

GROUP SCENARIOS - SAFE SUPERVISION OF CHILDREN'S GROUPS

INTRODUCTION (2 minutes)

Safe supervision of groups of children in aquatic environments aims to better equip parents, lifeguards, day camp leaders, aquatic managers, and all other stakeholders to know their roles and responsibilities during aquatic outings, so that their activities are safe and fun.

This item was integrated into the training program and into the latest National Lifeguard requalification, as of September 2022. During the next activity, you will be able to put into practice and validate the knowledge you need to safely welcome a group of children to your facilities.

ACTIVITY (15 minutes) → 8 minutes by scenario

Here are the instructions for the activity:

- There will be several roles to play, some of which will be given to participants at random (manager, parents, attendant, lifeguards). For those who do not have a card, they will play the role of children in the scenario.
- Distribute the role cards to different participants and ask them to familiarize themselves with them.
- Once they have familiarized themselves with the role cards, read out the scenario to put the other participants in context.

GROUP FEEDBACK (4 minutes)

Ask participants:

- Name the key points of the situation.
- Is there anything you would have done differently or improved? If so, what would you have done?

KEY MESSAGES (3 minutes)

- Refer at all times to the supervision of aquatics activities for groups of children guide if you have any questions (available on your dashboard).
- It is also important to be aware of the roles that each person must play (manager, parents, attendant, lifeguards), so that you can identify any missing crucial information, be even better prepared to welcome them, and by the same token, be safer when receiving groups of children.
- Procedures may differ from one facility to another, and it is your duty to become familiar with them.
- Practice is the key to success for each of the National Lifeguard items, so reread the procedures, the coaching guide, and practice!
- The Lifesaving Society also offers training for parents, lifeguards, day camp leaders, aquatic managers, and all other stakeholders, to help them better understand their roles and responsibilities during aquatic outings.

✂ Cards for role playing

Setting the scene #1

Two-day camp counselors arrive with their respective groups to run the themed river at the water park.

Counselor #1 has seven (7) five-year-olds.

Counselor #2 has twelve (12) twelve-year-olds.

Kids	19 children. Children do not wear life jackets on arrival.
Manager	The person who greets people at the river entrance. This person makes sure that the rules are respected and checks with customers as necessary.
Lifeguard 1	The lifeguard performs a visual scan of his surveillance zone.
Attendant 1	Instructor #1 arrives at the entrance to the water park's themed river with seven five-year-olds. It is the first time they have done the installation with them.
Attendant 2	Instructor #2 arrives at the entrance to the water park's themed river with twelve twelve-year-olds. It is the first time they have done the installation with them.

**If there's no themed river, do the simulation at the wave pool.*

Points to see from the setting:

- Ratio: one attendant for every six children aged six and under.
- Ratio: one attendant for every fifteen children aged six and over.

Attendant/child ratio and complementary measures

For children under 6:

1 attendant/6 children maximum

for children aged 6 and over:

1 attendant/15 children maximum

Solutions:

- A second guide to supervise the group of six-year-olds.
- No change for the twelve-year-old group, as the ratio is respected.
- Validate according to the respective water park standards for swim test procedure.

Setting the scene #2	
A group of eight-year-olds arrive at the wave pool. There is one attendant for every two children. The children all have physical limitations. This is the first experience of the wave pool for all the pupils and their supervisor.	
Students 1-2-3-4	Student 1: Person with a visual disability (vision up to 1 m around him). Student 2: Person with a hearing impairment (cannot wear hearing aid in water, masters LSQ). Student 3: Person with a motor disability (difficulty getting around). Student 4: Person with a prosthetic arm.
Lifeguard 1	The lifeguard performs a visual scan of their surveillance zone.
Lifeguard 2	The lifeguard performs a visual scan of their surveillance zone.
Lifeguard 3	The lifeguard performs a visual scan of their surveillance zone.
Attendant 1	Arrives at the wave pool entrance with two students (student 1 and 2). This is the first time they have done the installation with them.
Attendant 2	Arrives at the wave pool entrance with two students (students 3 and 4). This is the first time they have done the installation with them.

Points to see from the setting:

- Ratio: one attendant for every six children aged six and under.
- Ratio: one attendant for every fifteen children aged six and over.

Solutions:

- Area limitation for greater safety.
- Always accompanying person at arm's length.
- Floatation vests recommended for students with motor disabilities and prostheses.
- Explain safety rules related to the installation. Adapt speech to suit student group.
- Enlist the help of chaperones for interventions.
- Lifeguards should pay particular attention to these people when scanning their eyes.

*In this situation, everything is consistent. All you must do is discuss the various solutions with the candidates.

Source:

[https://www.orientaction-groupe.com/handicap-physique-realites-differentes-aides-accompagnement/#:~:text=Ainsi%2C%20le%20handicap%20physique%20comprend,%E2%80%A6\)%20et%20le%20handicap%20moteur.](https://www.orientaction-groupe.com/handicap-physique-realites-differentes-aides-accompagnement/#:~:text=Ainsi%2C%20le%20handicap%20physique%20comprend,%E2%80%A6)%20et%20le%20handicap%20moteur.)

Learning objective

The candidate demonstrates their ability to prevent an incident by recognizing and intervening in situations involving potential danger to a person or group. In this context, the candidate will be judged on the supervision of a group of children.

Host a group according to the standards of the Supervision of aquatic activities for groups of children guide.

Item 8c	Must see	Setting the scene ✓ = Elements already completed
	Preparing to welcome a group of children: preparing the necessary equipment (PFD or other)	
	Meeting with the guide to find out about:	
	☐ Number of children in the group	
	☐ Age	
	☐ Swimming abilities	
	☐ Behavioral characteristics and special needs	
	Inform attendant about:	
	☐ their roles, responsibilities and positioning in the bathing area and near the accessories	
	☐ risk zones and installation depth	
	☐ how to assist children in the safe use of docks, Wibit-style installations, and other facility features	
	☐ the importance of notifying the rescuer to report a missing child immediately	
	Give the group the rules specific to the swimming area before entering the water, as well as emergency procedures and the day's schedule.	
	Conduct swim tests for all children as per Appendix 2 of the Supervision of aquatic activities for groups of children guide. (Standard swim to survive in the event of a group of children visiting the center for this reason)	
	The results are passed on to the supervisor and measures are taken to identify children who cannot swim and those who are poor swimmers (e.g. wristbands, different coloured bathing caps, PFDs for those who cannot swim).	
	Helps young people choose the right size PFD	

SCENARIOS FOR ITEM 12 - MONITORING SITUATIONS (WATERPARK OPTION)

The following pages present team situations adapted to a water park. To avoid transition delays, we recommend that you insert the team supervision situations according to your facility use schedule. A suggested schedule is provided on page 4 of the recertification guide to simplify the planning of your recertification. Candidate roles are suggested for groups of 12, but instructors can use them as a guide for smaller or larger groups. Instructors can add cases in accordance with Appendix A of the National Lifeguard Award Guide.

Situation 1 (WP) - Wave pool supervision (4 lifeguards)	
Victim 1-A (non-swimmer)	
Victim (13 years old)	The victim is having fun in the waves. The waves are strong today and require a lot of effort to stay afloat. The more the waves pass, the more the victim wheezes. State of consciousness: Conscious Respiration: Wheezing on inspiration
Victim 1-B (Environmental problem)	
Victim (31 years old)	The victim is sitting on a deckchair behind the lifeguard. She has been sunbathing for most of the day, without taking a dip. She feels dizzy, weak, nauseous, and has a headache. Her skin is clammy and pale. State of consciousness: Semi-conscious, needs verbal stimulation to stay awake. Breathing: Regular rhythm, but shallow.
Bystander	The attendant tells the lifeguard that the victim has been lying in the sun for more than two (2) hours without drinking water or swimming.
Victim 1-C (Submerged)	
Victim (15 years old)	While having fun in the waves, the victim lacks strength and tries to stay on the surface but sinks to the bottom in less than 5 to 10 seconds. She remains at the bottom of the pool in the deep end. State of consciousness: Unconscious Breathing: No visible signs of breathing
Victim 1-D (Environmental problem)	
Victim (9 years old)	The victim's teeth are chattering irregularly, and her lips and fingers are bluish. State of consciousness: conscious Respiration: Rapid
Bystander	You're the victim's parent and you know that he tends to be chilly. He often complained during the day that the wind was cool and that there was little sun.



Cards for lifeguards Wave pool		
Card for the victim 1-A (Non-swimmer)	Card for the victim 1-B (Environmental problems)	Card for the bystander 1-B
Wait two minutes before starting your situation. You are having fun in the waves. The waves are strong today and require a lot of effort to stay afloat. The more the waves roll by, the more you start to wheeze and inhale. State of consciousness: Conscious Breathing: Wheezing on inspiration	Before simulating the situation, you must wait until situation 1 has been completed. You are sitting on a deckchair behind the lifeguard. You have been in the sun for most of the day without swimming. You feel dizzy, weak, nauseous, and have a headache. Your skin is clammy and red. State of consciousness: Semi-conscious - Needs verbal stimulation to stay awake. Breathing: Regular rhythm, but shallow.	Give information only if requested by the lifeguard. You tell the lifeguard that your friend spent two hours in the sun, sunbathing on their chair without drinking water or swimming.
Card for the victim 1-C (Submerged)	Card for the victim 1-D (Environmental problem)	Card for the bystander 1-D
The situation begins as soon as victim 1-B is out of the water, even if the lifeguard is still administering the treatment. You are having fun in the waves; you lack strength and try to stay afloat, but you sink to the bottom in less than 5 to 10 seconds. State of consciousness: Unconscious Breathing: No visible signs of breathing	Before simulating the situation, you must wait until situations 3 and 4 have been completed. You have irregular teeth chattering. Your lips and fingers are bluish. State of consciousness: Conscious Breathing: Rapid	You are the victim's parent, and you know that they tend to be chilly. They often complained during the day that the wind was cool and there was little sun.

Situation 2 (WP) - Supervision of an open-access pool (4 lifeguards)	
Victim 2-A (Allergy)	
Victim (12 years old)	The victim was having a leisurely dinner with her family when she experienced difficulty breathing. She also had hives on her neck. She is allergic to bees but has not seen any around her. She has been outdoors since the beginning of the day. State of consciousness: conscious Breathing: Rapid and shallow
Victim 2-B (Musculoskeletal injury)	
Victim (16 years old)	The victim climbs the stairs to a slide. Her foot slips, and she hears a cracking sound in her ankle. The ankle swells slightly, changes colour, and the victim is unable to put weight on her foot to move on her own. State of consciousness: conscious Breathing: Normal
Victim 2-C (Minor hemorrhage)	
Victim (7 years old)	The victim hits her chin on the edge of the concrete basin. There is an opening in the chin and regular bleeding. We can see swelling at this level. State of consciousness: conscious Breathing: Normal
Victim 2-D (Search)	
Victim (3 years old)	The victim escapes his parent's supervision. Age: 3 First name: Théo Shirt color: Victim's Time since disappearance: 6 minutes Place of disappearance: Near water basin Use of PFD: No State of consciousness: Conscious Breathing: Normal
Bystander (36 years old)	You are Theo's parent. You report your child's disappearance to a lifeguard.



Cards for the lifeguards Situation 2 (WP) – Open-access pool		
Card for the victim 2-A (Allergy)	Card for the victim 2-B (Musculoskeletal injury)	Card for the victim 2-C (Minor hemorrhage)
Wait two minutes before starting your situation. The victim was having a leisurely dinner with her family when she experienced difficulty breathing. She also has hives on her neck. She is allergic to bees but has not seen any around her. She has been outdoors since the beginning of the day. State of consciousness: conscious Breathing: Rapid and shallow	Before simulating the situation, wait until situation 1 has been completed. As you climb the stairs to the slide, your foot slips and you hear a cracking noise in your ankle. Your ankle swells slightly, changes colour, and you are unable to put any weight on your foot to move on your own. State of consciousness: Conscious Breathing: Normal	Before simulating the situation, wait until situation 2 has been completed. The victim hits his chin on the edge of the concrete pool. There is an opening in the chin and regular bleeding. We can see swelling at this level. State of consciousness: conscious Breathing: Normal
Card for the victim 2-D (Search)	Card for the bystander 2-D	
During victim situation 2-B You subtly disappear and hide in the pool area (or in a nearby visible building). State of consciousness: Conscious Breathing: Normal	In situation 1-C, in despair, you report your child's disappearance. Age: 3 First name: Théo Shirt color: Victim's Time since disappearance: 6 minutes Place of disappearance: Near the pond Use of PFD: No	

Situation 3 (WP) - Supervision in a river (activity or multi-activity, pool, slow or continuous) (2 lifeguards) **Simulate in the wave pool if no river-type facility is available. **	
Victim 3-A (Non-swimmer)	
Victim (8 years old)	The victim falls from his inner tube (or floatation board) and tries desperately to stay afloat. State of consciousness: Conscious Breathing: Normal
Victim 3-B (Cardiovascular problems)	
Victim (49 years old)	The victim leaves the facility holding her chest. She feels a tightness in her chest and pain in her jaw. The person is worried, as this is the first time this has happened to them. Breathing difficulty increases as the minutes pass. State of consciousness: conscious Breathing: Rapid and increasingly shallow. **If the river is without support or intermediary, simulate the injury by sliding to the bottom of the pool.
Bystander	The bystander tells you that there is a history of heart problems in the family. The victim's mother has a pacemaker and regular medical follow-up for her heart.



Card for the lifeguard River type installation		
Card for the victim 3-A (Non-swimmer)	Card for the victim 3-B (Cardiovascular problem)	Card for the bystander 3-B
Wait two minutes before starting your situation. You fall from your inner tube (or flotation board) and desperately try to stay on the surface of the water. State of consciousness: conscious Breathing: Normal	Before simulating the situation, you must wait until Situation 1 is complete. The victim comes out of the facility holding their chest. They feel a tightening in the thorax as well as pain in their jaw. The person is worried because it is the first time this has happened to them. Difficulty breathing increases as the minutes pass. State of consciousness: conscious Breathing: Fast and increasingly shallow **If the river is run without support or intermediary for the slide, simulate the injury by sliding to the bottom of the pool.	Before simulating the situation, you must wait until Situation 1 is complete. The bystander tells you that there is a history of heart problems in the family. The victim's mother has a pacemaker and regular medical follow-up for her heart.

Situation 4 (WP) – Monitor of a slide (2 lifeguards)	
Victim 4-A (Musculoskeletal injury)	
Victim (41 years old)	Upon arrival in the receiving pool, the victim felt his shoulder pulled back. The victim is in severe pain and their shoulder is no longer in its normal axis. State of consciousness: conscious Breathing: Jerky and shallow
Victim 4-B (Musculoskeletal injury)	
Victim 1 (30 years old)	The victim first ventures into the tube of the slide. She feels an impact in her legs when the glider that follows collides with her. She has a large bruise on her right leg. State of consciousness: conscious Breathing: Normal
Victim 2 (17 years old)	The victim collides with the glider in front of him in the slide. Due to the impact with the other glider, one of his toes is no longer pointing in the right direction and is discolored. It is painful to the touch, but the victim can walk on his foot with a little support. State of consciousness: conscious Breathing: Normal



Cards for Lifeguards Situation 4 (WP) – Slip		
Card for Victim 3-A (Musculoskeletal injury)	Victim's card 4-B # 1 (Musculoskeletal injury)	Victim's card 4-B # 2 (Musculoskeletal injury)
Wait two minutes before starting your situation. When you arrive in the reception basin, you hang on to the tube of the slide and your shoulder is pulled back. You feel a sharp pain, and your shoulder is no longer in its usual axis. State of consciousness: conscious Breathing: Jerky and shallow	Before simulating the situation, you must wait until Situation 1 is complete. The victim first ventures into the tube of the slide. They feel an impact on their legs when the glider that follows collides with them. They have a large bruise on their right leg. State of consciousness: conscious Breathing: Normal Be careful not to simulate a real collision.	Before simulating the situation, you must wait until Situation 1 is complete. You collide with the glider in front of you in the slide. Due to the impact with the other glider, one of your toes is no longer pointing in the right direction and is discolored. It is painful to the touch, but you can walk on your foot with a little support. State of consciousness: conscious Breathing: Normal Be careful not to simulate a real collision.