



LIFESAVING SOCIETY

*The Lifeguarding Experts*

## BRONZE CROSS WORKBOOK INSTRUCTOR ANSWER GUIDE

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The Lifesaving Society is Canada's lifeguarding expert. The Society works to prevent drowning and water-related injury through its training programs, Water Smart® public education initiatives, drowning prevention research, aquatic safety management services, and lifesaving sport.

Annually, over 1,000,000 Canadians participate in the Society's swimming, lifesaving, lifeguard and leadership training programs. The Society sets the standard for aquatic safety in Canada and certifies Canada's National Lifeguards.

The Society is an independent, charitable organization educating Canadian lifesavers since the first Lifesaving Society Bronze Medallion Award was earned in 1896.

The Society represents Canada internationally as an active member of the Commonwealth Royal Life Saving Society and as Canada's Full Member in the International Life Saving Federation. The Society is the Canadian governing body for lifesaving sport – a sport recognized by the International Olympic Committee and the Commonwealth Games Federation.

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#### Rescue drill – Test Item 1

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1.
  - a. Speed of approach to victim.
  - b. Maintain visual contact with victim.
  - c. Maintain verbal contact with victim.

*Reference: CLM, page 4-19*

2. This position allows you to swim away quickly if you think you'll be grabbed.

*Reference: CLM, page 4-19*

3.
  - a. Use a suitable kick while towing a victim.
  - b. Keep your eyes on the victim.
  - c. Offer encouragement and reassurance to the victim.

*Reference: CLM, page 4-20*

#### Fitness challenge – Test Item 2

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1. Your body's ability to perform tasks for an extended period of time also called cardiorespiratory fitness or cardiovascular fitness.

*Reference: CLM, page 10-4*

2. e.g. 60 bpm

3. e.g. 180 bpm

#### Endurance challenge – Test Item 3

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1. Refers to your muscles' ability to keep producing force for a moderate amount of time.

*Reference: CLM, page 10-4*

2. *(Answers will vary and should be specific to individual needs, for example)*
  - a. Record my current time as a benchmark to improve upon.
  - b. Develop an exercise routine to improve cardio and muscular endurance.
  - c. Find exercise clubs, classes or friends to workout together.

*Reference: CLM, page 10-5 to 10-10*

#### First aid assessment – Test Item 4

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1. *(There are multiple possible answers, for example)*
  - a. Live electrical wires, fire, gas leaks, etc.

*Reference: CLM, page 6-3*

- b. Do you remember what happened?  
What were you doing before this happened?  
Where does it hurt? Can you describe the pain?  
How long have you been in pain?

*Reference: CLM, page 6-3 to 6-4*

2. Correct order  
5, 1, 7, 4, 6, 3, 2

*Reference: CLM, page 6-3 to 6-4*

3. Signs are the indications of the victim's condition that you can observe.  
Symptoms are the indications of the victim's condition that he or she can feel.

*Reference: CLM, page 6-5*

4. Describe injury and treatment (*answers will vary, for example*)  
 Head: small laceration above eyebrow, clean wound and bandage  
 Neck: no injury found  
 Chest: difficulty taking large breaths, rest in position found  
 Abdomen: bruising possible internal bleeding, rest in position found  
 Back: no injury found  
 Arms & Hands: right hand bleeding inside of palm, applied bandage  
 Legs & feet: no injury found  
 Pulse Rate: 60 bpm  
 Respiration Rate: 12 breaths every minute.

*Reference: CLM, page 6-5*

One-rescuer CPR – Test Item 5

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- 1.

CPR	Adult	Child	Infant
Age of victim (consider size)	8 years and older	<u>1 – 8 years</u>	<u>Under 1 year</u>
Cycle (compressions: breaths)	30:2	<u>30:2</u>	30:20
Number of cycles (performed in 2 min.)	<u>5</u>	5	<u>5</u>
Depth of compression	5 cm or 2 inches	<u>5 cm or 2 inches</u>	<u>4 cm or 1.5 inches</u>
Hands/Fingers on chest	<u>2 hands</u>	<u>2 hands or 1 hand</u>	2 fingers

*Reference: CLM, page 7-1 & 7-17*

2. a. Push hard Push fast.  
b. Allow chest to recoil fully between compressions.  
c. Minimize interruptions in compressions.

*Reference: CLM, page 7-15*

3. a. Mouth to nose.  
b. Mouth to stoma.  
c. Mouth to mask.

*Reference: CLM, page 7-11 & 7-12*

4. Stomach, Vomiting.

*Reference: CFAM 29*

5. Automated External Defibrillator (AED) is an electronic device designed to restore the normal rhythm of the heart with an electric shock.

*Reference: CLM, page 7-13*

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Two-rescuer CPR – Test Item 6

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1.
  - a. Has 911 been activated?
  - b. Has an AED been sent for?
  - c. Identify oneself has trained in CPR.

*Reference: CLM, page 7-13*

2.
  - a. Two rescuers take turns doing one-rescuer CPR.
  - b. One rescuer does chest compressions while other does rescue breathing

*Reference: CLM, page 7-17*

3. 5 cycles

*Reference: CLM, page 7-17*

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Obstructed airway: conscious adult or child – Test Item 7a

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1. *(Answers will vary, for example)*  
Choked on popcorn in movie theatre. Caused by eating too fast and too much at once.

2. The victim cannot speak, or make a sound and may clutch their neck.  
May nod their head when asked, “Are you choking?”

*Reference: CLM, page 7-6*

3. With a mild airway obstruction, the victim can speak and cough effectively.  
In a severe obstruction the victim cannot speak and may clutch their neck.

*Reference: CLM, page 7-6*

4.
  - a. Back blows
  - b. Abdominal thrusts
  - c. Chest thrusts

*Reference: CLM, page 7-7*

5. Ask if they are choking and would they like your help?  
If they nod yes and you hear no sounds assume a complete airway obstruction and perform back blows followed by abdominal thrusts.

*Reference: CLM, page 7-6*

Obstructed airway: conscious infant – Test Item 7b

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1. Parent or care giver
2. Continue to encourage coughing
3. True

*Reference: CLM, page 7-7*

Obstructed airway: unconscious victims – Test Item 7c

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1. Check the scene for hazards, assess unresponsiveness and call for help
2. Assist the victim to the floor to prevent further injury, if they do not respond send a bystander to call EMS and return with an AED. Begin unconscious choking procedures starting with 30 compressions.
3. 2 minutes if you are alone (no cellular phone).
4. Reposition the airway means repeating the head-tilt-chin-lift to ensure the airway is open. The tongue and pharynx may obstruct the airway preventing breathing.

*Reference: CLM, page 7-2*

*Reference: CLM, page 7-8*

*Reference: CLM, page 7-17*

*Reference: CLM, page 7-2 & 7-9*

Hypothermia – Test Item 8

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1. Dropping
2. Loss of muscular co-ordination to hold rescue assists
3. c, d, e
4. Contact EMS and maintain an open airway

*Reference: CLM, page 8-24*

1. (Answers will vary, for example) – Swimming Pools

Feature	Hazard(s)	Solution(s)
Slipper decks	Running	Post signs no running
Bottom drop-offs	Unaware of transition area	Mark with a buoy-line
Diving boards	Too many divers at once on board	Post sign “One at a time”
Slides	Sharp edges	Notify facility staff repair is needed
Shallow water	Diving into shallow water	Post signs “No Diving”
Deep water	Non-swimmer unable to support themselves at the surface	Post signs “Deep Water”

2. (Answers will vary, for example) – Unsupervised Beach

Feature	Hazard(s)	Solution(s)
Bottom visibility	Unable to see bottom for diving	Avoid diving, slip into water
Bottom drop-offs	Unaware of transition area	Check where safe areas are to swim
Currents and waves	Caught in rip currents	Swim parallel to shore until no longer in the rip current
Water craft	Fast moving crafts may collide into a swimmer	Swim in designated swimming area
Inflatable toys	Diving into shallow water	Post signs “No Diving”
Weather	Thunderstorms	Check weather before swimming

3. (Answers will vary, for example)

- Message 1. Ensure toddlers and young children are supervised at close range, within arms reach.
- Message 2. Check any depth markings to determine shallow and deep area and where drop off zones are.
- Message 3. Don’t dive into shallow or unknown water.
- Message 4. Always walk on pool decks, in shower or change areas.

*Reference: CLM, page 2-2 to 2-7*

Spinal injury management – Test Item 10

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1. *(Answers will vary, for example)*  
You saw the victim dive head first into the shallow end.
2. *(Answers will vary)*. Discuss among candidates what rollovers met the Must Sees.
3. Direct a bystander to call EMS. Upon return direct bystander to slip into water and help support the victim by holding their waist.
4.
  - a. True
  - b. False
  - c. True
  - d. False
  - e. False

*Reference: CLM, page 5-13 to 5-23*

Team search – Test Item 11

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1. *(Answers will vary, for example)*  
Bystanders who cannot swim may assist the search team by looking on land.
2. Foot-foot dives are recommended for underwater searches to protect the rescuer's head. Use head-first dives only in clear, deep known water.  
Use foot-first dives in unknown water.
3. *(Answers will vary, for example)*  
Discuss among candidates the search patterns they chose and why.

*Reference: CLM, page 5-5*

*Reference: CLM, page 5-6, 9-14*

*Reference: CLM, page 5-5*

Rescue 1 – Test Item 12

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1. Bystanders can help by:
  - a) Calling for medical help
  - b) Assisting to remove victims from the water
  - c) Getting first aid supplies and blankets
2. *(Answers will vary)*  
Discuss among candidates what steps they choose and why with reference to the Ladder Approach and Rescuers' Checklist.
3. Perform head-up breaststroke and use a control carry if the victim is too weak to hold onto a rescue assist or the water condition are too rough.
4. *(Answers will vary)*  
Discuss various rescue scenarios created among candidates.  
What steps did they take and how did they decide to respond.

*Reference: CLM, page 4-2*

*Reference: CLM, Chapter 4*

*Reference: CLM, Chapter 4*

*Reference: CLM, Chapter 4*

Rescue 2 – Test Item 13

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1. Cover the victims' mouth and nose with one hand and with your other hand tilt the victims' head forward until surfacing.

*Reference: Bronze Awards Video – Submerged Victim, Workbook Must Sees page 37*

2. Rescue breathing in water should only be attempted if the rescuer can effectively maintain the victim's airway above the water and deal with complications such a vomit. Start rescue breathing as soon as you and the victim are in a stable position.

*Reference: CLM, page 7-10 to 7-11*

3. Your abilities, availability of assistance and the characteristics of the removal site, for example, water depth, water conditions and height of the deck, dock, or shoreline. Start rescue breathing when you are in shallow water or can secure the victim (e.g. to the side of the pool) to start rescue breaths.

*Reference: CLM, page 4-28*

Rescue 3 – Test Item 14

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1. Assistive Carry: Elbow or wrist, Clothes carry, Underarm, Single-chin  
Control Carry: Head carry, Double-chin, Modified, Cross-chest.

*Reference: CLM, page 4-21, 4-22*

2. *(Answers will vary)*  
Discuss among candidates what assistive carries they choose and why.

*Reference: CLM, page 4-20*

3. Rescuer 1 carries the victim while Rescuer 2 carries rescuer 1.  
Rescuer 1 and 2 both carry the victim, one on each side.  
Rescuer 1 carries the victim while Rescuer 2 assesses the victim's condition.  
Rescuer 1 carries the victim while Rescuer 2 immobilizes the injured body part.

*Reference: CLM, page 5-12*

4. *(Answers will vary)*  
Discuss various rescue scenarios created among candidates.  
What steps did they take and how did they decide to respond.

*Reference: CLM, Chapter 4*

Rescue 4 – Test Item 15

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1. 2. 3.  
*(Answers will vary)*  
Discuss various rescue scenarios created among candidates.  
What steps did they take and how did they decide to respond.

*Reference: CLM, Chapter 4 & 5*