



LIFEGUARD CERTIFICATION COURSE 9TH-12TH

Approved by KSD Board of Education: 2-3-2025

Course Description:

The Health and Physical Education Department of Kirkwood High School will implement the "American Red Cross LifeGuarding" curriculum, which includes certification for lifeguarding, First Aid, and CPR/AED for the professional rescuer. Students will identify and evaluate roles, characteristics, and responsibilities of a professional lifeguard, as well as proper surveillance techniques and emergency action procedures. Students will identify and analyze facility operations and aquatic injury prevention. This course will provide entry-level lifeguard participants with the transferable knowledge and skills to become informed, confident, and competent individuals capable of preventing, recognizing and responding to aquatic emergencies and providing care for breathing and cardiac emergencies, injuries, and sudden illnesses until emergency medical services (EMS) personnel take over.

Prerequisites:

- Minimum age: 15 years at the conclusion of the course
- Swim 300 yards continuously
- Tread water for 2 minutes using only the legs
- Complete a timed event within 1 minute, 40 seconds
 - Starting in the water, swim 20 yards
 - Surface dive to a depth of 7 to 10 feet to retrieve a 10 pound object
 - Return to the surface and swim 20 yards on the back to return to the starting point
 - Exit the water without using a ladder or steps

Grade Level: 9th-12th Grade (Semester)

Unit Scope and Sequence

- Unit 1:** Introduction to the Course
- Unit 2:** The Professional Lifeguard and Injury Prevention
- Unit 3:** Facility Safety, Patron Surveillance, and Injury Prevention
- Unit 4:** Injury Prevention and Rescue Skills
- Unit 5:** Victim Assessment and Breathing Emergencies
- Unit 6:** Cardiac Emergencies
- Unit 7:** First Aid
- Unit 8:** Caring for Head, Neck, and Back Injuries
- Unit 9:** Final Written Exam and Final Skill Scenario

Course Enduring Understandings:

- Rules are designed to keep us safe.
- All decisions have consequences.
- Fit people engage in physical activity on a regular basis.
- Fitness is a process not a product.
- Behaving well is as important as playing well.

Course Essential Questions:

- What can I do to be physically active and why is it important?
- How can I move effectively and efficiently?
- Why is it important to be physically fit and how can I stay fit?
- How do I interact with others during physical activity?
- How will physical activity help me now and in the future?

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Unit 1: Introduction to the Course

After completing this unit, students will be able to explain the purpose of the Lifeguarding Certification Course is to teach the knowledge and skills needed to help prevent and respond to aquatic emergencies. This includes land and water rescue skills as well as first aid and CPR/AED.

*Students who pass the precourse evaluation will be given a copy of the *American Red Cross Lifeguarding Manual*.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Lifeguards are part of the fabric of our communities. • The skills learned as a lifeguard are valuable assets that benefit individuals throughout their lives.	• What role do lifeguards play in our communities? • What is the purpose of the Lifeguarding Certification course? • What lifeguarding skills will be beneficial throughout my life?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Lifeguarding Certification course • American Red Cross Lifeguarding Manual • Front crawl • Rhythmic breathing • Stabilizing, propellant kick • Breaststroke • Pull, breathe, kick and glide sequence • Swim-tread-swim sequence	• Explain the purpose of the Lifeguarding Certification course. • Successfully complete the precourse skills evaluation. • Complete three swimming prerequisites to continue in the Lifeguarding Certification course. ○ Swim 300 yards continuously, using the following strokes in order: ■ 100 yards of front crawl using rhythmic breathing and a stabilizing, propellant kick. Rhythmic breathing can be performed either by breathing to the side or to the front ■ 100 yards of breaststroke using a pull, breathe, kick and glide sequence ■ 100 yards of either the front crawl or breaststroke, or a combination of both. ○ Starting in the water, swim 20 yards using the front crawl or breaststroke, surface dive 7-10 feet, retrieve a 10-pound object, return to the surface, flip to your back and swim 20 yards back to the starting point with the object and exit the water without using a ladder or steps, within 1 minute, 40 seconds.

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Unit 1: Introduction to the Course

Missouri Learning Standards

Priority Standard 1: Develops a variety of motor skills.

Supporting Standards:

- Demonstrates activity-specific movement skills in a variety of lifetime sports and activities (1.12.1).
- Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills (1.12.9).

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Unit 2: The Professional Lifeguard and Injury Prevention

This unit covers the roles, responsibilities, and skills of professional lifeguards, including facility safety, legal considerations, teamwork, and weather-related precautions. Students will also practice safe water entry and victim approach techniques.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Professional lifeguards play a critical role in ensuring the safety and well-being of others through effective teamwork, adherence to legal and facility guidelines, and ongoing skill development. - Understanding and applying safety protocols, including weather-related precautions, is essential to maintaining a secure aquatic environment. - Lifeguards combine technical skills with sound judgment to respond effectively to emergencies	- What qualities and responsibilities define an effective professional lifeguard? - How do legal and safety considerations influence lifeguards' actions? - Why is teamwork essential in ensuring the safety of patrons and maintaining facility standards? - How can lifeguards anticipate and address potential safety concerns, including those caused by weather conditions? - What technical skills are necessary for lifeguards to respond effectively in emergency situations?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Characteristics of a professional lifeguard. - Legal considerations of lifeguarding. - Slide-in entry. - Stride jump. - Compact jump. - Rescue tube.	- Describe the characteristics and responsibilities of a professional lifeguard. - Define certain legal considerations and apply them to situations that might be encountered in lifeguarding - Demonstrate the ability to use decision making skills when lifeguarding and in life in general. - Effectively communicate with others. - Describe ongoing training for lifeguards. - Describe what it means to work as part of a lifeguard and safety team. - 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. - Demonstrate how to safely and effectively enter the water and approach a victim.

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Unit 2: The Professional Lifeguard and Injury Prevention

Missouri Learning Standards

Priority Standard 3: Develops social skills through movement

Supporting Standards:

- Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity (3.12.2).
- Encourages and supports others through their interactions in a physical activity setting (3.12.3).
- Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection) (3.12.6).
- Thinks critically and solves problems in physical activity settings, both as an individual and in groups (3.12.7).
- Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings (3.12.8).

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Unit 3: Facility Safety, Patron Surveillance, and Injury Prevention

This unit develops skills in swimmer observation, victim recognition, and effective surveillance techniques. Students will practice scanning, lifeguard rotations, and communication strategies to prevent injuries and maintain safety in various aquatic settings.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Effective surveillance is critical for recognizing and responding to potential hazards and emergencies in aquatic environments. - Lifeguards must use scanning techniques and communication strategies to prevent injuries and ensure safety for all patrons. - Adapting surveillance methods to different activities and facilities is essential for maintaining comprehensive safety.	- How do lifeguards recognize and differentiate between swimmer behaviors and victim types? - What elements contribute to effective surveillance and scanning techniques? - How can communication with patrons help prevent injuries? - Why is it important to adapt surveillance techniques for different facilities and activities? - How do lifeguard rotations enhance the effectiveness of patron surveillance?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Management and facility safety - The drowning process - Surveillance - Victim recognition - Scanning - Zone of surveillance responsibilities - Injury prevention strategies - Lifeguard rotation - Strategies for guarding a variety of activities and special attractions	- Describe the role that facility management plays in facility safety. - Describe the drowning process. - Identify the behaviors of a swimmer, 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. - Identify various types of zones of surveillance. - Explain how communication with patrons plays a role in preventing injuries. - Explain patron surveillance techniques for various activities. - Explain patron surveillance techniques for facilities with special attractions. - Explain and demonstrate lifeguard rotations. - Demonstrate how to perform effective surveillance including scanning, victim recognition and lifeguard rotations.

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Unit 3: Facility Safety, Patron Surveillance, and Injury Prevention

Missouri Learning Standards

Priority Standard 2: Applies knowledge related to movement and fitness concepts.

Supporting Standards:

- Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills (2.12.17).

Priority Standard 3: Develops social skills through movement

Supporting Standards:

- Demonstrates awareness of other people's emotions and perspectives in a physical activity setting (3.12.1).
- Encourages and supports others through their interactions in a physical activity setting (3.12.3).
- Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection) (3.12.6).
- Thinks critically and solves problems in physical activity settings, both as an individual and in groups (3.12.7).

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Unit 4: Injury Prevention and Rescue Skills

This unit focuses on advanced lifeguarding skills, including patron surveillance for organized groups, emergency action plans (EAP), and effective rescue techniques for distressed swimmers, active and passive victims, and multiple victims. Students will demonstrate the ability to implement an EAP and perform coordinated rescues.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Lifeguards must be prepared to respond effectively to emergencies through proper planning, teamwork, and skillful execution of rescues. • Emergency action plans (EAP) provide a framework for ensuring a rapid, organized, and effective response to emergencies. • Tailoring surveillance and rescue techniques to specific scenarios, such as organized groups or multiple victims, is critical to ensuring patron safety.	• How do lifeguards adapt surveillance and rescue techniques to accommodate organized groups? • How does an emergency action plan guide lifeguards during emergencies? • What skills and techniques are required to safely assist distressed swimmers and perform rescues? • How can lifeguards coordinate rescues to address multiple victims effectively?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Patron surveillance techniques • Guarding for organized recreational swim groups • Emergency action plan (EAP) • Rescue skills at or near the surface • Distressed swimmer • Victim ○ Passive ○ Active ○ Multiple	• Explain patron surveillance techniques for organized groups. • Explain the purpose and general procedures of an emergency action plan (EAP). • Demonstrate how to safely and effectively assist a distressed swimmer, rescue an active and passive victim, and rescue multiple victims. • Demonstrate the ability to implement an EAP and perform a rescue.

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Unit 4: Injury Prevention and Rescue Skills

Missouri Learning Standards

Priority Standard 1: Develops a variety of motor skills.

Supporting Standards:

- Demonstrates water safety skills (1.12.9).

Priority Standard 2: Applies knowledge related to movement and fitness concepts.

Supporting Standards:

- Demonstrates knowledge of water safety skills (2.12.17).

Priority Standard 3: Develops social skills through movement.

Supporting Standards:

- Demonstrates awareness of other people's emotions and perspectives in a physical activity setting (3.12.1).
- Thinks critically and solves problems in physical activity settings, both as an individual and in groups (3.12.7).
- Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings (3.12.8).

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Unit 5: Victim Assessment and Breathing Emergencies

This unit covers essential skills for providing emergency care on land, including disease prevention, primary assessments, breathing emergency care, and teamwork in implementing emergency action plans (EAP). Students will learn to use resuscitation tools, manage airway obstructions, and move victims safely and effectively.

Unit Essential Learning Targets	
Enduring Understandings	Essential Questions
- Standard precautions and proper techniques ensure safety during emergency care and prevent disease transmission. - Accurate assessment and immediate action can significantly improve outcomes for injured or ill individuals. - Effective teamwork enhances the implementation of EAPs and emergency response.	- Why are standard precautions important in preventing disease transmission during emergency care? - How do lifeguards assess and prioritize care for an injured or ill victim? - What techniques and tools are essential for managing breathing emergencies and airway obstructions? - How does teamwork impact the success of emergency rescues and care?
Students must know:	Students must be able to:
- Standard precautions to prevent disease transmission. - General procedures for an emergency on land. - Rapid assessment. - Recovery position. - Emergency medical services (EMS) personnel. - Steps to moving a victim. - Signs of breathing emergencies. - Resuscitation mask. - Steps to care for breathing emergencies. - Ventilations. - Bag-valve-mask (BVM) resuscitator. - Airway obstruction. - EAP.	- Describe what standard precautions to take to prevent disease transmission when providing care. - Demonstrate proper removal of disposable gloves. - Describe the general procedures for injury or sudden illness on land. - Identify items of concern when conducting a scene size-up. - Demonstrate how to perform a rapid assessment and place a victim in the recovery position. - Identify victim conditions that indicate the need to summon emergency medical services (EMS) personnel. - Understand how to safely and effectively move a victim on land. - Demonstrate how to use a resuscitation mask. - Recognize and care for a breathing emergency. - Demonstrate how to safely and effectively give ventilations. - Demonstrate how to safely and effectively use a bag-valve-mask (BVM) resuscitator with two rescuers. - Demonstrate how to safely and effectively care for an obstructed airway for a conscious and an unconscious victim.

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Unit 5: Victim Assessment and Breathing Emergencies

- Demonstrate the ability to work as a team to implement an EAP, perform a rescue and perform emergency care.

Missouri Learning Standards

Priority Standard 2: Applies knowledge related to movement and fitness concepts.

Supporting Standards:

- Analyzes and applies technology as tools to support a healthy, active lifestyle (2.12.15).

Priority Standard 3: Develops social skills through movement.

Supporting Standards:

- Thinks critically and solves problems in physical activity settings, both as an individual and in groups (3.12.7).
- Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings (3.12.8).

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Unit 6: Cardiac Emergencies

This unit focuses on recognizing and responding to cardiac emergencies, including heart attacks and cardiac arrest. Students will learn the Cardiac Chain of Survival, perform CPR for one and two rescuers, and use an automated external defibrillator (AED) safely and effectively.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Prompt recognition and response to cardiac emergencies can increase survival rates. • The Cardiac Chain of Survival provides a framework for effective intervention during cardiac emergencies. • Lifesaving techniques like CPR and AED use require precision, teamwork, and adherence to safety precautions.	• What can you do to help someone suffering a cardiac emergency? • How can recognizing the signs of a heart attack or cardiac arrest help save lives? • What are the key steps and techniques for performing CPR effectively? • What precautions must be taken when using an AED?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Four links in the Cardiac Chain of Survival ◦ Early Access ◦ Early CPR ◦ Early Defibrillation ◦ Early Advanced Care • Heart attack • Cardiac arrest • CPR • One-rescuer CPR • Two-rescuer CPR • Automated external defibrillator (AED) • Precautions and maintenance of AED	• Identify the four links in the Cardiac Chain of Survival and identify the importance of each. • Recognize the signs of a heart attack. • Identify the steps for caring for a victim of a heart attack. • Identify signs and symptoms of cardiac arrest. • Demonstrate how to safely and effectively perform one-rescuer CPR and two-rescuer CPR. • Demonstrate how to use an automated external defibrillator (AED). • Identify precautions for using an AED.

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Unit 6: Cardiac Emergencies

Missouri Learning Standards

Priority Standard 2: Applies knowledge related to movement and fitness concepts.

Supporting Standards:

- Demonstrates awareness of other people's emotions and perspectives in a physical activity setting (3.12.1).
- Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes (2.12.10).
- Analyzes and applies technology as tools to support a healthy, active lifestyle (2.12.15).

Priority Standard 3: Develops social skills through movement.

Supporting Standards:

- Thinks critically and solves problems in physical activity settings, both as an individual and in groups (3.12.7).
- Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings (3.12.8).

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Unit 7: First Aid

This unit emphasizes advanced first aid techniques, secondary assessments, and care for various medical emergencies, including injuries, poisoning, and environmental conditions. Students will also learn to manage head, neck, and spinal injuries on land and in water, perform water ventilations, and execute water rescues effectively as part of a team.

Unit Essential Learning Targets	
Enduring Understandings	Essential Questions
• Accurate assessment and appropriate first aid response are crucial for stabilizing victims and preventing further harm. • Specialized techniques are required to manage head, neck, and spinal injuries safely on land and in water. • Effective teamwork and communication enhance the execution of emergency action plans (EAP) and victim care.	• How do secondary assessments contribute to providing effective first aid care? • What are the signs, symptoms, and treatments for common illnesses, injuries, and environmental emergencies? • How can lifeguards safely respond to and care for head, neck, and spinal injuries? • What skills are essential for performing water rescues and providing in-water ventilations? • How does teamwork improve the effectiveness of emergency response and victim care?
Students must know:	Students must be able to:
• Secondary assessment. • Sudden illnesses. ◦ Poisoning. ◦ Heat-related illnesses. ◦ Cold-related emergencies. • Signs of injuries. ◦ Head. ◦ Neck. ◦ Spinal. • Shock. • First aid care. ◦ Head, neck, or spinal injuries. ◦ Control of external bleeding. ◦ Immobilization of muscle, bone, and joint injuries. • Front and rear head-hold escapes. • In-water ventilations. • Quick removal of victim from water.	• Demonstrate how to perform a secondary assessment. • Identify how to recognize and care for a victim of sudden illness, injuries, and shock. • Demonstrate how to control external bleeding. • Identify how to recognize and care for a victim of poisoning, heat-related illnesses, and cold-related emergencies. • Demonstrate how to immobilize muscle, bone, and joint injuries. • Demonstrate the ability to work as a team to implement an EAP, perform a secondary assessment, and provide first aid care. • Identify possible causes of head, neck, or spinal injuries. • Identify signs and symptoms of head, neck, or spinal injuries on land. • Demonstrate how to care for victims with head, neck, or spinal injuries on land. • Demonstrate how to perform front and rear head-hold escapes. • Demonstrate how to give in-water

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Unit 7: First Aid

- ventilations.
- Demonstrate how to perform a quick removal of a victim from the water.

Missouri Learning Standards

Priority Standard 1: Develops a variety of motor skills.

Supporting Standards:

- Demonstrates water safety skills (1.12.9).

Priority Standard 2: Applies knowledge related to movement and fitness concepts.

Supporting Standards:

- Demonstrates knowledge of water safety skills (2.12.17).

Priority Standard 3: Develops social skills through movement.

Supporting Standards:

- Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity (3.12.2).
- Thinks critically and solves problems in physical activity settings, both as an individual and in groups (3.12.7).

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Unit 8: Caring for Head, Neck, and Back Injuries

This unit focuses on the proper techniques for managing head, neck, and spinal injuries in both shallow and deep water. Students will learn how to safely stabilize and care for victims with these injuries, using appropriate methods for various water depths.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Head, neck, and spinal injuries require specialized care to prevent further damage and ensure victim safety, especially in aquatic environments. • Different water depths and conditions require tailored approaches to victim stabilization and care.	• What are the key considerations for caring for head, neck, and spinal injuries in water? • How do the techniques for managing spinal injuries differ in shallow versus deep water? • Why is it critical to use appropriate methods to stabilize victims with spinal injuries in aquatic settings?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Injuries ○ Head ○ Neck ○ Spinal • Techniques for caring for victims with head, neck, and spinal injuries in: ○ Deep water ○ Shallow water	• Demonstrate how to care for victims with head, neck and spinal injuries in shallow and deep water. • Utilize the head immobilization techniques. • Complete extrication with spinal immobilization.

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Unit 8: Caring for Head, Neck, and Back Injuries

Missouri Learning Standards

Priority Standard 1: Develops a variety of motor skills.

Supporting Standards:

- Demonstrates water safety skills (1.12.9).

Priority Standard 2: Applies knowledge related to movement and fitness concepts.

Supporting Standards:

- Applies the principles of exercise in a variety of self-selected lifetime physical activities (2.12.7).

Priority Standard 3: Develops social skills through movement.

Supporting Standards:

- Applies best practices for participating safely in physical activity (3.12.6).

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Unit 9: Final Written Exam and Final Skill Scenarios

This unit focuses on rescuing and caring for victims in shallow and deep water, including active and submerged passive victims. Students will also learn specialized techniques for managing head, neck, and spinal injuries in shallow water.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Effective water rescue techniques are critical to ensuring the safety of active and passive victims in various scenarios. • Specialized care for spinal injuries in shallow water minimizes the risk of further harm while stabilizing the victim. • Lifeguards must adapt their approach to the conditions and needs of each rescue situation.	• How do lifeguards safely rescue active victims in shallow and deep water? • What are the steps for rescuing and caring for a submerged passive victim in shallow water? • Why is it important to use specific techniques when managing head, neck, and spinal injuries in water?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Injuries in shallow water ○ Head ○ Neck ○ Spinal	• Demonstrate how to care for a victim with a head, neck, or spinal injury in shallow water. • Demonstrate how to rescue an active victim in deep water and provide care. • Demonstrate how to rescue an active victim in shallow water. • Demonstrate how to rescue a submerged passive victim in shallow water and provide care.

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Unit 9: Final Written Exam and Final Skill Scenarios

Missouri Learning Standards

Priority Standard 2: Applies knowledge related to movement and fitness concepts.

Supporting Standards:

- Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills (2.12.17).

Priority Standard 3: Develops social skills through movement.

Supporting Standards:

- Implements and provides feedback to improve performance without prompting from teacher (3.12.4).
- Thinks critically and solves problems in physical activity settings, both as an individual and in groups (3.12.7).