

Swim Patrol

Revisions Guide

For Rookie, Ranger & Star Patrol Revisions



LIFESAVING SOCIETY
SOCIÉTÉ DE SAUVETAGE

The Lifeguarding Experts
Les experts en surveillance aquatique

SWIM PATROL REVISIONS GUIDE

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The Lifesaving Society is Canada's lifeguarding expert. The Society is a national charitable organization working to prevent drowning and water-related injury through its training programs, Water Smart® public education, safety management services and lifesaving sport.

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Swim Patrol Revisions

This Revisions Guide contains the changes made to the Swim Patrol Program. The contents include: the key changes made to the Swim Patrol Programs, the rationale for those changes, Swim Patrol Award Guide pages inserts, sample test sheets and sample lesson plans

By September 01, 2011, Lifesaving Society affiliates must teach the updated program in their facilities. Facilities may switch to the new program earlier if desired.

Why update Canadian Swim Patrol?

All Lifesaving Society programs are reviewed regularly by the Lifesaving Society on a 5 year cycle. The review evaluates the programs, identifies program strengths and ways to improve it. A process of research and consultation was done, which included:

- Feedback and recommendations from: Affiliates, Instructors, Instructor Trainers (ITs), customers
- Input from experts in all Lifesaving Society Branches
- Research about customer expectations
- Analysis of test sheets
- Surveys

What did we learn?

Our research provided us with information that was used to evaluate and update the Canadian Swim Patrol program. We used previous knowledge and new input about customer expectations in regards to our training programs. We found that people choose to take swimming lessons at aquatic facilities in order to become Good Swimmers who can:

- Be safe in and around the water.
- Enjoy swimming at the pool or beach.
- Participate in other fun aquatic activities such as tubing, water skiing, and boating.
- Swim and play with friends and family.
- Swim for fitness.
- Enter into aquatic sports.
- Become an Instructor or Lifeguard.
- Use your local centre.

Based on these and all the gathered research, we identified that we needed to conduct the review paying close attention to challenges of the program and a detailed barrier analysis was conducted. Subsequently, changes and modifications to the program were made to ensure that:

- the Canadian Swim Patrol program content was aligned to enhance flow and progressions throughout;
- the program allows for a seamless flow and integration from the Lifesaving Society's National Swim Program, Swim for Life;
- there is seamless flow and integration from Swim Patrol into the Bronze Medals programs;
- the evaluation criteria for the Swim Patrol items allowed the "Purpose" of each item to be completed without including arbitrary "must sees" that cause "failures";

To ensure seamless flow between our Lifesaving Society programs, the following areas of the Canadian Swim Patrol program we developed:

- Strokes;
- First aid training;
- Lifesaving sport;

Much Stays the Same:

Before we explore the changes to the Canadian Swim Patrol program, it is important to understand that these are simple changes that enhance and improve the program. The program philosophy, key messages and much of the content has not changed. Swim Patrol continues to include these important elements:

- A focus on the development of lifesaving skills needed for entry into Bronze Medals awards;
- A focus on drowning and injury prevention by producing Good Swimmers - safe swimmers;
- Program Model Design – the cookbook approach that uses proven resources, standardized drills and activities that support successful instructors;
- An emphasis on success for the candidate by eliminating barriers to success.
- A philosophy of continuous skill development and challenge. Instructors and candidates are encouraged to meet the skill standards and then challenged to continue developing their skills, leading to a lifetime of swimming enjoyment;
- Content is still broken down into 3 modules that allow for flexibility in the delivery of the different program levels. The program modules are:
 - Rescue and Recognition
 - H₂O Proficiency
 - First Aid

Lifesaving Instructors are still expected to teach making appropriate use of the Lifesaving Society's resources. Instructors must teach using Demo, Discuss, Do – maximize practice and meet the different learning styles of all candidates.

What is New?

Canadian Swim Patrol Award Guide

- New visual identity for the updated *Swim Patrol Award Guide*
- Evaluation descriptions in award guide are easier to use and understand

Check:

- At-a-glance charts for each award:
 - Rookie Patrol
 - Ranger Patrol
 - Star Patrol
- Look at Rookie Patrol Item 11 on page 12. Note the item description, “Purpose” and “Must Sees” have been adapted after a barrier analysis.

Test Sheets, Lesson Plans and CDs

- Test sheets were updated for each award and can be printed from the Lifesaving Society’s website: www.lifesaving.mb.ca
- Instructor CD has been updated with the test sheets and updated lesson plans for each award level.
- Instructor Trainer CD has been updated with the test sheets and updated lesson plans for each award level.

Check:

- Test Sheets – review the Ranger Patrol Test Sheet.
- Lesson Plans - provided for Rookie, Ranger & Star

Stroke Development, standards and Evaluation

- 3 strokes are all you need: front crawl, back crawl and breaststroke are the strokes customers want to learn.
- Clearer evaluation standards for all strokes – easier to use and understand
- Good Strokes: if the stroke meets the Must Sees for the required minimum distance
- All instructors must ensure they evaluate their candidates according to the “Must Sees” for each level.

Check:

- Look at the progression of the 3 strokes through Rookie, Ranger and Star Patrol on the Award Guide

Rookie Patrol

- Lifesaving Sport skill development incorporated with the addition of a simple underwater obstacle swim. Item 7.
- Stroke development is now an added item to Rookie Patrol. Item 8.
- Rescue breathing was removed for alignment with the 2005 ILCOR resuscitation guidelines
- New age appropriate first-aid item added for primary assessment and care of a victim with external bleeding. Item 13.

Check:

- See the *Swim Patrol Award Guide*: page 8 for “Obstacle Swim”.
- See the *Swim Patrol Award Guide*: page 9 for “Stroke development” and evaluation criteria.
- See the *Swim Patrol Award Guide*: page 14 for “Care for bleeding”.

Ranger Patrol

- The required time for object support has been reduced from 2 minutes to 1 minute after barrier analysis of this item.
- The object is no longer required to be kept at the water surface. The “purpose” can be met with the object at different levels.
- Stroke development is now an added item to Ranger Patrol. Item 7 “.
- First Aid items were revised to enhance the progression from Rookie Patrol.
- Rescue breathing was removed for alignment with the 2005 ILCOR resuscitation guidelines
- Recognition and Perception item was moved to Star Patrol

Check:

- See the *Swim Patrol Award Guide*: page 23 for “Object Support”.
- See the *Swim Patrol Award Guide*: page 26 for “Stroke development”.
- See the *Swim Patrol Award Guide*: page 29 for “Primary Assessment”.

Star Patrol

- Object support item has been removed.
 - Stroke development is now an added item to Star Patrol. Item 9.
 - Recognition and Perception item added. Item 14.
 - Whistle signals item was removed
- Check:**
- See the *Swim Patrol Award Guide*: page 44 for “Stroke development”.
 - See the *Swim Patrol Award Guide*: page 49 for “Recognition and Perception”.

Rookie Patrol



At-a-glance

The Canadian Swim Patrol program provides enriched training for those who are ready to go beyond learn-to-swim. Swim Patrol's three levels – Rookie, Ranger, and Star – continue to develop participants' swim strokes and provide the skill foundation that prepares them for success in the Society's Bronze medal awards.

Rookie Patrol features development of front crawl, back crawl and breaststroke over 50 m each, timed 100 m swims, and 350 m workouts. A work-hard/play-hard approach develops swimming strength and efficiency with emphasis on personal responsibility for Water Smart® behaviour.

Notes

- Teach and evaluate lifesaving knowledge in conjunction with related practical items when the candidate's performance can reveal the extent of his or her understanding.
- With reference to Lifesaving Society drowning reports, use AT LEAST ONE of the following that describes a significant drowning profile in your province or territory as the focus for Recognition & Rescue items including the situations you create for rescues:
 - At home:** bathtub, backyard pool, pond, river
 - In small boats:** PFDs, safe practices
 - At the beach:** unsupervised ponds, rivers, lakes, ocean
 - Near ice:** lakes, banks of streams, centre of river
 - In/on cold water:** moving creeks and rivers, in small boats
- Set recognition and rescue situations in locally relevant water environments, using victim types from Victim Simulation and Avoidance (item 15). Through practical applications, train candidates how to recognize risky behaviours and risky environments, and how to use their "water smarts" to make choices that prevent drowning.
- See suggested learning activities, p. 51.

H₂O Proficiency

- 1 Swim 25 m or yd. head-up front crawl or breaststroke.
- 2 Demonstrate ready position with a stationary scull for 30 seconds.
- 3 Carry a 2.3 kg (5 lb.) object 15 m or yd. using swimmer's choice of lifesaving kick.
- 4 Demonstrate a foot-first and a head-first surface dive to a maximum depth of 2 m.
- 5 Demonstrate 25 m or yd. legs-only using swimmer's choice of lifesaving kick.
- 6 Demonstrate the ability to inflate two items of clothing and use as a buoyant assist.
- 7 Swim 25 m or yd. using any stroke. Demonstrate the ability to swim under an obstacle located at the halfway point.
- 8 Swim front crawl, back crawl, and breaststroke (50 m or yd. each).
- 9 Complete a 350 m or yd. workout on 3 different occasions throughout the training course. Warm-up: 100 m or yd.; Work set: 6 x 25 m or yd. any stroke on 60 sec.; cool down: 100 m or yd.
- 10 Swim 100 m in 3 minutes or better (100 yd. in 2:40 min.) using any stroke or combination of strokes of the swimmer's choice.

First Aid

- 11 Demonstrate primary assessment of a conscious and cooperative victim who describes his or her chief complaint and how injury occurred.
- 12 Demonstrate the ability to recognize when to call EMS and how to do it.
- 13 Demonstrate primary assessment and appropriate care for a victim with external bleeding.

Recognition & Rescue

- 14 Look at the aquatic facility for 10–15 seconds. Turn and describe what you saw.
- 15 a) Demonstrate ability to simulate in the water the appearance of a weak swimmer and a non-swimmer.
b) Demonstrate ability to recognize the difference between a weak swimmer and non-swimmer.
- 16 From a standing position on land, throw a buoyant aid with line to hit a target on the surface of the water as many times as possible within 30 seconds.

Using clothing as an assist

Demonstrate the ability to inflate two items of clothing and use as a buoyant assist

Purpose

To develop self-rescue skills using clothing as an assist

Notes

- Lightweight pants and long sleeve shirts are recommended clothing items.
- See suggested learning activities, p. 59
- Reference: CLM Chapter 3.3 Self-rescue skills

Must See

- clothing items inflated
- Candidate floats supported by the inflated clothing item

Obstacle Swim

Swim 25 m or yd using any stroke. Demonstrate the ability to swim under an obstacle located at the halfway point.

Purpose

To develop a sequence of related lifesaving skills.

Notes

- Any stroke is acceptable
- Swimmers approach and swim under the obstacle placed approximately at the halfway point then swim the remaining distance to the finish.
- Swimmers may touch the obstacle while swimming under it. Encourage them to develop the skill to swim under the obstacle without touching it.
- Obstacle could be a floating mat, hoop, lane rope, junior competition obstacle, et
- See suggested learning activities. P64, 65.
- Reference: CLM Chapter 9.3 Swimming skills

Must See

- Candidate swims under the obstacle
- Distance completed

Stroke development

Swim each of the following strokes:

- 50 m or yd. front crawl
- 50 m or yd. back crawl
- 50 m or yd. breast stroke

Purpose

To develop swimming strokes.

Notes

- These are 3 separate 50 m swims.
- The swimmer's goal is to improve swimming stroke effectiveness by increasing the distance the swimmer can travel with each stroke – the distance per stroke. This can be measured by counting the number of strokes required to cover a distance; e.g., 25m. Fewer strokes = more distance per stroke. Initially, have each swimmer record the number of strokes required to complete the distance for each stroke; e.g. 21 strokes for 25m front crawl. Use drills to help the swimmer reduce the number of strokes required to complete the distance; e.g., reduce to 18 strokes for 25 m of front crawl.
- See suggested learning activities, p. 64, 65.
- Reference: CLM Chapter 9.2, Swimming Strokes, and Appendix C, Swimming Principles

Must See

- Minimum distance completed (for each stroke)

Front Crawl

- Alternate arm action with over arm recovery and underwater pull
- Hand entry beyond shoulder; pull past hip
- Alternate leg action drive
- Rhythmic kick
- Regular breathing pattern to side with underwater exhalation
- Continuous propulsion

Back Crawl

- Alternate arm action with over arm recovery and underwater pull
- Hand entry beyond shoulder; pull past hip
- Alternate leg action drive
- Rhythmic kick
- Continuous propulsion

Breast Stroke

- Symmetrical arm recovery and drive
- Regular breathing pattern with underwater exhalation
- Both legs kick at same time and recover at the same time
- Drive with knees apart; feet wider than knees
- Continuous propulsion

Primary assessment: conscious victim

Demonstrate primary assessment of a conscious and cooperative victim who describes his or her chief complaint and how the injury occurred.

Purpose

To assess a conscious victim and ask what is wrong.

Notes

- While a written record is not required, candidates should explore options for sharing accurate assessment information with EMS
- See suggested learning activities, p.68
- See Canadian Lifesaving Manual, Appendix B for guidelines on rescue breathing practice.
- Reference: CLM Chapter 6.3
Asses the Rescue
Environment and Remove
Hazards

Must See

- Assessment of environment for hazards
- Establish responsiveness
- Check for obvious signs of bleeding
- Collection of information from victim about chief complaint and how injury occurred
- Activate EMS (if required)

Care for bleeding

Demonstrate primary assessment and appropriate care for external bleeding.

Purpose

To prevent further blood loss

Notes

- Candidates should understand some causes and dangers of external bleeding.
- Situations should be designed based on simple, real world contexts that the candidates are likely to encounter such as nosebleeds, scrapes and cuts. (Injury will not include embedded objects)
- See suggested learning activities, p. 71
- Reference: CLM chapter 8.5 Bleeding

Must See

- assessment of environment for hazards
- Establish responsiveness
- Asses ABCs
- Check for obvious signs of bleeding
- Direct pressure
- Elevation if appropriate
- Rest and reassurance for victim
- Recruit bystanders to assist rescuer
- Activate EMS if required

Ranger Patrol



At-a-glance

The Canadian Swim Patrol program provides enriched training for those who are ready to go beyond learn-to-swim. Swim Patrol's three levels – Rookie, Ranger, and Star – continue to develop participants' swim strokes and provide the skill foundation that prepares them for success in the Society's Bronze medal awards.

Ranger Patrol features development of front crawl, back crawl and breaststroke over 75 m each, a 100 m lifesaving medley and timed 200 m swims.

Notes

- Teach and evaluate lifesaving knowledge in conjunction with related practical items when the candidate's performance can reveal the extent of his or her understanding.
- With reference to Lifesaving Society drowning reports, use AT LEAST TWO of the following that describe a significant drowning profile in your province or territory as the focus for Recognition & Rescue items including the situations you create for rescues:
 - At home:** bathtub, backyard pool, pond, river
 - In small boats:** PFDs, safe practices
 - At the beach:** unsupervised ponds, rivers, lakes, ocean
 - Near ice:** lakes, banks of streams, centre of river
 - In/on cold water:** moving creeks and rivers, in small boats
- Set recognition and rescue situations in locally relevant water environments, using victim types from Victim Simulation and Avoidance (item 13). Through practical applications, train candidates how to recognize risky behaviours and risky environments, and how to use their "water smarts" to make choices that prevent drowning.
- See suggested learning activities, p. 51.

H2O Proficiency

1. Demonstrate 1 forward AND 1 backward somersault in the water as a continuous sequence.
2. Stride entry and swim 25 m or yd. head-up front crawl or breaststroke. Assume ready position.
3. Demonstrate 25 m or yd. eggbeater kick on back.
4. Support a 2.3 kg (5 lb.) object for at least 1 minute in deep water.
5. Head-up approach into surface dive to a maximum depth of 2 m. Swim underwater for at least 2–3 m or yd. to recover a small object. Surface and carry object to starting point.
6. Demonstrate an assisted removal of a conscious victim.
7. Swim front crawl, back crawl, and breaststroke (75 m or yd. each).
8. Swim a 100 m or yd. individual medley as follows: 25 m or yd. each of lifesaving kick, back crawl, breaststroke, front crawl.
9. Swim 200 m in 6 minutes or better (200 yd. in 5:20 min.) using any stroke or combination of strokes of the swimmer's choice.

First Aid

10. Demonstrate a primary assessment including hazards and ABCs on an unconscious, breathing victim.
11. Demonstrate emergency care for a victim in shock.
12. Simulate the appearance and treatment of a conscious adult or child victim with an obstructed airway.

Recognition & Rescue

13. a) Demonstrate ability to simulate in the water the appearance of a weak swimmer, a non-swimmer and an unconscious victim.
b) Demonstrate ability to recognize the difference between a weak swimmer and nonswimmer, and to recognize the unconscious victim.
c) Demonstrate the ability to recognize and avoid victims who present a danger to the rescuer.
14. Perform a non-contact rescue using a buoyant aid. Approach 20 m or yd. and encourage victim to safety while maintaining a safe distance and calling for assistance. Rescuer performs appropriate follow-up procedures, including treatment for shock.

Eggbeater kick

Demonstrate 25 m or yd. eggbeater kick on back.

Purpose

To develop a propulsive eggbeater kick

Notes

- Once swimmers achieve the Must Sees, focus on drills and practice to improve time and /or distance
- See suggested learning activities p. 55.
- Reference: CLM Chapter 9.3 Swimming Skills

Must See

- movement pattern of kick resembles whip kick with alternate leg action
- Drive with knees apart; feet wider than knees
- Distance completed

Object Support

Support a 2.3kg (5lb) object for at least 1 minute in deep water

Purpose

To develop a strong supportive kick and lower body (leg) endurance.

Notes

- Any leg action or combination of kicks is acceptable
- Object may be supported with one or two hands.
- Start timing with a clear "Take your mark...go."
- Once swimmers achieve Must Sees, focus on drills to improve time.
- See suggested learning activities, p. 55, 56
- Reference: CLM Chapter 9.3 Swimming Skills

Must See

- Head above surface throughout
- Time met or bettered

Stroke development

Swim each of the following strokes:

- 75 m or yd. front crawl
- 75 m or yd. back crawl
- 75 m or yd. breast stroke

Purpose

To develop swimming strokes.

Notes

- These are 3 separate 75 m swims.
- The swimmer's goal is to improve swimming stroke effectiveness by increasing the distance the swimmer can travel with each stroke – the distance per stroke. This can be measured by counting the number of strokes required to cover a distance; e.g., 25m. Fewer strokes = more distance per stroke. Initially, have each swimmer record the number of strokes required to complete the distance for each stroke; e.g. 21 strokes for 25m front crawl. Use drills to help the swimmer reduce the number of strokes required to complete the distance; e.g., reduce to 18 strokes for 25 m of front crawl.
- See suggested learning activities, p. 64, 65.
- Reference: CLM Chapter 9.2, Swimming Strokes, and Appendix C, Swimming Principles

Must See

- Minimum distance completed (for each stroke)

Front Crawl

- Alternate arm action with over arm recovery and underwater pull
- Hand entry beyond shoulder; pull past hip
- Alternate leg action drive
- Rhythmic kick
- Regular breathing pattern to side with underwater exhalation
- Continuous propulsion

Back Crawl

- Alternate arm action with over arm recovery and underwater pull
- Hand entry beyond shoulder; pull past hip
- Alternate leg action drive
- Rhythmic kick
- Continuous propulsion

Breast Stroke

- Symmetrical arm recovery and drive
- Regular breathing pattern with underwater exhalation
- Both legs kick at same time and recover at the same time
- Drive with knees apart; feet wider than knees
- Continuous propulsion

Primary assessment: hazards & ABCs

Demonstrate a primary assessment including hazards and ABCs on an unconscious, breathing victim.

Purpose

To assess an unconscious breathing victim with respect to hazards and ABCs.

Notes

- Victim is classified as an adult. If alone, rescuer phones Emergency Medical System (EMS) right away. If another person is available, rescuer directs him or her to phone EMS.
- To establish unresponsiveness, rescuer may shake shoulder and ask "Are you OK?" other techniques are acceptable.
- Rescuer opens airway using head-tilt/chin-lift technique.
- See suggested learning activities p. 69, 70.
- Reference:: CLM Chapter 6.4 Conducting the Primary Assessment.

Must See

- Assessment of environment for hazards
- Establish unresponsiveness
- Activate Emergency Medical System
- Position victim (turn if necessary)
- Open airway
- Check for breathing: look, listen and feel (no more than 10 sec.)
- Semi prone position

Star Patrol

At-a-glance



The Canadian Swim Patrol program provides enriched training for those who are ready to go beyond learn-to-swim. Swim Patrol's three levels – Rookie, Ranger, and Star – continue to develop participants' swim strokes and provide the skill foundation that prepares them for success in the Society's Bronze medal awards.

Star Patrol demands good physical conditioning and lifesaving judgment. Participants develop lifesaving and first aid skills; further refine front crawl, back crawl and breaststroke over 100 m each; and complete 600 m workouts and 300 m timed swims.

Notes

- Teach and evaluate lifesaving knowledge in conjunction with related practical items when the candidate's performance can reveal the extent of his or her understanding.
- With reference to Lifesaving Society drowning reports, use AT LEAST THREE of the following that describe a significant drowning profile in your province or territory as the focus for Recognition & Rescue items including the situations you create for rescues:
 - At home:** bathtub, backyard pool, pond, river
 - In small boats:** PFDs, safe practices
 - At the beach:** unsupervised ponds, rivers, lakes, ocean
 - Near ice:** lakes, banks of streams, centre of river
 - In/on cold water:** moving creeks and rivers, in small boats
- Set recognition and rescue situations in locally relevant water environments, using victim types identified in Star Patrol. Through practical applications, train candidates how to recognize risky behaviours and risky environments, and how to use their "water smarts" to make choices that prevent drowning.
- See suggested learning activities, p. 51.

H₂O Proficiency

1. Demonstrate AT LEAST TWO different entries with different aids.
2. Entry with aid and swim 25 m or yd. head-up front crawl or breaststroke. Assume ready position and demonstrate ability to scull forward, backward and turn.
3. Demonstrate defence methods from the front, side and rear.
4. Demonstrate eggbeater kick showing ability to travel, change direction and height levels.
5. Carry a 4.5 kg (10 lb.) object 25 m or yd. using swimmer's choice of lifesaving kick.
6. Demonstrate the removal of an unconscious victim with the assistance of an untrained bystander.
7. Head-up approach into head-first surface dive to a maximum depth of 2 m. Swim underwater for 5–10 m or yd. and surface. Foot-first surface dive (maximum depth 2 m), recover an object and return it to the starting point.
8. Demonstrate in shallow water, the ability to turn a victim face-up and support the face above the surface.
9. Swim front crawl, back crawl, and breaststroke (100 m or yd. each).
10. Complete a 600 m or yd. workout at least 3 times during the training course. Warm-up: 25 m or yd. lifesaving kick, and 50 m or yd. each of back crawl, breaststroke, front crawl; Stroke drills: 5 x 25 m or yd.; Work set: 4 x 50 m or yd. on 90 sec.; Cool down: 100 m or yd.
11. Swim 300 m in 9 minutes or better (300 yd. in 8:00 min.) using any stroke or combination of strokes of the swimmer's choice.

First Aid

12. Demonstrate the recognition and care of a bone or joint injury.
13. Demonstrate the recognition and care of a victim suffering respiratory distress from asthma or a severe allergic reaction.

Recognition & Rescue

14. From 3 different heights or positions, locate and describe an object located on the bottom or below the surface.
15. Perform a rescue of a weak swimmer or non-swimmer with a towing aid. Swim approach 20 m or yd. and tow victim to safety showing ability to avoid contact. Rescuer performs appropriate follow up procedures, including treatment for shock.

Stroke development

Swim each of the following strokes:

- 100 m or yd. front crawl
- 100 m or yd. back crawl
- 100 m or yd. breast stroke

Purpose

To develop swimming strokes.

Notes

- These are 3 separate 100 m swims.
- The swimmer's goal is to improve swimming stroke effectiveness by increasing the distance the swimmer can travel with each stroke – the distance per stroke. This can be measured by counting the number of strokes required to cover a distance; e.g., 25m. Fewer strokes = more distance per stroke. Initially, have each swimmer record the number of strokes required to complete the distance for each stroke; e.g. 21 strokes for 25m front crawl. Use drills to help the swimmer reduce the number of strokes required to complete the distance; e.g., reduce to 18 strokes for 25 m of front crawl.
- See suggested learning activities, p. 64, 65.
- Reference: CLM Chapter 9.2, Swimming Strokes, and Appendix C, Swimming Principles

Must See

- Minimum distance completed (for each stroke)

Front Crawl

- Alternate arm action with over arm recovery and underwater pull
- Hand entry beyond shoulder; pull past hip
- Alternate leg action drive
- Rhythmic kick
- Regular breathing pattern to side with underwater exhalation
- Continuous propulsion

Back Crawl

- Alternate arm action with over arm recovery and underwater pull
- Hand entry beyond shoulder; pull past hip
- Alternate leg action drive
- Rhythmic kick
- Continuous propulsion

Breast Stroke

- Symmetrical arm recovery and drive
- Regular breathing pattern with underwater exhalation
- Both legs kick at same time and recover at the same time
- Drive with knees apart; feet wider than knees
- Continuous propulsion

Bone or joint injury

Demonstrate the recognition and care of a bone or joint injury.

Purpose

To demonstrate appropriate care for a simple bone or joint injury.

Notes

- Victim is conscious and cooperative
- Injuries include closed fractures or dislocations of lower arms and legs, fingers and toes.
- Treatment does not require splinting for immobilization. Any method that supports and minimizes movement is acceptable.
- See suggested learning activities. P.72
- Reference:: CLM Chapter 8.10 Bone, Joint and Soft-tissue Disorders.

Must See

- Assessment of environment for hazards
- Establish responsiveness
- Recognition of injury based on pain, obvious deformity or swelling and probable cause.
- Movement of injury minimized to prevent further injury
- If available, ice applied to injured site
- EMS activated if necessary

Respiratory emergencies

Demonstrate the recognition and care of a victim suffering from respiratory distress from:

- *asthma, or*
- *severe allergic reaction*

Purpose

To demonstrate appropriate care for a respiratory emergency.

Notes

- Victim is conscious and cooperative
- Rescuer assists victim to find his or her own prescribed medication and prepare it for administration. The victim administers the medication; e.g. using asthma inhaler or injecting epinephrine with auto-injector
- See suggested learning activities, p 72
- Reference: CLM Chapter 8.3 Airway and Breathing Problems

Must See

- assessment of environment for hazards
- Establish responsiveness
- Determination of cause (and removal if possible) of emergency
- Victim placed in most comfortable position
- Victim assisted to find and use medication (asthma inhaler or epinephrine auto-injector)
- EMS activated if necessary

Recognition & perception

From 3 different heights or positions, locate and describe an object located on the bottom or below the surface.

Purpose

To learn the effects of height, glare, water movement, distance and depth on the ability to see an object below the surface.

Notes

- Objects may be placed on the bottom or suspended somewhere below the surface.
- To help candidates develop an appreciation for the barriers to recognition, mix and match a variety of objects viewed from a variety of heights, distances and circumstances including glare from sun/wind. For example, ask candidates to locate and identify an object (e.g., hockey puck) placed on the bottom from different locations, i.e. while treading water; while standing on the deck; while standing on the guar tower or diving board; from a distance. Note changing environmental conditions that affect visibility including water clarity, splash or wave action, reflective glare from sun, lights or other sources.
- Once candidates locate the object, ask them to describe its characteristics – colour, size, shape, identifying marks, etc. Note how perceptions might vary according to the barriers interfering with accurate “seeing”.
- See suggested learning activities. P. 74

Must See

- Ability to identify barriers to recognition
- Move to a position to enable candidate to best “see” the object



Rookie Patrol Lesson Plan

Revised 2009

										Item 1	Item 2	Item 3:	Item 4	Item 5	Item 6	Item 7	Item 8	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15a)	Item 15b)	Item 16							
										Head-up front crawl or breaststroke - 25m or yd. SPAG 2, 53; SLIH 22; CLM 9-4, 9-9	Scull in ready position - 30 sec. SPAG 3, 52; SLIH 28; CLM 4-19	Carry Object (2.3 kg) - 15 m or yd. SPAG 4, 64; SLIH 28	Surface dives, foot-first & head-first SPAG 5, 59; SLIH 29; CLM 9-14 to 9-16	Lifesaving Kick - 25 m or yd. SPAG 6, 58; SLIH 17, 28; CLM 9-9 to 9-13	Inflate clothing / use as buoyant assist SPAG 7, 59; CLM 4-13, 4-14, 4-19	Obstacle Swim - 25 m or yd. SPAG 8, 64, 65	Front Crawl - 50 m or yd. SPAG 9, 64, 65; SLIH 18; CLM 9-2 & Appendix C	Back Crawl - 50 m or yd. SPAG 9, 64, 65; SLIH 19; CLM 9-2 & Appendix C	Breaststroke - 50 m or yd. SPAG 9, 64, 65; SLIH 20; CLM 9-2 & Appendix C	Fitness Training: 350m or yd. workout (3 times) SPAG 10, 65; SLIH 32, 33; CLM 9-2 & Appendix C	Swim 100 m in 3:00 or better - strokes of swimmers' choice SPAG 11, 66; SLIH 32, 33; CLM 9-2 & Appendix C	Assess conscious victim SPAG 12, 68; SLIH 41; CLM 6-2 to 6-4	Contacting EMS SPAG 13, 68-69; SLIH 42; CLM 3-2	Care for external bleeding SPAG 14, 71; SLIH 42; CLM 8-5	Look & see SPAG 15, 73; SLIH 39; CLM 2-1	Victim Simulation SPAG 16, 73; SLIH 37; CLM 4-3	Victim Recognition SPAG 16, 73; SLIH 37; CLM 4-3	Rescue drill: throw aid to target - 30 sec. SPAG 17, 75; CLM 4-4						
Lesson 1										4		8	6		7		4	4	4		5	1	2	3		9								
1	2	3	4	5	6	7	8	9	10		3				5					4							1	2	7					
Lesson 2																																		
1	2	3	4	5	6	7	8	9	10	2		4				3		1	1	1		5	7	8		6								
Lesson 3											1		2	3																				
1	2	3	4	5	6	7	8	9	10	2		9				3		1	1	1		4	6	7	5				8					
Lesson 4													2	3		4				6														
1	2	3	4	5	6	7	8	9	10	5		8				6		4	4	4	7		1	3	2				9					
Lesson 5											4		5	2		3				1														
1	2	3	4	5	6	7	8	9	10	2						3		1	1	1		4	5	7	6				8					
Lesson 6											6	5	4	2																				
1	2	3	4	5	6	7	8	9	10							1						3							8					
Lesson 7																																		
1	2	3	4	5	6	7	8	9	10																				8					
Lesson 8																																		
1	2	3	4	5	6	7	8	9	10																				8					
Lesson 9																																		
1	2	3	4	5	6	7	8	9	10																				8					
Lesson 10																																		
1	2	3	4	5	6	7	8	9	10																				8					



Ranger Patrol Lesson Plan

Revised 2009

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 7	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13a	Item 13b	Item 13c	Item 14
	Somersault sequence, forward & backward SPAG 20, 52; SLIH 26	Stride Entry & swim head-up - 25 m or yd. Ready position SPAG 21, 53-54; SLIH 22-23; CLM 9.2	Eggbeater kick on back - 25 m or yd. SPAG 22, 55; SLIH 28; CLM 9-3	Support object (2.3 kg) - 1 min. SPAG 23, 55-56; SLIH 16-17, 27-28; CLM 9-3	Search & recover object SPAG 24, 60; SLIH 22, 28, 29; CLM 9-2 to 9.3	Remove conscious victim SPAG 25, 61; SLIH 36; CLM 4-12	Front crawl - 75 m or yd. SPAG 26, 64-65; SLIH 16, 18; CLM 9.2	Back crawl - 75 m or yd. SPAG 26, 64-65; SLIH 16, 19; CLM 9.2	Breaststroke - 75 m or yd. SPAG 26, 64-65; SLIH 17-18, 20; CLM 9.2	Lifesaving medley - 100 m or yd. (3 times) SPAG 27, 66; SLIH 16-19, 32-33; CLM 9-2	Swim 200m in 6 min. (200 yd. in 5:20 min.) or better SPAG 28, 66; SLIH 16-22, 32-33; CLM 9-2	Assess unconscious, breathing victim SPAG 29, 69-70; SLIH 40-42; CLM 6-4	Care for a victim in shock SPAG 30, 87; SLIH 40-42; CLM 6.4, 8.2	Obstructed airway - conscious victim SPAG 31, 71; SLIH 40-42; CLM 7.3	Victim simulation SPAG 32, 74; SLIH 37; CLM 4.3	Victim recognition SPAG 32, 74; SLIH 37; CLM 4.3	Victim avoidance SPAG 32, 74; SLIH 35, 37-38; CLM 4.3, 5.2	Rescue with buoyant aid - 20 m or yd. SPAG 33, 76; SLIH 35, 37-39; CLM 4, 4-4 to 4-5
Lesson 1	8		5			3	9			7	1		2	6				
1 2 3 4 5 6 7 8 9 10																		
Lesson 2		5		4	8			9	6			1		7	3			
1 2 3 4 5 6 7 8 9 10																		
Lesson 3	5					7		8		4	2	1	3			9	9	9
1 2 3 4 5 6 7 8 9 10																		
Lesson 4		3	7	9	4		6		2					8	5			
1 2 3 4 5 6 7 8 9 10																		
Lesson 5	5					8				4	3	1	2		7	9	9	9
1 2 3 4 5 6 7 8 9 10																		
Lesson 6		2	3	1	9		4	8	5					6	7			
1 2 3 4 5 6 7 8 9 10																		
Lesson 7	4					5		7		6	1	2	3			8	8	8
1 2 3 4 5 6 7 8 9 10																		
Lesson 8		3	9	7	4		2		6					5	1	8	8	8
1 2 3 4 5 6 7 8 9 10																		
Lesson 9						5		8	6	4	2	3	1			7	7	7
1 2 3 4 5 6 7 8 9 10																		
Lesson 10	5	4	6	7	3		2		1									
1 2 3 4 5 6 7 8 9 10																		



LIFESAVING SOCIETY®
The Lifeguarding Experts



Star Patrol Lesson Plan

Revised 2009

		Item 1	Item 2: Head-Up Swim	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 9	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	
		Entries with aids - at least 2 SPAG 36, 51; SLIH 23-25, 34-35; CLM 4-7 to 4-8	25m head-up freestyle or breaststroke. Ready position & scull directionally SPAG 41, 63, 65; SLIH 51, 64-65; CLM 4-19, 9-4, 9-9, 9-13	Defence methods - front, side & rear SPAG 38, 63; SLIH 35; CLM 5.4, 5.3	Eggbeater kick - travel, change direction & height SPAG 39, 56, 57; SLIH 27, 28; CLM 9.3	Carry object (4.5 kg) - 25m or yd. SPAG 40, 58; SLIH 16-17, 28, 35; CLM 4-11, 9-2	Remove unconscious victim SPAG 41, 62; SLIH 36; CLM 4.12	Search to recover object SPAG 42, 60, 61; SLIH 36; CLM 9.2, 9.3	Turn and support victim face-up above surface SPAG 43, 62	Front crawl - 100 m or yd. SPAG 44, 64-65; SLIH 18-20, 32; CLM 9.2, Appendix C	Back crawl - 100 m or yd. SPAG 44, 64-65; SLIH 18-20, 32; CLM 9.2, Appendix C	Breaststroke - 100 m or yd. SPAG 44, 64-65; SLIH 18-20, 32; CLM 9.2, Appendix C	Fitness training: 600 m or yd. workout (3 times) SPAG 45, 64-65; SLIH 16-21, 32-33; CLM 9-2, Appendix C	Swim 300m in 9 min. (300 yd. in 8:00 min.) or better SPAG 46, 67; SLIH 16-21; 32-33; CLM 9.2, Appendix C	Care for bone or joint injury SPAG 47, 72; CLM 8-10	Care for respiratory emergency - asthma or allergic reaction SPAG 48, 72; CLM 8-3	Locate & describe submerged object SPAG 49, 74	Rescue with towing aid - 20 m or yd. SPAG 50, 76; SLIH 35; CLM 4, 4.4-4.5	
Lesson 1		6	7		3			5						4	1		2		
1	2	3	4	5	6	7	8	9	10										
Lesson 2				6		7	5		8	8	8	8	3			4	1	2	
1	2	3	4	5	6	7	8	9	10										
Lesson 3		5	7				3		4	4	4	4		6	1		2		
1	2	3	4	5	6	7	8	9	10										
Lesson 4				7	6	3		4						5				2	
1	2	3	4	5	6	7	8	9	10										
Lesson 5		6	7				4		5	5	5	5		3	1		2		
1	2	3	4	5	6	7	8	9	10										
Lesson 6				8	7	6		5					4		2	3		1	
1	2	3	4	5	6	7	8	9	10										
Lesson 7		7	4	5			8		3	3	3	3		2			1		
1	2	3	4	5	6	7	8	9	10										
Lesson 8				4	6	7		5					3			2		1	
1	2	3	4	5	6	7	8	9	10										
Lesson 9			6				5	7	4	4	4	4		3	1		2		
1	2	3	4	5	6	7	8	9	10										
Lesson 10		5			5	6							3			2		1	
1	2	3	4	5	6	7	8	9	10										

Canadian Swim Patrol

Program



A word to Swim Patrol Instructors

The Canadian Swim Patrol program is the on-ramp to lifeguarding. Rookie Patrol, Ranger Patrol and Star Patrol form a pre-Bronze progression of enriched training for young swimmers who are ready to go beyond learn-to-swim.

Ability is the only prerequisite.

Work hard. Play hard.

Swim Patrol content is designed to be challenging but achievable with effort. Instructors should design and deliver "work-hard/play-hard" training that includes skill drills, games and other challenging learning activities to ensure that every class is action-packed and fun.

As much as possible avoid 'sitting-on-the-deck' activities. Teach and evaluate lifesaving knowledge in conjunction with related practical items when the candidate's performance can reveal the extent of his or her understanding.

With reference to Lifesaving Society drowning reports, draw on the following topics that describe a significant drowning profile in your province or territory as the focus for rescue situations:

- At home: bathtub, backyard pool, pond, river
- In small boats: PFDs, safe practices
- At the beach: unsupervised ponds, rivers, lakes, ocean
- Near ice: lakes, banks of streams, centre of river
- In/on cold water: moving creeks and rivers, in small boats

Set situations in locally relevant water environments, using victim types identified in this Swim Patrol Award level. Through practical applications, train candidates how to recognize risky behaviours and risky environments, and how to use their "water smarts" to make choices that prevent drowning.

Track and reward success

Swim Patrol content is organized in modules –

Water Proficiency; First Aid; Recognition & Rescue.

Candidates earn recognition for success in content modules and for overall award achievement. Candidates can affix their seals and award recognition to their personal Swim Patrol Wall Chart.

The Lifesaving Society – Canada's lifeguarding expert – is a national, charitable organization working to prevent drowning and water-related injury through its training programs, Water Smart® public education, aquatic safety management services, and lifesaving sport.

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