency Action Plans.</p>	<p>Videos:</p> <p>Emergency Action Plans</p> <p>Injury Prevention</p>	<p>Lifeguarding End of Chapter Review Questions and Answers</p>	<p>Emergency Action Plans- Training Scenarios</p>

Unit: Water Rescue Skills

NY State Learning Standards	Objectives	Resources	Suggested Activities	Assessment Ideas
<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.</p> <p>Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.</p>	<p>Students will be able to:</p> <p>Perform the following skills:</p> <p>slide-in entry</p> <p>stride jump</p> <p>compact jump</p> <p>simple assist</p> <p>reaching assist</p> <p>active victim front rescue</p> <p>active victim rear rescue</p> <p>passive victim front rescue.</p> <p>Passive victim rear rescue</p> <p>Passive submerged victim-shallow water.</p> <p>Passive submerged victim- deep water.</p> <p>Extraction using a backboard.</p> <p>Front head-hold escape</p> <p>Rear head -hold escape</p> <p>Head and chin support</p> <p>In -line stabilization-shallow & deep water.</p>	<p>Videos:</p> <p>Water Rescue Skills – At or near the surface.</p> <p>Water Rescue Skills – Submerged Victim Rescues.</p> <p>Extrications</p> <p>Head, Neck, and Spinal Injuries in the water.</p>	<p>Lifeguarding End of Chapter Review Questions and Answers</p> <p>Common errors while performing skills</p>	<p>Lifeguarding Skills Written exam</p> <p>Lifeguard Participant Progress Log</p>

Unit: Victim Assessment, Breathing Emergencies, and Cardiac Emergencies

NY State Learning Standards	Objectives	Resources	Suggested Activities	Assessment Ideas
<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.</p>	<p>Students will be able to:</p> <p><u>Victim Assessment:</u> Identify and understand bloodborne pathogens and how they can be spread.</p> <p>Demonstrate ways to prevent the spread of bloodborne pathogens.</p> <p>Explain the steps to take if ever exposed to Bloodborne pathogen.</p> <p><u>Breathing Emergencies:</u> Recognize the signs of a breathing emergency.</p> <p>Properly demonstrate how to give ventilations (Adult, Child, and infant)</p> <p>Understand what to do if there is an Airway Obstruction.</p> <p><u>Cardiac Emergencies:</u> Understand each step in the Cardiac Chain of Survival.</p>	<p>Videos:</p> <p>Giving Ventilations – Adult, Child, and Infant.</p> <p>CPR – Adult and Child</p> <p>CPR – Infant</p> <p>Conscious Choking</p> <p>Cardiac Chain of Survival</p> <p>Using an AED</p> <p>CPR – Obstructed Airway</p> <p>Two Rescuer CPR – Adult and Child</p> <p>Two Rescuer CPR – Infant</p> <p>Multiple Rescuer Response</p>	<p>Lifeguarding End of Chapter Review Questions and Answers</p> <p>Common Participant Skill Errors</p>	<p>CPR/AED for Professional Rescuers and First Aid Written Exam</p> <p>Progress Log</p>

	<p>Perform high quality CPR (Adult, Child, and infant)</p> <p>Understand the difference between heart attack, and cardiac arrest.</p> <p>Perform a multiple rescuer response to a Cardiac Arrest.</p>			
--	---	--	--	--

Unit: First Aid, Caring for Head Neck and Spinal Injuries

NY State Learning Standards	Objectives	Resources	Suggested Activities	Assessment Ideas
<p>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 6: Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.</p>	<p>Students will be able to:</p> <p>Respond to injuries and illnesses appropriately.</p> <p>Understand how to perform a secondary assessment.</p> <p>Treat skin and soft tissue injuries.</p> <p>Treat bites and stings.</p> <p>Treat poisoning.</p> <p>Treat heat related and cold related emergencies.</p> <p>Treat injuries to Muscles, Bones, and joints.</p> <p>Understand Causes of Head, Neck and Spinal injuries.</p> <p>Properly care for Head, Neck and Spinal injuries.</p>	<p>Videos:</p> <p>Responding to Sudden Illness</p> <p>Responding in Injuries</p> <p>Head, Neck, and Spinal injuries on land.</p> <p>Controlling External Bleeding</p> <p>Asthma</p> <p>Concussion</p> <p>Anaphylaxis</p> <p>Fast Check for Stroke</p> <p>Burns</p> <p>Drug Overdose</p>	<p>Step by Step Handout of Skills</p>	<p>CPR/AED for Professional Rescuers and First Aid Written Exam</p> <p>Progress Log</p>