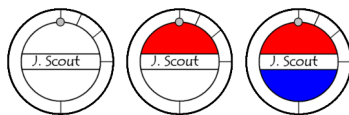




BSA AQUATICS STAFF GUIDE



2015



PREFACE

To the Camp Aquatics Staff Member:

Welcome to the ranks of a great team! Yes, you already belong to one of the greatest teams ever - the BSA. Now you're part of the camp staff. You're in for a great time, a lot of fun and a lot of responsibility.

This guide was put together by the National Aquatics Task Force to help you, a member of your camp's aquatics staff, do your job better. You should work with your Aquatics Director and your Camp Management to use this document as a guide to your development as a staff member.

The intent is for this guide to be as universal as possible -- appropriate for Cub Scout Day and Resident Camps as well as Boy Scout Resident Camps.

This is a living document. The Task Force will update this guide annually, based on input from the field. If there are items that you feel need to be updated, omitted, or added please let us know. And if you have good samples or examples for the Appendix that you think other camps would benefit from please send in those as well. The e-mail address is listed below.

It's usually best to wait till the end of the season so that input can be more objective, but if you have questions before or during the camping season please feel free to send those along as well.

We have made every attempt to avoid redundancy -- information that can easily be found in other documents has not been included except for emphasis. We've included references to documents that you probably should have available to you -- either in your personal library or your camp's aquatic library. Some of these include:

Aquatics Supervision; A Leaders Guide to Youth Swimming and Boating Activities: Boy Scouts of America; #34346; Boy Scouts of America, 2013 Printing

If at all possible this book should be in your personal library. It is all-inclusive in the area of BSA aquatics. Even though it was written as a guide for unit leaders much of the information included is appropriate for camp staff as well.

Lifeguarding, 3rd ed.; American Red Cross, StayWell Publishing, #655735; rev. 2012.

Lifeguarding DVD Set; #655739 -- Also from Staywell

This is the manual and DVD set you will use as a text for BSA Lifeguard. Your camp should have the DVD set available to you. The book will probably be your responsibility to purchase.

Merit Badge Series Pamphlets

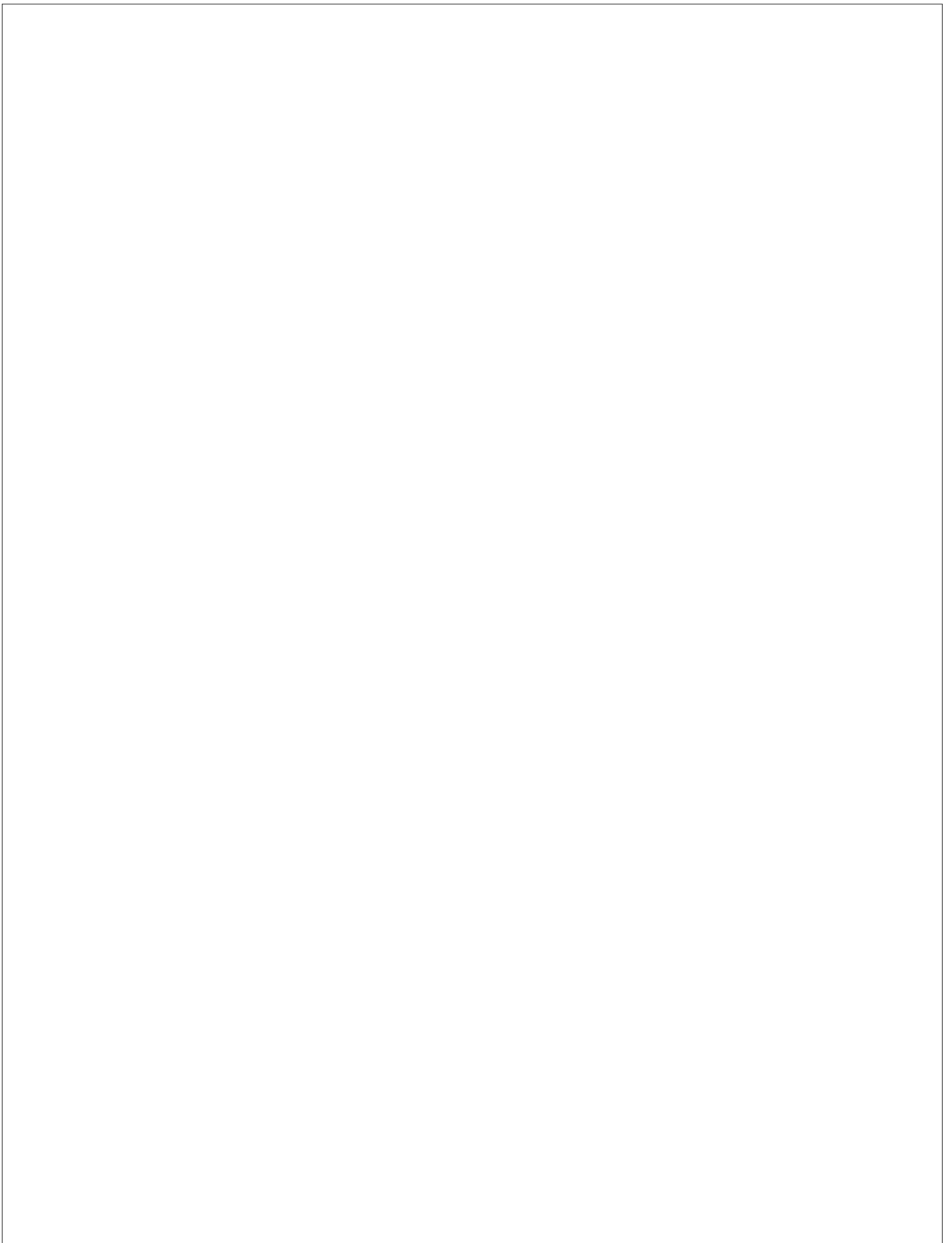
If you are asked to instruct a merit badge you will want the current edition of the pamphlet for that badge. Again, check with your director for camp copies.

Obviously, it would be impossible to include everything you might need to know considering the different sizes of camps and the variety of programs offered across the country. With the help of your director and your Camp Management adapt this guide to your situation.

Here's hoping you have a great summer.

National Aquatics Task Force

Keith Christopher, Outdoor Programs /
Properties Department Manager
Pat Noack, Aquatics Task Force Chairman
Steve Terrell, Aquatics Task Force Member
and Aquatics Staff Guide Coordinator
aquaticstaffguide@gmail.com



AQUATICS STAFF GUIDE – TABLE OF CONTENTS

PREFACE	I	PUNCTUALITY	
FEEDBACK FROM THE FIELD	II	CAMP TRADITIONS	
UNIT 1 -- BSA BACKGROUND		CLIQUES	
<u>PURPOSE OF BOY SCOUTS OF AMERICA</u>	1-1	ROMANTIC RELATIONSHIPS	
<u>BSA PROGRAM DIVISIONS</u>	1-1	SMOKING AND TOBACCO	
CUB SCOUTS		PETS	
BOY SCOUTS		SCOUT SIGN	
VARSITY SCOUTS		<u>WORKING WITH YOUTH</u>	4-2
VENTURERS		<u>AGE CHARACTERISTICS OF YOUTH</u>	4-3
<u>PREFERRED METHOD OF SCOUT CAMPING</u>	1-2	SEVEN, EIGHT, NINE, AND TEN YEAR OLDS	
<u>CAMP CATEGORIES</u>		ELEVEN, TWELVE, AND THIRTEEN YEAR OLDS	
CUB DAY CAMPS		FOURTEEN TO SIXTEEN YEAR OLDS	
CUB WEEK-END CAMPS		<u>WORKING WITH LEADERS</u>	4-4
CUB RESIDENT CAMPS			
BOY SCOUT RESIDENT CAMPS			
COUNCIL HIGH ADVENTURE CAMPS			
NATIONAL HIGH ADVENTURE CAMPS			
<u>PURPOSE OF SCOUTING AQUATICS</u>	1-3		
<u>YEAR-ROUND AQUATICS</u>	1-3		
COUNCIL AQUATICS COMMITTEE			
COUNCIL / DISTRICT AQUATICS PROGRAMS			
LINKS TO OTHER AQUATICS ORGANIZATIONS			
UNIT ACTIVITIES			
UNIT 2 -- STAFF ROLES AND RESPONSIBILITIES		UNIT 5 -- AQUATICS PROGRAM	
<u>STAFF EXPECTATIONS</u>	2-1	<u>BSA AQUATICS CONTINUUM</u>	5-1
<u>PERSONNEL</u>	2-1	<u>AQUATICS FOUNDATIONS</u>	
<u>RECOMMENDED STAFFING LEVELS</u>	2-1	SAFE SWIM DEFENSE	
<u>TYPICAL STAFF ORGANIZATION</u>	2-2	SAFETY AFLOAT	
<u>GENERALISTS VS. SPECIALISTS</u>	2-2	<u>CUB SCOUT AQUATICS</u>	5-1
<u>AUXILIARY PERSONNEL</u>	2-3	TIGER ELECTIVE ADVENTURE: FLOATS AND BOATS	
<u>EXAMPLE STAFF CHART</u>	2-3	WOLF ELECTIVE ADVENTURE: SPIRIT OF THE WATER	
		BEAR ELECTIVE ADVENTURE: SALMON RUM	
		WEBELOS / AOL ELECTIVE ADVENTURE: AQUANAUT	
		<u>BOY SCOUT AQUATICS</u>	5-2
		2 ND CLASS AQUATICS	
		1 ST CLASS AQUATICS	
		AQUATICS MERIT BADGES	
		AQUATICS AWARDS	
		<u>VENTURING AQUATICS</u>	5-4
		VENTURING AQUATICS	
		SEA SCOUTS	
		<u>AQUATIC LEADERSHIP TRAINING</u>	5-4
		AQUATICS SUPERVISION	
		SWIMMING & WATER RESCUE	
		AQUATICS SUPERVISION	
		PADDLECRAFT SAFETY	
		BSA LIFEGUARD	
		AQUATICS INSTRUCTOR BSA	
		<u>COUNCIL AQUATICS</u>	5-4
		COUNCIL AQUATICS COMMITTEE	
		SUMMER CAMP AQUATICS	
		<u>SUMMER CAMP AQUATICS PROGRAM</u>	
		<u>ADVANCEMENT PROGRAM</u>	5-5
		CUB SCOUT ADVANCEMENT PROGRAM	
		Elective Adventures	
		Webelos Aquanaut	
		BOY SCOUT ADVANCEMENT PROGRAM	
		2nd and 1st Class Rank Requirements	
		Merit Badge Program	
		<u>INSTRUCTION PROGRAM</u>	5-6
		CUB SCOUT INSTRUCTION PROGRAM	
		Non-Swimmer Instruction	
		Beginner Instruction	
		Swimmer Instruction	
		Boat Handling Instruction	
		BOY SCOUT INSTRUCTION PROGRAM	
		Non-Swimmer Instruction	
		Beginner Instruction	
		Swimmer Instruction	
		Boat Handling Instruction	
		Troop Swim	
UNIT 3 -- STAFF QUALIFICATIONS AND TRAINING			
<u>AGE REQUIREMENTS</u>	3-1		
<u>STAFF QUALIFICATIONS AND DUTIES</u>	3-1		
AQUATICS DIRECTOR			
ASSISTANT AQUATICS DIRECTOR			
AQUATICS PROGRAM STAFF			
COUNSELOR-IN-TRAINING			
<u>LEVELS OF TRAINING</u>	3-2		
PRE-REQUISITE TRAINING			
PRE-CAMP TRAINING			
IN-SERVICE TRAINING			
STAFF EVALUATIONS			
<u>MERIT BADGE COUNSELORS AND INSTRUCTORS</u>	3-3		
<u>AQUATIC LEADERSHIP TRAINING COUNSELORS</u>	3-4		
BSA LIFEGUARD INSTRUCTOR			
AQUATICS SUPERVISION INSTRUCTOR			
BSA Swimming and Water Rescue Instructor,			
BSA Paddle Craft Safety Instructor			
SAFE SWIM DEFENSE / SAFETY AFLOAT INSTRUCTOR			
<u>RECOMMENDED TRAINING SCHEDULE</u>	3-5		
UNIT 4 -- PROFESSIONAL RELATIONSHIPS			
<u>STAFF RELATIONSHIPS AND PROTOCOLS</u>	4-1		
DRESS			
DEMEANOR			

<u>RECREATION PROGRAM</u>	5-7
CUB SCOUT RECREATION PROGRAM	
Theme Camp Activities	
Academic and Sports Program	
Open Swim	
Open Boating	
BOY SCOUT RECREATION PROGRAM	
Open Swim	
Open Boating	
Aquatic Awards	
Mile Swim	
Kayaking BSA	
Snorkeling BSA	
Boardsailing BSA	
Scuba BSA	
SPECIAL EVENTS AND ACTIVITIES	
Water Carnivals	
Special Aquatics Facilities and Equipment	
VENTURE / OLDER SCOUT RECREATION PROGRAM	
Local Council Aquatics Camps	
HIGH ADVENTURE AQUATICS	
Outpost Canoe Camping	
50 Miler Award	
<u>AQUATICS LEADERSHIP TRAINING</u>	5-10
SAFE SWIM DEFENSE / SAFETY AFLOAT	
COMMITMENT TRAINING	
AQUATIC SUPERVISION TRAINING	
<i>Swimming and Water Rescue</i>	
<i>Paddle Craft Safety</i>	
LIFEGUARD BSA	
AQUATICS INSTRUCTOR BSA	

UNIT 6 -- AQUATICS PROCEDURES

<u>RULES AND PROCEDURES</u>	6-1
<u>REGULATORY HIERARCHY</u>	6-1
<u>RISK MANAGEMENT</u>	6-2
DUTY TO ACT	
STANDARD OF CARE	
NEGLIGENCE	
ABANDONMENT	
CONFIDENTIALITY	
DOCUMENTATION	
<u>CONFLICT RESOLUTION</u>	6-3
F.I.N.D SOURCE: AMERICAN RED CROSS	
P.A.C.A SOURCE: YMCA	
<u>NATIONAL CAMP STANDARDS</u>	6-4
<u>SAFE SWIM DEFENSE</u>	6-5
CUB SCOUT ADJUSTMENTS TO SAFE SWIM DEFENSE	
<u>SAFETY AFLOAT</u>	6-6
CUB SCOUT ADJUSTMENTS TO SAFETY AFLOAT	
<u>AQUATICS SAFETY</u>	6-7
GUARD THE INSTRUCTOR	
<u>GENERAL OPERATING PROCEDURES</u>	6-8
CHECK-IN PROCEDURES	
THE BUDDY TAG	
LOST BUDDY TAGS	
GATE OPERATION	
CHECK-IN SWIMMING	
CHECK-IN BOATING	
THE "ODD" SCOUT	
BUDDY CHECKS	
<u>SWIM CLASSIFICATION TESTS</u>	6-10
SWIMMER TEST	
ADMINISTERING SWIM TESTS	
PRE-CAMP SWIM CHECKS	
<u>WEATHER PROCEDURE</u>	6-13
<u>OPENING DAY PROCEDURES</u>	6-14
REGISTRATION	
MEDICAL RECHECK	
CAMP TOUR	

AQUATIC ORIENTATION	
SWIM CLASSIFICATION TESTS	
PROGRAM SCHEDULING	
<u>BOATING PROCEDURES</u>	6-15
LIFE JACKETS	
OPEN BOATING	

UNIT 7 -- HEALTH AND SAFETY

<u>PHYSICAL EXAMINATIONS</u>	7-1
<u>SWIMMING PERIODS</u>	7-1
<u>THE SUNSET RULE</u>	7-1
<u>FIRST AID PROCEDURES</u>	7-1
<u>UNIVERSAL PRECAUTIONS</u>	7-2
<u>DIVING INJURY</u>	7-2
<u>GENERAL HEALTH AND</u>	
<u>SAFETY -- STAFF AND CAMPERS</u>	7-3
INFECTION	
FOOT CARE	
NOSEBLEEDS	
SUN PROTECTION	
HYPERVENTILATION	
COLD WATER	
HYPOTHERMIA	
HEAT REACTIONS	
PROTECTION FROM INSECTS	
SUBMERSION INCIDENTS	
REST	

UNIT 8 -- TEACHING

<u>INTRODUCTION</u>	8-1
<u>TEACHING VS. LEARNING</u>	8-1
<u>ELEMENTS OF TEACHING</u>	8-1
<u>LEARNING OBJECTIVES</u>	8-2
PRE-ASSESSMENT	
MERIT BADGE AND RANK REQUIREMENTS	
SKILL BREAKDOWN	
BEHAVIOR CHANGE	
<u>TEACHING METHODS</u>	8-3
KISMIF	
STEPS IN AQUATICS INSTRUCTION	
"EDGE"	
AGE GROUPS	
Characteristics of Cub Scouts and Webelos Scouts	
SKILL GROUPS	
COACH / PUPIL METHOD	
PLANNING	
CLASS ORGANIZATION	
<u>EVALUATION / ASSESSMENT</u>	8-8
LEVELS OF LEARNING	
WRITTEN REQUIREMENTS	
WRITTEN ASSIGNMENTS OR EXAMS	

UNIT 9 -- LIFEGUARDING AND SUPERVISION

<u>INTRODUCTION</u>	9-1
<u>SUPERVISION VS. "QUALIFIED SUPERVISOR"</u>	9-1
<u>LEGAL CONSIDERATIONS</u>	9-1
<u>EYES ON THE WATER</u>	9-1
<u>SURVEILLANCE</u>	9-2
<u>VICTIM RECOGNITION</u>	9-2
<u>WHISTLE USE</u>	9-2
<u>GUARD PERSONNEL</u>	9-2
<u>AUXILIARY SAFETY TEAM PERSONNEL</u>	9-2
<u>SUPERVISION FOR TROOP SWIMS ONSITE</u>	9-2
<u>SUPERVISION FOR TROOP SWIMS OFFSITE</u>	9-3
<u>SUPERVISING SWIMMING INSTRUCTION</u>	9-3

UNIT 10 -- EMERGENCY PLANS

<u>EMERGENCY RESPONSE</u>	10-1
<u>LEVELS OF EMERGENCY</u>	10-1
<u>EMERGENCY ACTION PLANS</u>	10-2
<u>COMPONENTS OF AN EMERGENCY</u>	
<u>ACTION PLAN</u>	10-2
<u>EMERGENCY COMMUNICATION</u>	10-2
<u>CAMP-WIDE PLANS</u>	10-3
<u>EMERGENCY ACTION PLANS</u>	
<u>FOR THE AQUATIC AREA</u>	10-3
<u>SPECIAL EMERGENCY SITUATIONS</u>	
<u>AND CONSIDERATIONS</u>	10-3
<u>DEBRIEFINGS</u>	10-4

UNIT 11 -- FACILITIES AND EQUIPMENT

<u>GENERAL AREA REQUIREMENTS</u>	11-1
AREA BOUNDARY	
GATE	
BUDDY BOARDS	
In-Boards / Swimming	
In-Boards / Boating	
Out Boards	
LOOKOUT	
SIGNAGE	
BULLETIN BOARDS	
STREAM AND RIVER LAYOUT	
<u>SWIMMING AREAS</u>	11-3
DIVING BOARDS	
SWIM AREAS	
SQUARE FOOTAGE OF SWIM AREA	
WATER DEPTH	
RESCUE AND GUARD EQUIPMENT	

<u>BOATING AREAS</u>	11-4
RESCUE BOAT	
<u>SWIMMING POOL OPERATION</u>	11-5
<u>ROPE SWINGS, SLIDES, BLOBS, ETC.</u>	11-6
GENERAL INSTALLATION AND DESIGN	
FLOATS	
ELEVATED PLATFORMS	
GENERAL SUPERVISION AND SAFETY	
<u>MAINTENANCE AND REPAIR</u>	11-8
GENERAL MAINTENANCE OF CRAFT	
METAL REPAIR	
FIBERGLASS REPAIR	
PADDLES AND OARS	

UNIT 12 -- THE AQUATICS DIRECTOR

<u>JOB OF THE AQUATICS DIRECTOR IN SUMMER CAMP</u>	12-1
<u>NATIONAL CAMP ACCREDITATION PROGRAM</u>	12-2
PURPOSE OF NCAP & ANNUAL ASSESSMENT	
ANNUAL ASSESSMENT PROCESS	
NATIONAL CAMP STANDARDS	
AQUATICS RELATED STANDARDS	
ROLE OF THE AQUATICS DIRECTOR AND AQUATICS	
STAFF IN ANNUAL ASSESSMENT PROCESS	
<u>AQUATICS ADMINISTRATION</u>	12-4
PURPOSE OF SCOUTING AQUATICS	
PROGRAMMING IN THE SUMMER CAMP	
ESSENTIAL PROGRAM ELEMENTS	
SCHEDULING SUMMER CAMP AQUATICS PROGRAM	
<u>COUNCIL AQUATICS LEADERSHIP</u>	12-7
<u>AQUATICS AREA PROTECTION</u>	12-8
PROGRAM HAZARD ANALYSIS	
<u>RULES AND PROCEDURES</u>	12-10
THE DECISION FRAMEWORK	

UNIT 1 -- BSA BACKGROUND

PURPOSE OF BOY SCOUTS OF AMERICA

The purpose of the Boy Scouts of America—incorporated on February 8, 1910, and chartered by Congress in 1916—is to provide an educational program for boys and young adults to build

character, to train in the responsibilities of participating citizenship, and to develop personal fitness.

BSA PROGRAM DIVISIONS

CUB SCOUTS

Cub Scouts is a year-round family- and home-centered program that develops ethical decision-making skills for boys in the second through fifth grade (or who are 8, 9, and 10 years old). Activities emphasize character development, citizenship training, and personal fitness.

The basic Cub Scout unit is a den of six-to eight boys served by an adult Den leader. Dens are organized into packs under a Cubmaster. Cubbing is the largest Scouting division, with over 2 million members.

Tiger Cubs is a year-round family- and home-centered program that encourages the ethical decision-making skills for first-grade (or 7-year-old) boys. These boys participate in the program with their adult partners. The program emphasizes shared leadership, learning about the community, and family understanding.

Wolf and Bear Cub Scouts in the second and third grades share activities with others their same age but still work under close adult leadership.

Webelos Scouts is a year-round family- and home-centered program that develops ethical decision-making skills for fourth- and fifth-grade (or 10-year-old) boys.

BOY SCOUTS

A year-round program for boys 11 through 17 designed to achieve the aims of Scouting through

a vigorous outdoor program and peer group leadership with the counsel of an adult Scoutmaster. (Boys also may become Boy Scouts if they have earned the Cub Scouting Arrow of Light Award and are at least 10 years old or have completed the fifth grade and are at least 10 years old.)

A boy can join a Boy Scout troop after completing the fifth grade and may continue with the program through age seventeen. Troops are served by adult Scoutmasters and are sub-divided into patrols of eight to ten under youth leadership. Boy Scouts advance in rank from Tenderfoot to Eagle. Recognition is achieved by meeting standards of performance.

VARSITY SCOUTS

An active, exciting, year-round program for young men 14 through 17 built around five program fields of emphasis: advancement, high adventure, personal development, service, and special programs and events.

VENTURERS

A year-round program for young men and women who are 14 (or 13 and have completed the eighth grade) through 20 years of age to provide positive experiences through exciting and meaningful youth-run activities that help them pursue their special interests, grow by teaching others, and develop leadership skills

<http://www.scouting.org>

PREFERRED METHOD OF SCOUT CAMPING

The preferred method of Scout camping is **the chartered unit camping under its own leadership**.

The purpose of the summer camp is to provide resources to the unit that will make it better able to plan and conduct its own program in summer camp, and experiences that will prepare it for its year-round program. The services of the summer camp staff, therefore, are of a counseling nature.

The success of the camp program should be measured by the extent to which the unit has learned to stand on its own in stimulating and serving the interests of the individual youth member.

The aquatics program, like all other parts of the general camp program, must provide for maximum flexibility. The program should be structured each week to serve and satisfy the particular needs of the units and the youths in camp.

CAMP CATEGORIES

Cub Scout camping programs are today one of the strongest growth areas in the Scouting outdoor program and, therefore, one of our best opportunities for developing skills and knowledge of water safety. Cub Scouts and Webelos Scouts are involved in a variety of camping experiences.

CUB DAY CAMPS

Day camps are conducted at council-owned camps or, more commonly, on a district level at a facility near the Cub Scouts' homes.

CUB WEEK-END CAMPS

Other Cub Scout and Webelos Scout outdoor programs include weekends for "Parent and Pal," "Adventure Weekend," or some other such program, and Webelos Scout-parent overnights.

CUB RESIDENT CAMPS

Also, Cub Scout/Webelos Scout resident camps are held in council-owned or -leased camps, often using some or all of the program areas and facilities used for Boy Scout long-term camping. Cub Scout camps should offer different programs appropriate for Cub Scout- and Webelos Scout-age boys, and it is recommended that these be theme-based.

BOY SCOUT RESIDENT CAMPS

One of the most common summer camp situations is that of the Boy Scout resident camp. Scout Troops and Venture Crews camp long-term, usually a week, enjoying various program and merit badge opportunities. The program that might be offered is covered in Unit 3.

COUNCIL HIGH ADVENTURE CAMPS

Approximately 60 council camps have been approved by the National Council as high-adventure bases with treks which last five days or more. Some of these treks are aquatic oriented -- canoeing, kayaking, rafting or sailing.

NATIONAL HIGH ADVENTURE CAMPS

There are three national bases which are operated by the BSA and have aquatic programs:

- The Northern Tier National High Adventure Program -- stages canoe treks from three different bases
 - Charles L. Sommers base near Ely, Minnesota -- treks into the Boundary Waters Canoe Area Wilderness.

- Donald Rogert Canoe Base near Atikokan, Ontario -- accesses Quetico Provincial Park from the Canadian side
- Northern Expeditions Canoe Base located in Bissett, Manitoba, Canada -- treks into Atikaki Provincial Park via float plane.
- Florida National High Adventure Sea Base -- offers programs from the Florida Keys to the Bahamas, including:
 - Bahamas Tall Ship Adventure
 - Bahamas Adventure
 - Out Island Adventure
 - Sea Exploring (Keys Tall Ship)
 - Coral Reef Sailing
 - Florida Fishing
 - Scuba Certification
 - Scuba Adventure
 - Florida Keys Adventure Program
- Divemaster Training Academy
- Eco-Adventure
- The Summit Bechtel Reserve located near Mount Hope, West Virginia offers aquatic programs centered around
 - Kayaking
 - Standup Paddleboarding
 - Water Reality

The Summit has high-adventure aquatic opportunities in:

- Whitewater rafting
- Whitewater kayaking

The Summit is also the permanent home to the National Jamboree

PURPOSE OF SCOUTING AQUATICS

Aquatics activities in Scouting meet **five basic objectives**:

1. Give youth self-confidence and skill in aquatics.
2. Instruct youth in self-preservation, the care and use of aquatics equipment, and rescue methods.
3. Promote aquatics recreation.
4. Develop physical strength and coordination.
5. Aid units in planning and conducting a safe, year- round program.

YEAR-ROUND AQUATICS

As mentioned elsewhere, scout camp is merely a part of a unit's aquatic program. The camp staff serves as support for the pack, troop or crew and their overall program. There are other groups or programs that also provide year-round support.

The Aquatics Committee plays a role in the planning of the summer camp aquatic program and facility as well as providing programs for units' year-round programs.

The operation and function of the Council Aquatics Committee is discussed at length in *Aquatics Supervision*.

COUNCIL AQUATICS COMMITTEE

All councils should have a committee that provides support and training for both the camp staff and for units.

COUNCIL / DISTRICT AQUATICS PROGRAMS

Active councils and districts often provide units with aquatic programs outside of summer camp. These could include:

- Safe Swim Defense / Safety Afloat Training
- Aquatic Supervision Training
 - Paddle Craft Safety
 - Swimming and Water Rescue
- Merit Badge Instruction
- Pre-Camp Swim Checks
- Learn to Swim Programs
- Others depending on local resources

LINKS TO OTHER AQUATICS ORGANIZATIONS

The Boy Scouts have associations with several other aquatic agencies. Nationally these include the American Red Cross, and the American Canoe Association.

Locally there might be agencies, such as the YMCA that have programs that support year-round aquatics. These might include simple access to facilities or actual programs such as learn-to-swim programs.

Those councils that have Scuba Diving programs will have an association with one of the agencies recognized by the BSA for scuba training. Those agencies are **PADI** (Professional Association of Diving Instructors); **NAUI** (National Association of Underwater Instructors); **SSI** (Scuba Schools International); **IDEA** (International Diving Educators Association); **PDIC** (Professional Diving Instructors Corporation); and **SDI** (Scuba Diving International). In addition to the agencies listed by name, any current member of the World Recreational Scuba Training Council (WRSTC) is also recognized.

When outside agencies provide instructors to BSA units those instructors must become familiar with BSA policies, most notably *Youth Protection* and *Safe Swim Defense / Safety Afloat*. All BSA activities must adhere to BSA policies.

UNIT ACTIVITIES

Many troops, packs and crews have active aquatics programs outside the summer camp. These will often be larger units or those who have aquatic resources available in their locale.

UNIT 2 -- STAFF ROLES AND RESPONSIBILITIES

STAFF EXPECTATIONS

You have been selected to be a member of your camp's aquatics staff. You probably feel like you've come a long way to achieve this "honor". Actually, you've only begun. Now you've got to do what is expected of you -- but what is that?

Your camp management and especially your aquatics director will spend hours of pre-camp time training you and being sure you are prepared for every situation you might encounter this summer. Don't be fooled into thinking that those are your only expectations.

A few general items of discussion might be in order. Go over these with your Aquatics Director.

- You are a Scout. This should be evident in everything you do to all those around you. The example you set will be followed by campers, leaders and younger staff members.

- You are part of a team. This extends past the aquatics area to the overall camp program, the council, and even beyond. Always carry your share of the load.
- Be unselfish. As any coach will tell you, there is no "I" in TEAM.
- Be Prepared. You've probably already completed some type of training, perhaps BSA Lifeguard. Again, you've only begun. Aquatic training is a constant effort. Constantly work to improve your aquatic skills and your teaching skills.
- Be flexible. You will be asked to participate in and maybe even direct a variety of activities. Camp staff members must be able to "go with the flow" as program needs change.

PERSONNEL

There are four basic job classifications in a summer camp aquatics program:

- director,
- assistant director,
- aquatics program staff, and
- counselor-in-training

The duties of director, assistant directors, and program staff also include those relating to the general camp activity as assigned by the Camp Director or Program Director.

RECOMMENDED STAFFING LEVELS

The number and composition of staff members needed for an aquatics area depends on several things:

- Program -- Obviously, a camp that has a more diverse aquatics program will need more staff members to offer the elements of the program. Also, a program that offers advanced features

-- like outpost canoeing or water skiing -- will need more older staff members.

- Facility -- Aquatics areas that consist of a pool and a small pond for boating will require a minimal staff. Camps that have large lakefronts with a fleet of motorboats and/or

sailboats will require additional staff to maintain and monitor those facilities.

- Camp Size -- Because of guard ratios the number of campers is probably the biggest factor that determines the size of the aquatics staff.
- Scouting Level – The staffing of a Cub camp must be considered differently from that of a Boy Scout resident camp. Often a Cub camp is conducted using the same facility as the Boy Scout camp -- either before or after the Scout season. While it is common that the same staff is used for both, the staffing needs for the Cub camp are different -- roles will change, responsibilities will be different.

- Government codes — State and Federal agencies regulate youth camps and swimming areas, including minimal numbers, ages, and training of staff. Typically, BSA policies are more stringent, but not always. All government mandates must be observed.

The recommended minimal staffing includes the director and four program staff (including assistant director). Depending on the factors listed above, a summer camp serving 250 to 300 Scouts a week needs additional program staff. Split program facilities should have one assistant director for each division.

TYPICAL STAFF ORGANIZATION

Explaining the organization of a “typical” camp staff is difficult to do because no two are exactly alike. Because of the factors listed previously and the management style of camp leadership each camp will have a unique organization.

Some small camps will simply be broken down into “Management” and “Program” with sub-categories falling under each area.

Most camps will break down into:

- Management -- Typically the Camp Director along with leadership from the council’s professional staff.

- Business -- These are the people that keep track of the money -- camp fees, trading post, etc.
- Program -- Most of the staff, including you, will be in this category. Aquatics, shooting sports, ecology / conservation, handicraft, outdoor skills and on and on....
- Support Services -- Commissioner staff, health staff, food service, ranger staff -- this essential group often operates in the background, but all camps have them.

It is important that you learn the organization of your camp staff so that you understand the role everyone plays in the overall scheme of the camp.

GENERALISTS VS. SPECIALISTS

Two basic approaches in the area of instructional assignments are specialization and rotation.

Specialization can lead to more extensive development of specific skills or teaching techniques but may induce boredom and less conscientious attention to the task.

Regular rotation of teaching responsibilities may avoid potential monotony but hinder the development and perfection of critical teaching skills. Having staff competent in several skills also makes it easier to adjust schedules, for example, when extra classes are needed during a week

when attendance is higher than normal, or simply to cover for a staff member who becomes ill.

The Aquatics Director will carefully consider many factors in deciding which approach to use in staff

assignments. A combination may be used. For example, the same two instructors may always teach Water Sports merit badge, whereas other staff may be rotated week-to-week between swimming and canoeing, or other skill areas.

AUXILIARY PERSONNEL

Volunteers may assist the staff in providing quality programming.

A leader may be instrumental in helping a non-swimmer become comfortable in the water. BSA Lifeguard candidates on surveillance duty during a free swim may help meet Safe Swim Defense ratios between swimmers and response personnel. Members of the council Aquatics Committee may

come to camp one or two evenings a week to help with adult training programs.

Scuba BSA and Scuba Diving merit badge instructors may be sub-contracted, or volunteers. Den Chiefs may help conduct waterfront games.

Any such resources are part of your team and serve under the guidance of the Aquatics Director

EXAMPLE STAFF CHART

Here is an example of a staff chart from a camp in the mid-west. The chart from your camp will be similar but you'll see differences, maybe major

differences. Discuss your camp's organizational chart with your director so that you have a good overall picture.

- Camp Director
 - Business Manager
 - Camp Clerk
 - Camp Cook
 - Food Service Director
 - Food Service Staff
 - Trading Post Director
 - Trading Post Staff
 - Health Officer
 - Chaplain
 - Program Director
 - Aquatics Director
 - Assistant Aquatics Director
 - Aquatics Staff
 - Commissioner
 - Commissioner Staff
 - Counselors in Training
- Ecology and Conservation Director
 - Ecology and Conservation Staff
- Handicraft Director
 - Handicraft Staff
- Outdoor Skills Director
 - Outdoor Skills Staff
- Shooting Sports Director
 - Rifle Range Director
 - Rifle Range Staff
 - Archery Director
 - Archery Staff
- Sports & Safety Director
 - Sports and Safety Staff
- Ranger
 - Ranger Staff

UNIT 3 -- STAFF QUALIFICATIONS AND TRAINING

AGE REQUIREMENTS

Ages listed below meet minimal BSA policies. The actual age distribution and job descriptions of your colleagues may be influenced by other policies

Federal and state child labor laws restrict hours and tasks performed by those 15 years of age or younger. For example, the BSA sets the minimum

age of a paid staff member at 15, but government rules state that that person cannot operate any power driven equipment, such as a lawn mower or weed eater. A trained 15 year old may serve as a lifeguard at a pool, but not at a lake or other natural body of water.

STAFF QUALIFICATIONS AND DUTIES

AQUATICS DIRECTOR

There should be one Aquatics Director for each separate camp on a multi-camp reservation.

Qualifications:

- a. Mature, responsible adult (21 years of age or older)
- b. Current BSA Aquatics Instructor training card
- c. Current BSA Lifeguard training card or American Red Cross Lifeguard training card or equivalent.
- d. Currently trained in American Red Cross First Aid and CPR/AED for Professional Rescuers and Health Care Providers or equivalent.
- e. Leadership and managerial capabilities and experience
- f. Enjoys and understands children of Scout age
- g. Possesses personal integrity and dependability
- h. Previous BSA camp staff experience recommended, preferably as an assistant aquatics director.
- i. For resident camps the aquatics director holds no other staff position and lives on-site if youth participants or staff remain on the premises overnight.

Duties:

While the Aquatics Director plays many roles as part of the camp staff there are three primary roles they play specifically related to the Aquatics Area.

At camp the Aquatics Director operates as the:

- Lead Professional Lifeguard
- Lead Instructor for Aquatics
- Aquatics Area Manager

These three primary duties include:

- a. Safety and quality of all camp aquatics activities
- b. General program planning and management including coordination with the total camp program
- c. Policy determination and application
- d. Leadership and supervision of personnel
- e. Care and maintenance of equipment and facilities
- f. Aquatics staff training
- g. Special youth instruction
- h. Unit leader training

ASSISTANT AQUATICS DIRECTOR

There should be an assistant director, 18 years of age or older, for each separate, physically distant, aquatics program area. For example, a camp with a pool near the dining hall, a general boating area a mile downhill at the lake, and a special aquatics area on an island should have three assistant directors.

Qualifications: Essentially the same as for director, except can have either current BSA Aquatics Instructor or BSA Lifeguard training. Assistant directors usually are less experienced and may be under 21 years of age, if maturity and responsibility are evident

- a. Safety and quality of all assigned activities

- b. General administrative responsibility as delegated by the director
- c. Full supervisory responsibility in absence of director
- d. Instruction

AQUATICS PROGRAM STAFF

Qualifications:

- a. Mature and responsible (at least 15 years of age)
- b. At least 50 percent of the aquatics staff members, excluding CIT's, hold current American Red Cross CPR/AED for Professional Rescuers and Health Care Providers, or equivalent, as well as valid lifeguard certification.
- c. Scouting background or comparable experience in summer camp aquatics and instruction
- d. Demonstrated skill in aquatics specialties, such as canoeing or sailing.

Duties:

- a. Safety and quality of all assigned activities
- b. Skill instruction in assigned areas. Those inexperienced in a particular area should serve first as an assistant instructor.
- c. Leadership for recreational activities

- d. Lifeguarding by those with appropriate training (no other duties apply when providing surveillance for recreational activities)
- e. General checking, cleaning, proper storage and maintenance of equipment and areas.
- b. Other responsibilities as assigned by the director, for example, helping with a campfire.

COUNSELOR-IN-TRAINING

Counselor-in-training (CIT) members serving in a program position or as den chiefs must be at least 14 years of age.

CITs do not replace staff members; they are there to experience program areas to find out where they may serve in the future. Camps that operate for several weeks rotate different groups of trainees through the program.

Appropriate activities for CITs in aquatics include earning BSA LG and serving as instructor aides. The pool of CIT participants is an excellent resource for recruiting aquatics program staff for next season and should be treated as members of the aquatics team.

LEVELS OF TRAINING

PRE-REQUISITE TRAINING

There is a certain amount of aquatic and scouting training that is necessary for you to be considered for aquatics staff. What this entails is determined by your camp management and your aquatic director.

A strong scouting background is a reasonable pre-requisite for just about any staff job, but sometimes a candidate's strong aquatics background will overshadow a lack of scouting history. One might have affiliation with other aquatic agencies – American Red Cross, American Canoeing Association, etc. Those without a good knowledge of scouting should review Unit 1 to become familiar with the organization and ask for guidance

whenever aspects of the program are not clear.

PRE-CAMP TRAINING

Your director will see that you are well versed in the topics you need to do an excellent job on the waterfront. Some of these topics will be covered by camp management in general sessions -- others will be specific to aquatics training. These topics include but are not limited to:

- Staff Roles and Responsibilities -- including Youth Protection
- Health and Safety -- your own as well as that of the scouts
- Lifeguarding -- also basic surveillance and supervision

- Basic Rescues -- both swimming and boating
- BSA Lifeguard -- 50% of the aquatics staff must be BSA LG
- Emergency Action Plans -- implementation of all recognized plans; practice and review
- Supervision of Aquatic Programs -- determined by your own camp's program
- Effective Teaching Strategies and Practice -- this can't be overemphasized
- Basic Skill Training -- again, determined by your camp's facilities
- Opening Day Procedures -- a smooth opening day makes the whole week easier.

IN-SERVICE TRAINING

Opportunities for staff training should extend beyond pre-camp training. Aquatics staff who have not yet qualified for BSA Lifeguard should continue to work on that program. Emergency procedures

should be reviewed and practiced at regular intervals.

An interesting and challenging in-service training program promotes teamwork and enthusiasm and can help prevent burnout during a long camping season.

STAFF EVALUATIONS

You will be evaluated by your director, probably twice during the summer. Even though these evaluations are written and more formal, you will undoubtedly receive feedback from your director and others all the time. Hopefully this feedback will be positive, or at least constructive.

Written evaluations should not be a surprise. If there are things you need to improve upon, your director will have probably already spoken to you privately so you have a chance to improve before the more formal evaluation later. By the same token, you should also be told of the things you are doing well.

MERIT BADGE COUNSELORS AND INSTRUCTORS

To qualify as a merit badge counselor, a volunteer must:

- Register annually with the Boy Scouts of America.
- Be at least 18 years old.
- Be of good character.
- Be proficient in the merit badge subject by vocation, avocation, or special training.
- Be able to work with Scout-age youth.
- Be approved by the district/council advancement committee.

The same qualifications and rules apply to counselors for council summer camp merit badge programs.

All counselors must be 18 years or older, but qualified camp staff members under age 18 may assist the merit badge counselor with instruction. (These assistants are not qualified to sign off on a Scout's blue card, nor may they certify the Scout's completion of a merit badge.)

As always, each counselor must maintain the exact standards as outlined in the merit badge requirements—nothing deleted, nothing added.

Partial completion of merit badges at summer camp should be credited to a Scout on the Application for Merit Badge (blue card) and given to his Scoutmaster at the end of the week.

AQUATIC LEADERSHIP TRAINING COUNSELORS

BSA LIFEGUARD INSTRUCTOR

Because 50 percent of the aquatics staff must be BSA Lifeguard or equivalent it is important to have instructors for BSA Lifeguard. BSA Aquatics Instructors are also authorized to teach the BSA course. The Aquatics Director, by virtue of required training would fall in this category.

Additional staff members could be certified as BSA Lifeguard Instructors. The BSA Lifeguard Instructor designation exists solely to train BSA Lifeguard candidates. The BSA Lifeguard Instructor fills a very important role to train responsible individuals who, as BSA Lifeguards, fill the role as professional lifeguards for BSA Aquatics venues and year-around aquatics events. The applicant should accept this responsibility and be willing to serve the council as a resource trained in aquatics safety to perform this function.

Certification Procedure

The certification procedure to become a BSA Lifeguard Instructor is outlined on the application and in the BSA Lifeguard Instructor Manual. The process involves a thorough understanding of BSA Aquatics policy as well as the ability to teach the knowledge and skills required to become a BSA Lifeguard. If you are interested in becoming a BSA Lifeguard Instructor, talk to the Aquatics Director.

AQUATICS SUPERVISION INSTRUCTOR

Again, the initial instruction for **Swimming and Water Rescue** and **Paddle Craft Safety** will fall to the BSA Aquatics Instructor, the director. From the Aquatics Supervision Instructor's Guide:

"To conduct training for **BSA Swimming and Water Rescue**, a person must be recognized as either:

- A *BSA Aquatics Instructor*
- A *BSA Lifeguard Instructor*
- A *BSA Swimming and Water Rescue Instructor*

To qualify as a **BSA Swimming and Water Rescue Instructor**, a person must

- Be registered as a member of the Boy Scouts of America
- Be 18 years of age or older
- Have a signed completion card that confirms current training in *BSA Swimming and Water Rescue*
- Assist a current instructor in conducting a *BSA Swimming and Water Rescue* training course for at least four participants who are not challenging the course requirements. The applicant must attend all sessions.
- As a 'provisional' instructor assisted by a current instructor, conduct a *BSA Swimming and Water Rescue* training course for at least four participants who are not challenging the course requirements.
- Agree to follow the policies and guidelines of the Boy Scouts of America.
- Have local council approval.

To conduct training for **BSA Paddle Craft Safety**, a person must be recognized as either:

- A *BSA Aquatics Instructor*
- A *BSA Paddle Craft Safety Instructor*

To qualify as a **BSA Paddle Craft Safety Instructor**, a person must

- Be registered as a member of the Boy Scouts of America
- Be 18 years of age or older
- Have a signed completion card that confirms current training for *BSA Paddle Craft Safety*
- Assist a current instructor in conducting a *BSA Paddle Craft Safety* training course for at least four participants who are not challenging the course requirements. The applicant must attend all sessions.
- As a 'provisional' instructor assisted by a current instructor, conduct a *BSA Paddle Craft Safety* training course for at least four participants who are not challenging the course requirements.
- Agree to follow the policies and guidelines of the Boy Scouts of America.
- Have local council approval.
- Qualification is limited to the craft used to satisfy the requirements.

SAFE SWIM DEFENSE / SAFETY AFLOAT INSTRUCTOR

Safe Swim Defense training may be obtained from the BSA online learning center at

www.scouting.org, at council summer camps, and at other council and district training events.

Instructors for Safe Swim Defense and Safety Afloat must be approved by the local Council Aquatics Committee or other council authority.

RECOMMENDED TRAINING SCHEDULE

Training schedules, both pre-camp and in-service must be developed locally. Occasionally a council with multiple camps will combine pre-camp training sessions such as BSA Lifeguard. These efforts are often coordinated by the Aquatics Committee with guidance from the NCS-trained BSA Aquatics Instructors

Training schedules should be reviewed by the council Aquatics Committee or other council committee.

The following pages contain sample forms that document various training. These forms were developed for a specific camp and their training schedule. They can be used as a guide for the development of training within your council or camp.

Lost Bather Practice Record	
List of Staff Practiced	
Week of:	
Printed Name:	Signature:
Camp Director Signature:	Aquatics Director Signature:
_____	_____
Date:	Date:
_____	_____

Guarding Skills

Staff Name:		Certification Held (Circle)	Documented Training Time Allotted Example: One Hour and 15 Minutes Could be written as: 1:15
Summer Camp Year			
D.O. B:			
Age:			
American Red Cross LG	Yes No	Time Allotted:	
American Red Cross WSI	Yes No	Time Allotted:	
BSA Aquatic Instructor	Yes No	Time Allotted:	
BSA Life Guard	Yes No	Time Allotted:	
Paddle Craft Safety	Yes No	Time Allotted:	
Safe Swim Defense	Yes No	Time Allotted:	
Safety Afloat	Yes No	Time Allotted:	
Swimming & Water Rescue	Yes No	Time Allotted:	
Staff Member is able to guard a swimming area: Yes No		Staff Member is able to guard a boating area: Yes No	
<u>Aquatic Staff Member Signature:</u>		<u>Aquatic Director Signature:</u>	
Date:		Date:	

Boy Scout Teaching Skills

Boy Scout Teaching Skills				
Staff Name:		Aquatics Director Reviewed Aquatic Skills (Circle)	Documented Training Time Allotted Example: One Hour and 15 Minutes Could be written as: 1:15	Is able to teach (Circle)
Summer Camp Year				
D.O.B:				
Age:				
Board Sailing BSA	Yes No		Time Allotted:	Yes No
BSA Life Guarding	Yes No		Time Allotted:	Yes No
Canoeing Merit Badge	Yes No		Time Allotted:	Yes No
Kayaking BSA	Yes No		Time Allotted:	Yes No
Life Saving Merit Badge	Yes No		Time Allotted:	Yes No
Mile Swim BSA	Yes No		Time Allotted:	Yes No
Motor Boating Merit Badge	Yes No		Time Allotted:	Yes No
Paddle Craft Safety	Yes No		Time Allotted:	Yes No
Rowing Merit Badge	Yes No		Time Allotted:	Yes No
Safe Swim Defense	Yes No		Time Allotted:	Yes No
Safety Afloat	Yes No		Time Allotted:	Yes No
Scuba BSA	Yes No		Time Allotted:	Yes No
Small Boat Sailing Merit Badge	Yes No		Time Allotted:	Yes No
Snorkeling BSA	Yes No		Time Allotted:	Yes No
Swimming & Water Rescue	Yes No		Time Allotted:	Yes No
Swimming Merit Badge	Yes No		Time Allotted:	Yes No
Water Sports Merit Badge	Yes No		Time Allotted:	Yes No
White Water Merit Badge	Yes No		Time Allotted:	Yes No
50-Miler Award	Yes No		Time Allotted:	Yes No
Aquatic Staff Member Signature:		Aquatic Director Signature:		
Completion Date:				

Cub Scout Teaching Skills

Staff Name:		Aquatics Director Reviewed Aquatic Skills (Circle)	Documented Training Time Allotted Example: One Hour and 15 Minutes Could be written as: 1:15	Is able to teach (Circle)
Summer Camp Year				
D.O. B:				
Age:				
Bear Achievement 11B	Yes No		Time Allotted:	Yes No
Bear Elective 5 (Boats)	Yes No		Time Allotted:	Yes No
Bear Elective 19 (Swimming)	Yes No		Time Allotted:	Yes No
Safe Swim Defense	Yes No		Time Allotted:	Yes No
Safety Afloat	Yes No		Time Allotted:	Yes No
Swimming Belt Loop	Yes No		Time Allotted:	Yes No
Swimming Sports Pin	Yes No		Time Allotted:	Yes No
Tiger Cub Elective 40	Yes No		Time Allotted:	Yes No
Webelos Aquanaut	Yes No		Time Allotted:	Yes No
Wolf Achievement 1	Yes No		Time Allotted:	Yes No
Wolf Elective 20	Yes No		Time Allotted:	Yes No
Aquatic Staff Member Signature:			Aquatic Director Signature:	
Date:			Date:	

UNIT 4 -- PROFESSIONAL RELATIONSHIPS

STAFF RELATIONSHIPS AND PROTOCOLS

DRESS

Swimsuits for aquatics staff should be comfortable, functional, and simple. Boxer or gym trunks, made of light, fast-drying nylon, are recommended. Brief tank suits are inappropriate. One-piece competitive style, or gym suits, or two-piece (not bikini) suits are suitable for female staff. Swimwear should not be a reflection of personality, lifestyle, or politics.

Only Scout insignia should be worn. If the individual is trained as a BSA Aquatics Instructor, only this emblem should be worn and it should be worn at all times. The emblem is worn on the front, over the right leg, approximately an inch above the hem.

For many in aquatics, a hat is essential. The first requirement for headgear is utility-it should shade the eyes and protect the face against sunburn.

Additionally, hats should not be billboards for politics, personalities, or commentary on things to do, see, or consume.

Scout visor caps with local camp identification are recommended and usually available from camp stores. (Essentially the same can be said for T-shirts and jackets.)

Simple utility requires that the hair be maintained in such a way that it does not interfere with or distract from the execution of demonstrations or other procedures, or obstruct visibility. Loose long hair and some facial hairstyles can interfere with rhythmic breathing, for example, and may require tying back. Studs in body piercings may need to be removed to prevent lose and injury during certain activities. Provocative tattoos need to be covered. Beyond considerations of this sort, Scouting requires only that its leaders set the example by

being clean and neat in their personal appearance and habits.

DEMEANOR

A staff member's demeanor, the way he/she acts, sends a vital message to scouts and leaders. All staff members, not just aquatics, should be friendly and businesslike at all times. Horsing around or "blowing off steam" has no place on a waterfront when scouts are present.

Think of yourself as an ambassador for the camp and for Scouting in general. A new scout or leader should be able to observe you and know what scouting is all about.

PUNCTUALITY

Punctuality is also very important. You, the staff member, must be early – not merely on time. If scouts are expecting instruction to begin on the hour, that is when check-in should begin – not when the staff member comes walking down the path.

CAMP TRADITIONS

Traditions are vital to most camps. They are what make a camp unique. Camp lore is often something around which to build program elements.

Some "traditions" however are negative and should be eliminated. Any custom that makes even one scout uncomfortable has no place at camp -- initiations, hazing, even some ghost stories probably fall into this category.

CLIQUEES

We've all been exposed to cliques -- a group of people who "hang" together and don't really include

others, don't make others feel welcome. Maybe at school or in the neighborhood you've noticed this or even been a part of a clique.

There is no place for cliques at scout camp. Returning staff members should do everything they can to help younger staff and to include them in their activities.

Cliques often form around program areas -- aquatics could be one of them. Don't allow this to happen. You are with those aquatics staff members all day during program. Make every effort to include others in your after program time.

If possible housing should not be assigned by program area -- this only makes this problem worse. You probably won't have much control over your housing assignment but you can do everything possible to get out and socialize with other program areas

ROMANTIC RELATIONSHIPS

Many camps have co-ed staffs. It is only natural that there is sometimes a romantic attraction between male and female staff members.

These relationships must not distract from your job. Displays of affection must not make others uncomfortable. Scouts and leaders should not be able to tell that two staff members have special feelings for each other. Don't become a "clique of two."

Your camp will probably have policies or guidelines which you must, obviously, follow. Your camp management will discuss these with you.

SMOKING AND TOBACCO

Your camp will have a tobacco policy. Some policies apply to all tobacco products, others only to smoking. No matter what your camp's policy you should never use tobacco products in a program area or in the presence of scouts or leaders.

PETS

Domestic pets like dogs or cats should be left at home. There are health and liability issues that come into play when outside pets are allowed into camp. Even without those problems pets are a distraction to providing a safe and meaningful program.

Don't make "pets" of critters you find in the woods either. Part of the allure of a scout camp is that scouts can observe the animals in their natural setting. Some animals simply beg to be picked up, though -- it's difficult to resist picking up a turtle crossing the path. A policy of catch-observe-and-release is appropriate in these cases.

SCOUT SIGN

The Scout sign -- two fingers in a "V" for Cub Scouts; three fingers together for Boy Scouts - is a commonly recognized signal for participants in an activity to quietly pay attention, and is therefore a handy way to convene a class or regain attention. Silently display the sign from a visible location and wait for participants to notice, as opposed to shouting "sign's up".

WORKING WITH YOUTH

This is why you are here. It is extremely important that you develop the ability to interact in a positive manner with scouts. You may already do this with members of your troop or crew but now you will be

working with scouts you don't know and you only have them for a short time.

We can provide guidelines but when all is said and done it has to work for you. Always work to improve your ability to work with the scouts.

- Don't set yourself apart. You are a staff member but you're just a staff member. You are still one of them.
- Always be "on". As soon as you leave your quarters in the morning you must be ready to fulfill your important role. You can't say "I'm not a morning person". Those scouts you encounter on the trail won't understand that you didn't sleep well or that the staff showers ran out of hot water -- they simply want and

deserve a positive experience from a chance encounter with a staff member.

- Acknowledge every scout. This is tough sometimes. You come across so many and often they are in groups. A friendly greeting is always appropriate. Always be on the lookout for the scouts who stand off to the side or hang back from the group --- they're the ones who could really benefit from a "How 'ya doin'?" or maybe a staff member noticing their cool walking stick.
- Adjust for age groups. See the following section
- Be sincere.

AGE CHARACTERISTICS OF YOUTH

SEVEN, EIGHT, NINE, AND TEN YEAR OLDS

- Usually in second through fifth grades
- Very enthusiastic, hardly ever bored
- Not self-conscious; will participate in activities easily. Enjoy dramatics, dressing up, story telling.
- Short attention spans; 1/2 hour activities are best; longer projects should be spread over several days or weeks; short sessions in garden and berry picking can be productive
- Tires quickly and can get easily discouraged
- Curious; eager to learn about new things and explore; interested in animals, though may be a little frightened
- Usually have a large number of friends; friendships generally are not long-lasting
- Beginning to form clubs and groups
- Usually away from home for the first time; still very tied to parents; insecurity may be expressed in bedwetting or thumb sucking during the first few days
- Seeks out the companionship, direction and approval of adults; will seldom take direction from peers; will do almost anything if it is with an adult; usually very helpful

- Coordination and skill development is primitive; has trouble doing fine muscle or precise tasks
- Developing self-reliance and self-confidence
- Learning through roles, observing adults; mimic the actions and roles of adults important to them
- Easily motivated through the fun approach
- Restless about bedtime; often fidgety when first lying down
- Likes repetition; often enjoy the same songs, foods, and activities
- Not time conscious; has little conception of time
- Too much excitement or activity can make them nervous or feel overwhelmed
- Tend to believe, accept statements, stories as literally true; undeveloped ability to discriminate between fact and fiction; often believe that fantasy characters are real
- Need close supervision in hygiene and personal appearance

ELEVEN, TWELVE, AND THIRTEEN YEAR OLDS

- Usually in sixth through eighth grades
- Period of great physiological development

- Very peer oriented; like their own age group; cluster in same age, same sex cliques; prefer group activities to individual ones
 - Beginning interest in opposite sex; consciousness of dress and grooming, fearful of actual interaction with opposite sex
 - Developing fine motor skills and coordination
 - Secrets and mystery are important; important to be in the "in" group
 - Curious; eager for information; beginning to develop ability to discriminate truth and misinformation; able to evaluate; beginning to think logically; can understand the importance and responsibility of being a group member
 - Beginning to be self-conscious about participating in some activities
 - Enjoy physical activities
 - Longer attention spans; can concentrate on activities for longer periods; can work on projects individually or with peers
 - Conscious of fairness and equal division of work and adult attention
 - Developing a sense of humor
 - Able to plan and make decisions individually and democratically in a group; enjoy planning and organizing activities such as pow-wows
 - Excited and enthusiastic about learning to care for themselves; enjoy cooking and other small camp activities
 - Need close supervision in hygienic and personal appearance
 - Conscious of privileges of older campers
 - Enjoy talking about themselves, homes and families
- FOURTEEN TO SIXTEEN YEAR OLDS
- Usually in ninth through eleventh grades
- Can be tremendous differences between these ages
 - Period of self-exploration - who am I? Where and how do I fit in?
 - Peer relationships and acceptance are important - may try to conform to group
 - Interested in learning about relations with opposite sex; sex education
 - Approach to opposite sex done in groups - security in numbers
 - Slow physical pace
 - Can be moody
 - Want to experience new things; need to do routine things in different ways
 - Want to be self-reliant and independent; often claim privileges but not ready for or willing to take on responsibilities
 - Able to decide upon, plan, and organize group's activities
 - Like to socialize, talk with other group members
 - Value peer evaluation over parental/counselor evaluation
 - Want to consider counselors as friends rather than parents; wanting to break away from parents
 - Self-conscious, don't want to appear as if they don't know the answer; don't want to be embarrassed
 - Able to evaluate selves/group/activities
 - Able to participate in extended projects for longer periods of time
 - Concerned with physical appearance, hair, clothes, etc.
 - Open to and interested in discussing controversial and moral issues (i.e. marriage, pregnancy, sexuality)
 - Tend to think that they can take care of themselves/know what is best for themselves

WORKING WITH LEADERS

In working with unit leaders it is important to remember that summer camp is only part of their program. They are the ones who work year-round with their scouts. Treat unit leaders with respect, much as you would a teacher or a coach. A few guidelines:

- Acknowledge unit leaders whenever you encounter them. Say "Hi" to them on the trail; ask

how they're doing; is there anything you can help them with? When a unit leader approaches you, make it a practice to "Stand, Smile, and Shake." If you are seated, Stand. Standing shows respect and helps you to establish eye contact. Smile as you make eye contact. That will demonstrate your desire to be helpful. And finally, as the adult leader comes within reach, extend your hand in the Scout handshake and introduce yourself. Welcome him

or her to the program area or ask how you may be of assistance.

- Address unit leaders by title and last name -- Mr. Jones, Mrs. Smith. If you know them well or they request that you call them by first name that is OK.
- Keep unit leaders informed. Let them know if any of their scouts are struggling with merit badges or swimming skills. Also, let them know when you catch one of their scouts doing well.
- All aquatics staff should keep their Aquatics Director updated on any problems encountered with Scouts or Leaders. The aquatics director should deal with situations involving leaders who are upset with policy or procedure.

The aquatics program can always make good use of additional personnel. The unit leader's first responsibility is to the leader's own unit, of course, but frequently a unit leader will have some spare time and will express an interest in lending assistance. Unit leaders should always be made to feel welcome in the program area even if just there to observe and encourage youth from their unit.

Some unit leaders have experience in Scouting aquatics and with a bit of review can help as skill instructors. But even without special experience a

unit leader is usually a mature and responsible resource who can be used effectively for supervision. Such participation can also be a valuable learning experience for the adult responsible for the unit's aquatics activity year-round.

Unit leaders should always be asked and encouraged to participate in nonswimmer instruction with members of their own unit. Scouting aquatics has no higher purpose than teaching basic skills to youths who are nonswimmers. By participating in summer camp instruction for nonswimmers, the unit leader will develop knowledge and teaching skills for use throughout the year. Also, nonswimmer instruction is significantly enhanced by personal contact and attention. More instructors mean more learner self-confidence and more learning.

Occasionally a youth will have a special learning problem. In these circumstances, the unit leader (who knows the youth personally and is familiar with the background of the problem) should be asked to assist the aquatics program personnel.

Unit leaders are helpful in program planning and evaluation, and their suggestions always should be solicited. They are also frequently willing to help out (either individually or by organizing a unit project) with program area improvements, equipment repair, or maintenance of facilities.

UNIT 5 -- AQUATICS PROGRAM

BSA AQUATICS CONTINUUM

Aquatics programs have been developed at every level of Scouting ... from Tiger Cubs to adults . . . for advancement, instruction, recreation and for leadership training.

Let's take a look at the overall program

AQUATICS FOUNDATIONS

Safe Swim Defense

- Required training for supervision of swimming activities.
- Provides knowledge of policies and procedures.
- Available on-line or through council-approved instructor.

Safety Afloat

- Required training for supervision of activities afloat.
- Provides knowledge of policies and procedures.
- Available on-line or through council-approved instructor.

CUB SCOUT AQUATICS

Tiger Elective Adventure: Floats and Boats

1. Identify five different types of boats.
2. Build a boat from recycled materials, and float it on the water.
3. With your den, say the SCOUT water safety chant.
4. Play the buddy game with your den.
5. Show that you can put on and fasten a life jacket the correct way.
6. Show how to safely help someone who needs assistance in the water, without having to enter the water yourself.
7. Show how to enter the water safely, blow your breath out under the water, and do a prone glide.

Wolf Elective Adventures: Spirit of the Water

1. Demonstrate how the water in your community can become polluted.
2. Explain one way that you can help conserve water in your home.
3. Explain to your den leader why swimming is good exercise.
4. Explain the safety rules that you need to follow before participating in swimming or boating.
5. Show how to do a reaching rescue.
6. Visit a local pool or public swimming area with your family or Wolf den. With qualified supervision, jump into water that is at least chest-high, and swim 25 feet or more.

Bear Elective Adventures: Salmon Run

1. Explain the safety rules that you need to follow before participating in boating.
2. Identify the equipment needed when going boating.
3. Demonstrate correct rowing or paddling form. Explain how rowing and canoeing are good exercise.
4. Explain the importance of response personnel or lifeguards in a swimming area.

5. Show how to do both a reach rescue and a throw rescue.
6. Visit a local pool or swimming area with your den or family, and go swimming.
7. Demonstrate the front crawl swim stroke to your den or family.
Name the three swimming ability groups for the Boy Scouts of America. 9. Attempt the BSA beginner swimmer classification.

Webelos/Arrow Of Light Elective Adventure: Aquanaut

Complete 1–5 and any two from 6–10.

1. State the safety precautions you need to take before doing any water activity.
2. Recognize the purpose and the three classifications of swimming ability groups in Scouting.
3. Discuss the importance of learning the skills you need to know before going boating.
4. Explain the meaning of “order of rescue” and demonstrate the reach and throw rescue techniques from land.
5. Attempt the BSA swimmer test.
6. Demonstrate the precautions you must take before attempting to dive head first into the water, and attempt a front surface dive.
7. Learn and demonstrate two of the following strokes: crawl, sidestroke, breaststroke, or trudgen.
8. Invite a member or former member of a lifeguard team, rescue squad, the U.S. Coast Guard, U.S. Navy, or other armed forces branch who has had swimming and rescue training to your den meeting. Find out what training and other experiences this person has had.
9. Demonstrate how to correctly fasten a life jacket that is the right size for you. Jump into water over your head. Show how the life jacket keeps your head above water by swimming 25 feet. Get out of the water, remove the life jacket and hang it where it will dry.
10. If you are a qualified swimmer, select a paddle of the proper size and paddle a canoe with an adult’s supervision.

BOY SCOUT AQUATICS

2nd Class Aquatics

- How to conduct a safe swim -- Safe Swim Defense
- Boy Scout Beginners Test
- Reaching and Throwing Rescues
- Can be checked off by knowledgeable adult leader
- Procedures can be found in the Scout Handbook

1st Class Aquatics

- How to conduct a safe boating activity -- Safety Afloat.
- Boy Scout Swimmers Test
- Line and Tender Rescues
- Can be checked off by knowledgeable adult leader
- Procedures can be found in the Scout Handbook

Aquatics Merit Badges

- **Swimming** merit badge is one of the most popular, second only to First Aid. Requirements include proficiency in several strokes as well as associated swimming and safety skills. Swimming merit badge polishes the skills needed for a person to be competent, and confident, in the water. A Scout must earn either Swimming, Hiking, or Cycling in order to qualify for Eagle Scout.
- **Lifesaving** merit badge provides the Scout with a progression of water rescue techniques. Rescuer safety is a major emphasis of the program. A Scout must earn either Lifesaving or Emergency Preparedness to qualify for Eagle Scout.

- **Canoeing** merit badge is designed to provide a Scout with both tandem and solo skills to safely and efficiently travel on flat water. Over 42,000 are earned yearly.
- **Whitewater** merit badge extends skills learned in Canoeing merit badge to cover Class I and Class II flowing water. The requirements may be completed using kayaks or rafts as well as canoes. Since special equipment, settings, and instruction is required, this merit badge is not available to many Scouts
- **Rowing** merit badge covers basic rowing techniques applicable to both conventional and sliding seat rowing. Although craft designed and equipped for rowing are not that common, this remains a popular merit badge, particularly at summer camps.
- **Small Boat Sailing** merit badge provides an introduction to basic sailing techniques and seamanship.
- **Motorboating** merit badge covers basic boat handling and safety. Scouts are not allowed to operate a motorboat without a counselor onboard and must adhere to state regulations which sometimes mandate additional age and skill requirements.
- **Water Sports** merit badge has evolved from Waterskiing MB to include a wakeboard option. The MB requires basic proficiency on twin skis or a wakeboard.
- **Scuba Diving** This exciting merit badge is oriented toward open water and associated safety procedures. The merit badge requires certification by an approved outside agency.
- **Kayaking** Emphasis is toward basic skills development and safety procedures. This MB can be earned in a variety of kayak types and requires basic skills.

Aquatics Awards

- Introduce specialized areas of aquatics
- Available to Boy Scouts and Venture Scouts
- Can be earned by adults as well as youth
- Tied to advancement or simply for recreation
- **Mile Swim BSA** -- This award promotes physical fitness as well as confidence. Several training and conditioning sessions culminate in a continuous mile-long swim in safe conditions.
- **Snorkeling BSA** -- This award encourages the development of basic skills using a mask, snorkel, and fins. The requirements must be completed in clear, confined water.
- **SCUBA BSA** -- In earning this award, Scouts and Scouters get an introductory scuba experience in clear, confined water conducted by a professionally trained scuba instructor.
- **Boardsailing BSA** -- This award was introduced when boardsailing first became popular and remains a basic introduction to the sport.
- **Kayaking BSA** -- Emphasizing basic kayaking and self-rescue skills this is a good introduction to the sport of kayaking.
- **Stand Up Paddleboarding BSA** -- this award introduces Scouts to the basics of stand up paddleboarding (SUP) on calm water, including skills, equipment, self-rescue, and safety precautions.

VENTURING AQUATICS

Venturing Aquatics

- The Outdoor Bronze Award and the Ranger Award have aquatic electives -- Lifesaver, Scuba and Watercraft.
- The Sports Bronze Award and the Silver Award also have aquatic elements.
- Normal Venture Crew activities could also be aquatic oriented.

Sea Scouts

- Sea Scouts is a specialized segment of the Venturing program.
- Organized to address members' boating skills and promote knowledge of our maritime heritage.
- Sea Scout "Crews" are called "Ships"

AQUATICS LEADERSHIP TRAINING

Aquatics Supervision

Swimming and Water Rescue

- Recommended training for supervision of swimming activities
- Ties Safe Swim Defense to the advanced skill training of lifeguarding
- Open to adults and older youth
- Instruction must be provided by an SWR Instructor or an Aquatics Instructor BSA.

BSA Lifeguard

- Designed to meet the training requirements of government agencies for those in professional lifeguarding situations -- such as summer camp.
- Open to adults and older youth.
- Program is closely aligned with American Red Cross

Aquatics Supervision

Paddle Craft Safety

- Recommended training for supervision of boating activities
- Can be earned in either a canoe or a kayak
- Open to adults and older youth
- Instruction must be provided by a PCS Instructor or an Aquatics Instructor BSA.

Aquatics Instructor BSA

- Aquatics Instructor, BSA is the highest level of training available for adults in BSA Aquatics. This training is required for summer camp Aquatics Directors.
- The training can only be earned at a National Camping School.
- These national training schools are offered annually in each region.

COUNCIL AQUATICS

Council Aquatics Committee

- Committee promotes aquatic activities, helps procure equipment and instructors, and provides guidance to unit leaders or council professional.
- Committee has overall responsibility for the local council's aquatic activities in Cub Scouts, Boy Scouts, Venturing and Exploring.
- Committee is made up of local volunteers and professionals and aligned with the council's committee structure.

Summer Camp Aquatics

- Primary purpose is to support the unit's year-round aquatic program.
- Can also provide aquatic opportunities not available elsewhere.
- Program varies with a camp's facility, staff and location.
- National Camp Standards require 50% of a camp's aquatic staff to be certified as lifeguards.

SUMMER CAMP AQUATICS PROGRAM

Generally speaking, the summer camp aquatics program falls into the categories of

- **advancement,**
- **instruction,**
- **recreation** and
- **leadership training.**

Depending upon factors such as level of scouting, facilities, staffing, location, or camp size, your camp may not offer all of the programs listed.

Leadership training is often made available to older youth, as well as adults. For instance, The Aquatic Supervision courses are available to scouts 16 yrs old or older.

This section of this guide will attempt to describe the various programs. Procedures for helping you implement the program are covered in Unit 6 – Procedures.

ADVANCEMENT PROGRAM

CUB SCOUT ADVANCEMENT PROGRAM

Tiger Cub, Wolf and Bear Elective

District or Council Day Camps are a good opportunity for Tigers, Wolves and Bears to earn part or all of the electives for that rank.

Webelos (Aquanaut)

When Cub Scouts become fourth- graders or 10 years old, they join a Webelos den in their pack. Working toward the completion of requirements for the Aquanaut elective is a good activity for Webelos day camp or resident camp.

BOY SCOUT ADVANCEMENT PROGRAM

2nd and 1st Class Rank Requirements

Every BSA camp aquatics program should include an opportunity for completion of these advancement requirements. Ideally, the unit leader will give the tests.

The summer camp personnel should encourage unit leadership to include swimming advancement in their unit program at camp.

Merit Badge Program

All merit badges are earned by Scouts working with a council approved counselor registered with the BSA.

Requirements and performance standards are provided by pamphlets for each merit badge. Counselors and instructors are expected to present and evaluate the skills as specified in those pamphlets.

Since special equipment is required for some of the aquatics merit badges, many of them are earned when the troop attends a weeklong summer camp with trained counselors on site. However, all may be earned year round with a Scout and a buddy working with a counselor.

INSTRUCTION PROGRAM

CUB SCOUT INSTRUCTION PROGRAM

Non-Swimmer Instruction

The BSA does not currently have an organized learn-to-swim program. Non-swimmer instruction, however, is still a vital part of a scout's aquatics progress.

Cub Scouts generally spend fewer days in camp; therefore, the number of swimming sessions is also fewer. For many Cubs this may be their only structured swimming time for the year. Every effort should be made to familiarize the Cubs with the progression of skills they will need to follow on their way to becoming a swimmer.

These skills are explained in detail in *Aquatic Supervision*.

Beginner Instruction

Beginner instruction for Cubs centers on the development of skills required for the Aquanaut Elective, specifically requirement #5 of attempting the BSA swimmers test and requirement #7 of demonstrating two swimming strokes.

Since Cubs attention spans are shorter than older boys the instructor could break up instruction with other activities such as reaching rescues, life jacket use or surface dives.

Swimmer Instruction

Fewer Cub Scouts will be ready for advanced instruction in swimming than Boy Scouts; however, provision should be made for those who are ready.

Cubs who have passed the Beginners test should work toward those skills used in passing the Swimmers test.

Boat Handling Instruction

Rowing instruction should cover how to row, backwater, stop, turn, change places within the boat, and what to do if the boat capsizes. Before entering the boat, instruction should be given on proper use of life jackets. Staff members should check the life jackets the Cubs wear before allowing them into the boats

All boating activities for cub scouts must be done on flat, still water.

BOY SCOUT INSTRUCTION PROGRAM

Non-Swimmer Instruction

The importance of an effective non-swimmer program is emphasized in Boy Scout camps since rank advancement is tied to the ability to pass the beginners test.

Convenient non-swimmer instructional sessions should be scheduled daily.

While the same progression of skills listed for Cubs applies to Boy Scouts, the instructor should keep in mind that these boys have gone 5 or more additional years without learning to swim. The reason for this could be as simple as lack of opportunity; however, there could be additional underlying causes.

Adult leaders should be encouraged to accompany their scouts to non-swimmer instruction. This not only helps with the camp instruction but also allows the leader to develop strategies that he/she can use throughout the year.

Beginner Instruction

Beginner instruction in Boy Scout camps should focus on those aquatic skills necessary for advancement -- increasing distance for the swimmers test, back stroke, floating, and elementary rescues.

Often 2nd and 1st Class advancement is encouraged by providing camp programs aimed specifically at those scouts – Trail to Eagle or EagleQuest programs, for example. Aquatics staff members should be actively involved in and supportive of those programs.

Swimmer Instruction

In a Boy Scout camp, a scout who has passed the swimmers test will usually enroll in an aquatics merit badge rather than request additional swimming instruction.

This doesn't mean that the occasional scout or unit won't request swimming instruction separate from merit badge instruction. If possible these requests should be honored.

Boat Handling Instruction

Boat handling demonstrations are a good idea for any camp where open boating is offered. Some topics that should be covered include:

- Use of life jackets

- Selection of equipment
- Launching and Landing
- Getting under way
- Basic maneuvers -- turning, stopping, backing up, moving sideways
- Emergency Procedures

These topics should be covered for each type of craft in camp. This can be done as a single session or in multiple short demos.

Troop Swim

Every unit should be encouraged to schedule a troop swim -- the troop conducts a swimming activity using its own adult leadership and response personnel. This is usually done separate from the regular program -- either at non-program times or, possibly in a remote location.

Unit leaders should have been trained in Safe Swim Defense. Staff instruction should be made available to units conducting troop swims.

RECREATION PROGRAM

CUB SCOUT RECREATION PROGRAM

Theme Camp Activities

- Cub Scout resident camp programs are based on annual themes, such as Sea Adventures, Athlete, Folklore, The World Around Us, etc, that follow a minimum four year cycle. Aquatics program activities should support that year's theme.
- Participation in a "tournament" can be the culmination of a week of activities in which Cub Scouts and Webelos Scouts in each ability group have learned new swimming skills and strokes and the importance of Safe Swim Defense. In planning a tournament, make time

for Cub Scouts and Webelos Scouts to demonstrate reaching and throwing rescues or to participate in a capsized - boat demonstration.

- Many day camps award beads, feathers, "gold" nuggets, or other incentives for daily activities. These can be used to reward the learning of new skills and participation in safety demonstrations. Everyone can demonstrate reaching and throwing rescues. Non-swimmers can earn a bead for a jellyfish float or a prone glide; beginners can receive the same bead by demonstrating a flutter kick or a back float; and swimmers can earn the bead by demonstrating a surface dive or a swimming stroke.

Open Swim

Open swims for Cub Scouts often involve a large percentage of non-swimmers. Care must be taken to maintain guard ratios.

Cubs also involve a large number of adults -- leaders and parents. These adults can be used effectively to help monitor areas or control traffic.

These adults can also be used to help with the check-in of their Cubs and to reinforce the buddy system.

Open Boating

Open boating for Cubs, if program permits, is more structured than for Boy Scouts. The high percentage of non-swimmers means that the craft they are allowed into is limited -- mainly to rowboats.

Some camps have extended the number of craft available to Cubs by securing two canoes side by side into a type of catamaran. By using a couple of 10-ft spars (2 x 4's work well) across the fore and aft thwarts the two canoes are far enough apart to make the craft very stable.

All boating activities for cub scouts must be done on flat, still water.

BOY SCOUT RECREATION PROGRAM

Open Swim

Every Scout should be encouraged to take some time to just "go swimmin' ". Boy Scouts often work so hard on advancement that this fun swim is overlooked.

Schedule open swim times whenever the swimming facility is not tied up with instruction, especially during the heat of the day.

If multiple activities are scheduled at the same time -- open swim and Swimming merit badge

instruction, for example -- extra care must be taken to ensure proper check-in and buddy check procedures.

Open Boating

Just like for open swim Scouts should be encouraged to participate in open boating. If staffing allows, the boating area should be open all the time during program hours, either for instruction or for open boating.

The goal of the aquatics staff should be to have all boats on the water during open boating.

Aquatic Awards

The following aquatic awards should be scheduled if staffing and facility allow. These are good ways to attract older campers to the waterfront.

Even though there is instruction involved, these are listed in the *Recreation* section of this guide because they are introductory to recreational skills.

- Mile Swim -- this requires about 1 hour per day for 5 days. Additionally, there are discussion requirements. Be sure to emphasize the physical fitness and training aspects.
- Kayaking BSA -- if your camp has kayaks available this award is a popular program activity. This is a good introduction to the sport of kayaking.
- Snorkeling BSA-- this award must be conducted in clear, confined water -- preferably a swimming pool.
- Boardsailing BSA -- the sport of boardsailing is more prevalent in some areas of the country than others; however, any camp that has open water with steady wind can offer Boardsailing BSA.

- Scuba BSA -- instruction for this award must be conducted by an instructor from an outside agency – PADI, NAUI, SSI, or other RSTC member organizations. See *Aquatic Supervision* or *A Guide to Safe Scouting for Scuba* Policy and Scuba BSA guidelines.
- Stand Up Paddleboarding -- this award introduces Scouts to the basics of stand up paddleboarding (SUP) on calm water, including skills, equipment, self rescue, and safety precautions. This award also encourages Scouts to develop paddling skills that promote fitness and safe aquatics recreation.

SPECIAL EVENTS AND ACTIVITIES

Water Carnivals

Camp-wide events are very popular program elements. Water Carnivals provide friendly competition between units or other camp groups.

Care must be taken to provide events appropriate for non-swimmers as well as the better swimmers.

The aquatic staff must ensure that check-in and surveillance procedures are maintained throughout the carnival. The atmosphere of a water carnival is such that Scouts often are more concerned with the fun and competition than with remembering safety procedures. The aquatics staff must be vigilant to ensure a safe event.

Special Aquatics Facilities and Equipment

Some camps have developed non-traditional facilities for aquatic recreation such as water slides, rope swings or blobs.

These activities are allowed but care must be taken to ensure safety. Follow all manufacturers' safety recommendations, and all provisions of Safe Swim Defense. Also consider BSA policies related to elevated entry.

Your council's aquatics committee will check these procedures and work with camp management and your director to establish safe

VENTURE / OLDER SCOUT RECREATION PROGRAM

Local Council Aquatics Camps

For a live-wire program for youth members interested in aquatics, try a weeklong aquatics camp in your own council. In addition to developing individual skills for participants, it will provide a backlog of trained assistants for aquatics program staffing in summer camps. Every unit with an aquatics-trained leader will benefit.

The aquatics camp program provides instruction in swimming, lifesaving, rowing, canoeing, and water specialties (waterskiing, sailing, motorboating, and snorkeling). Participants can qualify for the BSA Lifeguard certification in addition to merit badges and special aquatics awards such as Mile Swim, BSA; Boardsailing, BSA; Snorkeling, BSA; Kayaking BSA; and Scuba BSA.

These aquatics training programs are usually conducted in a one-week camping period. Leadership and instruction are given by BSA Aquatics Instructor personnel. The maximum student to instructor ratio is 10 to 1

Many councils award a distinctive certificate to those participating in the program. Some have designed their own aquatics camp emblem to be worn on the participant's swim trunks.

HIGH ADVENTURE AQUATICS

Outpost Canoe Camping

A good older-scout program is that of canoe outpost camping. Camps that have access to a remote site could develop a good outpost canoe program. It could be a staffed site with program elements available or, perhaps, simply a destination for unit leaders to take their troop or crew overnight or the entire week.

50 Miler Award

Camps that have facilities could offer this award as an older scout program. It can be done on foot, on bicycles, on horseback or afloat. If the 50-miler is done afloat, usually in canoes or kayaks, it is an aquatics activity.

“The primary objective of this program is to stimulate Boy Scout, Varsity Scout, and Venturer interest in the ideals of the movement and to promote activity that will result in personal fitness,

self-reliance, knowledge of wood lore, and a practical understanding of conservation.

Chartered unit participation is most desirable; however, provisional groups are eligible.”

<http://www.uscouts.org>

One specific requirement of the 50 miler award is that adult leaders, over 21, must make the entire trip.

AQUATICS LEADERSHIP TRAINING

Adult leaders and older scouts provide the aquatic leadership to the units. An important program offering of all camps is that of Aquatic Leadership training.

SAFE SWIM DEFENSE / SAFETY AFLOAT COMMITMENT TRAINING

Safe Swim Defense and Safety Afloat training can be received online at www.scouting.org or could be offered as a part of the camp’s adult leader training.

Safe Swim Defense and Safety Afloat provide the adult leader with the policies and procedures that are required for safe unit aquatic activities. There are no skill requirements for Safe Swim Defense or Safety Afloat training.

AQUATIC SUPERVISION TRAINING

“A simple introduction to rules and procedures should allow a conscientious leader to assess his/her readiness to conduct a unit aquatics activity. However, the policies suggest or mandate various skills which cannot be learned in a lecture or online. To fill that gap, there are two hands-on courses that provide the unit leader with basic skills. **Aquatics Supervision: Swimming & Water Rescue** and **Aquatics Supervision: Paddle Craft Safety**“

Aquatics Supervision, 2008

For both courses, a council-approved instructor must directly supervise all training. Each course takes approximately eight hours and is valid for three years.

Swimming and Water Rescue

“Training for *BSA Aquatics Supervision: Swimming & Water Rescue* provides BSA leaders with information and skills to prevent, recognize, and respond to swimming emergencies during unit swimming activities. It expands the awareness instruction provided by *Safe Swim Defense* training. “

While *Aquatics Supervision: Swimming and Water Rescue* is an adult training program it is also open to older youth who might eventually assist in the supervision of swimming activities.

Paddle Craft Safety

BSA Aquatics Supervision: Paddle Craft Safety expands Safety Afloat training to include the skills, as well as the knowledge, needed for a unit leader to confidently supervise canoeing or kayaking excursions on flat water.

Paddle Craft Safety is also open to older youth as well as adult leaders.

LIFEGUARD BSA

The purpose of Lifeguard BSA is primarily to train scouts and scouters for professional lifeguard situations such as summer camp staff. Add to this the fact that the BSA LG course takes about 30 hours and it becomes very difficult to offer it in a week of summer camp.

If BSA Lifeguard is offered as a program element in summer camp, note that all requirements must be met within a 120 day period. Unlike Merit Badge requirements, BSA LG requirements do expire unless completed within the time frame.

Your director or council leadership have access to the BSA Lifeguard Instructors guide for further information.

AQUATICS INSTRUCTOR BSA

Aquatics Instructor BSA is only offered in conjunction with a National Camping School. Your Aquatics Director is required to receive this or equivalent training as part of his/her job requirements.

National Camping School is also available to anyone over the age of 18 for those wanting advanced aquatic training. Some camps send older aquatics staff members for this training.

UNIT 6 -- AQUATICS PROCEDURES

RULES AND PROCEDURES

The objective behind all aquatics rules and procedures has three parts:

- to assure that the best possible program is...
- delivered in a safe Scouting environment that
- encourages the youth members and their units to participate in aquatics activity.

Before proceeding we should consider and fully appreciate the nature of the responsibility and where it rests.

For purposes of illustration, consider the rules and procedures pertaining to entry and exit from swimming areas at a summer camp waterfront or swimming pool.

Responsibility for operation of the check-in and checkout procedures rests with the aquatics program staff. If the gate and "in" board are properly managed, no camper will pass in or out of the area without a tag and a buddy.

It would be irresponsible to rely on Scouts -- many of whom are no more than 11 years old, first-time campers, and wholly unaccustomed to using a buddy tag -- to make the mechanics of the buddy system work.

The first point of the Safe Swim Defense, qualified supervision, recognizes that children who are

having fun with friends in the water are not likely to be fully competent to protect their own health and safety.

We are serving the youth. We do not expect the youth to do our job. Certainly we do not initiate punitive measures. Doing so may discourage enthusiasm for aquatics, camping, and Scouting.

Most of the rules and procedures that apply to Scouting aquatics are determined at the national level and will be uniform across the country, but a significant amount of policy will arise from the way in which the individual program is planned and conducted.

This local policy is necessary because of those concerns and circumstances that vary with each camp, but determination of this policy should be considered carefully in terms of the general policy objective.

Your Aquatic Director will work with Camp Management and Council Leadership to establish the rules and procedures for the local camp program.

Remember that rules and procedures are to serve the program, not the convenience of the staff.

REGULATORY HIERARCHY

There are three levels at which rules and procedures are established in the Aquatics area:

1. Laws and Ordinances -- this is usually established at the state level, often through the Health Department. Occasionally, a local ordinance will be in effect that is not covered by state law.

2. BSA National Policies -- The most obvious of these policies are Safe Swim Defense and Safety Afloat. Occasionally there are BSA policies that apply to specific activities -- SCUBA for instance. Your Aquatics Director will cover the BSA Policies with you.

3. Local Camp or Council Policies -- Each camp, being a unique facility, will have some policies and procedures that are in effect to make that particular facility operate more efficiently or for an added measure of safety. These local policies or rules should be written but are sometimes passed on verbally. If possible, specific rules for a given

facility should be posted so that all participants can review them.

In cases where policies overlap, for instance BSA Policy and state law might cover the same topic. In these cases, go with the more stringent policy. This is a camp management / aquatic director decision.

RISK MANAGEMENT

The following section is taken from Lifeguarding, 3rd ed.; American Red Cross, StayWell Publishing, 2007.

While the legal concepts discussed here apply specifically to lifeguards they also pertain to other aquatic staff situations. You should discuss these concepts with your Aquatic Director.

“DUTY TO ACT

While on the job, a lifeguard has a legal responsibility to act in an emergency

STANDARD OF CARE

Lifeguards are expected to meet a minimum standard of care, which may be established in part by their training program and in part by state or local authorities. This standard requires lifeguards to –

- Communicate proper information and warnings to help prevent injuries,
- Recognize a victim in need of care
- Attempt to rescue a victim needing assistance,
- Provide emergency care according to their level of training

NEGLIGENCE

If a lifeguard fails to follow the standard of care or fails to act, which results in someone being injured or causes further harm to the victim, the lifeguard may be considered negligent.

Negligence includes –

- Failing to provide care
- Providing care beyond the scope of practice or level of training
- Providing inappropriate care
- Failing to control or stop any behaviors that could result in further harm or injury”

Other legal considerations which are also discussed in lifeguard training include:

ABANDONMENT

Once you begin a rescue or care of a victim you must continue that care until someone with equal or greater training takes over.

CONFIDENTIALITY

It is often necessary for aquatics staff members to have health information about scouts which might affect their well-being at the waterfront. This information must be kept in strict confidence and only shared with those who need to know.

DOCUMENTATION

Accidents and incidents involving the health and safety of scouts must be documented. Camp management will have instructions for you should this become necessary.

Bear in mind that questions about an incident might not arise until weeks or even months after the fact. It is always good practice to make notes that include scouts name, unit number, date and time

of incident, witnesses, care given, events that led up to the incident, follow-up care and who took over from you. Keep a copy of these notes.

Always inform your director and/or health officer of any first aid or rescue given, no matter how simple it seems at the time. Even the application of a band-aid needs to be entered in the camp's first aid log.

CONFLICT RESOLUTION

Conflict Is Inevitable

In summer camp, as in all other human situations, conflict is inevitable. We try to avoid it but, sooner or later, conflict will occur. Perhaps the conflict will be between scouts, staff members or even adult leaders. You should discuss with your director the ways you could handle the conflicts which occur.

An aquatic staff member's normal duties include teaching, active surveillance, rule enforcement, and emergency response.

During all of these activities you will be interacting with scouts, leaders and other staff members.

During this interaction you will inform, educate, provide correction, give advice, offer assistance, and, yes, resolve conflicts.

It is important that you do not cause or aggravate the conflict by your actions as a staff member

When you give instructions keep them simple and to-the-point. Check to be sure that your instructions are understood.

If necessary, explain the reason behind the instructions. "Because I said so.." or "That's just the way it is.." don't go very far when a scout truly doesn't understand why he is being asked to do something a certain way.

Always avoid causing conflict with unclear instructions or unprofessional demeanor.

Correcting Behavior

When it becomes necessary for you to correct the behavior of a scout be polite and positive. Explain

the reason for your concern. If possible offer alternatives.

Body Language

Your body language should convey an attitude of friendliness to all scouts and scouters. While there should be no doubt that you will follow all rules and procedures scouts should not be reluctant to approach you with questions or concerns.

- Smile -- this can't be emphasized enough.
- Eye Contact (Sunglasses) -- Get in the habit of removing sunglasses, if possible, when talking to small groups or individuals.
- Don't jab finger or move into personal space -
- This can make the situation worse.
- Don't stand over a child -- This can be intimidating to a small scout or especially to Cubs.
- Kneel or sit to get at eye level --

When Conflicts Arise With Scouts Or Between Scouts .

- Keep your voice and demeanor calm
- Ask the scout to explain the situation
- Show that you understand by paraphrasing or restating what he said
- Offer any apparent solution
- Suggest cooling off period . . . Then further discussion.

- Use the scout's adult leader if he or she is available

Rather than acting on impulse, you should first clarify the likely cause of the conflict and determine an appropriate response. Useful mnemonics to guide yourself through that evaluation include:

F.I.N.D SOURCE: AMERICAN RED CROSS

- Figure Out the Situation
- Identify Solutions
- Name Pro's and Con's of Each Solution
- Decide Which Solution to Implement

P.A.C.A SOURCE: YMCA

- What's the Problem?
- What are the Alternatives?
- What are the Consequences?
- What's the Action?

Most scouts are well-behaved and respectful of authority

Have A Plan For Breaches Of Discipline

- Know what you will do if Scouts don't follow procedures
- Know how to avoid conflict and how to respond when it occurs
- Be Fair and Consistent

Levels Of Intervention

- Scouts
- Aquatic Staff
- Aquatic Director
- Unit Leaders
- Camp Management

E.A.P.'S

- Have an emergency action plan for extreme breaches of discipline or violations of procedure
- Safety must not be compromised
- De-escalate the situation to the point where it is "merely" a conflict

NATIONAL CAMP STANDARDS

"The BSA's national camp standards are established to do the following:

- Ensure that each camper and leader has a fun, high-quality program consistent with the BSA brand.
- Ensure the health, safety, and well-being of every camper, leader, visitor, and staff member while participating in a BSA accredited camp.

The local council is responsible for maintaining the BSA's national camp standards. The national camp standards are the foundation of the National Camp Accreditation Program, which assesses council and camp conformance with the requirements set forth in the national camp

standards. The national camp standards consist of *standards*, which are mandatory when applicable, and *recommended practices*, which represent best practices recommended for all camps. All camps that are operated by a Boy Scouts of America council are required to meet the standards that fit the type of camp being operated"

<http://www.scouting.org/ncap.aspx>

Your Aquatic Director along with Camp Management and Council Leadership will review the current standards to ensure compliance. You may not even be aware that this is taking place. At some point during the season a visitation team will review these standards with your camp management team.

SAFE SWIM DEFENSE

The following is a summary of Safe Swim Defense. The complete text can be found in ***Aquatic Supervision*** or in ***A Guide to Safe Scouting***. Your director will discuss how each point of Safe Swim Defense applies to your camp.

1. Qualified Supervision.

All swimming activity must be supervised by a mature and conscientious adult 21 or older who understands and knowingly accepts responsibility for the well-being and safety of those in his or her care, and who is trained in and committed to the eight points of BSA Safe Swim Defense.

2. Personal Health Review.

A complete health history is required of all participants as evidence of fitness for swimming activities.

3. Safe Area.

All swimming areas must be carefully inspected and prepared for safety prior to each activity. Water depth, quality, temperature, movement, and clarity are important considerations. Hazards must be eliminated or isolated by conspicuous markings and discussed with participants.

4. Response Personnel (lifeguards).

Every swimming activity must be closely and continuously monitored by a trained rescue team on the alert for and ready to respond during emergencies.

5. Lookout.

The lookout continuously monitors the conduct of the swim, identifies any departures from Safe Swim Defense, alerts response personnel as needed, and monitors the weather and environment.

6. Ability Groups.

All participants are designated as swimmers, beginners, or nonswimmers based on swimming ability confirmed by standardized BSA swim classification tests. Each group is assigned a specific swimming area with depths consistent with those abilities.

7. Buddy System.

Every participant is paired with another. Buddies stay together, monitor each other, and alert the safety team if either needs assistance or is missing.

8. Discipline.

Rules are effective only when followed. All participants should know, understand, and respect the rules and procedures for safe swimming provided by Safe Swim Defense guidelines. Applicable rules should be discussed prior to the outing and reviewed for all participants at the water's edge just before the swimming activity begins.

CUB SCOUT ADJUSTMENTS TO SAFE SWIM DEFENSE

Safe Swim Defense and Safety Afloat are used for all Cub Scout and Webelos Scout aquatics activities. Cub Scout leaders receive the same Safe Swim Defense training that Boy Scout leaders receive.

Safe Swim Defense guidelines (including the tests for swimmers and beginners) are the same for Cub

Scouts and Webelos Scouts as they are for Boy Scouts.

Some Cub Scout activities involve parents as well as youth, and time scheduled at the aquatics area may be limited. Parents, including those acting as camp coordinators, may be accustomed to using the entire area of a public pool without restriction,

and may question the need for swim tests and ability groups. That may present opportunities for conflict resolution, education, and creativity. **Safe Swim Defense must be followed.** Safe Swim Defense, however, only mandates a swim test for deep water. If there is sufficient space in shallow water, everyone may enjoy splashing around without a swim test, with no need to emphasize that everyone is technically a nonswimmer. Advance notice of swimming procedures in camp promotional material will help pre-empt problems. Parent and youth make logical buddy pairs.

If the swimming area in a lake or pool in a camp built for Boy Scout long-term camping is being adapted for use by Cub Scouts and Webelos Scouts, careful attention should be given to the following concerns.

1. The depth of water in the nonswimmers' and beginners' areas must not be too deep for the Cub

Scouts and Webelos Scouts. Under Safe Swim Defense guidelines, the beginners' area varies "from shallow water to just over the head." This may not be the same for 7- to 10-year-old Cub Scouts and Webelos Scouts as it is for older Scouts.

2. Buddy boards may need to be lowered so that the shortest swimmer can reach the hooks. Towel racks, shower pulls, and anything the swimmers will need to use should be within reach of the smallest camper.

3. Changing areas for female leaders need to be convenient to the waterfront. This is also true for Boy Scout camps as many troops have female leaders.

4. If masks, fins, and snorkels are provided by the camp, be sure the proper sizes are available for Cub Scouts and Webelos Scouts.

SAFETY AFLOAT

The following is a summary of Safety Afloat. The complete text can be found in ***Aquatic Supervision*** or in ***A Guide to Safe Scouting***. Your director will discuss how each point of Safety Afloat applies to your camp.

1. Qualified Supervision.

All activity afloat must be supervised by a mature and conscientious adult 21 or older who understands and knowingly accepts responsibility for the well-being and safety of those in his or her care, and who is trained in and committed to compliance with the nine points of BSA Safety Afloat.

2. Personal Health Review.

A complete health history is required of all participants as evidence of fitness for boating activities.

3. Swimming Ability.

Operation of any boat on a float trip is limited to youth and adults who have completed the standard BSA swimmer classification test. (Beginners and nonswimmers may participate in activities afloat

only with the approval of the qualified supervisor in compliance with the complete text of Safety Afloat.)

4. Personal Flotation Equipment.

Properly fitted U.S. Coast Guard– approved life jackets must be worn by all persons engaged in boating activity. Type III life jackets are recommended for general recreational use.

5. Buddy System.

All participants are paired as buddies who are always aware of each other's situation and prepared to sound an alarm and lend assistance immediately when needed. Buddies either ride in the same boat or stay near one another in single-person craft.

6. Skill Proficiency.

Everyone in an activity afloat must have sufficient knowledge and skill to participate safely. (Skills appropriate for different situations are summarized in the complete text of Safety Afloat.)

7. Planning.

Proper planning is necessary to ensure a safe, enjoyable exercise afloat. All plans should include a scheduled itinerary, notification of appropriate parties, communication arrangements, contingencies in case of foul weather or equipment failure, and emergency response options.

8. Equipment.

All craft must be suitable for the activity, be seaworthy, and float if capsized. All craft and equipment must meet regulatory standards, be

properly sized, and be in good repair. Spares, repair materials, and emergency gear must be carried as appropriate.

9. Discipline.

All participants should know, understand, and respect the rules and procedures for safe boating activities provided by Safety Afloat guidelines. Applicable rules should be discussed prior to the outing and reviewed for all participants near the boarding area just before the activity afloat begins.

CUB SCOUT ADJUSTMENTS TO SAFETY AFLOAT

Unlike Safe Swim Defense, there are important modifications of the Safety Afloat program for Cub Scouts and Webelos Scouts. (Read carefully the paragraphs "For Cub Scouts" under Qualified Supervision, Skill Proficiency, and Planning in all current printings of the Safety Afloat guidelines.)

In addition to meeting the safety standards in Safety Afloat, those planning and supervising Cub Scout and Webelos Scout boating programs should be sure that the equipment is appropriate for younger children.

1. Lifejackets must be properly fitted. While most Boy Scouts can be fitted with adult-sized lifejackets, Cub Scouts will require youth-sized lifejackets.

2. Canoe paddles should be shorter in length than those commonly found in Boy Scout camps.

Care should be taken that Cub Scouts are not expected to lift and carry heavy equipment that older Scouts are able to handle.

Cub Scout and Webelos Scout boating activities must be planned carefully. Be sure to have sufficient adult supervision. The ratio of adults to Cub Scouts and Webelos Scouts for all boating activities is one adult to five boys.

Canoeing, rowing, and rafting for Cub Scouts are restricted not only to council/ district events but to flatwater ponds or controlled lake areas free of powerboats and sailboats. This may necessitate special scheduling constraints when the activity is on a public lake or a lake shared with a Boy Scout aquatics program that includes sailing or motorboating.

AQUATICS SAFETY

GUARD THE INSTRUCTOR

Possibly the most neglected area of aquatics protection in summer camp involves the aquatics program staff while they are pursuing their program duties and responsibilities. The following procedures are strongly recommended.

A primary concern of the aquatics program director is the safety of staff personnel. At all times the aquatics director should be consciously alert to the precise location and activity of each staff member.

At the instant the director leaves the area or assumes the role of instructor, or otherwise engages in specific or confining program activity, this function must be assigned to someone acting on the director's behalf

Whenever an instructor is to perform a demonstration or other procedure in the water, the instructor must be accompanied by an assistant serving as "buddy."

Both the assistant and the instructor should be thoroughly familiar with the procedure to be demonstrated, so that the buddy will immediately

notice even the slightest deviation from the procedure.

A student in the class can serve as the assistant for this purpose if the role of buddy and the procedure have been thoroughly explained to the student. All such demonstrations should take place in designated areas regularly used for, and known to be well-suited to, this particular use.

An additional layer of safety is provided by the "lookout."

All persons engaged in recreational activities will adhere to the Safe Swim Defense and Safety Afloat procedures in all respects.

GENERAL OPERATING PROCEDURES

CHECK-IN PROCEDURES

For all aquatic activities in summer camp a check-in system must be developed. For temporary day camps with few campers this system could be rather simple -- popsicle sticks with the scout's name, even an adult leader with a check-in sheet.

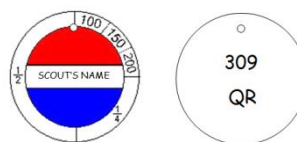
Whatever system is used it must be clear which scouts are checked in and which area they are check in to.

Most camps use the system of buddy tags placed on a board which has hooks arranged into groups that correspond to the swimming areas or the boating craft. This is the recommended system.

THE BUDDY TAG

Buddy tags must be filled out with the Scout's name on the front and colored to reflect the Scout's swimming ability (all white, red, or red/blue).

On the back the Scout's troop number and campsite must be listed. This information becomes vital when a tag is left on a buddy board after an activity or when a tag is found blown off the buddy board.



The information on the tag must be legible. In an aquatic environment it sometimes becomes difficult to even get the pen to write, let alone make it readable. Also, weathering and repeated use during the week make tags even more difficult to read. Tags that are illegible must be replaced.

LOST BUDDY TAGS

A common problem on any waterfront is that of lost buddy tags. Scouts misplace them, the wind blows them, and sometimes they just seem to vaporize. Replacement of a lost tag involves two steps.

- Confirmation of health check, and
- Confirmation of swimming ability

If the aquatics staff maintains a troop roster for these items on day one it is usually a simple matter to check the roster and simply issue a new tag.

Unit records may suffice for health history and maybe even swimming classification but the unit

leader would need to be present to confirm those records.

Merit badge records could also be used for these checks after the first MB session.

The camp must develop a system of quickly confirming both health history and swimming classification so that time spent replacing lost tags doesn't keep a scout on the sidelines unnecessarily.

GATE OPERATION

Both the swimming area and the boating area will have a gate of some kind. The efficient and controlled flow of scouts through these gates is very important. These gates should be a visual, if not a physical barrier -- as simple as a rope spanning across the entrance or as complex as a gate with a latch.

The gate should be manned at all times that the area is open. If possible this should be a dedicated assignment rather than doubling up with another assignment. This person's attention should be on the check-in / check-out procedure at all times.

The gatekeeper should consider the following:

- Ask groups that are waiting to congregate away from the gate. This applies to groups that are checking out as well as those checking in. Excited scouts in large groups tend to confuse the situation and often cause mistakes to be made especially by inexperienced scouts.
- Allow only one buddy group at a time to approach the board. Ask them to hold their tag up as they approach the board and as they leave. This simply provides the gate person with a visual confirmation.
- Allow each scout (or leader) to handle only his own tag. Note that Cub leaders sometimes keep the tags for their den or pack with them and hand them out immediately before the

Cubs enter the area. This is OK but it is important that the Cub check in himself.

- The gatekeeper must be patient as scouts learn how to hang tags on a cup hook that is pointing down. The instructions of "Start it backward, flip it up and over" will be made over and over. An early explanation of why the hooks point down -- so the wind is less likely to blow them off the board -- might clarify this to the scouts.
- If the gatekeeper is distracted, perhaps by a leader asking a question, he/she should stop traffic through the gate until done. This can be done discreetly but it is important that the gatekeeper's undivided attention be given to the gate.
- At the end of a swimming or boating session all guards and supervisors should remain on duty in the area until the board is clear. When all scout and leader tags are off the board the gate keeper should call "Board clear!".

CHECK-IN SWIMMING

As swimmers approach the gate, either for open swimming or for instruction, they should already be in buddy groups. They should also know which area -- nonswimmers, beginners or swimmers -- they wish to check into.

The gatekeeper should show them where to place their tags, observe that they do so correctly and allow them into the area.

CHECK-IN BOATING

Check in for boating is essentially the same as for swimming. Often on the check-in board there will be outlines of canoes or rowboats with hooks representing the maximum number of occupants allowed.

Scouts should check into the specific craft. If they change boats during the boating period they should come to the board and change their tags.

THE "ODD" SCOUT

Unlike the animals on the ark, scouts do not always come in two's -- they sometimes arrive in three's. How to accommodate these "odd" scouts is a very common situation facing aquatics staff members.

Two things that must NEVER be done in this situation are:

1. DO NOT allow him to swim or boat alone.
2. DO NOT send him away or make him wait or feel uncomfortable because he happened to arrive in an odd-numbered group.

Your aquatics director will determine how your camp will handle the "odd scout" situation. Possible solutions include:

1. Pair him with a free staff member. This isn't always possible but some staffing situations might allow it.
2. Pair him with an adult leader volunteer. Adult leaders often come to the waterfront to observe and most would be willing to help out as a buddy.
2. If it is an instructional situation, pair him with an instructor or an assistant. This is usually an easy fix.
3. Pair him with a guard. This sometimes creates problems because the guard can't actually swim with the scout and is unnecessarily distracted by having to keep an extra eye on his buddy.
4. Allow him to swim as part of a "triple". This is often the simplest solution. If triples are allowed, care must be taken to keep them to a minimum and that they check in without stacking tags.

BUDDY CHECKS

Periodically, especially during swimming activities, buddy checks must be performed. These checks reinforce the concept of the buddy system to the

scouts and confirm to the staff that all those checked into the area are accounted for.

The frequency of buddy checks is about 10 minutes or as the supervisor deems necessary. If only a few scouts are swimming and it is easy to visually confirm the count then it might only be necessary a couple of times per swim period. If there are a lot of swimmers then the supervisor might call for more frequent checks.

At the signal for the buddy check, usually a horn or a whistle, scouts are given a few seconds to get with their buddy and clasp hands overhead. At this time scouts should come to a stationary point, either standing or holding onto the sides. Some directors may even want them to exit the water.

As soon as all buddy groups are stationary, guards should begin counting buddy groups in their area.

The gatekeeper calls out "Non-swimmers, how many?" and the guard for that area responds with the number of buddy groups. The gatekeeper either calls out "Check!" or "Count again, please".

If the non-swimmer count checks out the gatekeeper continues in the same manner for the Beginner and Swimmer areas. A successful buddy check should take less than a minute from start to finish

If the number of buddy groups returned by the guard is not the same as the number checked in then the guard is asked to recount. The gatekeeper should not provide the correct number. If the recount doesn't check the gatekeeper should probably go ahead and check the other areas' count but the supervisor or director should be notified. Miscounts are often simply a case of scouts swimming in an area different than they checked into.

If miscounts aren't quickly remedied then some type of emergency plan will be implemented. These plans are discussed in a later Unit of this guide.

SWIM CLASSIFICATION TESTS

Participation in most aquatic activities requires the scout or unit leader to pass a swim classification test. There is a test for **beginners** and a separate test for **swimmers**.

A scout need not take the beginners test before attempting the swimmers test. If he feels confident he may take the swimmers test at the outset. However, the test administrator needs to confirm by verbal query and visual clues that the participant is truly experienced in deep water.

Swim classification tests are to be renewed annually, preferably at the beginning of each swimming season.

SWIMMER TEST

The swimmer test demonstrates the minimum level of swimming ability required for safe deep-water swimming. The various components of the test evaluate the several different skills essential to this minimum level of swimming ability. A precise statement of the test is as follows:

Jump feetfirst into water over the head in depth, swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; then swim 25 yards using an easy, resting backstroke. The 100 yards must be completed in one swim and include at least one sharp turn. After completing the swim, rest by floating.

The test administrator must objectively evaluate the individual performance of the test and in so doing should keep in mind the purpose of each test element.

1. "Jump feetfirst into water over the head in depth, ..."

The swimmer must be able to make an abrupt entry into deep water and begin swimming without any aids. Walking in from shallow water, easing in from the edge or down a ladder, pushing off from side or bottom, and gaining forward momentum by diving do not satisfy this requirement.

2. "...swim 75 yards in a strong manner using one or more of the following strokes: sidestroke, breaststroke, trudgen, or crawl; ..."

The swimmer must be able to cover distance with a strong, confident stroke. The 75 yards must not be the outer limit of the swimmer's ability; completion of the distance should give evidence of sufficient stamina to avoid undue risks. Dog-paddling and strokes repeatedly interrupted and restarted are not sufficient; underwater swimming is not permitted. The itemized strokes are inclusive. Any strong side or breaststroke, or any strong overarm stroke (including the back crawl) are acceptable.

3. "...swim 25 yards using an easy, resting backstroke. ..."

The swimmer must indicate ability to execute a restful, free-breathing backstroke that can be used to avoid exhaustion during swimming activity. This element of the test necessarily follows the more strenuous swimming activity to show that the swimmer is in fact able to use the backstroke as a relief from exertion. The change of stroke must be accomplished in deep water without any push off or other aid. Any variation of the elementary backstroke is acceptable. An overarm back crawl may suffice, if it clearly provides opportunity for the swimmer to rest and catch his or her breath.

4. "...The 100 yards must be completed in one swim and include at least one sharp turn. ..."

The total distance is to be covered without rest stops. The sharp turn demonstrates the swimmer's ability to reverse direction in deep water without assistance or push-off from side or bottom.

5. "...After completing the swim, rest by floating."

This critically important component of the test evaluates the swimmer's ability to maintain in the water indefinitely even though exhausted or otherwise unable to continue swimming. Treading water or swimming in place will further tire the swimmer and are therefore unacceptable. The duration of the float test is not significant, except that it must be long enough for the test administrator to determine that the swimmer is in fact resting and could likely continue to do so for a prolonged period. Drownproofing may be sufficient if clearly restful, but is not preferred. If the test is completed except for the floating requirement, the swimmer may be retested on the floating only (after instruction) provided that the test administrator is confident that the swimmer can initiate the float when exhausted.

BEGINNER TEST

A precise statement of the beginner test is as follows:

Jump feetfirst into water over the head in depth, level off, and swim 25 feet on the surface, stop, turn sharply, resume swimming, then return to starting place.

The entry and turn serve the same purpose as in the swimmer test. The swimming can be done with any stroke, but no underwater swimming is permitted. The stop assures that the swimmer can regain the stroke if it is interrupted. The test demonstrates that the beginning swimmer is ready to learn deep-water skills and has the minimum

ability required for safe swimming in a confined area in which shallow water, sides, or other support are less than 25 feet from any point on the water.

ADMINISTERING SWIM TESTS

As an aquatics staff member you will be asked to administer many swim tests over the period of the summer.

Some aspects of test administration are unique to the camp, such as how many lengths of the dock equals 100 yards. These will be covered by your director. Some things common to all swim tests -- either Beginners tests or Swimmers tests -- include:

- The swimmer and the tester are a buddy pair. **All swim checks must be administered one-on-one.**
- The tester should have the swimmers buddy tag and mark it at the end of the test. If it is a single test the tester might actually color red and/or blue. If it is one of several tests the tester might mark a "B" or an "S" on the tag and send the scout to a central location on the beach for someone else to color it.
- The tester should make sure the scout understands the test. A quick review is a good idea even if someone else has already explained the test to the entire group. After you are sure the Scout understands the test say something such as "When you are ready you may jump in and begin."
- The tester should make an effort to determine the scout's confidence level. Asking something as simple as "Can you swim?" can go a long way in determining a scout's thoughts about the test. Many of the responses will be non-verbal.
- The tester should not hold things such as clipboards, water bottles, etc. during the test. Lifeguarding equipment such as a reach pole,

ring buoy or rescue tube, if not carried during the test should be readily available.

- Assists when needed should be quick and discreet. Youths should swim parallel to the pier or pool edge, and they should be within 10 to 12 feet from the edge at all times. The buddy system is working -- the youth and the test administrator are buddies.
- As with all BSA requirements do not add to or omit any of the parts of the test -- every part is important. The tester has a certain amount of discretion in the process, such as if a Scout chokes on water and grabs the side momentarily the tester could make the decision that the scout was swimming strongly at that point and allow him to continue. The tester could also determine that the Scout used the side for support and to catch his breath and ask him to repeat the test later.
- If a Scout does not pass the test, do everything possible to encourage the scout. Retakes should be made available at the earliest opportunity. The tester should use the test to recommend a type of instruction -- such as Beginner swimming instruction -- to the Scout.

Again, discuss the specific procedures for your camp with your Aquatic Director. More suggestions for administering swim test can be found in *Aquatic Supervision*.

PRE-CAMP SWIM CHECKS

Traditionally, the swim classification test is conducted at long-term summer camp, but there is no policy that restricts the camp from accepting unit swim classifications conducted prior to camp. Such an option offers the advantage of also testing those

in the unit not attending camp, helps relieve some of the first- day burden on the troop and the camp, and helps the unit with swimming requirements for rank advancement.

A local council has various options for deciding what swim classification procedures are acceptable for summer camp-

Option A (at camp). Aquatics program personnel administer the swim classification test at camp

Option B (council conducted / council controlled). The council or district arranges for swim classification before camp on predetermined dates, using council approved locations and personnel. The unit leader is provided records to present to the aquatics program director at camp. Completed buddy tags are issued at camp after physical rechecks.

Option C (at unit level with council-approved testing personnel). The unit arranges swim classification tests locally using council-approved resource personnel with training as BSA Aquatics Instructor, Aquatics Supervisor: Swimming and Water Rescue, or BSA Lifeguard or those with lifeguard or swimming instructor training from other agencies. When the unit attends summer camp, the aquatics program director issues completed buddy tags after physical rechecks based on records provided by unit leadership.

A sample form, the Unit Swim Classification Record, No. 19-122, is available.

When swim tests are conducted prior to camp, the camp aquatics director shall at all times reserve the authority to review or retest any or all participants to ensure that standards have been maintained.

WEATHER PROCEDURES

Just as "the show must go on," so must the program -- but never in the face of hazardous weather. Lightning, for example, is clearly

hazardous, and any indication of electrical activity requires a suspension of activity in and on the water.

Wind, rain, and temperature fluctuations may also pose hazards, but in many cases the risks may be handled by varying, rather than canceling, the program.

The schedule should be flexible and the staff prepared to substitute other aquatics-related activity when weather interrupts.

The campers should never feel that the weather has prevented their learning and having fun at

camp. The staff should always be ready and willing to work to ensure that youth are not denied advancement tests or other important activity because of bad weather.

Because weather and facilities vary with each camp, no simple formula can be offered for making the difficult decision. But caution, flexibility, and a strong program commitment are recommended.

OPENING DAY PROCEDURES

Several important aquatics program functions occur during the first day of each camp week while the units are arriving and settling into camp. These first-day functions involve registration, medical screening, unit orientation, swim tests, and program scheduling.

REGISTRATION

The aquatics director should make certain that as each unit arrives for registration, the unit leader is provided with blank buddy tags and assisted in filling out a tag for each youth.

The unit leader should also be advised of the procedures for completing medical rechecks, unit orientation, swim tests, and program scheduling. (The individual assisting with registration and issuing buddy tags need not be a member of the aquatics program staff, but should be generally familiar with the aquatics program in order to answer questions and to assist the unit leaders as needed.)

MEDICAL RECHECK

An aquatics program representative should work with the physician or camp health officer during medical screening to assure that the aquatics program personnel are fully informed about handicaps or health conditions that require limitations on swimming or physical activity, or that necessitate special precautions.

All such conditions should be noted on a special roster including a description of the condition and explanation of limitations or precautions (e.g., asthma, fainting, heart conditions, limb or sensory handicaps, severe allergies, epilepsy, diabetes, sun exposure limitations caused by medication, wound dressings), name, unit number, and location of campsite.

This information should be hand-delivered to the aquatics director prior to swim checks or any other aquatics activity. (The individual working with the physician need not be a member of the aquatics staff but should be a person specially trained by the aquatics director for this function.)

It is helpful if a troop roster can be supplied to the aquatics staff for recording the swim classification for each scout in the troop.

CAMP TOUR

The camp tour is an important part of opening day activities for the unit. This tour will usually be under the direction of the camp commissioner or the program director. The tour should include a stop at the waterfront, even if swim checks have been previously conducted.

AQUATIC ORIENTATION

When the unit arrives at the waterfront program area, the unit members should be given a welcome and orientation presentation by a member of the aquatics program staff.

This presentation should be brief and interesting for the new camper, and should encourage the youth to participate in aquatics program activity while in summer camp.

The basic procedures for use of the area and for the swim test should also be explained in brief and simple terms. If time permits, an aquatics skill or safety demonstration could be included in the presentation.

SWIM CLASSIFICATION TESTS

Procedures for test administration are covered previously. Opening day is the Scout's first opportunity for taking a swim test so make the experience a positive one.

During swimmer and beginner test administration, be sure that every youth gets an individual chance and personal attention. The youth deserves this individual attention and often needs it.

Nonswimmers should be given a brief chance to splash and play in the shallow water and to meet

the instructor for nonswimmers. During this get-acquainted activity, the nonswimmer instructor can make some assessment of the instructional load for the week and should give friendly encouragement to each nonswimmer to participate in learn-to-swim classes.

Beginners should also be encouraged to participate in instructional swim in order to improve their swimming ability.

The swimmer, beginner, and nonswimmer tests can be administered simultaneously if facilities and staffing levels permit. Always give the test exactly as it is written in the manual -- add nothing and omit nothing. If a youth is disappointed in his performance, reassure him and his unit leader. If it is a near miss, get him in for another chance before he loses the opportunity to take the program he came to camp expecting.

All persons participating in the aquatics program activity are classified according to swimming ability. Tests for unit leaders, if requested, should be given at a time convenient to the leader's schedule.

PROGRAM SCHEDULING

The aquatics director should meet with all unit leaders and program commissioners to plan or confirm the units' aquatics program activity for the camp week.

BOATING PROCEDURES

LIFE JACKETS

According to the US Coast Guard the term "life jacket" is now the proper term. PFD now refers to a specific type of lifejacket, such as Type II PFD. More information on life jackets can be found in *Aquatic Supervision* or the various boating merit badge pamphlets.

BSA policy requires that everyone wear a Coast Guard-approved life jacket aboard small craft. Most camps provide Type II or Type III's.

One size fits all DOES NOT apply to life jackets. In order for life jackets to be effective they must fit properly. A range of sizes from the smallest Cub Scout to the largest adult leader must be available in sufficient quantities.

OPEN BOATING

Safety Afloat applies to camps as well as unit activities. Your aquatic director may make adjustments such as allowing non-swimmers into flat bottom rowboats.

These decisions will be based on factors such as the fact that the area is confined and well-monitored by staff members.

Discuss these variations with your director so that all are operating from the same set of procedures.

UNIT 7 -- HEALTH AND SAFETY

PHYSICAL EXAMINATIONS

All persons at summer camp are required to submit evidence of a recent health history and to undergo a medical screening by medical personnel on arrival at camp. The medical screening serves to

identify new conditions and to give notice to camp personnel of physical limitations or other special circumstances.

SWIMMING PERIODS

Swimming is strenuous activity and youth ages 11 to 13 should not be in the water for more than 30 to 40 minutes in a single swim period. With check-in and checkout time, 45- minute recreational swims are recommended. A total of approximately one hour of swimming per day is generally recommended as a maximum for the Scout-age group.

Swimming time can usually be safely extended if those in charge are alert and careful to bring individuals out of the water before problems of exhaustion or chilling develop.

Water temperature has a significant effect on stamina and resistance; 80°F is ideal. Safe time

in the water is reduced by lower water temperatures. At 70°F, safe in-the-water time may be no more than 20 minutes. If low or variable water temperatures are common in an area, a water thermometer should be included in the waterfront equipment.

The same rules also apply to instructional activity, except that such activity as distance swimming must necessarily involve time in the water in excess of 30 minutes. The required preconditioning and extra safety precautions are intended to balance the risks in distance swimming. Early morning swims in cold water should be avoided.

THE SUNSET RULE

Aquatics activity after sunset is prohibited, except for swimming activity in a pool with proper deck and water lighting. However, pool swimming under these circumstances may still be limited by wind chill and lowered water temperatures. The only

other exception to the sunset rule would be the use of canoes or other craft by staff for ceremonial purposes. For such activity, special safety precautions should be strictly enforced and monitored by the aquatics director.

FIRST AID PROCEDURES

The aquatics program provides only preliminary first-aid treatment in anticipation of treatment to be given by camp personnel with primary responsibility for health and medical services.

This preliminary first aid includes stabilizing the injured for transportation, providing emergency transportation, and administering basic life support in critical circumstances.

National policy requires that all injuries be treated and recorded in council records by the camp health officer. Appropriate first-aid equipment should be available at each aquatics program area, but should only be used according to guidelines discussed with the camp health officer

According to National Standards at least 50 percent of the aquatics staff members must hold

current American Red Cross CPR/AED for Professional Rescuers and Health Care Providers, or equivalent, as well as valid lifeguard certifications.

All program personnel should be trained and competent to give aid in the event of an emergency.

UNIVERSAL PRECAUTIONS

Protection From Body Fluids

On occasion, members of the aquatics staff will provide first aid for cuts. Whenever practical, latex or vinyl gloves should be used to keep from contacting blood.

If blood is spilled, it can be disinfected by using a dilute solution of sodium hypochlorite (household chlorine bleach). The bleach should be stored in a tightly sealed container that is kept in a cool, dry place. The solution should be mixed fresh before each use. Adding two tablespoons (one ounce) of bleach to a cup of water will make the right strength for use as a disinfectant. Using gloves, wipe up any blood or other body fluid with a towel. Then wipe the bleach solution on the surface and let it dry. This solution is corrosive to aluminum.

The use of a mouth-barrier device is an appropriate precaution to reduce the risk of disease transmission during rescue breathing.

Council camps are required to offer all protections of the Bloodborne Pathogens standard, including the hepatitis B vaccine, to all employees with occupational exposure. Because the emergency response duties of occupationally exposed lifeguards are not considered to be collateral, the vaccine must be offered after training and within 10 working days of initial assignment.

Discuss the training for Universal Precautions with your Aquatics Director or your Camp Health Officer.

DIVING INJURY

Camp aquatics staff members should be trained in the prevention, recognition, and care of spinal injuries. The training should be appropriate for the camp setting, for example, techniques advocated for a pool may need adjustment if the camp swimming area has extremely shallow water or waves. Additionally, camps with remote aquatics sites or who offer water sports programs will need to be prepared for emergencies in those situations.

If the victim of a suspected spinal injury is in the water, the aquatics staff is responsible for activating the camp's emergency communication system, controlling other swimmers in the area,

beginning in-line stabilization of the victim, and taking a primary assessment of condition (ABCs).

Removal of the victim from the water may be a coordinated effort of the aquatics staff, the camp medical officer, and/or local EMS, depending on the camp situation.

The aquatics director should check with the camp health officer on the letter of agreement between the camp and advanced life support agencies to establish roles while developing an emergency action plan for spinal injury.

Although a minimum of two rescuers can successfully secure a victim to a backboard if necessary, additional trained personnel are often available in a camp setting and should assist.

Everyone with a likely responsibility for responding to a spinal injury should review and practice their roles during staff training. The aquatics director should develop and oversee that training in coordination with the camp health officer. If the camp operates for several weeks, additional review and practice sessions may be an appropriate component of in-service training.

Each aquatics program area should have one or more backboards within easy access. Straps or other fastening devices and a head immobilization

unit are also needed. Commercially manufactured equipment is recommended. Ideally, straps and a head immobilizer are kept attached to a board ready for use in a spinal injury. However, such attachments may interfere with the use of the board for removal of unconscious victims who do not have a spinal injury.

If the straps and head immobilization unit are not kept attached to the board in a ready position, they should be stored nearby and their attachment should be part of the practice drills. Note that equipment kept at the camp swimming area for emergency response and training may be supplemented by equipment maintained and transported by the camp medical officer.

GENERAL HEALTH AND SAFETY -- STAFF AND CAMPERS

INFECTION

Sinus and ear infections are often associated with swimming. Their incidence can be reduced by minimizing high and deep diving, by not swallowing while swimming, by avoiding sudden exhalation of air underwater, by avoiding hard nose blowing during or after swimming, and by proper hygiene. Showering after swimming and thorough drying are recommended.

A few drops of commercial ear treatment in the outer ear canal help control fungus infections. (Check with your camp health officer before using any over-the-counter or homemade solutions.)

Persons with open sores should not be permitted to swim. Any symptoms of infection should be immediately reported to the camp health officer. A person complaining of illness or showing signs of fever or eye irritation should not be allowed to swim without medical diagnosis and appropriate treatment.

FOOT CARE

All persons are required to wear shoes to and from the aquatics program areas. All ground and

surfaces that will be walked barefoot within the program areas should be raked and cleared periodically to be sure that all hazards are removed. This includes sharp rocks and stubs, and glass and metal litter.

To avoid fungal infection, feet should be rinsed and carefully dried after swimming, and socks should be clean and dry.

NOSEBLEEDS

A nosebleed is a minor but not uncommon injury in aquatics or any other active play or sport. The blood vessels in the nose lie very near the surface, and bleeding may occur with the slightest injury.

When bleeding occurs, squeeze the nose between the thumb and forefinger, just below the hard portion of the nose. The person should be seated and leaning slightly forward. Do not lean the head back, for this directs the flow into the head and throat. Apply pressure for at least five minutes. If bleeding does not stop within five to 10 minutes, consult medical personnel.

SUN PROTECTION

Most of us believe that sunburn is something to be avoided because it can spoil our fun at camp for a few days. This is certainly true, but there is a much more important reason to avoid excessive sun exposure. Skin damage caused by the sun during the first 18 years of life is a major cause of skin cancer as an adult.

Sunlight contains several different types of light. Ultraviolet (UV) light, which is invisible, causes sunburn and increases the risk of cancer. While in most of the United States, the type of UV light that causes sunburn is present in significant amounts between 10 A.M. and 3 P.M., the UV light that causes aging changes of the skin and cancers is fairly constant during the whole day.

Protection from harmful effects of the sun can be accomplished by limiting one's exposure, wearing light-colored clothing, wearing sunglasses, and using sunscreens with an SPF (sun protection factor) of at least 15.

White clothing will reflect some of the sunlight, but will not always stop all of it, especially if it is loosely woven or wet. Aquatics staff members should use a visor to protect the face and eyes.

Sunglasses should be chosen to block UV light and a lot of visible light. Chemicals are added to glass and plastic lenses to make them block UV light. Tint does not necessarily stop UV light from passing through a lens, so look for a pair labeled UV safe.

The American National Standard Institute (ANSI) "general purpose" or "special purpose" classification is best for aquatics activities. In addition to blocking UV, sunglasses must block some of the visible light. An easy way to tell is to look at yourself in a mirror through the lenses. If you cannot see your eyes, the lenses are probably dark enough. Make sure the lenses cover enough of your eyes to keep light reflected from sand and water from interfering with your vision.

Polarized lenses preferentially reject reflected light from surfaces such as the water. Polarized lenses are recommended since reduction of glare not only offers additional eye protection, but also makes it easier to observe activity on or beneath the surface.

Sunblocks are made from talc, titanium dioxide, or zinc oxide and stop all sunlight from reaching the skin. These products are especially suited for tips of ears and nose.

Sunscreens are generally clear and only reduce the amount of sunlight that gets to your skin. They include a variety of chemicals and have the SPF listed on the container. This is a number that lets you compare the amount of sunlight that different products stop.

The SPF is figured in the following way: If conditions are such that with no protection you would start to sunburn in 30 minutes, an SPF of 2 would protect you from burning for one hour. Higher SPF values would let you stay out in the same conditions for longer periods before you got a sunburn. A product with a rating of SPF 10 will protect you twice as long as one with a rating of SPF 5. Sunscreens with a minimum SPF of 15 are recommended.

There are several important factors to consider when using a sunscreen:

- They work best if applied 1/2 hour before exposure so they can soak into your skin
- They need to be reapplied after sweating or swimming, EVEN IF they are listed as waterproof.
- Reapplying a sunscreen does NOT extend the period of protection. Depending on the person, one can burn even using SPF 50!

HYPERVENTILATION

Deliberate hyperventilation, defined as excessive respiration leading to abnormal loss of carbon dioxide, thus suppressing the breathing reflex, has been cited as a factor in numerous drowning incidents.

Contestants in underwater swimming events may be especially prone to this danger because, under the stress and excitement of competition, they may ignore their own built-in urge to breathe. The possibility of such an accident is increased by the common practice of overbreathing (hyperventilating) before swimming underwater.

Overbreathing depletes the body of carbon dioxide, which triggers the urge to breathe. Thus, the urge to breathe is delayed to the point where the oxygen supply is inadequate and the person loses consciousness. In such cases the swimmer may have little or no warning that he is about to pass out. He may even continue swimming for a few more seconds. As a result, observers or fellow swimmers may not realize he's in trouble until he loses all consciousness, automatically breathes, and, in the case of the underwater swimmer, drowns.

Competitive underwater swimming events are not permitted in Scouting. (Underwater swimming for any reason is not permitted in turbid water)

COLD WATER

Air or water temperature below 70°F may pose risks. If an adult of average weight is not comfortable in the water two minutes after immersion and without physical exertion, then the water should be considered cold and precautions should be taken. If goose bumps appear on the wet skin surface shortly after leaving the water, then the air temperature should be considered cold and precautions taken.

Moving water, as well as wind, substantially increases the loss of body heat and should be part of the chill-factor appraisal.

Remember that Scout-age children are unlikely to recognize or acknowledge thermal risks when anticipating or participating in aquatics activity. For this reason, assessment of environmental conditions and hazards, and the steps to ensure safety, is the responsibility of the aquatics staff member.

In addition to relying on their own senses, adult supervisors should closely observe the children in their care. Scout-age youth have considerably less body weight than most adults and may, therefore, chill more quickly. Also, the susceptibility to chill and the visible symptoms of chill may vary widely among children.

Obviously, if conditions are such that any child in a group begins to shiver or show discoloration, then precautions should be taken for everyone.

The first precaution for cold-water activity is to reduce the length of time in or on the water. At 70°F, maximum safe, in-the-water time is approximately 20 minutes.

Open-water swimming in water temperature of 65°F or lower may pose substantial risks and should be avoided. In all swimming activities, precautions should include procedures and equipment for immediate warming of anyone showing symptoms of chill.

For all activity afloat on cold water or in cold weather, appropriate clothing should be worn for warmth with the lifejacket worn at all times, normally on top of the outermost garment. A dry change of clothes should also be available in case of a spill. As in swimming, activity afloat should include procedures and equipment for warming anyone showing symptoms of chill. Overboard activity should never be permitted in water temperatures of 65°F or lower, except for closely supervised capsized skill training in preparation for activity afloat.

Remember that some streams and northern lakes can be quite cold even on a warm, midsummer day. It is precisely these circumstances that may

pose serious risks because of failure to recognize the risks and take appropriate precautions.

HYPOTHERMIA

All persons with responsibility for supervision of aquatics activity in or on cold water should be trained in the recognition, prevention, and treatment of hypothermia, which is a life-threatening drop in core body temperature.

Shivering is a symptom of the onset of hypothermia. As the core temperature drops, the body tries to defend the vital organs. The pulse rate slows and blood is shunted to the critical organs and away from the extremities. The effect is to keep the heart and lungs working at the expense of the hands and feet..

The problem is that in many situations the hypothermia victim needs the use of the extremities -- possibly to hang on to a capsized craft. The blood shortage affects the brain, and survivors of hypothermia recall a feeling of well-being sweeping over them as they begin to lose their mental grip. Often drowning occurs prior to the onset of fatal body temperatures.

In case of accidental immersion in cold water, remember that water (particularly moving water) conducts heat loss many times faster than air. Get in or on a capsized boat, or anything else available, to get as much of the body out of the water as possible.

Wear a lifejacket for warmth as well as flotation. Remaining still and assuming the fetal position, or heat escape lessening posture (HELP), will increase the survival time. Since about 50 percent of heat loss is from the head, it is important to keep the head out of the water. Other areas of heat loss are the neck, sides, and groin. If several people are in the water, huddling close side-by-side in a circle (huddle) will help conserve body heat.

Signs of hypothermia include fatigue, drowsiness, weakness, slurred speech, and poor coordination. Victims may be confused and deny there is a problem. They may not feel they are cold and may

even undress because they feel too warm. Oral and armpit temperatures are unreliable in deciding if a person has hypothermia.

Hypothermia victims must be handled very gently and should not be allowed to walk. Any rough or sudden movement of a hypothermia victim could cause the heart to go into a fatal rhythm disturbance (ventricular fibrillation).

Move the victim to shelter and warmth as rapidly as possible. Gently remove all wet clothing. Place the victim on a hard flat surface to allow for administration of CPR, if needed. Apply heat to the central core of the body (head, neck, sides, and groin). If no other heat source is available, place the victim in direct bare-skin contact with another person to allow for transfer of body heat.

All cases of hypothermia must be followed up with a check by medical personnel.

HEAT REACTIONS

Heatstroke, heat cramps, and heat exhaustion are brought about by both internal and external factors. Harmful effects occur when the body becomes overheated and cannot eliminate the excess heat. Reactions usually occur when large amounts of water, salt, or both are lost through profuse sweating as a result of strenuous exercise in an extremely hot atmosphere. Small children are particularly susceptible to heat reactions.

Heat cramps (painful muscle spasms of the arms and legs following strenuous exercise) occasionally occur for people who otherwise seem to be in good condition. Very hot weather and prolonged sun exposure are not necessary for heat cramps to occur. The normal contraction and relaxation of muscles requires a rather strict water/salt balance in muscle tissue. When a person perspires excessively, both water and salt are lost and body reserves become depleted.

People normally interpret this depletion as thirst. If they satisfy their thirst by drinking large quantities of water without taking any additional salt, they deplete the body of salt. A result of this abnormality

of salt and water concentration within the tissue is an involuntary, uncontrolled muscular spasm that causes the characteristic cramp.

A normal intake of salt with meals will avoid problems for most people. Persons with persistent heat cramps should seek medical advice before attempting to supplement their salt intake.

Heat exhaustion (sometimes called heat prostration or heat collapse) is a fairly common result of extreme physical exertion in a hot environment. Under these conditions, the muscular mass of the body and the brain require an increased blood flow.

Similarly, an increased blood flow is required by the skin so that heat may be radiated from the skin and sweat may be made. Heat exhaustion is a manifestation of the fact that the vascular system is inadequate at that particular time to meet the demands placed upon it by skin, muscle, and organs. In essence, the victim is in a state of mild shock.

Symptoms include weakness, fainting, dizziness, headache, loss of appetite, and nausea. A victim of heat exhaustion should be made to rest in a cool location to allow the vascular system an opportunity to meet the demands placed upon it.

A sunstroke is more correctly called a heatstroke, for sun exposure is not necessary for this condition to develop. It is by far the least common of the heat reactions, and by far the most serious.

Normally, when a person is exposed to a particularly warm environment, the body automatically activates cooling mechanisms. Heatstroke occurs when these heat regulatory mechanisms of the body fail. Prolonged exertion in a very warm, humid environment can cause a cessation of sweating, a principal body mechanism for heat loss, and lead to heatstroke.

Victims show flushed red skin with high body temperature. Usually the skin is dry, but there may be some sweating. Pulse is rapid and weak.

Heatstroke is a life-threatening emergency and requires immediate treatment. Quick action must be taken to cool the body. Immersion, fanning, and sponging with cool water or rubbing alcohol may be effective first aid. **Emergency transportation and hospitalization must follow first aid.**

PROTECTION FROM INSECTS

Unfortunately, most aquatics program areas are not free of insects. Usually this is an inconvenience and does not pose a serious health threat; however, ticks can carry diseases that can make a person very ill.

Several easy measures can be taken to decrease the chance of a tick bite. The easiest is to make sure that the waterfront and all paths leading to it are free of undergrowth. If the trails are kept clear, and people stay on them, the chance of getting a tick bite is greatly reduced. If it is necessary to go into an area where there is no clear trail, wear long pants with the ends tucked in your socks.

Daily bathing and inspection for ticks can reduce the chances of problems. It is important to remember that the deer tick, which is one variety that carries human diseases, is no larger than the period at the end of this sentence. Removal of implanted ticks should be done at the health lodge.

Mosquitoes also can pose a health threat. The *Culex pipiens* mosquito (the common house mosquito of the United States) has been identified as the carrier of West Nile virus. This particular mosquito feeds on infected birds and then bites humans. The symptoms of infection often include rapid onset of headache, high fever, disorientation, tremors, and convulsions. In only the most severe and rare cases is paralysis or death a result.

The most common breeding environment for this mosquito is stagnant water found in old tires and metal drums or containers. All camps should be inspected for such conditions, and any found should be removed. Additionally, screened windows and doors of buildings should be repaired as necessary.

To reduce the risk of mosquito bites, health authorities recommend

- Minimizing outdoor activities between dusk and dawn.
- Wearing long-sleeved shirts and long pants whenever spending time in likely mosquito habitats such as woods or wetlands.
- Using an insect repellent containing DEET, according to label instructions. In no case should DEET be sprayed directly onto skin.

Some people have rapid, life-threatening allergic reactions to insect stings. If confronted with such a situation, aquatic staff should follow the camp's emergency first-aid procedures. People with

known susceptibility may carry medications for emergency self-administration.

SUBMERSION INCIDENTS

Just as with hypothermia, **all submersion incidents must be followed up with a check by medical personnel.**

REST

Adequate rest is essential for peak performance whether the individual is a Staff member or a Camper.

Quiet times and Lights Out times must be established and enforced.

UNIT 8 -- TEACHING

INTRODUCTION

Each staff member needs to think of himself (or herself) as a teacher. Even if you aren't assigned as a primary Instructor you will be constantly faced with opportunities to teach.

Most of these opportunities will be in the everyday operation of the waterfront. Perhaps a new scout

doesn't know the proper method for checking into the area or the correct way to wear a lifejacket. These are opportunities for you to teach him. It's often as simple as that. Don't think that these routine, and often repetitive, lessons aren't important. These are sometimes the most important lessons a scout will learn.

TEACHING VS. LEARNING

As we look at the concept of teaching let's take a moment to consider what "teaching" and "learning" really are. There are a lot of different ideas for both terms. For our purposes let's use the following working definitions:

Learning – The process of gaining knowledge or skill. This is a simplified version of Webster's definition. The important word to consider is "process". Look at learning as an on-going, or continuous, process – not an event.

Using that definition we can develop a definition for "teaching" –

Teaching – Creating an environment in which learning can occur. This "environment" is not only

the physical environment but also an atmosphere which allows scouts to learn the many aquatic skills and concepts without the distractions and interference that sometimes occur. This atmosphere could also be as simple as a staff member's attitude toward the scout or the situation. A scout will respond more readily to an enthusiastic, positive attitude than to a negative one – wouldn't you?

This is the challenge for an aquatics staff member. There must be enough structure to the area and program to ensure safety of the scouts, but still allow for a very positive learning experience.

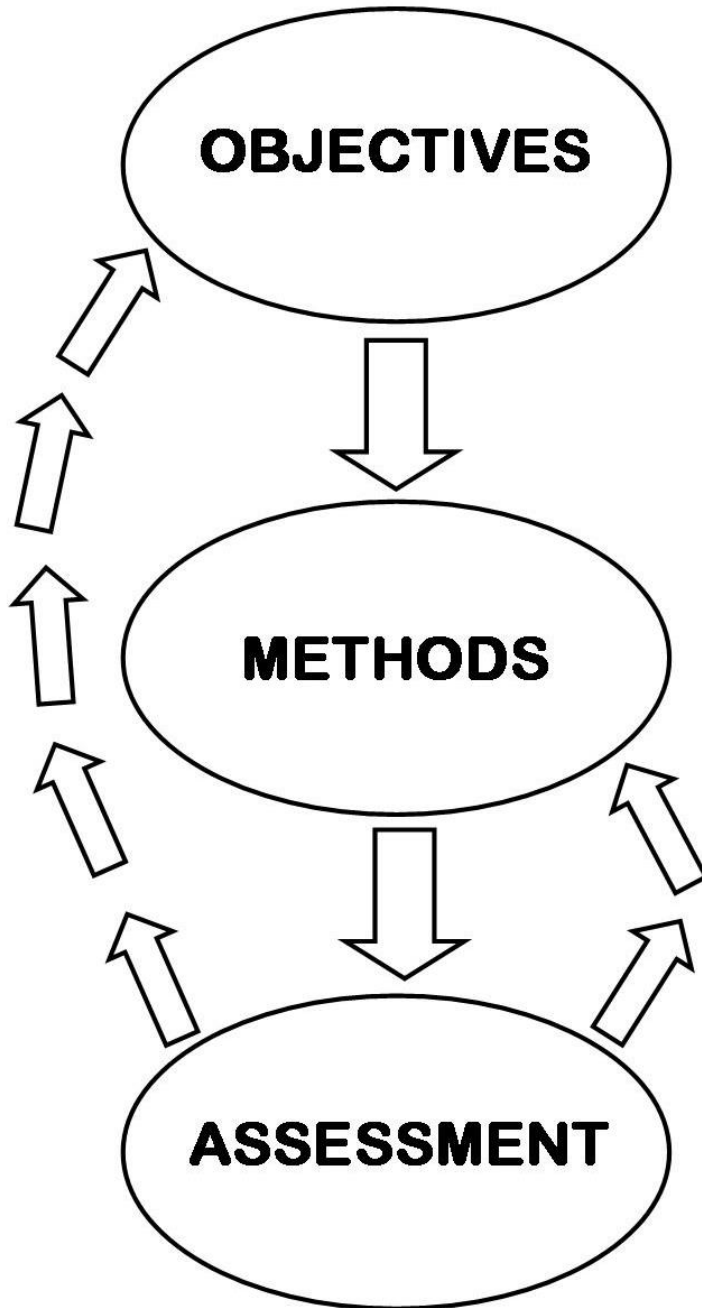
ELEMENTS OF TEACHING

No matter how simple the skill or lesson you are teaching you must ask the following three questions:

- 1. What is it that I want these Scouts to learn? (*Objectives*)**
- 2. What is the best method for getting this message to them? (*Methods*)**
- 3. How will I know when they have learned it? (*Assessment*)**

These elements are covered in more detail in the following sections.

ELEMENTS OF TEACHING



What do I want the Scouts to Learn?

- Knowledge
- Concepts
- Skills
- Behavior Change

What is the best method to facilitate this learning?

- Planning
- Organization
- Age / Skill Grouping
- Explain / Demonstrate / Practice / Review
- "EDGE"

How will I know when they have learned it?

- Skills Tests
- Verbal Response
- Written Requirements
- Exams

LEARNING OBJECTIVES

WHAT DO I WANT THE SCOUTS TO LEARN?

This is one of the most difficult parts of teaching. Sometimes the lesson is pretty simple; such as correctly putting on a lifejacket. Other times the lesson is more complex -- the breaststroke, for instance. You, as the instructor, must be able to determine what the scout needs to learn in this lesson. You must be able to break skills or concepts down into manageable "chunks" so that the scout doesn't get bogged down or overwhelmed.

Don't try to do this by yourself. Your Aquatic Director and maybe your Program Director will be able to guide you as you develop lessons. They will have already developed standard procedures for the everyday, repetitive lessons. They will also be able to help you develop plans for the other teaching assignments you might receive.

PRE-ASSESSMENT

As you determine what the scouts will be expected to learn it is important to know what they already know -- what their skill level is.

It would be silly to expect a group of Cub Scouts to learn the butterfly stroke when their skill level is that of the prone float.

As the instructor, you must be able to quickly determine where your scouts lie in their skill development.

Sometimes this can be done verbally -- such as "How many of you have actually been in a canoe before?"

More often it is better to actually give some type of preliminary skills test -- "Just to warm up a little, let's swim across the pool using the crawl stroke". Their reaction, verbal and non-verbal, to this statement will tell you a lot. Some will simply step forward and be ready to go. Some might be

confused until they realize that the crawl is what they know as freestyle. Some might actually step back for whatever reason.

MERIT BADGE AND RANK REQUIREMENTS

A very common teaching situation in scout camps is that of teaching a merit badge. While this can be challenging at times merit badge classes come with the advantage that what to teach has already been decided for you. This is also true of rank requirements and special activities such as Kayaking BSA.

You must still determine the skill level of the participants and how much teaching/learning must take place before assessment, or testing, takes place. Some participants will be at a skill level where they are ready to pass the requirements very early. Others will need a significant amount of teaching and practice before they are ready.

SKILL BREAKDOWN

Many skills, such as rowing, consist of multiple parts or actions. It is helpful if you can break these skills down into their various components. For rowing it is helpful to break it down into the catch, the pull, the feather and the recovery rather than simply demonstrating the entire stroke and assuming the scout was able to see the parts.

Sometimes it is useful to demonstrate and practice a single part of the skill. This is commonly done in teaching swimming strokes using a kickboard so that the scout can practice just the whip kick, for instance.

BEHAVIOR CHANGE

Quite often we teach so that we can change the behavior of scouts.

A group may be horsing around on the deck of the pool, not realizing that they are acting unsafely.

Taking a moment to call the group aside and teach them that what they are doing may not be safe is probably more effective than punishment.

TEACHING METHODS

WHAT WILL I DO TO HELP THE SCOUTS LEARN?

There are many methods that can be used to teach scouts the skills and concepts of aquatics. Which methods you use will be determined by many different factors:

- Time
- Facility and equipment
- Skill level of the scouts
- Age of the scouts
- Your own skill level
- Number of scouts
- Weather
- And on and on....

In the following paragraphs we will talk about several methods or techniques that you might use. Be aware that there is no “magic formula” for teaching. You have to work at it.

KISMIF

Keep It Simple – Make It Fun. This is one of the old rules of teaching. It is a common mistake to make a lesson so complex that the scout is lost or, even worse, to make the lesson so boring that it isn't enjoyable.

STEPS IN AQUATICS INSTRUCTION

There are five steps in most aquatic instruction: **Introduce, Explain, Demonstrate, Practice,** and **Review**

Introduction -- Begin a new skill by catching the interest of the student. The instructor can give a quick demonstration, or tell a brief story of an actual situation in which the skill was used, or ask the class questions like, “What would you do if...?”

Remember, the students will have to be able to relate the skill to something they understand before it becomes meaningful and interesting to them. Some skills may be most effectively introduced by putting learners in a situation where they see the disadvantage of their lack of skill

Explanation -- This is usually done by the instructor. Begin the explanation by dividing the new skill into its distinct parts. Explain each part separately, covering why, when and how, and then explain how the components fit together. After the skill has been explained, it should be demonstrated and all questions answered.

Demonstration -- This may be done by the instructor or by someone selected by the instructor. Demonstration of the entire skill should be done strictly in accordance with the explanations so the students will have a mental picture of what they will be attempting to do. The demonstrator or selected assistant should explain the skill again **as it is demonstrated**, telling exactly what is being done.

Practice -- All participants are given the opportunity to practice the skill and are assisted in correcting and improving their skill. Dry land and dock drills are helpful. Remember, in correcting a new skill it is helpful if the instructor points out one thing at a time for the learner to correct, even if several things are being done incorrectly. As the student masters one component, the instructor may correct the next until all parts of the skill are being done correctly.

Review -- After the practice period, the entire skill is reviewed. Repetition is often the key to learning, particularly for children. A review is also a good way to begin when continuing to polish a skill on another day.

“EDGE” IN AQUATICS INSTRUCTION

BSA currently teaches the “EDGE” method of teaching skills. EDGE stands for Explain, Demonstrate, Guide, and Enable. Using the EDGE method is a requirement for Tenderfoot and Life Scout rank advancement. EDGE is taught in BSA’s advanced leadership training courses (National Youth Leadership Training and Wood Badge) so many scouting adults and youth are familiar with the process.

Before explaining EDGE, let’s look at why EDGE is needed. To provide an appropriate style of skills instruction, the instructor must assess the level of **enthusiasm** and **skill** demonstrated by the learner.

Stages of Skill Development

Individuals go through 4 stages when learning a skill:

Forming. The learner begins with low skill but high enthusiasm. He is excited about the possibilities but does not yet know how to perform the skill.

Storming. As the learner works at the skill, he may become discouraged. The skill level is still low, but because he now knows how difficult this will be, enthusiasm can fade.

Norming. With work, a person will make advances in learning how to do something. The skill level will rise and so will enthusiasm.

Performing. When he has mastered a skill, a person’s enthusiasm will be high. He will have made the skill his own and will know it so well that he can teach it to others.

This is an important concept because when you know the learner’s stage of skill development, you can adjust your teaching methods to match that person’s needs.

EDGE

EDGE is a four step process for teaching a skill. First you tell them what you will be doing (Explain), then you show them (Demonstrate), then you coach them (Guide) and finally let them do it themselves (Enable).

Forming (Low Skill, High Enthusiasm)

A person is enthused about something new and motivated to learn, but has a low level of skill. An instructor will need to do lots of careful **explaining**—telling the learner exactly what to do and how to do it. Explaining is important because it clarifies the subject for the learner and the instructor.

Storming (Low Skill, Low Enthusiasm)

A person has been at it long enough to realize that mastering a skill may not be easy and that lots of work remains to be done. As a result, his enthusiasm and motivation are low. Skills are still low, too. An instructor must **demonstrate** the new skill to the learner, clearly showing him what to do and how to do it. Demonstrating is important because it allows learners to see as well as hear how something is done

Norming (Increasing Skill, Growing Enthusiasm)

As a learner keeps at it, his level of skill will rise. He realizes he is making progress, and so motivation and enthusiasm will rise, too. An instructor will need to **guide** the person—giving him more freedom to figure out things on his own, supporting him with encouragement, and helping him move closer to the goal. Guiding is important because it allows learners to learn by doing. It allows the instructor to see how well learners are grasping the skill.

Performing (High Skill, High Enthusiasm)

Skills are high and so is enthusiasm and motivation. A learner has reached the point where he can act independently and be very productive. An instructor will need to **enable** the person—offer him plenty of freedom to make decisions on his own and to keep moving ahead.

Training Stage	What It Is
Explain	<ul style="list-style-type: none"> ✓ Tell them (talk, audiotape). ✓ Give written instruction or explanation (paper, book, Web page).
Demonstrate	<ul style="list-style-type: none"> ✓ Show (include role plays, videos, computer animations). ✓ Do it yourself as they watch. ✓ Use a diagram. ✓ Tell a story (can be fictional or real-life examples).
Guide	<ul style="list-style-type: none"> ✓ Watch them do it and give verbal hints and tips. ✓ Do it together (at the same time). ✓ Let them try it; then talk about it. ✓ Let them ask questions as they try it.
Enable	<ul style="list-style-type: none"> ✓ Give a memory aid. ✓ Give them a task that requires this learning. ✓ Ask them to teach someone the new learning. ✓ Give them the resources to do it again without you. ✓ Help them use the learning again in a new setting or situation.

Did you notice how easy it might be to combine Explaining and Demonstrating at the same time? Or Demonstrating and Guiding? While we show EDGE as separate steps, one step easily flows to the next. In fact, they are connected, and you can combine steps to accomplish the learning objectives and goals. You may need to go back a step if they don't get it.

AGE GROUPS

It is extremely important to keep in mind the age of the group you are teaching. It isn't enough to simply know if they are Cub Scouts or Boy Scouts.

The maturity level of Tiger Cubs is much different than that of Webelos. Likewise with 1st year Scouts as opposed to more experienced campers such as Venturers.

Keep in mind things such as:

- Attention span
- Vocabulary
- Previous aquatic experiences
- Equipment size

When working with Cub Scouts it is important to remember that they are much younger than you and deserve special consideration

Characteristics of Cub Scouts and Webelos Scouts

- They are shorter and smaller than Boy Scouts. Consequently, they need equipment scaled to their size --- lifejackets, rowboats, face masks, fins, etc.
- They have shorter attention spans. Explanations should be kept short and to the point.
- There will be more non-swimmers and beginners. The use of canoes may not be feasible.
- They have great respect for Boy Scouts. Cubs and Webelos will look up to the Boy Scout staff member much more than Boy Scouts do.
- Their sense of humor is not as developed as Boy Scouts. A joke that is hilarious to Boy Scouts, may not be funny at all at this age. Cubs react well to physical humor, exaggerated facial expressions, riddles and simple jokes that emphasize ridiculous situations.

- Whatever is done, it must be FUN --- 95% of all new Boy Scouts come from Webelos dens. It is essential to the Boy Scout program that we keep the Cubs and Webelos excited about Scouting.

Another consideration that deals with the age of the scouts is that you may be put into a situation where you are teaching scouts who are your age or even older than you. This doesn't need to be a problem as long as you are confident in your teaching abilities and treat them with respect.

SKILL GROUPS

It is often the case, especially in learning to swim, that the skill-level of the various scouts in the group are very different. You might have a few scouts who are just able to put their face in the water while a few others might be almost ready for the Beginners test.

It is a common mistake to simply teach all of these scouts with the same methods, activities and expectations.

Ideally, you would be able to teach scouts individually. This isn't realistic, but it is usually possible to break the group down into smaller sets. Using assistants or leaders to help, you can work with scouts at different skill levels.

COACH / PUPIL METHOD

For many aquatic skills it works well for the buddy pairs to work with one acting as the student and the other acting as a coach -- they can then switch roles and repeat the process.

Since the coach must be able to recognize and articulate problems with the skill, this method works better with older scouts who have already had some experience within their unit in the teaching of scouting skills.

The coach / pupil method helps to reinforce the mechanics of the skill for both the pupil as well as the coach. With a little creativity this method can

be used in the teaching of boating and canoeing skills as well as swimming or lifesaving.

PLANNING

The use of a syllabus will help you stay focused on what the scouts should accomplish each day in camp. A syllabus is an overall guide to the merit badge "class". It differs from a lesson plan in that it usually doesn't include things like class organization, or notes on teaching methods. Syllabuses for the major aquatics merit badges are included in Appendix A. These were developed in a camp by staff members like you. Work with your director to use them as a guide to develop your own syllabus for the merit badge you might be assigned to teach.

CLASS ORGANIZATION

The place for the learning activity should be considered. For example, we can all appreciate the difficulty of teaching swimming in a hay barn. However, there is more to selecting and preparing a place for aquatics instruction than simply ensuring access to suitable water and equipment. The instructor must consider and minimize "D.I.D." (*distractions, interference, and discomfort*)

- **Distractions** -- Imagine trying to explain and demonstrate sculling to a group of 12-year old learners while behind you the beginner waterskiing class tries to "get up" for the first time. Plan your learning environment to avoid distractions that will steal the attention and interest of your learners. It may be as easy as facing the other direction.
- **Interference** -- Have you ever had a luxury cruiser throw up a big wake just as you were about to demonstrate overboard procedures? What about the other class that needs to use the same limited dock space just as you begin your reach and rescue practice? Such interference may rob you of precious learning time and opportunity. Planning, coordination and careful selection of teaching sites will minimize interferences.

- **Discomfort** -- What is your own level of concentration and comprehension when you are squinting into the sun, your body aches, dust is gagging you, you are shivering from exposure or immersion, your lower half is numb from keeling, or your head is pounding and

your stomach is growling from hunger and exhaustion? Learner discomfort can defeat even an inspired instructional effort. A conscientious instruction will ensure that students are not discomforted by avoidable circumstances. If someone must suffer discomfort, better you than the learner.

EVALUATION / ASSESSMENT

How will I know when they have learned it?

At some point you, the instructor, must decide that your scouts have, indeed, learned what you expect them to know or mastered the skill you expect them to perform.

But how do you determine when they have reached that point?

In many cases this has been decided for you. Rank requirements and merit badge requirements are very specific and give definite levels of performance that are expected. Other times it isn't quite so clear. You must work with your director to determine when a skill has been mastered.

It is also important to note that even small successes should be celebrated in some way. The scout who finally puts his face in the water may be a greater success than the one who earns a merit badge.

LEVELS OF LEARNING -- The instructor must understand that mastery comes in stages. A common breakdown of these stages is:

- **Conscious level** -- The learner must consciously think through each component or part of the skill.
- **Automatic level** -- The skill has been learned but still requires conscious execution.
- **Reflex level** -- The skill is mastered and has become automatic.

WRITTEN REQUIREMENTS

- As stated earlier some teaching assignments center around the written requirements already established in merit badges, rank requirements, swim classification tests, etc.
- When working from established written requirements you must remember:
 - Do not add to the requirement nor delete anything from it
 - Don't change or paraphrase requirements -
- if it says "discuss" you must have each participant discuss -- not simply sit quietly while the instructor discusses or lectures. Watch for the action verb in all requirements.
 - Don't waive requirements because of facility, schedule or weather. Those are intangibles that the scout must live with.
 - Don't sign off on requirements that you didn't personally witness

WRITTEN ASSIGNMENTS OR EXAMS

In summer camp you should keep written assignments to a minimum, only if a requirement states to write something or take an exam -- BSA Lifeguard or Aquatic Supervision, for instance.

Some requirements, such as First Aid and CPR might have been passed outside of camp as part of the troop's program. Your camp may have procedures that allow this but you, as an instructor, may only check off requirements that you actually witnessed the scout perform.

You might have a tendency to "go easy" on a scout who has worked hard and is close to mastering the skill. This is one of those times where having predetermined levels of performance is extremely helpful. It gives both you and the scout a measurable benchmark to shoot for.

FINALLY...

Work at becoming a better teacher.

Think of the best teachers you've had in school. They probably work very hard at being a better teacher – trying new things, getting feedback, attending classes or conferences, etc.

Your Aquatic Director or Program Director can help you as you develop your own skills.

UNIT 9 -- LIFEGUARDING AND SUPERVISION

INTRODUCTION

You are probably already certified as a lifeguard – either BSA Lifeguard or American Red Cross Lifeguard. If not, you are hopefully working toward that goal.

While lifeguarding has its own special supervision techniques, this section will deal with the everyday task of supervising aquatic activities, either in the swimming area or the boating area.

SUPERVISION VS. “QUALIFIED SUPERVISOR”

As mentioned earlier in this guide, the Qualified Supervisor for a camp aquatics area is the Aquatics Director, by virtue of his/her age and training. Occasionally, a unit leader may serve as the Qualified Supervisor defined by Safe Swim Defense or Safety Afloat when the camp Aquatics

Director is not present, for example, during a troop free swim or an outpost canoe trip.

As we discuss the topic of supervision we will occasionally use the term “supervisor” to mean other staff members who the director has assigned to monitor or supervise a certain area or activity.

LEGAL CONSIDERATIONS

This material has been covered under “Risk Management” but has special importance for supervision. Be certain you understand the following legal concepts as they apply to supervision and monitoring of aquatics activity.

- DUTY TO ACT
- STANDARD OF CARE
- NEGLIGENCE

While the legal concepts discussed here apply specifically to lifeguards they also pertain to other aquatic staff situations. You should discuss these concepts with your Aquatic Director.

EYES ON THE WATER

If you watch an experienced aquatics person when he (or she) is near the pool or lake you’ll probably notice that he is always looking toward the water, toward the activity. Even as he approaches the lake first thing in the morning you’ll notice that he scans the entire area to be sure that nothing is amiss.

The concept of “eyes on the water” is one that you should develop. If all staff members are always watching, even when they’re not on guard duty, safeguards are enhanced with greater redundancy.

SURVEILLANCE

Any time scouts are checked into the area staff members should be assigned so that the entire area is under visual surveillance at all times. If possible areas of responsibility should overlap. This applies to both the swimming area and the boating area.

The swimming area is a bit easier to cover because it is divided into three areas, has a uniform shape and usually has nothing obstructing the view of the guard. Often the boating area has more challenges. It is much bigger in area, has an irregular shape and often has outcroppings or inlets that are shielded from view. It isn't unusual for a boating area to be totally separate from the swimming area. The supervisor of a boating area must be ever-vigilant so that the normal distractions of the area don't compromise surveillance.

Supervision of a swimming area or pool would require one staff member watching the gate / in-board, the appropriate number of guards assigned to effectively cover all swimming areas and a lookout (either in a raised chair, a tower, or an elevated area of the shore). Your director will determine whether to use total coverage, zone coverage or combined coverage. This decision will be determined by the layout of your swimming area.

Proper supervision of a boating area would have one staff member monitoring the gate and at least

one more watching the shore and dock area. If staffing permits or if the boating area is large, it is also a good idea for the boating area to have a staff member on the water in a rescue craft for surveillance.

The lookout for the boating area could be located anywhere that he can see the entire boating area and be close enough to communicate to the director when necessary. It is permissible for the boating and swimming areas to share a lookout if the areas are small and located close together.

As they scan their assigned areas guards and supervisors should constantly count heads – actually, pairs of heads. No participant in either swimming or boating should be alone at any time. Swimmers should be swimming with their buddy, or as a triple if allowed. Boaters should be with a buddy boat.

Ratios need to be maintained according to Safe Swim Defense or Safety Afloat. The director or area coordinator will assign guards and area supervisors based on the number of participants checked into an area.

Guards and supervisors remain on duty until the board is clear -- all participants are checked out and accounted for. If supervisors or guards change during an activity period the change must be done in such a way that surveillance isn't interrupted.

VICTIM RECOGNITION

In your lifeguarding training you learned how to tell when intervention is necessary to prevent accidents or respond to someone in trouble, including how victim characteristics influence the type of rescue performed. . You should review these with your director and know the proper response for each:

- Good Swimmer
- Poor Swimmer
- Misbehaving Swimmer
- Distressed Swimmer
- Active Drowning Victim
- Passive Drowning Victim

You should also review those behaviors that might place a scout in danger in a boating situation:

- Improper lifejacket use
- Poor boating or canoeing skills that result in an unstable craft
- Poor trim
- Inability to overcome wind or current
- Horseplay of any kind.

WHISTLE USE

Whistles should be used sparingly --- only when absolutely necessary. The whistle is a communication tool. Discuss with your director the protocols for the use of whistles.

GUARD PERSONNEL

Youth camps are typically regulated by state agencies, which mandate a ratio of trained lifeguards to patrons for swimming activities. Technically, those ratios, along with a lookout, satisfy Safe Swim Defense as applied when a unit swims at a regulated facility. However, camps should strive for the 1 to 10 ratio of responders to swimmers that applies when a unit provides its own coverage. Ideally, every part of a camp swimming area should have at least 100 percent overlap in

coverage, such that every person in the water is monitored by at least three sets of eyes: those of the buddy, those of at least one professionally trained lifeguard providing zone coverage, and those of a lookout providing total coverage. Staff personnel on guard duty for a recreational swim must have no other responsibilities during that activity.

AUXILIARY SAFETY TEAM PERSONNEL

Additional personnel such as unit leaders, youth with BSA Lifeguard, or BSA Lifeguard candidates may be used to supplement the aquatics staff by acting as spotters, buddy-board monitors, or response personnel. Such opportunities also strengthen unit abilities to conduct activities on their own. It is important for these volunteers to have adequate instructions. The director or the area coordinator should brief these helpers before they are assigned to monitor an area.

- Volunteers should not be placed in a situation that exceeds their experience.

- Volunteers should not have sole responsibility for any area. Experienced and trained staff members should be the primary guard or supervisor for an area.
- Volunteers should receive basic instructions from the director as to their role in an emergency. For example, they may be instructed to help clear the area.
- All staff members should help these volunteers as much as possible. They should be treated with respect and receive the thanks of the aquatics staff.

SUPERVISION FOR TROOP SWIMS ONSITE

Troops are encouraged to conduct their own recreational swims while at camp as part of Safe Swim Defense training. The unit leader serves as the Qualified Supervisor for such an event and appoints and instructs response personnel from

the troop. However, a professionally trained lifeguard should provide surveillance during the activity. Even if the unit has such a trained individual, it is prudent to provide a staff lifeguard who is familiar with camp emergency procedures.

SUPERVISION FOR TROOP SWIMS OFFSITE

Some camp programs include unit float trips off of council property. Typically, swimming activities under those situations are the responsibility of the unit leader following Safe Swim Defense.

However, state codes may require additional supervision, particularly if the unit is accompanied by a council employee serving as a trek advisor.

SUPERVISING SWIMMING INSTRUCTION

An instructor has primary responsibility for the safety of all class participants and shall conduct all training with safety a prime consideration, using assistants and/or lifeguards for support as needed.

If swim training is conducted by a single instructor, then there must be a trained lifeguard on duty providing surveillance of all in-water activities. A lifeguard may watch more than one activity, for example non-swimmer instruction in the Non-swimmer area, and instruction in 1st Class swimming skills in the Beginner area.

If swim training is conducted by two instructors with lifeguard credentials, and no other lifeguards are on duty, then it is not necessary to reassign one instructor to occupy a lifeguard stand provided the following safety procedures are observed:

1. When both instructors are demonstrating a skill, either with both instructors in the water, or

one in the water while the other explains from the deck, then participants are out of the water, or arranged in formation in shallow water or holding onto the side.

2. When the majority of the participants are in the water, one instructor conducts surveillance for the group and does not critique individuals for skills.
3. Both instructors may simultaneously review participant performance only in rotating practice situations, such as a round-robin, wherein each instructor observes only one person or buddy pair in the water at a time while the rest of the participants remain in lines.
4. Neither an individual nor group shall be separated from the class and sent to a different portion of the swimming area unless accompanied by an instructor.
5. One instructor must guard the other during demonstrations in case participants assume an instructor's actions are part of the demonstration rather than an indication the instructor is in trouble.

UNIT 10 -- EMERGENCY PLANS

EMERGENCY RESPONSE

It is everyone's hope that all activities on the waterfront will proceed normally and without any incidents. You and your fellow staff members have worked hard with your Director to ensure this. However, as with all activities, it is possible that accidents or emergencies will occur. You, as a

member of the Aquatics Staff must be prepared for these situations. Simply being able to perform rescues isn't enough -- you've got to have a plan and you must know your duties for each situation or emergency.

LEVELS OF EMERGENCY

It is often helpful to categorize emergency situations not only by their severity but also by the impact the emergency has on the immediate program area and the camp. This helps not only with communication but also serves as an initial guide to action. One such breakdown of emergency levels is:

Level One Emergency

- Can be remedied by a single staff member or leader
 - Activity stops only for the scout or scouts involved
 - Aquatic Director is notified for possible follow-up
- Examples – Injury or illness requiring minor first aid, capsizing or man-overboard, etc.*

Level Two Emergency

- Remedy requires coordination of additional Aquatic Staff or Health Office Staff
 - Activity stops for all in immediate proximity
 - Aquatic Director or designee supervises remedy
 - Activity resumes at the discretion of the Aquatic Director or his designee
 - Camp Management is notified; Adult leader is notified:
 - Aquatic Staff is debriefed by Aquatic Director
- Examples – Wayward Buddy Tag; Injury or illness requiring transport or Health Officer presence;*

Level Three Emergency

- Remedy requires involvement of entire Aquatic Staff plus coordination with Camp Office and/or Health Office
 - Activity stops for an entire area;
 - Aquatic Director supervises remedy
 - Camp Management is notified and helps coordinate remedy
 - Camp Management debriefs leaders if necessary
 - Aquatic Director debriefs Aquatic Staff
 - Activity resumes at the discretion of the Aquatic Director
- Examples -- Lost Swimmer Search; Spinal Injury; Serious injury or illness requiring immediate first aid;*

Level Four Emergency

- Remedy requires involvement of outside agency
- Area closes until remedy is finalized and debriefings are conducted
- Aquatic Director supervises remedy until relieved by Camp Management and/or professionals
- Camp Management is on-site and coordinates recovery unless relieved by professionals
- Camp Management debriefs entire staff and leaders if necessary
- Aquatic Director debriefs Aquatic Staff
- Camp Management notifies Council and addresses media
- Activity resumes at the discretion of the Camp Director

Examples -- Victim Recovery; Catastrophic Accident; Death by any means

EMERGENCY ACTION PLANS

You might be asked to help formulate Emergency Plans. More likely the plans will have already been developed by your Aquatic Director working with Camp Management. In this case you will need to become familiar with the plan and know your role if it needs to be implemented.

As you develop plans of action the first step is to “*think it through.*” Create the scenario in your mind and list all of the things that must happen to remedy the situation. Go through the components of an EAP (next section) and adapt each item to your scenario.

COMPONENTS OF AN EMERGENCY ACTION PLAN

Each plan should address the following basics:

- When and how the plan is activated
- Who takes charge of the overall response
- Who conducts the rescue or provides aid to the victim
- What equipment will be needed, and where it is located
- Communication between victim and rescuer
- Communication with and supervision of the rest of the scouts, who may assist with the effort or need to be removed from danger
- Who summons EMS, law enforcement, or other authorities, under what circumstances, and how
- After the victim is stabilized or removed from immediate danger, what follow-up care is needed, including (if necessary) how to evacuate the victim
- Notification of unit leader, camp management, or council office as appropriate
- Debriefing of staff members who participated or witnessed the event.

EMERGENCY COMMUNICATION

It is imperative that there be communication between areas of the waterfront and between the waterfront and the camp office / health office. This communication could be radio, land lines or even cell phones.

office is serious business. Communication should only take place to ensure the health and safety of scouts or staff. It should never be frivolous in nature.

It must be understood by all that communication between aquatic areas and camp office or health

The health officer must be available whenever aquatic program is taking place. The radio or

phone in the health office must be manned during these times.

Communication on open channels should be short and to the point. While radio code is common in police or fire situations it is often best in camp to

simply ask questions or supply information in plain language.

If information about specific scouts or leaders is transmitted over open channels, reasonable care is needed to maintain confidentiality. Follow your local camp protocols.

CAMP-WIDE PLANS

Some emergency situations might involve the entire camp or large areas of the camp. These plans might include:

- Fire
- Severe Weather
- Lost Scout
- Intruder
- Accidents
- Cardiac Arrest
- Spinal Injury

These plans will have been developed by Camp Management and covered with the entire staff during staff training.

While we won't attempt to elaborate on these plans here it is important to remember that an aquatic emergency might evolve into one that involves the entire camp. For instance, a Wayward Buddy Tag plan that isn't resolved in a timely manner might become a Lost Scout drill.

EMERGENCY ACTION PLANS FOR THE AQUATIC AREA

Emergency plans for the aquatics area include but are not limited to:

- Submersion incident or drowning
- Wayward Buddy Tag
- Lost Swimmer
- Spinal Injury

- Severe Weather
- Boating Accident
- Collision
- Stranded Boat
- Water Contaminants
- Failure of electrical/mechanical systems

SPECIAL EMERGENCY SITUATIONS AND CONSIDERATIONS

- EAP's should be developed for situations which may arise through the normal course of program. EAP's should not be developed for outlandish or bizarre situations (meteor shower) – these tend to trivialize the entire process.
- Avoid confusing communication codes -- if secure channels are not available transmit only information that is necessary; staff should be cautioned to maintain confidentiality if secure information is overheard.
- Emergencies at remote locations (boating separate from swimming) or out on a lake (waterskiing accident) present situations where both locations must be secured while EAP's are implemented.
- EAP's that rely on coordinated efforts (lost swimmer search) or that have complex logistics (rescue boats) should be practiced often so that all who may be involved know their responsibilities.

- Local agencies (EMT's, Rescue Squads, Hospitals, DNR ... whatever is applicable) should be consulted ahead of time to ensure a coordinated effort.
- All staff should be forewarned that they are not to discuss, speculate or contribute to rumors

regarding emergency situations – even with other staff members. The only discussion that is permissible is between a director and his staff (debriefing) and between directors and Camp Management. All inquiries from the media should be referred to Camp Management.

DEBRIEFINGS

The purpose of debriefings is to review and analyze the response of the staff to the situation. In the case of a serious injury or fatality. The Camp Director and Council Executive will implement standardized procedures. Staff members should not discuss the incident until directed to do so.

Emergency incidents involving serious injury or fatalities may be very traumatic for both campers and staff members. The council will arrange professional counseling as appropriate.

Incidents where a serious outcome was averted will be reviewed by the Aquatics Director to determine if additional safeguards or training are needed for prevention or improved response.

Debriefings should be short and to-the-point. Any further discussion of the event should only occur with the Aquatic Director.

UNIT 11 -- FACILITIES AND EQUIPMENT

GENERAL AREA REQUIREMENTS

AREA BOUNDARY

Both the swimming area and the boating area must have a physical boundary surrounding them. Entries should be blocked when the area is closed. The boundary need not be impenetrable but should clearly mark the area.

A swimming pool must be surrounded by a fence with lockable gates. The specifications of the fencing will vary by state.

GATE

Each area should have a single gate which clearly identifies where scouts may enter and exit the area.

BUDDY BOARDS

In-Boards / Swimming

The "in" board should be just inside the fence at the gate and should be divided to correspond with the swimming areas. The "in" board must clearly and unambiguously indicate how many and where people are in the swimming areas. The "in" board should include designations or tag groupings for "nonswimmer," "beginner," and "swimmer," corresponding to the three swimming areas.

In-Boards / Boating

A boating "in" board should clearly distinguish among rowboats, canoes, sailboats, and other craft. It should be numbered to correspond with the actual craft numbering.

Out Boards

The "out" board should be placed conveniently outside the fence so as not to interfere with the gate traffic, and should be divided to correspond to unit camping areas.

If the boating area is within the general area with swimming, a separate "out" board is not needed. If swimming and boating areas are remote, then a separate boating "out" board is needed and the special boat buddy tags are used.

LOOKOUT

At a waterfront the lookout position should be established where the lookout can see every part of the swimming area at all times without turning his head. Usually this will be halfway between the side limit markers and 25 feet or farther back from the water's edge. A tower is not essential if a lookout at ground level has an unobstructed view of the areas.

By turning, the lookout should be able to see the entire waterfront area including the boating portion of the lake. If the program areas are remote, a second lookout position or tower may be necessary.

An enclosed base on the lookout tower may serve as equipment storage, and a locked equipment storage area is recommended.

SIGNAGE

Each of the swimming areas should be labeled and well-defined. Dock areas should also be identified according to the area they serve.

Signs are sometimes necessary for communication of important information or safety warnings. Some are even required by law. Too many signs often clutter up the waterfront and make it difficult to determine which ones are important and which ones aren't.

BULLETIN BOARDS

A bulletin board is an important and special item of equipment in the aquatics program area. A good bulletin board promotes aquatics advancement and recreational opportunities, reminds program area users and visitors of the applicable rules and procedures, informs leaders and youth about year-round aquatics programming, provides information on the schedule for instruction and special activities during the week, and includes instructional information on selected skills.

The main bulletin board must be located outside the gate where it is readily accessible to all leaders, campers, and visitors. If a bulletin board is inside the fenced swimming or boating areas, it is convenient only for those checked into the area under supervision, and the promotional, program, and safety information is not readily accessible to all.

Supplemental boards that deal more extensively with specific skills may be useful

in teaching areas as instructional aids (e.g., canoeing or swimming stroke diagrams). Aquatics personnel should make a special effort to enhance the bulletin boards with artwork, pictures, and other graphics.

General teaching areas should also be set up outside the enclosed activity areas. One large area should be set up for presentations to troops and other large groups. A second work area should include a table. Both areas should be shaded and in the immediate vicinity of the aquatics program area.

The program area should include a clothesline at the far edge where there is no cross-traffic, a bulletin board, a trash barrel, a program area sign, and the "out" board. If showerhouse facilities are not nearby, a portable latrine should be provided

A cheerful, shipshape impression can be achieved by keeping the tower, marking buoys, floats, fence, and buddy boards painted white with a little red trim for decoration. A good appearance is more inviting for the campers and will convey an impression of pride, good order, and competence to leaders and parents. A clean, neat area and well-maintained equipment are also important safety factors.

STREAM AND RIVER LAYOUT

The principles of safety govern on running water, even though it may be found necessary to locate several areas at different points.

Water depths must be studied following each rise of the river if its bed is composed of sand and mud, and, following such a survey, it may be necessary to change the location of

all swimming areas. It often happens that at a point where there was 9 feet of deep water before a flood, there is a sandbar after it has passed. It is hard to hold platforms and swim-

walks under such conditions. Floats supported by buoyancy tanks or plastic foam blocks must be moored in such a way that they will not be swept away,

SWIMMING AREAS

The entire swimming area should be fenced with access limited to one gate.

DIVING BOARDS

If diving boards are used, they should only be placed on a solid platform at the center of the outside limit of the swimmers' area. Boards should never be higher than 1 meter (approximately 40 inches) and should never be mounted on a floating dock. If two boards are used (never more than two on one platform) they should be arranged to give balance and to prevent crowding. The inner edge of the platform beneath the board should be 25 yards from the opposite pier. Obviously, diving should not be permitted except in clear water, and there should be no other swimming in the water when boards are in use.

SWIM AREAS

The swimming area, whether in a pool or a lake must have three areas clearly defined. Nonswimmer and beginner areas must be completely enclosed either by dock system or by ropes with floats. The swimmers' area does not have to be enclosed but must be defined and well-marked. The nonswimmers' area should have a walk-in beach, bank, slope, or steps, and have at least one side of pier.

The beginners' area should have pier area on two sides, or at least on one side with shallow water on the other side. The swimmers' area should be accessible from a pier or shore and have a platform or a raft on the far side of the area. The route from shore to the swimmers' area must follow a dock or a roped-off lane from shore. One must not be required to wade through the non-swimmers / beginners area to get to the deep water.

SQUARE FOOTAGE OF SWIM AREA

The swimming areas should be large enough to avoid crowding. Allow at least 50 square feet of usable water per swimmer in a lake or natural water and a minimum of 40 square feet per swimmer in pools.

WATER DEPTH

The nonswimmer area should be no more than waist to chest deep and should be enclosed by physical boundaries such as the shore, a pier, or lines. The enclosed beginner area should contain water of standing depth and may extend to depths just over the head. The swimmer area may be up to 12 feet in depth and should be defined by floats or other markers.

Note that the allowable water depth may be different for Cub Scouts than for Boy Scouts, especially in the non-swimmers area.

RESCUE AND GUARD EQUIPMENT

Equipment stands for ring buoys, reach poles, and other rescue equipment should be conveniently located around the swimming areas. Guard chairs or towers are not

recommended, although guard stations may be marked on a pier or pool edge. The only practical use for a guard tower or chair may be for elevation of a lookout to see down into the, diving area if adequate line of vision is not available from a standing position on the edge of the pool or pier.

BOATING AREAS

Boat and canoe landing and docking areas should be separated from the swimming areas and should be enclosed by fencing with a gate.

During the camping season, rowboats are kept in the water when not in use, secured by bow and stern line to create a neat appearance and prevent damage by banging against each other or the pier. If sufficient dock space is not available it is OK to store rowboats on shore, usually bow-out for ease of entry.

Canoes are racked bottom up off the ground when not in use. If possible, canoes should be stored in the shade. Direct sun can damage plastic or fiberglass and can make aluminum so hot it is difficult to handle. Canoe racks should be close to the ground so small campers can easily remove or replace canoes.

Oars and paddles should be racked or hung off the ground, and life jackets must always be hung up for drying in the shade. A covered or shaded storage area may also serve for

demonstration and display of equipment or for dry-land drills.

RESCUE BOAT

One rowboat may be secured bow out for convenient use as a rescue and service boat. (Some states require that a rescue boat be ready and available at all times.) While aquatics activity is in progress, the rescue boat is simply one of the regular rowboats that has been positioned and equipped during operating hours for emergency use.

Difficult water conditions such as strong currents, winds, or heavy traffic on large bodies of water may require a motorboat for rescue use. Use of such equipment should be strictly regulated.

Boating practice and test areas should be defined and well-marked. Outer boundaries of the safe boating areas should be marked. Hazards, such as spillways, may require fencing or tying off.

SWIMMING POOL OPERATION

Swimming pools vary widely in their configuration and mechanical systems, but all have a few things in common, namely, a body of water for swimming, a pump to circulate the water, a filtration system to remove debris from the water, and a disinfection system to kill germs in the water..

The pool operator at camp will usually be the Camp Ranger, the Aquatics Director, or someone appointed by the Camp Ranger. This person will be responsible for handling and using the chemicals, maintaining the records, back-washing (cleaning) the filters, etc. Some states have special certification requirements for pool operators.

The chemicals used at the pool are probably the most dangerous chemicals in the entire camp. Used properly, they will produce a clean and safe pool. Improper use can be disastrous, and even deadly.

The Aquatics staff should not have access to or use any of the chemicals unless instructed to, and then only if trained to use them safely. Pool patrons should never have contact with any of the chemicals.

The most common sanitizing (germ-killing) systems use chlorine or bromine products, ozone, ultraviolet light, etc.. There are other systems, but the most economical and, therefore, most frequently used is chlorine. Chlorine products are available in three forms — solid, liquid, and gas.

Chlorine Gas is green in color and heavier than air, so it tends to sink into lower lying areas if there is no wind. Upon contact with

water, it forms hypochlorous acid which is the agent which kills germs in pool water.

When chlorine gas contacts moisture in mucus membranes (such as eyes, nasal passages, throat, lungs) it also forms hypochlorous acid which burns these membranes. Chlorine gas can easily kill. If a pool has a chlorine gas leak, all employees, pool patrons, and bystanders should be evacuated to an upwind position and kept there until the situation is corrected.

Liquid Chlorine (sodium hypochlorite) is a clear, slightly yellow solution which is very similar to liquid laundry bleach, only it is 2-3 times more concentrated. It will bleach the color out of fabrics upon contact. If skin contact occurs, flush the skin with generous amounts of water.

Solid chlorine is available in many forms and strengths (calcium hypochlorite in granular or tablet form at about 65-70% chlorine strength, lithium hypochlorite powder at about 35% chlorine, and chlorinated isocyanurates such as dichlor at about 56-62% chlorine or trichlor granular or tablets at about 90% chlorine). Do not handle these with your bare hands. Avoid breathing any dust from these products. The dust will burn mucus membranes very much like the chlorine gas does. If skin contact occurs, flush the skin with generous amounts of water.

Chlorine products frequently have an effect on the pH of the water, some raising the pH into an alkaline condition and some lowering the pH into an acid condition. The chemicals

most frequently used to correct these situations are muriatic acid and soda ash..

Muriatic Acid is a commercial grade of hydrochloric acid used to lower the pH of the pool water. Muriatic acid burns skin deeply and severely. Breathing the fumes should be totally avoided. All spills should be flushed with generous amounts of water. This chemical is highly hazardous and its use should never be delegated to the Aquatics staff.

Soda Ash (sodium carbonate) is commonly used to raise the pH of the pool water. It is usually available pressed into briquettes. Contact with the skin and breathing the dust should be avoided.

If the pool operator adds any chemicals directly to the water in the pool, the Aquatics staff should be notified and the pool should not be used for 8 hours to allow the circulating system to fully disperse the substance.

Pool chemicals should always be stored in their original containers, with the lids secure, in a dry and locked facility.

MSDS sheets (Material Safety Data Sheet) on each of the pool chemicals should be readily available in the camp's medical office and at the pool. These sheets describe the properties of a particular substance and are provided by the manufacturer to guide workers and emergency personnel in handling the substance in a safe manner. All Aquatics staff should know where these are kept at the pool.

There are jobs around the pool which can safely be delegated to the Aquatics staff. A couple of these include the use of the pool vacuum to clean the bottom of the pool and testing of the pool water. However, if the pool water does not test according to Health Department standards, the pool operator should be notified at once.

An easily overlooked job the pool staff should be aware of is watching that campers shower adequately before entering the pool. On hot days, sweaty bodies collect a lot of dust, and after a good rain, legs tend to collect mud... A sharp-eyed staff can send these campers back to the shower and thus avoid the "afternoon cloudy pool."

ROPE SWINGS, SLIDES, BLOBS. ETC.

The camp aquatics program can be enriched with special devices such as rope swings, zip lines, large floats, chutes, slides, and other water park attractions. Large inflatables can be purchased for various purposes. These include play devices in special shapes for use by both nonswimmers in shallow water and swimmers in deeper water. These are generally appropriate for Cub Scout-age participants and lend themselves to theme camps. Other configurations for older

campers include the "blob," a large inflated sausage-shaped float from which one camper bounces another into the air.

All such recreational equipment should be under the supervision of the aquatics program director. Any activity that involves entry or likely entry into the water must be conducted in compliance with Safe Swim Defense. Policies on diving, elevated entry, and submersion in turbid water also apply.

Each camp should develop, clearly communicate, and enforce written procedures covering the installation, maintenance, operation, and supervision of specialized waterfront devices at camp facilities. These local policies allow flexibility in adapting the use of a device to a particular physical setting but should include the safety objectives of relevant BSA policies on waterfront activities. The following guidelines are provided to aid camp management in that task. Additional information is found in *Aquatics Supervision*.

GENERAL INSTALLATION AND DESIGN

Prior to the installation of any specialized waterfront device, camp management should conduct a safety audit for the activity to determine appropriate facility needs, staffing, participant qualifications, and ways to alleviate any special safety concerns. Equipment manufacturers should provide a track record of safe operation and equipment durability.

The manufacturer's instructions for installation, use, and maintenance should be followed unless they conflict with more stringent BSA requirements. For example, the recommendation that participants on the blob wear a lifejacket does not alleviate the need to qualify as a swimmer.

Local design of devices such as rope swings or zip lines should follow sound engineering practices for strength and testing of supports and lines. Adequate safeguards should be in place to prevent falls during installation.

State regulatory agencies should be consulted. For example, codes in some states regulate water depths and areas at the foot of slides. Others specify that anchors must be buried.

FLOATS

Floats will be safely anchored in such a manner that users cannot fall on the deck or pier nor become entangled in anchor lines. Floats designed for general play by several participants should have maximum fall heights less than 40 inches, should be no more than 40 inches wide in more than one direction (to prevent entrapment beneath), and should be in sufficiently deep water to prevent forcibly striking the bottom. Number of users and roughhousing will be controlled.

Floats used by non-swimmers should be in water depths shallow enough for participants to easily regain their footing. Such depths will likely limit usage to straddling the device rather than standing on it. These devices are generally appropriate only for small children with one-on-one supervision by an adult in a family camping situation.

ELEVATED PLATFORMS

Devices, such as rope swings, zip lines, oversized floats, and slides, which include a start from an elevated platform, should be designed to prevent falls while users are getting into position. During use, there should be no danger of falling other than into deep water from a safe height (generally less than 5 feet). For example, early or late release from a rope swing or zip line should not result in a fall to the ground or collision with a support.

Activities that involve starting from an elevated platform will have carefully controlled access so that one user is seen to safely clear the area before another is allowed to begin. Water entry will be feet-first into clear water. The device will be in a separate area isolated from general swimming activities. The height a participant on the blob is catapulted above the water should be controlled by adjusting the height of the jump, matching weights of the participants, and not overinflating the device. The maximum allowable height should be based on the manufacturer's recommendation and local camp experience.

GENERAL SUPERVISION AND SAFETY

All recreational devices will be inspected daily before use. The number, training, and

positioning of guard personnel supervising a recreational device will be adequate to maintain visibility, control access, and provide prompt response.

Some device manufacturers recommend the use of lifejackets. These should be properly fitted Coast Guard-approved vests. Waterskiing vests that are impact rated are best. Type II "yoke" or "horse collar" designs are not recommended. Lifejackets may also be appropriate for other activities when the water clarity is marginal.

During operation of special recreational devices, any accident or close call will result in closing the activity until means for preventing additional occurrences are in place.

MAINTENANCE AND REPAIR

The best maintenance and repair material is a priceless commodity called "good training." When applied liberally, thoughtfully, and patiently to campers and staff, and reinforced continuously by good example, many maintenance and repair problems will be eliminated.

GENERAL MAINTENANCE OF CRAFT

Additional information on boat and canoe care and repair is included in the relevant merit badge pamphlets. The more detailed information in the pamphlets should be reviewed in conjunction with the material that follows in this section.

Cleaning

Wash with ordinary detergent and rinse with fresh water. Craft should be thoroughly washed immediately before and after storage and during the season as needed. Some natural water conditions are such that craft that are not racked out of the water may require weekly washing to remove algae slime and discoloration. A stiff-bristle brush or broom works well for scrubbing.

Painting

Unpainted craft can be painted if desired, but painted craft should have their appearance maintained by periodic touchup or repainting.

For this reason, aluminum and most synthetic materials require less upkeep if left unpainted, and many are available in a variety of colors from the manufacturer. If painting, follow manufacturers' instructions for paint selection and application. Clean and smooth the surface before painting.

All craft should be numbered, and this can be done with hand-lettering, stencils, metallic or plastic tape, or adhesive numerals. Whatever is used should be repaired or touched up as needed during the camping season. Rowboats should be numbered on both sides of the bow and on both the inside and outside of the transom. Canoes should be numbered on one side of the bow, on the opposite side of the stem, and on the bow breastplate. Numbers on the exterior of the craft should be legible from approximately 50 yards away. If boating is on a public waterway, craft should also be labeled to show ownership and may be required to show registration numbers.

Inspection

All equipment should be regularly inspected during the camping season, and minor repairs should be done immediately to keep the little problems from becoming big ones. For example, tightening or replacing bolts on a rowlock will prevent the craft from being suddenly put out of service on the very day it is most needed.

Off-Season Storage

Before equipment is put into storage, all major repair needs should be noted and the equipment to be repaired during the off season should be specifically marked and stored so that it is easily accessible. All craft

should be stored out of the water and off the ground under cover. Oars, paddles, sail rigging, boat motors, and lifesaving gear including lifejackets should be stored indoors in a locked storage area.

METAL REPAIR

Generally, welding is not recommended for aluminum repair. It affects the heat temper of the metal and promotes cracking around the welded areas.

Dents

For large dents, strike the center of the dent with your hand or lay it on a firm surface and step on the center of the dent with your foot. For small dents, hold a sandbag or a wooden block on the hollow side. Use a wooden, rawhide, or rubber mallet to hammer out the dent. Start at the outside of the dent and work to the center.

Punctures and Skin Fractures Permanent Repair

Secure the proper repair materials: metal, rivets, caulking, or sealant. To repair a crack, drill a hole in each end of the crack with No. 30 or No. 40 drill bit to stop the extension of the crack. Pound out damaged area to original contour. Cut a patch to size; drill a hole in each corner 1/2-inch from edges. Drill holes through the hull and secure the patch to the inside with bolts or screws. Lay out the rivet pattern 1/2-inch apart and 1/2 inch from the edges. On large patches, add a second row of rivets 1/4 inch in from the first row and staggered between them. Drill all holes, remove the patch, and clean burrs and shavings from the patch and boat skin. Apply caulking or sealer to the patch and refasten

the patch to the boat. Install rivets. Remove temporary bolts or screws and replace with rivets. Clean up; paint repaired area if desired.

Rivets

For loose rivets, tighten using a ball peen hammer and bucking bar (a steel bar weighing about a pound), or two hammers. Hold the bar or hammer against the manufactured head of rivet and hit the other side with the hammer until tight. For worn rivets, drill off the head and punch out the rivet. Replace with a proper-sized rivet. Note: Do not use pop rivets as these have a hole in the center which will allow in water.

Gunwale Damage

Minor bends can be straightened. Cracked gunwales can be repaired by riveting aluminum extrusion (angle) under damaged area. Allow about 6 inches of extrusion on each side of the crack.

Broken Ribs, Thwarts, and Seats

It is generally best to replace broken ribs, thwarts, and seats. Order them from the manufacturer. Repair kits, parts, and repair instructions are usually available from the manufacturer. A reliable small-aircraft mechanic can help with repair work; an auto body shop with dents.

FIBERGLASS REPAIR

For scratches and gouges, dry the area thoroughly; sand and clean the area 2 inches around the damage. Mix resin and hardener according to directions. For deep scratches, add cut-up fiberglass mat or cloth. Fill the

damaged area and let cure. Sand the area smooth and paint, if necessary.

To repair holes, dry the area thoroughly; sand and clean ragged areas and an area 2 to 4 inches around damage. As a temporary repair, if damage goes through the hull, tape a piece of plastic to the outside and cover the inside with cardboard for support. For permanent repair, if damage goes through the hull, cut a piece of fiberglass mat to fit the hole and another piece to overlap the hole by 2 inches. Cut a piece of fiberglass cloth to overlap the mat by at least 1 inch.

If damage does not need filling, use a fiberglass cloth patch with at least a 2-inch overlap for the first layer. Add extra layers if necessary with 1-inch overlap. Mix resin and hardener according to directions. If filling a hole, saturate the mat plug before placing it in the hole, and fill the extra space in the hole with resin.

Saturate each layer as it is placed on the repair. Remove all air bubbles before laying the next layer of cloth. After the patch has set, remove plastic from the outside. If necessary, patch the outside also. Sand the repaired area smooth, feathering to the outside edges of the patch. Paint, if desired.

Repair Kits, Parts, Skilled Help

Fiberglass repair kits are available from auto parts stores; parts and hardware should be ordered from the manufacturer. Skilled help may be found at auto body shops or from fiberglass manufacturers or repair firms.

"Plastic" Craft

Most dents can be "lifted" from plastic-type craft by careful use of a heat lamp. Cuts, scratches, and scores can be filled with epoxy filler. Damage to other hardware should be repaired according to procedures recommended by the manufacturer.

PADDLES AND OARS

Emergency Repair

Actual damage is frequently too severe to merit the time and expense of repair, so the emphasis should be on care and maintenance. Emergency repair of minor splits and fractures can sometimes be accomplished by drying and then sealing with duct tape. Covering the damage with an epoxy filler before taping gives an even more secure temporary repair.

Duct tape and an epoxy filler are invaluable equipment for temporary repair of damage to floating equipment, as well as paddles and oars, and should be essential items in an emergency repair kit.

Oars.

Sandpaper the loom and blade, but not the handle; a smooth handle will cause blisters. Oars may be treated with a good varnish or boiled linseed oil, but do not paint or varnish the handles.

Although an oar is made of hardwood, the loom of an oar, which comes in contact with the oarlock, will wear out quickly unless protected. You can add several years to the life of an oar by covering the area where the

oar rests in the oarlock with a heavy leather shield that should completely encircle the oar for a distance of 8 to 12 inches. Be sure that the leathers are tight. Brass or copper tacks are good for repairing loose leathers.

To replace leathers, soak the leather before applying it to the loom. Using brass or copper tacks, secure one edge of the leather so that it extends 4 to 6 inches above and below the spot where the oar rests in the oarlock. Stretch it around the loom without overlap and tack well where it butts against first nailed edge.

Oar looms can also be protected using fiberglass. Auto parts stores and marine supply houses have kits available for small jobs like this. Using fiberglass eliminates the need to drive tacks or nails into the loom of the oar, which weakens the oar.

UNIT 12 -- THE AQUATICS DIRECTOR

Throughout the previous 11 units of this guide there are numerous times that the Aquatics staff member is directed to seek your counsel as the Aquatics Director. Be prepared to provide guidance in those cases. This Unit of the staff guide contains information specific to the job of the summer camp Aquatics Director.

JOB OF THE AQUATICS DIRECTOR IN SUMMER CAMP

While the Aquatics Director plays many roles as part of the camp staff there are three primary roles they play specifically related to the Aquatics Area. At camp the Aquatics Director operates as the:

- **Lead Professional Lifeguard**
- **Lead Instructor for Aquatics**
- **Aquatics Area Manager**

Lead Professional Lifeguard. The Aquatics Director has responsibility for:

- training inexperienced lifeguards,
- assessing the quality of skills of experienced lifeguards,
- establishing aquatics Emergency Action Plans,
- implementing effective swimming and boating protection plans
- leading the response in an aquatics emergency situation.

American society in general and parents in particular have an ever increasing expectation of the “**Standard of Care**” that must be met by professional lifeguards. In addition to other skills and knowledge, graduates of the National Camp School Aquatics Section need to meet the skill requirements of BSA Lifeguard and have the ability to train others in BSA Lifeguard.

Lead Instructor for Aquatics. Aquatics Directors have responsibility for:

- developing and refining the aquatics activities schedule within the overall camp schedule
- teaching aquatics skills to their staffs
- teaching their staffs to be effective instructors
- being a role model for effective aquatics instruction.

Providing fun and challenging aquatics activities and performing effective instruction for all participants are keys to the experience youth will have at resident camp and determinants of whether they remain in Scouting or return to camp the following year.

Aquatics Area Manager. The Aquatics Director has responsibility for

- managing the day-to-day operation of the Aquatics Area.
 - staff development and relations,
 - relations with unit leaders,
 - conflict resolution
 - decision-making involving rules and procedures.

Having the ability to anticipate and respond to the types of practical situations the Aquatics Director will face in their resident camp is critical to making their other two roles work.

NATIONAL CAMP ACCREDITATION PROGRAM (NCAP)

PURPOSE OF NCAP AND ANNUAL ASSESSMENT

The purpose of the Boy Scouts of America's National Camp Accreditation Program (NCAP) is to help councils elevate camps to new levels of excellence in delivering Scouting's promise to youth.

Councils will engage in a rigorous review of camps and properties, continuous improvement, and correction or elimination of substandard practices.

The NCAP achieves this purpose through the following:

- National camp standards
- Application and Authorization to Operate
- Camp Strategic Analysis
- Continuous Camp Improvement Program
- Annual camp assessment process

Only camps that successfully complete all five aspects of the NCAP are BSA accredited camps.

ANNUAL ASSESSMENT PROCESS

All BSA accredited camps undergo an annual assessment process. Resident, trek, and specialty-adventure and high-adventure camps go through a third-party assessment process coordinated by the responsible BSA Area NCAP leadership. Day camps and family camping programs are subject to a thorough self-assessment annually and are reviewed during the Application and Authorization to Operate process.

Based on the results of the annual review, each BSA camp—regardless of type—will receive an individualized accreditation decision.

Accreditation is the mark that the camp program provides a fun, high-quality, and safe program consistent with what the public expects of Scouting.

Beginning in 2014, BSA accredited camps are eligible for accreditation with Silver or Gold Recognition, which recognizes camps with superior performance and a strong commitment to continuous improvement.

All BSA camps are encouraged to review the criteria for Silver and Gold Recognition, which are listed in the pamphlet “Requirements for Accreditation With Silver or Gold Recognition”.

NATIONAL CAMP STANDARDS

The BSA's national camp standards are established to do the following:

- Ensure that each camper and leader has a fun, high-quality program consistent with the BSA brand.
- Ensure the health, safety, and well-being of every camper, leader, visitor, and staff member while participating in a BSA accredited camp.

The local council is responsible for maintaining the BSA's national camp standards. The national camp

standards are the foundation of the National Camp Accreditation Program, which assesses council and camp conformance with the requirements set forth in the national camp standards.

The national camp standards consist of *standards*, which are mandatory when applicable, and *recommended practices*, which represent best practices recommended for all camps.

All camps that are operated by a Boy Scouts of America council are required to meet the standards that fit the type of camp being operated.

AQUATICS RELATED STANDARDS

While the Aquatics Program Area comes into play in meeting many of the National Camp Standards, the following standards in particular are directly applicable to Aquatics.

PD-112 – Council Program Design, Safety and Risk Review

PS-201 – Aquatics: General

PS-202 – Aquatics: Large “Living Aboard” or Chartered Boat Programs

PS-203 – Aquatics: SCUBA

PS-204 – Aquatics: Nationally Approved Scuba Adventure Programs

PS-207 – Fishing Programs

SQ-401 – General Camp Staff Qualifications

SQ-406 – Aquatics Staff

SQ-411 – High Adventure and Specialty Adventure Staff

HS-511 – Buddy System

RP-153 – Adult Participant Training Opportunities

RP-254 – Aquatics Supervision Courses

RP-851 – Council Committee / Volunteer Support

ROLE OF THE AQUATICS DIRECTOR AND AQUATICS STAFF IN ANNUAL ASSESSMENT PROCESS

During the course of the visitation and annual assessment, it is likely the Aquatics Director will meet with a member of the assessment team to discuss the Aquatics Program Area, staffing and your program.

They will likely spend time observing the operation of the Aquatics Program and look for issues associated with programming, staffing, EAP, etc. Camp assessment teams will likely have an Aquatics Specialist on the team and that person

can be an asset in answering specific questions you may have about camp aquatics and the National Camp Standards.

The assessment team is not visiting your camp to shut down the program, but is there to help in the implementation of the NCAP and ensure that National Camp Standards are being met in support of your camps Application and Authorization to Operate Process.

Questions about the National Camp Accreditation Program can be directed to the national Outdoor Programs team at outdoorprograms@scouting.org or ncap@scouting.org.

AQUATICS ADMINISTRATION

Listed below, in descending order of priority and importance, are the four elements of aquatics administration.

1. Program

The primary element is program. What can the youth do and what can be done for the youth?

2. Rules and Procedures

Rules and procedures are necessary to assure safety, efficiency, and fairness in the program, but such rules and procedures should always serve to facilitate program delivery. Rules and procedures are the servants of program, never the masters.

3. Personnel

Given a solid program supported by sound and reasonable rules and procedures, the next ingredient is personnel. Experience, skill, knowledge, maturity, responsibility, and attitude are personnel variables, and the director must mix and balance these variables to best advantage.

4. Equipment and Facilities

This last element is the tangibles you have to work with. A good program requires only the barest necessities but can be enhanced by a fine facility and good equipment.

Purpose of Scouting Aquatics

Aquatics activities in Scouting meet five basic objectives:

1. Give youth self-confidence and skill in aquatics.
2. Instruct youth in self-preservation, the care and use of aquatics equipment, and rescue methods.
3. Promote aquatics recreation.
4. Develop physical strength and coordination.
5. Aid units in planning and conducting a safe, year-round program.

Programming in the Summer Camp

The primary element of the summer camp aquatics program is the *program*—what the camper can do and what we can do for the camper. Without a well-planned, appealing, and accessible program, everything else is wasted.

Remember that aquatics is only one part of the summer camp program. As part of a whole, aquatics must be coordinated with other program activity. This requires cooperation, an understanding of and commitment to the concept of Scout summer camping, and an awareness of the total program and its various aspects.

The preferred method of Scout camping is the chartered unit camping under its own leadership.

The purpose of the summer camp is to provide resources to the unit that will make it better able to plan and conduct its own program in summer camp, and experiences that will prepare it for its year-round program. The services of the summer camp staff, therefore, are of a counseling nature.

The success of the camp program should be measured by the extent to which the unit has learned to stand on its own in stimulating and serving the interests of the individual youth member.

The aquatics program, like all other parts of the general camp program, must provide for *maximum flexibility*. The program should be structured each week to serve and satisfy the particular needs of the units and the youths in camp

Essential Program Elements

The aquatics program combines recreation and instruction. A summer camp aquatics program consists of five essential elements—***instruction for youth, instruction for leaders, demonstrations, recreational activity, and unit activity.***

YOUTH INSTRUCTION

Youth Instruction includes opportunities to learn new skills and to develop new interests, as well as assistance in improving and advancing the skills and interests that the campers bring with them. These opportunities for instruction should include:

- Instruction for nonswimmers
- Instruction for beginning swimmers
- Second Class and First Class advancement opportunities
- Advanced swimming (Swimming and Lifesaving merit badges, snorkeling, distance swimming, special-interest skills, etc.)
- Basic instruction in the use of boats, canoes and kayaks
- Basic rescue skills
- Rowing merit badge
- Canoeing merit badge
- Kayaking Merit Badge

- Advanced aquatics (motorboating, waterskiing, Scuba, Stand Up Paddleboard, sailing, BSA Lifeguard training, Whitewater merit badge, etc.)

INSTRUCTION FOR UNIT LEADERS

Instruction for unit leaders also must be included in the summer camp aquatics program. Important topics to be included are:

- Safe Swim Defense
- Safety Afloat
- Aquatic Supervision: Swimming and Water Rescue
- Aquatic Supervision: Paddlecraft Safety
- Basic boating and swimming
- Review and explanation of BSA aquatics policy
- Basic rescue skills
- Cardiopulmonary resuscitation (CPR)
- BSA Lifeguard
- Aquatics instruction skills (class organization and teaching techniques)

- Year-round aquatics for the unit
- Water sports and games
- Advanced skills (swimming, lifesaving, snorkeling, canoeing, rowing, sailing, waterskiing, motorboating, kayaking, Stand Up Paddleboard)

- Aquatics games and sports
- Advanced aquatics skills
- Buoyancy of common items (e.g., car spare tire, ice chest, plastic bucket)
- Use of personal flotation devices (PFDs)
- Hypothermia protection

DEMONSTRATIONS

Whenever possible, **skill and safety demonstrations** should be given for campers, leaders, and visitors. Other demonstrations should be used to promote aquatics activity and to encourage youth to develop skills and enjoy the water. The aquatics program staff should be prepared to give such demonstrations on short notice, whenever an opportunity arises. Important safety and skill demonstrations are these:

- Buoyancy of boats and canoes
- Basic rescue skills
- Clothing inflation for support
- Cardiopulmonary resuscitation (CPR)
- Body buoyancy
- First-aid procedures

RECREATIONAL ACTIVITY

The Scouting aquatics program looks for opportunities to provide pure and simple fun. **Recreational activity** usually involves swimming, canoeing, rowing, other small craft, and special events and competitions.

UNIT ACTIVITIES

An important element in the Scouting program is **unit activity**. All of the instructional and recreational activities identified here can be done in camp on a unit basis using the aquatics staff as needed for counseling and assistance. Every unit should have at least one aquatics activity on the unit program during the camp week.

Scheduling Summer Camp Aquatics Program

Every Scout summer camp aquatics program should be committed to the concept of *open scheduling*. The program always will be encumbered by certain real and necessary constraints — availability of equipment and personnel, health and safety precautions, weather, facilities — that will limit the scope and depth of the program. Additional discretionary constraints -- such as fixed-time scheduling and inflexible program policy -- should not be structured or imposed.

Each instructional program element should be outlined and defined in terms of total number of hours, maximum number of participants, and equipment requirements. Instructors and assistant instructors should be identified and

prepared to execute the instructional activity according to demand.

Opportunities for recreational activity should be defined in terms of facilities and equipment available, staffing needs, and maximum number of participants.

The aquatics director should participate in the commissioner's part of the precamp or first-day program planning session. In this session, the leadership of each unit receives assistance in program planning to meet aquatics interests within the unit.

Additionally, the program schedule for the week is structured at this time according to the overall program needs of those units in camp for that

particular week. All schedule conflicts should be resolved as part of this planning activity.

The aquatics director should also determine the interest or desire for an aquatics special event, or other special program features, and include these activities in the general schedule for the camp week.

After the planning session or leaders' roundtable, the director should meet with staff to complete planning and assignments for the aquatics program schedule. It may be prudent to schedule Aquatic merit badge classes.

COUNCIL AQUATICS LEADERSHIP

The summer camp aquatics program is only a part of a unit's overall program. That Pack, Troop or Crew has 51 weeks of aquatic program that is not supported by the camp. Where can that unit turn for support during the rest of the year?

The continuing increase in the number, required, complex and specialized aquatics activities in most Scout council's creates the need for a group (committee) to oversee and support those activities on a year round basis. Hence, the Local Council Aquatics Committee.

The National Health and Safety Committee and the National Program Committee have made the recommendation that all councils form a local Aquatics Committee.

Local Council Aquatics Committee

Purpose of the Committee. The Aquatics Committee has overall responsibility for the local council's aquatics activities in Cub Scouts, Boy Scouts, Venturing and Exploring.

Structure of the Committee. The Aquatics Committee may be a separate committee, a task force or a sub-committee within the Camping or Health and Safety Committees.

Within the local council organization, the Aquatics Committee can report to –

- Vice President of Program
- Vice President of Health & Safety
- Camping Committee

Responsibilities of the Committee. The Local Council Aquatics Committee has five main responsibilities

1. Training

- Safe Swim Defense and Safety Afloat
- Basic swimming and boating skills training for Unit Leaders
- Basic water-rescue skills training for Unit Leaders
- Development of unit aquatic activities for Unit Leaders
- Camp Aquatic staff training in:
 - Aquatics skills
 - Effective teaching of aquatic skills
 - Aquatics safety including Lifeguarding
 - Basic canoeing
 - Basic crew
 - Basic whitewater
 - Non-swimmer instruction

2. Program

- Promote learn-to-swim programs
- Whitewater canoe, kayak, rafting trips
- Provide instruction for special awards
- Promotion of Aquatics High Adventure
- Enhanced aquatics activities during Camp
- Help select, procure, and maintain camp aquatics equipment
- Special Aquatics Camp sessions
- Winter swim programs
- Coordination with other councils to promote programs and resources

- Coordination with other agencies (e.g. American Red Cross, YMCA, NAUI, PADI, American Canoe Association, etc) for joint programs or use of facilities

3. Advancement

- Cub Scout electives and Sports Award for Swimming
- Webelos Aquanaut
- Second Class and First Class requirements
- Swimming and Lifesaving Merit Badge clinics (non-summer camp)
- Canoeing Merit Badge (non-summer camp)

4. Safety

- Promotion of Safe Swim Defense and Safety Afloat at the District and Unit level
- Pre-camp Swim Classification Testing
- Review of Council and District safety training and procedures for aquatics activities including day and resident camps

- Inspection of Summer Camp and other Council and District aquatics activities facilities and equipment

5. Development of Aquatic Leadership

- Assist with sourcing or reviewing qualified candidates
- Assist with interviewing candidates to ensure necessary aquatics experience, training certificates and aquatics leadership exists
- Establish a succession planning process identifying the next Aquatics Leaders for key roles
- Establish a program to train, develop and retain younger aquatics staff members to become aquatics leaders in the future. This includes staff for summer camp and year-round Council and District led aquatics activities.

Develop and maintain enough qualified instructors, distributed throughout the council, to timely meet all local aquatic training needs.

AQUATICS AREA PROTECTION

Program Hazard Analysis

Program activities within the BSA are subject to analysis with regard to their hazards and risks. Most of this analysis takes place at the council or even the national level; however, occasionally a camp will wish to initiate an activity that is new or to change an existing activity. If these cases involve aquatic activities the Aquatic Director should be involved in the process

Most normal activities that take place in camp have already been analyzed by the council Risk Management Committee or maybe the Health and Safety Committee. There is little need to reevaluate the risks as long as the Aquatic Director is familiar with and understands the risks and how to mitigate them.

Formal analysis should take place for new activities, modifications to existing activities, or for newly recognized hazards. This process could begin with the Aquatic Director but should include Camp Management and council Risk Management, Aquatics and/or Health & Safety Committees.

Whether a formal analysis for a major activity or an on-site analysis for a small, localized activity the process remains the same:

1. Clearly **define the program activity**.
 - a. Equipment / Materials
 - b. Procedures

- c. Participants
- d. Environment

2. **Identify potential hazards** and determine their causes

- a. Methods of identification could include review of safety data, employing the judgment of experts, generic hazard checklists, formal hazard analysis techniques, or a review of design data and drawings
- b. Causes could include human error, procedural issues, chemical hazards, design flaws, environmental factors among others.
- c. Using a team approach, including persons from program, management, camping, properties, health & safety, etc., provides the best mix of expertise and experience for thorough hazard identification.

3. **Assess the identified hazards**

- a. Hazard **Severity** -- what is the worst probable result of the hazard.
 - i. Catastrophic → Critical → Marginal → Negligible
- b. Hazard **Frequency** -- what is the probability that the hazard will be experienced during the planned duration of the activity
 - i. Frequent → Probably → Occasional → Remote → Improbable

4. **Assess the risk** based on the combination of Hazard Severity and Hazard Frequency

- a. Unacceptable → High frequency and High severity
- b. Undesirable
- c. Acceptable with corrective action
- d. Acceptable without corrective action. → Low frequency and Negligible severity

5. **Acceptance and Resolution of Risk** -- Unacceptable and undesirable risk should be eliminated or controlled

- a. Design for Minimum Risk -- design, redesign or retrofit to eliminate the hazards; reduce the severity / probability of occurrence to an acceptable level.
- b. Safety Devices -- reduce risk to an acceptable level through the use of fixed, automatic, or other protective safety features or devices.
- c. Warning Devices -- devices are used to detect the condition and to generate an adequate warning signal to provide for personnel remedial action.
- d. Procedures and Training -- If risk remains at an unacceptable level, procedures and training can be implemented to negate the risk. The level of training required is based on the complexity of the task and minimum training requirements specified for the program element.

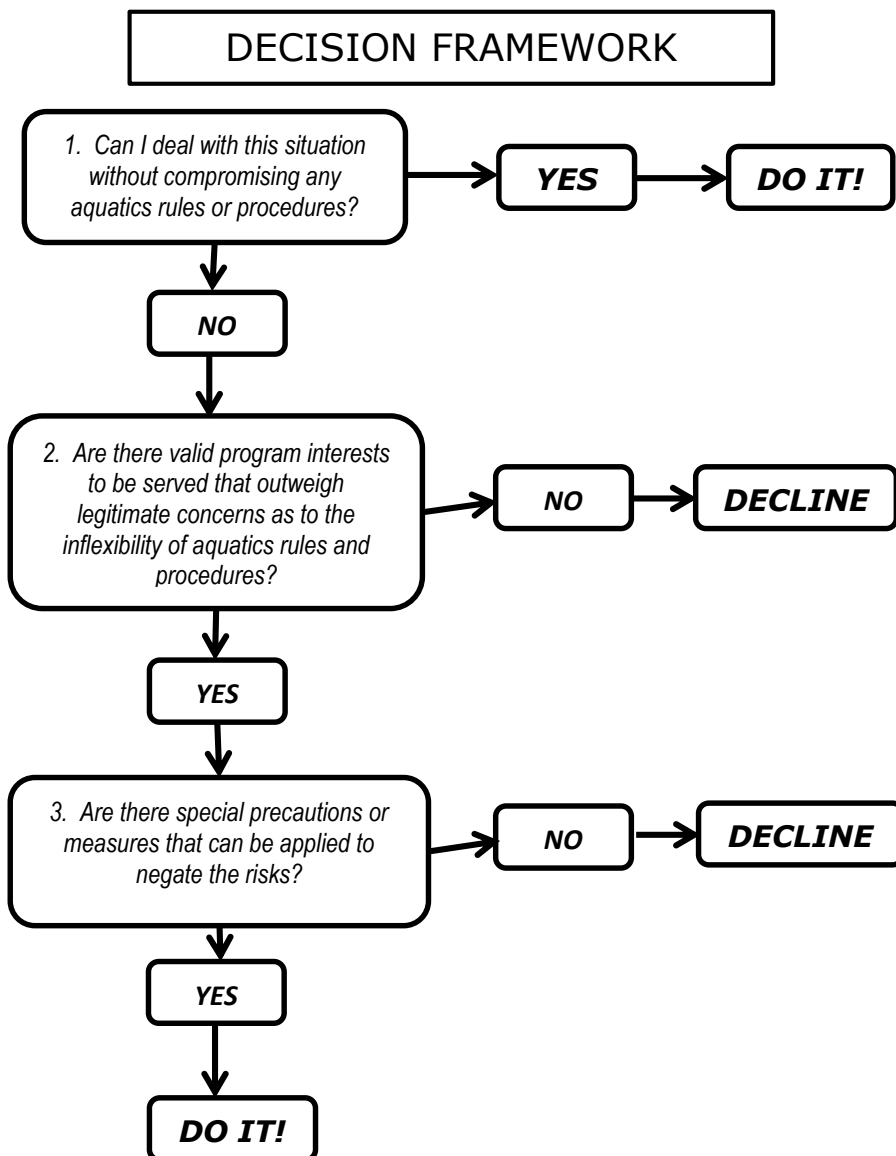
6. **Follow Up**

- a. It is the responsibility of the Aquatic Director to implement a system to monitor the measures being used. Should additional hazards be recognized, it is the responsibility of the Aquatic Director to update the program hazard analysis to address these hazards.

7. **Documentation** -- If an on-site hazard analyses is completed it should be well-documented and records should be maintained in camp as well as with council leadership.

RULES AND PROCEDURES

"The general policy objective behind all aquatics rules and procedures is to assure that the best possible program is delivered in a safe Scouting environment that encourages the youth members and their units to participate in aquatics activity."



Remember that policy is to serve the program, not the convenience of the Aquatics staff.

The circumstances in which there is no choice but to decline are rare but if you must decline, be firm, be sympathetic, be courteous, and suggest alternatives. While it may be easier to just say no, it's much more satisfying to suggest an alternative that helps the person accomplish much of their objective without compromising safety.

As far as possible, anticipate questions and problem situations in advance. Work with your camp management to plan ahead.

When making critical policy decisions, be sure all appropriate persons are involved in the decision making