Distinction Award Guide


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

Annually, the Society certifies 200,000 Canadians in its lifesaving, lifeguarding, and first aid training programs—including all of Canada’s lifeguards.

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

The Society represents Canada internationally as an active member of the Royal Life Saving Society and the International Life Saving Federation, and is the governing body for lifesaving sport—a sport recognized by the International Olympic Committee.

Ce manuel est disponible en français.

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Canada’s lifeguarding experts
— working to prevent drowning for over 100 years.

Almost 500 Canadians die every year in water-related incidents. Most of these are preventable and occur in unsupervised settings, which is why more Canadians need the lifesaving skills to save themselves or others in an aquatic emergency.

The Lifesaving Society has a long and proud history of teaching lifesaving to Canadians. We trace our roots to the late 19th century in London, England where we began as The Swimmers’ Life Saving Society. In 1894, Arthur Lewis Cochrance brought the lifesaving skills he learned in his homeland to Canada. And he passed them along to students at Upper Canada College in Toronto, Ontario. In June 1896, 18 of his students were recipients of our distinguished Bronze Medallion award, the first award to be created by the Society. Under the patronage of King Edward VII in 1904, we became the Royal Life Saving Society. In the 1950s, we were the first Canadian organization to adopt mouth-to-mouth as the method of choice over manual methods of artificial respiration. We started our first CPR training program in the 1960s. In the 1980s, we initiated a project to design an economical CPR training manikin now known as ACTAR 911™.

Today, we are known to Canadians simply as the Lifesaving Society, a national volunteer organization and registered charity. And while we’ve expanded our strengths over the past century to include research and public education, we haven’t forgotten the ideals that formed the foundation of our organization.

The Lifesaving Society has always been — and will continue to be — Canada’s lifeguarding experts.
Foreword

Award Guides are designed to help instructors plan, teach, and evaluate the awards of the Lifesaving Society’s training program. Award Guides are designed for use with the Society’s Instructor Notes, which present essential teaching and learning principles. For skill descriptions and technical information, instructors should consult the Canadian Lifesaving Manual or Alert: Lifeguarding in Action.

The Award Guide begins with an at-a-glance overview of the general aim of the award and a list of test items. In test item descriptions, the word “Demonstrate” is used for items in which participants simply demonstrate skill – no rescue situation is required. The word “Perform” is used to indicate that a rescue situation is called for in which the lifesaver is expected to integrate the four elements of water rescue: judgment, knowledge, skill, and fitness.

Next, and for each test item, the Award Guide presents a detailed description including the purpose of the item, its evaluation criteria (Must See), and Notes:

**Statements of Purpose:** The Purpose statements identify the objective of each item. Purpose statements define what the item achieves when performed successfully (“to restore normal breathing in a non-breathing victim”) or specify why the item is included in the training program (“to develop fitness and stroke efficiency in lifesaving emergencies”).

**Notes:** The Notes present explanations or limitations of the performance of an item. Suggestions to the instructor and evaluator regarding specific evaluation problems are also offered here. Space is often provided for instructors to write in their own additional notes.

**Performance Requirements – Must See:** Details of the performance, which will achieve the purpose of each item, are found in the “Must See” section. Normally, “Must See” items do not describe skills or performances. Skill descriptions are found in the Canadian Lifesaving Manual. In many instances various responses are possible.

The instructor and evaluator can use the “Must See” section as a checklist for success (“fast vertical descent”, depth attained, etc.). If a lifesaver performs an item with the necessary knowledge, skill, fitness, and judgment to achieve its stated purpose, then the candidate is probably performing at or above the required standard for the award.

**Evaluation:** Items marked with an asterisk (*) are instructor-evaluated in those provinces where examination by an examiner is compulsory. Examiners may evaluate any or all of these items at their discretion.

The Award Guide concludes with suggested learning activities including games, skill drills, and variations for both. Whatever learning activities the instructor selects, every class should be action-packed, challenging, and fun.
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Distinction Award

At-a-glance

The Lifesaving Society’s Distinction Award encourages a maturity of response to demanding aquatic emergency situations and is designed to develop advanced water rescue skill and knowledge, and an understanding of the principles of fitness training. Distinction challenges include implications of assuming responsibility in an emergency, how to deal with two victims at once, and rescue of a non-breathing spinal-injured victim. Inherent in the name of the award, lifesavers must perform every item with distinction.

Prerequisites: Bronze Cross

Evaluation: Items marked with an asterisk (*) are instructor-evaluated in those provinces where examination by an examiner is compulsory. Examiners may evaluate any or all of these items at their discretion.

Test items

1. *Candidates will demonstrate an understanding of:
   - The implications of assuming responsibility in an emergency
   - The implications of an unsuccessful rescue scene
   - Types of spinal injuries and implications
   - Drowning patterns or trends and common aquatic incidents
   - Factors affecting the choice of water rescue emergency procedures
   - The effects of panic and stress upon a rescuer, victim, or bystander in an aquatic emergency, and the implications for the rescuer’s decisions
   - Components of physical fitness and basic principles of training

2. *Demonstrate the following:
   a) Recover a non-breathing victim (clothed in shirt, pants, and shoes) submerged in deep water.
      - Initiate rescue breathing using a buoyant aid for support while traveling 25 m; and
      - With no aid for support, travel 25 m to a point of safety where rescue breathing is initiated.
   b) Demonstrate a technique for the movement of two victims to the nearest point of safety.
   c) Demonstrate a carry (25 m or yd) for two victims simultaneously.
   d) Organize and demonstrate a search procedure or pattern for one trained lifesaver appropriate for circumstances described by the evaluator.
   e) Recover and immobilize in deep water a breathing, spinal-injured victim, and return to the nearest point of safety.

3. *Demonstrate a 100 m or yd head-up approach to contact a passive victim (clothed in shirt, pants, and shoes) at the surface. Carry the victim 100 m or yd to safety in the following time limit: 200 m in 8 minutes or 200 yd in 7:30.
4. *Demonstrate ONE aquatic activity for each of the following, selected by the candidate:
   a) To place candidate’s heart rate within personal Target Zone
   b) To improve muscular strength, power, or endurance

5. Perform a rescue of a non-breathing, spinal-injured victim. Recruit trained bystanders and prepare victim for transport. Situation is designed to emphasize immobilization, stabilization, and shallow water removal.

6. Perform two rescues where the victim is suffering from any one of the following conditions, or a combination of them:
   • Pulselessness
   • Asphyxia
   • Injury
   • Some other medical emergency: hyperventilation, major bleeding, heart attack, stroke, heat-related problem, or long bone fracture.

7. Swimming skills:
   a) Swim each of the following:
      • 50 m or yd legs only
      • 50 m or yd front crawl
      • 50 m or yd back crawl
      • 50 m or yd breaststroke
   b) *Swim continuously 700 m or 750 yd in 14 minutes using any combination of strokes of the candidate’s choice.
*Knowledge*

Candidates will demonstrate an understanding of:

- The implications of assuming responsibility in an emergency
- The implications of an unsuccessful rescue scene
- Types of spinal injuries and implications
- Drowning patterns or trends and common aquatic incidents
- Factors affecting the choice of water rescue emergency procedures
- The effects of panic and stress upon a rescuer, victim, or bystander in an aquatic emergency, and the implications for the rescuer’s decisions
- Components of physical fitness and basic principles of training

**Purpose**

To emphasize lifesaving principles of the practical items in this award.

**Must See**

- Understanding demonstrated through performance and decision-making
- Accurate and logical assessments, descriptions, decisions, and conclusions

**Notes**

- In the Canadian Lifesaving Program, theoretical knowledge is best measured during practical items when performance alone often reveals the extent of the candidate’s knowledge and understanding. A separate evaluation of knowledge may only be required for material not easily integrated into the test items. When such separate evaluation is necessary, the examiner and instructor should use oral evaluation techniques, not written tests.

Reference: The Canadian Lifesaving Manual
Recovery of a victim

Item 2a

Recover a non-breathing victim (clothed in shirt, pants, and shoes) submerged in deep water.

- Initiate rescue breathing using a buoyant aid for support while traveling 25 m; and
- With no aid for support, travel 25 m to a point of safety where rescue breathing is initiated.

Purpose

To demonstrate efficient recovery of a non-breathing victim from a depth and effective rescue breathing.

Notes

- Maximum depth of submerged victim is 3 metres.
- Removal is not required.
- Candidate is able to deal with vomiting.
- Instructor should present and discuss factors involved in making decisions about when to begin rescue breathing.

Must See

- Victim clothed in shirt, pants, and shoes
- Quick descent to victim
- Efficient pickup and ascent with control carry
- Victim assessment – ABCs (airway, breathing, circulation)
- Effective use of selected buoyant aid
- Quick initiation of effective rescue breathing in deep water using an aid
- Quick return to point of safety
- Good support and control of victim throughout

CLM references: Chapter 4: The Rescue of Others; Chapter 7: Lifesaving Priorities: The ABCs: Rescue breathing
*Movement of two victims*

Demonstrate a technique for the movement of two victims to nearest point of safety.

**Purpose**

To move two victims locked together to safety.

**Notes**

- Victims remain locked.
- Rescuer moves victims a maximum of 5 metres.
- Ensure candidates remove jewellery before practicing item.
- Emphasize candidate safety throughout. Provide a "let go" signal to be used by a candidate who wants to be released.

CLM Reference: Chapter 4: 4.9 Approaches; 4.11 Talk, Tow, or Carry; Chapter 5, 5.3 Defenses; 5.4 Releases; Chapter 9: Rescues Strokes and Skills; Chapter 10: Physical Fitness and Lifesaving

**Must See**

- Safe handling of victims
- Victims secured at nearest point of safety
## *Carry of two victims*

**Distinction Award**  
Recognition and rescue

### Item 2c

**Demonstrate a carry (25 m or yd) for two victims at once.**

### Purpose

To develop strength and skill in an advanced rescue technique.

### Notes

- Victim type(s) at the discretion of the evaluator.
- In some open water conditions, natural wave wash or spray over victims’ faces may be unavoidable.
- Victims must grasp each other.

**CLM Reference:** Chapter 4: 4.11 Talk, Tow, or Carry; Chapter 9: Rescue Strokes and Skills

### Must See

- Constructive communication
- Both victims rescued at once
- Appropriate carry
- Sufficient strength, endurance, and propulsion to keep victims’ faces above the surface throughout
- Victims secured at nearest point of safety
*Search

Organize and demonstrate a search procedure or pattern for one trained lifesaver appropriate for circumstances described by the evaluator.

**Purpose**
To show understanding of the principles underlying choice and design of search patterns.

**Must See**
- Logical pattern appropriate for the circumstances
- Quick, efficient coverage of search area
- Sufficient fitness and skill to execute the search
- Use of bystanders in search

**Notes**
CLM Reference: Chapter 5: 5.5 Searches for Missing Persons; Chapter 9: 9.3 Swimming Skills
**Spinal-injured victim**

Recover and immobilize in deep water a breathing, spinal-injured victim, and return to the nearest point of safety.

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>To demonstrate recognition and recovery of a spinal-injured victim in deep water.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Victim may be face up or face down.</td>
</tr>
<tr>
<td>- This is a skill demonstration only, not a complete rescue.</td>
</tr>
<tr>
<td>- Examiner may also evaluate item at his or her discretion.</td>
</tr>
</tbody>
</table>

CLM Reference: Chapter 5: 5.10 Rescue Procedures for Spinal Injuries; Chapter 7: 7.2 The ABC Priorities

<table>
<thead>
<tr>
<th>Must See</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Quick, accurate recognition</td>
</tr>
<tr>
<td>- Immobilization of head/neck</td>
</tr>
<tr>
<td>- Smooth turnover if necessary</td>
</tr>
<tr>
<td>- Victim assessment — ABCs (airway, breathing, circulation)</td>
</tr>
<tr>
<td>- Movement of victim minimized throughout</td>
</tr>
<tr>
<td>- Reassurance for victim (if conscious)</td>
</tr>
</tbody>
</table>
*Head-up approach and carry

Demonstrate a 100 m or yd head-up approach to contact a passive victim (clothed in shirt, pants, and shoes) at the surface. Carry the victim 100 m or yd to safety in the following time limit: 200 m in 8 minutes or 200 yd in 7:30.

**Purpose**

To develop skill and fitness in approaches and carries for use in lifesaving emergencies.

**Notes**

- In some open water conditions, natural wave wash or spray over victim's face may be unavoidable.
- This is a skill and fitness item only; rescue situation not required.
- Dive start from deck or dock is acceptable. For safety reasons, ensure candidates dive into deep water.

**Must See**

- Victim clothed in shirt, pants, and shoes
- Eyes up and forward on approach
- Efficient victim pickup
- Effective recognized carry(ies)
- Victim face above surface throughout
- Time limit met

CLM Reference: Chapter 4: 4.9 Approaches; 4.11 Talk, Tow, or Carry; Chapter 9: Rescue Strokes and Skills; Chapter 10: Physical Fitness and Lifesaving
Demonstrate ONE aquatic activity for each of the following, selected by the candidate to place candidate’s heart rate within personal Target Zone.

**Notes**
- Demonstration involves determining the Target Zone and verifying the validity of the activity by taking candidate’s pulse.
- Activity should be one that can be sustained for 15 minutes.

**Must See**
- Identification of personal Target Zone
- Demonstration of activity and verification (by pulse) of effect on heart rate

**Purpose**
To show an understanding of the principles of fitness training.
**Fitness activity**

*Demonstrate ONE aquatic activity for each of the following, selected by the candidate to improve muscular strength, power, or endurance.*

<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Demonstration includes an explanation of how the activity produces an improvement in muscular strength, power, or endurance.</em></td>
</tr>
<tr>
<td>CLM Reference: Chapter 10: <em>Physical Fitness and Lifesaving</em></td>
</tr>
</tbody>
</table>

**Purpose**

To show an understanding of the principles of fitness training.

**Must See**

- For strength: high resistance, low repetitions
- For power: fewer repetitions of shorter distance at faster pace
- For endurance: low resistance, high repetitions
Rescue 1

Item 5

Perform a rescue of a non-breathing, spinal-injured victim. Recruit trained bystanders and prepare victim for transport. Situation is designed to emphasize immobilization, stabilization, and shallow water removal.

Purpose

To recover and provide complete emergency care, including transport to medical attention, for a spinal-injured victim.

Notes

- Rescuer assumes full responsibility for complete rescue.
- Complication of spinal injury will likely slow initial inflation.
- “Trained” bystanders are understood to have same lifesaving training as rescuer.
- Bystanders take no initiative, but respond cooperatively to rescuer’s directions.
- Rescue circumstances must be designed for a lifesaving (NOT a lifeguarding) situation.

Must See

- Quick, accurate recognition and appropriate entry
- Victim immobilization and smooth recovery technique
- Victim assessment — ABCs (airway, breathing, circulation)
- Where appropriate — effective rescue breathing (no hyperextension; jaw thrust or jaw lift)
- Movement of victim minimized throughout
- Recruitment and effective supervision of bystanders
- Stabilization of victim on spineboard or other suitable device
- Safe removal from shallow water in preparation for transport
- Appropriate care of victim throughout
- Follow-up procedures; contact with emergency medical services
- Ability to clear airway if victim vomits

CLM Reference: Chapter 4: The Rescue of Others; Chapter 5: 5.2 Rescue Procedures for Spinal Injuries; Chapter 7: Lifesaving Priorities: The ABCs; Chapter 8: First Aid: The Treatment of Illness and Injury; Appendix A: Stress Reaction to Rescues
Rescue 2

Item 6

Perform two rescues where the victim is suffering from any one of the following conditions, or a combination of them:

- Pulselessness
- Asphyxia
- Injury
- Some other medical emergency: hyperventilation, major bleeding, heart attack, stroke, heat-related problem, or long bone fracture

Purpose

To prepare for the prevention of loss of life in an aquatic emergency with minimum risk to the rescuer. To provide care until relief of responsibility is obtained.

Notes

- Victim may be subject to changing conditions.
- Specialized equipment and availability of bystanders is subject to variation.
- Medical emergency situations occur in the water.

CLM Reference: Chapter 4: The Rescue of Others; Chapter 5: 5.2 Rescue Procedures for Spinal Injuries; Chapter 7: Lifesaving Priorities: The ABCs; Chapter 8: First Aid: The Treatment of Illness and Injury; Appendix A: Stress Reaction to Rescues

Must See

- Accurate recognition and reaction
- Quick, intelligent decisions
- Appropriate choice and use of equipment
- Safe, efficient, and effective entry, approach, reverse and ready, tow or carry, removal, and direction of bystanders under the circumstances
- Victim assessment — ABCs (airway, breathing, circulation)
- Competent emergency care (priorities) throughout, including communication and concern for victim comfort
- Lowest risk rescue possible under the circumstances and concern for personal safety throughout
- Sufficient fitness for the situation requirements
- Follow-up procedures; contact with emergency medical services
Swimming strokes

Swim each of the following:

- 50 m or yd Legs only
- 50 m or yd Front crawl
- 50 m or yd Back crawl
- 50 m or yd breaststroke

**Purpose**

To develop stroke mechanics for efficiency in lifesaving emergencies.

**Notes**

- The purpose of strokes in a lifesaving program is to ensure swimming ability for use in water rescue work. Variations in body type, strength and flexibility, etc. affect an individual’s strokes. In all strokes, swimmers aim for strong, smooth propulsion over the distance. The overall propulsion and flow of the stroke is more important than precision of the details.

CLM Reference: Chapter 9: Rescue Strokes and Skills; Chapter 10: Physical Fitness and Lifesaving

**Must See**

- Correct, efficient mechanics
- Bent arm drives
- Correct coordination
- Regular, rhythmic breathing
- Uniform pace
- Good propulsion
*Continuous swim

Swim continuously 700 m or 750 yd in 14 minutes using any combination of strokes of the candidate’s choice.

**Purpose**
To develop fitness and stroke endurance for use in lifesaving emergencies.

**Notes**
- No evaluation is made of the style of the stroke(s).

CLM Reference: Chapter 9: Rescue Strokes and Skills; Chapter 10: Physical Fitness and Lifesaving

**Must See**
- Endurance over the distance
- Time limit met
- Recognizable stroke(s)
- Distance completed
## Knowledge

### Individual assignment (Item 1)

Required equipment:

- As determined by the candidate

Each candidate takes responsibility for a segment of a Knowledge item and presents the topic to the group. The candidate researches and prepares a five to ten minute lesson presented as a land or water session. For example, components of physical fitness and basic principles of training may be divided into: (1) Personal Target Zone, (2) Training for power, (3) Muscular strength, (4) Endurance training, (5) The importance of fitness training to life-saving

### Stop and Ask! (Item 1)

Required equipment:

- Varies depending on the skill being performed

Stop candidates at various stages of a skill or rescue performance. Ask appropriate questions related to that stage of the skill or rescue. For example, stop the rescuer during execution of a search. Ask the rescuer to rationalize his/her choice of pattern. Then, have the rescuer complete the skill, modifying his/her performance if necessary.

## Skills and practice (Item 1)

Required equipment:

- Varies depending on the skill being performed

Teach knowledge through practical skills and rescues. Water practice should take precedence over dry land theory sessions. Keep lectures to a minimum. Sessions, which emphasize candidate participation are preferred. Encourage candidates to read assigned material for homework.

## Recognition and rescue

### Discovery (Item 2a)

Required equipment:

- A variety of rescue aids

Throw a variety of buoyant aids into deep water. Encourage candidates to experiment. Ask which aids are most effective for victim support while applying rescue breathing. Have candidates demonstrate using different aids or techniques.
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<td><strong>Required equipment:</strong></td>
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<td>Required equipment:</td>
<td>• Let-go signal</td>
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<tr>
<td>• Whistle</td>
<td>Divide candidates into</td>
</tr>
<tr>
<td>• Buoyant aids</td>
<td>groups of three. Assign</td>
</tr>
<tr>
<td>• Barrier devices</td>
<td>the following roles:</td>
</tr>
<tr>
<td>Candidate does rescue breathing on a “non-breathing” victim using a buoyant aid. The instructor blows the whistle at intervals. At each whistle signal, the candidate attempts two full inflations, and then continues the carry. Encourage candidates to use an eggbeater kick. Short distances are more effective for this drill than long distances: use widths of the pool rather than lengths.</td>
<td>• Victim</td>
</tr>
<tr>
<td></td>
<td>• Person who is &quot;grabbed&quot;</td>
</tr>
<tr>
<td><strong>Variation</strong></td>
<td>• Rescuer</td>
</tr>
<tr>
<td>Pair candidates. Assign roles of rescuer/victim. Rescuer:</td>
<td>Have each group experiment with ways of moving two people who are locked together. Each member tries the methods. Then, the group demonstrates the most effective method to the rest of the class. Establish a “let go” signal. Use a safety tap if the person who is grabbed wants to be released.</td>
</tr>
<tr>
<td>• Performs surface dive, recovers non-breathing victim, performs rescue breathing with aid, and moves toward safety.</td>
<td><strong>Chain carry (Item 2c)</strong></td>
</tr>
<tr>
<td>On whistle signal from the instructor, candidates immediately switch roles:</td>
<td>Rescuer carries victim a specified distance for example, the width of the pool. Another victim joins the group to form a “chain.” (Rescuer carries victim, victim carries victim). After each width, add another victim, increasing the length of the chain. Rotate positions of candidates in chain. Keep distances short and groups small.</td>
</tr>
<tr>
<td>• Rescuer becomes non-breathing victim and submerges. The victim then becomes the rescuer.</td>
<td></td>
</tr>
<tr>
<td><strong>Locked together (Item 2b)</strong></td>
<td></td>
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<tr>
<td>Required equipment:</td>
<td></td>
</tr>
<tr>
<td>• Whistle</td>
<td></td>
</tr>
<tr>
<td>Divide class into groups of three. Specify distance; for example, two widths of the pool. Two members of each group are locked together. The third member begins to move the group across the pool. On each whistle signal from the instructor, the candidates switch roles, and continue. The first group to complete the distance “wins.”</td>
<td></td>
</tr>
<tr>
<td>Recognition and rescue (cont'd)</td>
<td>Spinal stations (Item 2e)</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>The carry challenge! (Item 2c)</strong></td>
<td><strong>Required equipment:</strong></td>
</tr>
<tr>
<td>Divide candidates into groups of three. Challenge candidates to invent at least one original method of performing a carry of two victims. Have each group demonstrate its method. Then, have the class try the method and evaluate its effectiveness. As a variation, assign a different type of carry to each group:</td>
<td>• Stations</td>
</tr>
<tr>
<td>• Assistive carry</td>
<td>• Rescue equipment</td>
</tr>
<tr>
<td>• Control carry</td>
<td>• Barrier devices</td>
</tr>
<tr>
<td>• Chin carry</td>
<td>Organize stations. Although this test item is a skill demonstration only, you may also include stations featuring components of a rescue of a spinal-injured victim as detailed in Item 5.</td>
</tr>
<tr>
<td>• Arm assist, etc.</td>
<td>Stations:</td>
</tr>
<tr>
<td>Assign victim types, and have each group invent an appropriate carry for the situation.</td>
<td>• Spinal turnover/immobilization in deep water</td>
</tr>
<tr>
<td><strong>Follow the leader (Item 2d)</strong></td>
<td>• Carry of a spinal-injured victim through deep water for a specified distance</td>
</tr>
<tr>
<td>Required equipment:</td>
<td>• Shallow water turnover/immobilization of a breathing victim</td>
</tr>
<tr>
<td>• Object to search for</td>
<td>• Shallow water turnover/immobilization of a non-breathing victim</td>
</tr>
<tr>
<td>Each candidate chooses a different type of search pattern and leads the group through the pattern in “Follow-The-Leader” fashion. At the end of each turn, candidates discuss the logic behind the pattern presented.</td>
<td>• Stabilization on spineboard and safe removal</td>
</tr>
<tr>
<td><strong>Search for it (Item 2d)</strong></td>
<td>Divide candidates into groups of four. Rotate groups from station to station. To avoid overcrowding, start each group at a different station. Follow-up the activity with practice of the complete skill or rescue.</td>
</tr>
<tr>
<td>Required equipment:</td>
<td><strong>Record-keeping (Item 3)</strong></td>
</tr>
<tr>
<td>• Object to search for</td>
<td><strong>Required equipment:</strong></td>
</tr>
<tr>
<td>Vary the depth of search area. Maximum depth is of 3 metres. Vary the design of area to be searched. Review surface dives.</td>
<td>• Stop watch or pace clock</td>
</tr>
<tr>
<td></td>
<td>• Record-keeping graph</td>
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<td>Give the responsibility of recording times to the candidates. Provide a book or a graph where they may make note of improvements. Encourage candidates to practice the test item outside of regular class time and to record the results.</td>
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**Recognition and rescue (cont’d)**

**Personal challenge (Item 3)**

Required equipment:
- Stop watch or pace clock

Have candidates perform the test item each lesson. Challenge them to lower their personal best time. Provide hints: streamlining, stroke mechanics, fitness tips, pacing, etc. Do not compare candidates. Encourage learners to view the test item as a personal challenge and not a race.

**H₂O proficiency**

**Homework (Item 4)**

Required equipment:
- Stop watch or pace clock

Candidates prepare:
- An activity to place their heart rate within personal Target Zone
- An activity that improves strength, power or endurance

After preparing their activities, candidates:
- Demonstrate their activities to the class
- Explain how activities produce an improvement in muscular strength, power, or endurance
- Organize class to try activities

Spread the demonstrations throughout the duration of the lessons. Schedule one or two fitness presentations per lesson.

**Check your pulse (Item 4)**

Required equipment:
- Stop watch or pace clock

Review how to take a pulse. Post a chart showing the target zones for different age groups. Refer to the chart often during fitness training.

**Circuit training (Item 4)**

Required equipment:
- Stop watch or pace clock

Set up a series of stations to demonstrate the principles of fitness training. For example:
- Station 1: STRENGTH ACTIVITY
- Station 2: POWER ACTIVITY
- Station 3: ENDURANCE ACTIVITY

Assign candidates to create appropriate tasks for each station.

**Rescues**

**Rehearsal (Item 5)**

Required equipment:
- Rescue equipment

Have candidate rehearse situations on land verbalizing exact treatment. Allow other members of the group to give comments and feedback, thereby shaping performance. When it is apparent that candidates know how to deal with the non-breathing spinal-injured victim, set up a water situation. In a real emergency, the victim may not be laying face down in the water – practice with the victim in other positions.
**Rescues (cont’d)**

**Demonstration (Item 5)**

Required equipment:
- Spineboard
- Rescue equipment
- Barrier devices

Break the performance of a rescue of a spinal-injured victim into a series of small steps:
- Instructor demonstrates the first step
- Candidates attempt first step

Next:
- Instructor demonstrates first step and second step
- Candidates attempt first step and second step

Repeat activity until the complete skill and/or rescue is built.

**Rescue drill (Item 6)**

Required equipment:
- Evaluation sheets
- Rescue equipment

Set up drills for groups of three: rescuer, victim, and observer. Rescuer performs assessment and treatment while observer uses “Must Sees” to evaluate the performance.

**Situational approach (Item 6)**

Required equipment:
- Rescue equipment
- Simulation kit

Divide group into rescuers and victims. Talk to each group separately. Describe to victims their role and changing circumstances. Describe to rescuers the area and initial circumstance. Coach bystanders on HOW to respond. Vary the degree of training, reluctance/eagerness to assist, and effectiveness of assistance.

Candidates perform rescue. Involve the victims, bystanders and rescuers in the evaluation. Switch roles. Provide a simulation kit and props for emergency care and follow-up. Evaluate the victims as well as rescuers.

**Swimming skills**

**Stroke correction (Item 7a)**

Candidates swim a specific stroke for a short distance. Provide individual feedback:
- Emphasize one point at a time
- Begin with the error that has the greatest effect on propulsion

Candidates swim distance again, incorporating the correction.

**Partners (Item 7a)**

As a variation, have pairs correct each other’s strokes. Give guidance to the observer on how his or her partner may improve a stroke. The observer passes on the information to the partner. Candidates change roles at will. Ensure feedback is positive and constructive.
### Swimming skills (cont'd)

#### Check-off (Item 7a)

**Required equipment:**
- Check lists

For detailed feedback, provide each set of partners with a “check off” sheet created from the “NOTES” for a particular stroke. Have candidates provide feedback to his or her partner by considering each point, and checking it off if the partner performs it correctly. You may wish to concentrate on one stroke per class.

### Timed swim (Item 7b)

**Required equipment:**
- Pace clock or stop watch

Have all candidates swim non-stop for 14 minutes. Record the distance completed by each person. Draw attention over the duration of the course to improvement for example, increased number of laps performed in the time limit. Relate this improvement to the basic principles of fitness training. Some candidates will swim farther than the required distance. Others will be aiming to successfully complete the test item. Challenge each person to improve his or her personal performance.
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