

LEAD LIFEGUARD TRAINING

WORKSHOP ACTIVITIES

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Activity 1: Shift Duties Prioritization

At busy facilities, experienced lifeguards are needed to help the lifeguard team complete tasks in an efficient and organized manner. Using the information below and your own lifeguard knowledge, experience and rationale, order the tasks cards from highest priority to lowest priority.

Information:

The facility has an aquatic centre, fitness gym, changerooms and lobby. The aquatic centre has 3 bodies of water with 130 bathers total. There are 6 lifeguards on the pool deck actively lifeguarding with a total of 9 lifeguards (including yourself) working in the facility. There are 2 cashiers at the admissions desk and 1 fitness worker in the gym. It is 5:45pm.

Questions for Discussion:

What details would a lifeguard require to determine if a task could be moved higher or lower in priority?

Are there certain tasks that could be managed simultaneously? Which ones? How?

A lifeguard calls the facility and communicates that they will be 30 min late for their shift at 6:00pm.

A parent informs the staff that their child is missing.

The Free Chlorine reading is at 3.0ppm in the Whirl Pool

The Lane Pool pH is 7.6 and the acid barrel is empty.

A patron is sitting on the pool deck and complains to a lifeguard that they are feeling chest pain.

Two teenagers start fist fighting in the lobby.

A lifeguard radios the team that they need something scooped from the Leisure Pool.

The garbage in the staff room is overflowing

A group of 40 children and adults arrived for their booking at 5:45pm

A child is wearing a pair of flippers and walking on the pool deck

Activity 2: Community Relations

All lifeguards have the responsibility to educate and provide excellent customer service. By educating and building relationships with patrons, it builds strong communities and prevents incidents. At times, some situations are more challenging, sensitive and complex, therefore requiring a tactful response from experienced staff.

Part 1:

Review the situation(s), discuss the different perspectives involved, and applicable policies or facility guidelines. Roleplay the education/customer service you would communicate to the concerned parties.

Part 2:

Consider the Additional Information and the following questions:

Would you adjust any aspect of your response to any of the parties?

Is there further clarification would you require or other questions would you ask?

What are the possible solutions?

Situation 1:

Another lifeguard asks for you to come see them on the pool deck. The lifeguard informs you that a 16-year-old girl told them that a 10-year-old boy “slapped her behind and kissed her on the cheek” while she was in line for the slide.

Additional Information:

The girl tells you: “this was very upsetting for me, I have been a victim of sexual harassment in the past and this incident has triggered me to feel the same anxiety and panic that I felt before.” The girl is at the facility with her aunt who is also very upset with the situation.

The boy is acting shy and keeps hiding his head under the water when you try to speak with him. After a lot of prompting, he tells you that he is at the facility with his mom and she is in the Hot Tub. The boy begins to cry and says: “why do I always do bad things?”

When you explain the incident to the boy's mother, she says: “I am so sorry, this has never happened before. I completely agree that my son's behaviour was wrong. He has autism, and because of that he has trouble controlling his behaviours with others from time to time. He should not have done that and we will have a conversation about appropriate and inappropriate behaviours.”

Situation 2:

A patron swimming in the pool handed the on-deck lifeguard something they found in the water. The lifeguard calls for you to come to see them. They hand you a large knife in a decorative sheath, bent near the bottom. The patron tells you that she is not comfortable “swimming in a pool with weapons in it.”

About 10 minutes later a patron asks one of the lifeguards if anything has been found in the water since they have lost something.

Additional Information:

The patron tells you that he is missing his Kirpan and explains that it is an article of Sikh religious faith that he wears as a symbol of his faith. He says it looks like a dagger in a sheath with a bend near the bottom.

The knife is not able to be removed from the sheath.

The patron who found the knife demands that you call the police now that you know who brought the weapon. She tells you that she will wait until the police arrive as she would like to fill out a Witness Statement.

Activity 3: Incident Command & Response

Incidents can occur anytime at facilities and vary from minor incidents to major incidents. Every incident is different, so staff need to be well trained to respond and adapt appropriately to a variety of possibilities. Having one staff member command incident response ensures a standardized approach, coordinated response by the team and organized execution of emergency procedures.

Review the incident details below and order the cards in the best order possible for you to respond to the specific incident as the Incident Commander.

**Based off of the City of Edmonton's Incident Command Training and Emergency Response Plan*

Details:

The facility has an aquatic centre, fitness gym, changerooms and lobby. The aquatic centre has 3 bodies of water with 130 bathers total. There are 6 lifeguards on the pool deck actively lifeguarding with a total of 9 lifeguards (including yourself) working in the facility. There are 2 cashiers at the admissions desk and 1 fitness worker in the gym. It is a nice day outside, the sun is out and it is around 25 degrees with no wind.

The fire alarm goes off at 6:15pm and you can see smoke coming from a washroom in the lobby

Declare yourself the Incident Commander to staff on the radio
Declare the severity, description and location of the emergency
Repeat your name, emergency description and location
Ask for staff to keep the radio channel clear
Direct staff to get equipment, keys, emergency bags
Direct a staff member to call 911
Direct staff to begin to evacuate the facility
Direct the lifeguards to clear the pools
Direct the lifeguards to clear the changerooms
Direct the lifeguards to clear the aquatic centre
Direct the fitness worker to clear the fitness gym
Direct the cashiers to clear the lobby
Direct a staff member to check the Annunciator Panel/Fire Alarm system

Remind staff to keep themselves and patrons away from the fire

Direct a staff member to meet EMS/FIRE at the main entrance

Announce to all staff that the Emergency is over when EMS/FIRE has provided the all clear

Complete incident reporting documentation

Activity 4: Aquatic Team Leadership

Successful teams have clear goals, stay on task, resolve conflict and work well together. Building and maintaining a diverse team requires lifeguards to have mutual respect and show each other that they are trustworthy by consistent actions. Great leadership is a powerful skill and a vital part of building a successful lifeguard team.

Review the situations, discuss the different perspectives involved, and applicable policies or roles & responsibilities. Roleplay what and how you would communicate with the lifeguard team members as the Lead of the lifeguard team.

Situation 1:

There are 32 swimmers in the water and 1 lifeguard guarding the Leisure Pool. The lifeguard radios you from the pool deck that they are feeling overwhelmed by the number of children that keep going too deep and are not being properly supervised by their adults. They tell you that they are constantly engaging in rule enforcement and unable to scan regularly.

Situation 2:

A lifeguard comes to the staff area and tells you that two lifeguards have been talking for a while on the pool deck. You come to the pool deck and see that the two lifeguards are still talking.

Situation 3:

At 4:00pm, a lifeguard tells you that they are working the closing shift and have never added chemical additions to the water before. You are scheduled until 5:00pm and the pool closes at 9:00pm.

Situation 4:

It is a busy summer day at your pool. The pool deck is very hot. Two of the lifeguards tell you that they are exhausted and have not had a break in a long time because when they rotate off deck, there is always a radio call they have to respond to.

Situation 5:

A lifeguard who just finished water tests tells you that they think you should close the Leisure Pool. They tell you that the free chlorine level is 0.7ppm and if they were a swimmer, they would not be comfortable swimming in water with that low of a level.

Situation 6:

You see a lifeguard on the pool deck talking with a new-comer family for the third time in 2 minutes. The lifeguard seems very frustrated and begins to yell aggressively at one of the parents.

Situation 7:

There are 3 lifeguards off deck in the staff area. One is sitting with their feet up on the table, the second is working on a school assignment on their computer and the third is eating a meal.

Situation 8:

A lifeguard shows up at the facility before their shift and asks to talk to you privately. The lifeguard tells you that they are having a very stressful week and they do not feel like they are able to work their scheduled shift later in the evening.

Activity 5: Pool Mechanics

Many facilities require lifeguards to understand and maintain pool filtration systems. Even with excellent maintenance, it is not always possible to prevent problems or predict when they may happen. Lifeguards at any time of day may need to respond, identify and manage a mechanical problem.

Part 1:

Label the pictures of the different components of a pool mechanical system.

Part 2:

Organize the pictures of the different components of a pool mechanical system in the order the water circulates.

Part 3:

Answer the following questions for each component:

How does this component contribute towards treating the pool water? (sanitation, filtration, etc.)

How is this component maintained?

If this component broke and stopped functioning, what would you need to do?

Activity Preparation:

1. Prepare a large sheet of paper or poster as a working space for this activity. (optional to include a photo of your pool basin) A whiteboard with magnets can be used as well.
2. Take photos of your facility's specific pool mechanical system components.
3. Print out the pictures of all of the different components.

Components may include:

Bottom drains, skimmers, valves, check valves, haircatchers, pumps, filters/filter tanks, chlorine or salt system, acid or caustic system, chemical injectors, pool computer, flow rate component, heat exchanger, boiler, brine/slurry tank, carbon dioxide system, pool specific chemical systems etc.