

SCENARIO FOR ITEM 12A - MONITORING SITUATIONS: INDIVIDUAL INTERVENTION

Victim 1 (Lap-swimming for 30 people or less with customer control method)	
Victim (55 years old)	A person, newly determined to do a triathlon, does her first morning swim workout after a decade of sedentary life. Fifteen minutes into the workout, she feels weak, dizzy, and short of breath. She also feels tightness in her chest and indigestion.
Bystander	Person swimming in the same lane as the victim. She mentions having seen the victim swim several lengths in the crawl, stopping frequently at the ends of the lane to catch her breath and holding her back and neck from time to time as if in pain.
Back to the group	A victim showing abnormalities in consciousness, breathing, and circulation must quickly be made to rest. Recruiting a bystander to perform a victim exit with assistance is necessary to avoid aggravating the victim's condition, as to comply with the first aid principle "Prevent worsening of injuries". For a lifeguard to be able to supervise a lap pool alone, there must be a method of controlling the clientele to ensure that a maximum of 30 people can access the pool enclosure to comply with the QBB measure.
Victim 2 (Swimming lessons with 2 instructors)	
Victim (17 years old)	A swimming instructor has only eaten one chocolate granola bar in the last 10 hours. He feels very weak and dizzy. He feels nauseous and shaky.
Bystander (work colleague)	Since the start of the swimming lesson, he's noticed that his colleague seems weaker.
Back to the group	A victim showing these symptoms should quickly check his or her blood sugar level (if such a test is available) and assist the victim in self-administering a prescribed medication or swallowing a sugary substance.
Victim 3 (Hotel swimming pool)	
Victim (32 years old)	An adult came to swim with his colleague after a long day of conferences in the hotel. After a few minutes of swimming and chatting, the person seemed to feel unwell and began to scratch his neck, had difficulty breathing, had more and more difficulty maintaining a discussion with his colleague, and he felt dizzy.
Bystander	The colleague knows that the victim is allergic to seafood and has not eaten it. However, they had eaten at the hotel buffet in the late afternoon, and there was seafood on the table. She knows that the victim always keeps his auto-injector in his backpack.
Back to the group	The auto-injector can be administered by the victim or by the rescuer in the presence of these two situations (inclusion criteria): 1- Suspected contact with known allergen within the last 4 hours; 2- Major respiratory difficulty. Or Presence of 2 of the following symptoms:

	- Respiratory difficulty; - Gastrointestinal symptoms; - Urticaria or angioedema; - Circulatory failure (e.g. severe weakness). Give a 2nd dose if the victim's condition deteriorates, or after 10 minutes if their condition has not improved. No maximum dose, as long as you can obtain it.
Victim 4 (Camping outdoor pool)	
Victim (6 years old)	A child arrived a little after supper at the campsite pool. On this grey day, the pool water is not particularly warm. After an hour in the pool, the child's swimming and articulation had deteriorated, his lips were bluish, and he was shivering. There was no improvement in the victim's condition during treatment.
Bystander	One of the child's parents knows that the child is always cold at the pool and soon notices that this time his child's condition is abnormal.
Back to the group	In the presence of symptoms associated with the environment (hot or cold temperature), it is important to remove the victim from the bathing area to a more suitable place (sheltered from the cold and dry). In this case, it is essential to gradually warm up the victim with blankets or lukewarm drinks. Even if the situation seems benign, a primary examination is necessary to assess whether the victim needs more advanced care or transport by ambulance.
Victim 5 (indoor pool)	
Victim (16 years old)	A teenager walks a plank and falls over the edge of the water. He tries to get up, but the pain in his ankle is too great. There appears to be a deformity in his ankle.
Bystander	His friend can see that he's not doing well, and he feels bad for making him run back into the water.
Back to the group	In the case of a suspected muscle or bone injury, the victim should be left to rest and motionless in the position found. When applying ice, it may be necessary to stabilize the injured limb with a bandage or splint. In this case, even though the fall may have caused an obvious injury to the ankle, particular attention should be paid to the secondary examination to ensure that no other serious injury has occurred.
Victim 6 (Physical fitness)	
Victim (72 years old)	During an intensive cardio segment at the gym, an older adult explains that he can't move all the way to the edge. After getting out of the water, he mentions feeling very out of breath; he wheezes and is dizzy.
Bystander	The victim's spouse informs the rescuer that he has advised her to go at her own pace, but that he has not followed his recommendations.

Back to the group	It's vital that people with these symptoms stop what they are doing and do not make any extra effort. They should take their medication as prescribed, if any, and rest. If they don't have their medication, you can do guided breathing with them.
Victim 7 (Fitness classes for adults)	
Victim (72 years old)	During pool training, an older adult jumps into the pool and lands rather hard. He heard a cracking sound and felt intense pain in his knee. Unable to move, he calls the lifeguard, thinking he has hurt himself. The victim is reluctant and refuses to be touched.
Bystander	Another participant advises the rescuer that the client appears to be in pain.
Back to the group	Minimizing movement in the event of a potential fracture is crucial. In addition, maintaining a constant dialogue with a victim who is reluctant to undergo treatment is essential to obtain their consent to administer care and facilitate the discharge process. It also helps to reassure the victim.
Victim 8 (Artistic swimming lessons)	
Victim (28 years old)	An artistic swimming coach tripled his dose of medication due to intense back pain. He suddenly sits up and describes the following symptoms: sudden substantial weakness, dizziness, and fatigue. His breathing is slow.
Bystander	It is a participant who goes to the lifeguard following the weakness of his trainer.
Back to the group	As a lifeguard, it is important to always be alert to signs of physical distress, even during supervised sporting activities. The instructor's sudden symptoms of substantial weakness, dizziness, intense fatigue, slow breathing, and slow pulse suggest the possibility of an opioid overdose. In this case, he took opioids prescribed to his roommate to alleviate his back pain, no doubt with the intention of being able to continue teaching. According to current regulations (M-9, r. 2.1) and ILCOR 2020 standards, Naloxone, in the form of an intranasal spray, can be administered by the rescuer in the absence of a paramedic. Naloxone is a specific opioid antidote and can be administered as soon as an opioid overdose is suspected.
Victim 9 (Diving lesson)	
Victim (16 years old)	A participant in a diving course performs a dive. He sinks too quickly to the bottom. As he rises to the surface, he experiences intense pain in his left ear and reports hearing problems. He holds his ear firmly, clearly affected by the injury.
Bystander	One of the victim's diving classmates is nearby when the incident occurs and is the first to notice the victim's distress.
Back to the group	The situation highlights the importance of safety when diving. Impact during a dive has caused an ear injury, resulting in intense pain and hearing problems for the victim.

Victim 10 (outdoor pool)	
Victim (27 years old)	A bather wakes up from a nap in the sun. His shoulders are completely red, and he complains of intense pain. He heads for the lifeguard, who notices swelling and blisters on his shoulders.
Bystander	A few moments later, the victim's friend arrived and noticed his friend's condition.
Back to the group	In addition to maintaining the victim's vital signs, it is important to irrigate the burned area with cool water until the sensation of heat diminishes. If the burn is blistered or raw, cover the affected area with a dry dressing. It is also important not to burst the blisters. It may also be appropriate to advise the victim to consult a doctor in the event of a more intense burn.
Victim 11 (Public pool less than 150 m ²)	
Victim (10 years old)	As the child plays in the pool near the edge, she cries out in pain. She is holding her arm, and there is a good deal of blood on her arm and in the water. The victim is unable to return to the shore, and the wound is quite long.
Bystander	A friend of the victim was playing with her and saw her rubbing her arm on a piece of broken ceramic on the edge of the pool.
Back to the group	Resting the injured limb and applying direct pressure should be given priority in the case of a hemorrhage of this magnitude. If the victim's state of consciousness decreases following the incident, a call to the EMS must be made (to be monitored throughout). In addition, maintaining the victim's vital signs is essential throughout the intervention.
Victim 12 (Senior Bath)	
Victim (74 years old)	During his aquafitness class, an older adult feels dizzy and loses his footing several times. He has difficulty making coordinated movements and complains about headaches. The victim's face is numb, and he is confused about what he is saying.
Bystander	A friend of the victim informs the rescuer that he is normally very fit. He finds his symptoms worrying, especially as he normally talks a lot during training.
Back to the group	When a victim presents symptoms that affect their level of consciousness, a call to the EMS is essential. To assess the victim's condition in a more targeted way, and to check whether the victim is possibly suffering from a stroke, it is important to use the acronym FAST. While waiting for the EMS, make sure the victim's vital signs are maintained, that they are in a comfortable position and awake.

GROUP EXERCISES - 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 has been integrated into the training program and into the latest National Lifeguard requalification, as of September 2022. Hence, the next activity will consist in doing a simulation together. Among other things, it will serve to put into practice and validate that you have all the knowledge you need to safely welcome a group of children to your facilities.

ACTIVITIES (12 minutes)

Here are the instructions for the activity:

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

GROUP RETURN (5 minutes)

Ask participants:

- Name the key points of the scenario.
- 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 aquatic activities for groups of children guide if you have any questions (available on your dashboard).
- It's also important to be aware of the roles that each person must play (manager, parents, attendant, lifeguards). This will help you identify any missing crucial information, be even better prepared to welcome them, and by the same token, be even safer when welcoming 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.

✂ Roles cards

Setting the scene	
Two 4th grade classes from the local elementary school arrive at the pool for their end-of-year activity.	
Manager	Welcomes groups to the pool and passes on information to attendants and lifeguards to ensure smooth operation.
Attendant 1-2-3	Accompanies their group of students to the poolside and seats them on the benches while awaiting instructions from the lifeguards. Assists lifeguard 2 in administering the swim test.
Lifeguard 1	Gives instructions to students. Provides supervision as soon as children enter the water to begin the swim test. Ensures supervision of the area by carrying out a visual scan throughout the swim.
Lifeguard 2	Administer swim test to students. Monitors the area, scanning visually throughout the swim.
Kids	42 children aged 9 to 10 that do not have PFDs on arrival

Points to see in the situation:

- Communicate specific rules to bathers;
- Inform escorts of their roles during the swim;
- Perform swim test;
- Identify swimmers based on swim test results;
- Respect the ratio (15 students over 6 years of age for 1 attendant).

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 in the water.

Item 8c	Must see	Setting the scene ✓ = Items already completed	
		Lifeguard 1	Lifeguard 2
	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		
	☐ swim abilities		
	☐ behavioral characteristics and special needs		
	Inform companions 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, Wi-bit 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, 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		

CASE SCENARIOS FOR ITEM 12B - SURVEILLANCE SITUATIONS: TEAM INTERVENTION

The following pages present 6 scenarios with 2 victims in each case. Candidate roles are suggested for groups of 12, but instructors can use them as a basis for smaller or larger groups. Instructors can add cases in accordance with Appendix A of the National Lifeguard award guide.

Advice for the instructor:

Use a specific object determined in advance to simulate the victim and thus avoid having a participant wait at the bottom of the swimming area

Situation 1 - Long-distance swimming

The pool where you work always offers a long swim on Saturday mornings. It is quite busy, with an average of 5 people per available lane.

Situation 1-A (Fire alarm)

	During the swim, the fire alarm goes off. You are told to evacuate the building as quickly as possible.
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Victim 1-B (Convulsion)

Victim (47 years)	After training, a person returns to the locker room, loses consciousness, and finds herself on the floor on his stomach with muscle spasms in his arms and legs and clenching of his teeth.
Bystander	Person arriving for a swim and training session. She arrives at the edge of the pool in a panic and goes to see a lifeguard. She mentions finding a person on the floor in the locker room, with muscle spasms in the arms and legs and clenching of the teeth.



Cards for lifeguards		
The pool where you work always offers a long swim on Saturday mornings. It is quite busy, with an average of 5 people per available lane. Roles of participants: 2 lifeguards and swimmers		
Map for situation 1-A (Fire alarm)	Card for victim 1-B (Convulsions)	Card for the bystander 1-B
Wait 2 minutes before starting. During the swim, the fire alarm goes off. You are told to evacuate the building as quickly as possible.	Victim (47 years old) Wait for situation 1 to be completed or for the evaluator's signal. After training, a person returns to the locker room, loses consciousness and finds herself on the floor on her stomach, with muscle spasms in her arms and legs and clenching of her teeth. State of consciousness: Unconscious Breathing: Noisy Circulation: Rapid immediately after the event, returning to normal within minutes. *Caution* do not repeat the accident.	Bystander You are the witness in situation 2, starting in the changing room and moving out onto the promenade. Person arriving for a swim and workout. She arrives at the edge of the pool in a panic and goes to see a lifeguard. She mentions finding a person on the floor in the changing room with muscle spasms in the arms and legs and clenching of the teeth.

Situation 2 - Physical education class

Groups of Secondary 3 students from the local school go to the municipal pool for a few physical education sessions.

Situation 2-A (Abdominal pain)

Victim (15 years old)	The victim was running late and had to eat his lunch on the bus on his way to the pool. On arrival, he experienced abdominal pain and acid reflux.
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Victim 2-B (Spinal injury)

Victim (15 years old)	The first teenager, who is not a very good swimmer, has his friend, who is an experienced swimmer, explain how to improve his dives. As the pool is busy, they do not pay much attention to the depth of the water. After a few good dives, the teenager decides to push himself a little harder than usual, hits his head on the bottom, and loses consciousness with his face towards the bottom of the pool.
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*Instruct the rescuer to let the victim breathe while managing the event, before turning him over onto his back.

State of consciousness: V - Unconscious/Facial reactions to sound stimuli
Breathing: Normal (belly rises without opening airway).

Bystander	The second teenager watched his friend dive and saw that he had hit his head on the bottom of the pool.
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Card for the lifeguard B-2		
Groups of Secondary 3 students from the local school travel to the municipal pool for a few physical education sessions.		
Card for victim 2-A (Abdominal pain)	Card for victim 2-B (Spinal injury)	Card for the bystander 2-B
Victim (15 years old) Wait 2 minutes before starting your situation. The victim was late and had to eat his lunch on the bus on the way to the pool. On arrival, he has abdominal pain and gastric reflux. State of consciousness: Awake Breathing: Normal Circulation: Rapid immediately after the event, returning to normal within minutes.	Victim (15 years) Wait for situation 1 to be completed or for the evaluator's signal. A teenager is practicing his dives with his friend, who is giving him advice. He starts by diving with one knee on the ground and, thanks to his friend's advice, gains confidence and dives standing up. As the pool is quite busy, the friends do not pay much attention to where they are practicing, and they find themselves quite close to the shallow end. During a dive where he wants to push himself harder, he hits his head on the bottom of the pool and loses consciousness with his face towards the bottom of the pool. *Caution* do not repeat the accident. *The bystander will inform the rescuer that he saw his friend hit his head and will verbalize that he is unconscious. The victim can obviously breathe even if the situation involves his face in the water. State of consciousness: D – Unconscious/Facial reactions to sound stimuli Breathing: Normal (his stomach rises without opening the airways)	Bystander You're practicing your dives with your friend, who is a beginner, and you're giving him some advice. As you practice your dives, you notice that your friend is quickly gaining confidence and that his dives are improving rapidly. As the pool is busy, you do not notice that you're too close to the shallow end. During a dive, your friend pushes himself hard off the wall and you see that he hits his head on the bottom of the pool. You quickly report this to the lifeguards. You make it clear that your friend has hit his head and is unconscious.

Situation 3 - Open swim

Lifeguards supervise a busy Sunday afternoon open swim at the local municipal pool.

Victims 3-A (Multiple victim)

Victim 1 (14 years old) Victim 2 (15 years old)	Victims 1 and 2 are childhood friends and decide to come swim in the municipal pool together to celebrate the end of the school year. The two friends have never taken swimming lessons and do not know how to swim. Suddenly, while they were discussing near the edge of the shallow part, Victim 1 loses his footing and can no longer touch the ground. Victim 2 tries to help him, but he is constantly grabbed and pulled towards the bottom of the pool by his friend. In a desperate struggle, the two teenagers try to return to the water. After the victims are taken out of the water: State of consciousness: Conscious Breathing: Difficult and shallow
Bystander	Watching from the pool, another swimmer present exclaims: "Hey there! Need help?" It attracts the attention of rescuers.

Victim 3-B (Heat exhaustion)

Victim (25 years old)	Upon exiting the sauna, a client leans against the wall and comes towards you with difficulty. He is nauseous, hot, and has a headache. The situation is getting worse every second. State of consciousness: Conscious Breathing: Abnormal - Wheezing and difficult
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Card the lifeguard 3-A		
Lifeguards monitor a busy free swim period on Sunday afternoons at the community swimming pool.		
Card for the victims 3-A (multiples victims)	Card for the bystander 3-A	Card for the victim 3-B (heat exhaustion)
Victim 1 (14 years old) Victim 2 (15 years old) Wait 2 minutes before starting your situation. Victims 1 and 2 are childhood friends and decide to come swim in the municipal pool together to celebrate the end of the school year. The two friends have never taken swimming lessons and do not know how to swim. Suddenly, while they were discussing near the edge of the shallow part, victim 1 loses his footing and can no longer touch the ground. Victim 2 tries to help him, but he is constantly being grabbed and pulled towards the bottom of the pool by his friend. In a desperate struggle, the two teenagers try to return to the edge of the water. *Caution* not to repeat the accident. After the victims are taken out of the water: State of consciousness: Conscious Breathing: Difficult and shallow	Bystander Watching from the pool, another swimmer in attendance says, "Hey, there! Need help?" It attracts the attention of rescuers.	Victim (25 years old) Wait for Situation 1 to be completed or the evaluator's signal. Upon exiting the sauna, a client leans against the wall and comes towards you with difficulty. He is nauseous, hot, and has a headache. The situation is getting worse every second. State of consciousness: Conscious Breathing: Abnormal - Wheezing and difficult

Situation 4 - Saturday morning swimming class

We are at the public swimming pool in the middle of the Saturday morning swimming lessons rush hour. Groups are spread out across the pool, while many parent-carers sit on benches to watch their child swim.

Victim 4-A (Airway obstruction - Baby)

Victim (one and a half year)	A little boy of one and a half years old breaks a piece of sponge by biting it and starts coughing. In a few moments, the child goes from a simple cough to a critical condition. He quickly turns blue, an obvious sign of respiratory problems and stops coughing. Despite the emergency manoeuvres initiated by those present, the baby shows no improvement. After two cycles of attempts to detoxify, the child loses consciousness. *Use a baby dummy to demonstrate airway desobstruction maneuvers. State of consciousness: Unconscious Breathing: Abnormal - Jerky and difficult
Bystander	The parent is an assistant at the scene and quickly realizes the seriousness of the situation. Panicked and not knowing how to react to the emergency, the parent takes his child in his arms and rushes to the rescuer, desperately hoping for an intervention that could save his child's life.

Victim 4-B (Search)

Victim (5 years old)	A 5-year-old child walks crying to the lifeguard on duty. His sobs make it difficult to understand his words. He mumbles that he has lost sight of his parent. According to his indications, the last time he saw him, the parent was playing with his little sister in the shallow part of the pool, while he waited for his own lesson. State of consciousness: Conscious Breathing: Normal The parent of the little one went to change his daughter's diaper in the family dressing room.
Bystander	A young boy accompanying his younger sister to her swimming class confirms to the lifeguards that he saw the child's parent leave the pool about 5 minutes ago, but due to the large number of people present at the pool's edge that day, he was unable to see where the parent was headed.



Card for the lifeguard 4-A			
We are at the public swimming pool in the middle of the Saturday morning swimming lessons rush hour. Groups are spread out across the pool, while many parent-carers sit on benches to watch their child swim.			
Victim's card 4-A (Airway obstruction - baby)	Card for bystander 4-A	Card for the victim 4-B (search)	Card for the bystander 4-B
Victim (one and a half years old) Wait 2 minutes before starting your situation. A one-and-a-half-year-old boy, exploring the world in his own way, breaks off a piece of sponge by chewing it and starts coughing. Within moments, the child goes from a simple cough to a critical condition. He quickly turns blue, a clear sign of a respiratory problem, and stops coughing. Despite the rescue maneuvers initiated by those present, the baby showed no sign of improvement. After two cycles of attempts to clear the airway, the child loses consciousness. *Use a baby dummy to demonstrate airway clearance maneuvers. State of consciousness: Unconscious Breathing: Abnormal - Saccadic and difficult	Bystander Witnessing the scene, the parent quickly realized the gravity of the situation. Panicked and unsure of how to react to the emergency, the parent takes his child in his arms and rushes towards the rescuer, desperately hoping for an intervention that could save his child's life.	Victim (5 years old) Wait for situation 1 to be completed or for the evaluator's signal. A 5-year-old child comes towards the rescuer in tears. His sobs make it difficult to understand what he is saying. He mumbles that he has lost sight of his parent. According to him, the last time he saw him, his parent was playing with his little sister in the shallow end of the pool, while the little one was waiting for his own lesson. State of consciousness: Conscious Respiration: Normal The boy's parent went to change his daughter's diaper in the family changing room.	Bystander A young boy accompanying his little sister to her swimming lesson confirmed to the lifeguards that he had seen the boy's parent leave the poolside about 5 minutes earlier, but due to the large number of people present at the poolside that day, he was unable to see where he had gone.

Situation 5 - Day camp visit to the municipal outdoor pool

The 2 groups of 25 children from the municipal day camp visit the pool for the third time this summer. The first group is made up of children aged 5 to 7. Day camp policy requires all children to wear PFDs. The children in the 8-10 age group took the swim test at the beginning of the summer.

Victim 5-A (Non-swimmer)

Victim (5 years old)	After the start of the swim, a little one escapes the vigilance of the lifeguards and entertainers and removes his PFD. The little one doesn't know how to swim at all. As soon as he enters the water in the deep end, he starts struggling to stay afloat. He is unable to return to shore on his own. State of consciousness: Conscious Respiration/Circulation: Rapid and jerky after exiting the water. In response to the rescuers' advice (guided breathing), the little one will calm down, and his vital signs will return to normal.
Bystander	A lifeguard at the water's edge spots a PFD lying on the ground and immediately notifies the lifeguards. He tells the lifeguards that the boy is 5 years old and that he should be wearing his PFD.

Victim 5-B (Spinal injury - Standing up out of the water)

Victim (16 years old)	While the camp counselor was in the water playing with the children, a child jumped in without looking and fell directly onto the counselor, whose back was turned. The camp counselor felt a sharp pain in his neck and headed for the steps to get out of the water. Once outside, he struggled to get ice from the lifeguards. State of consciousness: Conscious Breathing: Slow and difficult
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Card for the lifeguard 5-A		
Case study 5 - Day camp visit to the municipal outdoor pool The 2 groups of 25 children from the municipal day camp visit the pool for the third time this summer. The first group is made up of children aged 5 to 7. Day camp policy requires all children to wear PFDs. The children in the 8-10 age group took the swim test at the beginning of the summer. You give the children a brief reminder of the rules before they start swimming.		
Card for the victim 5-A (Non-swimmer)	Card for the bystander 5-A	Card for the victim 5-B (Spinal injury - Standing up out of the water)
Victim (5 years) Wait 2 minutes before starting your situation. After swimming has begun, a toddler escapes the vigilance of the lifeguards and instructors and removes his PFD. The child does not know how to swim at all. As soon as he enters the water in the deep end, he starts struggling to stay afloat. He is unable to return to shore on his own. State of consciousness: Conscious Respiration/Circulation: Rapid and jerky after exiting the water. In response to the rescuers' advice (guided breathing), the little one will calm down and his vital signs will return to normal.	Bystander A lifeguard at the water's edge sees a PFD lying on the ground and immediately notifies the lifeguards. He tells the lifeguards that the child is 5 years old and should be wearing his PFD.	Victim (16 years old) Wait for situation 1 to be completed or for the evaluator's signal. While the camp counselor was in the water playing with the children, a child jumped in without looking and fell directly on the counselor, whose back was turned. The camp counselor felt a sharp pain in his neck and headed for the steps to get out of the water. Once outside, he struggled to get ice from the lifeguards. *Caution* do not repeat the accident. State of consciousness: Conscious Breathing: Slow and difficult

Situation 6 - Swimming competition (warm-up)

The pool is packed during warm-up for a school swimming competition. There are about 40 swimmers aged 12 to 17 in the pool's lanes. Four coaches supervise the warm-up.

Victim 6-A (Spinal injury)

Victim (12 years old)	A teenager is in his first swimming competition. Nearing the side of the pool, before making his turn, he misjudges the distance to the wall and hits his head on the wall. Despite the pain, he is conscious, but unable to move; his face is still in the water. State of consciousness: Conscious Breathing: Fast and short
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Bystander	A swimmer was right behind the teenager when he hit the wall. He saw his head hit the wall. As the swimmer had recently completed his Bronze Cross, he immediately notified the lifeguard.
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Victim 6-B (Minor hemorrhage)

Victim (17 years old)	When leaving the water at the end of his warm-up, a swimmer noticed that his nose was bleeding profusely. He went to a lifeguard for tissues. After 20 minutes, the bleeding still had not subsided. The victim begins to feel dizzy. State of consciousness: Conscious Respiration: Normal
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Card for the lifeguard 6-A		
Case study 6 - Swimming competition (warm-up) The pool is packed during warm-up for a school swimming competition. There are about 40 swimmers aged 12 to 17 in the pool's lanes. Four coaches supervise the warm-up.		
Card for the victim 6-A (Spinal injury)	Card for the bystander 6-A	Carte pour la victime 6-B (Minor hemorrhage)
Victim (12 years old) Wait 2 minutes before starting your situation. A teenager is in his first swimming competition. Nearing the end of the lane, before making his turn, he misjudges the distance to the wall and hits his head on the wall. Despite the pain, he is conscious but unable to move. *Caution* do not repeat the accident. State of consciousness: Conscious Breathing: Rapid and short	Bystander A swimmer was right behind the teenager when he hit the wall. He saw his head hit the wall. As the swimmer had recently completed his Bronze Cross, he immediately notified the lifeguards.	Victim (17 years old) Wait for situation 1 to be completed or for the evaluator's signal. On leaving the water at the end of his warm-up, a swimmer notices that his nose is bleeding profusely. He goes to a lifeguard for tissues. After 20 minutes, the bleeding still had not subsided. The victim begins to feel dizzy. State of consciousness: Conscious Respiration: Normal