

# INSTRUCTOR ANSWER GUIDE

Companion workbook for  
Canadian Lifesaving Manual



## BRONZE MEDALLION WORKBOOK



LIFESAVING SOCIETY  
*The Lifeguarding Experts*



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April 2014.

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

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

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

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

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## 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 which may not be listed in this answer guide. Instructors should review alternative answers candidates find in the *Canadian Lifesaving Manual*.

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 Lifesaving Society

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How many Canadian lives are lost in water-related incidents each year?

- About 500 on average.

*Reference: CLM, page 1-2*

When was the Lifesaving Society founded in Canada?

- The first Bronze Medallion classes were held in Canada in 1896. In 1908, the first Branch (Ontario) of the Society was officially founded. Either answer is correct, as is “over 100 years ago.”

*Reference: more information available at [www.lifesavingsociety.com](http://www.lifesavingsociety.com) in “About Us” section.*

What is the mission of the Lifesaving Society?

- To prevent drowning and water-related injury.

*Reference: CLM, page 1-5*

How many Canadians participate in the Society’s programs annually?

- Over 1, 000,000. Older editions of the *CLM* may have a smaller number.

*Reference: CLM, page 1-5*

## 2.1 Walk, Spot, Demonstrate

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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, page 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, page 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 page 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 page 3-10*

Self-rescue from a capsized boat:

- Call or signal for help.
- Stay with the boat.
- Try to right canoes and small craft.
- If help will not come, consider trying reach shore safely, conserving as much energy as possible.

*Reference: CLM page 3-4*

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 skills chart

Skill	Description
<b>Huddle position</b>	Small groups of two or four people can use this position to stay warm in cold water.
<b>Pants, shirts</b>	While PFDs or lifejackets are much more effective, they are not always available during a self-rescue. Some of these items can be useful as self-rescue or towing assists.
<b>HELP position</b>	This is the position you would use if you are by yourself in cold water.
<b>Roll away, don't stand up</b>	You would do this to move away from a break in the ice until you find solid ice.
<b>Boots and shoes</b>	The first item you remove during a self-rescue in the water (if you are not wearing a PFD).
<b>Boat</b>	If this capsizes, you should stay with it.
<b>PFD/lifejacket</b>	You should always wear one of these on a boat or if you are a non-swimmer around water.

4.1 The Rescue Process

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**Recognize:**

- Someone is in trouble and needs help. Recognize victim condition, water and weather conditions, hazards, number of victims, etc.

**Assess:**

- What self-rescue skills does the victim have? Physical and emotional condition of the victim? Nearest point of safety? Available rescue equipment, etc.

**Act:**

- Direct bystanders. Contact EMS contact. Perform the rescue using the rescuer's checklist.

*Reference: CLM, page 4-2.*

## 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.

*Reference: CLM page 4-5*

## 4.2 The Ladder Approach

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- True or false:
  1. F
  2. T
  3. F
  4. T
  5. T
  6. T

### 4.3 The Rescuer's Checklist

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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 & 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 page 4-10*

#### 4.4 Possible Assists

What is an appropriate throwing aid?

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

*Reference: CLM page 4-12*

#### 4.5 Choosing an Assist

Match the factors with the appropriate description:

Factors	Assists
Availability	Floating objects support victims higher in the water and allow you to rest as needed
Manageability	The assist must be readily available
Your fitness & strength	Be sure you can carry and use the assist effectively. If you don't, you could put yourself in danger
Your immediate surroundings	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	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	The assist must be strong for the task at hand

*Reference: CLM page 4-12*

## 5.1 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 Page 5-2*

## 5.2 Defences

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- Arm block
- Duck away from front
- Foot block
- Duck away from rear

*Reference: CLM Page 5-3*

## 5.3 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 Page 5-4*

## 5.4 Spinal Injury Management

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- Canadian Rollover      Vice Grip Rollover      Modified Body Rollover
- Rescuers must use judgment in deciding how and when to stabilize a victim using a rollover and when to use a spineboard. Factors to consider when making these decisions include **the number of rescuers available, the victim's condition and the water and weather conditions.**

*Reference: CLM page 5-13 to 5-17*

## 5.4 Spinal Injury Management

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	Canadian rollover	Vice grip	Modified body
Advantages	Used in shallow water, victim is smaller than rescuer, few trained rescuers.	Useful when there are few trained rescuers.	
Disadvantages	May not be suitable for victims with bulky, muscular shoulders since arms may not be able to squeeze the victim's head.		ABCs cannot be assessed or monitored during the rollover and immobilization by lone rescuer.

## 5.5 Search

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

*Reference: CLM page 5-5*

## 5.6 Searches in Swimming Pools

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- Clear the pool of all swimmers before starting search.
- Investigate all unidentifiable shadows or objects on the bottom.
- Pay attention to corners of pool and drains.
- Start search of shower rooms, etc.

*Reference: CLM page 5-6*

## 6.1 Shock

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1. T
2. F
3. T
4. T
5. F
6. T
7. T
8. F
9. T
10. F

List the steps	Description of treatment
Warmth	Maintain body temperature
ABC's	Airway, Breathing, Circulation
Rest and assurance	Reassure the victim and make sure they rest
Treatment	Treat the cause of the stress
Recovery position	Lying on their side

*Reference: CLM page 8-2*

## 6.2 Heart Attack or Angina

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Describe angina in your own words:

Angina is a medical disorder caused by poor blood circulation to the heart. The heart muscle is having what might be considered muscle pain or muscle spasm. Angina usually responds to medication usually carried by victims.

- Fill in the missing signs and symptoms for angina:

*Answers in italics*

Signs and symptoms

<i>Pain, pressure or tightness in the chest or shoulder</i>
Flushed face, sweating
<i>Trouble breathing, shortness of breath</i>
Anxiety, fear
Shock

## 6.2 Heart Attack or Angina

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- Fill in the missing treatment steps for angina:

*Answers in italics*

Treatment:

Assess responsiveness, maintain an open airway and assess the victim's breathing. Start CPR if needed.
<i>Contact EMS.</i>
Assist the victim into a comfortable position. This is often a semi-sitting position.
<i>Help the victim take his or her angina medication.</i>
<i>Loosen tight clothing around the neck and chest.</i>
Treat for shock.
Given oxygen if you are trained to do so, and if it is medically necessary and available.

- Describe a heart attack in your own words:

A medical condition where the circulation of blood to the heart is severely affected. The severity of the heart attack and the damage to the heart muscle depend on the duration of the interruption in blood flow to the heart and the extent of the muscle affected.

- True or False:

1. F
2. F
3. F
4. T
5. T
6. T
7. F

*Reference: CLM page 8-6*

### 6.3 External Bleeding:

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Tissue damage	External bleeding
1. Skin tears	Result in more blood loss because of the number of blood vessels
2. Facial cuts and head wounds	Are more serious, and EMS must be called promptly
3. Deep cuts	Will bleed, require treatment, and usually recover quickly
4. Cuts and wounds from larger veins and arteries	May require stitches for tissue to heal

- Signs and symptoms – external bleeding: circle answers to include Blood, pain, distress, anxiety, shock
- Severe bleeding treatment:
  - Position: have victim lay down to prevent further injury
  - Pressure: apply firm, direct pressure over the wound. Secure direct pressure with a tied bandage. Do not lift the bandage.
- List three reasons why you would contact EMS for a victim suffering from external bleeding:
  - There is a lot of blood loss
  - You cannot control the bleeding
  - Moderate to severe shock becomes a factor

*Reference: CLM page 8-8 to 8-9*

### 6.4 Stroke and Transient Ischemic Attack (TIA)

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- Describe a stroke in your own words:  
Occurs when part of the brain has an insufficient supply of blood. Causes of this interruption in supply include blockage or bleeding.
- Describe a TIA in your own words:  
Results in temporary stroke symptoms lasting less than twenty minutes. The signs and symptoms are similar to those for stroke and treatment is the same.

*Reference: CLM page 8-7 to 8-8*

## 6.4 Stroke and Transient Ischemic Attack (TIA)

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- Fill in the missing signs and symptoms of a victim suffering from a stroke or TIA:

*Answers in italics*

### Signs and symptoms

Gradual or sudden onset
<i>Head pain</i>
Lack of strength or coordination in the muscles
<i>Facial problem on the side of the body opposite the area of the brain affected (facial muscle weakness, swallowing problems, drooling)</i>
Trouble understanding or speaking
<i>Unequal pupils</i>
Anxiety, agitation
<i>Decreased level of consciousness (confused, disorientated, unconscious)</i>
Loss of control of bowel or bladder
<i>Shock</i>

- Fill in the missing treatment for a victim suffering from a stroke or TIA

### Signs and symptoms

<i>Assess responsiveness, maintain an open airway and assess the victim's breathing. Start CPR if needed.</i>
Contact EMS.
<i>Assist the victim into a comfortable position (often semi-sitting) or a recovery position if there are airway management problems.</i>
Loosen tight clothing around the neck and chest.
<i>Treat for shock.</i>
Give oxygen if you are trained to do so, and if it is medically necessary and available.

*Reference: CLM page 8-7 to 8-8*

## 7.1 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

## 7.2 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 page 10-2*