



LIFESAVING SOCIETY

The Lifeguarding Experts

BRONZE CROSS 2020

Core plan & lesson plans

(Sample: 3 day / weekend delivery option)

BRONZE CROSS

Core Plan

Weekend format: 3 Days / Sessions	Friday, Saturday, Sunday - total 25 hrs. > Teaching 20 hrs. minimum > Breaks 3 hrs. (4x45 min.) > add *Exam time 3.0 hrs. if required	Instructor:
Course times:	Friday 6:00 pm - 10:00 pm Saturday 9:30 am - 8:00 pm Sunday 9:30 am - 8:00 pm	Course Location:

TEST ITEMS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Day 1	x	x				x	x						x		x		
2			x	x	x		x		x	x	x	x		x		x	x
3								x	x	x	x	x	x	x	x	x	x

Core Plan Day 1	Day: Friday (4.0 hrs.)	Instructor:
Test items: 1,2, 6, 7, 13, 15	Time: 6:00 pm - 10:00 pm	Course Location:

Time	Lesson	Agenda	**Location
6:00 - 6:20	1	Introduction	Dry
6:20 - 6:50	2	The Lifesaving Society – Item 1	Dry
6:50 - 7:00	-	Transition to the water: rules and facility safety check	-
7:00 - 7:20	3	Endurance challenge – Item 13	Wet
7:20 - 7:35	4	Skill review: Lifesaving kicks, surface dives, carries	Wet
7:35 - 7:55	5	Surface dives and underwater swims – Item 7	Wet
8:10 - 8:30	6	Two-rescuer removals responsibilities – Item 6	Wet
8:30 - 8:50	7	Non-fatal drowning – Item 2	Dry
8:50 - 9:50	8	Two- person rescue 1, multiple victims – Item 15	Wet
9:50 - 10:00	9	Debrief	Dry

*Exam time

All items in Bronze Star and most items in Bronze Medallion and Bronze Cross are instructor-evaluated. When a separate examination is required (i.e., if the instructor is not also an Examiner) then allow 2.5 to 3 hr. for a Bronze Medallion or Bronze Cross exam.

**Location

Dry (e.g. classroom, pool deck, dock side); Wet (e.g. pool, waterfront, beach)

Teaching Resources

- Bronze Medals Award Guide
- Canadian Lifesaving Manual (CLM)
- Instructor Manual
- Bronze Cross Test Sheets
- Bronze Cross Workbook
- Bronze Awards Video
- Other

Equipment Resources

- Attendance / class list
- Copies of agenda for candidates
- Writing materials (pens, coloured markers)
- CLM's for candidates
- Overhead / AV equipment
- Chart paper and tape
- Clip board
- CPR Manikins
- AED Trainers
- Barrier devices
- Spineboard
- Training manikin or competition manikin
- Various rescue aids: PFD's, Rescue Can, Life Ring, Throwline
- Various instructional floatation devices: kickboards, dumbbells, pool noodles
- Timer or pace clock
- 10 lb. object
- Whistle
- Other

Introduction

Purpose		Equipment	Reference Materials	
<i>To confirm attendance, check prerequisites, review course expectations, share agenda, and get to know candidates.</i>		Test sheets Writing materials Copies of agenda for candidates Candidate resources to distribute	Bronze Medals Award Guide Program Guide (optional)	
Time	Activity	CLM	Formations	
10 min	<u>Check In</u> Attendance As candidates arrive, have them check in with you <ul style="list-style-type: none"> - Confirm their registration for the course - Check prerequisite qualifications <ul style="list-style-type: none"> - See photo identification if available - Find a Member or Certification Card or Temporary Card (within 90 days of the date of certification) - Add them to test sheet <ul style="list-style-type: none"> - Fully complete all areas of test sheet 		Classroom/ semicircle/ circle Ensure privacy of candidates personal information when completing test sheets	
10 min	<u>Introduction to course</u> Course Information Handout: <ul style="list-style-type: none"> - Agenda for course, making note of: <ul style="list-style-type: none"> - Date and time of all classes - What to bring to each class - Candidate reference materials (e.g. CLM, Bronze Workbook) Discuss the expectation of full participation <ul style="list-style-type: none"> - All candidates are expected to actively participate at all times, and must complete the required hours set out by the Lifesaving Society for the course Evaluation <ul style="list-style-type: none"> - Instructor evaluated items - Examiner evaluated items (Exam date, time, examiner) Site Specific Information <ul style="list-style-type: none"> - Washrooms - Water fountain - Changerooms - Lockers (please lock up valuables) - Parking / drop-off - Food (nearby food / restaurants) 		Classroom/ semicircle/ circle	

10 min	<p>CONT'D</p> <p>Course Norms</p> <ul style="list-style-type: none"> - Be on time - Participate fully - Stay off your cell phone - Respect for all (review bullying policy) - Ask questions <p>Ice Breaker: Roll the dice... Project chart on the board, and pass dice around the room. Each person rolls 3 dice and answers three questions!</p> <table border="1" data-bbox="328 596 876 1092"> <tr> <td>Everyone!</td> <td>Name?</td> </tr> <tr> <td>1</td> <td>Farthest you've ever swam?</td> </tr> <tr> <td>2</td> <td>Favourite Lifesaving kick?</td> </tr> <tr> <td>3</td> <td>Dream job during high school?</td> </tr> <tr> <td>4</td> <td>Hobbies?</td> </tr> <tr> <td>5</td> <td>Favourite stroke?</td> </tr> <tr> <td>6</td> <td>Pool where you learned to swim?</td> </tr> </table>	Everyone!	Name?	1	Farthest you've ever swam?	2	Favourite Lifesaving kick?	3	Dream job during high school?	4	Hobbies?	5	Favourite stroke?	6	Pool where you learned to swim?		
Everyone!	Name?																
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4	Hobbies?																
5	Favourite stroke?																
6	Pool where you learned to swim?																
Evaluation Criteria																	
If candidates do not have the prerequisites for this course then refer to the policies and procedures of your aquatic facility e.g. refund policies																	

Knowledge**Item 1: The Lifesaving Society**

Purpose		Equipment	Reference Materials	
<i>To introduce the role the Society plays in setting aquatic safety and lifeguard standards in Canada.</i>		Chart paper Markers Tape	Bronze Medals Award Guide: item 1 Bronze Cross Workbook CLM	
Time	Activity	CLM	Formations	
3 x 7 min.	Practice & Evaluate Learning Activity: Stations Set up chart paper at three stations with the following titles: <ul style="list-style-type: none"> - Aquatic safety standards - Training and certification of Canada's lifeguards - Training opportunities available beyond Bronze Cross Break candidates into 3 groups, and have them rotate between stations, reading the ideas of their classmates and adding any ideas that were missed.	Ch. 1		
9 min.	As a group, take up ideas recorded on the posters, and focus discussion around ideas presented in the Notes section of the Bronze Medals Award Guide item 1.			
Evaluation Criteria				
The candidate will be successful when they can... <i>demonstrate knowledge of the Lifesaving Society as Canada's lifeguarding experts while meeting the Must Sees outlined in the Award Guide.</i>				

Fitness

Item 13: Endurance Challenge

Purpose		Equipment	Reference Materials	
<i>To develop aerobic fitness and stroke endurance for use in lifesaving emergencies.</i>		Timer	Bronze Medals Award Guide: item 13 Bronze Cross Workbook CLM	
Time	Activity	CLM	Formations	
2 min.	Teach Explain the requirements of the endurance challenge <ul style="list-style-type: none"> - Recognizable stroke(s) used - any combination - Swim must be continuous (no stopping or resting) - Emphasize this is not a race and to pace themselves appropriately - Distance of 400 m (or 400 yd.) completed in 11 minutes or better 	Ch. 9	Dry, Semicircle	
1 min.	Practice Divide candidates into lanes and review circle swimming, passing, and how to calculate their time (e.g., if they left 2nd, subtract 5 seconds, if they left 3rd, subtract 10 seconds, etc.).		Wet, Circle swimming in lanes	
13 min.	Complete the 400 meter swim.			
4 min.	Debrief Learning Activity: Benchmark, set a realistic goal for your next attempt by referring to the benchmarks. 400 meter - Gold 8:20 min.; Silver 9:40 min.; Bronze 11:00 min. 400 yard- Gold 7:40 min.; Silver 8:52 min.; Bronze 9:40 min.		Dry, Circle	
Evaluation Criteria				
<p>The candidate will be successful when they can... <i>Swim 400 m within 11 minutes (400 yd. In 9:40 min.)</i> while meeting the Must Sees outlined in the Award Guide.</p>				

Review**Skill review: Lifesaving kicks, surface dives, carries**

Purpose		Equipment	Reference Materials							
<i>To review skills that are essential for the Bronze Cross program.</i>		Laminated practice cards	Bronze Awards Video: Tows & Carries – Surface Dives CLM							
Time	Activity	CLM	Formations							
3 x 6 min.	<p>Review & Practice Set up stations to practice lifesaving skills. Provide a demonstration of the skills to be practiced at each station. Rotate between stations and give feedback to candidates to improve skills.</p> <table border="1" data-bbox="328 787 1053 982"> <thead> <tr> <th>Lifesaving kicks</th> <th>Surface dives</th> <th>Carries</th> </tr> </thead> <tbody> <tr> <td>Whip kick Scissor kick Inverted scissor kick Egg beater</td> <td>Head first Foot first Breath control to sink body</td> <td>Head carry Double chin carry Modified body carry Cross chest carry</td> </tr> </tbody> </table>	Lifesaving kicks	Surface dives	Carries	Whip kick Scissor kick Inverted scissor kick Egg beater	Head first Foot first Breath control to sink body	Head carry Double chin carry Modified body carry Cross chest carry	Ch. 9	Circle stations	
Lifesaving kicks	Surface dives	Carries								
Whip kick Scissor kick Inverted scissor kick Egg beater	Head first Foot first Breath control to sink body	Head carry Double chin carry Modified body carry Cross chest carry								

Skill

Item 6: Two-rescuer removals responsibilities

Purpose		Equipment	Reference Materials									
<i>With a trained partner, demonstrate ability to remove victim from various aquatic environments including a removal with a spineboard.</i>		Spineboard	Bronze Medals Award Guide: item 6 Bronze Awards Video: Removals Bronze Cross Workbook CLM									
Time	Activity	CLM	Formations									
5 min.	Review As a group, make a list of a variety of removal types that candidates are familiar with. If candidates are unfamiliar with any, demonstrate them. Ensure that it includes: <table border="1" data-bbox="328 787 1053 961"> <tbody> <tr> <td>- Walk out</td> <td>- Under-arm lift</td> </tr> <tr> <td>- Ladder</td> <td>- Cradle lift</td> </tr> <tr> <td>- Knee step</td> <td>- One rescuer drag</td> </tr> <tr> <td>- Hand step</td> <td>- Spineboard removal</td> </tr> </tbody> </table>	- Walk out	- Under-arm lift	- Ladder	- Cradle lift	- Knee step	- One rescuer drag	- Hand step	- Spineboard removal	Ch. 4		
- Walk out	- Under-arm lift											
- Ladder	- Cradle lift											
- Knee step	- One rescuer drag											
- Hand step	- Spineboard removal											
3 min.	Take up the list and discuss what circumstances each removal is suited for. Discuss principles of safe lifting: <ul style="list-style-type: none"> - Use your legs, not your back - Bring the victim as close to your body as possible - Avoid twisting motions - Use smooth, controlled movements Teach & Practice Provide a demonstration for the following three removals in stations for candidates to practice in groups of 3.											
3 x 4 min.	<table border="1" data-bbox="328 1365 1125 1545"> <thead> <tr> <th>Type of Removal</th> <th>Underarm lift</th> <th>Cradle lift</th> <th>Spineboard</th> </tr> </thead> <tbody> <tr> <td>Special notes / Instructions</td> <td>Use a hand tap to communicate if second rescuer is under water.</td> <td></td> <td>Must be strapped on to board</td> </tr> </tbody> </table>	Type of Removal	Underarm lift	Cradle lift	Spineboard	Special notes / Instructions	Use a hand tap to communicate if second rescuer is under water.		Must be strapped on to board			
Type of Removal	Underarm lift	Cradle lift	Spineboard									
Special notes / Instructions	Use a hand tap to communicate if second rescuer is under water.		Must be strapped on to board									
Evaluation Criteria												
The candidate will be successful when they can... <i>With a trained partner, demonstrate the ability to remove victims from various aquatic environments including removals with a spineboard.</i> while meeting the Must Sees outlined in the Award Guide.												

Knowledge**Item 2: Non-fatal drowning**

Purpose		Equipment	Reference Materials	
<i>To evaluate candidate knowledge of proper assessment and treatment for a victim of a non-fatal drowning.</i>		Gloves	Bronze Medals Award Guide: item 2 Bronze Cross Workbook CLM	
Time	Activity	CLM	Formations	
1 min.	Teach Drowning outcomes may be fatal or non-fatal. Candidates should understand that victims who survive a drowning incident may exhibit a range of symptoms from mild and short-term to severe and long-term impairment.	Ch. 8		
6 min.	<p>Characteristics and symptoms</p> <ul style="list-style-type: none"> - Coughing - Anxiety - Weakness - Nausea, vomiting - Rapid breathing - Shock <p>Treatment</p> <ol style="list-style-type: none"> 1. Assess responsiveness, maintain an open airway and assess 2. Contact EMS 3. Treat for shock 4. Give oxygen if you are trained to do so <p>Education</p> <ul style="list-style-type: none"> - Educate drowning victims of the possibility of Acute Respiratory Distress, which can occur in the hours after an initial drowning event and rescue. <p>After rescue from the water, the victim should be sent to hospital if he or she:</p> <ul style="list-style-type: none"> - Suffered any loss of consciousness - Required resuscitation (rescue breathing, CPR) - Has any concurrent condition (e.g. seizure) - Has ongoing coughing. 			

<p>5 min.</p> <p>2 x 4 min.</p>	<p>CONT'D</p> <p>Demonstrate an assessment of a drowning victim who has just been removed from the water by checking ABCs and checking for signs and symptoms of drowning.</p> <p>Practice In partners, have candidates take turns providing follow up care to a non-fatal drowning victim with complications.</p>		
<p>Evaluation Criteria</p>			
<p>The candidate will be successful when they can... <i>Demonstrate knowledge of follow-up care and treatment of a conscious drowning victim. while meeting the Must Sees outlined in the Award Guide.</i></p>			

Judgement

Item 15: Two-person rescue 1: multiple victims

Purpose		Equipment	Reference Materials	
<i>To develop judgement and effective teamwork in responding to an aquatic emergency involving multiple victims.</i>		Barrier devices Various rescue aids	Bronze Medals Award Guide: item 15 Appendix B <i>Designing Scenarios for Rescues</i> , p. 56 CLM, Bronze Cross Workbook Bronze Awards Video: Rescue Process	
Time	Activity	CLM	Formations	
5 min.	Review Principles of safe rescue techniques <ul style="list-style-type: none"> - Rescue process - Ladder approach - Reverse and ready - Critical incident stress 	Ch. 4	Dry, Semicircle	
15 min.	Teach Principles of multiple victim rescues <ul style="list-style-type: none"> - Take multiple assists, if available - Use boats or water craft to secure and transport victims if available Towing or carrying 2 victims <ul style="list-style-type: none"> - Two victims can hold the same assist - On their backs, side by side is the safest way to tow - If you must carry, use the safest possible <ul style="list-style-type: none"> - Carry victim can hold tow victim - Tow victim can hold the tow victim's leg Multiple rescuer procedures <ul style="list-style-type: none"> - Identify a leader (trained person) - Recruit bystanders - Give clear instructions - Ensure ongoing communication for everyone participating in the rescue - Quickly determine the swimming skills of individuals recruited to assist in the water. - There are many ways that two rescuers can be involved in a situation, and when there are two or more victims present, the possibilities are endless 			

40 min.	<p>CONT'D</p> <p>Practice Design situations for candidates to practice. Gradually increase the complexity of the rescues as the candidates become more comfortable with the skills required. Use the chart found in Appendix B Designing Scenarios for Rescues. Design rescue scenarios by selecting an item from each column. Make sure the rescue makes sense.</p> <ul style="list-style-type: none"> - Rescuers: provide rescuers with information selected from the first four columns - environment, water conditions, rescuer starting position, rescue aids available. - Victims: brief the victims on their location, victim type/behaviour, and the precipitating incident they are to role play. <p>Evaluate Debrief with candidates after each round of situations, providing feedback to the group and to individuals.</p>		Wet, Full pool
Evaluation Criteria			
<p>The candidate will be successful when they can... <i>Respond to aquatic emergency in open water involving three or four victims and provide care until relieved of responsibility while meeting the Must Sees outlined in the Award Guide.</i></p>			

Day: 1

Lesson Plan: 9

Time: 5 min.

Debrief

Purpose		Equipment	Reference Materials	
<i>To safely dismiss all candidates and review agenda for next class.</i>		Attendance list		
Time	Activity	CLM	Formations	
5 min.	Review agenda for next class. Remind candidates to bring _____. Dismiss all candidates, checking them off your list as they leave.			

TEMPLATE

Day / Week: #	Lesson Plan: #	Time:
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Skill / Fitness / Knowledge / Judgement

Test Item:

Purpose	Equipment	Reference Materials
		Bronze Medals Award Guide: Instructor Manual: Bronze Workbook: PowerPoint / Bronze Videos:

Time	Activity	CLM	Formations

Evaluation