

Lifeguarding

Curriculum/Content Area: Physical Education	Course Length: 9 Weeks
Course Title: Lifeguarding	Date last reviewed: May 2016
Prerequisites: PE 9, Age 15 Prior to End of Course	Board approval date: August 16, 2016

Desired Results

Course description and purpose:

The purpose of the American Red Cross Lifeguarding course is to provide entry-level lifeguarding participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries and sudden illness until emergency medical services (EMS) personnel take over. Our Lifeguarding course offers students the chance to achieve Red Cross certification in Lifeguarding. Students will learn various lifeguarding skills, CPR for the Professional Rescuer, and First Aid. Students will have a chance to refine rescue skills and work on swimming endurance. Students must turn 15 years old by the end of the term that they are taking the class.

<p>Enduring Understandings (EUs):</p> <ol style="list-style-type: none"> 1. Proficient movement skills provide competency in all physical activities. 2. There are necessary psychological and physical skills that will help support continued lifetime physical fitness. 3. Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness. 4. Demonstrating responsible and respectful behavior promotes positive personal and social success. 5. Everyone benefits from collaboratively working towards improved health and wellness 6. Physical activity promotes social, emotional, and physical well being of self and the community. 	<p>Essential Questions (EQs):</p> <ol style="list-style-type: none"> 1. What different ways can the body move given a specific purpose? 2. How will you help a team be successful? 3. What does it mean to be a good teammate? 4. How can we move effectively and efficiently? 5. How do you determine whether a strategy is effective? 6. What can we do to be physically active and why is this important? 7. Why is it important to be physically fit and how can we stay fit? 8. How do we interact with others during physical activity? 9. How will physical activity help us now and in the future?
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Assessment Evidence

<p><i>Performance assessments include but are not limited to:</i></p> <ol style="list-style-type: none">1. Red Cross Unit Skills Tests2. FITNESSGRAM Pacer3. FITNESSGRAM Exercise Testing	<p><i>Other assessments may include:</i></p> <p>Classroom formative and summative assessments aligned to standards.</p>
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<p>Unit: The Professional Lifeguard and Facility Safety</p>
<p>Standards:</p> <p>WI.PE.Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <ol style="list-style-type: none">A. Demonstrates skill development.B. Demonstrates advanced skill application. <p>WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <ol style="list-style-type: none">A. Demonstrates cognitive understanding.B. Applies and analyzes scientific principles of physical activity <p>WI.PE.Standard 3: Participates regularly in physical activity.</p> <ol style="list-style-type: none">A. Chooses to be physically active. <p>WI.PE.Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</p> <ol style="list-style-type: none">A. Assesses and manages personal health behaviors. <p>WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ol style="list-style-type: none">A. Contributes to establishing a positive physical activity learning environment
<p>Learning Targets:</p> <ol style="list-style-type: none">1. I can describe characteristics and responsibilities of a professional lifeguard.2. I can define certain legal considerations and apply them to situations that might be encountered in lifeguarding.3. I can describe ongoing training for lifeguards.4. I can describe what it means to work as part of a lifeguard and safety team.5. I can explain the reasons for common rules and regulations at aquatic facilities

6. I can demonstrate how to safely and effectively enter the water and approach a victim.

Unit Title: Facility Safety, Patron Surveillance, and Injury Prevention

Standards:

WI.PE.Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- A. Demonstrates skill development.
- B. Demonstrates advanced skill application.

WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- A. Demonstrates cognitive understanding.
- B. Applies and analyzes scientific principles of physical activity

WI.PE.Standard 3: Participates regularly in physical activity.

- A. Chooses to be physically active.

WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A. Contributes to establishing a positive physical activity learning environment

Learning Targets:

1. I can identify the behaviors of a swimmer, distressed swimmer, and an active and a passive victim.
2. I can identify various types of zones of surveillance.
3. I can explain how communication with patrons plays a role in preventing injuries.
4. I can demonstrate how to perform effective surveillance including scanning, victim recognition and lifeguard rotations.
5. I can identify and define elements of effective surveillance.

Unit Title: Injury Prevention and Rescue Skills Part 1 & Part 2

Standards:

WI.PE.Standard 1: Demonstrates competency in motor skills and movement patterns needed

to perform a variety of physical activities.

- A. Demonstrates skill development.
- B. Demonstrates advanced skill application.

WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- A. Demonstrates cognitive understanding.
- B. Applies and analyzes scientific principles of physical activity

WI.PE.Standard 3: Participates regularly in physical activity.

- A. Chooses to be physically active.

WI.PE.Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

- A. Assesses and manages personal health behaviors.

WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A. Contributes to establishing a positive physical activity learning environment

Learning Targets:

1. I can explain the purpose and general procedures of an emergency action plan (EAP).
2. I can demonstrate how to safely and effectively assist a distressed swimmer, rescue an active and passive victim and rescue multiple victims.
3. I can demonstrate the ability to implement an EAP and perform a rescue.
4. I can demonstrate how to safely and effectively rescue a submerged victim in shallow or deep water.
5. I can demonstrate how to safely and effectively perform feet-first and head-first surface dives.
6. I can demonstrate how to safely and effectively perform a two-person removal of a victim from the water using a backboard.

Unit Title: Before Providing Care, Victim Assessment and Breathing Emergencies

Standards:

WI.PE.Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- A. Demonstrates skill development.
- B. Demonstrates advanced skill application.

WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- A. Demonstrates cognitive understanding.
- B. Applies and analyzes scientific principles of physical activity

WI.PE.Standard 3: Participates regularly in physical activity.

- A. Chooses to be physically active.

WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A. Contributes to establishing a positive physical activity learning environment

Learning Targets:

1. I can describe what standard precautions to take to prevent disease transmission when providing care.
2. I can demonstrate the general procedures for injury or sudden illness on land.
3. I can identify victim conditions that indicate the need to summon emergency medical services (EMS) personnel.
4. I understand how to safely and effectively move a victim on land.
5. I can demonstrate how to use a resuscitation mask.
6. I can recognize and care for a breathing emergency.
7. I can demonstrate how to safely and effectively give ventilations.

Unit Title: Cardiac Emergencies and Using an Automated External Defibrillator

Standards:

WI.PE.Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- C. Demonstrates skill development.
- D. Demonstrates advanced skill application.

WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- C. Demonstrates cognitive understanding.
- D. Applies and analyzes scientific principles of physical activity

WI.PE.Standard 3: Participates regularly in physical activity.

- A. Chooses to be physically active.

WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and

others in physical activity settings.

- A. Contributes to establishing a positive physical activity learning environment

Learning Targets:

1. I can identify signs and symptoms of cardiac arrest.
2. I can demonstrate how to safely and effectively perform one-rescuer CPR and two-rescuer CPR.
3. I can demonstrate how to use an automated external defibrillator (AED).
4. I can identify precautions for using an AED.

Unit Title: First Aid

Standards:

WI.PE.Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- E. Demonstrates skill development.
- F. Demonstrates advanced skill application.

WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- E. Demonstrates cognitive understanding.
- F. Applies and analyzes scientific principles of physical activity

WI.PE.Standard 3: Participates regularly in physical activity.

- A. Chooses to be physically active.

WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A. Contributes to establishing a positive physical activity learning environment

Learning Targets:

1. I can identify how to recognize and care for a victim of sudden illness, injuries and shock.
2. I can identify how to recognize and care for a victim of poisoning, heat-related illness and cold-related emergencies.
3. I can demonstrate the ability to work as a team to implement an EAP, perform a secondary assessment, and provide first aid care.

4. I can demonstrate how to care for victims with head, neck, or spinal injuries.
5. I can demonstrate how to immobilize muscle, bone and joint injuries.

Unit Title: Head, Neck and Spinal injuries in the Water

Standards:

WI.PE.Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- G. Demonstrates skill development.
- H. Demonstrates advanced skill application.

WI.PE.Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- G. Demonstrates cognitive understanding.
- H. Applies and analyzes scientific principles of physical activity

WI.PE.Standard 3: Participates regularly in physical activity.

- A. Chooses to be physically active.

WI.PE.Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A. Contributes to establishing a positive physical activity learning environment

Learning Targets:

1. I can demonstrate how to give in-water ventilations.
2. I can demonstrate how to perform a quick removal of a victim in the water.
3. I can demonstrate how to care for victims with head, neck and spinal injuries in shallow and deep water.
4. I can demonstrate how to rescue an active victim in deep water.
5. I can demonstrate how to rescue a submerged passive victim in deep water and provide care.