



**EXPLORE THE NEW
BRONZE MEDAL AWARDS**

Bronze Update Clinic Trainer Notes



LIFESAVING SOCIETY
The Lifeguarding Experts

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POWERPOINT SLIDES

Download from the Lifesaving Society website.

NOTE TO TRAINERS

The Explore Bronze Update Clinic is delivered by current Lifesaving Instructor Trainers who are familiar with the major elements of the revised Bronze awards and who are comfortable with the objectives and learning outcomes of this clinic.

These Notes will guide your planning and delivery of the clinic. The Notes define the clinic objectives and learning outcomes, and provide a content outline, suggested learning activities, PowerPoint slides and other resources.

Participants – While anyone interested in the revised Bronze programs may participate, the Update Clinic focuses on the needs of Lifesaving Instructors and Bronze Examiners who intend to teach and evaluate the Bronze Star, Bronze Medallion and Bronze Cross awards.

Recertification credit – Participation in an in-person or blended format Bronze Update Clinic is valued at 1 credit towards recertification of Lifesaving Society leadership awards. To be eligible for this credit, clinic participants must be recorded on a Leadership Master Sheet signed by you and submitted promptly to the Society’s office.

Clinic fee – There is no Lifesaving Society clinic fee. Host affiliates may need to charge a fee to cover their costs.

Transition to new Bronze program

Affiliates may transition to the revised Bronze medal awards at their convenience any time before June 30, 2022.

Lifesaving Instructors and Bronze Examiners should be prepared to teach and evaluate the new Bronze awards as soon as their employer implements the new program.

Clinic Objectives

- The objectives of the Update Clinic are to:
 - ◆ Highlight the key elements of the Society's revised Bronze medal awards.
 - ◆ Explore teaching and evaluating implications for instructors and examiners.
 - ◆ Familiarize participants with the new *Bronze Medals Award Guide* and related support resources.

Learning Outcomes

- As a result of this clinic, participants:
 - ◆ Understand the major changes in the Bronze medal awards and how they may affect instruction and evaluation:
 - New focus on development of skills proficiency and fitness in Bronze Star (no rescues).
 - New stroke requirements in Bronze Star and Bronze Medallion.
 - New lifeguarding content prepares Bronze Cross candidates for assistant lifeguard responsibilities.
 - Renewed emphasis on water-related first aid skills.
 - New programming time guidelines.
 - New mandatory items on Bronze Medallion and Bronze Cross Recertification.
 - ◆ Can use the *Bronze Medals Award Guide* to:
 - locate and apply Test Items, Purpose Statements, Learning Outcomes, Must Sees, and Notes
 - locate and use the Appendices to design rescues and assistant lifeguard situations, and to evaluate stroke mechanics
 - locate and know how to apply the technical content of the Supplement
 - ◆ Know where to locate updated Bronze resources, including slide shows, lesson plans and workbooks.

Learning Activities

- There is much to cover and time is limited. Prioritize how you allocate your time.
- Avoid lecturing. Engage participants in setting the learning agenda and learning activities. Make them think. Make them analyse. Make them discover. Hit the key points crisply and then invest time on the implications for the instructor's planning, teaching, and evaluating.
- Drive participants into the award guide with questions:
 - ◆ “Can you find....?”
 - ◆ “What are the Must Sees for?”
 - ◆ “How does the endurance swim in Bronze Star develop in Bronze Medallion and Bronze Cross?”
 - ◆ “What is the role of Appendix C vis-a-vis the Swimming and lifesaving strokes items (Item 4 Bronze Star; Item 6 Bronze Medallion)?”
 - ◆ “What does the award guide say about team performance and individual evaluation in Bronze Cross?”
 - ◆ “What items in Bronze _____ do you think will be challenging to teach?”
 - ◆ “Brainstorm ways to go about teaching this item.”
 - ◆ “How might you introduce this item during an exam?”
 - ◆ “How do you avoid straying into National Lifeguard level scenarios in Assistant Lifeguard Situations?”
- Prioritize the instructor/evaluator perspective: “What would be the best way to teach this... knowledge item, skill item, rescue item?”
- Ensure all participants have and know how to find the content they will need to teach and evaluate the new awards.

Suggested Time Guidelines

- ❑ Present the clinic in the format and timeline that suits your needs and those of the facility and participants. The estimated time is 3 hr. (approx. 2 hr. class and 1 hr. water time, if available). Assumes a ratio of no more than 25 participants per Trainer.

If water is unavailable, extend class time with an emphasis on test item investigation and exploration, practical applications, and teaching/evaluating options and problem-solving.

Topic	PP Slides	Time
Welcome, introduction, administration	1-3	10 min.
Key changes & transition	4-8	15 min.
Bronze exams: original & recert	9-13	10 min.
Content overview	14-33	50 min.
Teaching & evaluating scanning & Assistant Lifeguard Situations	34-43	30 min.
Bronze resources & questions	34-45	5 min.
Bronze stations: practice & review	Water	60 min.
Total Time (120 min.)		3 hr.

Resources

- ❑ The new *Bronze Medals Award Guide* is the key reference used throughout the clinic and all participants must have it. (Available from the Lifesaving Society and through lifeguarddepot.com.)
- ❑ Trainers might photocopy and distribute the Update Clinic PowerPoint slides to participants or use them as overheads.
- ❑ “Explore the New Bronze Medal Awards” communiqués for affiliates, instructors and examiners and for recertifying Bronze Cross candidates are posted on the Society’s website. Trainers can use them as handout references.
- ❑ The revised (2020) Bronze test sheets are available for download from the Society’s website. Note that there are now separate Recertification test sheets for Bronze Medallion and Bronze Cross.
- ❑ Updated Bronze Workbooks and Lesson Plans will be available through www.lifeguarddepot.com.
- ❑ The *Canadian Lifesaving Manual* remains the main resource for participants in the Bronze programs.

CONTENT OUTLINE

Welcome, Introduction & Administration

(10 min.) PowerPoint slides 1-3



- Welcome on behalf of the Lifesaving Society, Canada’s lifeguarding experts.
- Introduce yourself and ask participants to do likewise.
- Record participant information on the Leadership Master Sheet indicating “Bronze Update Clinic.” Distribute credit cards. Keep a copy of the completed Master Sheet before sending it to the Lifesaving Society for processing.
- If technology permits, play [Galactic Bronze](#) video to set the tone and build excitement about the revised Bronze awards.



Objectives

- ❖ Highlight key elements of the Society's revised Bronze medal awards.
- ❖ Explore teaching and evaluating implications for instructors and examiners.
- ❖ Familiarize participants with the new *Bronze Medals Award Guide* and related support resources.

- Outline the clinic Objectives and Learning Outcomes; solicit and discuss participant expectations – especially those that may not be able to be accommodated in the clinic itself.



Learning Outcomes

- ❖ Understand major changes in the Bronze medal awards and how they may affect instruction and evaluation
- ❖ How to use the *Bronze Medals Award Guide*
- ❖ Know where to locate updated Bronze resources



Key Changes & Transition

(15 min.) PowerPoint slides 4-8

Bronze Updates (slide 4)

Why Update?

The Lifesaving Society updated its Bronze medal awards:

- To reflect the Society's current research into drowning in Canada.
- To focus on the four components of a successful water rescue: skills, knowledge, fitness and judgment.
- To improve skills progressions for a logical and seamless flow into National Lifeguard.



- The Lifesaving Society has updated its Bronze medal awards: Review slide content.
- Candidates will also have a greater understanding of the incidence and consequences of non-fatal drowning.
- The new program sets up candidates for success as they move through the Society's lifesaving, assistant lifeguard, and lifeguard continuum.

Key Changes (slide 5)

Key Changes

- Bronze Star focuses on swimming proficiency, lifesaving skill and personal fitness.
- Bronze Medallion reintroduces strokes.
- Bronze Cross contains fundamental assistant lifeguarding skills.
- First aid items are restricted to content that relates directly to water rescue.
- To ensure national consistency, the Society identifies mandatory items to be evaluated in Bronze Medallion and Bronze Cross recertifications.



- Review “New in this Edition” (p. vii) of the new *Bronze Medals Award Guide*.
- Bronze Star refocused on skills proficiency and fitness.
- Strokes: back by popular demand. We heard loud and clear from parents, instructors, and affiliates that young swimmers need opportunities to continue to develop their swim strokes in lifesaving classes. In the new Bronze Star and Medallion, participants will hone their front and back crawl, breaststroke and lifesaving kicks.
- Bronze Cross: includes concepts needed by those responsible for safety supervision, example scanning.
- First Aid: Drowning resuscitation remains the central focus. Bronze medal awards emphasize the first aid skills needed to deal with drowning victims.
 - ◆ First aid skills learned in public first aid courses are not included in the new Bronze curriculum. This means instructors can devote more time to helping candidates master important water rescue skills.

Bronze Cross is Assistant Lifeguard



- Now more than ever, the new Bronze Cross prepares candidates for responsibilities as assistant lifeguards.
- Bronze Cross features more lifeguarding content with an emphasis on the principles and techniques of active surveillance in aquatic facilities.
- Candidate assessment includes Assistant Lifeguard Situations.

Bronze Cross is Assistant Lifeguard (slide 6)

- ❑ Bronze Cross features more lifeguarding content to better prepare candidates for their role as Assistant Lifeguards. For example, point out new safety supervision skills:
 - ◆ Roles and responsibilities
 - ◆ Communication
 - ◆ Scanning requirements
 - ◆ Assistant lifeguard situations

Programming



Programming blocks:

- Bronze Star (10 hr.)
- Bronze Medallion (15 hr.)
- Bronze Cross (20 hr.)

No additional equipment needed: The usual rescue aids, CPR manikins and equipment commonly found at aquatic facilities will suffice.

Co-delivering first aid awards with Bronze awards	Total Hr.
Basic First Aid + Bronze Star	12
Emergency First Aid + Bronze Medallion	20
Emergency First Aid + Bronze Cross	25
Standard First Aid + Bronze Cross	30

Programming Blocks (slide 7)

- ❑ Review new Bronze course lengths and co-delivery with First Aid courses.
- ❑ Set candidates up for success: the revised Bronze medal awards are designed for candidates to achieve success within the programming time blocks.
- ❑ Additional time may be necessary for learning activities such as skills practice and situational training, breaks, etc.

Transition



Instructors need to be prepared to teach the new awards when their employer adopts the revised program (before June 30, 2022):

- Review programming times
- Purchase updated award guide
- Familiarize yourself with new resources
- Update lesson plans in preparation to teach

Transition to New Bronze Programs (slide 8)

- ❑ Instructors begin teaching the new Bronze medal awards when their employer implements them – anytime before June 30, 2022.
- ❑ Stress the importance of reviewing the new content and resources before teaching, and to be prepared with lesson plans.

Bronze Exams: Original & Recert

(10 min.) PowerPoint slides 9-13

Bronze Exams (slide 9)

- NEW (shorter) time requirements for Bronze Medallion and Cross exams.

Bronze Exams



All items in Bronze Star and most items in Medallion and Cross remain instructor-evaluated. When a separate examination is required, allow for the following:

- Approximately 2.5 to 3 hr. for a Bronze Medallion or Bronze Cross exam with 12-16 candidates.

New Recertification Exams (slide 10)

- NEW – Only specified items are evaluated on Bronze Medallion and Cross recertification exams.

Recertification Exams



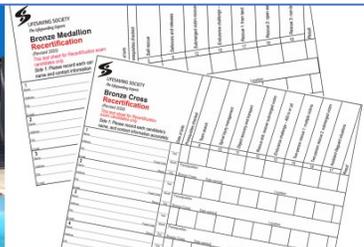
For new Bronze Medallion and Bronze Cross recertification exams, the Society has identified the mandatory (and only) items to be evaluated.

- For 12–16 candidates, allow approximately:
 - ❖ Bronze Medallion Recertification = 3 hr. (previously 4–5 hr.)
 - ❖ Bronze Cross Recertification = 4 hr. (previously 5–6 hr.)
- Please use only the new Recertification test sheets.

New Recertification Test Sheets (slide 11)

- NEW – Bronze Medallion and Cross Recertification test sheets.

Recertification Test Sheets



Bronze Medallion Recertification Items (slide 12)

- Review the test items included in a Bronze Medallion recert exam.

Bronze Medallion Recertification



These are the only items evaluated at a new Bronze Medallion recertification:

- Item 5: Self-Rescue
- Item 9: Defences and Releases
- Item 12: Submerged Victim Recovery
- Item 15: Endurance Challenge
- Item 17: Rescue 1 – From Land
- Item 18: Rescue 2 – Open Water
- Item 19: Rescue 3 – Non-Breathing Victim

Bronze Cross Recertification Items (slide 13)

- Review the test items included in a Bronze Cross recert exam.

Bronze Cross Recertification



These are the only items evaluated at a new Bronze Cross recertification:

- Item 8: Team Search
- Item 10: Spinal-Injury Management
- Item 11: Object Recovery and Transport
- Item 12: Rescue Drill
- Item 13: Endurance Challenge
- Item 15: Two-Person Rescue 1 – Multiple Victims
- Item 16: Two-Person Rescue 2 – Submerged Victim
- Item 17: Assistant Lifeguard Situations

Content Overview

(50 min.) PowerPoint slides 14-33

New content structure (slide 14)

Program Structure



Award content developed and organized to align with the four components of successful water rescue:

- ❖ Judgment
- ❖ Knowledge
- ❖ Skill
- ❖ Fitness

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- ❑ Revised test items were developed and are organized according to the four components of successful water rescue:
 - ◆ Knowledge
 - ◆ Skill
 - ◆ Fitness
 - ◆ Judgment

Bronze Star at-a-glance (slide 15)

Bronze Star At-A-Glance



Knowledge Items	Fitness Items
1. The Lifesaving Society	9. Obstacle Swim 10. Rescue Drill 11. Fitness Challenge
Skill Items	
2. Self-Rescue 3. Entries 4. Swimming and Lifesaving Strokes 5. Sculling	6. Victim Recognition 7. Reaching and Throwing Assists 8. Drowning Resuscitation

Items in bold are new or are significantly modified. They are reviewed in upcoming slides.

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- ❑ Program highlights: Items in bold are new or have significant modifications. These are reviewed in upcoming slides.
 - ◆ Note skill and fitness focus (no rescues)
- ❑ Refer also to Bronze Star At-a-glance (p. 1-2) in the *Bronze Medals Award Guide*.

Bronze Medallion at-a-glance (slide 16)

Bronze Medallion At-A-Glance



Knowledge Items	Skill Items
1. The Lifesaving Society 2. Drowning Chain of Survival 3. Rescue Process 4. Cold water	5. Self-Rescue 6. Swimming and Lifesaving Strokes 7. Victim Recognition 8. Entries and Removals 9. Defences and Releases 10. Tows and Carries 11. Search 12. Submerged Victim Recovery 13. Drowning Resuscitation
Fitness Items	Judgment Items
14. Rescue Drill 15. Endurance Challenge	16. Risk Assessment and Response 17. Rescue 1: From Land 18. Rescue 2: Open Water 19. Rescue 3: Non-Breathing Victim

Items in bold are new or are significantly modified. They are reviewed in upcoming slides.

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- ❑ Program highlights: Items in bold are new or have significant modifications. These are reviewed in upcoming slides.
- ❑ Refer also to Bronze Medallion At-a-glance (p. 14-15) in the *Bronze Medals Award Guide*.

Bronze Cross at-a-glance (slide 17)

Bronze Cross At-A-Glance



Knowledge Items	Skill Items
1. The Lifesaving Society 2. Non-Fatal Drowning 3. Shallow Water Blackout 4. Assistant Lifeguard Roles and Responsibilities	5. Communication 6. Two-Rescuer Removals 7. Surface Dives and Underwater Swims 8. Team Search 9. Two-Rescuer Drowning Resuscitation 10. Spinal Injury Management
Fitness Items	Judgment Items
11. Object Recovery and Transport 12. Rescue Drill 13. Endurance Challenge	14. Safety Supervision Scanning 15. Two-Person Rescue 1: Multiple Victims 16. Two-Person Rescue 2: Submerged Victim 17. Assistant Lifeguard Situations

Items in bold are new or are significantly modified. They are reviewed in upcoming slides.

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- ❑ Program highlights: Items in bold are new or have significant modifications. These are reviewed in upcoming slides.
- ❑ Refer also to Bronze Cross At-a-glance (p. 35-36) in the *Bronze Medals Award Guide*.

The Lifesaving Society (slide 18)

Lifesaving Society

The Lifesaving Society is a "Knowledge" item in each Bronze level with a focus on:

- Canada's Lifeguarding Experts
- Charitable organization
- Drowning prevention mission
- Setting aquatic standards
- Training beyond the Bronze level



Bronze Awards Item 1:
CLM Chap. 1.4

18

- New knowledge item in Bronze Star, Medallion and Cross.
- With reference to the *Bronze Medals Award Guide*, highlight the Must See requirements for this item in:
 - ◆ Bronze Star (Item 1, p. 3)
 - ◆ Bronze Medallion (Item 1, p. 16)
 - ◆ Bronze Cross (Item 1, p. 37)
- Sample Learning Activity*: create 3 groups – Star, Medallion, Cross. Using their phones, laptops, and/or printed resources, challenge groups to find the resources to satisfy the corresponding Must Sees. Encourage visits to the Society's website.

Swimming and Lifesaving Strokes (slide 19)

Swimming & Lifesaving Strokes

Develop effective strokes for use in water rescue emergencies

- Swim 25 m: front crawl, back crawl, breaststroke
- Swim 25 m: head-up front crawl, head-up breaststroke
- Swim 25 m: whip kick, eggbeater, scissor kick



BS Item 4, BM Item 6: CLM Chap. 9
Bronze Videos: Rescuer's Checklist

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- New in Bronze Star (Item 4) and Bronze Medallion (Item 6).
- Highlight Must Sees and emphasize the Notes:
 - ◆ Evaluate each stroke separately over 25 m or yd.
 - ◆ Variations in body type, physical limitations, strength and flexibility, etc. affect an individual's strokes. In all strokes, swimmers aim for strong, smooth propulsion over the distance. The overall propulsion and flow of the stroke is more important than precision of the details. Focus on building proficient and efficient strokes.
- Swimmer 6 standards offered as teaching reference – not Must Sees – in Appendix C, Characteristics of Swimming Stroke Mechanics (p. 58) in *Bronze Medals Award Guide*.

Sculling (slide 20)

Sculling

Develop effective sculling mechanics with control of direction

- In ready position
 - ◆ Scull in place for 30 seconds
 - ◆ Scull head-first 10 m and scull feet-first 10 m
- Stationary scull: minor travel is acceptable
- Travelling scull: completed as continuous sequence



Item 5: CLM Chap. 4.10
Bronze Videos: Rescuer's Checklist

20

- New in Bronze Star (Item 5) to strengthen this important upper body support and movement skill.
- Excellent progression to reverse and ready.

Obstacle Swim (slide 21)

Obstacle swim



Swim 50 m submerging under an obstacle twice during the swim

- Quick approach and head-first under obstacle
- Efficient underwater movement, return to surface
- Quick departure from obstacle
- Distance completed in a continuous sequence

Item 9: CLM Chap. 9.2 and 9.3

21

- New in Bronze Star (Item 9) to develop fitness and skill for head-up swims, descents, ascents and underwater swims.
- This item is an example of how instructors might use lifesaving sport events as fun learning activities to develop skill and fitness.
- Lifesaving sport obstacles are recommended but not required, a simple rope at the surface (e.g., Buoy line) or other objects (e.g., floating mat, hoop, lane rope) can be used as obstacles – as long as they require candidates to fully submerge.

Rescue Drill (slide 22)

Rescue drill



To develop fitness in a sequence of water rescue skills

- Featured in each Bronze level
- Progressively more difficult
- Progression to National Lifeguard

Item 12: CLM Chap. 9 and 10

22

- Fitness item.
- Bronze Star (Item 10): on the instructor's signal, don a shoulder loop and line, enter the water and swim head-up to a partner or manikin located at the surface 25 m or yd. away. Tow partner or manikin to starting position.
- Bronze Medallion (Item 14): Enter the water and swim head-up 25 m or yd. to contact a passive victim or manikin located at the surface and carry 25 m or yd.
- Bronze Cross (Item 12): Starting in the water, swim head-up to recover a submerged manikin or victim located 20 m away; surface and carry the manikin or victim 20 m to starting point – all within 120 seconds.

Fitness challenge



- Bronze Star: 400 m fitness training workout
 - ❖ 100 m warm-up
 - ❖ 6 x 25 m one of: front crawl, back crawl, breaststroke, or lifesaving kick
 - ❖ 2 x 50 one of: head-up front crawl or head-up breaststroke
 - ❖ 50 m cool-down
- Bronze Medallion: Swim 400 m within 12 min.
- Bronze Cross: Swim 400 m within 11 min.
- National Lifeguard: Swim 400 m within 10 min.

Item 11: CLM Chap. 9.2, 10 23

Fitness Challenge (slide 23)

- ❑ Bronze Star introduces the FITT principle:
 - ◆ Frequency (how often)
 - ◆ Intensity (how hard)
 - ◆ Time (how long)
 - ◆ Type (what kind)
- ❑ Monitoring heart rate, strokes per length, and time per length can all be used to teach the concept of pacing. Use heart rate checks to guide work-rest ratios. Candidates locate and count their own pulse before the workout begins and after.

Drowning Chain of Survival (slide 24)

New Bronze Medallion Knowledge Item

The Drowning Chain of Survival describes five steps that help guide a rescuer's actions. It provides a "general" overview of rescues.



DROWNING CHAIN OF SURVIVAL

PREVENT DROWNING RECOGNIZE DISTRESS PROVIDE FLOTATION REMOVE FROM WATER PROVIDE CARE AS NEEDED

PREVENTION RECOGNITION, RESPONSE, AND RESCUE TREATMENT

Explain how lifesavers apply the Drowning Chain of Survival

Item 2: CLM Chap. 4
Bronze Award Guide - Supplement 24

- ❑ *Sample Learning Activity:* provide each participant in your clinic with a card with an image on it resembling one of the links of the chain of survival (Appendix A). They must mingle and create their group of five and put themselves in order. The group will then spend some time reviewing the importance of each link in the chain and how they would communicate this to lifesaving candidates. For extra candidates, simply double up on some of the links.
- ❑ Prevent Drowning – ask participants what they would tell candidates about how to prevent drowning. Wear a lifejacket, ensure you have the ability to swim to survive, swim with a buddy, swim in lifeguarded areas, stay within arm's reach.
- ❑ Recognize Distress – ask participants what distress sounds and looks like. Someone who is away from the edge/safety point, panic in eyes, struggling to move in a forward direction, calls for help, appears in pain.
- ❑ Provide Flotation – what types of floatation devices could be used in a variety of different locations? Lifejacket, ring buoy, cooler lid (something else buoyant that may be around).

- Remove from the water – discuss how to do so: ladder, dock, carry out, with a bystander etc.
- Provide care as needed – discuss common victim types that would be included in a Bronze course.

The Rescue Process (slide 25)

Rescue Process

New Bronze Medallion Knowledge Item

The **Rescue Process** involves three elements when considering how to respond to a rescue or self-rescue:

- "Recognize" help is needed "Assess" your situation and "Act"
- You may Recognize – Assess – Act many times, changing what you do as conditions change. It all depends on the rescue situation.

Item 3: CLM Chap. 4
Bronze Videos: Rescue Process



- New Knowledge item in Bronze Medallion (Item 3) to ensure the concepts and components underlying the Ladder Approach and Rescuer's Checklist are taught and understood.
- The Ladder Approach and Rescuer's Checklist help rescuers to review their options and make appropriate decisions. Instructors will continue to teach rescue response using the Recognize-Assess-Act process with strong emphasis on the Ladder Approach and Rescuer's Checklist.

Ladder Approach (slide 26)

Rescue Process

The **Ladder Approach** in water rescue presents, in order of increasing risk, your options for helping someone in trouble in the water:

- As a rescuer, you should always choose the rescue method that involves the least amount of risk. The first "rung" on the ladder is a Talk Rescue – you encourage the victim to safety without even entering the water.
- As a rescuer, you move up the rungs of the ladder if you have the knowledge, judgment, skill and fitness to accept the greater risk.

Item 3: CLM Chap. 4
Bronze Videos: Ladder Approach



- Candidates must be able to explain the low-to high-risk progression of the Ladder Approach and the increasing risk to the rescuer.
- Instructor must teach rescues so candidates demonstrate the ladder approach every time.

The Rescuer's Checklist (slide 27)

Rescue Process

The **Rescuer's Checklist** is a guide to your actions to carry out your rescue:

- How do you actually carry out a rescue? In any rescue other than a talk rescue, there are lots of ways to reach a victim, different methods to swim to a victim, and many ways to carry a victim.
- Wherever you are on the ladder, use the check list to review your options on that rung and choose the appropriate option.

Item 3: CLM Chap. 4
Bronze Videos: Rescuer's Checklist




- Candidates must be able to identify the components of the Rescuer's Checklist.
- Candidates must be able to explain the relationship between the Ladder Approach and Rescuer's Checklist.

Non-Fatal Drowning (slide 28)

Non-fatal Drowning

New Bronze Cross Knowledge Item

Demonstrate knowledge of follow-up care and treatment of a conscious drowning victim

- Identify signs and symptoms that may be exhibited by a non-fatal drowning victim
- Recognize when to seek medical help
- Describe when victim should seek follow-up medical attention

Item 2: CLM Chap. 8.3, 8.8
Alert Pg. 28



- ❑ New Knowledge item in Bronze Cross (Item 2):
 - ◆ to profile the two possible outcomes of a drowning incident – fatal or non-fatal
 - ◆ to introduce the range of non-fatal drowning outcomes
 - ◆ to identify when a surviving victim of a drowning incident needs medical attention.
- ❑ The drowning process may result in acute respiratory distress some hours after the initial drowning event and rescue. After rescue from the water, the victim should be sent to hospital if they:
 - ◆ Suffered any loss of consciousness
 - ◆ Required resuscitation (CPR)
 - ◆ Have any concurrent condition (e.g. seizure, spinal injury, asthma)
 - ◆ Exhibit on-going coughing
- ❑ Bronze candidates should understand that victims who survive a drowning incident may exhibit a range of symptoms from mild and short-term to severe long-term impairment.
- ❑ Refer participants to (and review as necessary) relevant references:
 - ◆ Aspiration (CLM 9-4)
 - ◆ Drowning (CLM 8-19)
 - ◆ Water Intoxication (CLM 8-19)

Shallow Water Blackout (slide 29)

Shallow Water Blackout

New Bronze Cross Knowledge Item

Demonstrate knowledge of the cause and prevention of shallow water blackout. In groups, answer 1 of the following questions (must sees):

1. What are some causes of shallow water blackout?
2. What are some dangers of shallow water blackout?
3. Provide some examples of high-risk behaviours.
4. Provide some examples of proactive intervention.

Item 3: Alert Insert, Bronze Award Guide - The Supplement 29

- ❑ New Knowledge item in Bronze Cross (Item 3):
 - ◆ to develop an understanding of the dangers of and how to prevent and recognize shallow water blackout.
 - ◆ Consistent with new focus of Bronze Cross as assistant lifeguard certification.
- ❑ Highlight Must Sees (p. 39) for evaluation criteria and reference where to find technical content: *Bronze Medals Award Guide Supplement*, p. 64; *Alert Insert*.
- ❑ Instructors and examiners might evaluate this item in conjunction with (Item 14) Safety Supervision and Scanning.

Assistant Lifeguard Roles and Responsibilities (slide 30)

Assistant Lifeguard Roles & Responsibilities

New Bronze Cross Knowledge Item

Demonstrate knowledge of the roles and responsibilities of an assistant lifeguard. What are the differences between the following:

- Lifeguard
- Assistant lifeguard
- Lifesaver

Responsibilities to the public, fellow guards, the employer, and to one's self

Item 4: CLM Chap. 4.2, Alert Chap. 1, 2 Bronze Award Guide - The Supplement 30

- ❑ New Knowledge item in Bronze Cross (Item 4):
 - ◆ Consistent with new focus of Bronze Cross as assistant lifeguard certification.
- ❑ Highlight Must Sees (p. 40) for evaluation criteria and reference where to find technical content: *Bronze Medals Award Guide Supplement* (p. 64); *Alert*, chapters 1 and 2.
- ❑ Point out key Notes:
 - ◆ Candidates should be able to identify how lifesavers, assistant lifeguards and lifeguards differ in terms of their training, their roles and their responsibilities.
 - ◆ Candidates should identify drowning and injury prevention as the key objectives of safety supervision. Techniques used in safety supervision include: scanning, positioning and rotation, role modeling, public education and rescue intervention.
 - ◆ Share with candidates how lifeguards and assistant lifeguards are affected by relevant provincial/territorial government regulation and by employer hiring policies.

- ❑ *Sample Learning Activity:* Post 3 flip chart papers titled “Lifeguard” or “Assistant Lifeguard” or “Lifesaver.” Divide participants into 3 groups and give them 2-3 minutes at each location to brainstorm and list the roles of each title. Review results together.
- ❑ *Sample Learning Activity:* Assign each of 4 groups, one of the following responsibilities of the assistant lifeguard: to the public, to fellow guards, to the employer, or to one’s self. Using their resources, each group assembles and presents their list of responsibilities.
 - ◆ Using what they learned from these 2 stations (and time permitting), groups put together a job posting for an Assistant Lifeguard.

Communication (slide 31)

Communication	<p>Demonstrate effective communication with patrons and victims:</p> <ul style="list-style-type: none"> Clear and respectful verbal communication Educate and explain safe practices Personal modelling of safe practices <p>Communication with coworkers, supervisors and EMS:</p> <ul style="list-style-type: none"> Demonstrate 3 hand and 3 whistle signals Can give and receive accurate directions Clear and accurate communication with others in an emergency
	
Item 5; Alert Chap. 2, 3; Alert Insert Instructor Notes Pg. 30	31

- ❑ New Bronze Cross Skill Item 5, p. 41.
- ❑ Review Must Sees and Notes.
- ❑ Reference where to find technical content: *Bronze Medals Award Guide* Supplement (p. 66); *Alert*, chapters 2 and 3.
- ❑ Stress judicious use of whistle signals (they can be piercing, shrill and annoying):
 - ◆ 1 short blast = patron alert (attention)
 - ◆ 1 long blast = clear the pool (emergency)
 - ◆ Educate patrons to respond quickly
- ❑ A system of hand or arm signals is a useful means of communication in facilities with good sight lines.
- ❑ Verbal communication is the most affective means of preventing accidents or correcting behaviour with patrons.
 - ◆ Be brief and keep eyes on your supervised zone.
 - ◆ If more than a few seconds is required, signal another guard to cover your area.
 - ◆ Lowering yourself to the patron’s physical level and use respectful language.

- ❑ *Sample Learning Activity: Signal It – Position* participants in a variety of locations throughout the facility. The first person gives a hand signal (example signals could include heart attack, stroke, unconscious victim, first aid, drowning non-swimmer, etc.). The second person repeats the signal and adds another. Repeat until everyone has repeated the sequence, and added a signal. (Variation: how long can you keep it going?)

Two-Rescuer Removals (slide 32)

Two-rescuer Removals



With a partner, demonstrate ability to remove victims from various aquatic environments including a removal with a spineboard

- Ensure effective communication
- Select appropriate removals for victim type and the environment
- Know and practice several techniques
- Use safe lifting techniques

Item 6: CLM Chap. 4.12, 5.10
Alert Pg. 49, 52, 62

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- ❑ New Bronze Cross Skill Item 6 (p. 42).
- ❑ Review Must Sees and Notes:
 - ◆ Rationale for practice with victims of different sizes. But: during evaluation, candidates may select their own victim.
 - ◆ Need to develop repertoire of removal techniques suitable for various circumstances including the following: walk out, ladder, knee step, hand step, under-arm lift, cradle lift, one-rescuer drag, and spine board removal.
 - ◆ Extraction with the assistance of a spine board as a tool is new to the level, spine immobilization is not required, nor evaluated.
- ❑ Reference where to find technical information: “Entries and Removals” (p. 63) in *Bronze Medals Award Guide*, Supplement, and in CLM.

Object Recovery and Transport (slide 33)

Object Recovery and Transport



Demonstrate aerobic fitness and strength for an object recovery:

- In-water start and approach – 15 m
- Surface dive to recover 4.5 kg (10 lb.) object
 - ◆ (20 lb. for National Lifeguard)
- Surface and carry object 5 m
- Head above surface throughout carry
- Distance and carry – within 60 sec.

Item 11: CLM Chap. 4.9, 9.3
Bronze Award Guide Appendix C

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- ❑ New Bronze Cross Item 11 is a fitness/skill progression to National Lifeguard.
- ❑ Where possible, place the object at a depth of 2 m. If the facility is less than 2 m, place the object at the deepest point, but not less than 1.5 m.
- ❑ Review Must Sees and Notes (p. 47).

Teaching & Evaluating Scanning & Assistant Lifeguard Situations (30 min.) PowerPoint slides 34-43

Safety Supervision – Scanning (slide 34, 35)

Safety Supervision Scanning



Item 14: CLM Ch. 2; Alert Ch. 2, 3; Alert Insert; Instructor Manual, p. 87

New Bronze Cross Judgment Item

"Effective lifeguard positioning and systematic, continuous scanning are the foundation of the lifeguard surveillance system." – *Alert Insert*, p. 1.

The new Bronze Cross Judgment Item (14) introduces principles and practices of this essential lifeguard skill.

- ❑ The new Bronze Cross Judgment Item (14) *introduces* the principles and practices of this essential lifeguard skill.
- ❑ Stress the importance of this new item and highlight Must Sees and Notes (p. 50):
 - ◆ Candidates on foot. Rescues not required.
 - ◆ Supervision zone is designated by the instructor. Instructors should teach candidates what supervision zones are, but this item does not require Bronze Cross candidates to design or modify them.

Safety Supervision Scanning



Item 14: CLM Ch. 2; Alert Ch. 2, 3; Alert Insert

Develop the ability to evaluate aquatic environments, activities and equipment for safety, and an understanding of when and how to intervene to prevent injury and reduce risk

- Continuous scan of designated area
- While patrolling and scanning identify:
 - ◆ Deficiencies, hazards, victim types, inappropriate patron behaviours
- Appropriate verbal intervention and education
- Quick accurate recognition and reporting to a lifeguard or supervisor

- ❑ The skills in this item should first be taught separately from Item 17 Assistant Lifeguard Situations. Once mastered, safety supervision scanning should be integrated with Item 17 practice.
- ❑ This item requires Lifesaving Instructors – especially those who do not hold National Lifeguard – to learn what supervision zones are and what effective scanning entails and how to teach it. Direct instructors to relevant source material:
 - ◆ *Alert, Lifeguarding in Action*, chapter 2 and 3
 - ◆ *Alert Insert*, p. 1-2
 - ◆ “Safety Supervision Scanning” (p. 69) in the *Bronze Medals Award Guide Supplement*
 - ◆ “Scanning” (p. 82) in the *Instructor Manual*.

Safety Supervision – Scanning Supervision Zones (slide 36)

Safety Supervision Scanning



Item 14: Alert Ch. 2; Alert Insert

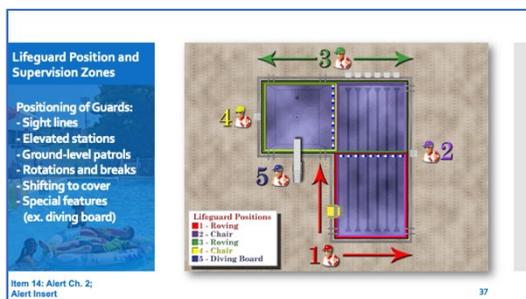
Supervision Zones

- Designated area of supervised water scan and observe
- Usually set out based on factors such as potential hazards, blind spots number of swimmers, and type of activities going on in the pool
- Set out by supervisory staff (guards may recommend modification) based on factors such as number of lifeguards available, blind spots, patron behaviour, etc.
- Elevated stations vs. ground patrols (roving lifeguards)

- ❑ Highlight factors for instructors to remember when assigning candidates to designated supervision zones:
 - ◆ Guard’s line of sight and field of vision are important factors in choosing positions for effective observation of a designated zone.

- ◆ Human vision is best focused when the observed object is directly in front of the eyes.
- ◆ Objects in peripheral vision cannot be seen clearly or in detail. This is why guards must be careful to keep turning their heads to clearly monitor the whole area.
- ◆ Ideally, guards are positioned to minimize the distance the head must turn in order to effectively scan the zone.

Lifeguard Position and Supervision Zones (slide 37)



- In this example, we can see several different guarding zones and position:
 - ◆ Guards 1 and 3 are roving
 - ◆ Guards 2 and 4 are in an elevated lifeguard station
 - ◆ There are times when an additional guard is needed for specialty features, like diving boards, ropes and slides, and these are more high-risk areas (Guard 5).
- The position and quantity of lifeguards shown in this image are just an example, and even at this pool, this could change based on several variables:
 - ◆ Location of patrons swimming (e.g., most swimmers are in the shallow end)
 - ◆ Blind spots (this could change even by time of the day with glare coming from certain windows in the facility)
 - ◆ Behaviour and activities of certain patrons may require more attention
 - ◆ Ability to see the top, middle, and bottom of the pool from the position
 - ◆ Number of lifeguards and assistant lifeguards on duty
 - ◆ Number of patrons swimming
 - ◆ Shape and size of the facility
 - ◆ Ability to respond quickly in an emergency

Safety Supervision – Scanning How to Scan (slide 38)



Safety Supervision Scanning

How to Scan

- Systematic visual (with eyes) sweeps of a given zone of coverage (encourage head movement to ensure that they are not using peripheral visions).
- Use peripheral vision to detect movement.
- A scan of a zone should not be faster than 10 sec. but no longer than 30 sec.
- Scan the pool bottom first, then the surface.
- Focus on people and what they are doing. Make eye contact. Watch the face.
- Look and listen for the unusual.
- Avoid staring fixedly at the same thing. Give your eyes a break by focusing momentarily on some distant object or the horizon.
- Never stop scanning when speaking with a patron.
- In outdoor facilities, monitor changes in environmental conditions for impact on patron behaviour and safety.

Item 14: Alert Ch. 2, 3;
Alert Insert

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- ❑ Effective scanning assumes that lifeguards can see the entire area, that they know what they are looking for, and that they will recognize it when they see it.
 - ◆ Lifeguards must be positioned with clear, unobstructed sight lines and move to counteract patron interference (especially in ground-level supervision).
 - ◆ Lifeguards must take steps to minimize the effect of reflection or glare (e.g., change position, use polarized sunglasses).
 - ◆ Lifeguards' scanning strategy must compensate for an inability to see below the surface (e.g., waterfront), and for distance from patron activity (e.g., use of binoculars).
 - ◆ Lifeguards must practice to develop and improve perception skills.
 - ◆ Lifeguards must understand the signs of potential trouble, and the characteristic behaviours of those in need of help.
 - ◆ Even if there are only a few people swimming, or they are all in one small area of the pool, lifeguards must still scan their ENTIRE zone and surrounding deck.

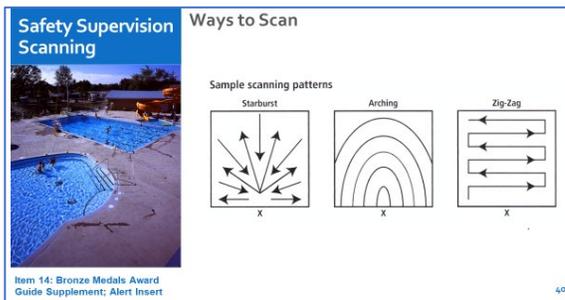


Pool vs. Waterfront Visibility (slide 39)

- ❑ Scanning a beach is significantly different from scanning a pool but the basic principles are the same.
- ❑ *Sample Learning Activity:* Brainstorm differences between scanning a pool versus a waterfront.
- ❑ Reference: *Alert* Page 30-31.

Safety Supervision – Scanning: Ways to Scan (slide 40)

- ❑ Review the following key scanning points for Bronze Cross candidates:
 - ◆ Sweep your eyes over your zone, moving your head to see things to the right and left, and looking behind you regularly.
 - ◆ Take note of patrons and activity right in front of you.
 - ◆ Chair or tower lifeguards should look below them.
 - ◆ Include adjacent lifeguards on each sweep to receive any visual communications they might be sending and to check the area behind them.
 - ◆ Scan below the surface and, in swimming pools, scan the bottom regularly.
 - ◆ Attend to the “hot spots” more often (e.g., Diving boards, rafts, drop-offs, buoylines, ladders, toys).
 - ◆ Ensure that each person who enters the water from a dive, slide, or diving board, resurfaces.
 - ◆ Remember that an activity “hot spot” can move with the people who create it.



Safety Supervision – Scanning: Recognition and Intervention (slide 41)

Safety Supervision Scanning



Recognition and Intervention

- It is important that lifeguards are able to recognize potential hazards and people in danger, and intervene
- When an assistant lifeguard notices a hazard they must report it to a lifeguard or supervisor right away
- The goal of scanning is to trigger the appropriate intervention
- Some scanning strategies include:
 - ❖ Head counting
 - ❖ Grouping
 - ❖ Mental filing
 - ❖ Profile matching

Item 14: Alert Ch. 2, 3

- ❑ Experience is a very good teacher. Over time, lifeguards develop a discerning eye and nose for potential trouble.
- ❑ Experienced guards develop good pattern recognition skills and are faster at detecting disturbances or anomalies in those patterns that new lifeguards.
- ❑ Training and practice will help prepare the new guard for those early days on the job.
- ❑ Instructors should stress to candidates that it is better to be safe than sorry; if they are unsure of something they are seeing in the water, they shouldn't hesitate to respond.
- ❑ *Sample Learning Activity:* Based on what you have learned regarding scanning, come up with a list together as a group of things to look out for when you are guarding (see *Supplement – What to Look For*)

Assistant Lifeguard Situations (slide 42)

Assistant Lifeguard Situations



New Bronze Cross Judgment Item

As a member of an assistant lifeguard team, respond to an emergency in a supervised aquatic setting

- Continuous and systematic scanning
- Timely recognition and appropriate response
- Effective communication with lifeguards, victim(s), patrons
- Appropriate first aid treatment, EMS activation
 - ❖ Victim types: e.g. weak or tired swimmer, distressed non-swimmer, unconscious victim, injured victim, spinal injury, non-breathing victim
- Continued safety supervision throughout
- Concern for good public relations

Item 17: CLM Ch. 4, 7.2, 7.5, 8, 9.3
Alert Ch. 2, 3

- ❑ Review “Appendix A: Designing Lifeguard Situations” in the *Bronze Medals Award Guide*.
- ❑ Reference “Teaching judgment” (p. 49) in *Instructor Manual*.
- ❑ Remind instructors and examiners that:
 - ◆ Simulated rescue situations allow candidates to improve judgment by having the opportunity to solve problems and make decisions.
 - ◆ Situational training presents candidates with a situation or scenario that requires them to make decisions about what action to take.
 - ◆ Rescue scenarios must be appropriate for the award level and fall within the requirements of the test item. Instructors and examiners should be guided by Appendix A for Bronze Cross

Assistant Lifeguard Situations and by Appendix B for lifesaving situations in Bronze Medallion and Bronze Cross.

- ◆ Realistic victim simulations are critical; rescuers cannot make appropriate decisions when victims do not portray the victim type accurately.
- In early situational training, make rescue scenarios simple and straightforward. As candidates gain experience and confidence, scenarios may become increasingly challenging (but always within the limits of the award level):
 - ◆ The situation may evolve
 - ◆ Increase the number of variables the rescuer must address
 - ◆ Circumstances might change
 - ◆ The victim condition might change (level of consciousness, respiratory rate, pain, etc.)
 - ◆ The equipment available might be sparse
- When setting up situations, brief rescuers on their environment, water conditions (if applicable), position of rescuers, available rescue aids and first aid supplies.
 - ◆ Do not explain the victim type and behaviours or the precipitating incident to the rescuer.
 - ◆ To develop judgment, learners need an opportunity to assess what is unfolding in front of them and to adapt as their assessment evolves and circumstances change.
 - ◆ Brief victims on their environment, water conditions (if applicable), victim type and behaviours, and the precipitating incidents they are to role-play.
 - ◆ Stress the importance of good victim simulations, as this allows learners to make appropriate choices about how to respond.

Assistant Lifeguard Situations



Item 17: CLM Ch. 4, 7.2, 7.5, 8, 9.3
Alert Ch. 2, 3

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Setting up an Assistant Lifeguard Situation

- Realistic situations taken from the award guide, Appendix A
- Set situations up so candidates will be successful
- All situations need to encourage judgement at a manageable level
- Recommended to use teams of 2 Assistant Lifeguards
- Provide feedback so candidates know how to improve

- ❑ Assistant Lifeguard Situation Design (Appendix A)
 - There are many factors to consider when designing and executing rescue situations:
 - ◆ Set-up and re-set of the rescue scenarios
 - ◆ Managing the behaviours of multiple victims at different times
 - ◆ Setting up the activities of those who are not involved in the rescues directly (e.g., role of bystanders)
- ❑ Instructors and examiners need to be sure that the set-up and changeover of situations is timely but provides the opportunity for candidates to demonstrate their abilities to properly recognize and react. This is important since scanning and recognition are imperative to effective rescue response.
- ❑ Consider setting up two groups at once, preparing the victims for several situations in advance, or repeating situations (as long as the rescuers are not privy to the first scenario).
 - ◆ This will help to ensure that you have time to monitor the victim and the rescuer, the rest of the team, the unfolding of the rescue situation, and the involvement of multiple bystanders, equipment, EMS, etc.

Team versus Individual Evaluation in Bronze Cross (slide 44)

Team vs. Individual Evaluation



Bronze Cross multiple rescuer items (15, 16, 17)

- Formative evaluation (feedback):
focus on both team effort and individual candidate performance.
- Summative evaluation (pass/fail):
focus solely on individual candidate performance.

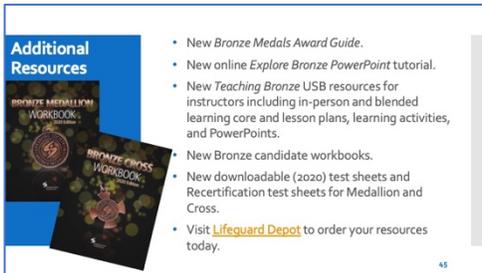
44

- ❑ Point out and stress to instructors and examiners the note (p. ix) on “Team performance and individual evaluation in Bronze Cross.” This note is repeated in Appendix A (p. 54) and Appendix B (p. 56) of the *Bronze Medals Award Guide*.

Bronze Resources & Questions

(5 min.) PowerPoint slides 44-45

Additional Resources (slide 45)



- New *Bronze Medals Award Guide*.
- New online *Explore Bronze PowerPoint* tutorial.
- New *Teaching Bronze* USB resources for instructors including in-person and blended learning core and lesson plans, learning activities, and PowerPoints.
- New Bronze candidate workbooks.
- New downloadable (2020) test sheets and Recertification test sheets for Medallion and Cross.
- Visit [Lifeguard Depot](#) to order your resources today.

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- Bronze Medals Award Guide* features supplemental technical information (not currently found in the *Canadian Lifesaving Manual*) and guidance on setting up lifesaving and Bronze Cross assistant lifeguarding situations.
 - ◆ *Teaching Bronze* (USB) instructor resources including in-person and blended learning lesson plans, learning activities, PowerPoints.
 - ◆ Bronze Workbooks
 - ◆ Test sheets slide
 - ◆ Communiques
- Encourage candidates to purchase the required resources to teach the revised program, and to review them to become more comfortable with the information.



Questions and Classroom Wrap-Up (slide 46)

- Play the *Be a Lifesaver* video.
- Solicit and answer and final questions.
- Transition to water session.

Bronze Stations: Practice & Review

(60 min.) In-water session

Bronze Cross Item 6: Two-Rescuer Removals (15 min.)

- With reference to the *Bronze Medals Award Guide*, answer the following questions and check your answers below.

Q & A

- ◆ **Q:** Are both rescuers trained to the Bronze Cross level? **A:** Yes.
 - ◆ **Q:** Is immobilization with a spineboard required for this skill? **A:** Candidates secure victim to spineboard for safety during removal. The spineboard is used simply as an extraction tool. Spine immobilization is NOT required.
 - ◆ **Q:** Should candidates practice only on victims of similar size? **A:** Candidates should practice removing victims of different sizes to understand how this may affect removal options. During evaluation, candidates select their own victim.
- In groups of 3, participants review a few removals that they are comfortable performing. (CLM 4-25)
 - Remind participants that when in a team, removals can occur more quickly. Encourage the second lifeguard waiting on deck to simply grab hold of the victim rather than taking time to secure the victim to the side of the pool first.
 - Practice using the spineboard as an extraction tool for removals:
 - ◆ With both assistant lifeguards on deck and the victim secured to the side of the pool, one assistant lifeguard guides the spineboard, foot end first, straight down into the water adjacent to the victim.
 - ◆ The second assistant lifeguard turns the person onto the spineboard so their back is on the spineboard

- ◆ Each assistant lifeguard supports the victim by their wrist while their other hand is grasping one of the handholds of the board
- ◆ On a signal, both assistant lifeguards pull the spineboard with the victim onto the deck, sliding the board on the ledge of the deck
- ◆ Both assistant lifeguards step backwards while lowering the spineboard onto the deck

Bronze Cross Item 15: Two-Person Rescue 1 – Multiple Victims (15 min.)

- Divide the group up into Bronze instructors and Bronze candidates.
- Provide the group with the evaluation tool found in Appendix B so they can setup the rescue, record their observations/evaluations, and provide feedback to the group after the rescue.
- With each candidate in their roles (instructor and candidates), while using the *Bronze Medals Award Guide* as a resource, have them setup a realistic scenario, run the scenario, and allow them to provide feedback to the candidates based on their observations/evaluations.
- Time permitting, change roles and try this a few times. If the group is large enough, setup multiple groups in different areas of the pool.

Bronze Cross Item 17: Assistant Lifeguard Situations (30 min.)

- Divide the group into Bronze instructors and Bronze candidates.
- Provide the group with the evaluation tool found in the Appendix so they can setup the situations, record their observations/evaluations, and provide feedback to the group after the situations.
- With each candidate in their roles (instructor and candidates), while using the *Bronze Medals Award Guide* as a resource, have them setup realistic situations, run the situations, and allow them to provide feedback to the candidates based on their observations/evaluations.
- Time permitting, change roles and try this a few times. If the group is large enough, setup multiple groups in different areas of the pool.

Wrap-up

- Review any final questions from participants before ending the clinic.

Appendix A – Drowning Chain of Survival Learning Activity Cards

 <p>Prevent Drowning</p>	 <p>Prevent Drowning</p>
 <p>Recognize Distress</p>	 <p>Recognize Distress</p>
 <p>Provide Flotation</p>	 <p>Provide Flotation</p>
 <p>Remove From Water</p>	 <p>Remove From Water</p>
 <p>Provide Care as Needed</p>	 <p>Provide Care as Needed</p>



Appendix B – Bronze Cross Exam Worksheet Item 15 Two-person rescue 1: multiple victims

*Respond to an aquatic emergency in open water involving three or four victims and provide care until relieved of responsibility.
Purpose: To develop judgment and effective teamwork in responding to an aquatic emergency involving multiple victims.*

Describe situation:		
Candidate	Must See	Comments
Additional information (victim type, conditions, etc.):		
	<input type="checkbox"/> Quick, accurate recognition and appropriate assessment of situation – signal for help <input type="checkbox"/> Effective communication and response with fellow rescuer <input type="checkbox"/> Lowest risk rescue possible under the circumstances and concern for personal safety throughout: <ul style="list-style-type: none"> ○ Appropriate choice and use of aid(s) ○ Safe and effective entry, approach (maintaining visual contact), reverse and ready 	<input type="checkbox"/> Effective tow or carry (when used) <input type="checkbox"/> Victims secured at nearest point of safety <input type="checkbox"/> Effective use and direction of bystanders where appropriate <input type="checkbox"/> Safe and effective removals with bystander assistance <input type="checkbox"/> Contact with EMS at earliest possible moment if appropriate <input type="checkbox"/> Victim assessment (ABCs) and appropriate care until rescuers relieved of responsibility <input type="checkbox"/> Effective use of barrier devices if required
Additional information (victim type, conditions, etc.):		
	<input type="checkbox"/> Quick, accurate recognition and appropriate assessment of situation – signal for help <input type="checkbox"/> Effective communication and response with fellow rescuer <input type="checkbox"/> Lowest risk rescue possible under the circumstances and concern for personal safety throughout: <ul style="list-style-type: none"> ○ Appropriate choice and use of aid(s) ○ Safe and effective entry, approach (maintaining visual contact), reverse and ready 	<input type="checkbox"/> Effective tow or carry (when used) <input type="checkbox"/> Victims secured at nearest point of safety <input type="checkbox"/> Effective use and direction of bystanders where appropriate <input type="checkbox"/> Safe and effective removals with bystander assistance <input type="checkbox"/> Contact with EMS at earliest possible moment if appropriate <input type="checkbox"/> Victim assessment (ABCs) and appropriate care until rescuers relieved of responsibility <input type="checkbox"/> Effective use of barrier devices if required



Appendix C – Bronze Cross Exam Worksheet Item 17 Assistant lifeguard situations

*As a member of an assistant lifeguard team, respond to an emergency in a supervised aquatic setting.
Purpose: To introduce lifeguarding principles and practices appropriate for assistant lifeguards in emergency situations*

Team Members	Assistant Guard 1	Assistant Guard 3	Assistant Guard 3
Describe situation:			
<input type="checkbox"/> Effective safety supervision: Continuous, systematic scanning <input type="checkbox"/> Timely recognition and appropriate response <input type="checkbox"/> Effective communication – other lifeguards, victim(s), patrons <input type="checkbox"/> Effective rescue response and techniques <input type="checkbox"/> Appropriate selection and proper use of equipment including barrier devices <input type="checkbox"/> Appropriate first aid treatment if required <input type="checkbox"/> Accurate communication with EMS at earliest possible moment <input type="checkbox"/> Continued safety supervision of other patrons throughout <input type="checkbox"/> Concern for good public relations			
Describe situation:			
<input type="checkbox"/> Effective safety supervision: Continuous, systematic scanning <input type="checkbox"/> Timely recognition and appropriate response <input type="checkbox"/> Effective communication – other lifeguards, victim(s), patrons <input type="checkbox"/> Effective rescue response and techniques <input type="checkbox"/> Appropriate selection and proper use of equipment including barrier devices <input type="checkbox"/> Appropriate first aid treatment if required <input type="checkbox"/> Accurate communication with EMS at earliest possible moment <input type="checkbox"/> Continued safety supervision of other patrons throughout <input type="checkbox"/> Concern for good public relations			
Describe situation:			
<input type="checkbox"/> Effective safety supervision: Continuous, systematic scanning <input type="checkbox"/> Timely recognition and appropriate response <input type="checkbox"/> Effective communication – other lifeguards, victim(s), patrons <input type="checkbox"/> Effective rescue response and techniques <input type="checkbox"/> Appropriate selection and proper use of equipment including barrier devices <input type="checkbox"/> Appropriate first aid treatment if required <input type="checkbox"/> Accurate communication with EMS at earliest possible moment <input type="checkbox"/> Continued safety supervision of other patrons throughout <input type="checkbox"/> Concern for good public relations			