Lifesaving for Lay Rescuers

Award Guide
Canada’s lifeguarding experts
- saving lives for over 100 years.

Almost 400 Canadians die every year in water-related incidents. Most of these are preventable and occur in unsupervised settings, which is why more Canadians need 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 Cochrane brought the lifesaving skills he learned in his homeland to Canada and passed them along to students at Upper Canada College in Toronto, Ontario. In June 1896, 18 of his students were the first 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 (ACTAR 911™), and we launched our Water Smart™ drowning prevention campaign.

In the 1990s, the Society introduced innovative new programs like Boat Operator Accredited Training, the Junior Lifeguard Club and the Canadian Swim Patrol Program, and launched our Aquatic Safety management Service. We have expanded our First Aid training programs and completely revamped the Bronze medal and National Lifeguard training programs to suit the needs of the new century.

In 2001, we defined the Canadian Swim to Survive™ Standard and subsequently launched our Swim to Survive™ Program to teach Canadians the minimum essential skills they need to survive an unexpected fall into deep water. Our learn-to-swim program, Swim for Life™ is our latest drowning prevention initiative.

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.
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 Instructor Notes, which present essential teaching and learning principles. For skill descriptions and technical information, instructors should consult the Canadian Lifesaving Manual or the Canadian First Aid Manual.

Each section of the Lifesaving for Lay Rescuers Award Guide begins with an At-a-glance overview of the general aim of the award, a list of Test Items and Recommended time guidelines. 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 performance and 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 support breathing and circulation in an unconscious patient with ineffective or absent breathing.”) or specify why the item is included in the training program (“to protect the rescuer and patient from disease transmission”).

**Notes:** The Notes present explanations or limitations of the performance of an item. Suggestions to the instructor regarding specific teaching and evaluation considerations are also offered here. Space is often provided for instructors to write in their own additional notes. References guide instructors to the appropriate material in the Canadian Lifesaving Manual, Canadian First Aid Manual, or other resources.

**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 and the Canadian First Aid Manual. In many instances various responses are possible.

The instructor can use the Must See section as a checklist for success (“check for breathing: look, listen, and feel [no more than 10 seconds]”, etc.). The instructor should read the Must Sees as “I must see a(n)...” or “I must see you...” If a rescuer performs an item with the necessary knowledge, skill, and judgment to achieve its stated Purpose, then the candidate is probably performing at or above the required standard for the award.

**Evaluation:** All items are instructor-evaluated as the Lifesaving for Lay Rescuers program is a non-certification course that focuses on low risk water rescue situations for swimmers and non-swimmers alike.
## Contents

**Foreward** .................................................................................................................................................. ii

**Lifesaving for Lay Rescuers**

- At-a-glance.............................................................................................................................................. 1
- Recommended time guidelines.................................................................................................................. 2
- Knowledge.................................................................................................................................................. 3
- Victim Recognition................................................................................................................................... 4
- Entries....................................................................................................................................................... 5
- Removals.................................................................................................................................................. 6
- Rescue 1.................................................................................................................................................... 7
- Rescue 2.................................................................................................................................................... 8
- Rescue 3.................................................................................................................................................... 9
- Rescue 4.................................................................................................................................................... 10
- Contacting EMS....................................................................................................................................... 11
Lifesaving for Lay Rescuers

At-a-glance

Lifesaving for Lay Rescuers is designed for swimmers and non-swimmers alike who want basic knowledge of lifesaving principles and the ability to perform low risk water rescues.

### Test Items

<table>
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<tr>
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<th>Knowledge</th>
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<td>Perform a rescue with a reaching assist using a variety of buoyant and non-buoyant rescue aids on a responsive patient located near the edge of the pool.</td>
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<td>Perform a rescue of a submerged unresponsive patient to a maximum depth of 1.5 metres. Return the victim to poolside, remove the patient using bystanders.</td>
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### Notes

- Lifesaving for Lay Rescuers is a non-certification course designed for swimmers and non-swimmers alike.
- Lifesaving for Lay Rescuers has no prerequisites although an ability to swim and Emergency First Aid is recommended.
- Full attendance and participation is required. Participants will receive a card from the Instructor upon completion of the course.
- It is recommended that re-training occur every 2 years.
The recommended course length for Lifesaving for Lay Rescuers is 4 hours based on a class of 12 candidates. The actual time needed will vary with the number and maturity of the candidates, and their prior knowledge, training and experience.

### Time Guidelines

<table>
<thead>
<tr>
<th>Time:</th>
<th>Test Items:</th>
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<tbody>
<tr>
<td>30 min.</td>
<td>1 Knowledge</td>
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<td>25 min.</td>
<td>2 Victim recognition</td>
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<td>20 min.</td>
<td>3 Entries</td>
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<td>40 min.</td>
<td>4 Removals</td>
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<td>60 min.</td>
<td>5 Rescue 1</td>
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<td>60 min.</td>
<td>6 Rescue 2</td>
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<tr>
<td>60 min.</td>
<td>7 Rescue 3</td>
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<td>5 min.</td>
<td>8 Rescue 4</td>
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<tr>
<td>4 hours</td>
<td>9 Contacting EMS</td>
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**Total recommended time**

- Lifesaving for Lay Rescuers (LLR) is instructed by a current Lifesaving Instructor.
- The recommended course time guideline is designed to assist instructors in lesson planning and creating course outlines.
- Recommended course time guidelines do not account for refreshment and other breaks.
- Instructors should design and execute rescue scenarios in which candidate performance is expected to integrate judgment, knowledge, and skill.
- Instructors will require the following materials:
  - LLR Award Guide and Candidate Workbook
  - Instructor Notes
  - Canadian Lifesaving Manual (CLM)
  - CFAM (optional)
- Instructors will require the following equipment:
  - Ring buoy with line
  - Variety of rescue aids (buoyant and non-buoyant)
  - Spineboard
Knowledge

Throughout practical activities, candidates will answer questions on their understanding of lifesaving principles, practices and techniques including:

- Discuss facility user profiles and potential hazardous behaviours and activities.
- Discuss the various victim types and how to recognize them.
- Discuss the Ladder Approach and how the victim types, location of the victim and swimming ability of the participants apply.
- Introduction to the Rescuer’s Checklist as it applies to Reach, Throw and Wading rescues.
- Demonstrate the ability to recognize when and how to call EMS (Item #9).

Notes

- In the Lifesaving Society’s training 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 be required for material not easily integrated into the test items. Use oral evaluation and learning activities to test this knowledge.
- Contacting EMS reference Item 9

Reference:
CLM Chapter 1.2 Drowning: Some Facts / 2.2 Be Water Smart: Prevent Drownings
CLM Chapter 4.3 Victim Recognition
CLM Chapter 4.4 The Ladder Approach
CLM Chapter 4.5 The Rescuer’s Checklist

Purpose

To emphasize the lifesaving principles, practices and techniques.

Must See

☐ Understanding demonstrated through performance, decision making, and oral questioning
Victim recognition

Demonstrate the ability to recognize and simulate in-water the appearance of a weak swimmer, non-swimmer, injured swimmer and unresponsive patient.

Purpose

To develop awareness of the appearance, capabilities and risk to the rescuer of victims in need of different kinds of assistance.

Notes

- The Canadian Lifesaving Manual presents descriptions of behaviour appropriate for these victim types.

Reference:
CLM Chapter 4.3 Victim Recognition

Must See

Victim recognition

☐ Ability to identify the difference between the appearance of a weak swimmer and a non-swimmer
☐ Ability to identify the appearance of an injured swimmer and an unresponsive patient
☐ Understanding of potential risk to rescuer safety from these four victim types

Victim simulation

☐ Behaviour and appearance of a weak swimmer, non-swimmer, injured swimmer and an unresponsive patient
Entries

Demonstrate the ability to enter the water safely as appropriate to the minimum and maximum depths of the facility.

Purpose

To demonstrate the ability to enter water of varying depths safely.

Notes

- Before the entry, participants should communicate what depth they are aiming to achieve.
- Experiment with entries from a variety of heights (but no higher than 1 m) and a variety of target depths (minimum 3 m depth for 1 m height).
- Candidates should be taught how to safely enter shallow water (jump in with bent knees) and deeper water to include a stride entry and slip-in.

Reference:

CLM Chapter 4.8 Entries

Must See

- Entry from a standing position
- Method of entry appropriate to water depth
- Entry performed safely
Removals

Demonstrate 3 removals appropriate for a pool environment.

Purpose
To develop skill in removing conscious and unresponsive patients from the water using bystanders.

Notes
- When choosing a removal method, consider:
  - the victim’s size, weight and condition
  - the rescuer’s ability
  - characteristics of the removal site
  - the availability of assistance
- Rescuer remains in the water in a supporting role while assisting the victim out of the water. Examples include: guiding the victim to exit the water by using a ladder, stairs, beach ramps etc.
- For training purposes, ensure the weight and size of the victim is equal to or less than that of the rescuer.
- A spineboard can be used as a removal device for an unresponsive patient.

Reference:
CLM Chapter 4.12 Removals

Must See
- Appropriate choice of removal
- Clear and appropriate direction for bystanders
- Safe removal without injury to the rescuer, bystander or patient
- Removal of conscious and unresponsive patients
Rescue 1

Perform a non-contact rescue with a throwing assist/ring buoy and line within arm’s reach of a responsive patient located in the middle of the pool.

Purpose

To prevent loss of life in an aquatic emergency with minimum risk to the rescuer.

Notes

- Reference the Ladder Approach. Have candidates practice hitting a target prior to performing rescues.
- Realistic victim simulation will assist in accurate recognition and appropriate rescue response.
- Victim types include tired, weak or non-swimmers.
- The intent is to land the rescue aid within the grasp of a victim.
- Candidates must perform the rescue using a ring buoy with a line. Candidates should also practice with a variety of other buoyant aids if available.
- Rescuers are not required to perform unassisted removals. Bystanders can be trained or untrained.
- Use of bystanders involves:
  - Clear identification of the bystander being recruited
  - Effective two-way communication
  - Clear direction for bystander tasks and confirm understanding
- Rescuers may not have first aid training, it is important that they understand how to access a first aid trained helper and EMS.

Reference:
CLM Chapter 4 The Rescue of Others

Must See

☐ Quick, accurate recognition
☐ Appropriate assessment of situation – call for help
☐ Appropriate choice and use of rescue aid – aid reaches within 1 metre of victim
☐ Concern for personal safety throughout
☐ Victim secured at the nearest point of safety
☐ Safe and effective removal with bystander assistance
☐ Victim assessment (identifying the need for a higher level and care and calling EMS)
☐ Appropriate care of the victim throughout including constructive communication
☐ Effective use and direction of bystanders where appropriate
Rescue 2

Perform a rescue with a reaching assist using a variety of buoyant and non-buoyant rescue aids on a responsive patient located near the edge of the pool.

**Purpose**

To prevent loss of life in an aquatic emergency with minimum risk to the rescuer.

**Notes**

- Reference the Ladder Approach. Have candidates practice with a variety of buoyant and non-buoyant aids prior to performing rescues.
- Realistic victim simulation will assist in accurate recognition and appropriate rescue response.
- Victim types include tired, weak or non-swimmers.
- Rescuers are not required to perform unassisted removals. Bystanders can be trained or untrained.
- Rescuers may not have first aid training, it is important that they understand how to access a first aid trained helper and EMS.

**Reference:**
CLM Chapter 4 The Rescue of Others

**Must See**

- Quick, accurate recognition
- Appropriate assessment of situation – call for help
- Appropriate choice and use of rescue aid
- Concern for personal safety throughout
- Victim secured at the nearest point of safety
- Safe and effective removal with bystander assistance
- Victim assessment (identifying the need for a higher level and care and calling EMS)
- Appropriate care of the victim throughout including constructive communication
- Effective use and direction of bystanders where appropriate
Rescue 3

Perform a wading rescue using a ring buoy on a responsive patient located in shallow water.

Purpose

To prevent loss of life in an aquatic emergency with minimum risk to the rescuer.

Notes

- Reference the Ladder Approach. Not all victims in distress may grasp an aid requiring the rescuer to enter the water.
- Reinforce the importance of maintaining eye contact and keeping the rescue aid between the rescuer and the victim at all times.
- Basic defense techniques appropriate to water depth should be introduced.
- Realistic victim simulation will assist in accurate recognition and appropriate rescue response.
- Victim types include tired, weak or non-swimmers.
- Candidates must perform the rescue using a ring buoy with a line. Candidates should also practice with a variety of other buoyant aids if available.
- Rescuers are not required to perform unassisted removals. Bystanders can be trained or untrained.
- Rescuers may not have first aid training, it is important that they understand how to access a first aid trained helper and EMS.

Must See

- Quick, accurate recognition
- Appropriate assessment of situation – call for help
- Appropriate choice and use of rescue aid
- Safe and effective entry, approach (maintaining visual contact) and tow for the circumstances
- Concern for personal safety throughout
- Victim secured at the nearest point of safety
- Safe and effective removal with bystander assistance
- Victim assessment (identifying the need for a higher level of care and calling EMS)
- Appropriate care of the victim throughout including constructive communication
- Effective use and direction of bystanders where appropriate

Reference:

CLM Chapter 4 The Rescue of Others
CLM Chapter 5.2 Avoidance, 5.3 Defences
Rescue 4

Perform a rescue of a submerged unresponsive patient to a maximum depth of 1.5 metres. Return the victim to poolside, remove the patient using bystanders.

Purpose

To prevent loss of life in an aquatic emergency with minimum risk to the rescuer.

Notes

- Reference the Ladder Approach and the Rescuer’s Checklist.
- Realistic victim simulation will assist in accurate recognition and appropriate rescue response.
- Victim is located at a maximum depth of 1.5 metres.
- Rescuer’s who do not know how to swim or are afraid of the water would not be required to perform this item.
- Rescuers are not required to perform unassisted removals. Bystanders can be trained or untrained.
- The spineboard removal should be included with this test item.
- Rescuers may not have first aid training, it is important that they understand how to access a first aid trained helper and EMS.

Reference:

CLM Chapter 4 The Rescue of Others

Must See

- Quick, accurate recognition
- Appropriate assessment of situation – call for help
- Appropriate choice and use of rescue aid
- Safe and effective entry, approach (maintaining visual contact) and carry
- Protection of the airway during ascent and thereafter
- Victim secured at the nearest point of safety
- Safe and effective removal with bystander assistance
- Victim assessment (identifying the need for a higher level and care and calling EMS)
- Appropriate care of the victim throughout including constructive communication
- Effective use and direction of bystanders where appropriate
Contacting EMS

Demonstrate the ability to recognize when and how to activate emergency medical services.

Purpose

To train rescuers in the appropriate procedures and reasons for activating emergency medical services (EMS).

Notes

- Candidates should be taught to activate EMS as soon as a serious life-threatening condition is discovered. If in doubt, call EMS and get directions from them; not all situations require EMS.
- Send a bystander to call EMS. If alone with an adult, rescuer phones EMS right away. If alone with a child or infant, rescuer calls EMS after about 5 cycles of 30:2 compressions to breaths. Unconscious patients should be left in the recovery position.
- If another person is available, rescuer directs him or her to phone EMS.
- No coin is required to make an emergency call from a telephone booth. Always hang up last.
- To help participants remember what to say when reporting an emergency, refer to the 4 Ws:
  - Who are you? “My name is Pat Smith”
  - Why are you calling? “We need an ambulance”
  - What is wrong? “My dad is unconscious on the kitchen floor”
  - Where is the accident? “Send the ambulance to 123 John St. The phone number is 555-1234”

Reference:
CLM Chapter 3.2
CFAM: page 8

Must See

- Demonstrate a basic understanding of when to activate EMS
- Describe circumstances requiring an EMS call
- Demonstrate a simulated EMS call providing the 4 Ws (who, why, what, where)