American Red Cross

# Basic Water Rescue

## Course Notes

The American Red Cross Basic Water Rescue course provides individuals with the knowledge and skills necessary to prevent, recognize and respond to many types of aquatic emergencies. This course also prepares individuals for aquatic emergencies by teaching them how to protect themselves while assisting others. **The Basic Water Rescue course does not provide participants with all the knowledge and skills needed to be certified as a lifeguard.** For information on lifeguard training, refer course participants to their local Red Cross chapter.

### Targeted Audiences

Basic Water Rescue course targeted audiences include–

- Public safety personnel, such as police officers, firefighters and emergency medical services (EMS) personnel, who may be called on to handle emergencies in, on or around the water.
- Parents or other individuals who care for children.
- Camp personnel and trip leaders.
- Daycare workers.
- Teachers.
- Clubs and organizations engaging in water activities, such as Girl Scouts of the USA, Boy Scouts of America and Boy's and Girl's Clubs of America.
- Water fitness instructors, aquatic therapists, aquatic rehabilitation specialists and anyone else involved in water activities for recreation and health.
- Individuals who work on or around the water, such as industrial workers, marina staff, concession staff and water-based ride attendants at amusement parks.

### Course Prerequisites

There are no prerequisites to be eligible for the Basic Water Rescue course. However, because there is an in-water skills session, it is recommended that participants are comfortable in chest-deep water.

### Course Length

This course is designed to be taught in approximately 4 hours. This includes time for class activities, skills practice and the final written exam, but does not include time for viewing the optional video. If viewing the optional video, the total course length is approximately 4 hours, 20 minutes.

### Class Size

It is recommended that there be at least 1 instructor for every 10 participants in the Basic Water Rescue course. Classes with more than 10 participants should have a co-instructor or instructor aide. Close supervision is necessary for the facilitation of effective skills practice, the safety of participants and the completion of lessons in the time allotted.

### Classroom Space

The lessons in the Basic Water Rescue course require classroom space, indoor or outdoor, suitable for discussion and administration of the final written exam. An appropriate space and equipment for watching videos is necessary if the optional video will be shown. The

classroom area should also be equipped with the necessary teaching aids and materials, such as newsprint and markers or chalkboard and chalk.

## Swimming Area

The Basic Water Rescue course may be conducted in shallow water (no more than chest deep) at a waterfront, waterpark or pool. An adequate number of lifeguards should be on duty supervising all in-water sessions and tasked with no other duties beyond supervising the class.

## Course Materials, Equipment and Supplies

Required materials, equipment and supplies are listed at the beginning of the lesson plan. It is recommended that all participants have a copy of the *American Red Cross Basic Water Rescue* reference guide or *Swimming and Water Safety* manual. These resources are designed to help participants learn the basic principles of emergency planning and assisting others using nonswimming rescues in a water emergency. There are no videos required for this course; however, the *Small Craft Safety* video is suggested. Encourage participants to obtain a copy of these materials from their local Red Cross chapter.

## Adapting the Course

The course outline is flexible and can be customized to meet the specific needs of an organization or work site. To meet the needs of their audience, this outline allows instructors to provide specific examples and place special emphasis on topics that address the needs of course participants. Customizing does not mean that instructors can add, delete or change the course content.

To customize the course, meet with the organization or work site representative prior to the course to discuss any water safety needs. Items for discussion can include–

- The organization's or company's reasons for offering the American Red Cross Basic Water Rescue course.
- The background of course participants, including–
  - Prior training, such as first aid, cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) skills.
  - Job responsibilities.
  - To whom they report (chain of command).
- The type and frequency of specific incidents at the site.
- Established procedures. Is there a written procedure (emergency action plan) in place?
- The type of rescue equipment available on site.

In addition to meeting with the representative, tour the facility or work site and become familiar with the environment in which course participants work. Such a tour will provide a better understanding of the nature of actual and potential incidents. For example, if you will be teaching Basic Water Rescue at an amusement park that has a water-based ride, have the representative take you on that ride. Discuss the items listed above as they relate to that attraction. In addition, discuss challenges participants may encounter when responding to an emergency on this type of ride. Finally, discuss additional water safety concerns the organization or work site may have. By gaining information prior to the course, you will be able to provide specific examples for course participants when demonstrating skills and be able to customize course activities specific to the organization or work site.

Because course delivery depends on many factors, such as the availability of classroom space, aquatic facility space, equipment and time, you may need to reorganize the course outline to accommodate these factors. If you reorganize the lesson plan, make sure all the course content in the lesson plan is covered and that all course objectives are met. All course objectives must be met for a participant to receive certification.

## Certification Requirements

Upon successful completion of the Basic Water Rescue course, each participant will receive an *American Red Cross Universal Certificate* indicating Basic Water Rescue that is valid for 3 years.

To receive the course completion certificate, the participant must–

- Attend all class sessions.
- Demonstrate competency in each skill taught in the course. (Competency is defined as being able to perform each skill correctly without coaching or assistance.)
- Correctly answer at least 80 percent of the questions in the final written exam (20 correct answers out of 25 questions).

## Basic Water Rescue Course Outline

| Lesson and Topic | Suggested Time |
|---|---|
| Introduction to the Course | 15 minutes |
| Introduction to Basic Water Rescue | 5 minutes |
| Who Drowns? | 10 minutes |
| Safety in the Water | 15 minutes |
| Being Prepared for an Aquatic Emergency | 10 minutes |
| Responding to an Aquatic Emergency | 25 minutes |
| After an Emergency | 10 minutes |
| Self-Rescue* | 15 minutes (add 8 minutes) |
| Nonswimming Rescues and Assists* | 10 minutes (add 7 minutes) |
| Emergency Care* | 15 minutes (add 5 minutes) |
| Break | 5 minutes |
| Skill Session | 60 minutes |
| Break | 5 minutes |
| Review of Course Material | 10 minutes |
| Final Written Exam | 25 minutes |
| Closing | 5 minutes |
| **Approximate total: 4 hours (4 hours, 20 minutes with video)** | |

*Indicates topic that includes optional video segment(s). The time in parentheses indicate additional time required when showing video segment(s).

# Basic Water Rescue Lesson Plan

## Course Length

4 hours (4 hours, 20 minutes, if optional video is shown)

## Materials, Equipment and Supplies

- American Red Cross identification
- Name tags or name tents
- Pens or pencils
- Course outline
- *Course Record* and *Course Record Addendum* or *Water Safety Instructor Activity Report*
- Newsprint and markers, chalkboard and chalk or dry erase board and markers
- *Basic Water Rescue* reference guide or *Swimming and Water Safety* manual (one for each participant)
- Throwing and reaching equipment
- Life jackets
- (Optional) *Small Craft Safety* video and video player and monitor

## Course Objectives

After completing this course, participants should be able to–

- List water safety guidelines for activities in, on or around the water.
- Recognize the characteristic behaviors of someone who needs help in the water.
- Define an emergency action plan.
- Describe how to develop an emergency action plan.
- Describe how to trap air in clothing for buoyancy as a means of self-rescue when not wearing a life jacket.
- Describe two positions used for floating in cold water while wearing a life jacket.
- Explain how to perform an ice self-rescue.
- Explain how to help someone who has fallen through the ice.
- Describe actions to take to prevent or delay hypothermia.
- Describe how to care for someone having a seizure in the water.
- Demonstrate the HELP and huddle positions.
- Demonstrate two ways to perform a reaching assist.
- Demonstrate a throwing assist using two different pieces of equipment.
- Demonstrate a wading assist with equipment.
- Demonstrate the beach drag and walking assist.
- Demonstrate two ways to stabilize a victim's head, neck and back in the water.

***Instructor's Note:*** *Have participants' materials laid out (name tags or name tents and pens or pencils) before participants arrive. Have participants sign in on the* Course Record Addendum *as they arrive.*

## Topic: Introduction to the Course

Time: 15 minutes

### Activity:

- Introduce yourself and welcome participants to the American Red Cross Basic Water Rescue course.
- Commend participants for taking an initial step toward promoting safety in, on and around the water by enrolling in this course.
- Ask participants to introduce themselves by sharing their names, reasons for taking this course and expectations.
- Give a brief description of your background and credentials. Identify yourself as a Red Cross instructor and explain that this course is one of many offered by the Red Cross.
- Point out the location of fire exits, telephones, restrooms and drinking fountains and explain any facility rules.
- Briefly explain that participants will learn through lectures, discussions, reading, group activities and skill practice. If you are using the optional video, explain that some lessons are supported by video.
- If you are using the *Basic Water Rescue* reference guide, explain that it is the participants' source of information for this course. Instruct the participants how best to use the guide to master the course content. Point out the following features:
  - Easy reference
  - Three sections: Introduction, Aquatic Emergency Preparation and Aquatic Emergencies Reference
  - Artwork that illustrates important skills

### Key Points:

- **The purpose of the Basic Water Rescue course is to provide individuals with information and skills that can be used to prevent, recognize and respond to many types of aquatic emergencies. This course will also prepare individuals for aquatic emergencies by teaching them how to protect themselves while assisting others.**
- **The Basic Water Rescue course and reference guide do not provide you with the information and skills needed to become a certified lifeguard. For information on lifeguarding, contact your local Red Cross chapter.**
- **The requirements for successful course completion of the Basic Water Rescue course are–**
  - **Attend and participate in all class sessions.**
  - **Demonstrate competency in each skill taught in the course.**

- Correctly answer at least 80 percent of the questions on a final written exam.

- **Upon successful completion of the Basic Water Rescue course, each participant will receive an *American Red Cross Universal Certificate* indicating Basic Water Rescue. This certificate is valid for 3 years.**

## Topic: Introduction to Basic Water Rescue

Time: 5 minutes

### Key Points and Discussion:

- **Aquatic experiences can be safe and enjoyable when everyone is careful to follow safety guidelines.**
- **This course and the reference guide can help you–**
  - **Prevent water emergencies.**
  - **Prepare to recognize a water emergency.**
  - **Help someone who is in trouble in the water.**
  - **Protect yourself while helping others.**
- **What are some possible situations that could lead to an aquatic emergency?**

  ***Answers:*** *Responses could include the following:*
  - *Someone accidentally falls in water*
  - *A boat capsizes*
  - *A child falls headfirst into a bucket of water*

## Topic: Who Drowns?

Time: 10 minutes

### Key Points and Discussion:

- **In the United States, drowning is the second leading cause of death for children ages 1–4 years.**
- **In 2005, drowning was the second-leading cause of unintentional injury-related death for children 1–14 years, according the Centers for Disease Control and Prevention.**
- **Males are more likely to die from drowning than are females.**
- **Certain minority groups are at a higher risk for drowning. Drowning rates for African Americans, especially children ages 5–14, are higher when compared to white children.**
- **Where might a drowning occur?**

  ***Answers:*** *Responses could include the following:*
  - *Large buckets or tubs*
  - *Bath tubs*
  - *Toilets*

- *Natural bodies of water, such as oceans, rivers or lakes*
- *Washes, aqueducts, drainage canals, culverts and ditches*

***Instructor's Note:*** *Record responses on a chalkboard or newsprint.*

### Alcohol and Water Do Not Mix

**Key Points:**

- **Alcohol and water do not mix. Alcohol consumption is a major contributing factor of a large number of water-related accidents.**
- **Every year, a great number of people drown or suffer injury from swimming, diving, fishing and ice accidents that involve alcohol consumption.**
- **According to the U.S. Coast Guard's 2007 Boating Statistics, alcohol was the leading contributing factor in fatal boating accidents. Nearly 21 percent of all boating fatalities involve alcohol.**
- **Drinking alcohol affects balance, increasing the likelihood that someone will fall into the water.**
- **Drinking alcohol also makes it harder to stay warm, affects judgment and decision-making, slows reflexes and impairs vision, all of which diminish swimming ability even for skilled swimmers.**
- **Do not serve alcoholic beverages to guests who are or will be supervising or participating in water activities.**
- **Never use a spa or hot tub when drinking alcohol.**
- **Never operate watercraft when drinking alcohol.**

## Topic: Safety in the Water

Time: 15 minutes

**Key Points:**

- **Staying safe in and around the water is no accident–it takes knowledge and forethought.**
- **The best thing anyone can do to stay safe in, on and around the water is to learn to swim well.**
- **It is also important to establish and follow water safety rules.**
- **At a minimum, everyone should obey the following general safety rules whenever they are in, on or around any body of water:**
  - **Swim only in areas supervised by a lifeguard. Never swim alone.**
  - **Read and obey all rules and posted signs.**
  - **Swim only in designated areas.**

- Designate a responsible individual as the person to watch over children whenever they are in, on or around any body of water, even if a lifeguard is present.
- Have young children or inexperienced swimmers take extra precautions, such as wearing a U.S. Coast Guard-approved life jacket.
- Watch out for the "dangerous too's": too tired, too cold, too far from safety, too much sun and too much strenuous activity.
- Set specific swimming rules for each individual in a family or a group based on swimming ability (for example, inexperienced swimmers should stay in water less than chest deep).
- Make sure swimmers know about the water environment and any potential hazards, such as deep and shallow areas, currents, obstructions and the locations of entry and exit points.
- Identify potential water hazards within the community and make certain that children stay away from them.
- Know how to prevent, recognize and respond to emergencies.
- Use a feetfirst entry when entering the water. Enter headfirst only when the area is clearly marked for diving and has no obstructions.
- Take a boating safety course before operating any watercraft.
- Be especially cautious near moving water, cold water and ice.
- Pay attention to local weather conditions and forecasts.
- Be prepared. Aquatic emergencies happen quickly and suddenly. Whenever possible have a telephone or mobile phone nearby.

### Selecting a Life Jacket

**Key Points:**

- Life jackets, also known as personal flotation devices (PFDs), are not just for boating. Unless under direct supervision in a designated swimming area, young children and weak swimmers should wear life jackets whenever they are in, on or around the water.
- Everyone on a boat should ALWAYS wear a life jacket. Local laws may even require wearing one. Most states require that life jackets be worn for anyone being towed on water skis, tubes or similar devices and while operating or riding on a personal watercraft (PWC).
- All life jackets should be U.S. Coast Guard approved and in good condition. If a life jacket is U.S. Coast Guard approved, it will be marked on the life jacket.
- There are several types and many styles of life jackets, and all life jackets have ratings for their buoyancy and purposes.
- The U.S. Coast Guard has categorized PFDs into five types. The four wearable types (types I, II, III and V) may have permanent flotation or may be inflatable.

- **Choose the right type of life jacket according to the activity in which you are participating and the water conditions. Check the label on the life jacket for weight limits.**
- **Check buckles and straps for proper function. Discard any life jacket with torn fabric or straps that have pulled loose.**
- **A child-sized life jacket should never be substituted for an adult-sized life jacket, nor should an adult-sized life jacket ever be substituted for a child-sized life jacket.**
- **A properly fitted life jacket should feel snug. Put it on and practice moving around in shallow water to get accustomed to wearing it.**

### Activity:

- Using the chart on pages x and xi of the *Basic Water Rescue* reference guide or page 19 of the *Swimming and Water Safety* manual, have participants identify the features and common uses of the five types of approved PFDs.

## Recognizing an Emergency

### Key Points:

- **An emergency can happen to anyone in, on or around the water at any time. Recognizing that a person is having trouble in the water may help save that person's life.**
- **Most people who are in trouble in the water cannot or do not call for help. This is why it is critical to be able to recognize the signs of a swimmer who is in trouble before it is too late.**

### Activity:

- Refer participants to the table on page xiii of the *Basic Water Rescue* reference guide or page 45 of the *Swimming and Water Safety* manual for a description of the characteristic behaviors of a person who needs help in the water.

## Deciding to Act

### Key Points:

- **Once you recognize an emergency, the next step is to decide to act and how to act.**
- **Often people are slow to act in an emergency because they are not sure exactly what to do or they think someone else will act. If you are in an emergency situation, your decision to act may save someone's life.**
- **Once you have decided to act, proceed safely. Do not go rushing into a dangerous situation and become a victim yourself.**
- **If the victim is out of the water, quickly try to determine what help the victim needs and check for any dangers to yourself or any others who may be helping.**

- **If the victim is in the water, first decide whether he or she needs help getting out of the water, then act based on your training. Never enter the water to help a victim unless you are trained to do so.**
- **If it can be done safely and the appropriate equipment is available, the next step is to help get the victim out of the water.**
- **If the appropriate safety equipment is not available and there is a chance that you cannot safely help a person in trouble, call for help immediately.**
- **Swimming into deep water to bring a victim to shore or to the side of a pool requires special training, a high degree of skill, fitness and rescue equipment. Do not swim out to a victim unless you have the proper training, skills, fitness and equipment. You can put yourself in danger and risk two lives rather than saving one.**

## Calling for Help

### Key Points and Discussion:

- **The emergency medical services (EMS) system is a network of community resources that cares for emergency victims.**
- **The system begins when someone calls 9-1-1 or the local emergency number about an emergency.**
- **If the victim is unconscious, send someone else to call EMS personnel and care for the victim. If the victim is conscious, first try to safely get the victim out of the water and then determine the help and care needed. If the victim is not in the water and there is an emergency, call EMS personnel immediately.**
- **If there are other bystanders, ask someone else at the scene to call. If possible, send two people to make the call. Tell the callers to report back what the dispatcher said.**
- **Anyone calling for help should be prepared to tell the dispatcher the following:**
  - **The location of the emergency (exact address, city or town, nearby intersections or landmarks, name of the facility)**
  - **The telephone number of the phone being used**
  - **The caller's name**
  - **What happened**
  - **The number of victims**
  - **The type of help being given so far**
- **What are some serious situations and conditions that require a call to the EMS system?**

  ***Answers:*** *Responses should include the following:*
  - *Any drowning or nonfatal submersion (near-drowning) situation*
  - *Injury to the head, neck or back*
  - *Difficulty breathing*
  - *Persistent chest or abdominal pain or pressure*

- *Unconsciousness*
- *Severe bleeding, vomiting blood or passing blood*
- *Seizure, severe headache or slurred speech*
- *Poisoning*
- *Possible broken bones*
- *Multiple injuries*

> ***Instructor's Note:*** *Record responses on a chalkboard or newsprint.*

## Topic: Being Prepared for an Aquatic Emergency

Time: 10 minutes

### Key Points:

- **Being prepared for an aquatic emergency means being ready before it happens.**
- **To be prepared for an emergency, you must first understand the aquatic environment you will be in, on or around. Each aquatic environment has its own conditions and potential hazards of which you should be aware.**
- **As you prepare for an aquatic emergency, you must also consider swimming ability, age, type of aquatic activity and any other factors that could affect water safety.**
- **In addition, be aware of the kinds of aquatic-related accidents that have occurred in your area as well as the common types of recreational activities that take place in, on or around the water.**

### Activity:

- Divide participants into small groups.
- Assign each group a different aquatic environment or activity from the following list:
  - Around the home
  - Public pool
  - Home pool or spa (above-ground or in-ground)
  - River, streams and creeks
  - Oceans
  - Cold water and ice
  - Diving
  - Boating
  - Pool parties

- Using **Chapters 2 and 3** of the *Swimming and Water Safety* manual or pages 2 and 3 of the *Basic Water Rescue* reference guide as a reference, have each group generate a list of the conditions and potential hazards for each of these environments and activities. Have groups identify any equipment and supplies they might need in the event of an emergency.
- Have each group report to the class the conditions and potential hazards associated with their aquatic environment or activity as well as any supplies and equipment they might need in the event of an emergency.
- Respond to any questions the participants might have.

## Topic: Responding to an Aquatic Emergency

Time: 25 minutes

### Key Points:

- **Knowing how to respond to an aquatic emergency is just as important as knowing how to prevent one.**
- **If an emergency does occur, you may have only seconds to act.**
- **Deciding how to act is often the most important thing you can do.**

### Emergency Action Plans

### Key Points:

- **An emergency action plan (EAP) is a simple, easy to remember, written plan that directs the actions of individuals responding to an emergency. The plan should be clearly understood by everyone.**
- **An EAP should be developed for any emergency that could occur during a planned aquatic activity.**
- **To create an emergency action plan–**
  - **Identify types of emergencies that could occur, such as someone falling into the pool or other body of water.**
  - **Identify rescue equipment available, such as a ring buoy with a line attached or a reaching pole.**
  - **Create an emergency contact list that includes telephone numbers for EMS personnel and names of the nearest cross streets to the location.**
- **An EAP should include these general features:**
  - **How the person who recognizes the emergency is to signal others**
  - **The steps each person in the group should take in an emergency**
  - **The location of rescue and safety equipment**
  - **Actions to minimize the emergency and safely rescue any victims**
  - **How to call for medical assistance when needed**
  - **Follow-up procedures after an emergency**

- **Contents of an EAP include the following as appropriate:**
  - **Layout of the facility/environment**
    - **EMS personnel access and entry/exit routes**
    - **Location of rescue and first aid equipment**
    - **Location of telephones, with emergency telephone numbers posted**
    - **Location of keys for buildings or rooms with telephones or emergency equipment**
    - **Exits and evacuation routes**
  - **Equipment available**
    - **Rescue equipment**
    - **First aid supplies**
    - **Emergency equipment, such as flashlights and fire extinguishers**
  - **Support personnel available**
    - **Internal**
    - **External**
  - **Staff responsibility**
    - **Assign each person or staff member a duty**
  - **Communication**
    - **How and when to call 9-1-1 or the local emergency number, and who will make the call**
    - **Chain of command**
    - **Person to contact the family/guardian**
    - **Person to deal with media**
  - **Follow-up**
    - **Evaluation**
    - **Documentation**
- **To be most effective, the plan should be easy to remember and discussed and practiced regularly.**

**Activity:**

- Divide participants into small groups.
- Using the *Basic Water Rescue* reference guide or **Chapters 2 and 3** of *Swimming and Water Safety* as a reference, have each group develop a sample EAP for one of the scenarios listed below.
  - An adult has an in-water medical emergency during an adaptive aquatics class at a community pool
  - A child who is missing at a home with a backyard pool
  - Public safety personnel receive a call that a child fell through the ice at a community park that has a lake for ice skating
  - A child who is missing at a summer camp with a waterfront

- Have each group share their EAP with the class.
- Respond to any questions the participants might have.

## Topic: After an Emergency

Time: 10 minutes

### Key Points:

- **When the emergency is over, you may need to assist with follow-up procedures. For example, you may be responsible for–**
  - **Confirming that witnesses have been interviewed and their observations documented.**
  - **Reporting the incident to the appropriate individual (this may be your supervisor) or authorities.**
  - **Contacting a victim's family/guardian.**
  - **Dealing with the media.**
  - **Inspecting equipment and supplies used in the emergency. Make sure that all the equipment used is back in place and in good working condition. Replace any used supplies.**
  - **Filling out any report forms and transmitting the reports appropriately. All injuries and incidents should be documented and reported. These reports may be used for insurance purposes and in a court of law.**
  - **Assessing what happened and evaluating the actions taken.**

## Topic: Self-Rescue

Time: 15 minutes (23 minutes, if showing video segment)

### Optional Video:

- Show S*mall Craft Safety* video segment: "Self-Rescue Skills: Survival Floating, HELP Position, Huddle Position, Self-Rescue When Clothed" (5:22).

### Self-Rescue with Clothes

### Key Points:

- **Water emergencies can happen even when you did not intend to go in the water. If you find yourself in the water unexpectedly, leave your clothes on.**
- **Most clothing can help you float. If you can float wearing your shoes, leave them on. If they are too heavy, remove them.**
- **If you are wearing a long-sleeved shirt or jacket, try to trap air in the shoulders to help keep you afloat.**
- **Trapping air in your shirt can be accomplished by either blowing air or by splashing air into it.**
- **If you find yourself in warm water, you can also use your pants to help keep you afloat.**

## Survival Floating

### Key Points:

- Survival floating involves floating face-down in warm water. Use this method if you cannot reach safety and need to wait for help or need to rest while making your way to safety.
- To survival float–
  1. Hold your breath then put your face in the water. Allow your arms and legs to hang freely. Rest in this position for a few seconds.
  2. Slowly lift your arms to about shoulder height and move your arms forward to take a breath. Separate your legs, moving one leg forward and one leg back.
  3. Gently press down with your arms and, at the same time, bring your legs together. This movement lifts your mouth above the water, allowing you to take another breath.
  4. Return to the resting position. Repeat these steps to take the next breath.

## Self-Rescue When Wearing a Life Jacket

### Key Points:

- If you fall into deep water wearing a life jacket, keep your face and head above the surface.
- If you are near a capsized boat or large debris, climb as far out of the water as you can onto the boat or debris.
- Keep all your clothes on, especially your hat. Even wet clothes help maintain your body heat.
- In cold water, you must decide between trying to reach safety and floating in place while waiting for help.
- If you swim, use strokes that will keep your arms under water, such as the breaststroke or sidestroke.
- If you can reach safety with a few strokes, do so. If not, float in place in the HELP position and wait to be rescued. If there are others in the water with life jackets on, use the huddle position and wait for rescue.

## HELP Position

### Key Points:

- HELP stands for heat escape lessening posture.
- This position can help a person who is alone in the water and wearing a life jacket to conserve body heat in cold water while awaiting rescue.
- Do not use the HELP position in moving water.

***Instructor's Note:*** *Inform participants that they will learn and practice the HELP position during the skill session.*

### Huddle Position

**Key Points:**

- **The huddle position allows two or more people wearing life jackets to conserve body heat in cold water while awaiting rescue.**
- **With two people, put your arms around each other so that your chests are together.**
- **With three or more people, put your arms over each other's shoulders so that the sides of your chests are together. Place children or elderly persons in the middle of the huddle.**
- **Do not use the huddle position in moving water.**

> ***Instructor's Note:*** *Inform participants that they will learn and practice the huddle position during the skill session.*

### Falling into Cold Water without a Life Jacket

**Key Points:**

- **If you fall into cold water without a life jacket–**
  - **Look for a log or anything that floats to help support you. If you are near a capsized boat, climb into or hold onto it.**
  - **Move as much of your body as possible out of the water. Keep your face and head above the water. Turn your back to the waves to keep water out of your face.**
  - **Keep all clothing on, especially your hat. Try to inflate your clothing with air for flotation.**
  - **Do not splash around in an attempt to warm up.**
  - **Swim to shore only if you are close enough to reach shore safely.**
- **To determine whether you should attempt to swim to shore consider–**
  - **Your swimming ability.**
  - **How much insulation you are wearing.**
  - **The water conditions.**
  - **The distance to shore.**
  - **Your energy level.**

## Ice Self-Rescue

### Key Points:

- If you fall through ice–
  1. Shout for help. Resist the urge to try to climb out onto the ice; it is likely to be weak in the area where the fall took place.
  2. Quickly get into a floating position on the stomach. Bend your knees to help trap air in the pant legs and boots.
  3. If no help is available, reach forward onto the broken ice, but do not push down on it. Use a breaststroke or other kick to push yourself farther up onto the ice.
  4. Do not stand up once you are on the ice. Lie flat and crawl or roll away from the break area with the arms and legs spread out as far as possible.
  5. If the ice is too thin, do not climb onto it. Instead, break the ice in front of you as you work your way toward the shoreline.
  6. When you reach safety, prevent hypothermia by–
     - Getting to a warm place.
     - Removing wet clothing.
     - Gradually rewarming your body by wrapping yourself in blankets or putting on dry clothes and covering your head to prevent further heat loss.
     - Drinking warm non-alcoholic and decaffeinated liquids.

## Muscle Cramps

### Key Points:

- A cramp is an involuntary muscle contraction, usually in the arm, foot or calf.
- Muscle cramps can occur when your muscles become tired or cold from swimming or other activity.
- If you get a muscle cramp in shallow water–
  1. Try to relax the muscle by stopping the activity and begin floating or changing your swimming stroke.
  2. Change the position of the limb to stretch the cramped muscle and massage the area to help relieve the cramp.
- If you get a leg or foot cramp in deep water–
  1. Take a deep breath, roll forward to a face-down position and float.
  2. Extend your leg, and flex your ankle or toes.
  3. Massage the cramp.
- If you have an abdominal cramp, try to relax and maintain your position in the water until the cramp goes away.

### Submerged Vehicle

**Key Points:**

- **When a vehicle plunges into the water, an occupant's first response is often to frantically try to open the doors, but it is important to remain calm.**
- **Because it might be difficult for an injured person to escape from a vehicle that begins sinking, it is important to wear your seat belt. Wearing a seat belt will reduce the chances of injury when the vehicle hits the water.**
- **Tests indicate that even a heavy vehicle will float for up to 45 seconds after it enters the water. During this time, release the safety belt, try to open the nearest window and exit immediately through the window.**
- **If the vehicle begins to sink, move to the higher end to breathe the trapped air. Do not try to open the door to exit.**
- **Use one of three routes to escape:**
  - **Open a window**
  - **Open an undamaged door when the water pressure is equal inside and out (when the vehicle is nearly full of water–you may need to open the vehicle's vents to do this)**
  - **Break or push out a window when the water pressure is equal inside and out (when the vehicle is nearly full of water)**

## Topic: Nonswimming Rescues and Assists

Time: 10 minutes (17 minutes, if showing video segments)

**Optional Video:**

- Show S*mall Craft Safety* video segments: "Reaching Assists, Throwing Assists and Wading Assists with Equipment" (3:10).

### Reaching Assists with Equipment

**Key Points and Discussion:**

- **If a victim is close enough for you to reach without going into the water yourself, use a reaching assist to help him or her out of the water.**
- **Use any object to extend your reach.**
- **What items could be used to effectively extend your reach and help a victim to safety?**

  ***Answers:*** *Responses could include the following:*
  - *Pole*
  - *Oar or paddle*
  - *Tree branch*
  - *Shirt*
  - *Belt*
  - *Towel*

- *Shepherd's crook*
- *Rope*

- **When performing a reaching assist, keep your body low and lean back to avoid being pulled into the water.**
- **Why should you use a piece of rescue equipment whenever possible when helping someone who is in trouble in the water?**

  ***Answer:*** *A rescuer should use a piece of rescue equipment whenever possible to extend the reach of the rescuer to prevent him or her from having to enter the water and putting the rescuer in danger as well.*

> ***Instructor's Note:*** *Inform participants that they will learn and practice reaching assists with equipment during the skill session.*

### Reaching Assists without Equipment

**Key Points:**

- **If there is no equipment available to perform a reaching assist, you can still perform a reaching assist by lying down on the pool deck or pier surface and extending your arm or leg out to the victim.**
- **If you are already in the water, hold on to something secure, such as a pool ladder or dock piling, and extend your free hand or one of your legs to the victim.**
- **Do not let go of the secure object or swim out to the victim.**

> ***Instructor's Note:*** *Inform participants that they will learn and practice reaching assists without equipment during the skill session.*

### Throwing Assists

**Key Points:**

- **Use a throwing assist to rescue someone beyond your reach. Throw to the victim a buoyant object tied to a line. He or she can grasp the object and be pulled to safety.**
- **Throwing equipment includes the following:**
  - **Heaving lines**
  - **Ring buoys**
  - **Throw bags**
  - **Rescue tubes**
  - **Homemade throwing devices, such as a heaving jug**
  - **Any floating object at hand, such as a picnic jug, small cooler, buoyant cushion, kickboard or extra life jacket**

- **Throwing equipment can usually be found in plain view at swimming pools and public waterfronts.**
- **If the throwing assist does not work, and the water is shallow and safe enough for wading, try a wading assist with equipment.**

***Instructor's Note:*** *Inform participants that they will learn and practice throwing assists during the skill session.*

### Wading Assists with Equipment

**Key Points:**

- **If a current or a soft or unknown bottom makes wading dangerous, do not go in the water.**
- **If the water is safe and shallow enough (not over your chest), you can wade in to reach the victim.**
- **If possible, wear a life jacket. Take something to extend your reach, such as the following:**
  - **Rescue tube**
  - **Ring buoy**
  - **Buoyant cushion**
  - **Kickboard**
  - **Life jacket**
  - **Tree branch**
  - **Air mattress**
  - **Plastic cooler**
  - **Picnic jug**
  - **Paddle**
  - **Water exercise belt**
- **Keep the object between you and the victim to help prevent him or her from clutching at you in a panic.**
- **A victim lying motionless and face-down in the water may be unconscious.**
- **If the water is not over your chest, wade into the water with flotation equipment.**
- **If you do not suspect a head, neck or back injury, turn the victim face-up, bring him or her to the side of the pool or the shore and remove the victim from the water.**

***Instructor's Note:*** *Inform participants that they will learn and practice wading assists during the skill session.*

### Submerged Victim

**Key Points:**

- If you find a victim on or near the bottom of the pool in deep water, call for trained help immediately.
- If the victim is in shallow water that is less than chest deep and you do not suspect the victim has a head, neck or back injury, follow these steps:
  1. Reach down and grasp the victim.
  2. Pull the victim to the surface.
  3. Turn the victim face-up, and bring him or her to safety.
  4. Remove the victim from the water.
  5. Provide emergency care.

### Water Craft Rescue

#### *Assisting a Victim Using a Small Craft*

**Key Points:**

- You can easily provide assistance to someone who needs help from a small craft by performing a reaching assist.
- To perform a reaching assist from a small craft, follow these steps:
  1. Keep low, extend an oar or a paddle to the victim and pull him or her to the stern (back) of the small craft. If the victim cannot grasp or hold the oar or paddle, move the stern closer to the victim. Then grasp the victim, and pull him or her to the stern.
  2. Have the victim hang onto the stern as you move to safety. When you reach shore, you can help the victim by performing either a walking assist or beach drag.
  3. If you must bring the victim into the craft, help the victim on board, being careful not to overturn the craft.

#### *Assisting a Victim Using a Motorized Craft*

**Key Points:**

- It is possible to assist a victim using a motorized craft, but special care must be taken.
- Always approach the victim from downwind and/or downstream.
- Shut off the engine when you are at least three boat-lengths away from the victim, and coast or paddle to the victim.
- Perform a throwing or reaching assist, and help the victim safely on board the craft.
- Make sure the victim is on board before you restart the engine.

## Ice Rescue

### Key Points:

- **If a person falls through the ice, do not go onto the ice to attempt a rescue because the ice is likely to be unsafe. Follow these guidelines:**
  1. **Send someone to call 9-1-1 or the local emergency number immediately. Trained responders may be needed to get the person out of the ice. Even in the event of a successful rescue, a person who has fallen through the ice will probably need medical care.**
  2. **Try a reaching or throwing assist from a safe and secure place on land using anything that the victim can hold on to. Act quickly. Within 1 minute, the victim's hands may be too numb to grasp the object.**
  3. **Pull the victim to shore if you can do so safely. Do not go onto the ice. If you cannot pull the person out, keep talking to him or her. Try to make sure the person holds on to the object until help arrives.**
  4. **If you get the victim to shore before help arrives, treat the person for hypothermia. If you cannot get the victim to shore, talk to the victim and make sure he or she is as secure as possible until help arrives.**

## Removal from the Water

### Optional Video:

- Show *Small Craft Safety* video segments: "Beach Drag and Walking Assist" (2:15).

### Key Points:

- **There are several methods to remove a victim from the water.**
- **The beach drag is used for a victim in shallow water on a sloping shore or beach. It works well with a heavy or unconscious victim. Do not use a beach drag if you suspect the victim has a head, neck or back injury.**
- **The walking assist is used for a victim who is in shallow water at a pool or waterfront, can stand and may be able to walk with some support.**

> ***Instructor's Note:*** *Inform participants that they will learn and practice the beach drag and the walking assist during the skill session.*

- **The two-person removal from water using a backboard is a method for removing a person from a pool when it is not possible to easily remove a victim using the beach drag or walking assist. Do not use this method if you suspect the victim has a head, neck or back injury.**
- **The following are the steps to perform the two-person removal from water using a backboard:**
  1. **The first person brings the victim to the side of the pool and turns him or her to face the deck. A second person gets a backboard and removes the head immobilizer and the straps, if possible.**

2. **The second person crosses his or her hands to grab the victim's opposite wrists and pulls the victim up slightly to keep the head above the water and away from the pool edge, then supports the victim's head so that it does not fall forward.**
3. **The first person exits the water, gets the backboard then guides the backboard, foot-end first, straight down into the water next to the victim.**
4. **The second person then turns the victim onto the backboard. Each person then quickly grasps one of the victim's wrists and one of the handholds of the backboard.**
5. **When the first person gives the signal, each person pulls the backboard and victim onto the deck and rests the underside of the board against the edge of the pool. Each person then steps backward and lowers the backboard onto the deck.**

## Topic: Emergency Care

Time: 15 minutes (20 minutes, if showing video segment)

### Head, Neck and Back Injury

### Key Points and Discussion:

- **Head, neck and back injuries commonly occur when a person dives into shallow water and hits the bottom or strikes an object headfirst.**
- **Always suspect a head, neck or back injury in these situations:**
  - **Any injury caused by entry into shallow water, especially diving into shallow water**
  - **An injury as a result of a fall greater than a standing height**
  - **A person holding his or her head or neck and complaining of pain**
  - **A person complaining of neck or back pain, tingling in the extremities or weakness**
  - **Someone who appears to be frail or over 65 years of age**
  - **A person who is not fully alert**
  - **Someone who appears to be intoxicated**
  - **Someone with a head or neck injury**
  - **An injury using a diving board, water slide or a person entering water from a height, such as an embankment, cliff or tower**
  - **An injury by a force to the head**
- **What are some of the signals of a head, neck or back injury?**

  ***Answers:*** *Responses should include the following:*
  - *Changes in the level of consciousness*
  - *Severe pain or pressure in the head, neck or back*
  - *Loss of balance*
  - *Partial or complete loss of movement in any part of the body*

- *Tingling or loss of sensation in the hands, fingers, feet or toes*
- *Persistent headache*
- *Unusual bumps, bruises or depressions on the head, neck or back*
- *Seizures*
- *Heavy external bleeding of the head, neck or back*
- *Nausea or vomiting*
- *Bruising of the head, especially around the eyes and behind the ears*
- *Impaired breathing or vision as a result of injury*
- *Blood or other fluids in the ears or nose*

### *Caring for a Possible Head, Neck and Back Injury*

**Optional Video:**

- Show S*mall Craft Safety* video segment: "Head, Neck and Back Injuries, Hip and Shoulder Support, Head Splint" (2:25).

**Key Points:**

- **If the victim is in the water, the goal is to prevent any further movement of the head or neck and to move the victim to safety.**
- **Always check first whether a lifeguard or other trained professional is present before touching or moving a victim who may have a head, neck or back injury.**
- **In shallow water, follow these steps when caring for a possible head, neck or back injury:**
  1. **Be sure someone has called 9-1-1 or the local emergency number. If others are present, ask someone to help you.**
  2. **Minimize movement of the victim's head, neck and back. This technique is called in-line stabilization.**
  3. **Position the victim face-up at the surface of the water. Keep the victim's face out of the water, allowing him or her to breathe.**
  4. **Support the victim in the water with his or her head, neck and back stabilized until help arrives.**

### *Stabilizing the Head, Neck and Back*

**Key Points:**

- **The hip and shoulder support is used for a victim with a suspected head, neck or back injury who is face-up at or near the surface of the water.**
- **The head splint is used for a victim with a suspected head, neck or back injury who is found face-down at or near the surface of the water.**

***Instructor's Note:*** *Inform participants that they will learn and practice the hip and shoulder support and head splint during the skill session.*

## Hypothermia

### Key Points:

- Cold water is always dangerous. Exposure to cold water can lead to hypothermia.
- Hypothermia is a life-threatening condition in which cold or cool temperatures can cause the body to lose heat faster than it can produce it.
- When a person falls into cold water–
  - The temperature of the skin and blood in the arms and legs drops quickly.
  - At first, the victim may have trouble breathing and then may slowly become unable to use the arms and legs.
  - The temperature of the heart, brain and other vital organs gradually drops.
  - Shivering begins.
  - The victim may become unable to think clearly.
  - The victim may become unconscious. If the temperature drops more, death from heart failure is possible, but drowning may occur first.
- To protect yourself from hypothermia–
  - Whenever near cold water–whether playing, working, hunting or fishing–remember that cold water is dangerous, even if you do not intend to go in.
  - Only engage in aquatic activities when and where it is possible to get help quickly in an emergency.
  - Always wear a U.S. Coast Guard-approved life jacket while boating in cold water.
  - In cooler weather, wear rain gear, a warm hat and layers of clothes or insulated clothes. Avoid cotton and wear fabrics containing wool or synthetic blends instead. Winter clothes can help you float and stay warm if you fall into the water.
  - Wear a wet suit for skin diving, surfing and kayaking or other activities that take place in the open water or involve repeated submersion.
  - If you are in a remote area, carry matches in a waterproof container. It may be necessary to build a fire to warm up after a fall into cold water.
  - Do not drink alcohol for the sensation of warmth. Alcohol increases loss of body heat.

### Seizures

**Key Points:**

- A person who is having a seizure in the water needs immediate help.
- You must move quickly to help someone having a seizure in the water. The person may go under water without warning or a call for help.
- A person who is having a seizure in the water may not be breathing or may try to breathe under water, both of which can cause life-threatening problems.
- To assist someone having a seizure in the water–
  1. Call 9-1-1 or the local emergency number.
  2. Support the victim to keep the head and face above water so that he or she can breathe and avoid inhaling water.
  3. Remove the victim from the water as soon as possible after the seizure.
  4. Place the victim face-up on the deck. If the victim vomits, turn the victim on his or her side to drain fluids from the mouth.

### Learn First Aid and CPR

**Key Points:**

- Because the emergency is not over when the victim is out of the water, it is crucial that you learn first aid, CPR and how to use an AED.
- Red Cross first aid, CPR and AED programs are designed to give you the confidence to respond to an aquatic or other emergency situation with skills that can save a life.
- With the proper training you can provide the following critical first aid actions:
  - If the victim does not have a pulse, perform CPR.
  - If the victim is cold, use dry towels or blankets to keep him or her warm and care for hypothermia.
  - Care for possible shock.
  - Control bleeding, if necessary.

***Instructor's Note:*** *Suggest to participants that if they do not have current training in first aid, CPR and AED, they should contact the local Red Cross chapter for information on available courses.*

## Break

Time: 5 minutes

***Instructor's Note:*** *Have participants change into swimwear and prepare for the in-water skill session.*

## Topic: Skill Session

Time: 60 minutes

> ***Instructor's Note:*** *Take this opportunity to point out the water safety measures that are in place prior to allowing participants to enter the water. These measures should include—*
>
> - *Ensuring that participants are comfortable in chest-deep water.*
> - *Reviewing the facility's water safety rules relevant to the skill session.*
> - *Having an adequate number of lifeguards on duty supervising all in-water sessions and tasked with no other duties beyond supervising the class.*

### Self-Rescue When Wearing a Life Jacket
### *The HELP and Huddle Positions*

**Activity:**

- Remind participants that to conserve body heat while awaiting rescue in cold water, use the HELP–heat escape lessening posture–position.
- Remind them that when two or more people wearing life jackets find themselves in cold water, the huddle position will help them conserve body heat while awaiting rescue.
- Standing in shallow water, explain and demonstrate the HELP and huddle positions.
- Guide participants through the steps of each skill listed on the following skill chart.
- Check off participants' skills as you watch them practice.
- Respond to any questions participants may have.

| Skill | Skill Component |
|---|---|
| **HELP Position** | 1. Draw your knees up to your chest.<br>2. Keep your face forward and out of the water.<br>3. Hold your upper arms at your sides, and hold your lower arms against or across your chest. |
| **Huddle Position** | ■ With two people, put your arms around each other so that your chests are together.<br>■ With three or more people, put your arms over each other's shoulders so that the sides of your chests are together.<br>○ Remind participants that children or elderly persons should be placed in the middle of the huddle. |

## Reaching Assists

### Activity:

- Remind participants that if a victim is close enough, you can use a reaching assist to help the person out of the water.
- Remind them that if there is no equipment available to perform a reaching assist, you can use your arm or leg.
- Explain and demonstrate the following reaching assists:
  - With equipment
  - Without equipment from the deck
  - Without equipment from a position in the water
- Assign partners or ask participants to find a partner.
- Guide participants through steps for each skill listed on the following skill chart.
- After participants have practiced the skills to the point at which they feel comfortable in their abilities to perform them, have them change places. Repeat the practice. Check off participants' skills as you watch them practice.
- Respond to any questions participants may have.

| Skill | Skill Component |
|---|---|
| **Reaching Assist with Equipment** | 1. Brace yourself on the pool deck, pier surface or shoreline.<br>2. Extend the object to the victim.<br>3. When the victim grasps the object, slowly and carefully pull him or her to safety. Keep your body low, and lean back to avoid being pulled into the water. |
| **Reaching Assist without Equipment from the Deck** | 1. Brace yourself on the pool deck, pier surface or shoreline.<br>2. Reach with your arm, and grasp the victim.<br>3. Pull the victim to safety. |
| **Reaching Assist without Equipment from a Position in the Water** | 1. Hold onto a pool ladder, overflow trough (gutter), piling or another secure object with one hand.<br>2. Extend your free hand or one of your legs to the victim. Do not let go of the secure object or swim out into the water.<br>3. Pull the victim to safety. |

## Throwing Assist

### Activity:

- Remind participants that you can use a throwing assist to rescue someone beyond your reach. Try to throw a buoyant object tied to a line to the victim. The victim may be able to grasp the object and be pulled to safety.
- Explain and demonstrate the throwing assist using two different pieces of throwing equipment.
- Assign partners, or ask participants to find a partner.
- Guide participants through the following steps with two different pieces of equipment.

- After participants have practiced the skill to the point at which they feel comfortable in their abilities to perform it, have them change places. Repeat the practice. Check off participants' skills as you watch them practice.
- Respond to any questions participants may have.

| Skill | Skill Component |
|---|---|
| **Throwing Assist** | 1. Get into a stride position; the leg opposite your throwing arm is forward.<br>2. Step on the end of the line with your forward foot.<br>3. Shout to get the victim's attention. Make eye contact and say that you are going to throw the object now. Tell the victim to grab it.<br>4. Bend your knees, and throw the object to the victim. Try to throw the object upwind and/or up current, just over the victim's head, so that the line drops within reach.<br>5. When the victim has grasped the object or the line, slowly pull him or her to safety. Lean away from the water as you pull.<br>6. If the object does not reach the victim, quickly pull the line back in, and throw it again. Try to keep the line from tangling, but do not waste time trying to coil it. If using a throw bag, partially fill the bag with some water, and throw it again. |

### Wading Assist with Equipment

### Activity:

- Remind participants that, if the water is safe and shallow enough (not over your chest), you can wade in to reach the victim. Do not enter the water if there is a current, if the bottom is soft or you do not know the condition of the bottom.
- Explain that, if possible, you should wear your life jacket when attempting a wading assist and take something to extend your reach.
- Explain and demonstrate the wading assist with equipment from a position in shallow water.
- Assign partners or ask participants to find a partner.
- Guide participants through the steps listed on the following skill chart.
- After participants have practiced the skill to the point at which they feel comfortable in their abilities to perform it, have them change places. Repeat the practice. Check off participants' skills as you watch them practice.
- Respond to any questions participants may have.

| Skill | Skill Component |
|---|---|
| **Wading Assist with Equipment** | 1. Take a bouyant object to extend out to the victim.<br>2. Wade into the water and extend the object to the victim.<br>3. When the victim grasps the object, tell him or her to hold on to the object tightly for support and pull him or her to safety. Keep the object between you and the victim to help prevent him or her from clutching at you in a panic. |

## Removal from Water

### Activity:

- Remind participants that the beach drag is used in shallow water on a sloping beach or shore and should not be used if you suspect the victim has a head, neck or back injury.
- Explain that a victim in shallow water may be able to stand and walk with your help using a walking assist.
- Explain and demonstrate the beach drag and the walking assist in shallow water.
- Assign partners, or ask participants to find a partner.
- Guide participants through the steps of each skill listed on the following skill chart.
- After participants have practiced the skills to the point at which they feel comfortable in their abilities to perform it, have them change places. Repeat the practice. Check off participants' skills as you watch them practice.
- Respond to any questions participants may have.

| Skill | Skill Component |
|---|---|
| **Beach Drag** | 1. Stand behind the victim and grasp him or her under the armpits. Support the head with your forearms, when possible.<br>2. Walk backward slowly and drag the victim onto the shore.<br>3. Pull the victim completely from the water if you can, or at least get the victim's head and shoulders out of the water.<br>o If someone else is available to help, drag the victim out together. |
| **Walking Assist** | 1. Put one of the victim's arms around your neck and over your shoulder.<br>2. Grasp the wrist of the arm that is over your shoulder, and wrap your free arm around the victim's back or waist.<br>3. Hold the victim firmly, and help him or her walk out of the water.<br>o If someone else is available to help, have them stand on the other side of the victim and help. |

## Stabilizing the Head, Neck and Back

### *Hip and Shoulder Support*

### Activity:

- Remind participants that the hip and shoulder support is used for a victim who is face-up at or near the surface of the water.
- Remind them that the head splint is used for victims found face-down at or near the surface of the water.
- Standing in shallow water, explain and demonstrate the hip and shoulder support and the head splint.
- Assign partners, or ask participants to find a partner.
- Guide participants through the steps for each skill listed on the following skill chart.

- After participants have practiced the skill to the point at which they feel comfortable in their abilities to perform it, have them change places. Repeat the practice. Check off participants' skills as you watch them practice.
- Respond to any questions participants may have.

| Skill | Skill Component |
|---|---|
| **Hip and Shoulder Support** | 1. Slide into the water and approach the victim from the side, and lower yourself to about shoulder depth.<br>2. Slide one arm under the victim's shoulders and the other arm under the hips.<br>3. Hold the victim's body horizontally in the water, keeping the victim's face out of the water.<br>o Do not lift the victim. Hold him or her still in the water until help arrives. |
| **Head Splint** | 1. Slide into the water and approach the victim from the side.<br>2. Grasp the victim's arms midway between the shoulder and elbow (your right hand on the victim's right arm and your left hand on the victim's left arm). Gently move the victim's arms up alongside the head.<br>3. Squeeze the victim's arms against the head.<br>4. Glide the victim forward slowly. Lower yourself to shoulder depth then continue moving forward and slowly roll the victim toward you, until he or she is face-up.<br>5. Position the victim's head in the crook of your arm, with the head in line with the body.<br>6. Hold the victim in this position with the face out of the water until help arrives.<br>o In water with currents, hold the victim's head upstream to keep the body from twisting. |

## Break

Time: 5 minutes

***Instructor's Note:*** *Participants should change into dry clothes and prepare for the final written exam.*

## Topic: Review of Course Material

Time: 10 minutes

- Ask participants if they have any questions regarding the course material before taking the final written exam. Briefly mention each of the major course topics, asking for questions from each area. Respond to any questions participants may have.

## Topic: Final Written Exam

Time: 25 minutes

- Tell participants that they will now take a 25-question exam and must correctly answer at least 80 percent of the questions (20 correct answers out of 25 questions) to pass. They may not use their reference guides or manuals to find the answers.
- Hand out an exam and answer sheet to each participant.
- Tell participants to use a pencil, to write only on the answer sheet and to mark answers clearly.

> ***Instructor's Note:*** *As participants hand in their answer sheets and exams, grade each exam and return it to the participant so that he or she can review any missed questions. If time allows, discuss with the class any exam items that were confusing or frequently missed. Collect all answer sheets and exams before the participants leave the class. If any participant fails to successfully complete the exam, counsel him or her privately regarding a scheduled time to retake the exam.*

## Topic: Closing

Time: 5 minutes

- Issue an *American Red Cross Universal Certificate* indicating Basic Water Rescue to participants who scored 80 percent or better on the final written exam and who successfully performed the skills in this course.
- Thank all participants for attending the course.
- Remind participants to contact their local Red Cross for further information on enrolling in Preparedness and Health and Safety courses, such as swim lessons, first aid, CPR, AED and other water safety training.