

## **Notts 2023 Wet SERC**

### Overview:

Competitors are at Lake Windermere, where a kayak expedition has gone wrong. The expedition is from South Lakes School for the Deaf, meaning the student casualties are all deaf/hard of hearing. The teacher and students have capsized and are in need of rescue; a bystander also enters 30 seconds in.

### Aims:

The main aim of the SERC is to test the competitors' ability to adapt their training to disabled casualties; a lot of first aid training is historically taught on able bodied casualties, however in real life this is not always the case. Competitors will need to adapt how they communicate with deaf/hard of hearing casualties, and prioritise treatment accordingly.

### Captains' briefing:

- Comms are simulated
- Hazard tape is red and white (or whatever colour it is on the day)
- Judges are wearing white
- Lifeguards are wearing dark green (double check on the day)

### Other information:

- Full first aid kit (to match dry SERC for the clubs' convenience)
- Whole team enters together on whistle
- Pool steps are out of bounds

**Briefing:**

You are a group of friends on holiday in the Lake District, excited to go kayaking on Lake Windermere! You have come to Low Wood Bay Watersports Centre to hire kayaks, just off the A591, between Troutbeck Bridge and Ambleside. Today the skies are clear but it's very windy, so there are lots of sailing boats out as well. There is a lifeguard rescue crew at the lake that can be called out if needed, or they can call an ambulance or the police for you as there is no phone signal. The water is only 8°C today and the air temperature is 14°C.

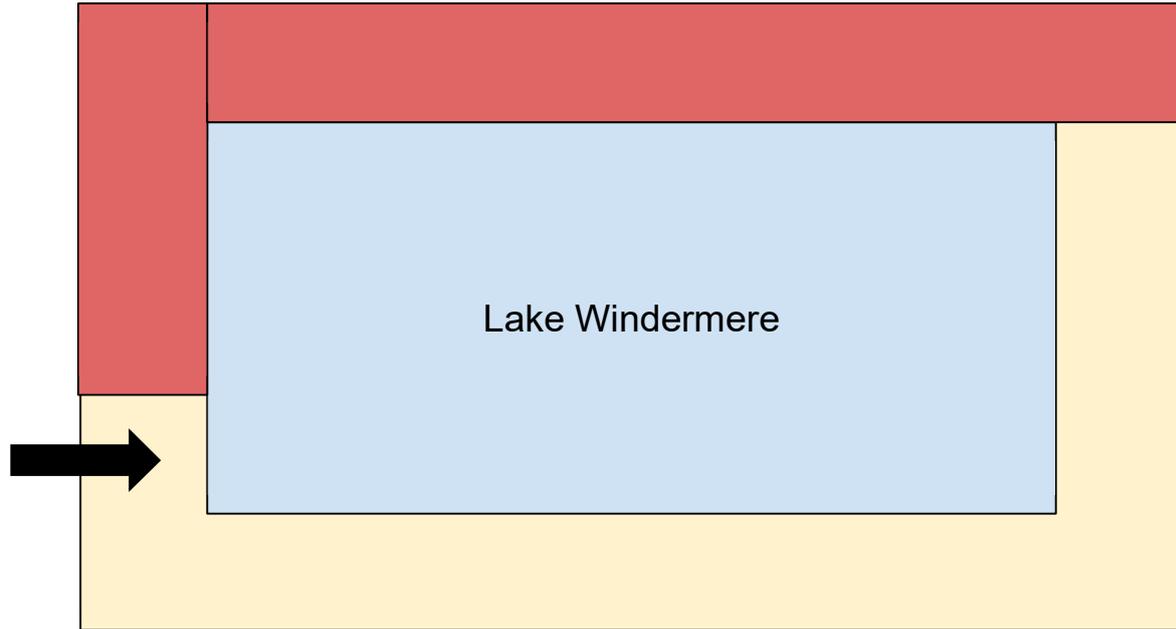
You are early for your hire time and there is a D of E expedition out on the lake; the person who rented you the kayaks says they're from South Lakes School for the Deaf and they're completing the final day of their Gold Expedition. If you stick near the shore you won't get in their way. There are also other members of the public out enjoying the surrounding area and lake today.

Please collect your life jackets and kayaks from the shore and have a nice day out on the water!

Comms are simulated. Pool steps are out of bounds.

See second page for diagram and map; green circle identifies Low Wood Bay Watersports Centre.

Red shows out of bounds, black arrow is team entrance



OS Map of local area:



## **South Lakes School for the Deaf at Lake Windermere**

### **Situation:**

Teacher and 5 students from South Lakes School for the Deaf are out on Lake Windermere (with kayaks/canoes), capsized, and were blown further out onto the water. The instructor passed out on the shore (unconscious breathing) and they left without the instructor, without realising. The teacher is suffering from diabetes, and everyone is tired and cannot swim to shore; two of the students are panicking and locked and having lost their life jackets, hypothermic too. Life jackets and a tarp found on poolside can be used to rescue the locked swimmers. The two students not locked are still wearing life jackets and holding onto an upturned canoe/kayak with the diabetic teacher. The teacher had a life jacket but gave it to one of the nearest students who lost theirs. One of the locked swimmer students has a broken arm and will need help getting out of the water. The 5th student had an asthma attack and went unconscious under the water (Ruth Lee child, wearing t-shirt). The instructor has the first aid kit, inhaler, sweets, food and water, an extra towel, and a map. There are other bags on the side with clothes in (belonging to the students), and the teacher's bag has the radio in it - they have been trusted with the radio by the outdoor centre. Once treated the teacher can get the radio for the team (or they can find it). Over the radio, the message is directed to the watersports centre, giving the information they should pass onto the ambulance. There is also a walker that comes by 30 seconds in, who has a bleeding hand from a hike and needs first aid supplies, but brings with them a bag containing an empty water bottle and spare foil blankets. Once treated, they can support others, do minimal first aid (their first aid would gain half marks, so not as good as a proficient first aider but better than an untreated casualty), and speak sign language to communicate more easily with deaf students.

### **Some information on the deaf casualties:**

The deaf students act largely like able bodied casualties, but simply do not respond to solely verbal cues. They can communicate with each other and anyone who knows sign language - the teacher and the walker, once treated. Team members can communicate with the casualties by maintaining eye contact and doing broad gestures, such as waving, arm signals, and simple, invented hand signs. If a team member clearly knows BSL, do not allow this as effective communication as that is an unfair advantage. To get the attention of a deaf person, team members must be in their line of sight and wave, or physically tap them on the shoulder or use some other means of contact/tactile communication, eg. slapping a hand on a kayak that other people are holding onto, so the deaf students will feel the vibrations (this technique is commonly used in kayaking/canoeing for deaf/hard of hearing people as they are both facing the same way when paddling).

For communication in the SERC between deaf casualties we will have some simple signs such as yes, no, etc. and the benefit of casualties knowing information about each other ahead of time; a casualty can in essence pretend to converse and then answer on behalf of another casualty.

**Equipment:**

- Canoe/kayak
- Life jackets x6 (borrow from another sports club at Nottingham)
- Ruth Lee child manikin
- T-shirt for Ruth Lee child
- Child CPR manikin
- Torp

Bag for instructor (suggest drawstring bag that can get wet) containing:

- Team's FAK (can be travel or full, to match dry SERC)
- Sweets and snacks, eg. haribos and crisps
- Blue inhaler
- Water bottle
- Towel (pre-wet in case it gets wet later on)
- Map (laminated)

Bag for walker containing:

- Extra foil blankets x2
- Empty water bottle

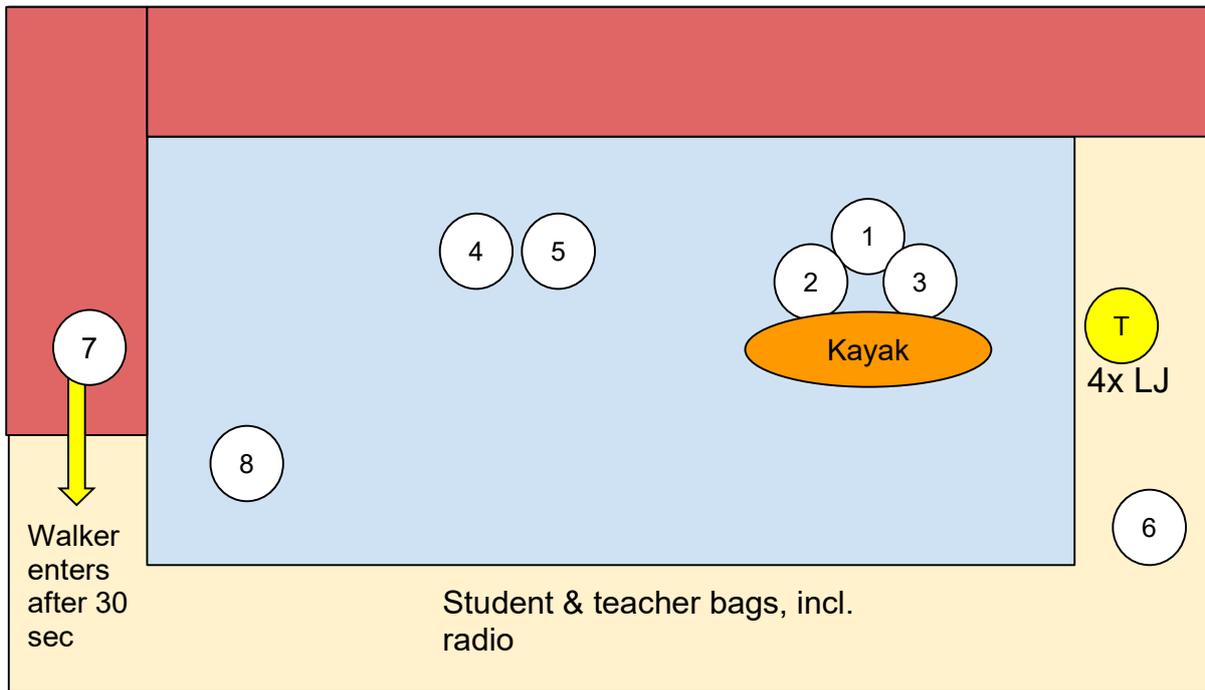
Bags for students (can be as simple as black bin bag/shopping bags) containing:

- Clothes, eg. jumpers, t-shirts

Bag for teacher containing:

- Radio

**Map:**



1	Teacher	Mr/Miss/Ms Smith
2	Student	Ali/Allie
3	Student	Benji/Becca
4	Student	Charlie
5	Student	Dave/Davina
6	Instructor	Jeff/Jenny
7	Walker	Tim/Tina
8	Student	Eddie/Edith (body on bottom)
LJ	Life jacket	
T	Torp	

Pool steps are out of bounds.

**Casualties:**

For all casualties, information is only given up when asked. For deaf casualties, competitors can ask questions through someone who speaks sign language (teacher or walker) or using simple gestures or invented signs. All deaf casualties can speak but cannot hear.

**Casualty 1: Teacher - Mr/Miss/Ms Smith - diabetic****Hearing, can do sign language**

Suffering from diabetes, they are stranded out on the lake having capsized in the high winds, holding onto the kayak/canoe to stay afloat. They have given their life jacket to one of the students next to them, and struggle to swim or kick their legs due to the cold and their diabetic condition. Very slurred speech, need help getting out. Once given sugar, they feel much better and can communicate with the deaf students using sign language, go get the radio (in teacher's bag) they were given by the outdoor centre, and can comfort the students. They are also missing a 5th student who was out on the water, Edith/Eddie – they know this student started having an asthma attack and then disappeared.

Information they can offer (once treated):

- Where the first aid kit, snacks, towels, water, and map are (all in instructor's bag)
- Where the radio is (teacher's bag)
- That there is a student missing, who was having an asthma attack on the water when the teacher last saw them
- How to use the radio - simulated, but the message will go to the lifeguard crew who will relay all the same information to emergency services
- Can communicate with deaf students using sign language
- Can comfort students but cannot do first aid on their own

**Casualty 2: Student - Ali/Allie - tired swimmer, holding onto boat****DEAF**

They are deaf and were doing Gold D of E on the lake but capsized in the high winds. They lost their life jacket but the teacher (Casualty 1) gave them theirs. Benji/Becca (Casualty 3) teases them (splashing water, tapping and shoving each other, etc) about this and they argue back. They have no pre-existing medical conditions, but are very tired so cannot swim in without an aid. Once at the shore they can get themselves out. For any equipment or help, they just shrug and point towards the bags.

Other information they can provide if asked (via a translator who can speak sign language, the teacher or the walker, or by simple invented signs from competitors):

- There is a 5<sup>th</sup> student who is missing. They did not see the asthma attack but know the student has asthma

**Casualty 3: Student - Benji/Becca - tired swimmer, holding onto boat****DEAF**

They are also deaf and were doing Gold D of E on the lake but capsized in the high winds. They are the only student who managed to keep their life jacket on, and they gloat/argue about this with Ali/Ally (Casualty 2). They have no pre-existing medical conditions, but are very tired so cannot swim in without an aid. Once at the shore they can get themselves out. For any equipment or help, they just shrug and point towards the bags. For any equipment or help, they just shrug and point towards the bags.

Other information they can provide if asked (via a translator who can speak sign language, the teacher or the walker, or by simple invented signs from competitors):

- There is a 5<sup>th</sup> student who is missing. They did not see the asthma attack but know the student has asthma

**Casualty 4: Student - Charlie - locked swimmer, hypothermic  
DEAF**

They are also deaf and were doing Gold D of E on the lake but capsized in the high winds. In the water, they started to panic, lost their life jacket, and became locked with Dave/Davina (Casualty 5). They have no pre-existing medical conditions, but are very cold and tired so cannot swim in. Once at the shore they can get themselves out. For any equipment or help, they just shrug and point towards the bags.

Other information they can provide if asked (via a translator who can speak sign language, the teacher or the walker, or by simple invented signs from competitors):

- There is a 5<sup>th</sup> student who is missing. They did not see the asthma attack but know the student has asthma

**Casualty 5: Student - Dave/Davina - locked swimmer, broken arm, hypothermic  
DEAF**

They are also deaf and were doing Gold D of E on the lake but capsized in the high winds. In the water, they started to panic, lost their life jacket, and became locked with Charlie (Casualty 4). They also broke their arm when falling off the boat and will need help getting out at the shore. Their arm hurts a lot and they cry/wail about the pain. For any equipment or help, they just shrug and point towards the bags.

Other information they can provide if asked (via a translator who can speak sign language, the teacher or the walker, or by simple invented signs from competitors):

- There is a 5<sup>th</sup> student who is missing. They did not see the asthma attack but know the student has asthma

**Casualty 6: Instructor - Jeff/Jenny - unconscious breathing face down  
Hearing (but unconscious)**

The instructor passed out for some unknown reason on the shore and the group left without them. They are lying face down, breathing, on the shore on top of their bag, which contains the team's first aid kit, sweets and snacks, water, an inhaler, a towel, and a map. The map can be used to remind the team of the location if needed.

**Casualty 7: Walker - Tim/Tina - tired, bleeding hand  
Hearing, can do sign language once hand is treated**

Walker enters 30 seconds into the SERC and has just come off the hills - they are tired, hungry (not hypoglycemic, just hungry) and have a bleeding hand from a fall. They are in need of first aid supplies but have spare foil blankets in their bag. Once treated they can help with basic first aid and sign language, if directly asked (this information is not openly offered). First aid by this casualty receives **half marks**, as they are not as good as a proficient first aider, but better than no treatment at all. If asked to help with first aid or sign language before being treated or given something to place against the hand cut, such as a rolled up bandage, they will insist they need "something for my hand" first. They can sit with people and comfort them if the hand has not been treated. Not essential but they can also be helped by giving them some of the snacks from the instructor's bag.

**Casualty 8: Student 5 - Eddie/Edith - body on bottom (UNB)**

**DEAF**

This student had an asthma attack out on the water just before the SERC starts, and then went missing (drowned). They are represented by the Ruth Lee child manikin. If asked, all other students and the teacher know that they have asthma and are worried about them. Swapped for a manikin once on poolside.

Highest priorities:

UB instructor

Locked swimmers, one with broken arm, both hypothermic

Medium:

Diabetic teacher

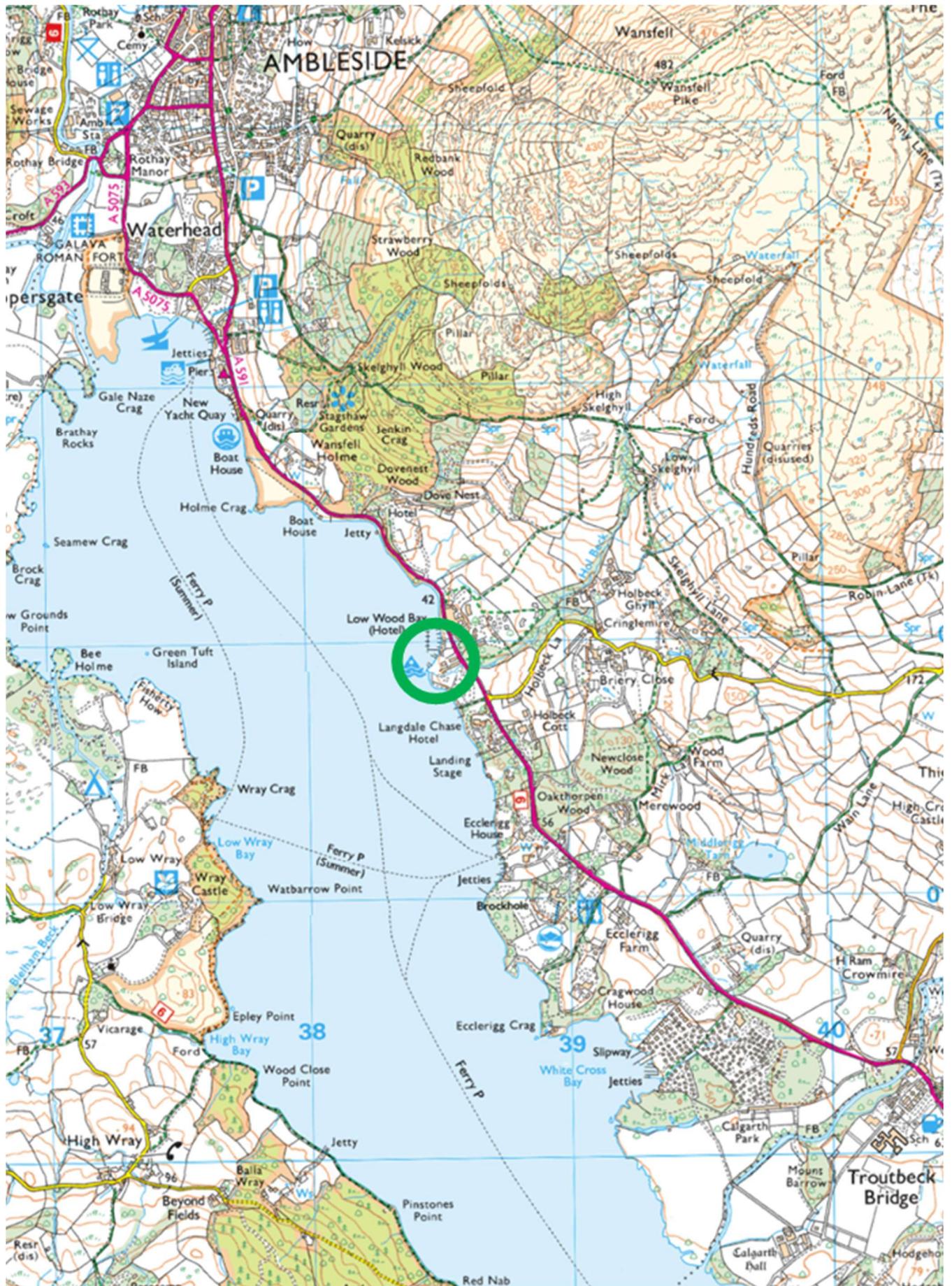
Tired students in the water

Low:

Hand bleed walker

Drowned student

Map to put in instructors bag on next page.



**Judge 1**

**Team:** .....

**Draw Order:** .....

**Overall**

<b>Effective Prioritisation</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Effective Communication</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Effective Captaincy</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Effective Control</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**Comments:**

**Judge 2**

**Team:** .....

**Draw Order:** .....

**Radio call**

<b>Ask to call 999</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Ambulance and request an AED</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Location (Lake Windermere, Low Wood Bay Watersports Centre, off A591, between Troutbeck and Ambleside)</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Diabetic and unconscious breathing</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Tired swimmers x2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Locked swimmers, one with broken arm</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Unconscious non-breathing (asthma attack in water) and hand bleed walker</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**Comments:**

**Judge 3**

**Team:** .....

**Draw Order:** .....

**Casualty 6 – Unconscious Breathing**

<b>Identification and Assessment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Treatment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Aftercare</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**Casualty 1 – Diabetic suffering**

<b>Identification and Assessment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Treatment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Aftercare and Questioning</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Use of bystander</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**Comments:**

**Judge 4**

**Team:** .....

**Draw Order:** .....

**Casualty 2 – Tired swimmer**

<b>Identification and Assessment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Safe and effective rescue</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Aftercare and Questioning</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**Casualty 3 – Tired swimmer**

<b>Identification and Assessment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Safe and effective rescue</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Aftercare and Questioning</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**Comments:**

**Judge 5**

**Team:** .....

**Draw Order:** .....

**Casualty 4 – Locked swimmer, hypothermic**

<b>Identification and Assessment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Safe and effective rescue</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Treatment of hypothermia</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Aftercare and questioning</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**Casualty 5 – Locked swimmer, broken arm, hypothermic**

<b>Identification and Assessment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Safe and effective rescue</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Treatment of broken arm</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Treatment of hypothermia</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Aftercare and questioning</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**Comments:**

**Judge 6**

**Team:** .....

**Draw Order:** .....

**Casualty 7 – Hand bleed, tired**

<b>Identification and Assessment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Treatment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Aftercare and Questioning</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Use of bystander</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**Casualty 8 – B.O.B.**

<b>Identification and Assessment</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Safe and Effective Rescue/Landing</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Checking for Breathing</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Quality of CRP</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

**Comments:**

## Judges and weightings

### Judge 1

Overall (70)

Effective Prioritisation	1.5
Effective Communication	2.0
Effective Captaincy	1.5
Effective Control	2.0

### Judge 2

Phone (65)

Ask to call 999	0.5
Ambulance and request an AED	1.0
Location (Lake Windermere, Low Wood Bay Watersports Centre, off A591, between Troutbeck and Ambleside)	1.0
Diabetic and unconscious breathing	1.5
Tired swimmers x2	1.0
Locked swimmers, one with broken arm	1.5
Unconscious non-breathing (asthma attack in water) and hand bleed walker	1.0

**Judge 3**

## Casualty 6 – Unconscious Breathing (30)

Identification and Assessment	1.0
Treatment	1.5
Aftercare	0.5

## Casualty 1 – Diabetic (25)

Identification and Assessment	1.0
Treatment	1.0
Aftercare and Questioning	0.5
Use of bystander	0.5

**Judge 4**

## Casualty 2 – Tired swimmer (20)

Identification and Assessment	0.5
Safe and effective rescue	1.0
Aftercare and Questioning	0.5

## Casualty 3 – Tired swimmer (20)

Identification and Assessment	0.5
Safe and effective rescue	1.0
Aftercare and Questioning	0.5

**Judge 5**

Casualty 4 – Locked swimmer, hypothermic (30)

Identification and Assessment	1.0
Safe and effective rescue	1.5
Treatment of hypothermia	1.0
Aftercare and Questioning	0.5

Casualty 5 – Locked swimmer, broken arm, hypothermic (35)

Identification and Assessment	1.0
Safe and effective rescue	1.5
Treatment of broken arm	1.0
Treatment of hypothermia	0.5
Aftercare and Questioning	0.5

**Judge 6**

Casualty 7 – Hand bleed, tired (20)

Identification and Assessment	0.5
Treatment	1.0
Aftercare and Questioning	0.5
Use of bystander	0.5

Casualty 8 – B.O.B. (30)

Identification and Assessment	0.5
Safe and Effective Rescue/Landing	0.5
Checking for Breathing	0.5
Quality of CRP	1.0