



## Board/Authority Authorized Course: *Swimming and Lifesaving 11*

<b>School District/Independent School Authority Name:</b> Chilliwack School District	<b>School District/Independent School Authority Number:</b> SD #33
<b>Developed by:</b> <i>Joel Sutcliffe</i>	<b>Date Developed:</b> <i>October 2022</i>
<b>School Name:</b> <i>Sardis Secondary School</i>	<b>Principal's Name:</b> <i>Lynnet Schramm</i>
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> <i>Swimming and Lifesaving 11</i>	<b>Grade Level of Course:</b> <i>11</i>
<b>Number of Course Credits:</b> <i>4</i>	<b>Number of Hours of Instruction:</b>

### **Board/Authority Prerequisite(s):**

*Prerequisite: Swimming Ability - Students must be able to swim 400m continuously (with a recognizable stroke).*

### **Special Training, Facilities or Equipment Required:**

*-The teacher must be a current Lifesaving Instructor, and preferably hold a current National Lifeguard certification.*

*-Most of the course will be conducted in the pool (approximately 75%) in a partnership agreement with the YMCA, although there is a theory portion that will be done in classroom.*

*-A lot of equipment is required (as set by Lifesaving Society policy) for both water rescue and first aid training. This equipment either already exists (for other courses at Sardis Secondary) or will be provided by the YMCA.*

*-Students/Parents will be responsible for transportation to the pool. Transportation back to Sardis will be provided by bus after Block 1.*

### **Course Synopsis:**

*-This is a physically active course in Aquatics (water activities) that will include swimming, water rescue, first aid, and other activities in the pool.*

*-As part of the course, students will complete the curriculum for Bronze Medallion, Bronze Cross, and Standard First Aid. If students are successful on these items, they may be eligible for certification.*

**Goals and Rationale:**

- To prepare students for lifelong fitness and skill opportunities or a career within Aquatics*
- To provide successful students with an Bronze Medallion and Bronze Cross certification (prerequisites for Lifeguard Training)*
- To provide successful students with Standard First Aid certification and cardio-pulmonary resuscitation (CPR) certification level 'C'*
- To provide future training and employment opportunities through a partnership agreement with the YMCA.*

**Aboriginal Worldviews and Perspectives:**

*This course would emphasize the aboriginal value of experiential learning. It is focused on practical skills and patient outcomes. It also incorporates some important principles of learning.*

- Learning about water rescue and first aid ultimately supports the well-being of the self, the family, and the community.*
- Learning through practical teamwork is holistic, reflexive, reflective, experiential, and relational*
- Learning about saving lives involves recognizing the consequences of one's actions.*
- Learning about patient consent and confidentiality involves recognizing that some knowledge only shared with permission and/or in certain situations.*

### BIG IDEAS

<p>Being in an aquatic environment, and learning about rescues, requires both <b>personal safety and professionalism</b></p>	<p>Someone trained in water rescue and first aid is expected to have a current base of <b>knowledge</b></p>	<p>Life-long <b>fitness</b> can involve a variety of activities in the pool.  Someone certified in water rescue requires a minimum level of <b>fitness</b></p>	<p>Aquatic activities, lifesaving, and first aid require proficiency in a specific set of <b>skills</b>.</p>	<p>Any trained rescuer must use <b>judgment</b> in following specific rescue, assessment, and treatment protocols.</p>
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### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Participate in a <b>variety of aquatic-based physical activity</b>.</li> <li>• Demonstrate the knowledge necessary for personal water safety and to perform both land and water rescues.</li> <li>• Attempt to improve performance on the <b>fitness standards</b> required for certification in Bronze Medallion and Bronze Cross.</li> <li>• Demonstrate specific <b>water rescue skills</b></li> <li>• Assess and manage a broad range of first aid emergencies, with specific treatments and <b>critical interventions</b></li> <li>• Demonstrate basic airway and breathing management, cardiopulmonary resuscitation (CPR) and automated External Defibrillation (AED)</li> <li>• Perform both land and water simulated rescues that require the application of knowledge, skills, fitness and judgement.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• Future opportunities for personal enjoyment, fitness, and employment in Aquatics.</li> <li>• Fitness principles, as they apply to Aquatics</li> <li>• Personal safety, Risk assessment and response</li> <li>• The rescue process (ladder approach and rescuer’s checklist)</li> <li>• Ethical and legal considerations in First Aid</li> <li>• Basic resuscitation procedures for a variety of different patients and circumstances.</li> <li>• Lifesaving procedures and protocols</li> <li>• A variety of illnesses and injuries, focusing on patient management when less than fifteen minutes away from medical aid.</li> <li>• Basic anatomy and physiology to help understand injuries and treatment</li> </ul>

## Big Ideas – Elaborations

- 1) **Professionalism.** This includes personal safety, leadership, teamwork, decision-making, communication skills, punctuality, self-reflection, etc.
- 2) **Knowledge.** This includes familiarity with required content and skills, a desire to learn, information literacy, independent and group learning, communication, etc.
- 3) **Fitness.** This includes a variety of fitness activities for life-long health, in addition to the fitness standards required for lifesaving certification
- 4) **Skills.** Students will learn a specific set of skills in first aid and water rescue that can be applied to real-life situations.
- 5) **Judgement.** Students must be able to assess given information and use decision-making skills to make appropriate decisions about the next steps.

## Curricular Competencies – Elaborations

The curricular competencies for this course include those defined by the current Lifesaving Society curriculum for Bronze Medallion, Bronze Cross, and Standard First Aid. There will be additional time to go further in depth in some of these areas, and to do a greater variety of fitness.

**Variety of aquatic-based physical activity:** This may include warm-up activities, strengthening activities, land-based movement activities, water polo, Aquafit, swimming, diving, lifesaving, etc. approximately 75% of the course will be taught at the leisure centre where there is access to a variety of spaces.

**Fitness Standards:** Currently this includes endurance swims (400m), sprints, and object recovery.

**Water Rescue Skills:** (as per the Bronze Medallion and Bronze Cross curriculum)

**Critical interventions** = At this level, means focusing on initial life-saving patient management when you are less than fifteen minutes away from medical aide (as opposed to long-term care or patient transport)

## Content – Elaborations

Because it includes certification in Standard First Aid, CPR 'C', Bronze Medallion, and Bronze Cross much of the content is governed the standard-setting agency (Canadian Lifesaving Society). [www.lifesaving.ca](http://www.lifesaving.ca)

### Water Rescue and Fitness

- Drowning Chain of Survival and the Rescue Process (ladder approach and rescuer's checklist)
- The Lifesaving Society, as well as future aquatic opportunities
- Risk assessment and response
- Cold water immersion and risks to the rescuer
- Follow-up and care and treatment of a non-fatal drowning
- Knowledge of the cause and prevention of shallow water blackout
- Assistant lifeguard roles and responsibilities
- Self Rescue (wearing clothes)
- Swimming and lifesaving strokes

## Content – Elaborations

- Tows and Carries
- Searches
- Submerged Victim Recovery
- Communication
- Safety Supervision
- Victim Recognition
- Entries and Removals
- Defenses and Releases
- Surface Dives and underwater swim
- Spinal Injury Management
- Rescue Drills: Head-up swimming to rescue a victim and carry them along the surface.
- Endurance Swimming: 400m timed swim
- Specific Swimming Strokes: Front Crawl, Back Crawl, Breaststroke, Head-up Front Crawl, Head-Up Breaststroke, Whip Kick, Eggbeater, Scissor Kick
- Object Recovery: Head-up swimming to recover a submerged victim and carry them along the surface

### Scenarios:

- Low-risk, non-contact rescue from the land
- Non-contact rescue in open water (20m approach)
- Rescue of a non-breathing victim (at the surface)
- Two person rescue with multiple victims
- Two person rescue involving a non-breathing victim
- Assistant lifeguard situations

### Resuscitation:

- Identify relevant human anatomy and physiology
- Activation of EMS
- Assessment and care of an unconscious patient
- Basic AED use
- One Rescuer CPR: adult/child/infant
- Conscious Obstructed Airway: adult/child/infant
- Unconscious Obstructed Airway: adult/child/infant
- Two Rescuer CPR: adult/child/infant
- List the risk factors associated with cardio-vascular disease
- List safety precautions including personal protection and proper handling of equipment.
- Understand the purpose and function of an AED, supplemental oxygen, and different delivery devices.
- Explain the legal issues surrounding resuscitation

## Content – Elaborations

- Understand the importance of self-protection
- Demonstrate appropriate decision-making in scenarios
- Demonstrate management over a situation, including direction of bystanders
- Demonstrate an understanding of the effects of a critical incident on patients, rescuers, and bystanders, as well as the potential consequences of an unsuccessful rescue.

### First Aid

- Identify relevant human anatomy and physiology.
- Primary and Secondary Assessment
- Recognition and care for respiratory emergencies (asthma, hyperventilation, anaphylaxis, aspiration)
- Recognition and care of circulatory emergencies (shock, major bleeding, heart attack or angina, stroke or transient ischemic attack)
- List contra-indications for the administration of aspirin
- Explain the use of nitroglycerin in the treatment of angina
- Recognition and care of soft tissue injuries, including facial injuries and burns
- Recognition and care of abdominal and chest injuries
- Recognition and care of bone and joint injuries
- Recognition and care of head and spinal injuries
- Recognition and care of environmental emergencies (heat cramps, heat syncope, heat exhaustion, heat stroke, hypothermia, frost bite)
- Recognition and care of a seizure
- Recognition and care of a suspected poisoning
- Recognition and care of a diabetic emergency
- Assists and carries appropriate for safe removal of a patient from a hazardous environment

### Recommended Instructional Components:

- *Direct Instruction and Demonstrations*
- *Fitness Development and Training*
- *Skill Practice and Feedback*
- *Scenarios and Simulation*
- *Protocol Memorization*
- *Rubrics and Checklists*
- *Peer/Self Assessment and Reflection*

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

*Formative assessment will be ongoing through clear criteria, checklists, rubrics, and practice tests. There will be ongoing peer and self-assessment. Quizzes will primarily help memorize required knowledge, skills, and procedures.*

*Students will be graded on the following categories (correlating to the 'big ideas'):*

*Personal Safety and Professionalism*

*See the "big ideas" for elaboration*

*Knowledge*

*Theory aspects of First Aid and Lifesaving*

*Skills*

*Checklist of skills*

*Fitness*

*Participation and Demonstration of fitness components.*

*Scenarios*

*Demonstrated competence in Lifesaving and First Aid scenarios*

*Note: The course grade does not necessarily correlate to the certification criteria for Bronze Medallion, Bronze Cross and Standard First Aid (which all employ a pass/fail checklist).*

**Learning Resources:**

Textbooks

1. Canadian Lifesaving Manual. ISBN 0920326463
2. Canadian First Aid Manual ISBN 9780973566055

**Additional Information:**

Lifesaving Society Canada <https://www.lifesaving.ca/>

Lifesaving Society (BC and Yukon Branch) <https://www.lifesaving.bc.ca/>

A similar course is offered at Esquimalt High School <https://esquimaltcourses.sd61.bc.ca/courses/physical-and-health-education-9-12-aquatics/>

# **BAA Proposal: Swimming and Lifesaving 11**

by Joel Sutcliffe, Teacher at Sardis Secondary School

## **Proposal:**

### **Swimming and Lifesaving 11**

**Prerequisite:** *Swimming Proficiency is required - Students must be able to swim 400m continuously (with a recognizable stroke).*

-The course will include a variety of Aquatic activities (swimming, water rescue, other)

-Throughout the duration of the course, students will be given instruction towards attaining their Bronze Medallion, Bronze Cross, and Standard First Aid certifications (if they don't already have them)

-There is a total certification fee of up to \$125 (if all certifications are needed/successful).

-This course will start at 8:00am at Cheam on pool days (approx.. 3-4 days a week) and follow the regular bell schedule on classroom days (approx.. 1-2 days a week)

## **Background:**

- The impetus for this course proposal came in May 2022 from a request for a meeting with the School Board Chair and the Chilliwack YMCA Manager.
- As of Sept 2022, the YMCA is operating all of the Aquatic facilities on the behalf of the City of Chilliwack and they are interested in leadership development for youth. There is both an immediate and long-term demand for lifeguard staff in the community.
- There is also a need for water safety education for youth in Chilliwack.
- There are benefits of a partnership between the school district and pool facilities, including promotion for the courses and access to the training (students can fit the training into their school course selection process)
- There are possibilities of work experience and leadership opportunities that can be explored once this course is running.

## **Teacher Experience**

- I have extensive experience over the past 25 years in teaching lifesaving, lifeguarding, and first aid courses in a variety of contexts and locations.
- I am currently teaching two other BAA courses that have similarities.
  - Health Services 11 includes First Aid, CPR, Sports Injuries, Concussion Management, and an Intro to Health Professions
  - Health Services 12-EMR is a partnership program with the Justice Institute of BC that offers the Emergency Medical Responder certification (first level of Paramedic training)
- In order to teach the course, I will need to maintain my qualifications (Lifesaving Instructor, First Aid Instructor, National Lifeguard). Students can't be in the water without qualified supervision.

## **Partnership with the YMCA**

This course is supported by the YMCA, through the use of pool space and equipment necessary to run the course. The YMCA will schedule a staff member to help co-teach the course during the pool time. In addition, the YMCA will provide a pathway for further training for students interested in a Lifeguarding job.

## **Rationale:**

Many students are interested in improving their swimming, or completing the courses necessary for lifeguarding, but struggle to find the time and resources. This program would allow them to do this within the school schedule and to get 4 credits for a full grade 11 course.



Typically when offered in the community, these courses would be scheduled (with a class size of 12) for:

Bronze Medallion	20 Hours	\$250
Bronze Cross	20 Hours	\$250
Standard First Aid	16 Hours	\$175
<b>Total</b>	<b>56 Hours</b>	<b>\$675</b>

The extra time within a high school course would be necessary to:

- Provide for a larger class size (up to 24)
- Allow for smaller chunks of classtime, with more review and practice
- Provide additional time to develop skills and fitness
- Give opportunities to try other Aquatic pursuits (ex. Water Polo, Diving, Swimming, etc.)

### Fee:

If students meet the necessary criteria and would like to receive certifications, there are “exam fees” that go to the Lifesaving Society. This is not necessary to receive credit for the course. All three exam fees would currently come to about \$125. There may also need to be fees for transportation as necessary.

### Logistics

Much of the required equipment for First Aid I already have and maintain within my current budget for Health Services 11. All of the Lifesaving equipment will be provided by the pool.

Students/Parents will be responsible for transportation to the pool. Transportation back to Sardis will be provided by bus after Block 1.

Approximately 20% of the course will be done in the classroom at Sardis. The course will be scheduled during Block 1 to accommodate the pool schedule.

### Textbooks:

1. Canadian Lifesaving Manual. ISBN 0920326463      \$36 each
2. Canadian First Aid Manual ISBN 9780973566055      \$12 each

### Examples from other schools in BC:

News article about the high school lifesaving course at Esquimalt High

<https://www.cbc.ca/news/canada/british-columbia/lifeguard-shortage-victoria-1.6209592>

Link to course description

<https://esquimaltcourses.sd61.bc.ca/courses/physical-and-health-education-9-12-aquatics/>

Information about the “Lifeguard Academy” at Rutland Secondary (Kelowna)

<https://allenmcnabb.wixsite.com/mysite/about>

Information about the “First Aid Swim Training” program in West Vancouver

<https://westvancouver.schools.ca/programs/first-aid-swim-training-fast>

Fort Nelson Secondary School also offers a lifeguarding course

<https://www.sd81.bc.ca/fnss/>