

**INSTRUCTOR ANSWER GUIDE**  
**BRONZE MEDALLION**  
**WORKBOOK**  
**2020 Edition**



 **LIFESAVING SOCIETY**  
*The Lifeguarding Experts*



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## **BRONZE MEDALLION WORKBOOK INSTRUCTOR ANSWER GUIDE**

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400 Consumers Road, Toronto, Ontario M2J 1P8

Phone: 416-490-8844 Fax: 416-490-8766 Email: [experts@lifeguarding.com](mailto:experts@lifeguarding.com)

[www.lifesavingsociety.com](http://www.lifesavingsociety.com) • [www.lifeguarddeopt.com](http://www.lifeguarddeopt.com)

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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 1.2 million 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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## NOTE TO INSTRUCTORS

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The Lifesaving Society's *Bronze Medallion Workbook* is filled with questions and activities which help candidates master Bronze Medallion content.

This answer guide is designed to make it easy for Instructors teaching Bronze Medallion to quickly locate sample answers for the questions and activities featured in the workbook.

The *Canadian Lifesaving Manual* (CLM) must be used in conjunction with the workbook as the go-to resource for candidates and Instructors. Workbook exercises are accompanied by references to chapters in the *Canadian Lifesaving Manual*. This answer guide contains specific page references to further assist the instructor.

Some workbook questions may have several possible answers that may not be listed in this answer guide. Probe candidates for their rationales in support of their answers, and accept all reasonable alternatives.

The *Bronze Medallion Workbook* is meant to help introduce and reinforce content. It is meant to assist candidate learning. It is *not* to be used as a tool to fail candidates.

The Workbook exercises build and reinforce knowledge progressively, with tips to help recall Bronze Medallion content.

Learners have their best experience when they participate fully in the acquisition of the four elements of water rescue: judgment, knowledge, skill and fitness. Instructors are encouraged to use active practice-by-doing to build confidence and increase the likelihood of skill use after training.

## 1.2 Drowning and the Lifesaving Society

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**Approximately how many Canadian lives are lost in water-related incidents each year?**

- 500

*Reference: CLM, p. 1-2*

**What is the mission of the Lifesaving Society?**

- To prevent drowning and water-related injury.

*Reference: CLM, p. 1-5*

**Give two examples of how the Society pursues its mission:**

- The Society's offers swimming, lifesaving, lifeguarding and leadership training programs.
- The Society provides Water Smart public education, aquatic safety management, drowning research and lifesaving sport to Canadians.

*Reference: CLM, p. 1-6*

**Whomsoever you \_\_\_\_\_ in distress, \_\_\_\_\_ in them a fellow human being.**

- See
- Recognize

*Reference: Bronze Medals Award Guide, p. 16*

**Identify at least two Lifesaving Society courses that you could take after you earn your Bronze Medallion?**

- Standard First Aid
- Bronze Cross

### 1.3 Drowning Chain of Survival

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- What could Anissa's family have done to prevent this situation?
  - Use flotation devices and swim in a safe and supervised area.
- What would alert Anissa or her parents to Freddie's dilemma?
  - Recognizing the characteristics of a weak swimmer, no safety plan.
- What is the essence of Freddie's problem?
  - No flotation device, weak swimmer, deep water.

*Reference: Bronze Medallion Workbook, p. 36*

### 2.1 Risk Assessment and Response

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#### Diagram of your aquatic environment:

The student's diagram should represent the environment in which the course is taught. Discuss unsafe activities common to your facility with candidates.

#### Describe how you would reduce the risk of unsafe behaviours or hazards in your aquatic environment:

Possible answers may include:

- Check for currents before entering water in rivers, lakes
- Read and abide by rules and instructions
- Check any depth markings
- Always walk on pool decks
- Wear a lifejacket or PFD
- Swim in supervised areas
- Supervise children at all times

*Reference: CLM, p. 2-2, 2-3, 2-5*

### 3.1 The Rescue Process

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List the key points in the following elements of the rescue process as they apply to self-rescue:

**Recognize:**

- Recognize you are in trouble and must rescue yourself. Recognize the water conditions and changing conditions of the environment.

**Assess:**

- Assess what self-rescue skills you have, closest point of safety, equipment at hand, etc.

**Act:**

- Do the things you decided to do in your assessment. Watch for changes that make reassessment necessary. Direct bystanders as needed. Call EMS.

*Reference: CLM, p. 3-2*

### 3.2 Self-Rescue Skills

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**Self-rescue from cold water:**

Priority is to get out of the water *fast*:

- Get out of water, using a quick burst of energy to do so.
- Remove wet clothing immediately.
- Dry off and keep warm.

If unable to get out of the water, assume HELP (Heat Escape Lessening Posture) or huddle position, leave clothing on if wearing a PFD. Only remove clothing if you are weighed down.

*Reference: CLM, p. 3-8*

**Self-rescue from moving water:**

Answers may vary; refer to the *Canadian Lifesaving Manual* for details. Main points to remember:

- Stay calm
- Don't fight current

*Reference: CLM, p. 3-10*

**True or false:**

1. T (if you have a PFD/lifejacket)                      F (if you are wearing clothes)
2. T
3. F
4. T
5. F

**Self-rescue skill chart: answers in bold**

<b>Skill</b>	<b>Description</b>
<b>Huddle position</b>	Small groups of two...
<b>Pants, shirts</b>	While PFDs or lifejackets are...
<b>HELP position</b>	This is the position...
<b>Roll away, don't stand up</b>	You would do this...
<b>Boots and shoes</b>	The first item you remove...
<b>Boat</b>	If this capsizes...
<b>PFD / lifejacket</b>	You should always wear...

**4.1 Victim Recognition**

Place a check mark to match the victim type with the characteristics below for a distressed or drowning victim.

<b>Characteristics</b>	<b>Weak</b>	<b>Tired</b>	<b>Injured</b>	<b>Drowning Conscious</b>	<b>Drowning Unconscious</b>
Vertical in water	√	√	√	√	√
Can't call for help					√
Distress obvious on face	√	√	√	√	
Holding affected area	√		√	√	
Not moving at all					√
Shows fear on their face	√	√	√	√	
May not be visible in the water					√
Making little forward progress	√	√	√	√	

*Reference: CLM, p. 4-3*

## 4.2 The Ladder Approach

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### Description of Ladder Approach:

- *Take up answers starting at the bottom of the ladder, Step 1, as shown in the Workbook to emphasize rescuers should start with the safest rescue.*

Step 8: Carry rescue – swim to the victim and carry him or her to safety.

Step 7: Tow rescue – swim to victim, provide a buoyant assist and tow victim to safety without making direct contact.

Step 6: Swim rescue – swim to victim, provide a buoyant assist and talk to him or her without making contact.

Step 5: Row rescue – row to the victim in a watercraft and extend an assist while staying in the craft.

Step 4: Wade rescue – wade into shallow water and extend an assist to the victim or enter deep water while holding the edge of a solid object (tree root, ladder, etc.) and extend an assist to the victim.

Step 3: Reach rescue – from a dry, safe location, reach with an assist to the victim and pull him or her to safety. The assist may be buoyant or non-buoyant; it may also be a buoyant assist on a rope.

Step 2: Throw rescue – from a safe location, throw a buoyant assist to the victim and talk/encourage him or her to safety.

Step 1: Talk rescue – from a safe location talk to the victim and encourage him or her to safety.

### True or false:

1. F

2. T

3. F

4. T

5. T

6. T

*Reference: CLM, p. 4-5*

### 4.3 Rescuer's Checklist

Answers in **bold**.

Steps	Description
Hazards	<b>Before doing anything else, deal with items in the environment that could be dangerous for you or the victim.</b>
Assists	
Entries	
Approaches	
Reverse, Ready and Reassess	<b>When you are 2 or 3 metres from the victim, reverse, and take a “ready” position. Push the assist to the victim, and talk to him or her while reassessing the situation.</b>
Talk, tow or carry	
Removals	<b>Remove victims from the water as soon as possible, and use the removal method with the least risk for you and the victim</b>
Follow-up	<b>Once the victim is out of the immediate physical danger, evaluate his or her condition, and start follow-up procedures. If possible, get help moving the victim to a comfortable environment. Call EMS if necessary.</b>

*Reference: CLM, p. 4-10*

### 4.4 Possible Assists

**What is an appropriate throwing aid?**

Possible Throwing aid	✓ appropriate ✗ inappropriate	Explain your choice, include possible advantages and/or disadvantages
Rescue tube	✓	They are buoyant and made of soft foam.
Reaching pole	✗	Used for reaching, when victim is within reach.
Ring buoy	✓	Found on many beaches/docks, they are buoyant
Flutter board	✓	Buoyant, widely available in pools, but not easy to grab onto or throw accurately.
Rope	✓	Can be thrown a long way, but may not be buoyant depending on make of rope.
PFD / Lifejacket	✓	They are easy to throw and are buoyant.
Stick / Branch	✗	Not easy to throw and provides no buoyancy.

*Reference: CLM, p. 4-12*

#### 4.5 Choosing an Assist

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Match the factors with the appropriate description: (Answers in **bold bracket**)

Factors	Assists
Availability	<b>(Buoyancy)</b> Floating objects support victims higher in the water and allow you to rest as needed.
Manageability	<b>(Availability)</b> The assist must be readily available.
Your fitness and strength	<b>(Your fitness &amp; Strength)</b> Be sure you can carry and use the assist effectively. If you don't, you could put yourself in danger.
Your immediate surroundings	<b>(Your immediate surrounding)</b> The assist you choose should "fit" the surroundings. For example, while a reaching pole is long, it is harder to maneuver if there are people nearby.
Strength	<b>(Manageability)</b> The assist must be easy to handle on land and in the water, and it should add little or no resistance on your approach.
Buoyancy	<b>(Strength)</b> The assist must be strong for the task at hand.

*Reference: CLM, p. 4-12*

#### 4.6 Entries

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Name the entry below and list one advantage to using the entry.

- Slip-in If unsure of water conditions.
- Stride jump Jumping as far as possible while maintaining sight of victim.
- Head-up dive Faster than the stride jump, used only from limited height.
- Compact jump Used to enter the water from a great height.

*Reference: CLM, p. 4-18*

**List at least three things the rescuer needs to consider when choosing an entry.**

- Victim’s condition and location
- Your abilities
- Your condition and location
- Water conditions

*Reference: CLM, p. 4-18*

**4.7 Removals**

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**Identify the removal technique below and list one advantage for each.**

- Underarm lift Works well for removing a victim to a deck or dock.
- Modified underarm lift A second rescuer can be very helpful.
- Cradle lift Works well for removing from shallow water to dock or deck.
- Walk out Works well at a beach or open water situation.
- One-rescuer drag Works well to move an unconscious victim a short distance.

*Reference: CLM, p. 4-25*

**4.8 Cold Water**

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- a) Hypothermia refers to a \_\_\_\_\_ of the body’s core temperature. Water temperatures as warm as \_\_\_\_\_ Celsius are considered at risk for hypothermia.
- Lowering or dropping
  - 20°
- b) Leads to unconsciousness and drowning. Reduces endurance, impairs judgment and causes muscle cramps.
- c) Warm the victim’s body core (head, neck, chest, back and groin) by giving warm beverages if the victim is alert, wrapping him or her in warm blankets, or getting them into the huddle position. Treat for shock.

*Reference: CLM, p. 2-6, 8-24*

**5.0 Drowning Resuscitation**

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Answers in **bold**.

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

*Reference: CLM, p. 7-1, 7-17*

## 5.0 Drowning Resuscitation (cont'd)

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Gastric distention may result when air enters the victim's \_\_\_\_\_. This is a problem because it can result in \_\_\_\_\_.

- Stomach
- Vomiting

Drowning is a hypoxic event. This means a life-threatening lack of \_\_\_\_\_. Therefore, you always start resuscitation on a drowning victim with \_\_\_\_\_ followed by \_\_\_\_\_.

- Oxygen
- Rescue breaths
- Chest compressions

What does AED stand for? What is its purpose?

- Automated External Defibrillator
- Delivers an electrical shock to the heart if needed

*Reference: CLM, p. 7-2, 7-12, 8-19; CFAM, p. 29*

## 6.1 Avoidance

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**Explain the importance of avoidance during a high-risk rescue:**

- You need to minimize the risk of being grabbed during a rescue.

**What position should a rescuer assume to avoid being grasped by a victim?**

- Reverse and Ready.

**What other steps could you take as rescuer to minimize the risk of having to make physical contact with your victim?**

- Watch the victim and be attentive to the victim's body movements and intentions.
- Use the Ladder Approach to choose the safest rescue.
- Swim away or submerge if they try to grab you.

*Reference: CLM, p. 5-2*

## 6.2 Defences

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- **Arm block:** Extend one arm, press forcefully against the victim's upper body.
- **Duck away from front:** Submerge as quickly as possible to avoid contact.
- **Foot block:** Place one foot against the victim's upper chest or shoulder.
- **Duck away from rear:** Submerge as quickly as possible to avoid contact.

*Reference: CLM, p. 5-3*

## 6.3 Releases

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- **Front:** Submerge victim. / Push up on elbow and back on head. / Push victim away.
- **Rear:** Pull victim over your head. / Release from rear, pushing up on arm.
- **Foot block:** Submerge victim. / Push victim away.
- **Arm block:** Push up on elbow and back on head. / Submerge victim.

*Reference: CLM, p. 5-4*

## 6.4 Search

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Review diagrams provided by candidates with reference to the search patterns for shallow water illustrated in the *Canadian Lifesaving Manual*.

*Reference: CLM, p. 5-5*

## 6.5 Submerged Victim

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- **Name the surface dives:** Foot-first surface dive. Head-first surface dive.
- **Which dive is faster to reach a victim:** answers will vary based on rescuer abilities to reach victim.
- **How to protect the airway:** cover mouth and nose with head tilted forward.
- **When and how to assess ABCs:** when you can probably open and maintain and open airway e.g., secured at the edge of a dock or removed from water.

*Reference: CLM, p. 5-6*

## 7.1 Lifesaving Kicks

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Name the four lifesaving kicks below and list one advantage for each.

- Eggbeater: Provides steady and powerful propulsion.
- Whip kick: Provides a strong forward propulsion.
- Scissor kick: Maybe preferable if rescuer has knee problems.
- Inverted scissor kick: Top leg is less likely to kick the victim.

*Reference: CLM, p. 9-9 to 9-12*

## 7.2 Head-up Strokes

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As a lifesaver, you use head-up front crawl or head-up \_\_\_\_\_ when approaching a victim. It is important for you to keep your eyes on the victim throughout the approach because \_\_\_\_\_.

- Breaststroke
- You could lose sight of your victim.

True or false

- T

*Reference: CLM, p. 4-10, 9-9*

## 7.3 Swimming Strokes

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With the instructor, candidates review the desired stroke mechanics characteristics in the workbook to evaluate their stroke mechanics to identify areas for improvement

- Use the stroke checklist in the workbook to evaluate areas for improvement.

## 8.1 Benefits of Physical Fitness

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List the benefits

- Better performance of physical skills
- Lower risk of muscle injury
- Faster and better healing from injuries that do occur
- Improved blood circulation
- Improved cardiovascular (heart and lung) fitness

## **8.2 Components of Physical Fitness**

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**List the five components of physical fitness**

- Body composition
- Flexibility
- Muscular strength
- Muscular endurance
- Aerobic fitness

*Reference: CLM, p. 10-2*

## **8.3 Rescue Drill**

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- Results will vary

## **8.4 Endurance Challenge**

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- Results will vary