

NATIONAL LIFEGUARD INSTRUCTOR BOOKLET

POOL OPTION

This booklet is to be used in conjunction with the
National Lifeguard Award Guide.

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BEFORE WE BEGIN

This booklet has been designed to help new and existing National Lifeguard Instructors teach the content of the National Lifeguard programs.

You will find teaching strategies, activity ideas, tips, and planning suggestions. All content is based on official National Lifeguard program documentation, Lifesaving Society policies, and the Program Guide, in the versions available at the time of publication.

At all times, please use this booklet as a tool in partnership with the official program guides. This booklet will evolve over time.

Happy learning!

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Activity ideas legend

Blue means an activity that can be done at the pool

Green represents a suggestion that can be carried out in class or via videoconferencing

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FOREWORD

IMPORTANT POINTS TO REMEMBER WHEN TEACHING AND ASSESSING NATIONAL LIFEGUARD TRAINING

Teaching by signs and symptoms

When assigning first-aid scenarios for casualty management items and supervisory situations, the instructor should describe signs and symptoms rather than assigning a specific case.

Teaching by diagnosis hinders the development of lifeguard's judgment. Some signs and symptoms may go unrecognized or even ignored if they don't fit a particular diagnosis.

Strategies to encourage this approach:

- Offer a variety of scenarios in which it will be difficult for the candidate to make a diagnosis;
- Use Appendix A of the National Lifeguard Award Guide and the Canadian First Aid Manual to target a variety of signs and symptoms when practicing first aid situations;
- Focus on priority treatments. The secondary assessment should be initiated when the victim's vital signs have stabilized;
- Link signs and symptoms to care rather than diagnosis. For example, a victim who is cold should be warmed up; for a victim with chest pain, the EMS should be called and responders should be prepared to initiate CPR;

Evaluation of first-aid situations

This must be based on the points to be seen in Appendix A of the National Lifeguard Award Guide. A situation not included in this appendix is not valid for the evaluation of a candidate.

If there is any doubt about the candidate's performance of first aid, the instructor must base their assessment on the three fundamental principles of first aid (Canadian First Aid Manual, p. 2):

- Preserve life;
- Prevent further injury;
- Promote recovery.

If these principles are applied, the situation should be successful in terms of treatment. A logical order of treatment administration consistent with the prehospital clinical approach (CFAM, p. 6) must be applied.

Teaching by principle and respecting the points to see

Candidates for National Lifeguard - Pool training must demonstrate all the Must see points in the *Award Guide*. Certain situations, such as the safe supervision of groups of children (item 8c) and water quality (item 2), may not be covered in the *Guide*. In these cases, use the resources approved by the Lifesaving Society, Quebec Division, and apply the Lifesaving Principles.

The assessment must always be carried out in accordance with the Must see points in the National Lifeguard Award Guide. As soon as a candidate successfully demonstrates all the must-sees, the item is passed. The candidate is allowed to use a technique that is appropriate and effective for the situation, even if it is not the instructor's preferred technique. The evaluation of this item does not have to take the form of a compulsory theory exam. Written exercises may be suggested by the instructor to encourage retention, but the results must not be taken into account when deciding whether or not the candidate passes the course.

Principled teaching is a logical approach based on basic rules that lifeguards must respect.

Example:

Principles	Description
Prioritizing breathing	In the absence of effective breathing, the lifeguard must clear the airways to validate the presence of breathing. If not, CPR must be initiated immediately.
Personal safety	Lifeguards must always put their personal safety first and avoid putting themselves in danger.
Preserving the head-neck axis (spinal injury)	The head and neck must be immobilized in the position found, regardless of the technique used.
Fundamental principles of first aid	A lifeguard who respects the following three principles will have achieved their objectives: • Preserve life; • Prevent aggravation; • Promote recovery.
Chain of survival	The lifeguard must respect the chain of survival by calling the EMS when necessary, fetching an AED, and managing the victim.
Adapting to the injured victim	The techniques used must be adapted to the situation. For example, a victim exit can be adapted to reduce a victim's pain.
Safe evacuation	An evacuation must be carried out when lifeguards are no longer able to ensure the safety of bathers or when they have doubts about their ability to ensure the safety of bathers.

The fundamental principles of first aid can be used to understand the prioritization of first aid:

- Preserve life: this principle implies firstly the preservation of one's own life. Vital signs and safety must then be prioritized for a victim. We could, for example, think about prioritizing breathing or calling the police during a public relation which could be dangerous for those involved;
- Prevent injuries from getting worse: this principle applies in all situations. Once the vital danger has passed, the lifeguard must ensure that the situation does not get worse;
- Promote recovery: the ultimate goal is for the victim to get better, and for such situations, not to recur.

Teaching by principle therefore allows candidates to develop their judgment and to be more flexible in the face of situations that may arise in a supervision situation.

Health and safety

A few basic rules apply to ensure a safe environment during National Lifeguard training:

- A participant or bystander must never perform dangerous behavior during training. Participants may be asked to simulate dangerous behavior. To simulate a shallow dive, for example, participants can jump into the water, feet first with arms pointed above their heads. A bystander could also describe the scene to put the instructor in context.
- The instructor must set an example for the candidates and demonstrate safety rules:
 - Use rescue equipment and tools properly.
 - Use prevention and safety reminders throughout the training.
 - Step down from a supervision chair, maintaining three points of contact at all times.
 - Make candidates aware of the importance of filling out accident reports when they are injured in the workplace.

The final hours of training

The final hours of training are the ideal time to focus on complex skills, the development of judgment and professionalism, and the consolidation of comprehensive victim handling and supervisory situations.

Integration of management of a victim and supervision items

Although it is recommended that these items be taught progressively, the evaluation of management of a victim and supervision items should be scheduled for the end of the session, as they are the culmination of several other items. At certain points, these items also require the instructor to refer to the points covered in another item, in order to clarify or define what is expected of a candidate for National Lifeguard - Pool training. For example, to ensure effective communication (item 12), it is possible to refer to the Must see point in item 7.

As an example, items 12a and 12b include Must-see point directly linked to the following items:

- Item 1: Lifeguarding theory and practice
- Item 3: Rescue aid proficiency
- Item 7: Lifeguard communication
- Item 8a: Pool supervision: Positioning and rotation
- Item 8b: Pool supervision: Scanning and observation
- Item 8c: Pool supervision: Prevention and intervention
- Item 9: Pool emergencies: Specialized techniques
- Item 10: Facility search: Missing person
- Items 11a à 11d: Management of a victim

Nevertheless, it is important to refer to the Must see points for the item under evaluation. For example, an error in use or sub-optimal use of a rescue aid under item 3 is not problematic when evaluating item 12, if all the Must see points have been respected.

Prerequisite knowledge

National Lifeguard training builds on the knowledge and skills acquired by candidates in previous lifesaving courses. However, participants experience can vary greatly, both in terms of what they have learned and

how long they have been training. It may therefore be appropriate, depending on the group, to propose a review of certain basic techniques that will be used and developed during the training.

Physical tests

Given the different backgrounds of each candidate, it is pertinent to:

- Validate the candidates ease in the water, depending on the pool in which the course is taught;
- Review the skills required to pass the physical tests;
- Implement safety strategies for the candidate and instructor in the event of intervention or problematic situations;
- Listen to candidates and adapt progressions to their needs when necessary;
- Respect the Must see points, without increasing their difficulty;
- Offer periods of independent practice so that candidates can familiarize themselves with the equipment, without the pressure of assessment;
- Offer demonstrations;
- Provide visuals or images to help candidates understand what is expected of them;
- Offer to hold physical tests at least three times during the training to encourage improvement.

Adapting the National Lifeguard course to your aquatic facility

To ensure that their teaching meets the standards of the award, the instructor must check the dimensions of the pool in which they are teaching. Adaptations, such as diagonal courses, can be proposed to meet the requirements of the award. If in doubt about possible solutions, instructors should contact the Lifesaving Society or a mentor to discuss their options.

Stress and anxiety management

In order to provide a safe and healthy environment for all participants, the instructor must be aware of their personal limits. Although the training's performance criteria cannot be lowered, certain reflexes could help reduce stress or anxiety in some participants.

Stress is the body's normal reaction to real or perceived danger. It can be positive and become our ally when it enables the candidate to adapt to a new context or situation.

Listening to the candidates and ensuring that their four primary needs are met - physical, cognitive, social, and emotional - is paramount to the instructor. Candidates are the best people to determine which strategies will work best for them. Here are a few things to think about:

- Clearly explain expectations;
- Propose a slower progression for items that challenge candidates;
- Propose a game plan to candidates. They will then know the next stages of training and assessment, and will be in a better position to prepare for them;
- Offer effective demonstrations that address the Must-see points;
- Allow a candidate to withdraw for a short time if an uncomfortable situation arises;
- Listen to non-verbal cues and intervene discreetly whenever a doubt arises about a candidate's comfort;
- Normalize the emotions experienced by the candidate;
- Discuss the candidate's current strategies and how to support them in managing the stress experienced.

A candidate's past experiences can affect their reactions, and they may not feel comfortable confiding in the instructor. Giving the candidate time to feel comfortable is a good strategy to use.

Validation of prior learning and knowledge assessment

The result of a theoretical examination cannot be used to determine whether or not a candidate has successfully completed their training.

The candidate should be assessed, as frequently as possible, on the application of knowledge or skills. Although a quiz may occasionally be used for certain items, it should only be used to validate knowledge, to enable contextualized assessment later on.

When the situation allows it, the instructor can question candidates on the principles applied or to consolidate elements seen or not seen during the assessment. These questions help to clarify the points to be covered.

Planning supervision situations

To ensure a logical progression through the scenarios proposed by the instructor, individual and team supervision situations must be prepared in advance. It is a good idea to provide instant feedback on the candidate's performance, so that the situation can be improved immediately. This makes it easier for the candidate to remember good practice.

Single lifeguard situation (Item 12a) requires the candidate to be supported by a bystander or auxiliary personnel. The item sheet presented in this handbook can help guide you in your planning strategies.

Lifeguard team situations (Item 12b) involves each candidate acting as a leader and member of a team.

The scenarios presented during a supervision situation should be varied and can occur in various locations such as in the water, on the promenade, in changing rooms, in or near equipment depots, or in any other location relevant and related to your aquatic facility. Elements to be addressed are:

- First aid as described in Appendix A of the *National Lifeguard Award Guide*;
- Water quality problems, such as fecal or vomit accidents and difficulty seeing the bottom of the pool;
- Public relations;
- Safe supervision of groups of children;
- Procedures involving evacuation: fire, severe weather, etc.

The instructor must propose realistic situations that also include:

- The lifeguard must wear a suitable uniform:
 - Shorts;
 - Sweater;
 - Sandals;
 - Belt with pocket mask and gloves;
 - Whistle;
 - Sunglasses;
 - Hat or cap.
- The use of first-aid equipment such as gloves, bandages, a blanket, and placebos to mimic the administration of medication. Candidates can create their own first-aid kit at a low cost;

- The requirement for one of the course candidates (bystander) to walk into an area to simulate a call to emergency medical services;
- Analysis of the impact of the image of the lifeguard on duty (Item 1);
- The requirement to complete an accident report after interventions.

During supervision situations, the instructor's attention must be focused on:

- Proper positioning of candidates;
- The absence of dead zones;
- The lifeguard's clear, effective, and professional communication with all stakeholders, including the patrons;
- Effective visual scanning;
- Effective recognition of the victim;
- Application of emergency procedures;
- The movement of candidates during an event;
- Professional attitude and positive image of the lifeguard;
- Complete or partial and safe evacuation when necessary, including locking of accesses.

Supervision situations may include, but are not limited to, the following:

- Swimmer in distress or drowning;
- Swimmer with spinal injury;
- Submerged victim breathing or not breathing;
- Injured victim (requiring first aid, see Appendix A of the *National Lifeguard Award Guide*);
- Search for a missing person;
- Public relations management, interventions with the public, intrusion of tasks;
- Any type of emergency procedure (fire, gas leak, water quality problems, etc.);
- Cases with difficult recognition by the candidate (positioning far from the victim, obstruction to visual scanning, infrequent signs and symptoms, etc.).

The National Lifeguard - Pool exam procedure

The National Lifeguard - Pool exam lasts about 4 hours. It should contain the following items:

Item 12 a: Lifeguard situation: single lifeguard

Each candidate must demonstrate a situation as a single lifeguard on duty, with the help of an auxiliary staff member. For a group of 12 candidates, approximately 90 minutes should be allowed for this item.

Item 12b: Lifeguard situation: team

Each candidate must act as:

- Intervention leader: acts as first responder and makes decisions concerning the situation;
- Support and team member: supports the intervention leader by providing assistance (evacuation, exit assistance, bringing in equipment, etc.). For evaluation purposes, these candidate(s) must let the leader assume their role and make decisions.

Three simulations per supervision team, in different contexts, must be carried out in order to be able to evaluate each candidate in accordance with the National Lifeguard standards. Supervision situations are defined by a context with one event per team member.

The following table shows the number of situations to be envisaged, depending on the number of training candidates and the size of the teams.

Number of candidates	Candidates per team	Situations to be envisaged for a wave*	Total situations for 3 scenarios per team
12	4	3	9
12	3	4	12
8	2	4	12
6**	3	2	6
4**	2	2	6

* Equivalent to the number of teams

**If there are fewer than 7 candidates, please refer to the program guide (*Quebec division*), 2022 (in French only)

Any combination of teams is possible. It is therefore necessary to adjust the number of scenarios accordingly.

The following tables illustrate how to evaluate team scenarios in a supervision situation. They are not intended as a mandatory test, but rather, as an example for instructors to follow.

Team A				
Situation		Candidate	Type	Details
1	Children's party*	1	FA	Runs a race with his friends: • Difficulty breathing • Wheezing • Bluish lips • No medical history
		2	FA	Use of hair dryer in locker room: • Right-hand entry point • Exit point on left hand • 3rd degree burn • Unconsciousness • No breathing
		3	M	A child is feeling unwell and vomits his piece of birthday cake into the pool.
2	Family swim - Indoor pool	1	PR	The size of the slide (or springboard) prevents a child from accessing it. The parent is unhappy.
		2	PR	Showers are very cold.
		3	FA	Hit in the face with a ball: • Broken tooth • Tooth in hand
3	Special pool with inflatable structures	1	M	A fire alarm sounds in the building.
		2	M	Search: A parent can't find their child. The child is at the bottom of the shallow zone, unconscious.
		3	PR	Due to high demand, the waiting time to participate is very long.

Legend: FA – First Aid, PR – Public relation, M – Major situation

* In these scenarios, candidates will be asked to demonstrate the principles of welcoming groups of children.

Team B				
Situation		Candidate	Type	Details
1	Free swim for all – Outdoor pool	4	FA	Has been tanning since the beginning of the day: • Red, dry skin • Confusion • Vomiting • Decreased level of consciousness
		5	FA	Slips while running on grass:

2	Pool rental for an elementary school*			• Ankle pain • Slight swelling • Discoloration
		6	M	A loud rumble of thunder startles everyone in the pool.
		4	PR	The child asks the lifeguard to help him adjust his goggles.
3	Free swim with artistic swimming club supervision	5	PR	The teacher considers that the swim test is taking too long and that there is not enough swimming time left.
		6	FA	Chokes on chewing-gum: • Coughs initially, but stops coughing after 30 seconds; • Holds hands around neck
		4	M	One of the participants jumps into the pool with both feet first. She hits the bottom of the pool and complains of back and neck pain.
		5	M	An athlete pushes herself further and further into her apnea exercises with her trainer. Suddenly, she seems to be slowly making her way to the bottom of the pool.
		6	PR	The artistic swimming coach yells at the swimmers to stay underwater longer.

Legend: FA – First Aid, PR – Public relation, M – Major situation

* In these scenarios, candidates will be asked to demonstrate the principles of welcoming groups of children.

Team C				
Situation		Candidate	Type	Details
1	Senior free swim	7	FA	Free swimming with a kickboard: • Head pain • Blurred vision • Difficulty holding an object in right hand
		8	FA	A lady seems to be cold: • Uncontrollable trembling • Bluish lips
		9	M	A participant loses consciousness behind the lifeguard and is breathing heavily and noisily (abnormal breathing = CPR).
2	Hosting a day camp – Outdoor pool*	7	PR	The water in the pool is cold and the children do not want to swim anymore.
		8	PR	One child wants to be lifeguard for the day! He follows the lifeguard around to the point of interfering with his visual scan.
		9	FA	Was playing with a ball with friends. Ends up on his stomach: • Muscle spasms in arms and legs • Extreme salivation • Confusion after the seizure
3	Swim for all – Indoor pool	7	M	All participants in the activity start coughing progressively.
		8	M	A non-swimmer quickly becomes unconscious at the bottom of the pool.
		9	PR	A customer asks for corrections on his swimming strokes.

Legend: FA – First Aid, PR – Public relation, M – Major situation

* In these scenarios, candidates will be asked to demonstrate the principles of welcoming groups of children.

Team D				
Situation		Candidate	Type	Details
1	Freestyle lap swimming	10	FA	During long-distance training: - Weakness - Nausea - Headache - Seems drunk - History of diabetes, has the necessary equipment
		11	FA	During long-distance training: - Chest tightness - Feeling anxious - Feeling of indigestion - No medical history
		12	M	Power failure
2	Pool rental – aquafitness classes	10	PR	A customer finds the instructor to his liking and would like to have dinner with him after the aquafit class.
		11	PR	A customer complains about another customer because he talks too loudly and disturbs the group.
		12	FA	Ate her friend's snack: - Nut allergy - Respiratory distress - Sensation of suffocation
3	Supervision of swimming lessons	10	M	The instructor accidentally jumps on another participant. The latter remains stable on the surface of the water.
		11	M	Search: A participant is no longer present in the group. He is later found in the changing room.
		12	PR	A parent asks the lifeguard about his child's swimming skills and time. He doesn't think he swims enough.

Legend: FA – First Aid, PR – Public relation, M – Major situation

* In these scenarios, candidates will be asked to demonstrate the principles of welcoming groups of children.

Intégration – Safe supervision of children's groups		
Situation	Context	Must see
A	Children's party	- Swim test - Reminder of safety instructions - Validation of child:attendant ratio
B	Rental – Elementary school	- Swim test to be performed - Reminder of safety instructions - Validation of child:attendant ratio (1:15)
C	Hosting a day camp	- Reminder of rules - Distribution of wristbands according to swim test results (performed 3 weeks ago) - Presentation of PFDs - Validation of child:attendant ratio (1:15)
D	Supervision of swimming lessons	- Safety instructions explained - Reminder to wait for instructor when leaving changing rooms

For each exam item, candidates are assessed a first time. If they fail, they are given a second chance once all the other candidates have made their first attempt. If they still fail, they are called to the 30-minute retake block, during which they have only one final attempt to pass the test. They can then ask the other candidates (but not the instructor) to help them practice independently. When they feel ready, they have just one attempt to demonstrate the required skill. If the 30 minutes have elapsed, the instructor has the right to demand performance of the test without further delay.

RETAKE BLOCK (MAXIMUM 30 MINUTES)

Candidates who have failed one or more items in the exam should be invited to stay at the end for the retake block, during which they have the opportunity to attempt, for a final time, and pass the items for which their performance has been insufficient. This obviously implies that they will have been informed of the Must-see point that they failed to demonstrate during the examination in their first two chances.

The National Lifeguard Instructor will recommend that candidates in this situation take part in additional training to meet the minimum requirements, which will be reassessed at a subsequent recertification examination.

TOOLS FOR THE NL INSTRUCTOR

Guides and manuals:

- National Lifeguard Award Guide, Edition 2022
- Bronze Level Award Guide, Edition 2020
- [Safe supervision of groups of children in an aquatic environment guide](#)
- Alert: Lifeguarding in action
- First Aid Award Guide, Edition 2023 (in French only)
- Canadien Lifesaving Manual
- Canadian First Aid Manuel
- [Program Guide – Lifesaving Society of Quebec, 2022 \(in French only\)](#)

Regulations:

- [B-1.1, r.11 — Regulation respecting safety in public baths](#)
- [Q-2, R. 39 — Regulation respecting water quality in swimming pools and other artificial pools](#)

Data sheets and standards :

- [Lifesaving Society of Canada National Standard](#)
- [Official positions of the Lifesaving Society of Quebec](#)
- [Fact sheet \(Lifesaving Society of Quebec\) — The rescuer and the law \(in French only\)](#)
- [Fact sheet \(Lifesaving Society of Quebec\) — The rescuer and the job market \(in French only\)](#)
- [Fact sheet \(Lifesaving Society of Quebec\) — Post-traumatic shock \(in French only\)](#)
- [M-9, R. 2.1 — Regulation respecting the professional activities that may be engaged in within the framework of pre-hospital emergency services and care](#)

Websites and media :

- [National Drowning Prevention Week \(NDPW\) \(in French only\)](#)
- [Corporate site – Lifesaving Society](#)
- [Quebec Lifesaving Society website \(in French only\)](#)
- [Dashboard – Instructor and Evaluator](#)
- [YouTube — Quebec Lifesaving Society channel](#)
- [Video – Using the tube buoy \(in French only\)](#)

Documentation and planning tools:

- [Scenario creation tools \(Supervision situations\) \(in French only\)](#)
- [Failure report – Rescue program](#)
- [Failure situation report – Rescue program](#)
- Standardized lesson plan
- Evaluation grids



POOL OPTION

Teaching time for items

Item	Title	Duration in minutes
1	Roles and responsibilities of the National Lifeguard	30
1	The impact of stress arising from critical situations	30
1	Legal obligations of the lifeguard	45
1	Physical condition	30
1	Emergency procedures, adaptation and use of bystanders	60
1	Health and safety, harassment, violence	30
1	Medical tools	15
1	WHMIS and PPE	15
2	Pool characteristics	30
2	Filtration systems	20
2	Environmental hazards	20
3	Rescue aid proficiency	60
4	Entries and removals	45
5	Rescue drill	60
6a	Underwater swim	45
6 b	Object recovery	90
6c	Sprint challenge	45
6d	Endurance challenge	60
7	Lifeguard communications: users and victims	30
7	Lifeguard communications: lifeguards, aquatic manager and employer	30
7	Lifeguard communications: EMS	30
8a	Positioning and rotation	60
8 b	Scanning and observation	60
8c	Prevention and intervention with the public	45
8c	Safe supervision of aquatic activities for groups of children	60
9	Specialized techniques	45
10	Missing person	80
11a	Management of a distressed or drowning victim	60
11 b	Management of a submerged, non-breathing victim	60
11c	Management of a spinal-injured victim	105
11d	Management of an injured victim	45
12a	Lifeguard situation: single lifeguard	240
12 b	Lifeguard situation: team intervention	720
		40 h
Final exam		+ 4 h

Item number	1	Item	Lifeguard theory and practice	
		Sub-topic	Roles and responsibilities of the National Lifeguard	
Item planning			Recommended time	30 minutes
This item is the starting point and cornerstone of the National Lifeguard training and should be taught at the very beginning of the course, after the welcome, course outline, and logistical details. This item is a good way of linking the various items in the course, and it is a good idea to provide reminders at certain key points in the training process.				
Teaching strategies/advice				
• Instructors may refer candidates to the <i>Alert: Lifeguarding in Action</i> manual and articles published in <i>Alerte</i> magazine during their instruction. • Teaching may take the form of: ◦ Class readings with a quiz or team quiz; ◦ Discovering candidates' perceptions of the lifeguard's role and responsibilities; ◦ Drawing their perception of the ideal lifeguard. The following elements should be taught and emphasized: • The difference between rescue (intervention) and supervision (prevention). • The lifeguard's roles: setting an example, prevention, intervention/rescue, public relations, administration; • The lifeguard's responsibilities: to the public, to the team, to the employer, and to themselves; • The importance of the professional attitude to be adopted by the lifeguard during working hours by naming expected behaviors rather than a list of adjectives defining an exemplary lifeguard; • Respect for and application of the official positions of the Lifesaving Society, Quebec Division; • The importance of teamwork in lifeguarding and response situations; • The image projected by a lifeguard and the public's perception of them. This item is designed to make candidates aware of the behaviors expected of a lifeguard and to begin teaching life skills.				
Activity ideas				
Draw me a picture! Ask candidates to draw the ideal lifeguard and name the behaviors expected of a lifeguard. Use their answers to lead a discussion on the behaviors and responsibilities of a lifeguard. Brainstorm: Write the roles and responsibilities of a lifeguard on a board and ask candidates to list the actions a lifeguard should perform in relation to their roles and responsibilities. Discussion: Present Lifesaving Society advertisements and discuss Lifesaving Society values. Real-life events: Discuss real-life drowning events, using coroner's reports, such as the story of Simon Arago-Rosa. Use of video resources: Watch videos of examples and counter-examples. Association: Ask candidates to associate a situation with the roles and responsibilities of lifeguards. Behave yourself! Name behaviours from the instructor's experience and discuss how they correspond to lifeguarding skills. Lifeguarding internship: If the aquatic facility allows it, offer a lifeguarding internship during an open swim and discuss the elements observed afterwards. A course need not be compulsory to obtain the national lifeguard certificate.				

Assessment of the successful completion of an item

Item 1 - Lifeguarding Theory and Practice teaches knowledge related to the lifeguard's job.

- Knowledge of the lifeguard's role and responsibilities can be assessed during the lesson by oral questions to the candidates.
- Candidates' retention of information relating to the lifeguard's role and responsibilities can be assessed by questioning them following a lifeguarding situation.
- Candidates can be asked to make connections between theoretical concepts and personal experience.
- *Know-how* and the application of roles and responsibilities can be assessed during supervision situations. The candidate will then use their judgment, one of the four essential components of lifesaving.

Tools

- [Magazine Alerte](#) — Édition Printemps/Été 2016 : Affronter le trou noir (in French only)
- [Magazine Alerte](#) — Édition Hiver 2006 : L'image du surveillant-sauveteur, c'est important ! (in French only)
- [Magazine Alerte](#) — Édition Printemps 2008 : Cherchez l'erreur — surveillance aquatique (in French only)
- [Magazine Alerte](#) — Édition Printemps/Été 2014), p. 15-16 : La théorie des citrons — Faire face à la convergence des événements (in French only)
- [Positions officielles de la Société de sauvetage du Québec](#) (in French only)

Resources and references

- Alert: Lifeguarding in action, Chapter 1, p.1-4
- [Magazine Alerte](#) — Édition Printemps/Été 2016 : Affronter le trou noir (in French only)
- [Magazine Alerte](#) — Édition Hiver 2006 : L'image du surveillant-sauveteur, c'est important ! (in French only)
- [Magazine Alerte](#) — Édition Printemps 2008 : Cherchez l'erreur — surveillance aquatique (in French only)
- [Magazine Alerte](#) — Édition Printemps/Été 2014), p. 15-16 : La théorie des citrons — Faire face à la convergence des événements (in French only)
- [Official position of the Lifesaving Society of Quebec](#)
- [Chaîne YouTube — Publicités de la Société de sauvetage](#) (in French only)
- [Rapports du coroner](#) (in French only)
- National Lifeguard Award Guide, 2022 Edition, p. 3

Item number	1	Item	Lifeguard theory and practice	
		Sub-topic	The impact of stress arising from critical situations	
Item planning			Recommended time	30 minutes
This item can be taught at any time during the session. However, it is recommended that it be taught in the second part of the session, so that candidates are able to relate their learning to the impact of stress in critical situations.				
Teaching strategies/advice				
Candidates must be made aware of the importance of listening and showing respect among colleagues when a rescue and/or tragic incident occurs. Judging the feelings of others is not a professional attitude. A supporting document and a video, produced by William Blanchet, to define and illustrate post-traumatic shock are available in the instructor portal. The following points should be discussed with candidates: • The role of the authorities involved in following up a drowning incident (police investigation, coroner's inquest, etc.); • People who have experienced a situation will not all react in the same way, and the manifestations may be different for each of them; • The procedure established by the Lifesaving Society after an emergency response. For more information, aquatic facility managers are invited to contact the Lifesaving Society; • Resources available to lifeguards; • Successful rescue is not a concept to be taught. It is about interventions that take place in particular contexts, with the resources and knowledge available at the time of the intervention.				
Activity ideas				
Facts: Discuss a drowning story using the coroner's report. Reflect on the feelings candidates might experience following such an incident. Guest speaker: Invite a guest speaker on the subject, or an ex-rescuer who has experienced a situation like this one. Workplace speaker: Ask a workplace speaker to explain the Employee Assistance Program (EAP). Brainstorming: Brainstorm on signs and symptoms or actions. Case analysis: Scenario analysis (fictional or real-life cases) External resources: Discuss training offered by the Lifesaving Society's mental health and stress training partners (CRCS - PFA).				
Assessment of the successful completion of an item				
Item 1 - Lifeguarding theory and practice - teaches knowledge related to the lifeguard's job. • The assessment of knowledge of post-traumatic stress is designed to check understanding of the subject by questioning them or asking them to make connections between personal stories or lifeguarding situations.				
Tools				
• Visionner la vidéo Sauveteur en choc : le choc post-traumatique (in French only) • Fiche technique : le stress post-traumatique (in French only) • Grille d'observation – Vidéo sur le trouble de stress post-traumatique (in French only)				

Resources and references

- [Magazine Alerte](#) — Édition Automne 2006 : La noyade et le stress qui en découle (in French only)
- [Magazine Alerte](#) — Édition Printemps/Été 2016 : Quand le sauveteur devient victime (in French only)
- Alert: Lifeguarding in action, Chapter 4, p.59-60
- Canadian Lifesaving Manual, Appendix A, p.A-1 and A-2.
- National Lifeguard Award Guide, 2022 Edition, p. 3

Item number	1	Item	Lifeguard theory and practice	
		Sub-topic	Legal obligations of the lifeguard	
Item planning			Recommended time	45 minutes
This item can be taught at any time during the session. However, it is recommended that it be taught shortly before the middle of the session, or after the completion of an optional lifeguarding course. Candidates must have access, in digital or paper format, to the Regulation respecting safety in public baths (B-1.1, r.11) and the Regulation respecting water quality in swimming pools and other artificial pools (Q-2, r.39).				
Teaching strategies/advice				
The two aforementioned regulations and the <i>Alert: Lifeguarding in Action</i> manual set out the standards for the aquatic environment (number of lifeguards, emergency equipment, water quality standards, etc.). The fact sheet <i>The Lifeguard and the Law</i>(in French only) and chapter 8 of the manual <i>Alert: Lifeguarding in Action</i> present more in-depth content aimed at instructors. Instructors should use teaching methods such as true stories and discussions to put candidates in context and make connections with the following concepts: • The duty to rescue; • Protection in the face of the duty to rescue; • The notion of responsibility; • Consent to care. A large number of concrete examples should be used to help candidates understand the application of concepts. Instructors can use their personal experience to find relevant examples. B-1.1, R. 11 and Q-2, R. 39 are intended for managers of bathing sites. The manager is responsible for putting in place the means to reduce foreseeable risks by ensuring compliance with both regulations. Lifeguards must be aware of their existence. Chapter 2 of the <i>Alert: Lifeguarding in Action</i> manual outlines the principles of lifeguarding. The Lifesaving Society also offers advanced training for lifeguards: • Supervision, evaluation and enhancement (SEE) auditor • Aquatic safety inspector The organization also offers a mystery shopper service to evaluate lifeguards’ supervisory skills and ensure that all regulations and recommendations are followed.				
Activity ideas				
Quiz: Propose a quiz based on a fictitious swimming pool. Candidates are asked to answer the questions with the help of legal texts. Interactive quiz: Use an interactive quiz, such as Wooclap or Kahoot! Dream pool! Ask candidates to draw a swimming pool of a particular shape and make sure it complies with B-1.1, R. 11. Problem solving: Suggest scenarios in which candidates have to put the laws and the lifeguard's obligations into context.				

Discussion: Use stories and discuss with candidates how the various laws interact in the story.

Find the mistake! A fictitious story in which an aquatic facility has omitted several key safety elements. Candidates must identify the sections of the regulations that have not been respected and find solutions to correct the situation.

Assessment of the successful completion of an item

Item 1 - Theory and practice of lifeguarding teaches knowledge related to the lifeguard's job.

- Assessment of knowledge concerning the legal obligations of a lifeguard can be done within the lesson by oral questions with the candidates.
- Scenarios can be created asking candidates to find the number of lifeguards required to comply with regulations.
- Candidates' understanding of this topic can be validated by asking them to make connections between what they have experienced or seen outside the course or directly after lifeguarding situations.

Tools

- [Fiche technique : Le sauveteur et la loi](#) (in French only)
- RBQ - Owner and operator responsibilities
- Safety equipment checklist: Swimming areas - Swimming pools and paddling pools

Resources and references

- [Magazine Alerte](#) — Édition Hiver 2008 : La loi en toute simplicité (in French only)
- Alert: Lifeguarding in action, Chapter 8, p. 107 to 122
- [Positions officielles de la Société de sauvetage du Québec : 2007-02 — La surveillance d'un plan d'eau](#) (in French only)
- National Lifeguard Award Guide, 2022 Edition, p. 3

Item number	1	Item	Lifeguard theory and practice	
		Sub-topic	Physical condition	
Item planning			Recommended time	30 minutes
It is strongly recommended that you gradually introduce the physical tests throughout the session, starting with the first class. This strategy creates a link between the physical tests and the importance of developing and maintaining good physical condition. A group that finds the physical tests easy can receive the theoretical content later in the session. It is possible to continue teaching this item in the form of a pool workout or warm-up. The candidate must understand the components of physical fitness before providing the lifeguard with a suitable training example. The assessment is based on the training proposed by the candidates, and not on the description of the various components of physical fitness.				
Teaching strategies/advice				
The instructor can make candidates aware of their current physical condition and of the fact that they must be able to demonstrate, throughout the validity of their certificate, the items of the National Lifeguard award.				
Activity ideas				
Warm-up/training: Propose warm-ups/training sessions that develop the components of physical fitness and ask candidates to identify them. A variety of activities can be suggested: running, relay races, dice games, phone games, training grids, etc. Strength in numbers! In teams, candidates are asked to explain or propose a short workout related to one of the components of physical fitness. Lifesaving sport: Suggest activities based on lifesaving sport, a sport that allows you to train and keep your lifesaving skills up to date.				
Assessment of the successful completion of an item				
Item 1 - Lifeguarding Theory and Practice teaches knowledge related to the lifeguard's job. • The assessment of knowledge concerning fitness is more for the verification of understanding, not to determine a pass or fail in relation to this subject. The instructor can check completed work associated with planning a workout. • It is also possible to validate candidates' understanding of this subject by asking questions before and after one or more physical tests.				
Tools				
• Canadian 24-hour movement guidelines • SN Hawaii — Suggestions d'entraînement (in French only) • Surf Rescue — Suggestions d'entraînement (in French only) • Société de sauvetage — Suggestions d'entraînement (in French only)				
Resources and references				
• Magazine Alerte — Édition Printemps/Été 2015 : L'entraînement en sauvetage (in French only) • Magazine Alerte — Édition Été 2022 : Au-delà de l'esthétisme (in French only) • Canadian Lifesaving Manual — Chapter 10, p. 10-1 to 10-11				

- Alert: Lifeguarding in action, p. 137-138
- National Lifeguard Award Guide, 2022 Edition, p. 3

Item number	1	Item	Lifeguarding theory and practice	
		Sub-topic	Emergency procedures, adaptation and use of bystanders	
This item integrates three different content elements: - The importance of emergency procedures being available and practiced regularly by employees. - Collaboration with assistant lifeguards, auxiliary personnel and bystanders. - Adapting procedures to a facility with only one lifeguard on duty.				
Item planning			Recommended time	60 minutes
This item should be taught when candidates are able to perform the skills as part of a team. Before a candidate can be asked to manage an emergency procedure as a lone rescuer, they must be able to do so as a member of a team. This subject should be taught in the second part of the training program. Candidates must have a sufficient grasp of rescue techniques before adapting them. For the sake of clarity, the proposed activities have been divided into three sections, and it is appropriate to teach them at different times in the session to enable a logical progression. - This item can be taught both in the classroom and in the pool. Theoretical lessons prior to practical situations in a supervisory context should be offered. - A task matrix is available in Alert manual to guide candidates in adapting their emergency procedures.				
Teaching strategies/advice				
The importance of making emergency procedures available to employees.				
Lifeguards must understand how important it is for all personnel at an aquatic facility to be familiar with the emergency procedures in effect. These procedures must be included in the employee manual and always be available to employees. For both minor and major pool emergencies, they must indicate: - The roles of the various parties involved; - The appropriate time for each task; - The location; - How to carry out tasks. Emergency procedures are specific to the facility and should cover the following topics: - Search for a missing person; - Partial and complete water evacuation (power failure, major first aid, gas leak, fire, electrical storm, severe weather, fecal or vomiting accident, area restriction, etc.); - Cardiopulmonary resuscitation; - Spinal injury; - Victim or situation management.				
Definition			Example	

Minor emergency	Pool supervision can be adequately maintained. The use of an area restriction can, in certain situations, enable activity to be maintained in complete safety.	In a team of two lifeguards, one of them assists a person with a slight nosebleed.
Major emergency	Pool monitoring cannot be adequately maintained.	• Management of a victim with a spinal injury • Cardiopulmonary resuscitation
Partial evacuation	Customers are evacuated to changing rooms or other areas of the building.	• Vomiting incident in the pool • Electrical storm or severe weather • First aid requiring intervention for which supervision cannot be maintained.
Complete evacuation	The building is completely evacuated.	• Chlorine gas leak
Area restrictions	Customers are allowed to stay in the pool in certain defined areas, preferring the shallow end. Other areas are closed, but supervision must still be maintained. At all times, the "restricted" area must be supervised during visual scans.	In the event of a minor emergency requiring the withdrawal of one or more lifeguards, proper supervision cannot be maintained due to the configuration of the pool (blind spots), the number of users or the type of activity.

Supervision principles:

Evacuation is necessary when it is not possible to intervene while ensuring the safety of bathers;

In order to pass this item, candidates must be quickly put into action through the situational scenarios proposed by items 12a and 12b.

Candidates must be made aware that lifesaving sport is an excellent way to practice, build team cohesion and maximize efficiency in emergency situations.

It is important to remember that candidates must be able to adapt existing emergency procedures.

Official Position 2016-08: Implementation of Emergency Procedures and Supervisory Organization Plan states that, at least once a year, aquatic personnel must participate in training that includes an emergency evacuation exercise.

Collaboration with assistant lifeguards, auxiliary staff and bystander.

The instructor can explain to candidates how to use assistant lifeguards in emergency situations, and that certain tasks requiring specific training must be performed by the lifeguard.

Auxiliary personnel are people who do not have lifesaving award, such as administrative assistants, receptionists, maintenance staff, etc.

Adapting procedures to a facility with only one lifeguard on duty.

- Lifeguards need to adapt their procedures based on principles such as the drowning chain of survival.
- After experiencing pool emergency procedures, suggest that candidates adapt them for a single lifeguard. It may be interesting to bring theory in a guided discovery format.
- It is important that candidates understand that according to the regulation safety in public baths, B.1.1, r-

11, only the following situations allow individual supervision for bathing taking place in public pools:

- A training session or directed activities with 0 to 30 participants (club training, swimming lessons, lifesaving or leadership courses, physical conditioning, etc.);
- A body of water with a surface area of less than 150 m² and a maximum capacity of 50 swimmers, including those on the poolside.

Activity ideas

Adapt your procedure! Using a sketch of a pool, ask candidates to create or adapt an emergency procedure based on the following parameters: the lifeguard is alone and auxiliary personnel (or bystanders) are present.

Do you know your pool? Suggest that candidates adapt the existing emergency procedures of the facility where you teach the course.

In the spotlight: Run simulations where candidates must practice emergency procedures as a lifeguard alone (with the help of bystanders or auxiliary personnel) or as part of a team.

Is it really that important? Lead a discussion on the importance of implementing and practicing emergency procedures and adapting them to different situations.

Trial and error: Suggest realistic scenarios to candidates, followed by a discussion/brainstorming session on how to improve the procedure.

Association: Ask candidates to associate good practices for working with assistant lifeguards, auxiliary personnel, or bystanders.

Bring your Jack! Ask candidates to invite a friend or relative with no lifesaving awards to act as a bystander for lifesaving situations or techniques.

Assessment of the successful completion of an item

Item 1 - Theory and practice of lifeguarding teaches knowledge related to the lifeguard's job.

- The assessment of knowledge concerning the adaptation of emergency procedures is carried out using practical activities in class and in the pool. The instructor must evaluate candidates through these exercises.
- Candidates' understanding of this topic can also be validated by asking questions before and after a monitoring situation (e.g.: what is the planned emergency procedure? How was the emergency procedure carried out?)
- It is important to revisit the monitoring situations and adjust them as necessary to make them realistic to different workplaces.
- Use item 12a - Lifeguarding situations - individual intervention to ensure candidates understanding.

Tools

- [Magazine Alerte](#) — Édition Automne 2012 /Hiver 2013, p.13-14 : Planification des procédures d'urgence. (in French only)

Resources and references

- Alert: Lifeguarding in action, Chapter 3 and 4, p. 59
- [Magazine Alerte](#) — Édition Automne 2012 /Hiver 2013, p. 13-14 : Planification des procédures d'urgence. (in French only)
- [Positions officielles de la Société de sauvetage du Québec](#) — 2016-08 : Mise en œuvre des procédures d'urgence (in French only)
- National Lifeguard Award Guide, 2022 Edition, p. 3

Item number	1	Item	Lifeguard theory and practice	
		Sub-topic	Health and safety, harassment, violence	
Item planning			Recommended time	30 minutes
The subject of this item can be taught at any time and must cover the following topics: ○ CNESST (Workplace accidents, standards, equity in the workplace, health and safety in the workplace) ○ “Tout baigne au soleil” (in French only): (sun protection, 4 rules of the sun, dehydration) ○ Sexual, psychological, physical, and emotional harassment (definition, procedures to follow when it happens, ways to prevent it) ○ Violence in the workplace				
Teaching strategies/advice				
Theoretical content related to this item can be found mainly on the CNESST’s and Lifesaving Society’s websites. A technical data sheet can be found in the instructor’s dashboard of the <i>Lifesaving Society</i> website. • The instructor should teach candidates how to find relevant information on the websites mentioned above. • Use the fact sheet “Le sauveteur et le marché du travail” (in French only) to present all relevant information. • It's important to mention that the CNESST offers a procedure for reporting workplace incidents. • Present the Lifesaving Society's policy on harassment and misconduct. • Present the “Tout baigne au soleil” (in French only) program, which is an excellent way of raising awareness among lifeguards and the public about the need for sun protection and good sun protection practices. The use of real-life situations helps to ensure that candidates retain theoretical notions. The examples provided should not allow identification of community members or real-life situations.				
Activity ideas				
Quiz: Propose a questionnaire to be answered in teams or an interactive quiz (Wooclap, Kahoot). Peer presentation: Assign a topic to a sub-team and ask them to present it to the other candidates. Case analysis: Propose true stories for which candidates must name the problems encountered or interventions proposed. Crosswords: Suggest a crossword puzzle or fill-in-the-blank sentences.				
Assessment of the successful completion of an item				
Item 1 - Theory and practice of lifeguarding teaches knowledge related to the lifeguard's job. • Knowledge of lifeguard health and safety regulations is assessed on the basis of the quality of the candidates’ work. Active participation in activities combined with the quality of information transmitted by candidates should enable the instructor to rule on whether or not the candidate passes this item. • Candidates’ understanding can be validated by asking them questions after a supervisory situation linked to a work accident or a simulated problem related to the health and safety of lifeguards (e.g.: To which organization can we refer to if the work environment is deemed dangerous?).				
Tools				
• Fiche technique (Société de sauvetage du Québec) — Le sauveteur et le marché du travail (in French only) • Organization websites ○ Commission des normes, de l’équité et de la santé et sécurité au travail (CNESST)				

- [WHMIS](#)
- [Violence and Harassment – Canadian Centre for Occupational Health and Safety](#)
- [Éducaloi](#)
- [Programme « Tout baigne au soleil »](#) (in French only)
- [Abuse and harassment – A guide for recreation and sport practitioners](#)
- Activité standardisée de la Société de sauvetage : (in French only)
 - [Présentation — Responsabilités civiles du surveillant-sauveteur](#)
 - [Texte à lire : Responsabilités civiles du surveillant-sauveteur](#)

Resources and references

- Installation - specific regulations
- CNESST (See websites)
- [Guide du sauveteur — Programme « Tout baigne au soleil »](#) (in French only)
- [Harassment and Misconduct Policy \(Lifesaving Society\)](#) (in French only)
- [Abuse and harassment – A guide for recreation and sport practitioners](#)
- [Fiche technique \(Société de sauvetage du Québec\) — Le sauveteur et le marché du travail](#) (in French only)
- National Lifeguard Award Guide, 2022 Edition, p. 3

Item number	1	Item	Lifeguard theory and practice	
		Sub-topic	Medical tools	
Item planning			Recommended time	15 minutes
This item can be taught at any time during the course. - It can be taught in class, in lecture format, or via a simple association activity. - The theoretical content on this topic is intended to inform candidates of the existence of these tools that can maximize a victim's chances of survival during resuscitation. However, these elements require training other than those in the curriculum to become a lifeguard. - If possible, it may be a good idea to bring the equipment with you to present them. If not, images can be used to illustrate them. A practical AED can be used for demonstrations.				
Teaching strategies/advice				
It is essential to observe the following technical points: <u>Automated external defibrillator (AED):</u> - Since April 2013, the Regulation respecting the professional activities that may be engaged in within the framework of pre-hospital emergencies services and care (M-9, R. 2.1) stipulates that: "In the absence of a first responder or an ambulance technician, any person may use an automated external defibrillator during cardiopulmonary resuscitation". - With the Standard First Aid award, candidates already have the necessary knowledge to use it. Therefore, National Lifeguard candidates are not assessed on this skill. Assessment in this course is based on candidates ensuring they obtain the AED. It is recommended that they perform the appropriate handling in emergency situations involving resuscitation. <u>Oxygen</u> - Oxygen administration is governed by the following regulations M-9, R. 2.1 : "Any person trained in the administration of oxygen may administer this substance to a person while awaiting the arrival of prehospital emergency services." - The lifesaving training curriculum does not include instruction in the use of oxygen tanks. - The presence of oxygen tanks on the side of an aquatic facility requires additional training as described by the regulations. The instructor must therefore not ask candidates to use or simulate the use of oxygen. <u>Oropharyngeal cannulas</u> - The use of these is regulated by the same rules as the preceding subjects. The latter stipulates: "Authorized professional activities [...] are carried out in accordance with the clinical intervention protocols developed by the Minister of Health and Social Services pursuant to section 3 of the Act respecting prehospital emergency services (chapter S-6.2) and approved by the Collège des médecins du Québec." - Their use is part of the protocols of first responders and ambulance technicians. It is therefore necessary to have taken one of these training courses to use them. - The lifesaving training curriculum does not include instruction in the use of oropharyngeal cannulas. - The instructor can only explain that when professional emergency responders arrive, they may use it to facilitate air entry into the airway. Further information is available in the Canadian First Aid Manual.				

Bag-valve mask

- The use of the inhalation mask is regulated as follows:
“A first responder [ambulance technician and advanced care ambulance technician] may [...] assist ventilation with a bag valve mask.”
- No other mention of the bag-valve mask is made within the Regulations.
- The lifesaving training curriculum does not include instruction in the use of a bag-valve mask.
- The instructor can only explain that when professional emergency responders arrive, they may use it to facilitate ventilation. Further information is available in the Canadian First Aid Manual.

Suction

- The use of suction is not regulated by regulation [M-9, R. 2.1](#).
- The lifesaving training curriculum does not include teaching the use of suction.
- The instructor can only explain that when professional emergency responders arrive, they may use it to clear the airway and thus enable better ventilation. Further information is available in the Canadian First Aid Manual.

Activity ideas

Lecture: Use visual aids to present the various tools.

Association: Suggest games to associate the features of the tools with them.

Peer presentation: Offer peer presentations using the Canadian First Aid Manual and visuals available online.

Research: Invite candidates to research information on a particular tool as a team.

Crossword and/or fill-in-the-blank dictation: Use fill-in-the-blank sentences about different tool features.

Draw me a picture! Ask candidates to draw the items on a board, show the real ones, and discuss them afterwards.

Assessment of the successful completion of an item

Item 1 - Theory and practice of lifeguarding is a teaching of knowledge related to the work of the lifeguard.

- Assessment of knowledge concerning the benefits of oxygen therapy, the AED, the oropharyngeal cannula, the mask bag, and suction should be limited to checking that candidates have understood the instructor's explanations. A candidate cannot fail the National Lifeguard course through formal assessment of this subject.

Tools

- [M-9, R. 2.1 Regulation respecting the professional activities that may be engaged in within the framework of pre-hospital emergencies services and care](#)

Resources and references

- Canadian First Aid Manual, p. 80-88
- [M-9, R. 2.1 Regulation respecting the professional activities that may be engaged in within the framework of pre-hospital emergencies services and care](#)
- National Lifeguard Award Guide, 2022 Edition, p. 3

Item number	1	Item	Lifeguard theory and practice	
		Sub-topic	WHMIS and PPE	
Item planning			Recommended time	15 minutes
This item must be taught before candidates are offered situations requiring management or intervention in connection with the use of chemical products.				
Teaching strategies/advice				
The following content, included in Module 7 of the standardized water quality activity, must be addressed when teaching this item: • WHMIS 2015 training offered by the Lifesaving Society • Inform the participant of the importance of being trained under the Hazardous Products Information Regulation: <i>“As of December 1, 2018, following the update of WHMIS 2015 training, any person in contact or likely to come into contact with hazardous products used in the workplace must be WHMIS trained.”</i> • A preventive approach to make candidates aware of pictograms or good actions (e.g. not administering products with swimmers in the water) is encouraged. The objective is not to master the meaning of WHMIS pictograms, but to recognize them and apply precautions when interacting with them. In order to comply with the regulations updated by the various levels of government, it is necessary to explain the specific training required for safe handling: WHMIS training To meet government requirements, the Lifesaving Society offers two training courses: • WHMIS 1.5-hour: Intended only for lifeguards who handle products for water quality tests and make minor adjustments to chlorine levels using solid chlorine at the pool following an incident. • WHMIS 4-hour: For anyone accessing the filtration room. WHMIS training requires: • A theoretical part; • A block specific to the products used in the workplace and their safety measures.				
Activity ideas				
Lifesaving Society standardized activity (module 7): Available on the Lifesaving Society dashboard. Quiz: Propose a questionnaire on relevant information related to chemicals and precautions to be taken when handling chemicals. Association: Suggest a game associating pictograms with their description. Finder’s keepers: Distribute a picture with errors in which candidates have to look for problems and explain them. Peer teaching: Assign a topic to a sub-group and ask participants to present it to the others. Crosswords: Suggest a crossword based on important information to remember.				

Assessment of the successful completion of an item

Item 1 - Lifeguarding theory and practice teaches knowledge related to the lifeguard's job.

- Knowledge of the hazards inherent in chemical products must be assessed on the basis of participation in the educational activity prepared. Active participation in the activity, combined with the quality of the information transmitted by the candidates during an exchange with the instructor, should enable them to rule on the success of this subject for the group as a whole.
- It is also possible to validate candidates understanding by asking questions after a supervisory situation involving the handling of chemical products, or a simulated accident linked to the negligence of the rescuer (e.g.: what could have been done to avoid such an accident?).

Tools

- Activité Qualité de l'eau : Tableau de bord — Section Surveillance aquatique (in French only)

Resources and references

- Alert: Lifeguarding in action, chapter 11
- National Lifeguard Award Guide, 2022 Edition, p. 3
- [Hazardous products information regulation \(S-2.1, R. 8.1\)](#)
- [SIMDUT – répertoire toxicologique](#) (website in French only)

Item number	2	Item	Pool facility analysis	
		Sub-topic	Pool characteristics	
Item planning			Recommended time	30 minutes
This item must be taught within the first few hours of training. It includes prerequisites for several other items, such as 8a and 8b.				
Teaching strategies/advice				
The use of images, photos, and plans of different aquatic facilities is encouraged to help candidates identify different features and risk areas. The following points are important when discussing pool features: • Dangerous or at-risk areas: ◦ The characteristics of a pool (slope, installations, structures, slides, diving boards, etc.) ◦ Places at risk ◦ Specific characteristics of various aquatic facilities: length, width, shape, presence of several pools, etc. • Location of safety devices and equipment, such as: ◦ AED ◦ Backboard ◦ First-aid kit ◦ Oxygen ◦ Break room ◦ Phone ◦ Etc. Candidates must understand the importance of adapting their practices to their work environment.				
Activity ideas				
To discover! Visit one or more pools with candidates to identify the riskiest locations. Inspect your pool: Inspect the pool using the RBQ safety equipment checklist. Pool plan: By observing the pool, classify the elements according to two categories: dangerous and at-risk areas, and safety devices and equipment. The category of environmental hazards can be added to this activity if this other sub-topic has been taught. Find it! Locate safety devices and equipment on a map. Photobooth: Analyze different pools using photos. What about the outside? Question candidates on how they adapt their outdoor supervision. You decide! Using a pre-determined pool, ask candidates to create rules that could be applied to the pool.				
Assessment of the successful completion of an item				
This item teaches knowledge related to the lifeguard's work. • The assessment of knowledge should not be in the form of a compulsory theory exam. Written exercises may be suggested by the instructor to encourage retention, but the results must not be taken into account when deciding whether or not the candidate passes the course. Active participation in the activities,				

combined with the quality of the information transmitted by the candidates during an exchange with the instructor, should enable them to decide whether this item has been passed.

- Knowledge may be validated after a supervision situation involving adaptation of techniques to the characteristics of the installation. (e.g. inflatable structure rescue, springboards, etc.).

Tools

- [Fiche de contrôle de sécurité de la régie du bâtiment du Québec \(RBQ\) \(in French only\)](#)

Resources and references

- Alert: Lifeguarding in action, Chapter 2
- National Lifeguard Award Guide, 2022 Edition, p. 4

Item number	2	Item	Pool facility analysis	
		Sub-topic	Filtration systems	
Item planning			Recommended time	20 minutes
This item can be taught at any time during the training program. The activities proposed to candidates should enable them to understand and explain the need for specific training in the operation and maintenance of a water treatment system, as well as in the handling and storage of chemical products.				
Teaching strategies/advice				
The Lifesaving Society offers standardized activities to cover the relevant aspects of this item. Instructors can present the planned activities using the lesson plans and teaching materials available in the <i>Lifeguarding</i> section of the Lifesaving Society website. Chemical hazard education includes the promotion of WHMIS training that will: • Define the safety standards required by the CNESST and WHMIS when handling chemicals. • Tool employees in connection with the safety devices to be used in aquatic facilities. • Explain that WHMIS training is mandatory for employees who handle or are likely to come into contact with chemicals. Instruction on water treatment systems must include mention of existing training courses available: • Water quality: Basic training to understand how the system works and what to do when the pool is closed; • Pool and spa operator: Specific training on the efficient operation and maintenance of water treatment systems. Full details of these courses are available on the Lifesaving Society's website. The aim of this item is to enable lifeguards to determine whether water quality and swimmer safety have been compromised. In Quebec, an evacuation must be ordered when one of the following situations occurs: • A breakdown of the filtration system; • Something breaks; • Any situation that could jeopardize the safety of bathers (B-1.1, r.11, art. 31).				
Activity ideas				
Standardized activities: Propose one or more of the Lifesaving Society's standardized activities 3, 2, 1! Action: Show a video of an engine room. Explain its various components.				
Assessment of the successful completion of an item				
Item 2 - <i>Pool analysis</i> teaches knowledge related to the lifeguard's job. • Assessment of knowledge concerning water quality may be based on participation in educational activities prepared by the Lifesaving Society. • Active participation in the activities combined with the quality of the information transmitted by the candidates during an exchange with the instructor should enable them to rule on the success of this item. Candidates' understanding of this subject can also be validated by asking questions after a supervision situation				

related to water quality (e.g.: fecal or vomiting accident).

Tools

- Activité Qualité de l'eau : Tableau de bord — Section Surveillance aquatique (in French only)
- Article La manipulation des produits chimiques, magazine Alerte plus, Automne 2009 (in French only)
- Article Dossier spécial : Qualité de l'eau, magazine Alerte plus, Hiver 2007 (in French only)
- [Official position of the Lifesaving Society of Quebec](#): Water quality, January 2007
- [Official position of the Lifesaving Society of Quebec](#): Accepted swimwear in accordance with safety and hygiene, September 2009

Resources and references

- Alert: Lifeguarding in action, Chapter 11
- [B-1.1, r.11 — Regulation respecting safety in public baths](#)
- National Lifeguard Award Guide, 2022 Edition, p. 4

Item number	2	Item	Pool facility analysis	
		Sub-topic	Environmental hazards	
Item planning			Recommended time	20 minutes
The characteristics of a swimming pool and the filtration system must have been taught before starting this section.				
Teaching strategies/advice				
The teaching of this item focuses on appropriate behaviors to protect oneself from environmental hazards. Candidates must understand the importance of adapting their practices to their work environment. The following are the most common examples of such practices: • Sun: apply sunscreen, wear a hat and sunglasses; • Electrical storm or severe weather (rain, wind, power failure, etc.): evacuate the pool and take shelter; • Fecal and vomit incidents: apply protocols as per Q.2 r.39; • Reflections: reposition supervision posts; • Water clarity (no vision of black spot): close pool; • Strong winds causing waves on the water surface: temporary closure in case of risk to bathers or lifeguards; • Heavy rain making it impossible to see the bottom of the pool: temporary closure.				
Activity ideas				
Discussion: Discuss with candidates good practices in relation to their environment. Brainstorming: Ask candidates about adaptations to outdoor supervision. Photobooth: Analyze photos of outdoor pools. Hunt and Seek! Observe the pool and identify environmental hazards. Putting it into practice: Ask participants to wear the necessary sun protection equipment for a supervision situation.				
Candidate's assessment of item success				
Item 2 – Pool analysis teaches knowledge related to the lifeguard's work. • Active participation in the activities combined with the quality of the information transmitted by the candidates during an exchange with the instructor should enable them to rule on the success of this item. • Validation of knowledge can be performed after a supervision situation involving an adaptation of techniques according to the environmental hazards present. (e.g. rain, thunderstorms, etc.).				
Tools				
• Guide du sauveteur — Programme « Tout baigne au soleil » (in French only)				
Resources and references				
• Alert: Lifeguarding in action, Chapter 2 • Official position of the Lifesaving Society of Quebec: Thunderstorms in outdoor aquatic facilities, June 2011 • National Lifeguard Award Guide, 2022 Edition, p. 4				

Item number	3	Item	Rescue aid proficiency
Item planning			Recommended time 60 minutes
This item must be integrated right from the start of the session. Reminders must be given throughout the training course when teaching the items on victim management and monitoring situations.			
Teaching strategies/advice			
Several techniques should be taught for the same rescue aid to enable the candidate to develop judgment skills in the use of rescue tools, including how and when. It is advisable to integrate the various rescue aids when performing complete takeovers and supervision situations. Candidates should alternate between rescue aids to develop their judgment and put their knowledge and skills into practice. Candidates must use rescue aids in a safe and controlled manner. The instructor must help candidates find a safe alternative technique if one or more candidates are having difficulty with the various techniques. Suggestions for different rescue aids: • Tube buoy; • Torpedo buoy; • Ring buoy; • Personal flotation device (PFD) ; • Lifejacket; • Pole; • Throwing rope/Rope bag; • Etc.			
Activity ideas			
Setting the scene: Impose a rescue aid with a given situation. Choose your aid! Ask candidates to choose the best possible rescue aid for a given situation. Review: Use previous knowledge to adapt techniques already mastered to the use of various rescue aids. Relay race: The instructor places several rescue aids on the boardwalk. One candidate per team must retrieve a tool that will enable them to perform a rescue safely. Once a tool has been used, it must be removed from the possible choices. Suggest a variety of scenarios (victims, distances, layout, etc.).			
Assessment of the successful completion of the item			
This item can be assessed during the casualty management scenarios (11a to 11d) and the lifeguarding situations (12a and 12b), in which candidates are assessed on this item.			
Tools			
• Utilisation de la bouée tube (in French only)			
Resources and references			

- Alert: Lifeguarding in action - Chapter 4. Rescue skills and methods (Hand-to-hand and non-contact rescues, p.47)
- Canadian Lifesaving Manual — Chapter 4
- National Lifeguard Award Guide, 2022 Edition, p. 5

Item number	4	Item	Entries and removals
Item planning			Recommended time
			45 minutes
The skills in this item have been partially taught in previous levels. The National Lifeguard Instructor must review these and contextualize them in a realistic way that calls for the candidates' judgment.			
Teaching strategies/advice			
Safety: • Safety principles for the lifeguard and the victim must be emphasized. • Exits from victims without assistance or bystander must not be taught to candidates. Teamwork: • Candidates must understand that they will be called upon to work with a variety of responders (lifeguards, assistant lifeguards, bystanders, auxiliary personnel, etc.). It is therefore necessary to encourage practice with various groups. Candidate development: • In order to develop their judgment, the instructor should question candidates on the advantages and disadvantages of the techniques used and get them to think about alternative techniques in given situations. • Contextualization can be integrated with care items (items 11a to 11d). They enable candidates to adapt with regard to entering and exiting the water. • Candidates must develop a toolbox that they can use in several situations. • The combination of this item with the review of portages/trailers over a short distance, less than 5 m, is relevant. • Prompt feedback on technical errors minimizes the risk of their recurrence later in the training.			
Activity ideas			
Relay race: Competition in which one team completes all actions faster than the other. Peer teaching: Each candidate/team teaches a skill to the rest of the group. Association: Associating a type of victim with an entry and/or exit from the water. Bring your jack! Invite someone who knows how to swim and has basic swimming skills to practice victim exits with auxiliary personnel or bystanders. To the public! Ask participants in an open swim to help with simulations.			
Assessment of the successful completion of an item			
This item can be assessed during the victim management scenarios (11a to 11d) and lifeguarding situations (12a and 12b). Candidates should note that the assessment of this item is integrated into the final assessment through the assessment of item 12a and 12b - Lifeguarding situations. The instructor should not require any specific technique, but rather propose situations in which candidates will have to adapt.			

Tools

- [Recueil de techniques : Sorties de victimes et utilisation de la planche dorsale](#) (in French only)

Resources and references

- Canadian Lifesaving Manual, Chapter 4
- [Candidate supplement — Bronze level](#), p. 4
- National Lifeguard Award Guide, 2022 Edition, p. 6

Item number	5	Item	Rescue drill											
Item planning			Recommended time	3 x 20 minutes										
This item should be taught and assessed in the very first pool session and provides an interesting progression and review of the skills required for item 11b: <i>Management of a submerged, non-breathing victim</i> .														
Teaching item 1, <i>Provide an example of a training activity</i> , is a logical preamble or follow-up to this item.														
A prior review of carries is relevant.														
Teaching strategies/advice														
The use of immersible dummies allows candidates to experience the lack of buoyancy of an unconscious victim.														
<u>To establish a progression, the instructor can divide the test into parts and time them:</u>														
For example:														
• Activity 1: 20 m approach (or vd) only; • Activity 2: 10 m (or vd) approach, recovery of victim/dummy and 10 m (or vd) transport; • Activity 3: dummy recovery and 20 m (or vd) transport; • Activity 4: 20 m approach (or vd), recovery of dummy and 20 m transport (or vd) – Complete rescue exercise														
<u>Common candidate errors:</u>														
<table><tr><th>Challenge</th><th>Potential solution</th></tr><tr><td>The candidate is unable to descend to the bottom of the pool or to bring the dummy (or victim) to the surface.</td><td> ○ Ask the candidate to descend gradually to the bottom of the pool. </td></tr><tr><td>The airways of the dummy or victim become submerged during transport.</td><td> ○ Suggest that the candidate look continuously at the victim's face. ○ Teach different rescue techniques. </td></tr><tr><td>The candidate uses an inefficient arm or leg propulsion technique that does not allow them to complete the distance.</td><td> ○ Suggest to the candidate that they practice tow/carry techniques outside class hours. ○ Suggest that the candidate do lengths with a partially filled weight or dummy. </td></tr><tr><td>The transition between the vertical and horizontal position of the victim is not optimal for the candidate.</td><td> ○ Suggest that the candidate “floats on their back” once at the surface and position the victim close to them. ○ Suggest going up at a slight angle, while respecting the distance of 20 m; ○ Use a carry technique rather than a towing technique: modified body hold or crossed chest hold. </td></tr></table>					Challenge	Potential solution	The candidate is unable to descend to the bottom of the pool or to bring the dummy (or victim) to the surface.	○ Ask the candidate to descend gradually to the bottom of the pool.	The airways of the dummy or victim become submerged during transport.	○ Suggest that the candidate look continuously at the victim's face. ○ Teach different rescue techniques.	The candidate uses an inefficient arm or leg propulsion technique that does not allow them to complete the distance.	○ Suggest to the candidate that they practice tow/carry techniques outside class hours. ○ Suggest that the candidate do lengths with a partially filled weight or dummy.	The transition between the vertical and horizontal position of the victim is not optimal for the candidate.	○ Suggest that the candidate “floats on their back” once at the surface and position the victim close to them. ○ Suggest going up at a slight angle, while respecting the distance of 20 m; ○ Use a carry technique rather than a towing technique: modified body hold or crossed chest hold.
Challenge	Potential solution													
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The airways of the dummy or victim become submerged during transport.	○ Suggest that the candidate look continuously at the victim's face. ○ Teach different rescue techniques.													
The candidate uses an inefficient arm or leg propulsion technique that does not allow them to complete the distance.	○ Suggest to the candidate that they practice tow/carry techniques outside class hours. ○ Suggest that the candidate do lengths with a partially filled weight or dummy.													
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Assessment of completion of the successful item														
See Foreword (p.iii) in the National Lifeguard Award Guide.														

Resources and references

- Canadian Lifesaving Manual, Chapter 9 and 10
- [International lifesaving federation lifesaving position statement - LPS 07 Fitness testing for lifeguard](#)
- National Lifeguard Award Guide, 2022 Edition, p. 7

Item number	6a	Item	Underwater swim
Item planning		Recommended time	3 x 15 minutes
This item must be taught and assessed during the first pool session, following the topic <i>Provide an example of a training activity</i>, of the item 1. Physical fitness skill objective: To validate that a candidate has the respiratory capacity to recover a submerged victim. It is a good idea to review the theoretical and safety aspects of voluntary hyperventilation before proceeding with the item. It is possible to schedule the physical items (Items 6) at the same time. However, it is important to allow a rest period between each test, so as not to exhaust the candidates unnecessarily.			
Teaching strategies/advice			
- Activities that encourage voluntary hyperventilation or risk syncope in shallow water should be avoided. A candidate must at all times respect their own limits. - The video <i>Syncope in shallow water</i> by Dr. Thomas Griffiths (available as a DVD from the Lifesaving Society) is relevant in making candidates aware of the dangers of voluntary hyperventilation. - Candidates can be asked to visualize the test out of the water by holding their breath. Timing this will help them realize that they are able to complete the test without breathing. - To make it easier to complete the distance, candidates can be encouraged to concentrate on something other than their breathing (e.g. singing a song, counting to 100, etc.). - Visual cues can be placed in the pool so that candidates visualize the minimum distance to be covered as well as the minimum depth at which they must be. - Effective underwater swimming techniques should be taught in advance. These should propose combining the use of arms and legs. - Encourage candidates to train for success. Physical fitness is an essential component.			
Common candidate errors:			
Challenge		Potential solution	
The candidate does not reach a depth of at least 1.5 m.		- Follow the bottom of the pool - Indicate a depth marker - Correct swimming technique to avoid surfacing (body and/or hand orientation) - Gently release air from lungs	
The candidate surfaces before completing the 15 m distance.		- Take your mind off the activity so you don't concentrate on your breathing - Work by distance progression (7 m, 10 m, 12 m) - Use a visual cue	

The candidate does not respect the must see point because they do not use an effective underwater swimming technique.	○ Ensure that techniques correspond to the elements of Chapter 9 of the Canadian Lifesaving Manual.
Activity ideas	
Obstacle course: Have candidates pass a stick or other object to each other. Challenge: Gradually increase the distance covered while respecting the limits. Object recovery: Place submersible objects at intermediate distances (5, 10, 12 m) to motivate the candidate to reach the goal.	
Assessment of completion of the successful item	
See Foreword (p.iii) in the National Lifeguard Award Guide.	
Resources and references	
• Canadian Lifesaving Manual, Chapter 9, p. 9-17 to 9-29 • National Lifeguard Award Guide, 2022 Edition, p. 8	

Item number	6b	Item	Object recovery													
Item planning			Recommended time	3 x 30 minutes												
This item should be taught and assessed within the very first pool session following the topic <i>Provide an example of a training activity</i> , from item 1.																
- Several objects may be used simultaneously to ensure a better flow of the activity. The instructor's assessment capabilities must be taken into account and should not exceed three candidates at any one time. - The use of floating objects is mandatory to ensure the safety of the candidates. A second participant must always follow, in the water, the participant in action in order to help and recover the object if the latter gets into some difficulty. - It is possible to schedule the physical items (Items 6) at the same time. However, it is important to allow a rest period between each test, so as not to exhaust the candidates unnecessarily.																
<u>Physical fitness skill objective:</u> To validate that a candidate has the endurance and strength to recover a medium-sized submerged victim from the bottom of the pool.																
Teaching strategies/advice																
- The instructor must set up visual markers to delineate the distances to be covered for this event. Existing markers such as flag lines 5 m from the edge of the pool can be used. - Emphasize the importance of the candidates' physical fitness and training in order to pass the test. Encourage candidates to train both anaerobically and in leg strength to perform a rescue kick. - The object must be placed at the deepest point of the pool at a maximum depth of 3 m, but a minimum of 1.5 m. If this minimum depth is not reached, the instructor must allow time to practice this item in another pool.																
<u>Common candidate errors:</u> <table><tr><th>Challenge</th><th>Potential solution</th></tr><tr><td>Candidate does not complete the required distance.</td><td> - Use visual cues to indicate distances to be covered ; - Use a progression of distances; - Use a progression in the weight of objects. </td></tr><tr><td>Candidate is unable to descend to the bottom of the pool or bring the object to the surface.</td><td> - On other occasions, gradually practice reaching the bottom. </td></tr><tr><td>Candidate drops object before completing distance.</td><td> - Hold the brick close to the body, in the baby position, on the hip, or shoulder. </td></tr><tr><td>Candidate's jaw fails to surface during the 5-metre transport of the object.</td><td> - Use one of the four rescue kicks; - Encourage the candidate to develop the rescue kick on his own time to increase strength and endurance. </td></tr><tr><td>Candidate does not complete the required transport distance, as they do not ascend in a straight line, in a 20 m installation.</td><td> - Suggest that the candidate push themselves off the bottom of the pool in the "squat" position in order to come up straighter and allow the full transport distance. - Plan the test in "L" to ensure that the transport </td></tr></table>					Challenge	Potential solution	Candidate does not complete the required distance.	- Use visual cues to indicate distances to be covered ; - Use a progression of distances; - Use a progression in the weight of objects.	Candidate is unable to descend to the bottom of the pool or bring the object to the surface.	On other occasions, gradually practice reaching the bottom.	Candidate drops object before completing distance.	Hold the brick close to the body, in the baby position, on the hip, or shoulder.	Candidate's jaw fails to surface during the 5-metre transport of the object.	- Use one of the four rescue kicks; - Encourage the candidate to develop the rescue kick on his own time to increase strength and endurance.	Candidate does not complete the required transport distance, as they do not ascend in a straight line, in a 20 m installation.	- Suggest that the candidate push themselves off the bottom of the pool in the "squat" position in order to come up straighter and allow the full transport distance. - Plan the test in "L" to ensure that the transport
Challenge	Potential solution															
Candidate does not complete the required distance.	- Use visual cues to indicate distances to be covered ; - Use a progression of distances; - Use a progression in the weight of objects.															
Candidate is unable to descend to the bottom of the pool or bring the object to the surface.	On other occasions, gradually practice reaching the bottom.															
Candidate drops object before completing distance.	Hold the brick close to the body, in the baby position, on the hip, or shoulder.															
Candidate's jaw fails to surface during the 5-metre transport of the object.	- Use one of the four rescue kicks; - Encourage the candidate to develop the rescue kick on his own time to increase strength and endurance.															
Candidate does not complete the required transport distance, as they do not ascend in a straight line, in a 20 m installation.	- Suggest that the candidate push themselves off the bottom of the pool in the "squat" position in order to come up straighter and allow the full transport distance. - Plan the test in "L" to ensure that the transport															

	distance is always respected; ○ Place the brick on the wall and ask participants to retrace their steps with the object. This will allow plenty of space to carry out the transport. <i>The candidate may ascend diagonally during the test. Points to be covered include approach, recovery depth, transport distance, and airway protection. It is the instructor's responsibility to adapt the test, while respecting the Award Guide, if the initial conditions do not allow participants to achieve the Must-see point in the item.</i>
Candidate is unable to resurface	○ Maximize bottom thrust by adopting a squat position before propelling yourself off the bottom of the pool.
Candidate feels pressure or pain in the ear during descent	○ Technique for balancing eardrum pressure: underwater, pinch the nose and blow air lightly through the nose to rebalance the air pressure in the duct connecting the nose and ears. Do not blow too hard to avoid rupturing the eardrum.
Assessment of completion of the successful item	
See Foreword (p.iii) in the National Lifeguard Award Guide.	
Resources and references	
• Canadian Lifesaving Manual, Chapter 9, pages 9-2 to 9-17 • National Lifeguard Award Guide, 2022 Edition, p. 9	

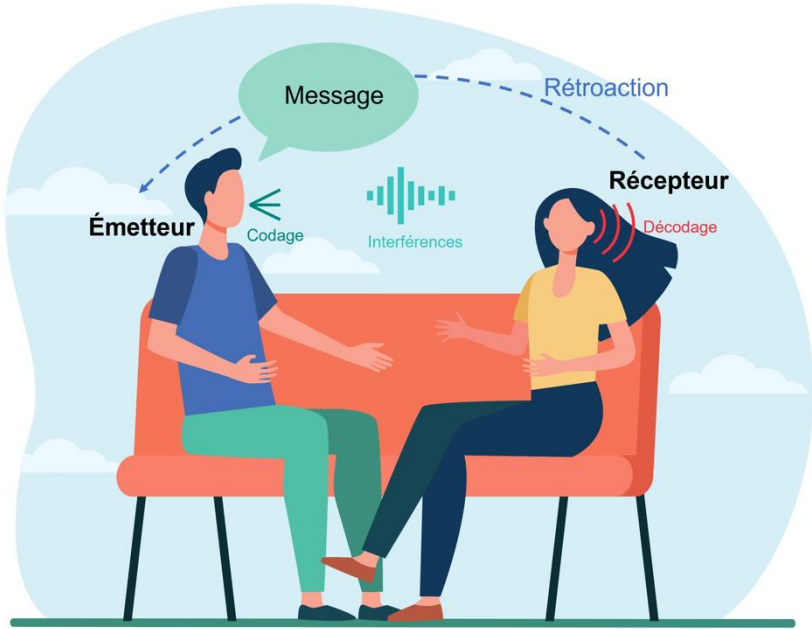
Item number	6c	Item	Sprint challenge								
Item planning		Recommended time	3 x 15 minutes								
This item must be taught and assessed in the very first pool session following the subject <i>Provide an example of a training activity</i>, from item 1. - To avoid backwash, candidates must perform the test alone in their lane. For the test to run more efficiently, plan for at least three lanes. - It is possible to schedule the physical items (Items 6) at the same time. However, it is important to allow a rest period between each test, so as not to exhaust the candidates unnecessarily. Physical fitness skill objective: To validate that a candidate has the necessary strength to swim to a victim within a reasonable time in an emergency situation.											
Teaching strategies/advice											
- The instructor can set reference levels to challenge the candidates: - Gold: 40 seconds or less; - Silver: 50 seconds or less; - Bronze: 55 seconds or less. - The instructor should encourage candidates to try several different swimming styles and adopt the one they feel is most effective. - Emphasize that candidates will need to maintain the fitness acquired during their National Lifeguard training throughout their work as lifeguards. - Make a link between the physical test and the interventions a lifeguard will have to perform as a lifeguard. - The test can be performed head-in-the-water, out of the water, or a combination of both.											
Common candidate errors: <table><tr><th>Challenge</th><th>Potential solution</th></tr><tr><td>The candidate uses the bottom of the pool to push themselves forward.</td><td> - Encourage the candidate to adopt a hydrodynamic position - Encourage the practice of swimming techniques recognized by the Bronze Level Award Guide (Appendix C) and Chapter 9 of the Canadian Lifesaving Manual. </td></tr><tr><td>Candidate completes the distance without respecting the allowed time.</td><td> - Encourage the candidate to improve swimming techniques with the help of a swimming instructor. - Encourage the candidate to train in intervals (e.g.: 8 x 25m, 4 x 50m over an interval). </td></tr><tr><td>Candidate uses an inefficient arm or leg propulsion technique that does not allow them to complete the distance in the required time.</td><td> - Encourage the candidate to improve their swimming techniques and/or obtain feedback from a peer or during a private lesson. </td></tr></table>				Challenge	Potential solution	The candidate uses the bottom of the pool to push themselves forward.	- Encourage the candidate to adopt a hydrodynamic position - Encourage the practice of swimming techniques recognized by the Bronze Level Award Guide (Appendix C) and Chapter 9 of the Canadian Lifesaving Manual.	Candidate completes the distance without respecting the allowed time.	- Encourage the candidate to improve swimming techniques with the help of a swimming instructor. - Encourage the candidate to train in intervals (e.g.: 8 x 25m, 4 x 50m over an interval).	Candidate uses an inefficient arm or leg propulsion technique that does not allow them to complete the distance in the required time.	Encourage the candidate to improve their swimming techniques and/or obtain feedback from a peer or during a private lesson.
Challenge	Potential solution										
The candidate uses the bottom of the pool to push themselves forward.	- Encourage the candidate to adopt a hydrodynamic position - Encourage the practice of swimming techniques recognized by the Bronze Level Award Guide (Appendix C) and Chapter 9 of the Canadian Lifesaving Manual.										
Candidate completes the distance without respecting the allowed time.	- Encourage the candidate to improve swimming techniques with the help of a swimming instructor. - Encourage the candidate to train in intervals (e.g.: 8 x 25m, 4 x 50m over an interval).										
Candidate uses an inefficient arm or leg propulsion technique that does not allow them to complete the distance in the required time.	Encourage the candidate to improve their swimming techniques and/or obtain feedback from a peer or during a private lesson.										
Assessment of completion of the successful item											
See Foreword (p.iii) in the National Lifeguard Award Guide.											

Resources and references

- Canadian Lifesaving Manual, Chapter 9 and 10
- Bronze Level Award Guide, 2020 Edition, Appendix C, p. 58
- National Lifeguard Award Guide, 2022 Edition, p. 10

Item number	6d	Item	Endurance challenge
Item planning			Recommended time 3 x 20 minutes
This item should be taught and evaluated in the very first pool session, so that the candidate knows what needs to be improved and then, can come to the pool to train or ask for stroke improvement sessions. It is possible to schedule the physical items (Items 6) at the same time. However, it is important to allow a rest period between each test, so as not to exhaust the candidates unnecessarily. Physical fitness skill objective: To validate that a candidate has the endurance to perform a rescue in an emergency situation.			
Teaching strategies/advice			
- The use of swimming cables is preferable to reduce the waves to which candidates are exposed. It is also preferable to put no more than two candidates per corridor. - Gradually increasing distances throughout the sessions can enable candidates to assess their abilities and better manage their physical effort throughout the event. - Pre-ranking candidates according to their swimming speed can significantly reduce the number of overtakes and the interference that slows them down. Assessment over a shorter distance, e.g. 50 or 100 m, helps to achieve this objective. - To enable candidates to take on challenges, incrementing targets can be set, for example: - Gold: 8 minutes or less ; - Silver: 9 minutes or less ; - Bronze: 10 minutes or less. - Candidates wishing to surpass themselves may also attempt to pass the standard proposed by the International Lifesaving Society of 8 minutes or less. - Keeping a record of candidates' physical tests is an effective strategy for ensuring that candidates improve throughout their training.			
Common candidate errors:			
Challenge		Potential solution	
If the candidate does not respect the basic principles of the test, the following reminders can be given at the start of the test.		- It is compulsory to touch the walls between each length and at the end of the event; - It is not possible to use the bottom of the pool to push yourself or move forward. - The event must be performed without stopping. - Recognizable swimming techniques must be used, e.g.: crawl, back crawl, breaststroke, elementary backstroke).	
The candidate completes the distance without respecting the allowed time.		- Encourage the candidate to improve their swimming techniques with the help of a swimming instructor; - Encourage the candidate to train in the form of intervals (Ex 8 x 25m, 4 x 50m, 2 x 100m over an interval).	
The candidate uses an inefficient arm or leg propulsion technique that does not enable them to complete the		Encourage the candidate to improve their swimming techniques and/or obtain feedback	

distance in the required time.	from a peer or during a private lesson.
Assessment of completion of the successful item	
See Foreword (p.iii) in the National Lifeguard award guide • The instructor must count the lengths of each candidate to ensure that the distance to be covered has been respected. • When candidates make a turn or complete the test, they must touch the wall.	
Resources and references	
• Canadian Lifesaving Manual, Chapter 9 and 10 • ILS : Fitness testing for lifeguards • National Lifeguard Award Guide, 2022 Edition, p. 11	

Item number	7	Item	Lifeguard communication	
		Sub-topic	User and victim	
Item planning			Recommended time	30 minutes
This item must be taught before the middle of the session, prior to the integration of public relations scenarios into supervision situations. The proposed scenarios should be based on official Lifesaving Society positions and allow the instructor to assess the candidate’s ability to educate clientele about safe practices in the aquatic environment. Emphasis should also be placed on the candidate’s ability to interact positively and consistently with users.				
Teaching strategies/advice				
- Activities must be designed to enable healthy public relations with users to be used to find safety-centered solutions and alternatives. - A distinction must be made between evacuation and end-of-bath signals. If the same signal is used, customers will not feel the emergency of the moment. - It may be useful to present the communication diagram to future lifeguards.				
				
- Adapting communication to the target age group is essential. For example, an intervention with a child will be simpler and more popularized than with an adult. - The use of real-life stories can be useful for retaining the concepts in this item. The <i>A/ert</i>, lifeguarding in action manual presents this type of approach on pages 93 and 95.				
<u>Communications with users:</u>				
Emphasis must be placed on the positive image of the lifeguard through the use of a professional attitude and appropriate verbal and non-verbal communication.				

- Positive wording as well as explanation behind the rules allows the user to understand the expected behavior and enables a positive experience. Lifeguards must therefore understand the regulations in order to better apply and explain them.
- Several approaches can be used to manage complaints. The Alert: lifeguarding in action manual, on page 99, suggests a standardized approach.
- As soon as a prevention intervention or public relation interferes with pool supervision, the lifeguard must signal to the other lifeguards that they are withdrawing from supervision to communicate with the user. Principle 10-30 for effective and safe visual scanning for users is to be put forward.
- Lifeguards must establish two-way communication with users.

Communications with the victim:

- Candidates may use the following strategies to comfort their victim:
 - Position themselves at the victim level;
 - Demonstrate a calm attitude;
 - Use simple words;
 - Remain sincere and realistic about the situation.

Means of communication

- Excessive use of the whistle is to be avoided, as bathers will be insensitive to it in emergency situations. Minor interventions can be managed, by lifeguards, by moving around, or by using other means of communication such as verbal or manual instructions.
- Whistle signals:
 - 1 whistle: To attract the attention of other lifeguards.
 - 2 whistles: To attract the attention of a guest
 - 1 long whistle: End of an activity
 - 3 whistles: Major emergency situation
- The hand signals taught must enable lifeguards to communicate and intervene quickly. Signals vary from facility to facility. Each facility has its own specificities; overloading with signals weighs down and hampers learning and interventions. The relevant signals are as follows:
 - Submerged victim;
 - Non-swimmer;
 - Spinal injury;
 - Need help or not;
 - Evacuation;
 - Rotation;
 - Monitor the area of another lifeguard.

Activity ideas

Brainstorm: Ask candidates to think about strategies for comforting a victim. In the conclusion, emphasize non-verbal communication, gestures, tone of voice, the lifeguard's confidence, etc.

Problem solving: In teams of two or three, candidates propose public relations scenarios they believe are common in aquatic facilities. The scenarios are then assigned to another team, which is asked to propose solutions to the group.

Scenarios: Suggest scenarios involving risky behavior or common public relations issues. Lifeguards must intervene and educate users.

Mime game: Ask candidates to pick a phrase or words to mime. The other candidates have to guess what the mime-candidate is trying to convey.

Role-playing: Suggest some public relations situations to be dealt with, e.g.: allophone customers, visually or hearing-impaired customers, etc. Ask candidates to intervene and adapt their intervention to the clientele.

“Bring your Jack!”: Invite a person with no lifeguarding background and suggest that candidates use this guest as a bystander, auxiliary personnel, or bather during emergency interventions. Guests are expected to act like a regular customer in a real-life situation and to get all the information they need to help the lifeguard.

Assessment of completion of the successful item

This item can be assessed during victim management (items 11) and lifeguarding situations (items 12). The following scenarios can help put candidates in context:

- Welcoming groups of children
- Intervention and/or evacuation
- Welcoming a user
- Etc.

The lifeguard's professional attitude is assessed in the form of “how to be” through this item and during training. Several items include “points to see” to assess this element.

Resources and references

- Alert: Lifeguarding in action: Chapter 3 — Aquatic emergencies, p.40-41
- Alert: Lifeguarding in action: Chapter 7 — Public relations and public education, p. 93 to 102.
- National Lifeguard Award Guide, 2022 Edition, p. 12
- [Lifesaving Society of Canada, Position statement — Breastfeeding in aquatic facilities, April 2022](#)
- [Lifesaving Society of Canada National Standards](#)
- [Official policies of the Lifesaving Society of Quebec](#)
- [Magazine Alerte](#) — Édition Été 2023, p. 14-15 (in French only)

Item number	7	Item	Lifeguard communication	
		Sub-topic	Lifeguards Aquatic manager and employer	
Item planning			Recommended time	30 minutes
This item must be introduced before the lifeguard’s management of supervision situations. This item is put into practice throughout the training program, with particular emphasis on supervisory situations.				
Teaching strategies/advice				
• The professional attitude must be taught and emphasized when communicating with colleagues and the employer. • Two-way communication ensures that instructions have been understood by others. It is essential to teach it and encourage its use. • Practical exercises should be used to develop candidates’ know-how. • When giving feedback, the instructor must clearly state expected behaviors in order to eliminate unwanted behavior or attitude on the part of candidates.				
Activity ideas				
Communication diagram: Suggest a simplified communication diagram and discuss the importance of feedback and how communication noise can prevent communication or render it ineffective. It is also possible to suggest the use of different communication channels to ensure that the message is clearly understood. Scenarios: Suggest scenarios presenting communication situations between lifeguards; the lifeguards must identify an effective means of communication. Mime game: Ask candidates to pick a phrase or words to mime. The other candidates must guess what the mime-candidate is trying to convey. Scenarios: Suggest communication situations with the employer (e.g.: hiring application, replacement request, reporting a problem, etc.). Candidates must create a verbal or written communication directed at the employer. The mirror effect: Ask candidates to brainstorm the qualities and behaviors required for effective communication. This list can be used to explain good practice when speaking to colleagues.				
Assessment of completion of the successful item				
This item can be assessed during victim management (items 11) and lifeguarding situations (items 12). The following scenarios can help put candidates in context: • Welcoming groups of children • Intervention and/or evacuation • Welcoming a user • Etc. The lifeguard's professional attitude is assessed in the form of “how to be” through this item and during training. Several items include “must see point” to assess this element.				
Tools				
• Schéma de la communication (in French only, see above) • Magazine Alerte — Édition Été 2021, « Prévenir les accidents en communiquant », p. 18 (in French only) • Magazine Alerte — Édition Été 2021, « La communication, différemment adaptée », p. 26-27 (in French only)				

only)

Resources and references

- Alert: Lifeguarding in action, Chapter 3 — Aquatic emergencies – communication with emergency services p.39
- Alert: Lifeguard in action, Chapter 7 — Public relation and public education, p. 89 to 100
- National Lifeguard Award Guide, 2022 Edition, p. 12

Item number	7	Item	Lifeguard communication	
		Sub-topic	EMS	
Item planning		Recommended time	30 minutes	
Theoretical elements related to this item should be taught at the beginning of the course, as a reminder of the concepts taught in the Standard First Aid course.				
Teaching strategies/advice				
<u>Communication with emergency medical dispatchers (EMD), 9-1-1</u> • Candidates should be aware that each facility has its own particularities regarding the use of means of communication for calling emergency services; • Official position 2011-07, in connection with means of communication, mentions that the telephone must be located within a radius of less than 100 m from the aquatic facility. A cell phone can be used as an emergency phone, but it must be installed in a specific location that will not create a distraction for the lifeguard; • Since the ILCOR 2020 update, it is strongly recommended to use a cell phone to make the call to emergency services, while being in close proximity to the victim; • If calling 911 is not possible with a cell phone, close to the victim, the lifeguard can call one of his peers, a bystander, or a member of the auxiliary staff. It is therefore essential that they pass on all the information required for the call: ◦ Service required; ◦ Number of victims; ◦ Exact address of emergency; ◦ Telephone number of caller; ◦ Name of caller and certification; ◦ Explanation of situation; ◦ Sex and age of victims; ◦ Victim's vital signs (ABC); ◦ Maneuvers in progress. • When teaching, ask candidates to move to the telephone to simulate the call. The caller should also be asked to return for missing information if necessary; • Emphasis should be placed on the need to contact the emergency services again if the victim condition changes; • It is relevant to make a link with post-traumatic stress, as research has shown that it is often the lifeguard calling EMS who shows significant signs of post-traumatic stress following an event, feeling helpless during the response. It is essential to emphasize that calling the emergency services is one of the key roles. It can, however, be delegated to a trusted bystander, so that the lifeguards can maintain their activities with the victim.				
<u>Communication with paramedics (or ambulance attendants or first responders)</u> • Emphasis should be placed on the positive image of the lifeguard through the use of a professional attitude and appropriate verbal and non-verbal communication. • The use of the acronym C.H.A.R.T.E. is a good way to enable candidates to master the information to be passed on when medical teams arrive.				
<u>Use of a bystander for the call</u>				

- Emphasis should be placed on two-way communication and on the caller confirming to the lifeguard that the call has been made.

Simulation of 9-1-1 calls in supervisory situations

- The caller is no longer available for the duration of the call and cannot act as a helper during the rescue situation.
- Ambulance call times may vary depending on the situation. In order to propose realistic situations, it is necessary to propose situations in which ambulance call times are varied.

Activity ideas

Videos: Show the CCSC video explaining how a 9-1-1 call center works.

Brainstorm: Name the elements that should or should not be mentioned when calling EMS.

Telephone game: The game consists of transmitting information between a victim, a lifeguard, an emergency dispatcher, and a paramedic. The dispatcher must obtain the necessary information and record it on a form created by the instructor. This card must be complete, so that the right information can be passed on to the paramedic. The game continues until the information is complete.

Form: During monitoring or first-aid situations, ask participants to retrieve the information, then fill in a form (Google Forms or paper) to simulate the call. If the information is missing, the candidate must return to the victim and obtain it.

Assessment of completion of the successful item

This item can be assessed during the management of a victim (item 11) and lifeguarding (item 12) situations.

The lifeguard's professional attitude is assessed in the form of "how to be" through this item and during training. Several items include "must see point" to assess this element.

Tools

- Sample procedure for 9-1-1 calls (Alert: Lifeguarding in Action, page 39)
- Vidéo — [Le traitement prioritaire au CCSC : Sauver des vies.](#) (in French only)
- Vidéo — [CAUREQ — Préposé au traitement des appels d'urgence](#) (in French only)
- Vidéo — [CAUREQ — Appel à l'ambulance](#) (in French only)

Resources and references

- Alert: Lifeguarding in action, Chapter 3 — Aquatic emergencies – communication with emergency services p.39
- Guide des certificats premiers soins, Édition 2023, p. 5 (in French only)
- National Lifeguard Award Guide, 2022 Edition, p.12
- [Official position of the Lifesaving Society of Quebec 2011 — Use of personal electronic device during lifeguarding duty](#)
- [Magazine Alerte](#) — Édition Printemps-Été 2017 : Être ou ne pas être celui qui appelle le 9-1-1 ? p. 8 (in French only)
- [Technical sheet \(Lifesaving Society, Quebec division\) — Management of an emergency situation](#)
- [Fiche technique \(Société de sauvetage du Québec\) — Fonctionnement d'une centrale d'appels 9-1-1](#) (in French only)

Item number	8a	Item	Positioning and rotation
Item planning			Recommended time
			60 minutes
It is recommended that item 8b: Visual scanning and observation be taught beforehand, to ensure that lifeguards understand that their position has an impact on the area being monitored. It should be taught during the first few hours of training to quickly put candidates into action with regard to positioning, repositioning, and rotation in a lifeguarding situation. It is a good idea to look for images of different swimming pools, so as to present them in different situations. As candidates are required to demonstrate their know-how, positioning and rotation activities should be planned in the pool. They should serve to validate compliance with the principles associated with this item, prior to the start of lifeguarding situations.			
Teaching strategies/advice			
The theoretical content of this item can be found in the Alert: Lifeguarding in action manual in the supplement and in chapter 2. An introduction can be made using pool diagrams and figurines; A link can also be made with Official Position 2007-02: Body of water supervision. The instructor must make candidates aware that there are standards governing the number of attendants and that certain characteristics of the facility may also have an impact on supervision. • The following principles should be used to ensure that candidates are able to adapt to different aquatic facilities: ◦ Cover blind spots; ◦ Put more lifeguards in high-risk areas; ◦ Position lifeguards diagonally to optimize fields of vision; ◦ Make sure you have at least one lifeguard in your field of vision; ◦ Adapt supervision to different recreational equipment: inflatables, slides, platforms, removable bridges, water games, etc. • Insist on the relevance of positioning lifeguards on patrol in order to: ◦ Counter visual obstruction caused by light reflections, walls, boardwalk configuration, etc.; ◦ Increase concentration levels; ◦ Increase monitoring of blind spots. • The teaching of the watchtower or surveillance chair should emphasize the relevance of watching from a height to allow a better view of the bottom of the pool and an overall view; • Proposing different scenarios (situations, types of bath, etc.) enables candidates to learn how to vary their positions, movements, and rotations in lifeguarding situations; • Address the fact that breaks or active pauses can be included in rotations. Candidates should consider how to modify the lifeguarding plan in the event of such changes.			
Activity ideas			

Barbie and Ken! Ask candidates to position figurines on a given pool, depending on the facility, number of attendants, bathing scenario, and recreational equipment.

Setting the scene: The instructor designates a candidate who must position themselves as they see fit on the edge of the pool. Other candidates are gradually added, and all must reposition themselves to ensure pool surveillance. Rotations may be requested from time to time.

Board game: One team positions itself on the edge of the pool while the other candidates swim. The instructor throws a plank into the water. The board represents a non-swimming victim. One of the lifeguards retrieves the board and the other team members must reposition themselves. The activity can be repeated with other types of victims.

What an original pool! Draw “goofy” pools and ask candidates to place lifeguards on them.

Freelancing! The instructor prepares a list of unusual places for participants to pick from. They are then asked to position themselves and consider the impact of their positioning on their supervision.

Assessment of completion of the successful item

This item can be assessed through targeted teaching activities but must also be assessed during the lifeguarding situations covered by items 12a and 12b - Lifeguarding situations.

Tools

- Various pool layouts (including slides, diving boards, diving towers, inflatables, water games, etc.).
- [Magazine Alerte](#) — Édition Automne 2005 : Dossier RID : Soyez Alerte ! p. 21 (in French only)

Resources and references

- Alert: Lifeguarding in action, 2012, Chapter 2, p. 11 to 18
- Alert supplement, 2012, p. 1 and 2.
- National Lifeguard Award Guide, 2022 Edition, p. 13

Item number	8b	Item	Scanning and observation
Item planning		Recommended time	60 minutes
This item should be taught in the first few hours of training. A link can be made with the bronze levels, since they will already have covered the subject. • This item can be introduced in the classroom or in the pool. • The use of pool activities allows candidates to practice theoretical skills while validating their visual scanning ability.			
Teaching strategies/advice			
The theoretical content of this item can be found in the Alert: Lifeguarding in action manual in the supplement and in Chapter 2. • The use of videos makes it possible to concretize: ◦ The effects of water reflection; ◦ The varied characteristics that victims can present. • After a monitoring activity, the instructor should question candidates to ensure retention of concepts related to visual scanning. • Emphasize that supervision must lead the lifeguard to identify the potential victim, and not just the application of regulations. When supervising, the lifeguard must, at all times, look for potential problems and/or warning signs of difficulty.			
Activity ideas			
Instructional videos: Offer videos to consolidate theoretical concepts. Vigilance test: Offer videos to explain the concept of perceptual blindness: the fact that lifeguards can focus on specific elements and miss other relevant elements. Visual illusions: Offer optical illusions to candidates to raise awareness of the fact that perception of elements can differ from one person to another, and that situations can be ignored when attention should be paid to them. For example, a shadow at the bottom of the pool could be interpreted as a towel or a human body. "Where's Charlie?" The aim of this activity is to encourage eye and head movements during visual scanning. The instructor can time how long it takes candidates to locate "Charlie" or the object they are looking for. Seek and find: Arrange objects in various parts of the pool (at the bottom, on the surface, on the boardwalk, etc.); In teams, candidates monitor the pool and a candidate from the monitoring team must locate a targeted object. He must whistle, enter the water, and retrieve the object; as a progression, it is possible to do the activity again, without naming a candidate. The team must divide the surveillance zones appropriately and apply communication techniques to retrieve the requested object.			
Assessment of completion of the successful item			
This item can be assessed through targeted teaching activities but must also be assessed during the lifeguarding situations covered by items 12a and 12b - Lifeguarding situations. A candidate's poor simulation of a victim may indicate to the instructor that they have not mastered the specific characteristics of certain victims and may not recognize them adequately. A victim is recognized effectively if the visual scan allows recognition in 30 seconds or less from the start of the simulation (10-30 rule).			

Tools

- Five-minute visual scanning strategies (Tom Griffiths)
- Disappearing mannequins (Tom Griffiths)
- [Chaîne YouTube — Lifeguard Rescue](#)
- YouTube — [Réaction instinctive de la noyade \(in French only\)](#)
- SEE grid (Surveillance Evaluation and Efficiency)
- YouTube — [Monkey Business Illusion](#)
- YouTube — [Awareness Test](#)

Resources and references

- Alert: Lifeguarding in action, 2012, Chapter 2, p. 18 to 20.
- Alert supplement (included in the Alert!: Lifeguarding in action manual) 2012, p. 1 and 2
- [Candidate supplement — Bronze level](#), p. 12 to 15
- National Lifeguard Award Guide, 2022 Edition, p. 14

Item number	8c	Item	Prevention and intervention
		Sub-topic	Prevention and intervention with the public
Item planning		Recommended time	45 minutes
This item can be taught immediately after item 7: Lifeguard communications. This sequence enables candidates to practice communication techniques between lifeguards and users (public relations). The aim of this item is to train lifeguards to recognize dangerous behaviours in order to minimize emergency response and emphasize educational and preventive intervention.			
Teaching strategies/advice			
• The instructor should cover the following topics: ◦ Programme Tout baigne au soleil (in French only) ◦ Swim to survive ◦ Safe supervision of aquatic activities for group of children (see next section), including the “Swim with Me” challenge ◦ Water Smart® Tips (Canadian Lifesaving Manual, Chapter 2) ◦ National Drowning Prevention Week ◦ Brigade Splash ◦ Lifesaving Society public awareness videos ◦ Social networks • Professional attitude and respect must be emphasized in public relations. Explaining the rule or instruction is a strategy to put forward so that the user adheres to the request for behavior change. • Setting up realistic scenarios enables lifeguards to demonstrate interventions and optimize retention of techniques related to the prevention of dangerous behavior with the aim of limiting rescue interventions. • As part of National Lifeguard training, it is important to ensure that candidates are assessed on their intervention techniques. In other words, if a candidate prevents a risky situation, another situation must be presented to them in order to assess their first aid and rescue techniques. • Emphasis should be placed on the fact that effective prevention can significantly reduce the number of interventions. • It is relevant to explain that the objective of lifeguards is to maximize enjoyment, while minimizing risk.			
Activity ideas			
Situational exercises: Propose supervisory situations in which lifeguards must identify and intervene in as many at-risk behaviors as possible. Supervision practicum: During a regular open swim, ask candidates to identify at-risk behaviors and suggest appropriate intervention. Scenarios: Show photos of users behaving inappropriately. Candidates must mimic the behavior and propose an appropriate intervention.			
Assessment of completion of the successful item			
This item can be assessed through targeted teaching activities but must also be assessed during the lifeguarding situations described in items 12a and 12b - Lifeguarding situation.			

An at-risk situation not identified during a candidate's visual scan reveals a possible difficulty in properly applying visual scanning and/or situation recognition techniques.

A poor simulation by a candidate should not penalize the lifeguard. They should be given another opportunity to demonstrate the must see points.

Tools

- [Programme tout baigne au soleil](#) (in French only)
- [Swim with me challenge](#)
- [Swim to survive](#)
- [Brigade Splash](#) (in French only)
- [Semaine nationale de prévention de la noyade \(in French only\)](#)
- [Chaîne YouTube de la Société de sauvetage : Campagnes publicitaires](#) (in French only)

Resources and references

- Alert: Lifeguarding in action, 2012, Chapter 2, 3 and 7
- Canadian Lifesaving Manual, Chapter 2
- National Lifeguard Award Guide, 2022 Edition, p. 15

Item number	8c	Item	Prevention and intervention	
		Sub-topic	Safe supervision of aquatic activities of groups of children	
Item planning			Recommended time	60 minutes
This item should be taught in the second half of the course. Visual scanning (item 8b), communication (item 7), and positioning and rotation (item 8a) must be topics that candidates are in the process of mastering in order to be effective in group reception situations. Theoretical elements, such as the roles and responsibilities of the people involved, must be covered prior to the pool section. A standardized activity proposes the following two steps: • Theoretical aspect - Introductory activity focusing on: ◦ Welcoming groups of children; ◦ Shared responsibilities; ◦ Tasks to be carried out before, during, and after the visit; ◦ The swim test to be performed. • Practical aspect: Application of the elements taught during the theoretical activity through the use of scenarios. Since this is a skill (know-how), it is important to plan application periods by candidates during realistic surveillance simulations.				
Teaching strategies/advice				
Theoretical content related to supervising groups of children is mainly included in the Safe supervision of aquatic activities for groups of children guide. <u>Theoretical instruction:</u> The instructor must discuss with the candidates the factors that are important in supervising groups of children, whether in a school context or not: day camp, children's party, family, youth organization/house, etc. The notion of shared responsibility between the various players in the environment (lifeguards, chaperones, aquatic manager, group manager, and parents) must also be addressed. <u>Pool instruction:</u> Instructors must ensure that candidates are able to understand and apply the steps recommended by the Safe supervision of aquatic activities for groups of children guide when welcoming a group of children: • Preparation of equipment and welcome; • Division of roles between lifeguards and attendants; • Explanation of rules to participants; • Explanation and execution of a swim test: ◦ The instructor could explain the "Swim with Me Challenge" to candidates and explain the difference with the Swim to Survive standard, which is a national standard to validate whether a person would be able to survive an unexpected fall into deep water. ◦ The "Swim with Me Challenge" may not be suitable for all aquatic facilities due to surface area,				

depth or different features.

- Active supervision by all those involved;
- End of swim: departure of the group and safe closure of access points;
- The instructor must propose team supervision situations (item 12 b) including all steps of welcoming a group of children, in order to familiarize candidates with the principles of safe supervision.

Activity ideas

Standardized Lifesaving Society activities (available on the dashboard)

Association games: Associate the roles and responsibilities of the various players involved in supervising a group of children;

Questionnaire games: Using the Safe supervision of aquatic activities for group of children guide, complete a questionnaire on the roles and responsibilities of the various players;

Scenarios: Ask candidates to establish procedures in line with the Safe supervision of aquatic activities for group of children guide, based on scenarios proposed by the instructor.

Setting the scene: simulate welcoming a group of children.

Assessment of completion of the successful item

This item can be assessed by means of targeted teaching activities but must also be assessed during the lifeguarding situations described in items 12a and 12b - Lifeguarding situations.

Simulating the reception of a group of children enables us to recognize a candidate who has not mastered the must see point:

- Explanation of the roles and responsibilities of those involved in the bathing activity;
- Identification of risk areas in the pool;
- Performance of a swim test representative of the facility or the age of the children;
- Checking the pool and facilities after the group has left;
- Communication and collaboration with the players present (attendants, parents, etc.).

Tools

- Evaluation grid – Safe supervision of children group
- [Plan de leçon : Activité standardisée d'intégration sécuritaire des groupes d'enfants \(in French only\)](#)
- [Annexes : Activité standardisée d'intégration sécuritaire des groupes d'enfants \(in French only\)](#)

Resources and references

- [Safe supervision of aquatic activities for groups of children guide](#)
- [Swim with me challenge](#)
- [Swim to survive](#)
- [L'accueil des groupes d'enfants en milieu aquatique : Favoriser des approches sécuritaires, Magazine Alerte – Été 2021, p. 10-11 \(in French only\)](#)
- National Lifeguard Award Guide, 2022 Edition, p. 15

Item number	9	Item	Specialized techniques
Item planning			Recommended time
			45 minutes
This item is designed to enable candidates to adapt to specific situations they may encounter as lifeguards. The following items are taught prior to this item: • Item 3: Rescue aid proficiency • Item 4: Entries and removals • Item 11a: Management of a distressed or drowning victim • Item 11 b: Management of submerged, non-breathing victim • Item 11c: Management of spinal-injured victims • Item 11d: Management of an injured victim As this item represents an in-depth study of certain rescue techniques, it should be taught when candidates are in the process of mastering the prerequisite items. It is preferable not to combine this item with the Management of a victim (items 11) or Lifeguard situation (items 12) items when teaching it for the first time. Once the elements have been mastered, as an additional challenge, it is possible to combine these scenarios with items 12a and 12b: Lifeguarding situations, individual and team interventions. The situations provided for in this item should be designed to allow for a progressive evolution, in terms of the level of difficulty or complexity of the issues.			
Teaching strategies/advice			
Pairing this item with the principles of rescue and first aid allows candidates to use their judgment and basic knowledge to adapt to different situations, while respecting the principles and must sees points. • The instructor can propose their own scenarios, provided they are realistic and in line with the items to be seen. • The particularities of the installation must be used in the development of the scenarios. • If your aquatic installation has no special features, the instructor may add fictitious elements to put the candidates in a situation. • Candidates must inform themselves of the particularities of the aquatic facility in which they work and obtain training specific to these facilities.			
Activity ideas			
Discovery (guided): Suggest different situations or constraints (equipment, space, etc.) to candidates. Here is an example of a progression linked to the management of a spinal injury in specific situations: • In a wading pool • Out of the water, face down on the ground, breathing • Out of the water, face down on the ground, not breathing • In the water, standing with your back against the wall or sitting with your legs in the water • In the deep end • Out of the water, in a special environment (springboard tower, stairs, with an inflatable, etc.)			

- In a particular area of the pool (slope, access ramp, ladder, etc.)

It is also interesting to explore other types of rescues, such as:

- People injured on inflatable structures, platforms, or springboards;
- Victims in distress or non-swimmers in confined spaces: hole in an inflatable, corridor with high ledges, slide channel, etc.
- Two victims, clinging to each other, drowning.

Assessment of completion of the successful item

Candidates who have difficulty adapting their rescue techniques will not necessarily fail items 11.

The evaluation of this item is integrated into the final evaluation through the evaluation of items 12a and 12b - Individual and team lifeguarding situations. The evaluator may ask the candidate to intervene in a situation where the use of judgment will be required.

Tools

- Recueil de techniques : sorties de victimes et utilisation de la planche dorsale (in French only)

Resources and references

- Alert: Lifeguarding in action, 2012, chapter 4
- Canadian Lifesaving Manual, chapter 4 and 5
- La pratique des procédures d'urgence : une nécessité, magazine Alerte plus, Printemps 2006 (in French only)
- National Lifeguard Award Guide, 2022 Edition, p. 16

Item number	10	Item	Missing person
Item planning		Recommended time	80 minutes
The theoretical principles of this item can be taught in class before transferring to the pool. It should be seen around mid-session to enable candidates to practice skills as leaders and team members.			
Teaching strategies/advice			
• Candidates are responsible for familiarizing themselves with the emergency procedures specific to their facility. The missing person search procedure must be part of these procedures. • Visual scanning of the pool floor is the first step in any missing person search procedure. It must allow you to quickly verify the presence of a person at the bottom of the pool, regardless of its characteristics. Here is a complete and logical procedure for searching for a missing person, based on the manual <i>Alert: Lifeguarding in action</i> and the Coroner's recommendations: 1. Gather basic information about the missing person (last place seen, age, presence of a PFD or lifejacket, when the person was last seen); 2. Quickly communicate information to other lifeguards; 3. Visual scan of pool bottom and safety stop; if necessary (evacuation or interruption of activity) ; 4. Withdraw from supervision; 5. Gather information specific to the search (name, physical characteristics, swimsuit color, swimming ability, etc.). 6. Pool surface search; 7. Check pool walk; 8. Checking depots and changing rooms; 9. Use of an effective communication system to broadcast the characteristics of the person sought; 10. Checking of appendix to the pool (other platforms, outdoor areas, etc.) by the search leader or a member of the security team (or bystander); 11. Transmission of information to the police, if necessary.			
Activity ideas			
Scenarios: Suggest that candidates create an emergency procedure for finding a lost person in different contexts. Search and find: Suggest scenarios in which you hide an object or a person that the surveillance team must find using the established procedure.			
Assessment of completion of the successful item			
It is important to provide sufficient opportunities to assess the candidate as a leader and as a member of a team. This item can be assessed through targeted teaching activities but must also be assessed during the lifeguarding situations in items 12a and 12b - Lifeguarding Situation. Evaluation must be based on the application of research principles, not on their results.			
Resources and references			
• National Lifeguard Award Guide, 2022 Edition, p. 17			

- Alert: Lifeguarding in action, p. 57-58

Item number	11a	Item	Management of a distressed or drowning victim
Item planning			Recommended time
			60 minutes
Having followed the bronze levels at different times, candidates already acquired these skills, but some may have been forgotten. It is therefore relevant to adapt the teaching to the candidates. Planning the item several times in the National Lifeguard training will allow candidates to master the item and to integrate it into the water supervision situation items. It must be taught progressively: • Reminder of the staggered approach; • Recovery of a non-swimmer victim: for example, back belt, hip carry, etc. • First aid to be given to a victim of non-fatal drowning; • Etc. The update of the National Lifeguard program, in 2022, provides for the use of various scenarios. The weight and position of the victim must therefore vary from one situation to another. While it is not possible to provide victims of different sizes, it is encouraged to ask candidates about any adaptations they need to make to ensure victim recovery.			
Teaching strategies/advice			
<u>Types of victims:</u> The instructor must distinguish between the different types of victims: Distressed victim: • Signs of difficulty in a water area; • Requires rapid assistance; • Is able to establish eye contact in order to grasp an object; • Verbal instructions can help this victim. Drowning victim: • Has no aquatic reflexes; • May be at the bottom of the pool in 20 to 60 seconds; • Requires immediate and effective intervention by the lifeguard; • The victim's shoulders must be at the surface of the water in order to clear their airways and interrupt the survival reflex. The instructor should explain that a victim's instinctive reflex is to grab something to get their head out of the water. This helps to understand the importance of the victim having their shoulders out of the water during a carry. Drowning is now qualified with the following terms: • Fatal drowning; • Non-fatal drowning with morbidity; • Non-fatal drowning without morbidity. In all cases, the candidate should advise the victim to seek immediate medical attention if they experience breathing difficulties within the next 72 hours. The following terms have been dropped: dry drowning, wet drowning, passive drowning, active drowning, silent drowning, near drowning, and secondary drowning.			

Back-Belt Technique:

Back-belt is a high-risk technique for the lifeguard given the proximity to the victim. The instructor can therefore contextualize the situation and suggest that the lifeguard can have peer support in case of difficulty.

- The candidate should use their judgment and practice the principles of the staggered approach.
- A demonstration by the instructor outside the water allows candidates to visualize the back-belt technique.
- All candidates must master the back-belt technique before teaching the full rescue.
- Teaching and contextualizing a variety of carries allows candidates to develop their judgment and react appropriately in a variety of situations.

Teaching Supervision Situations:

In the supervision situation items (items 12), the candidate should be able to use their judgment to determine the safest approach to use depending on the situation.

Activity ideas

Repetitive exercises: Ask candidates to recover non-swimmer victims using the width of the pool in order to perform a high number of repetitions in a short time.

Scenario: Offer scenarios so that candidates can perform the complete rescue.

Search and find: Identify victims in distress or drowning among swimmers.

Peer assessment: Ask candidates to evaluate one of their peers using the item's assessment grid.

Assessment of completion of the successful item

This item can be assessed through targeted educational activities but must also be assessed during the lifeguarding situations of items 12a and 12b — Lifeguarding Situation.

Candidates must be assessed with and without lifeguard assistance. The assessment can therefore be done in two waves.

Tools

- [Evaluation grid: 11a — Management of a distressed or drowning victim](#)

Resources and references

- [Société de sauvetage : Qu'est-ce que la noyade ?](#) (in French only)
- Alert: Lifeguarding in action, 2012, Chapter 4
- Canadian Lifesaving Manual, 2020 edition, chapter 4 and 5
- Canadian First Aid Manual, 2020 edition, p.33
- National Lifeguard Award Guide, 2022 edition, p. 18

Item number	11b	Item	Management of a submerged, non-breathing victim
Item planning		Recommended time	60 minutes
Having gone through the bronze levels at different times, candidates already possess these skills, but some may have been forgotten. It is therefore important to adapt the teaching to the candidates. Scheduling the item several times during National Lifeguard training will enable candidates to master the item and integrate it into lifeguarding situation items. It should be taught progressively. Instructors should plan to use poolside resuscitation dummies to evaluate CPR. The 2022 update of the National Lifeguard program calls for the use of a variety of scenarios. The weight and position of the victim should therefore vary from one situation to another. If it is not possible to offer victims of different sizes, it is encouraged to ask candidates about the adaptations they need to ensure the victim's recovery.			
Teaching strategies/advice			
<u>Technical points:</u> - The victim's state of consciousness can be checked in the water. An ambulance call may therefore be requested at this point. However, this step can be done once the victim is out of the water, especially for a small work team or a single lifeguard. - The instructor must contextualize the various water entries to the situations proposed: different positions of the victim in the water, proximity of the victim to the lifeguard, etc. <u>Teaching:</u> - Small-step progressions are to be preferred when teaching this item. For example, candidates could be asked to make the following progression: - Water entry; - Approach and descent to the victim; - Rapid ascent while maintaining a firm grip on the victim; - Transport to edge of pool; - Removal from the water; - Etc. - The instructor must emphasize the importance of using protective barriers, gloves, and a pocket mask. These must be worn at the lifeguard's waist at all times during supervision. - The National Lifeguard standard calls for the demonstration of 10 cycles of 2 insufflations and 30 compressions on a dummy after the victim has been lifted out of the water. For teaching purposes, it is possible to vary the requirements in practice situations. However, the assessment must comply with the standard. <u>Complications:</u> - Complications such as airway obstruction, vomiting, and gastric distention should be included when rescues are well mastered. - Vomiting can be included when the candidate gives too many insufflations to enable them to understand the mechanisms of the respiratory system. - With regard to airway obstruction, scenarios should demonstrate that air does not get to the lungs if the mask is held incorrectly, or the airway is not sufficiently clear.			

Automated external defibrillator:

The use of a defibrillator is not required for this item. The objective is to ensure that the candidate is able to perform 10 resuscitation cycles without the use of an AED. However, it is recommended that lifeguards be encouraged to request an AED as soon as possible.

Activity ideas

Who's your victim? Suggest scenarios that include victims of all ages.

Combination: Combine this item with item 5: Rescue exercise.

Relay: Suggest that candidates practice the relay skill.

Brain teaser! Position victims in different parts of the pool.

Build your own rescue: Ask candidates to build their own rescue scenario by drawing cards indicating the rescue tool, water entry, distance, and position of the victim.

Assessment of completion of the successful item

Resuscitation assessment should include complications, including:

- Vomiting;
- Coughing;
- Airway obstruction;
- Adaptation for a pregnant woman.

Points to watch:

- Candidates must protect the victim's airway throughout the exercise.
- The victim's head, back, and neck must be protected during the victim's exit from the water.
- During CPR, candidates must sufficiently clear the victim's airway by positioning the chin perpendicular to the ground before checking breathing for 5 seconds.
- The victim's drowning history indicates that CPR should be started with insufflations.
- Common candidate mistakes:
 - Cardiac massage is not effective: inadequate rhythm or depth of compressions, poor chest release;
 - Clothing is not removed from the victim's chest;
 - The candidate's hands are positioned too high on the sternum or on the side of the chest;
 - The victim's airways are not sufficiently clear;
 - Victim's chest does not rise during insufflations;
 - AED not requested;
 - Ambulance is not called;
 - The candidate does not look into the mouth after compressions in the event of airway obstruction;
 - When the victim shows signs of consciousness or breathing, the candidate does not reassess the primary assessment;
 - Resuscitation is interrupted for more than 10 seconds;
 - Candidate maintains victim on back during vomiting.

The use of the AED is not evaluated in this item.

Tools

- [Evaluation grid: 11 b — Management of a submerged, non-breathing victim](#)

Resources and references

- Alert: Lifeguarding in action, Chapter 4
- Canadian Lifesaving Manual, Chapter 4 and 5
- Canadian First Aid Manual, p. 24 to 31
- National Lifeguard Award Guide, 2022 Edition, p. 19 and 84

Item number	11c	Item	Management of a spinal-injured victim
Item planning			Recommended time
			105 minutes
Having gone through the bronze levels at different times, candidates should already possess these skills, but some may have been forgotten. It is therefore important to adapt the lesson to the candidates. Scheduling the item several times during the National Lifeguard course will enable candidates to master the item, with a view to integrating it into lifeguarding situation items. It should be taught progressively. Small-step progressions are to be preferred when teaching this item. For example, candidates could be asked to make the following progression: • Victim on their back, breathing; • Victim on stomach, breathing; • Victim on stomach, not breathing; • Victim in deep water (transfer to shallow area); • Victim standing with water above hips; • Victim standing with water below hips or outside water; • Adaptations related to item 9 - Specialized rescues.			
Teaching strategies/advice			
• Demonstrations and guided workshops are to be favoured during the first lessons related to this item. A variety of scenarios can then be used to develop candidates' adaptability and judgment. • Candidates must be able to perform a jaw subluxation to clear the airway of an unconscious victim with a suspected spinal injury. Practice on dummies designed for this purpose is strongly recommended. • Instructors should emphasize that even if jaw subluxation is recommended for a non-breathing victim, there should be no hesitation in tilting the head and lifting the chin when breathing is not effective with the first technique. • Scenarios should involve teams of: ◦ Two qualified lifeguards, a victim, and an untrained bystander; ◦ One qualified lifeguard, one victim, and two untrained bystanders. • The basic technique taught by the instructor should be easily adaptable to all work environments. • Candidates should be able to react to the following complications: vomiting, convulsions, breathing difficulties. • As described by the Alert: Lifeguarding in action, the order for boarding must follow: chest, hips, head, and feet.			
Activity ideas			
Let's keep quiet: Invite candidates to observe the intervention of their colleagues and comment on it. Auxiliary helpers: The lifeguard acts with the help of auxiliary personnel, such as a janitor, administrative assistant, etc.			
Assessment of completion of the successful item			
This item can be assessed through targeted learning activities but must also be assessed during the lifeguarding situations described in items 12a and 12b - Lifeguarding situations.			

Points to watch out for:

- Rapid recognition of the victim and immediate intervention;
- Entering the water and approaching the victim appropriately;
- Stabilization of the spine during rollover and throughout the intervention.

Common candidate mistakes when turning and towing the victim:

- Lifeguard's wrists move during turning or towing;
- The forearms are not aligned with the spine;
- The lifeguard attempts to pass the victim over themselves rather than, themselves, passing under the victim;
- The hands are not positioned to stabilize the spine;
- The victim's jaw is supported with only two fingers;
- The grip is not tight enough;
- The kick used for towing is not effective;
- The candidate holds the victim away from them;
- The principle of inertia is not respected.

The elements noted above are suggested solutions to help candidates achieve the “must see” points of the Award Guide. They are not additional criteria, and a candidate adopting one of these behaviors should not automatically be placed in a situation of failure.

Common mistakes made by candidates when boarding:

- The head and neck are not stabilized throughout the exercise;
- EMS are not contacted;
- Vital signs are not checked;
- The victim is moved when it was not necessary;
- Victim's body straps are not adjusted to minimize movement.

Tools

- [Recueil de techniques : sorties de victime et utilisation de la planche dorsale](#) (in French only)
- [Evaluation grid: 11c — Management of a spinal-injured victim](#)

Resources and references

- Alert: Lifeguarding in action, Chapter 3, p. 56-57
- Canadian Lifesaving Manual, p. 5-14 to 5-24
- National Lifeguard Award Guide, 2022 Edition, p. 20

Item number	11d	Item	Management of an injured victim	
		Sub-topic	With and without rescue aid	
Item planning			Recommended time	45 minutes
Having gone through the bronze levels at different times, candidates should already possess these skills, but some may have been forgotten. It is therefore appropriate to adapt the teaching to the candidates. The first-aid situations proposed must come exclusively from Appendix A of the <i>National Lifeguard Award Guide</i>. The activities proposed under this item should enable the candidate to learn the basic principles of supervising an assistant lifeguard. The situational exercises should enable the candidate to develop their judgment and leadership skills.				
Teaching strategies/advice				
In the assessment, candidates are expected to use a signs and symptoms approach rather than a diagnosis approach. This enables them to better adapt to atypical situations. To encourage a symptom-based approach, the instructor can: • Assign first-aid situations in which the candidate is unable to make a diagnosis; • Describe the signs and symptoms desired by the instructor rather than stating a specific case.				
Activity ideas				
Lifesaving sports: Suggest scenarios inspired by the Lifesaving Sports Priority test. Make-up! Use make-up on the candidates to realistically depict injuries. Signs and symptoms first! Suggest that candidates pick signs and symptoms to treat, without associating them with a diagnosis. Scenarios: Suggest scenarios with a variety of victims. Peer evaluation: Offer scenarios created by the instructor where the victim has a grid of the must-see point. At home! Candidates create scenarios in which they describe the treatments. These scenarios can be tested in the pool.				
Assessment of completion of the successful item				
This item can be assessed through targeted teaching activities but must also be assessed during the lifeguarding situations in items 12a and 12b - Lifeguarding situations. A variety of situations, both on the promenade and in the pool, should be used to assess candidates. Candidates are assessed individually for this item. Evaluation criteria for first-aid situations can be found in Appendix A of the National Lifeguard award guide. The foreword gives suggestions for solutions when the candidate fails to demonstrate the points to be seen.				

Tools

- [Evaluation grid: 11d – Management of an injured victim](#)

Resources and references

- [Magazine Alerte](#) — Hiver 2017 : Un rapport béton en toute situation, p. 21-22 (in French only)
- [Magazine Alerte](#) — Hiver 2015 : L’histoire dont vous êtes le héros (in French only)
- [Magazine Alerte](#) — Printemps-été 2015 : L’état de choc de la panique à la réalité (in French only)
- [Chaîne de survie de la noyade](#) (in French only)
- National Lifeguard Award Guide, 2022 Edition, p. 21

Item number	12a	Item	Lifeguard situations: single lifeguard
Item planning		Recommended time	4 hours
This item must be taught in the second half of training and must integrate the teachings of the following items: • Management of a victim (Item 11); • Scanning and observation (item 8 b); • Positioning and rotation (item 8a). Both the theory and the adaptation of procedures for a single rescuer must have been seen before the lesson on adapting emergency procedures for a single rescuer (Item 1).			
Teaching strategies/advice			
The preface includes a section with ideas for planning supervision situations. The proposed scenarios must reflect Quebec regulations, B.1.1, r-11, which allow a lifeguard to work alone in a pool in the following situations: ○ Training sessions or directed activities with 30 or fewer participants (sports clubs, swimming lessons of all types, fitness, etc.); ○ A body of water with a surface area of less than 150 m² in which a maximum of 50 bathers are admitted, in the pool and on the promenade. When performing this item, the candidate must play the role of the leader and be able to manage situations with the help of bystander or auxiliary personnel, which may include all the facility's workers. Scenarios involving emergency procedures, minor and major emergencies, and public relations must be proposed. Candidates must be aware of and respect supervisory principles. When a lifeguard intervenes and can no longer monitor the pool, they must evacuate it. Candidates must be made aware that when they are alone, interventions can be riskier, and that the lifeguard must have a heightened concern for personal safety. A staggered approach and support from bystanders or auxiliary personnel should be emphasized. The lifeguard must ensure that they have a communication tool enabling them to receive support quickly. This need is accentuated when the lifeguard is alone with a bather. For scenarios involving organized activities, emergency procedures must be explained to participants beforehand, so that they can provide better support in the event of an emergency.			
Activity ideas			
Adapting procedures: As a team, ask candidates to adapt a situation experienced as part of a team to an intervention as a solo lifeguard. Role-playing: Propose increasingly complex situations, based on facts.			
Assessment of completion of the successful item			
This is one of the items included in the final evaluation. It must also have been assessed by the instructor on several occasions during the session. The scenarios proposed by the instructor should enable candidates to experience different situations with a view to developing their judgment. An evaluation grid for this item is available in the			

Lifeguarding section of the Lifesaving Society's dashboard.

A victim is recognized effectively if the visual scan allows recognition in 30 seconds or less from the start of the simulation (10-30 rule).

A poor simulation may penalize the candidate if they are unable to demonstrate knowledge of the general characteristics of the various types of victims.

Tools

- National Lifeguard award guide – Appendix A (first aid)
- [Evaluation grid: 12a – Single guard](#)

Resources and references

- Alert: Lifeguarding in action, p. 53
- National Lifeguard Award Guide, 2022 Edition, p. 23 and Appendix A (p. 84 to 92).

Item number	12b	Item	Lifeguard situations: team intervention	
		Sub-topic	Leader and team member	
Item planning			Recommended time	12 hours
This item must be taught progressively, by increasing the complexity of the scenarios, from the second quarter of the training, and must integrate the teachings of the following items: • Management of a victim (Item 11); • Scanning and observation (item 8 b); • Positioning and rotation (item 8a); • Communication (item 7). Emergency procedures specific to the training facility must be presented and practiced before and during this item.				
Teaching strategies/advice				
The preface includes a section with ideas for planning supervision situations. This item is linked to item 12a presenting individual monitoring situations. Here, the candidate must demonstrate the ability to manage emergency situations as a leader and as a member of a team. The instructor must propose realistic situations in which teamwork is emphasized. Public relations with customers and colleagues are at the heart of these scenarios. As a leader, the candidate must demonstrate their ability to take charge of the situation. In case of doubt, other candidates can be asked to be more discreet and wait for instructions from this candidate during a situation. Scenarios involving emergency procedures, minor and major emergencies, and public relations should be proposed. Candidates must be aware of and respect the principles of supervision. When safe supervision of the pool is no longer possible, the pool must be evacuated.				
Activity ideas				
As a group! Task candidates with scenarios in which they must welcome groups of children.				
Assessment of completion of the successful item				
This is one of the items included in the final evaluation. It must also have been assessed by the instructor on several occasions during the session. The scenarios proposed by the instructor should enable candidates to experience different situations with a view to developing their judgment. An evaluation grid for this item is available in the Lifeguarding section of the Lifesaving Society's dashboard. A victim is recognized effectively if the visual scan allows recognition in 30 seconds or less from the start of the simulation (10-30 rule). A poor simulation may penalize the candidate if they are unable to demonstrate knowledge of the general characteristics of the various types of victims.				

Tools

- National Lifeguard award guide – Appendix A (first aid)
- [Evaluation grid: 12b – Team intervention](#)

Resources and references

- National Lifeguard Award Guide, 2022 Edition, p. 23 and Appendix A (p. 84 to 92).