

INSTRUCTOR ANSWER GUIDE

BRONZE CROSS

WORKBOOK

2020 Edition



 LIFESAVING SOCIETY
The Lifeguarding Experts



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BRONZE CROSS WORKBOOK INSTRUCTOR ANSWER GUIDE

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

Annually, over 1.2 million Canadians participate in the Society's swimming, lifesaving, lifeguard and leadership training programs. The Society sets the standard for aquatic safety in Canada and certifies Canada's National Lifeguards.

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

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

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NOTE TO INSTRUCTORS

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

This answer guide is designed to make it easy for Instructors teaching Bronze Cross 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. Some workbook questions may have several possible answers that may not be listed in this answer guide. Probe candidates for their rationales in support of their answers, and accept all reasonable alternatives.

The *Bronze Cross 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 Cross 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.

The Lifesaving Society – Test Item 1

Reference: CLM Chapter 1.4 What is the Royal Life Saving Society Canada?

1. True / False
 - a) T
 - b) T
 - c) T
2. Bronze Cross training contributes to the Society's drowning prevention mission by certifying candidates with lifesaving skills, knowledge, judgment and fitness.
3. National Lifeguard and Lifesaving Instructor

Non-fatal drowning – Test Item 2

Reference: CLM Chapter 8.3 Airway and Breathing Problems; 8.8 Medical Disorders

1. Signs & Symptoms: coughing, anxiety, weakness, nausea, vomiting, rapid breathing, shock
2. Treatment: assess for responsiveness, assess breathing, treat for shock, EMS
3. True / False
 - a) T
 - b) T
 - c) T
 - d) T

Shallow water blackout – Test Item 3

Reference: CLM Chapter 8.3 Airway and Breathing Disorders (Hyperventilation); Chapter 9 Rescue Strokes and Skills (Hyperventilation), Alert Insert Shallow Water Blackout

1. Fill in the blank: ...dioxide, ...carbon, ...consciousness
2. True / False
 - a) T
 - b) T
3. Breathing holding contest underwater, underwater sprints, underwater hockey etc.

Assistant lifeguard roles and responsibilities – Test Item 4

Reference: CLM Chapter 4.2 *The Rescue of Others: The Rescue Process (Expectations for Lifesavers and Lifeguards)*, Alert Chapter 1 *Lifeguarding in Action*; Chapter 2 *Accident Prevention: Facility Analysis and Supervision (Safety Supervision)*

1. Lifesavers: b, d, e
Lifeguards: a, c, f, g

2. e

3. Common responsibilities: (answers may vary)

To the public: be alert and vigilant to ensure a safe and enjoyable aquatic experience

To your fellow guards: assist and back up to fellow lifeguards during a rescue

To your employer: in accepting responsibilities of the job, show up ready to work

To your yourself: keeping fit, ongoing practice and skill development

Communication – Test Item 5

Reference: Alert Chapter 2 *Accident Prevention: Facility Analysis and Supervision (Communication with Patrons)*; Chapter 3 *Aquatic Emergencies: Recognition and Intervention (Communication among Lifeguards, Communication with the Victim, Communication with Emergency Services)* Alert Insert *Arm Signals*

1. **Clear the water:** raise a straight arm above head, up making a circular motion, e.g. lasso motion, while blowing one long whistle blast.

Attention or alert: raise a straight arm to the side with two short whistle blasts.

Major emergency: raise a straight up with one long whistle blast.

2. **What signals (arm or whistle) might mean you are communicating with a patron, not fellow lifeguards?** Attention or public relation signals, short whistle blast

3. **Rough play:** signal attention, inform patrons they can continue to have fun but without pushing or being physically aggressive. Play safe and prevent injury.

Gutter grabber: signal attention, inform patron the water is deep where they are approaching and over the head. Please move back to the shallow end to take the deep end test before going any further.

Swimmer under slide: signal attention, inform patron to please move away from under the water slide. The person going down the water slide may hit them.

Two-rescuer removals – Test Item 6

Reference: CLM Chapter 4.12 *Removals*; Chapter 5.10 *Rescue Procedures for Spinal Injuries (Stabilization and Spinal Board, Removal)*

1. **Factors when choosing a removal:** your abilities, availability of assistance and the characteristics of the removal site, for example, water depth, water conditions and height of the deck, dock, or shoreline.
2. **Name the removal:** underarm lift, cradle lift, walkout, one-rescuer drag, spinal removal
3. **Two-rescuer adaption consideration:**
 - Underarm lift – one rescuer lifts from the deck, other rescuer pushes from bottom
 - Cradle lift – one rescuer support the back and head, other rescuer supports hips and legs
 - Walkout – each rescuer takes a side, walking out supporting the victim
 - Rescuer drag – each rescuer takes a side, supporting under the victim’s shoulder
 - Spinal – one rescuer supports the head, while the other supports the foot of the board

Surface dives and underwater swims – Test Item 7

Reference: CLM Chapter 9 *Rescue Strokes and Skills*

1. Head-first surface dive – using a tuck position
 - Head-first surface dive – using a pike position
2. Try both. Which works best for you? Why? (*answers will vary*)
3. Foot-first surface dive
4. Strong propulsion while maintaining a streamlined body position

Team search – Test Item 8

Reference: CLM Chapter 5.5 *Searches for Missing Persons*; 9.3 *Swimming Skills*

1. Ensure all non-swimmers are in shallow water only. Close up the space between each searcher, rely on feel if murky, use boats or rocks as reference points to start and end.
2. The type of bottom, known condition of water, clarity of water.
3. Review diagrams provided by candidates with reference to the search patterns for shallow and deep water illustrated in the *Canadian Lifesaving Manual*.

Two-rescuer drowning resuscitation – Test Item 9

Reference: CLM Chapter 7.2 *The ABC Priorities*; 7.4 *Rescue Breathing*; 7.5 *CPR and AED*; Chapter 8.3 *Airway and Breathing Problems (Aspiration)*; Appendix B *The Society's Policy Guidelines on Rescue Breathing Practice*

1. Has EMS been contacted?
Has an AED been sent for?
Identify oneself as trained in CPR.
2. Two rescuers take turns doing one-rescuer CPR.
One rescuer does chest compressions while the other does rescue breathing.
3. 5 cycles

Spinal injury management – Test Item 10

Reference: CLM Chapter 5.10 *Rescue Procedures for Spinal Injuries*; Chapter 7.2 *The ABC Priorities*; Chapter 9.3 *Swimming Skills*

1. *(Answers will vary, for example)*
You saw the victim dive head first into the shallow end.
2. *(Answers will vary)*
Discuss among candidates what rollovers met the Must Sees.
3. Direct a bystander to call EMS. Upon return direct bystander to slip into water and help support the victim by holding their waist.
4. Modified Body Rollover Canadian Rollover Vice Grip Rollover

Object recovery and transport – Test Item 11

Reference: CLM Chapter 4.9 *Approaches*; Chapter 9.3 *Swimming Skills*; Appendix C *Swimming Principles*

1. Characteristics of an effective head-up approach
 - a) Body and head position
 - b) Arm and leg action
 - c) Coordination
2. Which dive do you prefer to retrieve the object? What approach/surface combination give the best time on this item?
(Answers will vary)

Rescue drill – Test Item 12

Reference: CLM Chapter 10 *Physical Fitness and Lifesaving*; Chapter 4 *Control Carries*

1. Types of control carries
 - a) Head carry
 - b) Cross-chest carry
 - c) Double-chin carry
 - d) Modified body carry
2. **Head carry:** place your hands firmly on the side of the victim's head, spread your fingers careful not to cover their ears.

Cross-chest carry: from behind, draw the victim close to you by reaching over his or her shoulder, across the chest and under the far arm.

Double-chin carry: from behind the victim, cup his or her chin with both your hands. To prevent the victim's head from falling back, lift the victim's chin, secure his or her head gently squeezing with your forearms.

Modified body carry: from behind the victim, pass your arms under the victim's arms. Curl your arms, and grab the victim's shoulder with one arm, pulling with the other arm and kicking.

3. **Time goals:** experiment with different surface dives and carries.
(*Results will vary*)

Endurance challenge – Test Item 13

Reference: CLM Chapter 9.2 *Swimming Strokes*; Chapter 10 *Physical Fitness and Lifesaving*

1. To develop efficient strokes, you need to apply certain swim principles such as flotation, propulsion, resistance and levers. This includes head movement, breathing, kicking, and coordination to maximize your time.
2. (*Answers will vary and should be specific to individual needs, for example*)
Breath every third stroke, alternate breathing, to increase breathing efficiency and use a continuous flutter kick, no stopping, for front crawl.

Safety supervision scanning – Test Item 14

Reference: CLM Chapter 2 *Drowning Prevention*; Chapter 4.3 *Victim Recognition*; Chapter 5.5 *Searches for Missing Persons*. Alert Chapter 2 *Accident Prevention: Facility Analysis and Supervision*; Chapter 3 *Aquatic Emergencies: Recognition and Intervention*; Alert Insert *Positioning and Scanning*

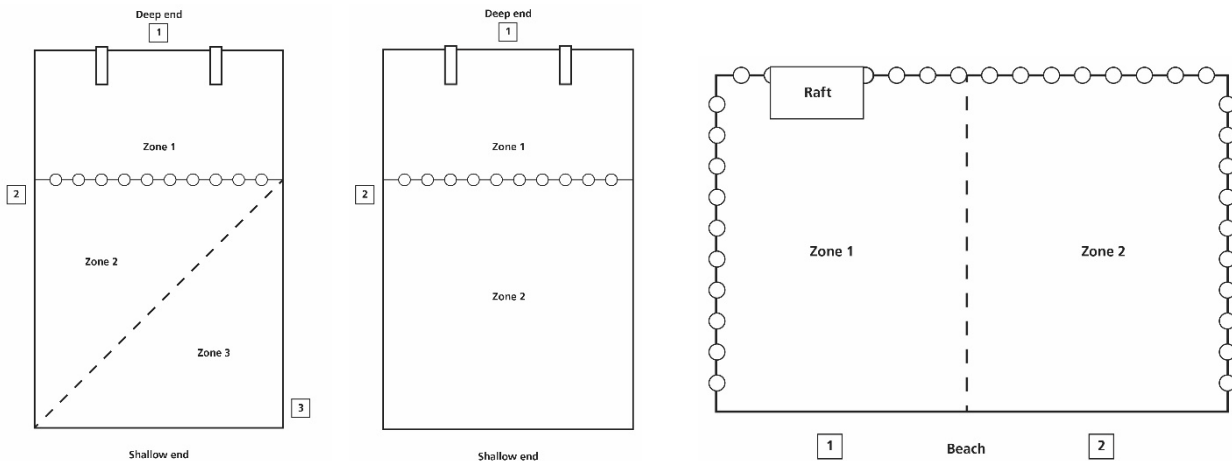
1. True or False?

- a) T
- b) T

2. Your “priority” is: a) The water surface and the bottom

3. Systematic scanning patterns for lifeguards in various supervision zones.

Answers will vary and should be specific to the individual drawings.



4. Environmental hazards for pools and public beaches.

(Answers will vary, for example)

Pools: slippery decks, bottom drop-offs, diving board, deep water, etc.

Beaches: bottom visibility, bottom drop-offs, currents and waves, watercraft, etc.

5. Why might a guard fail to recognize a problem while scanning?

(Answer may vary, for example)

Patron asks a question interrupting the lifeguard from scanning their area.

Two-person rescue 1 – Test Item 15

Reference: CLM Chapter 4 *The Rescue of Others*; Chapter 5.8 *Multiple-Victim Rescues*; Chapter 6 *First Aid: The Rescue Process*; Chapter 7 *Lifesaving Priorities: The ABCs*; Chapter 8 *First Aid: The Treatment of Illness or Injury*; Appendix A *Stress Reactions to Rescues*

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

Two-person rescue: submerged victim – Test Item 16

Reference: CLM Chapter 4 *The Rescue of Others*; Chapter 5 *Specialized Lifesaving Skills*; 5.10 *Rescue Procedures for Spinal Injuries*; Chapter 7.2 *The ABC Priorities*; 7.4 *Rescue Breathing*; 7.5 *CPR and AED*; Appendix A *Stress Reactions to Rescues*

1. When there's more than one rescuer, having a leader ensures both the best teamwork and the fastest rescue of the victim. Here are a few examples:
 - Rescuer 1 carries the victim while Rescuer 2 carries rescuer 1.
 - Rescuer 1 and 2 both carry the victim, one on each side.
 - Rescuer 1 carries the victim while Rescuer 2 assesses the victim's condition.
 - Rescuer 1 carries the victim while Rescuer 2 immobilizes the injured body part.
2. Cover the victim's mouth and nose with one hand and with your other hand tilt the victim's head forward until surfacing.
3. Rescue breathing in water should only be attempted if the rescuer can effectively maintain the victim's airway above the water and deal with complications such a vomit. Start rescue breathing as soon as you and the victim are in a stable position.
4. Your abilities, availability of assistance and the characteristics of the removal site, for example, water depth, water conditions and height of the deck, dock, or shoreline. Start rescue breathing when you are in shallow water or can secure the victim (e.g., to the side of the pool) to start rescue breaths.

Assistant Lifeguard Situations – Test Item 17

Reference: CLM Chapter 4 *The Rescue of Others*; Chapter 7.2 *The ABC Priorities*; 7.4 *Rescue Breathing*; 7.5 *CPR and AED*; Chapter 8 *First Aid: The Treatment of Illness or Injury*; Chapter 9.3 *Swimming Skills*; Appendix A *Stress Reactions to Rescues*

Alert Chapter 2 *Accident Prevention: Facility Analysis and Supervision*; Chapter 3 *Aquatic Emergencies: Recognition and Intervention*

1. *(Answers will vary, examples may include)*
 - a. Alert the patron with a one short whistle blast to gain their attention and inform them
“The shallow area is unsafe to dive into, please use the deep end.”
 - b. Alert the patron with a one short whistle blast to gain their attention and inform them to
“Please walk on the deck, you could easily slip and hurt yourself.”
 - c. Alert the parent with a one short whistle blast to gain their attention and inform them
“Your child is moving towards the pool edge, please be within arm’s reach at all times.”
2. *(Results will vary, review with candidates)*

Discuss how different rescue aids can be used to assist in rolling over an unconscious victim.
Which method and rescue aids did they find most effect?
3. *(Answers will vary)*

Discuss various rescue scenarios created among candidates.
4. *(Answers will vary)*

Discuss various rescue scenarios created among candidates.