



# South Walton Fire District

## Junior Lifeguard Learning Objectives

### INTRODUCTION

The South Walton Fire District Beach Safety Division's Junior Lifeguard Program Mission, Goals and Vision are as follows:

#### **Mission:**

The SWFD Beach Safety Division and SWFD Junior Lifeguard Program work to reduce the incidence of death and injury in the aquatic environment, promote the theory and practice of professional lifesaving, and develop a commitment to and culture of lifeguarding in the community through professional instruction of surf lifesaving skills and youth surf-sports in accordance with international lifesaving standards, public education, and the promotion of high levels of personal and professional responsibility for the health, safety, and welfare of the community.

#### **Goals:**

1. Reduce the incidence and prevalence of open-water related deaths and injuries along the Beaches of South Walton, Florida.
2. Promote a culture of lifeguarding safety along the Beaches of South Walton via public education and outreach.
3. Increase the number and quality of professional lifesavers in South Walton, Florida.
4. Increase the number and diversity of surf-sport and lifesaving opportunities available to South Walton youth.
5. Increase the capacities of its professional lifesaving organization to prevent injury and death where possible and to recognize, respond, and save where preventive activities fall short.

#### **Vision:**

The SWFD envisions itself at the center of a regional culture of coastal awareness, born from the next generation of lifesavers, which prevents injury and the loss of life in the aquatic environment.

## JUNIOR LIFEGUARD LEARNING OBJECTIVES OUTLINED

In accordance with the Mission, Goals, and Vision of the South Walton Fire District and the United States Lifesaving Association, the objective of this document is to establish and maintain progressive learning outcomes and skills evaluation standards for USLA Junior Lifeguard program participants, USLA Junior Lifeguard Program Aides, and USLA National Youth Team Competitors.

The learning outcomes and skills evaluation standards within each sector can be characterized by what the individual should be able to demonstrate after a reasonable learning period.

These standards would be divided into two categories:

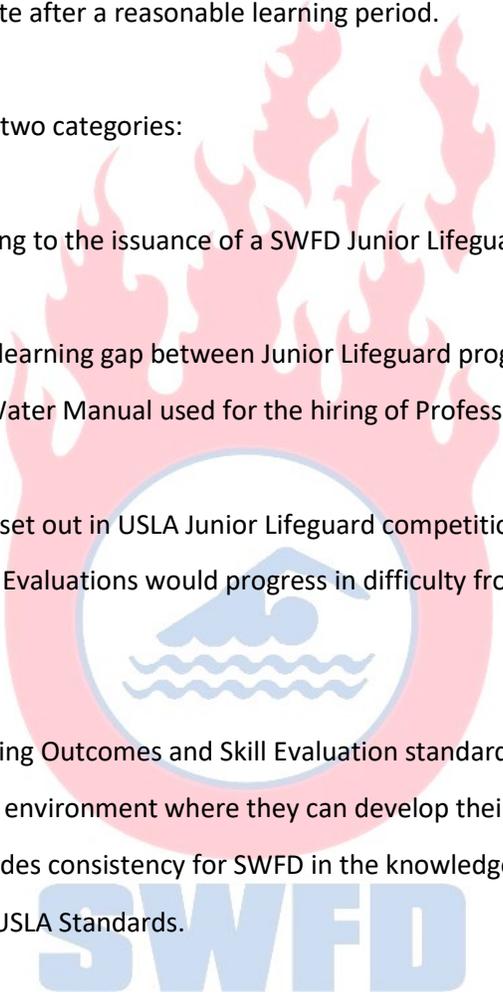
**Mandatory standards/guidelines** leading to the issuance of a SWFD Junior Lifeguard Certificate of Program Completion.

This program is designed to bridge the learning gap between Junior Lifeguard program participants and the standards set forth in the USLA Open Water Manual used for the hiring of Professional Lifeguards.

**Non-Mandatory standards/guidelines** set out in USLA Junior Lifeguard competition age groups.

Each set of Learning Outcomes and Skill Evaluations would progress in difficulty from the older age group, to the Younger age group.

The aim of these non-mandatory Learning Outcomes and Skill Evaluation standards is to provide Junior Lifeguard Program participants with an environment where they can develop their surf lifesaving and leadership skills with like-minded peers. This provides consistency for SWFD in the knowledge that Junior Lifeguard program is teaching its participants to USLA Standards.



SWFD

**“A” Group**  
**(9 – 11 year old age group)**  
**Junior Lifeguard Learning Objectives**

**Learning Outcomes:**

At the end of the Junior Lifeguard Program period, participants will be able to:

- Describe the purpose of Junior Lifeguarding.
- Identify Beach Safety considerations and potential risks to safety.
- Describe Beach Safety Education and the public warning systems used in your local area.
- Demonstrate lifeguard competition and rescue techniques (including basic surf lifesaving signals).

**Skills Evaluation:**

**Introduction to Surf Lifesaving**

Lesson: Understanding the importance of surf lifesaving.

**Personal Safety**

Lesson: Understanding the beach environment, identifying a lifeguard.

**Sun Safety**

Lesson: Identify and demonstrate smart sun protection guidelines.

Understand the consequences of skin damage caused by sunburn.

**Surf Conditions and Hazards**

Lesson: Identify how a rip current forms and what they look like.

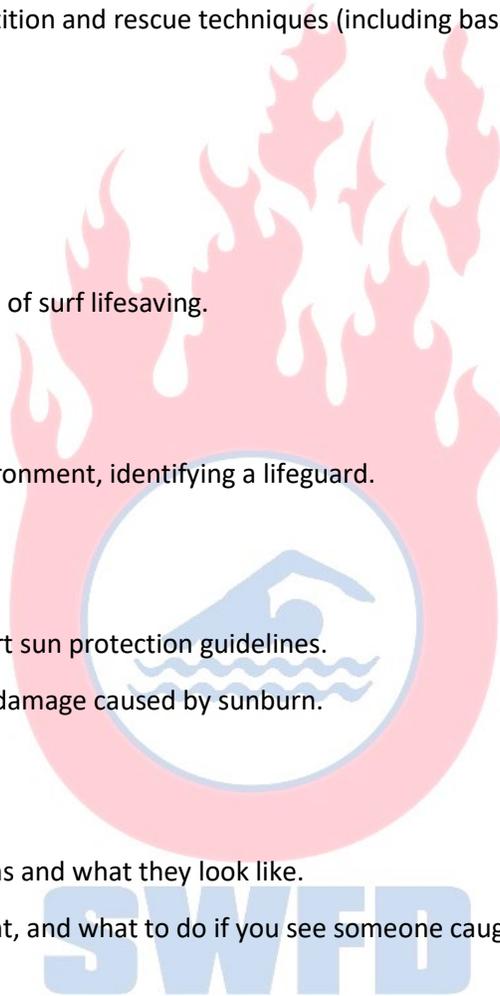
Understand how to escape a rip current, and what to do if you see someone caught in a rip current.

**Resuscitation and First Aid**

Lesson: Understanding the basic principles of CPR and first aid.

**Beach Safety Flags and Signs and Signals**

Lesson: What the beach flags and signs in your local area mean.



## **Beach Safety Education and Prevention**

Lesson: Recognize unsafe behaviors at the beach and in the water.

## **Surf Swimming, Entering, Negotiating and Exiting the Surf**

Lesson: High knees, porpoising, diving under a wave, donning fins, knowing your bearings, and swim stroke technique improvement.

## **Board Paddling**

Lesson: Correct paddling technique and positioning on the board. Board Maintenance and care.

Recognize how a board can be used to secure and support a conscious patient.

## **Swim: Rescue Tube Rescue**

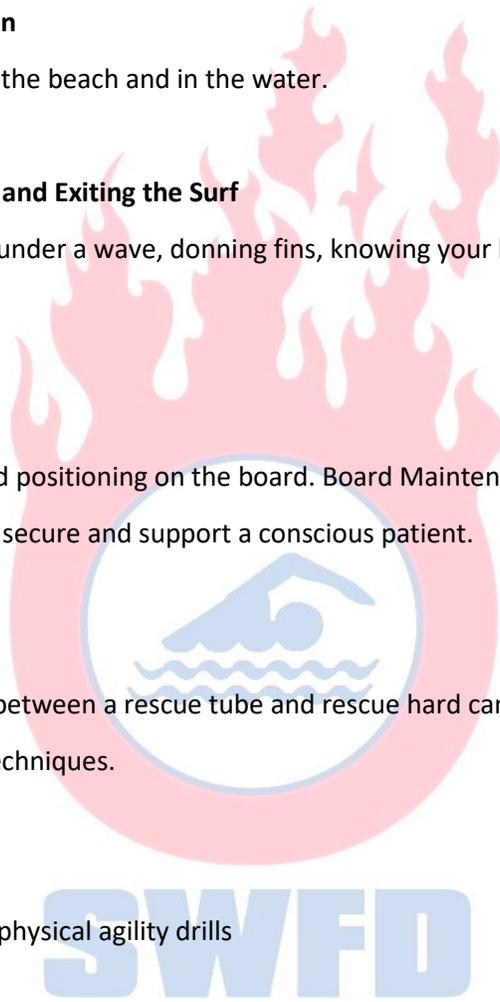
Lesson: Understanding the difference between a rescue tube and rescue hard can. Maintenance and skill development for rescue tube rescue techniques.

## **Beach Activity Skills**

Lesson: Sand running, beach flags and physical agility drills

## **Physical Performance Expectations:**

Run (150 yards) – Swim (150 yards) – Run: (150 yards) in 10 minutes or less.



**“B” Group**  
**(12 – 15 year old age group) Junior Lifeguard Learning**  
**Objectives**

**Learning Outcomes:**

At the end of the Junior Lifeguard Program period, participants will be able to:

- Describe the purpose of Junior Lifeguarding.
- Identify Beach Safety considerations and potential risks to safety.
- Describe Beach Safety Education and the public warning systems used in your local area.
- Demonstrate lifeguard competition disciplines.
- Describe the components of a rescue (Recognize and respond, contact and control, signal and save).

**Skills Evaluation:**

**Introduction to Surf Lifesaving**

Lesson: Understanding the importance of surf lifesaving.

**Personal Safety**

Lesson: Understanding the beach environment, identifying a lifeguard.

**Sun Safety**

Lesson: Identify and demonstrate smart sun protection guidelines.

Understand the consequences of skin damage caused by sunburn.

**Surf Conditions and Hazards**

Lesson: Identify how a rip current forms, what they look like and the different types of rip currents.

Understand how to escape a rip current, and what to do if you see someone caught in a rip current.

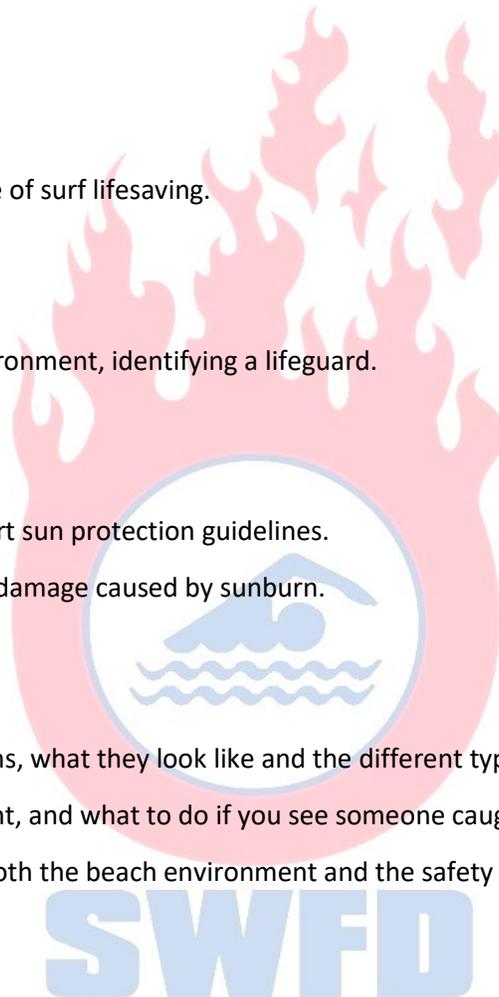
Understand how weather can effect both the beach environment and the safety of beach patrons.

**Resuscitation and First Aid**

Lesson: Perform cardiopulmonary resuscitation (CPR) techniques.

Recognize and manage patients suffering from cuts and abrasions, bleeding from the nose, and sunburn first aid.

**Beach Safety Flags and Signs and Signals**



Lesson: What the beach flags and signs in your local area mean.

### **Beach Safety Education and Prevention**

Lesson: Recognize unsafe behaviors at the beach and in the water.

### **Surf Swimming, Entering, Negotiating and Exiting the Surf**

Lesson: High knees, porpoising, diving under a wave, donning fins, knowing your bearings, and swim stroke technique improvement.

### **Board Paddling**

Lesson: Correct paddling technique and positioning on the board. Board Maintenance and care.

Recognize how a board can be used to secure and support a conscious patient.

### **Swim: Rescue Tube Rescue**

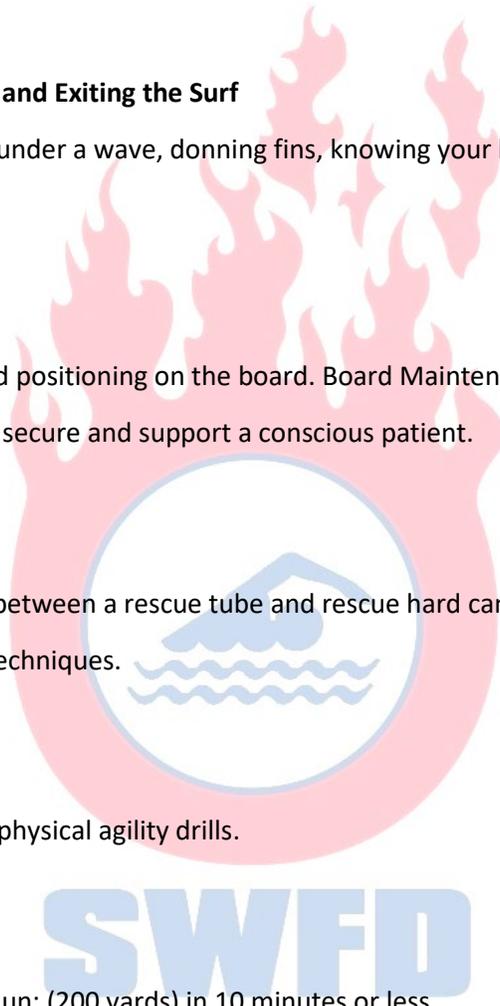
Lesson: Understanding the difference between a rescue tube and rescue hard can. Maintenance and demonstrate skill rescue tube rescue techniques.

### **Beach Activity Skills**

Lesson: Sand running, beach flags and physical agility drills.

### **Physical Performance Expectations:**

Run (200 yards) – Swim (200 yards) – Run: (200 yards) in 10 minutes or less.



**South Walton Fire District**  
**Junior Lifeguard Program**  
**Certificate of Program Completion**

**Learning Outcomes:**

Describe and demonstrate open water surf lifesaving skills.

**Assessment:**

**Satisfy the majority of the Examiners in respect to their competence in all learning outcomes by:**

- Oral examination
- Basic Skill Performance
- Rescue Scenario simulation

**Describe surf and environmental conditions and hazards:**

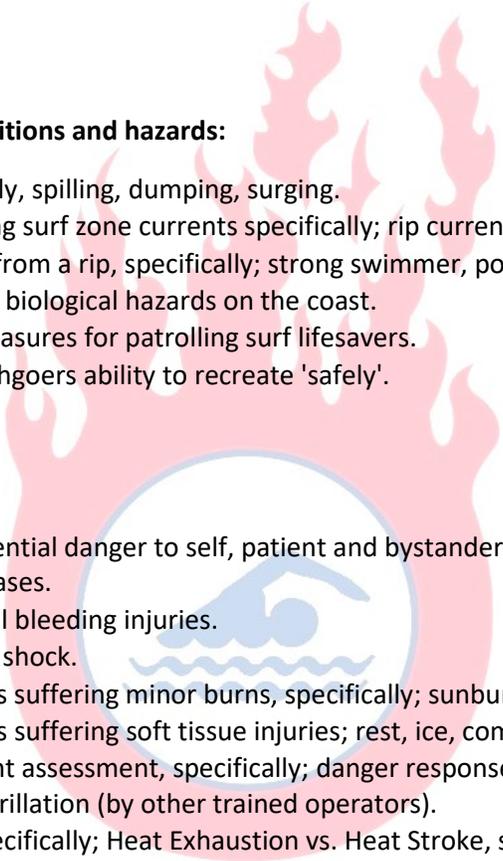
- List 3 types of waves, specifically, spilling, dumping, surging.
- Recognize and describe differing surf zone currents specifically; rip currents, channels, and sand bars.
- Describe methods of escaping from a rip, specifically; strong swimmer, poor swimmer.
- Describe common physical and biological hazards on the coast.
- List sun safety preventative measures for patrolling surf lifesavers.
- List factors which effect a beachgoers ability to recreate 'safely'.

**Identify basic patient management:**

- Perform checks to identify potential danger to self, patient and bystanders, specifically; preventive actions for communicable diseases.
- Recognize and manage external bleeding injuries.
- Recognize and manage patient shock.
- Recognize and manage patients suffering minor burns, specifically; sunburn.
- Recognize and manage patients suffering soft tissue injuries; rest, ice, compression, elevation.
- Perform an airway management assessment, specifically; danger response, airway, breathing, circulation, need for CPR, defibrillation (by other trained operators).
- List common sun disorders, specifically; Heat Exhaustion vs. Heat Stroke, skin cancer risks.

**Perform basic resuscitation techniques:**

- Perform a priority injury management assessment of a patient.
- Place a patient in recovery position.
- Perform a patient rollover.
- Open airway by attaining a backward head tilt.
- Perform 2 full breaths in at least 2 seconds.



**SWFD**

- Detail breathing rates for adult, child, and infant.
- Perform rescue breathing techniques.

#### **Perform resuscitation (CPR) techniques:**

- Detail the systems of the body, specifically; muscular-skeletal, circulatory, respiratory, nervous.
- Demonstrate knowledge of when to commence CPR, and flow chart procedures for CPR.
- Detail CPR rate for adult, child, and infant.
- Perform 1 and 2 person CPR techniques.
- Perform oxygen aided resuscitation technique.
- Demonstrate and describe patient management procedures after CPR.

#### **Describe the purpose of Lifeguarding:**

- List 3 reasons for lifeguard patrol zones.
- Describe the roles of lifeguards.
- Describe beach user trends and activities at one local beach.

#### **Demonstrate knowledge of Lifeguard patrol zones:**

- Demonstrate knowledge of equipment required for patrolling purposes.
- Demonstrate an ability to set up a patrol zone and check equipment.
- Demonstrate an awareness of public education and relation principles.
- Demonstrate an understanding of patrol methods.
- Demonstrate an understanding of scanning procedures and methods.
- Display knowledge of USLA Approved Standard signage commonly used at aquatic venues.

#### **Identify persons in distress in a surfing or aquatic environ:**

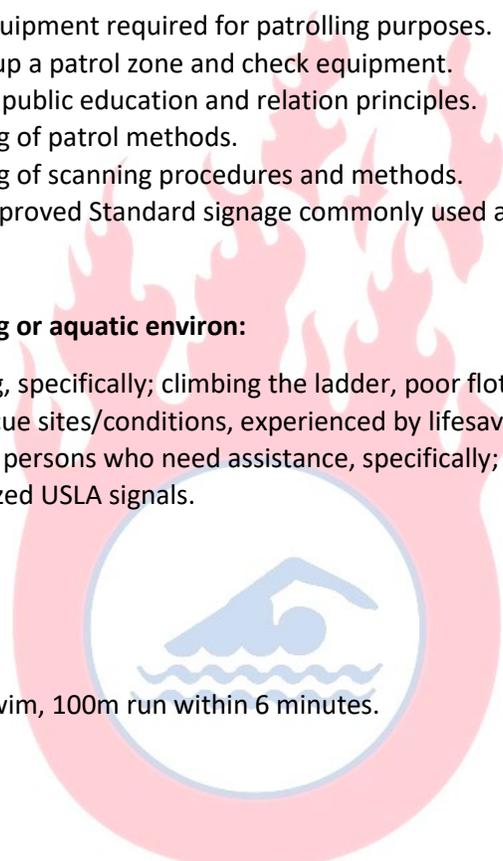
- Describe the signs of drowning, specifically; climbing the ladder, poor flotation, face down, arms waving.
- List common rescues, and rescue sites/conditions, experienced by lifesavers.
- Describe various conditions of persons who need assistance, specifically; anxious, panic, calm, shock.
- Signal the shore using recognized USLA signals.
- Return patient safely to shore.

#### **Perform surf skills:**

- Complete a 100m run, 200m swim, 100m run within 6 minutes.

#### **Demonstrate USLA hand signals:**

- Display knowledge of USLA hand signals.
- Demonstrate knowledge of actions to be undertaken on receipt of signals.
- Perform patient approaches, support & escapes aided by equipment on unconscious/conscious patients:
- Perform a swim, negotiating the surf, using a rescue tube.
- Paddle a board, negotiating the surf, using an USLA approved rescue board.
- Swim with a rescue tube & paddle a board to a person in distress and return to shore.



- Assess the patient's distress level.
- Secure and support the patient using the rescue equipment.
- Perform front and rear release and escape methods.
- Perform leg and arm blocks.

### **Supporting Documentation:**

The International Lifesaving Youth Position Statement below supports this endeavor.

## **International Life Saving Federation (ILS) YOUTH STATEMENT**

### **Purpose**

The ILS Youth Statement sets a benchmark for best practice to assist the organization and its constituent members in fulfilling its commitment to involve young people in decision-making regarding the development of policy, programs and activities.

### **Values**

The following value statements regarding young people and participation underpin the principles outlined in the statement and establish a positive context for young people's participation in life saving processes.

### **Young People**

- Young people are valued members of the lifesaving communities.
- Young people are entitled to the same human rights and protections as all other members of lifesaving communities.
- Young people are entitled to respect and dignity.
- Young people have unique and diverse gifts, knowledge and skills.
- Young people make valuable and significant contributions to life saving.

### **Participation**

ILS values young people's participation in its own structures and in member federations. It also recognizes the power imbalance that can exist between young people and those who make decisions around the development of policy, programs and activities. ILS commits to engaging with young people for the well-being of its organization.

### **The International Life Saving Federation:**

- Recognizes young people as members and encourages them to be involved in all aspects of life saving.
- Provides young people with timely information about organizational processes.
- Maximizes opportunities for programs and policies to be meaningful and effective for a diverse range of young people.
- Demonstrates respect and dignity for young people by listening to young people and considering their ideas and views seriously.

- Creates opportunities for young people to demonstrate, develop and use their skills and knowledge.
- Encourages member Federations to ensure democracy so that young people can play an active part in organizational decision-making.
- Encourages its members to have supportive relationships between young people and their local Federations which are based on respect, equality and accountability.
- Provides linkages, networks and pathways for young people to connect with ILS and their Federations.

## **Principles**

The ILS is committed to negotiating principles which underpin young people's engagement with the ILS Youth Statement and participation in its processes.

## **Implementation**

The ILS Youth Statement provides guidance to ILS in its commitment to engaging with young people by itself or through member Federations, in the development of policy, programs and activities. In order to make this possible ILS will:

- Develop and implement or encourage the implementation of youth policies and agenda at international and national levels.
- Create an environment conducive for youth development and participation, including creating organizational support for youth development.
- Allocate resources for achieving its vision of effective and efficient implementation of youth policy.
- Create and sustain communication mechanisms that facilitate dialogue between all relevant stakeholders.
- Ensure/encourage optimal participation and consultation of young people in life saving planning processes.
- Develop and implement programs, in consultation with youth, for the advancement of youth development and activities.
- Periodically review and evaluate the ILS implementation of youth policy and programs.
- Establish mechanisms for communicating with and educating youth about ILS, its members and its programs.
- Create and sustain humanitarian, recreational and sports activities.

Within the implementation of the Statement, ILS will consider the impact of it upon the existing legal framework within which ILS operates and will integrate the values and principles into that framework as appropriate.

ILS will consider how to involve young people in the development of principles within the Statement and how to encourage the participation of young people in its member Federations.

Position Statement approved by the ILS Board of Directors on 15/02/2006