



**BRONZE MEDALLION  
AWARD GUIDE**

think. act. save.



**BRONZE**



**ROYAL LIFE SAVING  
AUSTRALIA**

An initiative of Royal Life Saving

**think. act. save.**

# BRONZE MEDALLION AWARD GUIDE

This award guide aims to provide the instructor and examiner with the information required for each award item in a practical and straight-forward way. Following the overview of the Bronze Medallion Award Criteria, each award item is provided with the following detail:

- Award criteria
- Must see assessment criteria
- Assessment method
- Teaching tips
- Supporting information

The Teaching Plan on pages 10-13 will aid the instructor in organising and delivering the award. The plan outlines the key topics and detail for both the theory and practical components of the award and provides a timing guide to assist with time management. Remember, candidates will best learn by practising the skills reinforced with the theory along the way, rather than spend too much time teaching theory by itself.

The plan is a guide only and should be modified to suit the availability of water space, the delivery location, the number of candidates and the delivery timetable options.

Award delivery and administration information is also provided to ensure the awards are administered in accordance to Royal Life Saving's policies and procedures.

**Version No.2**

**Issue date: October 2019**



## BRONZE MEDALLION

For over 100 years, the Bronze Medallion has been the benchmark for lifesavers all over the world. The Bronze Medallion develops knowledge, judgement and skills in rescue, personal survival and emergency care and is awarded in recognition of the ability to perform aquatic rescues in a safe and efficient manner.

The Bronze Medallion will test the candidate's knowledge, fitness, skills and judgement. Earning the Bronze Medallion is a real achievement, and successful candidates will become part of the deep history of lifesaving. Candidates will achieve an award that is an international lifesaving standard and develop a skill set that is highly sought after in the community and by employers. The units of competency that can be achieved through the completion of the Bronze Medallion have vocational outcomes and provide opportunities for a career pathway.

The Bronze Medallion is a mandatory or recommended qualification for many careers including teaching, emergency services, outdoor education and the aquatics industry.

Most importantly, the Bronze Medallion provides candidates with the skills and knowledge to participate in aquatic recreation in a safe and enjoyable manner.

### SWIMMING AND LIFESAVING MANUAL

The Swimming and Lifesaving manual is the benchmark publication for the teaching of water safety, swimming, survival, lifesaving and rescue skills. It provides a complete guide for the knowledge and skills required to achieve all of Royal Life Saving's lifesaving awards. The Swimming and Lifesaving manual can be purchased through Royal Life Saving offices.

### BRONZE e-LIFESAVING

Bronze e-Lifesaving is an interactive e-learning program that can be easily implemented in the classroom and has strong links to learning content outcomes in the Australian Curriculum: Health and Physical Education.

Utilising aquatic themes, the program challenges students to explore risk-taking behaviour, personal attitudes and beliefs, personal relationships and to develop skills in making informed decisions, refusal tactics and leadership. There are three modules:

- Hazards and Personal Safety
- Risks and Peer Influences
- Responding to Emergencies

Bronze e-Lifesaving covers some of the theory components of the Bronze Medallion and is complementary to learning the knowledge required for this award. For a broader learning experience, it is recommended to complete the Bronze e-Lifesaving program prior to undertaking the Bronze Medallion award. This can be completed in the classroom or as home study. The following table outlines the links with the Bronze Medallion award and the Australian Health and Physical Education Curriculum.

For more information on Bronze e-Lifesaving and how to enrol, visit [www.e-lifesaving.com.au](http://www.e-lifesaving.com.au)



## Links between Bronze Medallion, Bronze e-Lifesaving and the Australian Health and Physical Education Curriculum

Bronze e-Lifesaving Module 1: Hazards and Personal Safety	
<b>Bronze Medallion Links</b>	Overview of drowning in Australia Hazards in aquatic environments Survival strategies
<b>Australian Curriculum Links Years 7 and 8</b>	<b>Being healthy, safe and active</b> Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071) Investigate and select strategies to promote health, safety and wellbeing (ACPPS073) <b>Learning through movement</b> Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087) Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)
<b>Years 9 and 10</b>	<b>Being healthy, safe and active</b> Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092) <b>Learning through movement</b> Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)
Bronze e-Lifesaving Module 2: Risks and Peer Influences	
<b>Bronze Medallion Links</b>	Assessing and minimising risk Safe behaviour Contributing factors to drowning incidents
<b>Australian Curriculum Links Years 7 and 8</b>	<b>Being healthy, safe and active</b> Investigate and select strategies to promote health, safety and wellbeing (ACPPS073) <b>Communicating and interacting for health and wellbeing</b> Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074) <b>Learning through movement</b> Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)
<b>Years 9 and 10</b>	<b>Being healthy, safe and active</b> Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPS089) Examine the impact of changes and transitions on relationships (ACPPS090) Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091) Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)
Bronze e-Lifesaving Module 3: Responding to Emergencies	
<b>Bronze Medallion Links</b>	What is water safety? Rescue principles Categories of people in difficulty Order of rescue Swimming rescues Outline of DRSABCD action plan Overview of emergency care Initiative scenarios
<b>Australian Curriculum Links Years 7 and 8</b>	<b>Being healthy, safe and active</b> Practise and apply strategies to seek help for themselves or others (ACPPS072)
<b>Years 9 and 10</b>	<b>Being healthy, safe and active</b> Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091) <b>Learning through movement</b> Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)

# AWARD DELIVERY & ADMINISTRATION

## REQUIREMENTS

### Theory and dry practical

A room capable of seating all candidates with tables and chairs for writing on should be available for theory. The room (or an alternative room) must also provide floor space, which is suitable for using resuscitation manikins.

### Wet practical

A swimming pool and surrounding area suitable for the practical pool skills. It is recommended the pool is a minimum of 25 metres with a depth of 2 metres to perform the required award items.

Other aquatic environments may be considered if there is an appropriate swimming area and a complete risk assessment undertaken. Adequate first aid equipment, trained personnel and emergency procedures must be in place. Water and weather conditions must be checked before and monitored during the program.

### Equipment

- Rigid rescue items such as: rescue pole, water noodle, kickboards, body board, boat paddle, tree branch.
- Non-rigid rescue items such as: towels, clothing.
- Buoyant items such as: buckets, balls, esky, large plastic container.
- Non-buoyant items such as: diving bricks, dive rings, rescue manikins (filled with water).
- Lifejackets.
- Unweighted rope (12 metres).

Candidates will need the following:

- Swimwear.
- Trousers.
- Long-sleeved shirt.

### Learning resources

- Swimming and Lifesaving manual is the award text (current edition 6th).
- Bronze e-Lifesaving is an online program that encompasses some of the Bronze Medallion theory. Visit [www.e-lifesaving.com.au](http://www.e-lifesaving.com.au) for information.
- [www.royallifesaving.com.au](http://www.royallifesaving.com.au) for National Drowning Reports, fact sheets and resources.

## ASSESSMENT

Assessment of a candidate's competence should be matched against the 'must see' criteria of each test item. Each candidate must demonstrate competence in each of the test items to achieve the award.

All candidates are to be submitted to the same test irrespective of when and where the assessment takes place.

### Prior assessment of skills

Where possible, it is strongly recommended that candidates are assessed on their swimming ability first. This will determine whether they have the capability to attempt all the award items or whether they should attempt a lower award.

### Instructor assessed items

These items may be assessed by the Instructor in advance of a Royal Life Saving Examiner's attendance. If the Examiner has any doubt about the ability of the candidate, these items may be reassessed at the Examiner's discretion.

These are indicated in the award criteria by an (I).

### Examiner assessed items

These items must be assessed by the Royal Life Saving Examiner.

Examiners are permitted to examine as many test items as they consider necessary to determine the competency of the candidate.

These are indicated in the award criteria by an (E).

By using this system, it is hoped the time required to conduct testing will be minimised without compromising the Royal Life Saving standards.

## ADMINISTRATION OF AWARDS

The administration of Royal Life Saving Awards is managed by the Royal Life Saving office in each State or Territory. Administration processes and policies should be followed by instructors and examiners in accordance to the Royal Life Saving office with which they are associated.

Prior to commencing with the instruction of an award, please ensure all required resources, forms and examination papers have been acquired.

Royal Life Saving has the right to refuse to issue an award, or to cancel an award already made, for any examination which has not been arranged and/or conducted in accordance with the Society's current rules. Examinations may be conducted only by persons who have Examiner status at the appropriate level for awards undertaken.

Examination or assessment report forms must be completed including each candidate that has participated in the award. All required information must be included and legible. Completing the form in its entirety will assist with prompt and accurate processing of awards.

Payment of the scheduled certificate and/or medallion fee entitles successful candidates to receive the appropriate award.

### Course award

Upon satisfactory completion of the Bronze Medallion the candidate will be awarded a RLSSA Bronze Medallion Award.

The award is only an indication of the competence of a person at the date of attainment of the award. Regular training is required to ensure that adequate standards are maintained.

A successful candidate will also be entitled to claim the RLSSA Resuscitation Award. (Additional fees apply).

### Currency of award

The Bronze Medallion Award is current for a period of 12 months from the date of the final assessment.

## WHERE TO NEXT?



Once candidates have achieved their Bronze Medallion they can continue on the lifesaving pathway. The next award is the Bronze Cross.

The Bronze Cross will further develop their level of judgement, technique and physical ability to carry out water rescues.

There are further opportunities to develop lifesaving skills including participating in lifesaving sport competition, higher lifesaving awards and first aid courses.

**CONTACT ROYAL LIFE SAVING IN YOUR STATE OR TERRITORY FOR FURTHER ASSISTANCE WITH THE BRONZE MEDALLION, OTHER LIFESAVING AWARDS OR YOUR TRAINING REQUIREMENTS.**

# BRONZE MEDALLION AWARD CRITERIA

**AIM:** To develop the level of knowledge, judgement, technique and physical ability required to carry out safe water rescues.

**MINIMUM AGE:** 14 years or in the year in which the candidate turns 14.

**PREREQUISITE:** It is advantageous if candidates hold the higher Swim and Survive and Bronze Star awards.

## THEORY (I)

1. Answer questions requiring an understanding of:
  - safe water practices
  - self-preservation
  - assessment before and during a rescue
  - acceptance of responsibility
  - emergency care
  - DRSABCD.
  - survival in the water
  - recognising an emergency
  - priorities for rescue
  - use of bystanders
  - emergency services available

## RESUSCITATION (E)

2. Complete the test for the Resuscitation Award.

## REACH RESCUE (I)

3. A non-swimmer is in difficulty 2 metres from safety.
  - Demonstrate a reach rescue using an aid specified by the assessor.
  - Secure the person at a point of safety.

## THROW UNWEIGHTED ROPE (I)

4. A person is in difficulty 10 metres from safety.
  - Perform a throwing rescue using an unweighted rope.
  - Secure the person at a point of safety.

A time limit of 30 seconds will apply from the start until the person grasps the rope.

## TIMED TOW (I)

5. An unconscious, breathing person is 50 metres from safety.
  - Enter the water, swim a 50 metre approach and tow the person 50 metres to safety.

The candidate will commence the rescue wearing swimwear, trousers and a long-sleeved shirt, any of which may be discarded as desired. The time for this test should not exceed 3 minutes and 15 seconds from the starting signal until the completion of the tow.

## SWIM (I)

6. Dressed in swimwear, swim continuously 400 metres:
  - 6.1. 100 metres freestyle
  - 6.2. 100 metres survival backstroke
  - 6.3. 100 metres sidestroke
  - 6.4. 100 metres breaststroke

The total time for the swim should not exceed 13 minutes.

## SURVIVAL SKILLS (I)

7. Dressed in swimwear, trousers and a long-sleeved shirt:
  - 7.1. float using hand sculling movements for 1 minute and then tread water for 1 minute
  - 7.2. put on a lifejacket (PFD) in deep water and swim 50 metres
  - 7.3. demonstrate the HELP position
  - 7.4. climb out wearing the lifejacket (PFD).



### **ACCOMPANIED RESCUE (I)**

8. A weak swimmer is in difficulty 12 metres from safety:
  - 8.1. with a flotation aid, enter the water as for unknown conditions
  - 8.2. wade 5 to 8 meters
  - 8.3. throw the aid to the person
  - 8.4. instruct the person on how to use the aid
  - 8.5. accompany the person to safety
  - 8.6. instruct the person on how to leave the water safely.

The components for the award item must be performed in the sequence listed.

### **TOW (I)**

9. A weak or injured swimmer is in difficulty in deep water 25 metres from safety:
  - 9.1. swim to the person, demonstrating appropriate precautions
  - 9.2. while returning to safety using an appropriate non-contact tow, demonstrate a method of coping with a person
  - 9.3. land the person using a suitable method
  - 9.4. the assessor will decide what aids are available.

The components for the award item must be performed in the sequence listed.

### **SPINAL INJURY (E)**

10. Apply the vice grip to immobilise a spinal injury to the neck and then wade with the casualty for 5 metres. Summon assistance.

### **DEFENSIVE TECHNIQUES (I)**

11. Dressed in swimwear, trousers and a long-sleeved shirt, perform two of the following in deep water:
  - 11.1. defensive position
  - 11.2. a reverse
  - 11.3. a leg block
  - 11.4. a block using an aid.

### **SEARCH AND RESCUE (I)**

12. Demonstrate a search pattern in approximately 2 metres of water, submerging head-first or feet-first as specified by the instructor. Recover an object from the bottom.

### **RECOVER AND RESUSCITATE (E)**

13. Recover a person simulating unconsciousness from approximately 2 metres depth and tow 10 metres to shallow water or to safety.

Assume it is not possible to remove the person from the water until assistance arrives. Assess for respiratory failure and demonstrate rescue breathing for 1 minute. Once assistance has arrived, land the person and assess DRSABCD. Assume breathing is present and then place them in the recovery position.

### **INITIATIVE (E)**

14. Demonstrate initiative in effecting a rescue of two people who are in difficulty up to 15 metres from safety and whose conditions are not revealed.

The examiner will ensure that up to five rescue aids will be available.

The examiner will brief the subjects on the roles to be simulated from the following:

- non-swimmer
- weak swimmer
- injured swimmer
- person with a suspected spinal injury in shallow water
- unconscious person.

On completing this test, the candidate will explain the reasons for the actions taken.

## BRONZE MEDALLION TEACHING PLAN

The teaching plan is a guide only and may be adjusted to suit the delivery mode, location, pool space availability and number of candidates. The candidates' previous experience in lifesaving and swimming abilities may also influence the teaching plan. The program may be structured as an intensive 2 day course or over a series of weeks to fit into a school term timetable.

TIME	CONTENT	RESOURCES / EQUIPMENT
5 minutes	<b>ROYAL LIFE SAVING</b> Brief overview of the history of Lifesaving in Australia. <ul style="list-style-type: none"> <li>• First branch in NSW in 1894, other states followed</li> <li>• Dual system of lifesaving established in 1924</li> </ul>	Swimming and Lifesaving pages 2-3
	Highlight the activities of Royal Life Saving <ul style="list-style-type: none"> <li>• Mission statement</li> <li>• Advocacy, programs, training, sport, services and development</li> </ul>	Swimming and Lifesaving pages 4-8
5 minutes	<b>BRONZE MEDALLION</b> <ul style="list-style-type: none"> <li>• Discuss the award scheme and pathway to a career</li> </ul>	Swimming and Lifesaving pages 9-11
	<ul style="list-style-type: none"> <li>• Outline the award criteria for the Bronze Medallion</li> </ul>	Swimming and Lifesaving pages 186-187
	<ul style="list-style-type: none"> <li>• Outline the assessment process for the Bronze Medallion</li> </ul>	Swimming and Lifesaving page 177
10 minutes	<b>DROWNING INCIDENTS</b> Overview of drowning in Australia <ul style="list-style-type: none"> <li>• Annual drowning death rates</li> <li>• Age and gender</li> <li>• Locations</li> <li>• Type of activity</li> <li>• Time of year</li> <li>• Contributing factors - alcohol</li> </ul>	National Drowning Reports <a href="http://www.royallifesaving.com.au">www.royallifesaving.com.au</a> Swimming and Lifesaving page 16 Bronze e-Lifesaving Module 1 Bronze e-Lifesaving Module 2
10 minutes	<b>WATER SAFETY</b> Discuss what is water safety? <ul style="list-style-type: none"> <li>• Safety – a concern for yourself, a concern for others, awareness of dangers, minimising risks, prevention of aquatic incidents, knowing how and when to act in an emergency</li> <li>• Aquacode</li> </ul>	Swimming and Lifesaving page 21 Bronze e-Lifesaving Module 3
	List items that should be considered when undertaking aquatic activity. <ul style="list-style-type: none"> <li>• Appropriate clothing</li> <li>• Sun protection</li> <li>• Fluids (water, non-alcoholic)</li> <li>• Mobile phone</li> </ul>	Swimming and Lifesaving page 22
	Identify categories of signage and provide examples. <ul style="list-style-type: none"> <li>• Regulatory signs</li> <li>• Warning signs</li> </ul>	Swimming and Lifesaving page 22
15 minutes	<b>AQUATIC ENVIRONMENTS</b> Identify and discuss the dangers associated with various aquatic environments. <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Lakes and dams</li> <li>• Farms</li> <li>• Beach and ocean</li> <li>• Swimming pools and spas</li> <li>• Home environment</li> <li>• Floods</li> </ul>	Swimming and Lifesaving pages 23-31 Bronze e-Lifesaving Module 1

15 minutes	<p><b>AQUATIC ACTIVITIES</b></p> <p>Outline safety guidelines for a variety of aquatic activities.</p> <ul style="list-style-type: none"> <li>• Swimming at the pool, beach, river</li> <li>• Fishing at beach, lakes, river, rock fishing, boat fishing</li> <li>• Safe boating, power boats, canoes and kayaks</li> <li>• Lifejackets</li> <li>• Surfing</li> <li>• Recreational diving, snorkelling</li> </ul>	Swimming and Lifesaving pages 32-37
15 minutes	<p><b>ENTRIES AND EXITS</b></p> <p>Highlight when and how to perform the following: slide in, step in, compact jump, dive entry, stride entry, accidental fall-in, deep water exit.</p> <ul style="list-style-type: none"> <li>• Considerations for selecting an entry and exit</li> <li>• Identify WHEN each type of entry /exit is used</li> <li>• Explain HOW to perform each entry/exit</li> </ul>	Swimming and Lifesaving pages 44-49
15 minutes	<p><b>SURVIVAL SKILLS</b></p> <p>Outline the key survival skills required.</p> <ul style="list-style-type: none"> <li>• Sculling skills – survival sculling, head-first, feet-first</li> <li>• Floating skills – back, front, rotations</li> <li>• Treading water</li> <li>• Surface diving – head-first, feet-first</li> <li>• Swimming underwater</li> </ul>	Swimming and Lifesaving pages 50-58
15 minutes	<p><b>SURVIVAL TECHNIQUES AND STRATEGIES</b></p> <p>Outline and discuss techniques and strategies for survival situations.</p> <ul style="list-style-type: none"> <li>• Considerations for survival situations</li> <li>• Pre-entry, entry, immersion</li> <li>• Putting on a lifejacket in water</li> <li>• Survival swimming</li> <li>• Group survival strategy</li> <li>• Survival floating</li> <li>• Signalling for help</li> <li>• Removal of clothing in water</li> <li>• Cold water survival/hypothermia</li> </ul>	Swimming and Lifesaving pages 59-65 Bronze e-Lifesaving Module 1
75 minutes	<p><b>PRACTICAL POOL SESSION – SURVIVAL SKILLS</b></p> <p>This practical session should include demonstration and application of the range of survival skills.</p> <ul style="list-style-type: none"> <li>• Entries and Exits - wade in, slide in, step in, compact jump, dive entry, stride entry, accidental fall-in, deep water exit</li> <li>• Sculling and floating - survival, head first, feet first, treading water, front and back floating, body rotations</li> <li>• Underwater skills - head first/feet first surface diving, swimming underwater</li> <li>• Survival techniques - survival floating, signalling for help, removal of clothing, HELP technique, huddle position</li> </ul>	Lifejackets Clothing (candidates)
15 minutes	<p><b>SWIMMING STROKES</b></p> <p>Identify the usefulness of each stroke in survival, rescue, competition and recreation.</p> <ul style="list-style-type: none"> <li>• Choosing a suitable stroke</li> <li>• Advantages and disadvantages of each stroke</li> <li>• Rescue modification of technique</li> </ul>	Swimming and Lifesaving pages 68-81

45 minutes	<b>PRACTICAL POOL SESSION - TEST ITEMS</b> <b>Swim 400 metres (I)</b> <ul style="list-style-type: none"><li>Complete award item 6 in accordance to award conditions.</li></ul>	
	<b>Survival Skills (I)</b> <ul style="list-style-type: none"><li>Complete award item 7 in accordance to award conditions.</li></ul>	Trousers, long sleeved shirt (candidates)
2-3 hours	<b>RESUSCITATION</b> <b>Resuscitation test (E)</b> <ul style="list-style-type: none"><li>Complete award item 2 in accordance to award conditions.</li><li>Utilise aquatic based incidents and accidents to connect relevance with Bronze Medallion program.</li></ul>	Manikins Defibrillator (where available)
60 minutes	<b>RESCUE TECHNIQUES</b> Explain the steps in a rescue and considerations for pre, during and post rescue. <ul style="list-style-type: none"><li>Steps in a rescue – the four A's</li><li>Categories of people in difficulty – non-swimmer, weak swimmer, injured person, unconscious person</li><li>Developing a plan</li><li>Priorities of rescue</li></ul>	Swimming and Lifesaving pages 84-92 Bronze e-Lifesaving Module 3
	Outline the non-swimming rescues including WHEN and HOW they are used. <ul style="list-style-type: none"><li>Talk</li><li>Reach</li><li>Throw</li><li>Wade</li><li>Row</li></ul>	Swimming and Lifesaving pages 96-100
60 minutes	<b>PRACTICAL POOL SESSION - TEST ITEMS</b> <b>Reach rescue test (I)</b> <ul style="list-style-type: none"><li>Complete award item 3 in accordance to award conditions.</li></ul>	Selection of rescue aids – pole, branch, water noodle, pool cleaner
	<b>Throw rescue test (I)</b> <ul style="list-style-type: none"><li>Complete award item 4 in accordance to award conditions.</li></ul>	Unweighted rope (>10 metres)
	<b>Accompanied rescue test (I)</b> <ul style="list-style-type: none"><li>Complete award item 8 in accordance to award conditions.</li></ul>	Flotation aids – lifejacket, kickboard, rescue tube, rescue ring
60 minutes	<b>RESCUE TECHNIQUES</b> Swimming rescues: <ul style="list-style-type: none"><li>Selecting rescue aids</li><li>Swimming approach</li><li>Defences – defensive, reverse, blocking</li><li>Recovery of a submerged person</li><li>Searches – team, individual, deep water, parallel pattern</li><li>Identify WHEN and explain HOW to perform an accompanied rescue.</li><li>Identify WHEN and explain HOW to perform a non-contact tow</li><li>Identify WHEN and explain HOW to perform contact tows – cross chest, head, clothing, double shoulder, double armpit, vice grip, support.</li><li>Rescues of more than one person.</li><li>Landings – walk out, drag, shoulder carry, piggyback carry, support position, stirrup lift, assisted lift.</li></ul>	Swimming and Lifesaving pages 101-119 Bronze e-Lifesaving Module 3

75 minutes	<b>PRACTICAL POOL SESSION - TEST ITEMS</b> <b>Timed tow test (I)</b> <ul style="list-style-type: none"> <li>Complete award item 5 in accordance to award conditions.</li> </ul>	Trousers, long sleeved shirt (candidates)
	<b>Defensive techniques test (I)</b> <ul style="list-style-type: none"> <li>Incorporate award item 11 into the rescue.</li> </ul>	
	<b>Non-contact tow test (I)</b> <ul style="list-style-type: none"> <li>Complete award item 9 in accordance to award conditions.</li> <li>Incorporate award item 11 into the rescue.</li> </ul>	Selection of rescue aids – towel, clothing, lifejacket, rescue tube, body board, rescue ring
	<b>Search and rescue test (I)</b> <ul style="list-style-type: none"> <li>Complete award item 12 in accordance to award conditions.</li> </ul>	Deep water (2 metres) Non-buoyant object (e.g. dive brick)
45 minutes	<b>SPINAL AND INITIATIVES</b> Outline WHEN and HOW to use each of the spinal injury techniques. <ul style="list-style-type: none"> <li>Signs and symptoms of suspected spinal injury</li> <li>Vice grip (face-up casualty)</li> <li>Vice grip (face-down casualty)</li> <li>Extended arm rollover</li> </ul>	Swimming and Lifesaving pages 119-121, 173
	Preparation for the Initiative test. <ul style="list-style-type: none"> <li>Explain how initiative tests work, example scenarios, and the judgement skills candidates will need to consider.</li> </ul>	Swimming and Lifesaving pages 92-93 Bronze e-Lifesaving Module 3
30 minutes	<b>KNOWLEDGE TEST</b> <b>Theory test (I)</b> Complete the theory test as provided by the trainer/ assessor. <ul style="list-style-type: none"> <li>Complete award item 1 in accordance to award conditions.</li> <li>Test may be Written (multiple choice) OR Oral (questioning).</li> </ul>	Theory test papers and pens Spare answer sheets Answer template
75 minutes	<b>PRACTICAL POOL SESSION - TEST ITEMS</b> <b>Spinal injury test (E)</b> <ul style="list-style-type: none"> <li>Complete award item 10 in accordance to award conditions.</li> </ul>	
	<b>Recover and resuscitate test (E)</b> <ul style="list-style-type: none"> <li>Complete award item 13 in accordance to award conditions.</li> </ul>	Deep water (2 metres) Bystanders
	<b>Initiative test (E)</b> <ul style="list-style-type: none"> <li>Complete award item 14 in accordance to award conditions.</li> </ul>	Selection of rescue aids - towel, clothing, lifejacket, rescue tube, body board, rescue ring (5 rescue aids are required)
	<b>Additional test items</b> <ul style="list-style-type: none"> <li>If required by the assessor to determine the ability of the candidate.</li> </ul>	As required
15 minutes	<b>CONCLUSION</b> <ul style="list-style-type: none"> <li>Provide feedback to candidates</li> <li>Summarise key points</li> <li>Evaluation from candidates</li> </ul>	

## 1. Answer questions requiring an understanding of:

- safe water practices
- survival in the water
- self-preservation
- recognising an emergency
- assessment before and during a rescue
- priorities for rescue
- acceptance of responsibility
- use of bystanders
- emergency care
- emergency services available
- DRSABCD.

## MUST SEE

- A sound knowledge and understanding of the principles of water safety.

**ASSESSMENT:** Multiple choice/short answer, either oral or written

## TEACHING TIPS

1. Ask candidates to read sections in the Swimming and Lifesaving manual prior to practising the practical skills.
2. Ensure there are sufficient questions to cover all topics and to thoroughly test the candidate.
3. Use questioning during learning practical skills to assist with understanding.

## SUPPORTING INFORMATION

Much of the underpinning knowledge required to demonstrate an understanding of the water safety, survival, rescue and emergency care principles will be obtained during learning and practising the lifesaving and rescue skills of the Bronze Medallion award items.

### Safe water practices

Knowledge of dangers and hazards of various aquatic environments and appropriate safety actions is vital to enjoying the water safely. Spending time in and around water requires some preparation and should include:

- Wearing appropriate clothing and footwear.
- Sun protection including hat, sunscreen, sunglasses and light, long-sleeved clothing.
- Water and non-alcoholic drinks to keep hydrated.
- Mobile phone or knowing the nearest location of a phone.

Ref: Swimming and Lifesaving Chapter 2, pages 20-37

### Survival in the water

Survival in cold water can be increased by:

- Wearing a lifejacket and protective clothing.
- Use a flotation aid for support and where possible above the water.
- Avoid immersing the head.
- Avoid swimming or active movement for long periods as this increases fatigue and heat loss.
- Adopt the HELP or huddle technique.
- Remain still to conserve energy.

Ref: Swimming and Lifesaving Chapter 3, pages 59-65

### **Self-preservation**

The following order for methods of rescue should be considered to provide the greatest degree of safety for the rescuer:

- Talk
- Reach
- Throw
- Wade
- Row
- Swim
- Non-contact tow
- Contact tow

Ref: Swimming and Lifesaving Chapter 5, page 88

### **Recognising an emergency**

People in difficulty may not always signal for help so it may not be obvious they are in trouble. Early recognition and a quick interpretation of the situation are required. Understanding the types of emergencies that can quickly occur and being able to identify the characteristics of people in difficulty will assist the rescuer in recognising an emergency.

Ref: Swimming and Lifesaving Chapter 5, page 84

### **Assessment before and during a rescue**

A quick and correct assessment of an emergency situation is paramount before developing a plan of action. Not taking the time to make an informed judgement may put the rescuer at risk. The time spent will depend on the type of emergency and the urgency required. The following should be assessed:

- Ability of the rescuer including knowledge, skills, fitness and judgement.
- Factors at the emergency including number of people, degree of urgency, type of casualty, distance from safety, rescue equipment, environmental and water conditions, availability of bystanders.

Rescuers will need to assess the risk of danger to themselves, prior to commencing a rescue. During a rescue they will need to re-assess the situation, make any adjustments or even stop if they are at risk of danger.

Ref: Swimming and Lifesaving Chapter 5, pages 85-87

### **Priorities for rescue**

When more than one person is in difficulty, a good assessment of the type of casualties and the situation will assist in prioritising who to rescue first.

Generally, conscious casualties should be rescued first either by securing or supporting them. Of these, non-swimmers are top priority as they can quickly become unconscious. Distance from safety will need to be considered as those closer to safety could be quickly secured or supported, before rescuing those further out.

Ref: Swimming and Lifesaving Chapter 5, page 89

### **Acceptance of responsibility**

The effect of others and a crowd may influence whether a person at the scene of an emergency gets involved. A trained person is more likely to take action but sometimes the more people around, the less responsibility a person may feel.

Ref: Swimming and Lifesaving Chapter 5, pages 84-85

### **Use of bystanders**

Bystanders can assist greatly in an emergency situation even if they are untrained in rescue or emergency care. Rescuers should:

- Give clear and precise instructions.
- Ask for bystanders to quickly return to provide further assistance.

Bystanders can assist in the following ways:

- Telephone emergency services; Police, Ambulance or Fire.
- Seek help nearby from a lifeguard.
- Locate rescue aids.
- Locate defibrillator if required.
- Direct emergency services to the rescue location.
- Get information from witnesses to the emergency.
- Manage crowds.

### **Emergency services**

Emergency services should be quickly contacted in the case of drowning casualties. If bystanders are available, the rescuer should direct them to contact emergency services immediately. Bystanders can be used to wait for the arrival of emergency services and direct them to the location of the emergency. If bystanders are not available, rescuers should contact emergency services immediately after assessing the casualty's response but without further endangering the casualty if CPR is required and a phone is not immediately available.

### **For Police, Fire or Ambulance phone TRIPLE ZERO (000).**

112 can be used if mobile phones are out of the coverage area and will work worldwide.

The following information that may be requested from the emergency operator:

- Name and details of rescuer, casualty or any witnesses.
- Location of emergency.
- Description of what has happened.
- How many people involved.
- Condition of casualties.
- Medical assistance or after care that has been provided.

Ref: Swimming and Lifesaving Chapter 5, page 90

### **DRSABCD**

See DRSABCD action plan in Item 2- Resuscitation.

Ref: Swimming and Lifesaving Chapter 7, pages 123-148



### AWARD ITEM

#### 2. Complete the test for the Resuscitation Award.

Answer questions on:

- DRSABCD
- the techniques of CPR, including modifications for infants
- emergency care of people suffering from shock, choking and bleeding
- the use of bystanders and how to contact emergency services.

Demonstrate initiative in dealing with a non-breathing person.

- checking for dangers and taking appropriate action
- assessing unconsciousness
- opening and clearing the airway
- checking for breathing
- positioning the casualty for CPR
- performing simulated rescue breathing
- locating the compression point for chest compressions
- demonstrating the appropriate action for a casualty who vomits or regurgitates
- placing the casualty in the recovery position.

Demonstrate one of the following on a manikin, as selected by the examiner:

- mouth-to-mouth rescue breathing
- mouth-to-nose rescue breathing.

Demonstrate on a manikin:

- one-operator CPR
- two-operator CPR.

### MUST SEE

- A sound knowledge and understanding of the principles of resuscitation and emergency care.

**Practical skills must be performed on a manikin.**

- check for dangers and take appropriate action – identify, remove or eliminate
- squeeze and shout
- send for help
- check airway, clear and open
- check breathing – look, listen and feel
- head tilt/chin lift
- effective simulated rescue breathing
- location of compression point
- correct recovery position with mouth angled downwards for casualty that vomits or regurgitates
- clear casualty's mouth
- correct method of placing casualty in recovery position
- head tilt /chin lift
- effective rescue breathing
- effective CPR using one-operator and two-operators.

**ASSESSMENT:** Practical demonstration of skills

## TEACHING TIPS

1. The Resuscitation Award can be delivered via face-to-face (by approved RLS trainer or examiner) or via Royal Life Saving e-Learning.
2. The Resuscitation Award must be assessed by a Royal Life Saving approved examiner or assessor, including the practical test for those that have completed an e-Learning course.

## SUPPORTING INFORMATION

### DRSABCD action plan

<b>D</b>	<b>DANGER</b>	Check for dangers to yourself, bystanders and the casualty.
<b>R</b>	<b>RESPONSE</b>	Check for response – Squeeze shoulders and shout questions: can you hear me? open your eyes, what’s your name?, squeeze both my hands.
<b>S</b>	<b>SEND FOR HELP</b>	Call or ask a bystander to phone Triple Zero (000).
<b>A</b>	<b>AIRWAY</b>	Check, clear and open the casualty’s airway.
<b>B</b>	<b>BREATHING</b>	Look, listen and feel for any signs of normal breathing. If not breathing normally, commence CPR. If breathing, place in the recovery position and continue to monitor.
<b>C</b>	<b>CPR</b>	Give 30 compressions followed by 2 rescue breaths. 100-120 compressions per minute.
<b>D</b>	<b>DEFIBRILLATION</b>	If a defibrillator is available, immediately attach the defibrillator and follow the prompts. Note: CPR should be continued until the defibrillator is turned on and the pads attached.

Ref: Swimming and Lifesaving Chapter 7, pages 123-148

Resuscitation Guides are available through State and Territory offices.

### AWARD ITEM

#### 3. A non-swimmer is in difficulty 2 metres from safety.

- Demonstrate a reach rescue using an aid specified by the assessor.
- Secure the person at a point of safety.

### MUST SEE

- reassurance to the casualty
- clear instruction
- consideration of self-preservation (secure position, lying on the ground)
- effective use of the aid
- non-swimmer is brought to safety
- non-swimmer secured at the point of safety.

**ASSESSMENT:** Practical demonstration of skills

### TEACHING TIPS

1. Use a range of aids suitable for performing a reach rescue that may be available in various water environments (e.g. branch, pool cleaning pole).
2. Demonstrate what can happen if self-preservation is not considered.
3. Reach rescues can be practised on dry land before entering the water.

### SUPPORTING INFORMATION

When teaching rescue skills, it is important to teach candidates the ability to respond to real life situations using their knowledge and judgement.

It is important that rescuers select and adapt rescue techniques to suit their ability level, the condition of the person in difficulty and the environmental and water conditions.

There are four general categories of people in difficulty:

- Non-swimmer
- Weak swimmer
- Injured person
- Unconscious person

Ref: Swimming and Lifesaving Chapter 5, pages 86 - 87

### Recognition

In a situation where there are multiple persons in difficulty, the candidate must be able to recognise the categories of a person in difficulty in the water by identifying the different characteristics. The rescuer will need to quickly assess the emergency and consider who to rescue first. The order of rescue will be determined by the nature of the emergency, but be aware that non-swimmers can quickly become unconscious.

### Self-preservation

Self-preservation should always be considered before and during a rescue. Self-preservation is the rescuer putting their personal safety first and not endangering themselves to rescue another person. Some examples of self-preservation may be:

- Not entering the water in order to perform a rescue if a reach or throw rescue could be used.
- Not entering the water if the conditions are unsafe.
- Not attempting a rescue if they do not have the level of ability required.
- Checking for dangers such as live wires, electrical cords, rip currents or submerged objects.

### **Reassurance and instruction**

Providing clear instructions and calming the casualty are vital in any rescue. The rescuer should remain calm and reassure the person that help is on the way. Encourage self-help with positive instructions. When giving the casualty instructions make them simple and direct.

### **Methods of rescue**

The following methods of rescue should be considered in priority order to ensure safety to the rescuer.

Non-swimming rescues:

- Talk
- Reach
- Throw
- Wade
- Row

Swimming rescues:

- Swim
- Tow (non-contact, contact)

### **Reach rescue**

A reach rescue is used when the person in difficulty is nearby the edge. Usually, they have unexpectedly fallen into the water. A rigid aid such as a branch, paddle or pole or a non-rigid aid such as clothing or a towel, may be used to reach out to the person in difficulty and pull them into safety.

Ref: Swimming and Lifesaving Chapter 6, pages 96-97

### **Securing at a point of safety**

Once the casualty has been brought to safety, they should be carefully secured to ensure a further incident does not occur. If unable to exit the water without assistance, the rescuer should place both of the casualty's hands high on the edge and place their hands on top. Ensure the casualty's mouth and nose are clear of the water.

## ITEM 4 - THROW UNWEIGHTED ROPE

Instructor

### AWARD ITEM

#### 4. A person is in difficulty 10 metres from safety.

- Perform a throwing rescue using an unweighted rope.
- Secure the person at a point of safety.

A time limit of 30 seconds will apply from the start until the person grasps the rope.

### MUST SEE

- reassurance to the casualty
- clear instruction
- consideration of self-preservation
- effective use of the unweighted rope
- steady haul to safety
- person secured at the point of safety
- time limit achieved.

**ASSESSMENT:** Practical demonstration of skills

### TEACHING TIPS

1. Start with teaching the technique of coiling the rope as this is the most difficult and timely part of the rescue.
2. It is better not to time candidates when they are learning the skill; wait until they have mastered the technique.

### SUPPORTING INFORMATION

#### Throw rescue

Using a throw rescue enables the rescuer to remain out of the water. A buoyant aid or a rope may be thrown to the person in difficulty. A throw rescue is used when the person in difficulty is too far away to perform a reach rescue.

Learning to throw an unweighted rope is a difficult skill to master straight away but with practise this can be achieved. There are a number of different methods to coil and throw the rope, so experimenting to find the appropriate technique for candidates should be considered.

- The rope should be coiled evenly and steadily to avoid tangling.
- Secure one end of the rope; tie it to a fixed object or place under a foot.
- Aim to throw the rope over the shoulder of the person in difficulty.
- Instruct the person to hold the rope with both hands securely and either lie on their back or front.
- Pull-in steadily using a hand-over-hand technique.
- The rescuer should keep in a low body position to avoid being pulled into the water.

Ref: Swimming and Lifesaving Chapter 6, page 98

## AWARD ITEM

### 5. An unconscious, breathing person is 50 metres from safety.

- Enter the water, swim a 50 metre approach and tow the person 50 metres to safety.

The candidate will commence the rescue wearing swimwear, trousers and a long-sleeved shirt, any of which may be discarded as desired.

The time for this test should not exceed 3 minutes and 15 seconds from the starting signal until the completion of the tow.

## MUST SEE

- safe and appropriate entry for the environment
- constant observation of the unconscious person
- 50 metre swim approach
- effective 50 metre tow to safety
- time limit achieved.

**ASSESSMENT:** Practical demonstration of skills

## TEACHING TIPS

1. Candidates in the role on the unconscious casualty should simulate being unconscious during the rescue but are not required to hold their breath from the start of the scenario to the completion.
2. Provide opportunities for candidates to practise a range of contact tows to assist them in selecting an appropriate tow for their swimming and fitness ability.
3. Practise the safe removal of clothing as a separate skill prior to attempting it as part of the rescue.

## SUPPORTING INFORMATION

### Unconscious person

An unconscious person may be found in any position in the water; on the surface, below or at the bottom and could be face-up or face-down. They will be completely limp and immediate rescue is required. They will not be able to cooperate or respond to instruction. A contact tow is required.

### Entries

When selecting a safe entry, the following should be considered:

- Assess the area to select the most appropriate method.
- Choose a method that offers complete safety.
- Always consider the depth of water.
- Conditions change, so re-assessment is required.

### Methods of entry include:

- Wade in – shallow water, unknown conditions.
- Slide in – unknown depth and conditions.
- Step in – known depth, clear and bottom free from obstacles.
- Compact jump (with and without lifejacket) – known deep water from height > 1 metre.
- Dive entry – known deep water, clear and bottom free from obstacles.
- Stride entry – known deep water, clear and bottom free of obstacles, keep watch of casualty.
- Accidental fall in – unexpected.

Ref: Swimming and Lifesaving Chapter 3, pages 44-48

### Removal of clothing

A rescuer will experience additional weight and restricted movement when wearing clothing in the water. Swimming with clothing requires strength, stamina and fitness.

It is advisable they remove these items to ensure a quick response for this rescue. In some cases, some articles of clothing may be retained to use as rescue aids or to preserve body heat.

- Remove clothing from feet up.
- Undo the pants, take a deep breath and submerge if necessary, tuck the body and pull off the pants.
- For long sleeved items that need to be removed over the head; take one arm out at a time, then lift and roll clear over the head with one quick action.

### Swim approach

Speed in reaching an unconscious person is essential because breathing may stop within seconds, if it has not already. Continuous observation is vital in case the person submerges. If a wade entry is required, a wading approach should be used until a suitable point from which to begin the swim. Speed is important but so too is the need to conserve energy to tow the person in difficulty to return to safety. The approach should be done with head up to enable the rescuer to keep observation of the casualty. The defensive position should always be adopted at a safe distance in order to make a final assessment. Even though the casualty is unconscious in this award item, it is good practice to reinforce this step upon all approaches.

### Turning an unconscious person who is face-down

To turn over an unconscious person who is face-down:

- Move to a position facing the head.
- Grasp the person's shoulders.
- Rotate the person to a face-up position.

### Contact tow

There are various contact tow methods that may be used for rescue of an unconscious person:

- Cross-chest tow – when in rough water conditions.
- Head tow – when a firm hold on the unconscious person's head is required.
- Clothing tow – when conditions are calm and casualty is wearing clothes.
- Double-shoulder tow – when control of body position of casualty is required and rescuer does not have the swimming power to perform a cross-chest tow.
- Double-armpit tow – when a high head elevation is required, suitable for rough water.
- Vice-grip tow – when casualty has suspected spinal injury.
- Support tow – when casualty is unconscious and not breathing.

The following principles can be used to judge an effective contact tow:

- The casualty's mouth is kept above water.
- The casualty and rescuer are as horizontal as possible in the water.
- The rescuer has unrestricted swimming movements.
- The selected tow does not hamper the rescuer's stamina and strength.
- The casualty's head is controlled to keep the airway open.

Ref: Swimming and Lifesaving Chapter 6, pages 109-113

## AWARD ITEM

6. Dressed in swimwear, swim continuously 400 metres:
  - 6.1. 100 metres freestyle
  - 6.2. 100 metres survival backstroke
  - 6.3. 100 metres sidestroke
  - 6.4. 100 metres breaststroke

The total time for the swim should not exceed 13 minutes.

## MUST SEE

- continuous swim
- distance achieved
- time limit achieved
- recognised freestyle
- survival strokes must be performed with underwater arm recovery and any effective leg action is permissible.

**ASSESSMENT:** Practical demonstration of skills

## TEACHING TIPS

1. Initially test at the start to ascertain whether candidates have the swimming ability to undertake the award.
2. Provide opportunities to practise the strokes to develop technique and fitness.
3. Encourage candidates to practise the swim outside of class time particularly if they are struggling to achieve the distance or time.

## SUPPORTING INFORMATION

Swimming strokes may be used for survival, rescue, competition and recreation. Speed of stroke, energy expenditure, propulsion and vision are all important factors in selecting an appropriate stroke for the water conditions and situation.

Stroke	Survival	Rescue	Competition	Recreation
Freestyle	•	•	•	•
Backstroke	•		•	•
Breaststroke	•	•	•	•
Butterfly			•	
Sidestroke	•	•	•	•
Survival Backstroke	•	•	•	•

### Freestyle

#### Advantages

- Fastest stroke for approaching a person in difficulty or escaping from danger.
- Allows unrestricted vision when swum with the head above the water.

#### Disadvantages

- May be tiring due to the above-water arm recovery.

#### Rescue Modification

- Swim with the head above the water looking forwards to watch the person in difficulty.
- Provide instructions and reassurance upon approach.
- A buoyant aid may be carried over the shoulder, held between the legs or kept between the arms whilst swimming.

Ref: Swimming and Lifesaving Chapter 4, page 69



### **Survival Backstroke**

#### Advantages

- Effective in rescue and survival where endurance is required.
- Useful for towing especially when two hands are required to hold a person in difficulty.
- Observation and constant reassurance can be given to the person in difficulty.
- It can be performed with a variety of kicks such as breaststroke or eggbeater.

#### Disadvantages

- The swimmer has no view in the direction of travel.
- Survival backstroke is relatively slow.

#### Rescue Modification

- The strong leg action is used for propulsion whilst holding a person or persons and a flotation device to tow in to safety.
- The kick is underneath the casualty's body without being hindered.

Ref: Swimming and Lifesaving Chapter 4, page 79

### **Sidestroke**

#### Advantages

- Relatively simple to perform and requires low energy output.
- Strong propulsion from leg action for towing.
- Breathing is not interrupted.
- Vision can be ahead and behind.

#### Disadvantages

- It is a slow stroke.
- Increased resistance when the head is held out of the water.

#### Rescue Modification

- The head should be above the water and turned either way to aid observation.
- When towing, increase propulsion of lower arm by pulling all the way to hipline.
- An aid may be held with one arm while using the other for propulsion.
- The upper arm is used to tow a casualty while the lower arm provides propulsion with the leg action.

Ref: Swimming and Lifesaving Chapter 4, page 77

### **Breaststroke**

#### Advantages

- The stroke adapts well to swimming underwater.
- Allows for uninterrupted breathing and unrestricted forward vision when the head is above the water.
- The head can be turned to the side away from wind and waves.
- The glide or resting phase allows for the conservation of energy.
- Observation and constant reassurance can be given to the person in difficulty.

#### Disadvantages

- It is a slow stroke.
- Increased resistance occurs when the head is held above the water.

#### Rescue Modification

- The glide or resting phase may be longer when used as a rescue or survival stroke in order to conserve energy.
- The head is kept above the water to allow regular breathing.
- An aid may be held with the arms whilst the kicking action propels the body.
- Hand and feet speed may be slowed to conserve energy.

Ref: Swimming and Lifesaving Chapter 4, page 79

## AWARD ITEM

7. Dressed in swimwear, trousers and a long-sleeved shirt:
  - 7.1. float using hand sculling movements for 1 minute and then tread water for 1 minute
  - 7.2. put on a lifejacket (PFD) in deep water and swim 50 metres
  - 7.3. demonstrate the HELP position
  - 7.4. climb out wearing the lifejacket (PFD).

The components for the award item must be performed in the sequence listed.

## MUST SEE

- effective floating for 1 minute using hand sculling movement
- effective treading water for 1 minute
- correct fitting of lifejacket (PFD)
- distance of 50 metres achieved
- demonstration of correct help position
- climb out of the water safely.

**ASSESSMENT:** Practical demonstration of skills

## TEACHING TIPS

1. Practise putting on a lifejacket (PFD) outside the water first, then progress to shallow water before progressing to deep water.
2. Break each component of the test down into separate skills so candidates are able to concentrate on one skill rather than trying to remember what they need to do next.
3. First practise the skills without clothing and once they are competent, add the clothing required for the test.

## SUPPORTING INFORMATION

Personal survival skills are vital in the case a person finds themselves in an emergency situation. Developing a range of skills will aid the candidate in adapting to different conditions in a wide range of aquatic environments. Survival skills such as sculling, body rotation, treading water and eggbeater kick will all assist the individual to keep above water, conserve energy and remain calm.

### Sculling

Sculling is an essential skill which all swimming strokes and many survival techniques are based. The position of the hands will determine the direction of movement. Survival sculling is used when it is necessary to stay in the one position and is suitable for warmer water where heat loss is not a problem. The hands should scull in a flat action to maintain a stationary position on the back. For those that are unable to maintain a motionless float, the legs may be kicked slightly to keep the body horizontal.

Ref: Swimming and Lifesaving Chapter 3, pages 50-54

### Treading water

Treading water enables a person to stay in the one position with the head of the water. A variety of leg actions may be used but the most effective is the eggbeater kick. Other leg actions that can be used are: breaststroke, flutter kick, scissor kick or a cycling action. The arms use a relaxed sculling action and are kept below the surface.

Ref: Swimming and Lifesaving Chapter 3, page 55

### **Putting on a lifejacket**

A lifejacket should be worn at all times when on water craft. It is important lifejackets are the correct size and fit properly for the person wearing it. Lifejackets come in four different categories depending on the aquatic activity undertaken. They are designed to ensure a person floats with their head out of water, even if unconscious. Although a person may be a confident swimmer, in the situation where they could become unconscious, wearing a lifejacket may save their life.

In the case a lifejacket is not worn prior to entry into the water, the following technique can be used:

- Place the lifejacket flat on the water surface with the collar away from the body and the inner lining facing upwards.
- Put an arm into one arm hole and lean back into the lifejacket.
- Place the other arm into the arm hole.
- Remain lying on the back to zip, buckle or tie the lifejacket.

Ref: Swimming and Lifesaving Chapter 3, page 63

### **HELP technique**

The Heat Escape Lessening Posture (HELP) may help to lengthen the time that a person can survive in the water by protecting the areas of the body that are prone to losing heat quickly. These areas are the head, sides of the chest and groin. To perform the HELP technique a lifejacket should be worn if available. Draw the knees to the chest, hold the lifejacket collar with both arms pressed to the sides of the chest and minimise movement as the key to survival is to conserve energy.

Ref: Swimming and Lifesaving Chapter 3, page 64

### **Exit the water wearing a lifejacket**

Exiting the water wearing a lifejacket can be a little more difficult but the technique is more or less the same. With both hands on the edge, kick legs vigorously to raise the body as high as possible. Lean forward and place a knee over the edge to climb out.

## AWARD ITEM

8. A weak swimmer is in difficulty 12 metres from safety:
  - 8.1. with a flotation aid, enter the water as for unknown conditions
  - 8.2. wade 5 to 8 meters
  - 8.3. throw the aid to the person
  - 8.4. instruct the person on how to use the aid
  - 8.5. accompany the person to safety
  - 8.6. instruct the person on how to leave the water safely.

The components for the award item must be performed in the sequence listed.

## MUST SEE

- reassurance to the person in difficulty
- effective instructions
- consideration of self-preservation
- effective and safe entry for the environment
- safe wading for a distance of 5 to 8 metres
- accurate throw of flotation aid
- person accompanied to safety
- safe exit out of the water.

**ASSESSMENT:** Practical demonstration of skills

## TEACHING TIPS

1. Use a range of buoyant aids suitable for performing an accompanied rescue that may be available in various water environments.
2. Create a scenario where conditions such as currents or wind may need to be considered when throwing the buoyant aid.

## SUPPORTING INFORMATION

### Weak swimmer

A weak swimmer may quickly become tired so immediate rescue is required. They are generally in an inclined position in the water using arms and legs for support. They may be facing a point of safety and attempting to attract attention. They may be able to take clear instructions and the use of an aid in an accompanied or non-contact rescue is suitable.

Ref: Swimming and Lifesaving Chapter 5, page 86

### Entry for unknown conditions

When the conditions are unknown including the depth and state of the bottom, a wade in or slide in entry is suitable. Both entries are controlled and safe allowing for the feet to feel for unseen obstacles. An aid such as a stick may be used in a wade entry to test for depth or obstacles. Facing the edge in a slide in entry allows for greater control when lowering the body.

Ref: Swimming and Lifesaving Chapter 3, page 44

### Throwing a buoyant aid

A buoyant aid can be thrown out to a person in difficulty to provide them with support until they can be brought to safety either by an accompanied rescue or non-contact tow. Buoyant aids may include a lifejacket, rescue ring, rescue tube or kickboard. Depending on the type of aid and the distance, throw either underarm or overarm and attempt to land the aid within arm's reach. Wind, currents and aid weight should be considered. Instruct the person to hold the aid to their chest.

### **Accompanied rescue**

This method of rescue is used when a person in difficulty is too far from safety to use a reach or throw rescue. A buoyant aid is taken and the rescuer should always maintain a safe distance from the person. Once the aid is thrown to the person and they have taken hold, the rescuer should encourage the person to kick and accompany them to safety, keeping 2-3 metres in front and providing reassurance.

Ref: Swimming and Lifesaving Chapter 6, page 106

### **Exiting the water safely**

A successful rescue ends with ensuring the person in difficulty has safely been assisted or removed from the water.

For environments with a gentle slope, the weak swimmer can be walked out with assistance. They may be exhausted, so the rescuer should slide their head under the person's armpit, provide support around their waist and walk beside the person.

For environments with a higher edge that requires a person to climb out, a stirrup lift may be used. The rescuer should move to the side or behind the person. The rescuer cups their hands together to form a stirrup and instructs the person to place one foot in the stirrup to step up and leave the water.

Ref: Swimming and Lifesaving Chapter 6, pages 116/118

**AWARD ITEM**

9. A weak or injured swimmer is in difficulty in deep water 25 metres from safety:
- 9.1. swim to the person, demonstrating appropriate precautions
  - 9.2. while returning to safety using an appropriate non-contact tow, demonstrate a method of coping with a struggling person
  - 9.3. land the person using a suitable method
  - 9.4. the assessor will decide what aids are available.

The components for the award item must be performed in the sequence listed.

**MUST SEE**

- reassurance to the person in difficulty
- effective instructions
- consideration of self-preservation
- constant observation of the casualty
- adoption of defensive position
- effective non-contact tow
- effective handling of the struggling casualty during the tow
- safe and suitable method of landing.

**ASSESSMENT:** Practical demonstration of skills

**TEACHING TIPS**

1. Use a range of rigid and non-rigid aids suitable for performing a non-contact rescue that may be available in various water environments.
2. Practise a range of methods for dealing with a struggling person as each situation will be different.

**SUPPORTING INFORMATION****Injured swimmer**

An injured swimmer could be in an awkward position caused by grasping of injured limb or area. They may be in a great deal of pain, crying out and panicking and not respond immediately to instruction. The use of an aid is preferable in a rescue. The rescuer should avoid aggravation of injury during rescue.

Ref: Swimming and Lifesaving Chapter 5, page 87

**Carrying a rescue aid**

Taking an aid in any swimming rescue is the safest option and allows the rescuer to perform a non-contact tow. When entering the water with an aid keep hold of the aid so it does not get swept away by currents or waves. With a buoyant aid, if there is no attached line hold the aid out in front of the body or between the legs. With a non-rigid aid, these can be carried draped around the neck or shoulders.

**Non-contact tow**

A non-contact tow is used when an accompanied rescue is not possible or has proven ineffective. Non-contact remains a preferable method than a contact tow which is a greater risk to the rescuer.

Select an appropriate towing aid such as a rescue tube, rescue ring, body board or a non-rigid aid (towel or clothing) and enter the water. Swim to the person and adopt the defensive position. Provide clear instructions. Pass the aid to the person to take hold with two hands, retaining hold of the other end of the aid. The rescuer may try to encourage the person to float on their back which may make it easier to tow for some aids. The rescuer should keep their towing arm straight which increases the distance between the rescuer and the person. While towing using sidestroke or survival backstroke, the rescuer should keep observation for signs of panic. Reassurance and encouragement to assist by kicking should be provided.

Ref: Swimming and Lifesaving Chapter 6, pages 106-107

### **Dealing with a struggling casualty**

A rescuer should always approach with caution and adopt the defensive position approximately 2-3 metres away from the casualty. During the rescue, if the casualty starts to struggle or attempts to grasp the rescuer, the rescuer should let go of the aid and either use a reverse or blocking to avoid contact with the person.

A reverse requires the rescuer to tuck the legs rapidly under the body, push them forward and kick vigorously. Blocking with an aid or leg is another method to push away the person and swim away or submerge. Re-adopt the defensive position and provide clear and firm instructions. Calm and reassure the person before resuming the rescue when and if safe to do so.

Ref: Swimming and Lifesaving Chapter 6, page 103/107

### **Deep water exit**

A stirrup lift can be used in deep water when the casualty is able to help. The rescuer uses one hand to maintain a firm grip on the edge. With the other hand, form a cup or stirrup and instruct the person to step up or leave the water. If the edge is high and difficult to hold, the rescuer should tread water while providing the stirrup. As the person steps up, the rescuer may go under water.

Ref: Swimming and Lifesaving Chapter 6, page 118

## AWARD ITEM

10. Apply the vice grip to immobilise a spinal injury to the neck and then wade with the casualty for 5 metres. Summon assistance.

## MUST SEE

- demonstration of correct technique for vice grip
- effective immobilisation of head and neck
- smooth turnover and minimal unnecessary motion
- safe wading for a distance of 5 metres
- clear instructions to bystanders for assistance and to call emergency services.

**ASSESSMENT:** Practical demonstration of skills

## TEACHING TIPS

1. Demonstrate and ask candidates to practise the correct hand/arm positions for the vice grip out of the water prior to practise in the water.
2. If the water is too shallow, it will be too difficult to perform a vice grip so ensure the water is chest depth.
3. Emphasise that minimal water disturbance and unnecessary motion is important for the spinal injury casualty.

## SUPPORTING INFORMATION

### Spinal injury

Spinal injuries may result from direct force, such as a blow to the back, or indirect force, such as a neck injury following a severe blow to the head. Any spinal injury is very serious and requires great care in handling. There is always risk of further damage to the spinal cord, which, in turn, can result in loss of power and sensation to all parts of the body below the injury. In aquatic spinal cord injury, damage occurs quite high in the spinal cord, usually at the level of cervical vertebrae 5 or 6. Correct application of the vice grip can immobilise the neck and prevent any further damage to the spinal cord from movement of dislocated or fractured vertebrae.

Common causes of aquatic spinal injuries include: diving incidents or being dumped by waves in shallow water.

### Signs and symptoms

A casualty who has suffered a spinal injury may have broken the bones off the spine or have damaged the spinal cord within. If the spinal cord (a thick track of nerves) is damaged, the casualty will experience a lack of movement, muscle weakness, numbness or tingling. The casualty will be in pain and bewildered by the lack of movement. In the water or on land, the casualty may be found face up or face down, conscious or unconscious, breathing or non-breathing. Deformity, redness, muscle tightness or lacerations may be present at the site of the injury. The conscious casualty may complain of visual problems and pain.

### Management

Managing spinal injuries must be taken with upmost care. Prevent any twisting of the head or spine and the casualty should only be moved out of the water by rescuers trained in spinal injury management. In the case of a non-breathing casualty the DRABC action plan takes precedence.

### Vice grip – face up

- Approach the casualty's side.
- Casualty's arms should be by their side.
- Place one forearm along the length of casualty's sternum. The hand forms a vice grip to support the jaw and keep the head and neck from moving.
- Place the other forearm along the casualty's spine with the hand cupping the back of their head.
- Lock wrists and squeeze forearms together to create the vice.
- Slowly move the casualty keeping the forearms and hands in the vice grip position to minimise any motion from altering the position of the person's hips and legs.
- Move the casualty gently head first in a slow, directed glide to achieve a horizontal body position.



### **Vice grip – face down**

- Approach the casualty's side.
- Casualty's arms should be by their side.
- Place one forearm along the length of casualty's sternum. The hand forms a vice grip to support the jaw and keep the head and neck from moving.
- Place the other forearm along the casualty's spine with the hand cupping the back of their head.
- Lock wrists and squeeze forearms together to create the vice.
- Rotate the person to a face up position by moving under the person during rotation and surfacing on the other side.
- Slowly move the casualty keeping the forearms and hands in the vice grip position to minimise any motion from altering the position of the person's hips and legs.
- Move the casualty gently head first in a slow, directed glide to achieve a horizontal body position.

Ref: Swimming and Lifesaving Chapter 5, pages 119-120

### **After care**

Transportation to hospital as soon as possible after the accident is imperative. Information about where the accident occurred and the condition of the casualty, especially suspected spinal injury, should be relayed when calling for help.

### AWARD ITEM

11. Dressed in swimwear, trousers and a long-sleeved shirt, perform two of the following in deep water:

- 11.1. defensive position
- 11.2. a reverse
- 11.3. a leg block
- 11.4. a block using an aid.

### MUST SEE

- maintaining a safe distance from a person in difficulty
- correct adoption of defensive position
- rapid reverse with vigorous kicking action
- an effective leg block
- an effective use of an aid to block.

**ASSESSMENT:** Practical demonstration of skills

### TEACHING TIPS

1. Reinforce the concept of self-preservation regularly so candidates automatically consider their own safety during a rescue.
2. Practise the range of defensive techniques using different scenarios and changing training partners.

### SUPPORTING INFORMATION

Defensive techniques are used to avoid contact with a person in difficulty. A person in difficulty can often be irrational, anxious and their only concern is breathing or getting to safety. They may panic and attempt to lunge at the rescuer, so maintaining a safe distance and using an aid as a barrier are methods to keep the rescuer safe. At all times the rescuer should observe the person in difficulty and avoid contact where possible.

#### Defensive position

When approaching a casualty or needing to assess or re-assess a situation, a rescuer should always adopt the defensive position:

- Maintain a safe distance; approximately 2- 3 metres away from the casualty.
- Lean slightly backwards, keep one leg tucked and push the other leg forward.
- Scull the hands to maintain the position in the water.

#### Reverse

If the casualty attempts to lunge towards or grasp the rescuer, the rescuer should use the reverse:

- Tuck legs quickly under the body and push them forward.
- Kick vigorously away from casualty – strong big kicks and use hands and arms to increase acceleration.
- Re-adopt the defensive position to re-assess the situation.

#### Leg block

If the casualty attempts to lunge suddenly before the rescuer can use a reverse, a leg block is used:

- Adopt a tuck position.
- Place a foot against the casualty's upper chest.
- Push away against the casualty's body.
- Reverse, swim away or submerge if necessary.
- Re-adopt the defensive position to re-assess the situation.

#### A Block using an aid

If the casualty attempts to lunge suddenly before the rescuer can use a reverse, a block using an aid can be used:

- Block the casualty's forward movement with a rescue aid.
- Push the casualty backwards with the aid and let go of aid.
- Reverse away and re-adopt the defence position to re-assess the situation.

Ref: Swimming and Lifesaving Chapter 6, pages 102-103

## AWARD ITEM

12. Demonstrate a search pattern in approximately 2 metres of water, submerging head-first or feet-first as specified by the instructor. Recover an object from the bottom.

## MUST SEE

- effective head-first or feet-first surface dive
- demonstrate a series of surface dives using backing up technique
- searching with hands at required depth
- methodical coverage of area
- recovery of object.

**ASSESSMENT:** Practical demonstration of skills

## TEACHING TIPS

1. Practise search patterns out of the water to learn the backing up technique, maintaining a line, the sweeping of hands and giving clear and loud instructions.
2. Emphasise the importance of performing head-first and feet-first surface dives with little splash to minimise disturbance.

## SUPPORTING INFORMATION

If the person in difficulty who becomes submerged has been observed by the rescuer, they may be quickly located and recovered. Sometimes the location of a submerged person may be indicated by bubbles. In the case the person in difficulty has not been observed, a search pattern will need to be used to locate the submerged person.

### Head-first surface dive

A head-first surface dive should be used when water conditions are known to be safe. It is used when escaping from danger or when recovering a submerged person.

### Feet-first surface dive

A feet-first surface dive can be used when searching unclear water and for escaping from under upturned boats. The extended feet-first surface dive is used when a quick submersion is required whereas a controlled feet-first surface dive is when a slower and controlled descent is required.

Ref: Swimming and Lifesaving Chapter 3, pages 56-58

### Search patterns

The purpose of search patterns is to recover a person where the location of the person is unknown; these can be performed by an individual or as a group.

A rescuer undertaking an individual search in deep water should use the backing up technique. This ensures the whole area is covered. They start by performing a surface dive and sweeping their hands near to the bottom to feel for any submerged person. Upon surfacing, they back up approximately one metre and repeat the surface dive.

In a group search, they will also use the backing up technique. One person should take the role as the leader to provide instructions. Rescuers should be spaced close enough so they can see each other underwater and their sweeping hands can touch. The search is conducted in parallel lines following the backing up technique. To turn the group, the end person acts as a pivot to ensure the whole search area is covered.

Ref: Swimming and Lifesaving Chapter 6, pages 104-105

### Recovery of a submerged person

The rescuer should position themselves close to the head in order to grasp the person under both armpits. With bent knees, push off the bottom to aid reaching the surface with the person.

Ref: Swimming and Lifesaving Chapter 6, page 104

## AWARD ITEM

**13. Recover a person simulating unconsciousness from approximately 2 metres depth and tow 10 metres to shallow water or to safety.**

Assume it is not possible to remove the person from the water until assistance arrives. Assess for respiratory failure and demonstrate rescue breathing for 1 minute. Once assistance has arrived, land the person and assess DRSABCD. Assume breathing is now present and then place them in the recovery position.

## MUST SEE

- check for danger and safe water entry
- recovery of the person from 2 metres
- use of appropriate tow for unconscious casualty
- effective tow for the distance of 10 metres
- assessment of respiratory failure
- correct technique for simulated rescue breathing for a period of 1 minute
- clear instructions to bystanders for assistance and to call emergency services
- safe landing of the person
- assessment of DRSABCD
- correct placement in recovery position and continued monitoring.

**ASSESSMENT:** Practical demonstration of skills

## TEACHING TIPS

1. Break each component of the test down into separate skills so candidates are able to concentrate on one skill rather than trying to remember what they need to do next.
2. Use a dive brick or similar object as the unconscious person so that all candidates can get maximum practise time, then pair up candidates to assume both roles.
3. Candidates in the role of the unconscious casualty should simulate being unconscious during the rescue but are not required to hold their breath from the start of the scenario to the completion.

## SUPPORTING INFORMATION

### Rescue breathing in water

During a rescue it may be necessary to perform rescue breathing while still in the water if unable to land the casualty safely. It is not possible to perform chest compressions in water but rescue breathing can be performed successfully. In shallow water, the casualty should be secured and supported by the rescuer's body or legs or use of the edge such as the side of the pool. The principles for resuscitation are similar to those on land. The mouth-to-nose technique should be used.

Ref: Swimming and Lifesaving Chapter 7, page 144

### **Assisted lift**

A successful rescue requires the person in difficulty to be removed or assisted from the water and moved to a place of safety. The removal should be carried out as quickly as possible with minimum risk of injury to both the rescuer and casualty and with minimum interruption to resuscitation should this be required.

An assisted lift is used when the casualty is unable to provide assistance and help is available. The lift can be performed by two, three or four people.

- The casualty should be facing the edge.
- One rescuer must take control and organise the lift giving clear instructions to the other rescuers.
- The assistants on the edge stand close together; take a firm hold of the casualty's upper arms and wrists.
- The rescuer/s in the water holds each side of the person ready to lift.
- On a signal, all rescuers lift, raising the casualty to a position where their hips are level with the edge.
- Bend the casualty at the waist and lower the trunk and support the head to the ground.
- The rescuers in the water lift the person's legs out.
- The rescuers on the edge support the casualty's head while turning the body, so it is flat on the ground ready to follow the DRSABCD action plan.

Ref: Swimming and Lifesaving Chapter 6, page 119

### **Recovery position**

The recovery position is used when a casualty is responsive and breathing normally. This position allows the rescuer to continue monitoring the casualty and provide any required after care.

- Extend casualty's far arm to the side.
- Lift the near leg.
- Roll the body while supporting the shoulder and hip.
- Flex the top hip to about 90 degrees.
- Place the top forearm over the bottom elbow.
- Tilt the head back and support jaw with face turned slightly downwards.

Ref: Swimming and Lifesaving Chapter 7, pages 141-142

## AWARD ITEM

14. Demonstrate initiative in effecting a rescue of two people who are in difficulty up to 15 metres from safety and whose conditions are not revealed.

The examiner will ensure that up to five rescue aids will be available.

The examiner will brief the subjects on the roles to be simulated from the following:

- non-swimmer
- weak swimmer
- injured swimmer
- person with a suspected spinal injury in shallow water
- unconscious person.

On completing this test, the candidate will explain the reasons for the actions taken.

## MUST SEE

- quick and accurate recognition and assessment
- reassurance to the persons in difficulty if applicable
- effective instructions if applicable
- consideration of self-preservation
- appropriate choice and use of aids
- actions do not further endanger the casualties
- effective rescue of persons to safety
- safely secured and after care provided
- sensible justification of actions.

**ASSESSMENT:** Practical demonstration of skills

## TEACHING TIPS

1. Introduce initiative tests early so candidates understand the concept of simulation and can develop their judgement skills progressively.
2. Explain to candidates the key things you will observe: remaining calm, provide reassurance, encouraging self-help, clear instructions etc.
3. Reinforce the concept of self-preservation.

## SUPPORTING INFORMATION

An initiative is a simulated emergency situation to which a candidate is tested on their response. An initiative test provides an opportunity to assess a candidate's judgement using a combination of their knowledge, fitness and practical skills.

Initiative tests assist candidates to use all available information, assess its relevance to the emergency situation and make decisions on the best course of action. The candidate will need to decide which casualties to rescue first, what techniques or equipment to use and when to call for assistance from bystanders or emergency services.

Simple initiative tests can be used to start to develop judgement skills progressively. Once candidates have learnt some basic rescue skills such as a reach rescue or a throw rescue, initiative tests can be implemented. These tests force decisions to be made on which rescue method may be most effective in rescuing a training partner simulating a person in difficulty.

### Setting up initiatives

The following points should be considered when setting up an initiative:

1. The level of lifesaving skill and knowledge of the candidates.
2. The location and general situation whether actual or imagined.
3. The number of casualties stated in the award item (2 casualties for Bronze Medallion).
4. The type of casualty: non-swimmer, weak swimmer, injured person or unconscious person, person with suspected spinal injury in shallow water.
5. Location of casualties in the water: distance from safety, caught in a current etc.
6. Changes in casualty status during the rescue.
7. The types, number and location of rescue aids available (up to 5 aids for Bronze Medallion).
8. Whether or not there are any bystanders nearby.
9. The skills and knowledge of any bystanders.
10. The boundaries for the initiative.

### During the initiative

The following points should be considered during the initiative test:

1. Did the candidate make an adequate assessment of the scenario they were faced with?
2. Did the candidate practise self-preservation prior, during and post rescue?
3. Did the candidate remove any bystanders from danger?
4. Did the candidate utilise any available bystanders effectively with clear instructions?
5. Did the candidate utilise any available rescue aids and were they used effectively?
6. Did the candidate perform the rescues quickly and efficiently?
7. Did the candidate rescue all casualties and provide appropriate after care?
8. Did the candidate recognise injuries and handle appropriate as to not cause further injury?
9. Did the candidate perform CPR if required?
10. Did the candidate contact emergency services as required?

If prompts are required during the initiative, these should be given at the appropriate time to assist with continuing with the rescue. For example: In a scenario where CPR needs to be provided; once the candidate has checked for breathing, the prompt 'not breathing normally' or 'breathing normally' should be given so the candidate can continue with the appropriate action.

### After the initiative

To get an understanding of the candidate's judgement skills, the following points may be discussed:

1. Ask the candidate to explain their understanding of the emergency scenario.
2. Ask the candidate to explain the reasoning behind their actions in performing the simulated rescue.
3. Ask the candidate upon reflection, was there anything they may have done differently or they thought they could further improve on.
4. Provide constructive feedback to the candidate on aspects of the rescue that were well executed and areas that required further improvement.

A Lifesaving Initiative Scenarios and Learning Activities booklet is available from Royal Life Saving.



---

**FOR MORE INFORMATION**

Call **02 8217 3111**

Email **info@rlssa.org.au**


---

**CONNECT WITH US**

 [facebook.com/RoyalLifeSaving](https://facebook.com/RoyalLifeSaving)

 [twitter.com/royallifesaving](https://twitter.com/royallifesaving)

 [youtube.com/RoyalLifeSavingAust](https://youtube.com/RoyalLifeSavingAust)

 [royallifesaving.com.au](https://royallifesaving.com.au)