

INSTRUCTOR GUIDE

CHALLENGES – BRONZE LEVELS



LIFESAVING SOCIETY

Annually, the Lifesaving Society offers rescue training programs such as first aid, aquatic safety management and leadership to more than a million Canadians. The Society sets the standards for aquatic security in Canada and certifies Canada's National Lifeguard.

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

She represents Canada internationally as an active member of the *Royal Life Saving Society* of the Commonwealth and 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.

INSTRUCTOR GUIDE - CHALLENGE BRONZE LEVELS

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The lifeguarding experts

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CHALLENGE PRESENTATION

The challenge is an opportunity for the candidate who wishes to demonstrate his abilities to a level bronze test (Star, Medallion and Cross) without following the proper training beforehand. During the challenge, the candidate will be evaluated on **every** aspect of the chosen award.

Not only does the exam “challenge” enable self-taught candidates with a certain amount of experience to obtain a certificate without undergoing any prior training, but it also serves as a retest for people who have failed the course. **There are no restrictions on the number of times and the admission criteria, except, of course, the usual prerequisites for the concerned awards.**

AWARDS PERMITTED

Bronze Star • Bronze Medallion • Bronze Cross

THE CANDIDATES

Self-taught candidates, candidates with a certain amount of experience, or those wishing to retake an exam, are usually the type of clientele for a challenge. Anyone is eligible, provided they have the necessary prerequisites to obtain the desired certification.

THE ORGANISATION

Option A – Challenge only

The affiliation organizes this “challenge” only with candidates wishing to take this type of exam.

OR

Option B - Challenge joined to an exam in a training course (Medal or Bronze Cross only).

The challenge is combined with a regular exam following training. Candidates taking the challenge will have to arrive earlier or stay later to complete items not evaluated during the regular exam.

Please note: The number of candidates for the challenge is added to the number of candidates for the regular exam. The instructor/candidate ratios set by the Lifesaving Society must be respected.

ORGANIZATION

OPTION A - CHALLENGE ONLY

It is recommended that candidates bring along people with at least a Bronze Medallion certification to play the role of the victim. See ratios below for the minimum number of candidates required.

OPTION B - CHALLENGE JOINED TO AN EXAM IN A BRONZE OR MEDAL TRAINING COURSE

1. Notify the course instructor and external evaluator of the number of candidates present for the challenge.
2. Ask the candidate(s) to arrive early or stay after the end of the exam to complete the items to be assessed.

EVALUATOR

Needs an up-to-date lifesaving instructor

RATIO

	BRONZE STAR	BRONZE MEDALLION	BRONZE CROSS
Minimum*	2 candidates	2 candidates	3 candidates
Maximum†	12-16 candidates	12-16 candidates	12-16 candidates

* When there are fewer than 8 candidates in the exam, a minimum of 6 additional people are required as potential victims and witnesses. Their names and contact details must be recorded on the examination sheets and in the electronic examination score. The evaluator cannot be considered as one of the rescuers assisting the candidate, nor as a witness or potential victim.

* It is possible to have only one candidate for a challenge, provided there is another person to play the role of the victim. This person must hold the award being assessed. The person's name must appear on the test sheet, along with the mention "challenge helper" in the checkboxes. For more information, contact the Lifesaving Society.

† If there are more than 12 candidates, add a second instructor and more time (20 minutes per additional candidate) to complete all items.

DURATION: 3,5 to 4 hours

CHALLENGE EVALUATION

All certification components must be evaluated by the assessor. Assessment is done through guided activities, role-playing, simulations, questioning, etc.

The same evaluation principles should be used for the bronze level courses. The evaluation tool Decision Support Protocol, available on the Lifesaving Society's website, can be used by the evaluator, along with the evaluation grids for the corresponding level. **The points to be checked must be completed by the participants. The evaluator must therefore use their Bronze Level Certificate Guide during a challenge.**

SPECIAL FEATURES OF THE EVALUATION

Candidates are allowed only one retake for a single item during the challenge. Candidates who fail a 2nd item must leave the exam, regardless of the result of the retake of the first item missed.

If a candidate fails an item (receives an "F" after being allowed a retake):

1. Inform the candidate of their failure
2. Present the candidate the failure report and ask them to sign it
3. Give the candidate a copy of the failure report
4. The candidate must leave the exam

This candidate cannot be evaluated on the other challenge items. They will have to take the full course or register for another challenge.

MATERIAL

	EVALUATOR	CANDIDATE
Documents required:	• Instructor Guide - Challenges Bronze levels • Bronze Level Certification Guide • Canadian Lifesaving Manual • Bronze Medallion or Bronze Cross Workbook (recommended) • Swimming and Lifesaving Instructor Manual (recommended) • Level Evaluation Examination Sheet • Evaluation grids for evaluated level • Failure reports	• Proof of prerequisites • Canadian Lifesaving Manual • Bronze Medallion or Bronze Cross Workbook (recommended) • Bronze Level Certification Guide (recommended)
Equipment:	• Timer • 4.5 kg (10 lb) recovery brick (Bronze Cross level)	• Pocket mask and gloves • Shirt and pants (Star and Bronze Medal level)

	• Rescue aids (with and without rope) • Rescue dummy • 10-15 m throwing ropes (Bronze Star level) • Adult reanimation dummies with lungs (mandatory), ratio 1:3 • Baby reanimation dummies with lungs (mandatory for Bronze Medal and Bronze Cross), ratio 1:3 • Non-floating objects (Bronze Cross level)	• Whistle (Bronze Cross level)
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EXAM SHEETS

Challenge only;

- Indicate Challenge on the test sheet used.

Challenge joined to a regular exam.

- Write the name of the candidate doing the challenge on a different exam sheet from the one used for the group of candidates who have completed the training.
- Write Challenge on the test sheet reserved for the challenge.
- Send all test sheets to the Lifesaving Society **together and in the same package**.

OR

- If sending online, enter the exam numbers in the comments and specify that the exam has been paired with a challenge.

PREPARATION AND EXECUTION

PREPARATION

- Confirm pool reservation times and dates with the affiliate member and ensure that all candidates have paid their registration fees.
- Have on hand the list of registered candidates.
- Ensure that candidates are familiar with the items to be evaluated.
- Ensure that candidates have been advised to bring the required equipment.
- Familiarize yourself with the assessment's content to explain it properly.
- Prepare materials.
- Have a sufficient supply of test sheets and failure reports.

BEFORE

1. Greeting participants
2. Introducing the evaluator
3. Explanation of general examination procedure
4. Fill in the exam sheet with each candidate's contact details
5. Explanation of test order and general instructions
6. Q&A session

Reminder: Any candidate arriving 15 minutes or more after the scheduled time will be refused access to the challenge.

DURING

Give instructions at the start of each test. Read out the *Must sees* points and explain the activity planned to demonstrate them. Allow participants time to ask questions before each test.

AFTER

The results (examination sheets) must be sent to the Lifesaving Society no later than 2 weeks AFTER the examination date. Candidates will receive their award card by mail.

Keep a copy of the examination sheets, failure reports and any other relevant documents in your personal files for a minimum of 5 years.

PLANNING A BRONZE STAR CHALLENGE

ITEM	DESCRIPTION	SUGGESTED TIME
s.o.	Greeting applicants, checking prerequisites, filling out forms	15 min.
1	The Lifesaving Society	5 min.
s.o.	Warm-up	5 min.
11	Fitness challenge	15 min.
3	Water entries	10 min.
4	Swimming and lifesaving strokes	20 min.
2	Self-rescue	20 min.
9	Obstacle swim	10 min.
5	Sculling	10 min.
6	Victim recognition	10 min.
10	Rescue drill	15 min.
7	Reaching and throwing assists	15 min.
8	Drowning resuscitation	20 min.
s.o.	Handing in results and concluding remarks	10 min.
	TOTAL	3 HOURS

PLANNING A BRONZE MEDALLION CHALLENGE

OPTION A

ITEM	DESCRIPTION	SUGGESTED TIME
s.o.	Welcome, check-in, form filling	10 min.
16	Risk assessment and response (safe behavior)	All along
1	The Lifesaving Society	5 min.
s.o.	Warm-up	5 min.
15	Endurance challenge	15 min.
14	Rescue exercise	10 min.
8	Entering the water and exiting victims	
10	Tows and carries	
5	Self-rescue	10 min.
11	Search	10 min.
6	Swimming and lifesaving strokes	15 min.
7	Victim recognition	10 min.
9	Defenses and releases	10 min.
12	Submerged victim recovery	20 min.
8	Entries and removals	
10	Tows and carries	
13	Drowning resuscitation	10 min.
16	Risk assessment and response	
17	Rescue 1: From land	
3	Rescue process	20 min.
8	Entries and removals	
18	Rescue 2: open water	
3	Rescue process	25 min.
8	Entries and removals	
4	Cold water	
10	Tows and carries	25 min.
19	Rescue 3: non-breathing victim	
2	Drowning chain of survival	
8	Entries and removal	25 min.
10	Tows and carries	
13	Drowning resuscitation	
10	Tows and carries	10 min.
8	Entries and removals	10 min.
13	Drowning resuscitation	10 min.
s.o.	Handing in results and concluding remarks	10 min.
	TOTAL	4 hours

PLANNING OF A BRONZE CROSS CHALLENGE

OPTION A

ITEM	DESCRIPTION	SUGGESTED TIME
s.o.	Welcome, check-in, form filling	15 min.
1	The Lifesaving Society	5 min.
4	Assistant lifeguard roles and responsibilities	10 min.
s.o.	Warm-up	5 min.
13	Endurance challenge	15 min.
12	Rescue drill	10 min.
7	Surface dives and underwater swims	10 min.
8	Team search	15 min.
11	Object recovery and transport	10 min.
14	Safety supervision scanning	20 min.
3	Shallow water blackout	
5	Communication	
15	Two-person rescue 1- multiple victims	30 min.
2	Non-fatal drowning	
6	Two-rescuer removals	
5	Communication	
16	Two-person rescue 2-submerged victim	25 min.
5	Communication	
6	Two-rescuer removals	
9	Two-rescuer drowning resuscitation	
17	Assistant lifeguard situation	60 min.
5	Communication	
10	Spinal injury management	
6	Two-rescuer removals	
14	Safety supervision scanning	20 min.
9	Two-rescuer drowning resuscitation	
s.o.	Handing in results and concluding remarks	15 min.
	TOTAL	4 hours

DESIGNING A CHALLENGE FOR AN EXAM AT THE SAME LEVEL

OPTION B

1. Introduction, checking prerequisites and filling in forms for the challenge candidates.
2. Ask the challenge candidates to join the training candidates to begin the Bronze Medallion or Bronze Cross level exam. Explain the exam to both types of candidates at the same time.
3. At the end of the regular exam, continue the evaluation of non-evaluated items with the challenge candidates (items in the table below).
4. Handing in the results and concluding with the challenge candidates.

BRONZE MEDALLION		BRONZE CROSS	
Items assessed during the regular exam			
TEM	DESCRIPTION	ITEM	DESCRIPTION
17	Rescue 1: from land	15	Two-person rescue 1: multiple victims
18	Rescue 2: open water	16	Two-person rescue 2: submerged victim
19	Rescue 3: non-breathing victim	17	Assistant lifeguard situations
<i>Please note: other items may be evaluated at the discretion of the evaluator; do not re-evaluate these items with participants in the challenge.</i>			
Items to be assessed after the regular exam			
TEM	DESCRIPTION	ITEM	DESCRIPTION
1	The Lifesaving Society	1	The Lifesaving Society
2	Drowning chain of survival	2	Non-fatal drowning
3	Rescue process	3	Shallow water blackout
4	Cold water	4	Assistant lifeguard roles and responsibilities
5	Self-rescue	5	Communication
6	Swimming and lifesaving strokes	6	Two-rescuer removals
7	Victim recognition	7	Surface dives and underwater swims
8	Entries and removals	8	Team search
9	Defenses and releases	9	Two-rescuer drowning resuscitation
10	Tows and carries	10	Spinal injury management
11	Search	11	Object recovery and transport
12	Submerged victim recovery	12	Rescue drill
13	Drowning resuscitation	13	Endurance challenge
14	Rescue drill	14	Safety supervision scanning
15	Endurance challenge		
16	Risk assessment and response		

ACTIVITY SUGGESTIONS - BRONZE MEDALLION CHALLENGE

If all the following activities are completed in the order presented, all the items in the challenge will be seen.

Item 1 - The Lifesaving Society		5 minutes
ACTIVITY:	1. Use several papers containing the mission, slogan, drowning prevention initiatives and training. Appendix 1 2. Divide the group into teams of 3. Candidates must place the papers in their respective categories. 3. What training/courses can I take after the Bronze Medallion? <u>Bronze Cross, emergency care and sports rescue</u>	
MATERIAL:	Laminated paper Appendix 1	
REFERENCES:	CLM Chapter 1.4, Award Guide Bronze Medals p.16	

ITEM 15 - Endurance challenge		15 minutes
ACTIVITY:	1. Separate the group in all available lanes. 2. Identify all waves with a color to enable easy calculation of participant lengths. 3. Explication test: swim 400 m within 12 min, open or flip turns are permissible, recognizable stroke(s)- any combination, swim must be continuous- no resting and candidates may start in the water or from the deck or dock. Starting blocks should not be used. 4. Distance completed within the time limit	
MATERIAL:	Identification item (scarf)	
TIP FOR THE MONITOR:	Use scarves attached to participants' wrists for easy identification.	
REFERENCES:	Award Guide Bronze Medal p.30, CLM chapter 9-10	

ITEM 14 - Rescue drill		10 minutes
ITEM 8 - Entries and removals		
ITEM 6 - Swimming and lifesaving strokes		
ITEM 10 - Tows and carries		
ACTIVITY:	1. Test explanation: Water entries without aid, approach the victim head-up for 25 m and carry him for 25 m while protecting his airways. 2. Split the group into teams of two, with one participant as rescuer and the other as victim. The victim lies on his back with his head 25 m from the rescuer. The rescuer is out of the water 25 m from the victim.	

3. The rescuer makes a recognizable entry into the water (see CLM Chapter 4), swims head-up crawl to the victim and safe removal without injury (see CML Chapter 4) for 25 m. 4. Switching roles
MATERIAL: Whistle and rescue aid, rescue dummy (if there is an odd number)
TIP FOR THE INSTRUCTOR: if there is an odd number of candidates, use a half-filled rescue dummy to simulate a victim.
REFERENCE: Award Guide Bronze Medals p.21, 23, 25, 29, CLM chapter 4-9-10

ITEM 5 – Self-rescue		15 minutes
ACTIVITY:	1. Explanation of part 1, the whole group takes a swim board and stands facing a wall. (Split into two groups if more than 8 candidates.) In turn, a candidate swims in the artificially created current while clothed. 2. Explanation of part 2: the whole group at the same time must simulate a survival position (60 sec) and a caucus position (60 sec) to protect themselves from the cold while clothed. 3. Do you know another technique for protecting yourself from the cold? <u>Get out of the water quickly to dry off and put on dry clothes.</u> 4. Explanation of part 3, in waves one candidate per lane. Dressed in pants and long-sleeved shirt, enter the water with disorientation, swim 15 meters, remove pants to inflate with air and caucus for 1 minute with 2 or more people.	
MATERIAL:	Swimboard, long-sleeved pants and shirt, whistle and rescue aids	
REFERENCES: CLM Chapter 3, Bronze Medal Award Guide p.20, SLIM p.90 à 91		

ITEM 11 – Search		10 minutes
ACTIVITY:	1. The instructor throws several objects into the lanes. 2. Explanation: the candidates will be separated in the available lanes; they must search the corridor (shallow part only) and find 3 different objects.	
MATERIAL:	Several sinking objects, whistles and rescue aid.	
TIP FOR THE INSTRUCTEUR: ask candidates not to wear goggles. Split the group into teams of two, with one participant doing the search with eyes closed and the other ensuring the safety of his companion.		
REFERENCE: CLM Chapter 5.5, 9.3, Bronze Medals Award Guide p.26, SLIM p.89 à 90		

ITEM 6 – Swimming and lifesaving strokes		15 minutes
ACTIVITY:	1. Separate candidates into three available lanes. 2. In waves, ask candidates to demonstrate the following strokes over 25m: • Front crawl (See CLM chapter 9, SLIM p.48 à 50) • Back crawl (See CLM chapter 9, SLIM p.51 à 53) • Breaststrokes (See CLM page 9-7 à 9-8, SLIM p.53 à 55) • Head-up breaststroke (See CLM page 9-9, SLIM p.62 à 64) • Whip kick (See CLM page 9-10 à 9-11, SLIM p.43 à 44) • Eggbeater (See CLM page 9-9 à 9-10, SLIM p.45 à 46) • Scissor kick or inverted scissor kick (Voir MCS page 9-11 à 9-12, SLIM p.45 à 46)	
MATERIAL:	Whistle and rescue aid	
REFERENCES:	CLM Chapter 9, Bronze Medals Award Guide p.21, 58, SLIM Chapter 2C	

ITEM 7 – Victim recognition		10 minutes
ACTIVITY:	1. Divide the group into teams of 2. One participant mimes the victims and the other recognizes each victim (non-swimmer, unconscious, injured victim and poor swimmer or exhausted swimmer). 2. Swap roles: the one who did the recognizing will do the miming, and the one who mimed will do the recognizing.	
MATERIAL:	Whistle and rescue aid	
REFERENCES:	CLM Chapter 4.3, Bronze Medal Award Guide p.22, SLIM p.86 à 87	

ITEM 9 – Defenses and releases		15 minutes
ACTIVITY:	1. All group at the same time, assume the alert position with toes on the surface. Move forward (20 sec), backward (20 sec) and sideways (20 sec) for 60 seconds using sculling movements. 2. Divide the group into teams of two, with one victim and one rescuer in the alert position, swapping roles after each attempt so that everyone can demonstrate. Practice defense techniques for the following 3 situations: • The victim approaches the rescuer and quickly touches his foot. • The victim approaches the rescuer from behind and briefly touches his shoulders.	

- The victim approaches the rescuer from the side and briefly touches his shoulder. 3. Split the group into teams of two, with one victim and one rescuer in the alert position, swapping roles after each trial so that everyone can demonstrate. Be sure to agree on a safety signal if a person runs out of air. Demonstrate release techniques for the following 3 situations: - The victim has a firm grip on the rescuer's foot. - The victim has a firm grip on the rescuer's shoulders (from behind) and is beginning to wedge the rescuer underwater. - The victim has a firm grip on the rescuer's torso (from the side) and they both sink slowly underwater.
MATERIAL: Whistle and rescue aid
REFERENCES: CLM Chapter 5.3, 5.4, Bronze Medals Award Guide p.24, SLIM Chapter 2C et 5A

ITEM 12 – Submerged victim recovery		20 minutes
ITEM 8 – Entries and removals		
ITEM 10 – Tows and carries		
ITEM 13 – Drowning resuscitation		
ACTIVITY:	1. Explaining the activity. • Water entries without aids • Quick descent to victim and quick ascent to surface • Victim’s mouth and nose above the surface throughout • Quick carry to point of safety with control of the victim* • 5 CPR cycles on a child** (including primary exam) 2. Demonstration by participants in teams of 3: one rescuer, one victim and one witness. Make three waves so that everyone can demonstrate. 3. During CPR, all the points in item 13 specific to a child must be seen.	
MATERIAL:	CPR dummy, gloves, pocket mask, whistle and rescue aid	
TIP FOR THE INSTRUCTOR:		
** For greater speed, victim resuscitation has been included in the item. * For greater speed, the victim's exit was included in the item during the challenge. It is not necessary to assess the overall coordination, e.g. the harmony of the victim's exit with the victim's ascent, as this is not one of the points to be seen in item 12.		
REFERENCES: CLM Chapter 4.11 et 4.12, Bronze Medals Award Guide p.23, 25, 27, 28, SLIM p.94 à 95		

ITEM 16 – Risk assessment and response		10 minutes
ACTIVITY:	1. Take participants on a tour of the facility. Ask them if there are any risks associated with the facility, the activities and/or the equipment present in the facility. 2. Ask: What could you do to reduce or even eliminate the risks found? <u>Move the equipment causing the risk, add hazard signs with specific regulations, etc.</u> 3. Ask: Are there any other risks you've observed or heard about that stem from different water situations?	
MATERIAL:	Whistle and rescue aid	
TIP FOR THE INSTRUCTOR: If the installation is not open to the public, i.e. there is only the “challenge”, it is possible to make the installation riskier by moving equipment during a break offered to participants. Participants must then secure the installation.		
REFERENCES: CLM Chapter 2, Bronze Medal Award Guide p.31		

ITEM 17 – Rescue 1: From land		20 minutes
ITEM 3 – Rescue process		
ITEM 8 – Entries and removals		
ACTIVITY:	1. Explanation of the rescue and reading of the points to see • Victim’s recognition • Safe removal with the least possible risk (challenge participants not to enter the water). • Safe removal with bystander • Appropriate treatment (Primary exam) 2. Divide the group into teams of 3: one rescuer, one victim and one witness. Make 3 waves to allow everyone to demonstrate. Use the following scenarios: • Swimmer exhausted after swimming in open water (lake) for 50 minutes. He can speak and hear. If the rescuer encourages him to return to shore, the victim can do so, but slowly. With a floating object, the victim can return more quickly. She can't get out on her own. • Poor swimmer following a jump into the water (lake) to help a dog. He can speak and hear but cannot move forward despite the rescuer's insistence. He can return if he receives a floating object within arm's reach. The victim cannot get out on his own. • Exhausted swimmer after kayaking down a river. He can speak and hear but cannot move forward despite the rescuer's insistence. He is unable to return to shore with a floating object but can pull on a rope or rod.	

3. Look back at the scenarios and ask: What are the first 4 steps of the ladder approach? Talk, throw, reach, wade, row, swim, tow and carry.
4. Ask: How can I use the Rescuer's Checklist to perform a rescue with the least risk? By checking that each step undertaken is safe and that the equipment is appropriate for the situation and the step.

MATERIAL: Whistle and rescue aid, scenario materials, evaluation grid item 19 bronze medal

REFERENCES: CLM chapter 4-6-7-8 appendix A, AGBM p.18, 23, 32, CFAM p.21, SLIM Chapter 5

ITEM 18 – Rescue 2- open water

ITEM 3 – Rescue process

ITEM 8 – Entries and removals

25 minutes

ITEM 4 – Cold water

ITEM 10 – Tows and carries

ACTIVITY:

1. Explanation of the rescue and reading of the points to see.
 - Victim recognition
 - Rescue method that involves the least amount of risk
 - Cold water entries with a buoyant assist
 - Carries
 - Tow rescue with a bystander
 - Appropriate treatment (Primary examination and shock treatment)
2. Divide the group into teams of 3: one rescuer, one victim, and one witness. Make 3 waves to allow everyone to demonstrate. Use the following scenarios:
 - Non-swimmer following a fall from a small canoe (no jacket). The rescuer is on the beach, 20 m from the victim. The victim cannot speak or hear. She cannot return without and with a floating object. The non-swimmer is able to hold on to an object, but flailing his legs does not allow him to move forward. He cannot get out of the water on his own. The victim is very cold and has a slight cough.
 - Poor swimmer following a jump from a cliff into a deep lake. The victim can speak and hear, but the rescuer is initially 20 m away, so communication is very difficult. The swimmer can flap his legs to move forward in the water, but hardly moves at all. With a floating object, he can move forward much more quickly. The victim is very cold and cannot get out on his own.
 - Non-swimmer following a jump between friends from a pontoon (has no jacket). He did not expect the lake to be so deep. The victim cannot speak or hear. He cannot return without or with a floating object. The non-swimmer can hold on to a floating object and flap his legs to move forward slightly. The victim is very cold and confused. Can't get out of the water alone.

3. Look back at the scenarios and ask: What are the first 4 steps of the ladder approach? Talk, throw, reach, wade, row, swim, tow and carry.
4. Ask: How can I use the Rescuer's Checklist to perform a rescue with the least risk? By checking that each step undertaken is safe and that the equipment is appropriate for the situation and the step.
5. Ask the question: What are the dangers of a cold-water rescue? Hypothermia in the rescuer and victim, impact on the rescuer's and victim's state of consciousness and physical condition.
6. Ask: What are the appropriate treatments for cold water immersion? Get out of the cold, change clothes, cover with a blanket, drink lukewarm water, warm up slowly, monitor vital signs and comfort.

MATERIAL: Whistle and rescue aid, scenario materials, evaluation grid item 18 bronze medal

REFERENCES: CLM chapter 2-3-4-8, Appendix A, Award Guide Bronze Medals p.18, 19, 23, 25, 33, SLIM p.14 à 24, 93 à 95, 104 à 106

ITEM 19 – Rescue 3- non-breathing victim

ITEM 2 – Drowning chain of survival

ITEM 8 – Entries and removals

25 minutes

ITEM 10 – Tows and carries

ITEM 13 – Drowning resuscitation

- ACTIVITY:**
1. Explanation of the rescue and reading of the points to see.
 - Victim recognition
 - Rescue method that involves the least amount of risk
 - Cold water entries with a buoyant assist
 - Carries
 - Tow rescue with a bystander
 - 5 CPR cycles on an adult with ability to deal with complications (including primary assessment)
 2. Divide the group into teams of 3: one rescuer, one victim and one witness. Make 3 waves to allow everyone to demonstrate. The victim is unconscious, lying face down in the water.
 3. During CPR, all the points to be covered in adult-specific item 13 must be seen, including preparation for the use of an AED.
 4. Ask: What is the drowning chain of survival? A chain that illustrates the steps involved in a rescue. If a step is skipped, the victim risks drowning; if all steps are completed, the victim has a better chance of survival.
 5. In the same teams of 3, participants must replace the links in the drowning survival chain in the right order. [Appendix 2](#)

MATERIAL: Whistle and rescue aid, scenario materials, links in the drowning survival chain [Appendix 2](#),

REFERENCES: CLM chapter 1-2-4-6-7-8 appendix A, AGBM p.17, 23, 25, 28, 34, 59, SLIM Chapter 2-3-5, CFAM p.20 à 29

ITEM 10 – Tows and carries

10 minutes

ACTIVITY:

1. Divide participants into teams of 2, one rescuer and one victim.
2. Ask them to tow the victim 15 m using a floating object.
3. Switch roles so that the 2nd participant performs the tow.
4. Make 2 tows (in all) using different floating objects.
5. Do 3 different tows over 15 m in teams of two. One candidate does it and then they exchange roles.

MATERIAL: Whistle and rescue aid

REFERENCES: CLM Chapter 4.7 à 4.11, AGBM p.25, SLIM p.93 à 94

ITEM 8 – Entries and removals

10 minutes

ACTIVITY:

1. Split the group into 3 teams, each team makes a row on the boardwalk near the deep end.
2. They must enter the water without any floating objects.
3. They leave the water to return to the row.
4. They must enter the water with a floating object.

MATERIAL: Whistle and rescue aid

REFERENCES: CLM Chapter 4.8, AGBM p.23, SLIM p.14 à 24

ITEM 13 – Drowning resuscitation

20 minutes

ACTIVITY:

1. Explanation of the activity. A baby has just been pulled out of the water by its parent. He comes to you for help. The baby is very pale. When you check the baby's state of consciousness, you notice that he is not reacting. When you check breathing, you see that there is no chest rise.
2. Participants perform 5 cycles of infant CPR on a mannequin. All points to be seen in item 13 specific to a baby are demonstrated.

MATERIAL: Baby dummy, pocket mask, gloves

REFERENCES: CLM Chapter 7.2, 7.4, 7.5, 8.3, AGBM p.28, CFAM p.20-29, SLIM p.101

ACTIVITY SUGGESTIONS - BRONZE CROSS CHALLENGE

If all the following activities are completed in the order presented, all the items in the challenge will be seen.

ITEM 1 - The Lifesaving Society		5 minutes
ACTIVITY:	1. Use several papers containing the Lifesaving Society's mission, contributions, roles and training. Appendix 3 2. Divide the group into teams of 3. Candidates must place the papers in their respective categories. 3. What training/courses can be taken after Bronze Cross? <u>National Lifeguard, first aid programs, leadership training and lifesaving sport programs and competition.</u>	
MATERIAL:	Papers Appendix 3	
REFERENCES:	CLM Chapter 1.4 et p.2-2, AGBM p.37	

ITEM 4 - Assistant lifeguard roles and responsibilities		10 minutes
ACTIVITY:	Walk, in a circle Questionnaire, divide group into 2 or 3 teams. Teams must create a buzzer (noise to answer). Have a little competition with the next questions. 1. In your opinion, what are the differences between a lifeguard and a lifesaver? <u>Lifeguard: Working and trained, Lifesaver: Volunteer and not necessarily trained</u> 2. What would be the difference between an assistant lifeguard and a lifeguard? <u>AL: Assists the lifeguard and intervenes, L: Does public relations, administration, prevention and intervention</u> 3. What are the main roles of lifeguards? <u>Public relations, administration, prevention and intervention</u> 4. What are the assistants' roles? <u>Public relations, prevention and intervention</u> 5. How can they prevent accidents? <u>Prevention through monitoring, through education, through installation analysis</u> 6. Who are they responsible for? To whom are they accountable? <u>themselves, the employer, colleagues and the public</u> 7. Who regulates the minimum age, qualifications and expiry date of licenses to work? <u>The government, with recommendations from the Lifesaving Society</u> 8. What can an employer change in relation to its regulations? <u>Employers decide on the regulations specific to their facility, but the regulations set out in the law must be respected.</u> 9. What can employers add to their regulations? <u>Any regulation deemed necessary to ensure public safety</u>	
MATERIAL:	None	

REFERENCES: CLM Chapter 4.2, Alert manual Chapter 1, 2, AGBM p.40, 65 à 67

ITEM 13 – Endurance challenge

15 minutes

- ACTIVITY:**
1. Separate the group in all available lanes.
 2. Identify all waves with a color to be able to easily calculate participants' lengths.
 3. Explanation of test: swim 400 m in less than 11 minutes, turns and strokes allowed, recognizable strokes, continuous and starting dives allowed (not on a starting block).
 4. Swim the 400 m in a loop, in waves staggered by 5 to 10 seconds.

MATERIAL: Identification object (scarf)

TIP FOR THE INSTRUCTOR: Use scarves attached to participants' wrists for easy identification.

REFERENCES: AGBM p.49, CLM chapter 9-10

ITEM 12 – Rescue drill

10 minutes

- ACTIVITY:**
1. Explanation of the test, start in the water, swim head-up for 20m, make a surface dive, bring up a submerged victim while protecting their respiratory tract, carry the victim for 20m while protecting the victim's respiratory tract.
 2. Divide the group into teams of two, one rescuer and one victim. The rescuer starts in the water 20 m from the victim. The victim is in the deep end, ready to submerge.
 3. The first rescuer performs the test, and the victim submerges when the rescuer is approximately 3 m away.
 4. Switching roles

MATERIAL: Whistle, rescue aid and rescue dummy (for odd-numbered groups)

TIP FOR THE INSTRUCTOR: If the group is uneven, a CPR dummy can be used to allow the evaluator to make only 2 waves.

REFERENCES: AGBM p.48, CLM chapter 9-10

ITEM 7 – Surface dives and underwater swims		10 minutes
ACTIVITY:	1. Explanation of the activity: perform a feet-first surface dive, return to a depth of 2 m, swim 10 m underwater, return to the surface with your hand in the air to protect your head. 2. Perform the test, dividing the group into 3 waves. 3. Explanation of Activity 2, perform a head-first surface dive, return to a depth of 2 m, swim 10 m underwater, return to the surface with your hand in the air to protect your head. 4. Perform the test, dividing the group into 3 waves.	
MATERIAL:	Sinking objects, whistle and rescue aid	
TIP FOR THE INSTRUCTOR: Objects can be placed at the bottom of the pool to enable the candidate to follow beacons. You can also pick up the objects to make the activity fun.		
REFERENCES: CLM Chapter 9.3, AGBM p.43, SLIM Chapter 2C et 5A		

ITEM 8 - Team search		25 minutes
ACTIVITY:	1. Explain the activity, carry out the search of the pool (approx. 2 swimming corridors, partly deep and partly shallow) with the help of recruited witnesses, explain to witnesses how to carry out a search, always keep supervision of witnesses and effective use of search technique. 2. Divide the group into teams of 5 to 7 candidates, with 2 candidates acting as search leaders (3 if there is an odd number of candidates). They must recruit witnesses, explain what they must do and ensure their safety during the search. 3. Make about 3 waves to allow everyone to demonstrate their research as a team.	
MATERIAL:	Whistle and rescue aid, sinking objects	
TIP FOR THE INSTRUCTOR: Objects can be placed at the bottom of the pool for candidates to find.		
REFERENCES: CLM Chapter 5.5, 9.3, AGBM p.44, SLIM p.89 à 90		

ITEM 11 – Object recovery and transport		10 minutes
ACTIVITY:	1. Explanation of the test: start in the water, swim 15 m, perform a surface dive, retrieve a 10 lb (4.5kg) object, return to the surface and swim 5 m with the object while keeping mouth and nose at the water's surface to breathe properly. 2. One candidate is in the deep end with a buoy to ensure the safety of the candidates performing the test. One candidate per object at a time.	

3. Take it in turns to perform the test.

MATERIAL: Timers, whistles and rescue aids

TIP FOR THE INSTRUCTOR: The test can be performed as an L-shape (see figure 1) or along a length (see figure 2).

Figure 1

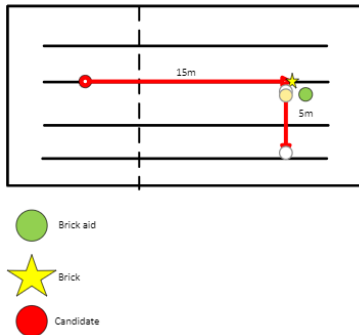
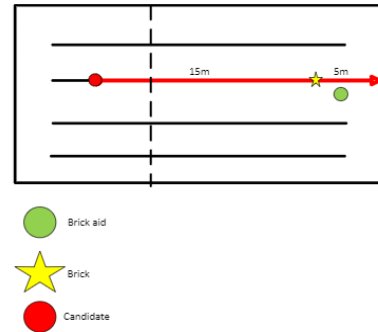


Figure 2



REFERENCES: AGBM p.47, CLM chapter 9-10

ITEM 14 – Safety supervision and scanning

ITEM 3 – Shallow water blackout

20 minutes

ITEM 5 - Communication

ACTIVITY:

1. Explanation of the activity, divide the group into 4 teams, one team will patrol the pool using visual scanning to identify irregularities, dangers and inappropriate user behavior. Once identified, they must intervene to reduce the risks (communication with the public).
2. The first team stands outside the pool area for the evaluator to lay out the objects and explain the behaviors to be performed. Here are some ideas for behaviors and hazards: (The evaluator must ensure that the environment is safe, so provide alternatives for dangerous behaviors).
 - Shoving
 - Submerging another person
 - Running on the boardwalk
 - Breathing contest between friends
 - Diving into the shallow end (get into diving position, jump in two feet first and yell dive)
 - Swim underwater for a long time
 - Voluntary hyperventilation
 - Slippery springboards

- Broken ladder
 - Broken buoy
 - Etc.
3. The first team begins to monitor the pool.
 4. Switch teams and repeat steps 2-3 for each team.
 5. Ask: What is syncope? Insufficient carbon dioxide to trigger the breathing reflex. (Lack of breath)
 6. Ask: How can this happen in an aquatic environment? Breathing contest, breath-holding, voluntary hyperventilation.
 7. A brief recap of dangerous behavior

MATERIAL: Broken objects, objects to hide and find, whistle and rescue aid

TIP FOR THE INSTRUCTOR: If there are any dangerous behaviors that have not been observed, review them at the end.

REFERENCES: CLM Chapter 2, 5.5, Alert manual Chapter 2, 3, AGBM p.39, 41, 50, 64, 67-70

ITEM 15 – Two-person rescue 1: multiple victims

ITEM 2 – Non-fatal drowning

ITEM 6 – Two-rescuer removals

ITEM 5 – Communication

30 minutes

ACTIVITY:

1. Explanation of the rescue and reading of the points to see.
 - Victim recognition
 - Appropriate and safe approach
 - Duo removal of victims
 - Appropriate treatment (primary assessment and treatment of shock).
 - Appropriate communication between rescuers and victims.
2. Divide the group into teams of 5 or 6 candidates, with 2 rescuers and 4 potential victims in each team. Here are the possible scenarios for the victims:
 - 4 people were sunbathing on an inflatable mattress and the mattress deflated, V1: confused bad swimmer, V2: non-swimmer with breathing difficulty, V3: exhausted swimmer with slight cough, V4: swims very well.
 - 4 people were in kayaks and the kayak capsized, V1: confused non-swimmer with cough, V2: exhausted swimmer with shortness of breath, V3: bad swimmer who doesn't like getting his hair wet, V4: on his PFD and floats very well.
 - 4 people were on a paddle board and fell into the water following a wave, V1: bad swimmer with chest pain on breathing, V2: exhausted swimmer with slight cough, V3: very cold victim with blue lips, V4: fit swimmer who manages to keep his head above water easily.
3. Make 3 waves, one team of two lifeguards at a time and swap roles.

4. When returning, ask: What were the symptoms of drowning/water aspiration victims? Coughing, anxiety, wheezing, weakness, chest pain, nausea, regurgitation, distress, rapid breathing, shock
5. Ask the question: Why should a victim seek medical attention or an immediate visit to the doctor? If the victim presents the symptoms listed above. If the victim has difficulty breathing in the next 72 hours.
6. Ask: What advice would a lifeguard give to a victim in danger of drowning? Wear a life jacket when swimming, take swimming lessons, always be accompanied when swimming and avoid deep water.

MATERIAL: Scenario objects, whistle and rescue aid, evaluation grid item 15 bronze cross

REFERENCES: CLM Chapter 4, 5.8, 6, 7, 8, appendix A, AGBM p.38, 41, 42, 45, 51, 67-70, CFAM p.17, 20-29, SLIM p.94-95, 101, Alert manual Chapter 2, 3

ITEM 16 – Two-person rescue 2: Submerged victim

25 minutes

ITEM 5 – Communication

ITEM 6 – Two-rescuer removals

ITEM 9 – Two-rescuer drowning resuscitation

- ACTIVITY:**
1. Explanation of the rescue and reading of the points to see.
 - Victim recognition
 - Appropriate and safe approach
 - Victim's mouth and nose above surface throughout
 - Safe removal from water
 - 10 cycles of two-person CPR (5 cycles each) on one child, including primary examination
 - Appropriate communication between rescuers and with witnesses
 - The victim must be placed at a maximum depth of 2 m.
 2. Divide the group into teams of 4: 2 rescuers, a victim and a witness. One rescuer goes into the water while the other supports the rescue.
 3. Swap teams of 2 rescuers so that all 4 candidates per team have completed the rescue.
 4. Ask participants who have not performed the in-water part to do so. They must recognize the victim, approach appropriately, ascend with protection of the victim's airway, transport the victim while protecting his airway, perform the exit in duet and perform the primary examination on the victim.

MATERIAL: Whistle, rescue aid, gloves, pocket mask and child CPR dummy, evaluation grid item 16 bronze cross

REFERENCES: CLM Chapter 4, 5, 7, 8, appendix A, AGBM p.41, 42, 45, 52, 67-70, CFAM p.20-29, SLIM p.94-95, 101, Alert manual Chapter 2, 3

ITEM 17 - Assistant lifeguard situations		60 minutes
ITEM 5 - Communication		
ITEM 6 - Two-rescuer removals		
ITEM 10 - Spinal injury management		
ITEM 14 - Safety supervision scanning		
ACTIVITY:	1. Explanation of the rescue and reading of the points to see. • Supervision of a public activity under the guidance of a lifeguard • Appropriate and safe rescue intervention according to circumstances • Appropriate treatment (primary examination, shock treatment, spinal stabilization, cardiopulmonary resuscitation) • Candidates are required to rescue unconscious victims (one unconscious victim per scenario) using a backboard. • Candidates are not required to remove victims with spinal injuries from the water unless they are unresponsive, and the victim's chest does not rise. 2. Divide the group into teams of 2-3. Use the following scenarios: • Day camps at the pool, V1: Non-swimmer with breathing difficulty in the drop (child crosses the separation cable), V2: victim unconscious in the shallow end (breathing contest). V3: Spinal injury on ground lying on back (running on slippery boardwalk). • Lap swim, V1: Spinal injury in the shallow end (shallow dive), V2: Victim exhausted with shortness of breath (too much time spent swimming), V3: Victim unconscious in the shallow end (swims underwater for too long) • Family outing to the beach, V1: Victim unconscious (thigh-high water, intense dehydration *First aid to be excluded), V2: Spinal injury (plunge into sandbank), V3: Scared swimmer/bad swimmer (no longer touches bottom and can't see bottom to stand up) • School swim at the beach, V1: non-swimmer with chest pain (child has removed his PFD near the boundary rope), V2: victim unconscious (observing fish and shortness of breath) 3. Give feedback at the very end of the activity.	
MATERIAL:	Object for scenarios, whistle and rescue aids, evaluation grid item 17 bronze cross	
REFERENCES:	CLM Chapter 4, 7.2, 7.4, 7.5, 8, 9.3, appendix A, Alert manual chapter 2, 3, AGBM p. 53, 55	
ITEM 9 - Two-rescuer drowning resuscitation		20 minutes

ACTIVITY:	1. Activity explanation: Perform 10 cycles (5 cycles each) of two-person CPR on an adult dummy and 10 cycles (5 cycles each) of two-person CPR on an infant dummy, including primary examination. 2. Split the group into teams of 2, start with adult CPR and add complications during CPR (vomiting, gastric distension and suctioning). 3. Continue with infant CPR in teams of 2.
MATERIAL:	Adult dummies, baby dummies, pocket mask and gloves
REFERENCES:	CLM Chapter 7.2, 7.4, 7.5, 8.3, AGBM p.45, CFAM p.20-29, SLIM p.101

APPENDIX 1

Bronze levels
Leadership
Lifesaving sport programs
Emergency care
Swim patrol
National Lifeguard
Prevent drowning and reduce water-related incidents
National Drowning Prevention Week
Water smart
Rescue training programs
Brigade Splash

Whomsoever you see in distress, recognize in them a fellow human being.

Categories
Mission
Motto
Formations
Prevention initiative

APPENDIX 2

Prevent drowning
Recognizing distress
Providing floating support
Remove victim from the water
Provide the necessary care

Preventing drowning
Recognizing distress
Providing floating support
Remove victim from the water
Provide the necessary care

APPENDIX 3

Bronze levels
Leadership
Lifesaving sport programs
Emergency care
Swim patrol
National Lifeguard
Prevent drowning and reduce water-related incidents
Admission standards for aquatic environments
Training standards for aquatic personnel

Qualification standards for aquatic personnel
Aquatic installation standards
Vision standards for lifeguards
Official positions and expert advice
Establish and update the training curriculum
Categories
Mission
Contributions
Formations
Roles