



Preserve life. Prevent further injury. Promote recovery.  
First Aid is the immediate and temporary care of illness or injury.

# LIFESAVING FIRST AID LESSON PLANS



LIFESAVING SOCIETY®

*The Lifeguarding Experts*



LIFESAVING SOCIETY®

*The Lifeguarding Experts*

## LIFESAVING FIRST AID LESSON PLANS

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

Annually, well over 700,000 Canadians participate in the Society's swimming, lifesaving, lifeguard, and leadership training programs. The Society sets the standard for aquatic safety in Canada and certifies Canada's National Lifeguards.

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

The Society represents Canada internationally as an active member of the royal Life Saving Society and the International Life Saving Federation. The Society is the Canadian governing body for lifesaving sport - a sport recognized by the International Olympic Committee and the Commonwealth Games Federation.

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# LIFESAVING FIRST AID

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## LESSON PLANS



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# Canada's lifeguarding experts

## – saving lives for over 100 years.

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

The Lifesaving Society has a long and proud history of teaching swimming and 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 he 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. 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 methods 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 including Boat Operator Accredited Training, the Junior Lifeguard Club and the Canadian Swim Patrol Program, and we launched our Aquatic Safety Management Service. We expanded our First Aid training programs and completely revamped the Bronze medal and the National Lifeguard training program 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.

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# Introduction

## Introduction

Chain stores and restaurants know that their success is dependent on providing a product or service that is the same in quality and content the world over. Customers know what to expect. Lifesaving Society courses need to mimic a chain store mentality. It should be consistent, of high quality and delivered in a manner that can be repeated successfully hundreds of times by any number of people. It should not be dependent on the personality of the Instructor Trainer, location, time or facility. The lesson plans are a key element of the Lifesaving Society's Leadership Philosophy and Program Model Design. The lesson plans reflect the key messages of the Leadership Philosophy.

## Long-term Lesson Plans

This lesson plan booklet contains long-term lesson plans for all Lifesaving First Aid awards. Instructors will use these long-term lesson plans to select the specific Short-term lesson plans required to deliver the First Aid award items for each specific first aid award. This information can be used to prepare a course schedule to be given to each candidate.

## Short-term Lesson Plans

The short-term lesson plans are designed to be used with the First Aid award Long-term lesson plans. Some short-term lessons are common to all course delivery options. Some are specific to only the First Aid curriculum. The short-term lesson plans are the link between the reference literature such as the Canadian First Aid Manual and the Lifesaving First Aid Award Guide, and the acquisition of the First Aid skills and knowledge by the candidates.

The short-term lesson plans are based on the award guide items. There is one lesson plan for each award guide item. There are some lessons such as "The Lifesaving Society" that are not based on award guide items, but are required teaching activities for the Lifesaving First Aid courses. All short-term lesson plans include the learner experiencing practical applications of knowledge. A key message within the Program Model Design and Leadership Philosophy is: "All courses use teaching activities which model a teaching approach based on maximizing practical application. Teach using the 3Ds – Demonstrate, Discuss, Do."

**Demonstrate:** The Instructor/Examiner must demonstrate the award guide items. The demonstration should include all of the steps or skills required to achieve the item's "Must Sees". For a lesson that is not associated with an award guide item such as "The Lifesaving Society", the instructor/examiner must lead an activity that achieves the lesson outcome.

**Discuss:** The purpose of the discussion is to prepare the candidates with the key information they need in order to move from the Demonstration to the Do activities. Briefly discuss the information required to understand the Purpose of the award item, highlight information and key points they will have to consider when performing the item, and any safety requirements to ensure the candidates' safety. The candidates must be able to reference their literature to locate, understand and apply the information and skills required to successfully accomplish the award item.

**Do:** Try the skill and find alternative solutions for candidate success if necessary. For complex skills, the candidates may need a sequential learning approach to remember the whole skill. Maximize practice time in the context of the award item. Some activities may include application of skills in simple scenarios. This builds experience for more complex situations.

Demonstrate, Discuss and Do are presented in the lesson plans as separate teaching activities. It may be appropriate to deliver 2 of them simultaneously such as the Discussion with the Demonstration. The 2 activities together may provide for better understanding and time management to achieve the lesson outcome.

The Short-term lesson plans reflect this key message and model application of the 3Ds. The Instructor's objective for every lesson should be to maximize the amount of practice the candidates can experience in the lesson.

The short-term lessons are listed in the Long-term lesson plans in a logical order. It is important that they are delivered in the order they appear on the long-term lesson plan. This logical order takes into consideration that some short-term lessons require skills that are introduced in other short-term lessons. It is understandable that facility and pool space may affect this and require some adjustments, but it is important to be cognizant that the order of the topics is part of the course schedule design.

As part of the consistency of the Lifesaving Society Program Model Design, all new AEC/LFA Instructors should teach the First Aid curriculum using the activities included in the short-term lesson plans. Experienced Instructors can adapt the short-term lesson plans to use alternative teaching activities if they ensure that the activities meet the criteria for teaching the award item and successfully achieve the required learning outcomes for the participants. The activities should model the application of the 3Ds.

## **Safety**

Candidate safety should be a key part of every lesson. The instructor/examiner must ensure that the formations used for activities and the directions given to candidates are designed to create a safe environment and protect them from injury.

## **Time Management**

The time listed for each Short-term lesson plan is total teaching time. Total time recommended for the course delivery is longer than the sum of the individual lesson times in order to provide time for transitions between topics, any short breaks given to instructor/examiner candidates, practice activity sessions and for perception checking and debriefing. Meal breaks are not included in the total teaching time.

The final course evaluations for the LEFA, LSFA and AEC awards require completion of an open book written exam. Suggested times for the exams are included in the Long-term lesson plans for these awards. The Exam is included as an Appendix in this lesson plan booklet, and the candidates receive the exam in their Lifesaving First Aid Candidate Workbook.

These times are based on full classes of 12 candidates, more candidates will require more time or more instructors, and fewer candidates may require less time. The planned times for each session require that the instructor carefully manage the time for each lesson and each activity. The planned times and activities reflect this key message:

Minimum standard is not substandard. It is the standard. The objective of all Society courses is to teach the learners to achieve the standard and evaluate them at the standard to confirm their success. Candidates must achieve mastery of the content required and meet the standard before trainers consider including any additional content.

There is adequate time to cover the content included in the lesson plans. The successful instructor will use careful planning, lesson preparation and attention to time management to provide candidates the opportunity to successfully learn and practice the required award items. If the instructor adds "nice to know" information or tries to share everything he or she knows about a topic, there will not be enough time to cover the required content.

### **Co-delivery of AEC or LSFA with NLS**

The Lifesaving Society recommends that affiliates offer an AEC or SFA course prior to a NLS course as SFA is a prerequisite to NLS. These courses may be co-delivered, which allows for AEC/NLS or LSFA/NLS programming, one-stop shopping and excellent customer service.

Once NLS candidates will have Bronze Cross certification as a prerequisite, the time required to teach and evaluate first aid may be reduced in these situations. The Bronze Cross certification provides candidates with CPR and spinal rescue foundation for first aid. When planning a co-delivered course schedule, the instructor/examiner will select the appropriate Short-term lessons from the First Aid and NLS Lesson Plan booklets. The course schedule must provide enough time to teach, practice and evaluate all of the award items. For more information about the co-delivery of Lifesaving Society certifications, see the Lifesaving Society Policies and Procedures.

### **Selecting Equipment**

The short-term lesson plans and the Notes in the award guides include recommendations for equipment that will be needed for use during the course. It may be necessary to adapt equipment or select alternative equipment in order to achieve the required outcomes. The award guide Notes include suggestions for adapting equipment. Instructor/Examiners should apply this information to identify all required equipment and incorporate it into their teaching activities.

### **Visual Presentation Materials**

A range of visual presentation materials may be used to present information and activities throughout the course. Examples of these materials include flipcharts, whiteboard, paper and clipboards, worksheets, videos, and computer presentations. A key consideration is how instructors can use presentation materials in a way that reinforces the connection between the

theoretical knowledge, practical activities and the environment where the knowledge will be applied. Example: use a flipchart taped to the wall beside the pool deck to illustrate the Must Sees for an award item the candidates are practicing in the water or on the deck.

#### Perception Checking and Debriefing

Each course should include regular perception checks or debriefing. Perception checks should be used to wrap up and evaluate every Short-term lesson. Ask the candidates to answer the following questions:

- What did you learn from this session?
- What would you like more information on?

Debriefings should be used throughout the course to provide direct feedback and direction to candidates who are not demonstrating the behaviors required to pass a specific item. The debriefing should be a one-on-one discussion with the instructor using the award guide to reference the relevant Must Sees not being met. Anytime you are giving feedback to the candidate, give the candidate a chance to self-evaluate first.

#### Before the Course - Course Planning Checklist

- Prepare a course schedule to give to candidates
- Check with affiliate to ensure candidate materials have been ordered
- Prepare a list of needed equipment and supplies and arrange to have them ready at the course location
- Confirm teaching space location(s) and sufficient space for course needs

#### After the Course - Course Administration Checklist

- Collect and review the completed Lifesaving Society Course Evaluation Forms from the candidates
- Fill out the award test sheet and check it to ensure that the required information is complete
- Make copies of the test sheet for your records and the affiliate
- Give the completed test sheet and Course Evaluation Forms to the affiliate to send to the Lifesaving Society for award processing
- Review and evaluate the course to consider what you learned as the Instructor/Examiner and how you can improve the next course

# Aquatic Emergency Care

## 20 Hour Long-term Lesson Plan

### Notes

- The duration for these lesson plans are an estimate.
- The total time for this course is 20 hours.
- The additional time may be used for discussions and concerns as they come up, as well as short breaks.

Lesson	Description	Duration	Location
1	Welcome and Introductions	30 minutes	dry
2	The Lifesaving Society	20 minutes	dry
3	Principles of First Aid	20 minutes	dry
4a	Scene Assessment	15 minutes	dry
4b	Primary Assessment	20 minutes	dry
5	Self Protection	10 minutes	dry
6	AED Knowledge	15 minutes	dry
7a	One Rescuer CPR: Adult	30 minutes	dry
7b	One Rescuer CPR: Child	10 minutes	dry
7c	One Rescuer CPR: Infant	15 minutes	dry
7d	Two Rescuer CPR & AED	10 minutes	dry
8a	Obstructed Airway: Conscious Adult	15 minutes	dry
8b	Obstructed Airway: Conscious Child	15 minutes	dry
8c	Obstructed Airway: Conscious Infant	15 minutes	dry
8d	Obstructed Airway: Unconscious	15 minutes	dry
9	Management of Bystanders	10 minutes	dry
10a	Circulatory Emergencies: Shock	15 minutes	dry
10b	Circulatory Emergencies: Heart Attack and Angina	15 minutes	dry
10c	Circulatory Emergencies: Stroke and TIA	15 minutes	dry
10d	Bleeding	25 minutes	dry
11	Respiratory Emergencies	15 minutes	dry
12	Burns	30 minutes	dry
13	Facial Injury	20 minutes	dry
14	Care of Unconscious Victim	10 minutes	dry
15	Medical / Legal Aspects of First Aid	10 minutes	dry
16	Secondary Assessment	60 minutes	dry
17	Suspected Spinal Injury	20 minutes	dry
18	Suspected Head Injury	20 minutes	dry
19	Environmental Emergencies	30 minutes	dry
20	Bone or Joint Injuries	45 minutes	dry
21	Abdominal or Chest Injury	30 minutes	dry
22	Seizure	10 minutes	dry
23	Diabetes	15 minutes	dry
24	Poisoning	15 minutes	dry
25	Critical Incident Stress	10 minutes	dry
26	Aquatic Spinal Injury Management	120 minutes	wet
27	Shallow Water Rescue	60 minutes	wet
28	Pressure Related Injury	30 minutes	dry
29	First Aid in the Workplace	40 minutes	dry
30	Exam	As Needed	dry
35	What Now	15 minutes	dry
36	Final Course Evaluations	As Needed	dry

# Lifesaving Standard First Aid

## 16 Hour Long-term Lesson Plan

### Notes

- The duration for these lesson plans are an estimate.
- The total time for this course is 16 hours.
- The additional time may be used for discussions and concerns as they come up, as well as short breaks.

Lesson	Description	Duration	Location
1	Welcome and Introductions	30 minutes	dry
2	The Lifesaving Society	20 minutes	dry
3	Principles of First Aid	20 minutes	dry
4a	Scene Assessment	15 minutes	dry
4b	Primary Assessment	20 minutes	dry
5	Self Protection	10 minutes	dry
6	AED Knowledge	15 minutes	dry
7a	One Rescuer CPR & AED: Adult	30 minutes	dry
7b	One Rescuer CPR & AED: Child	10 minutes	dry
7c	One Rescuer CPR & AED: Infant	15 minutes	dry
7d	Two Rescuer CPR & AED	10 minutes	dry
8a	Obstructed Airway: Conscious Adult	15 minutes	dry
8b	Obstructed Airway: Conscious Child	15 minutes	dry
8c	Obstructed Airway: Conscious Infant	15 minutes	dry
8d	Obstructed Airway: Unconscious	15 minutes	dry
9	Management of Bystanders	10 minutes	dry
10a	Circulatory Emergencies: Shock	15 minutes	dry
10b	Circulatory Emergencies: Heart Attack and Angina	15 minutes	dry
10c	Circulatory Emergencies: Stroke and TIA	15 minutes	dry
10d	Bleeding	25 minutes	dry
11	Respiratory Emergencies	15 minutes	dry
12	Burns	30 minutes	dry
13	Facial Injury	20 minutes	dry
14	Care of Unconscious Victim	10 minutes	dry
15	Medical / Legal Aspects of First Aid	10 minutes	dry
16	Secondary Assessment	60 minutes	dry
17	Suspected Spinal Injury	20 minutes	dry
18	Suspected Head Injury	20 minutes	dry
19	Environmental Emergencies	30 minutes	dry
20	Bone or Joint Injuries	45 minutes	dry
21	Abdominal or Chest Injury	30 minutes	dry
22	Seizure	10 minutes	dry
23	Diabetes	15 minutes	dry
24	Poisoning	15 minutes	dry
25	Critical Incident Stress	10 minutes	dry
29	First Aid in the Workplace	40 minutes	dry
30	Exam	As Needed	dry
35	What Now	15 minutes	dry
36	Final Course Evaluations	As Needed	dry

# Lifesaving Emergency First Aid

## 8 Hour Long-term Lesson Plan

### Notes

- The duration for these lesson plans are an estimate.
- The total time for this course is 8 hours.
- The additional time may be used for discussions and concerns as they come up, as well as short breaks.

Lesson	Description	Duration	Location
1	Welcome and Introductions	30 minutes	dry
2	The Lifesaving Society	20 minutes	dry
3	Principles of First Aid	20 minutes	dry
4a	Scene Assessment	15 minutes	dry
4b	Primary Assessment	20 minutes	dry
5	Self Protection	10 minutes	dry
6	AED Knowledge	15 minutes	dry
7a	One Rescuer CPR & AED: Adult	30 minutes	dry
8a	Obstructed Airway: Conscious Adult	15 minutes	dry
8d	Obstructed Airway: Unconscious	15 minutes	dry
9	Management of Bystanders	10 minutes	dry
10a	Circulatory Emergencies: Shock	15 minutes	dry
10b	Circulatory Emergencies: Heart Attack and Angina	15 minutes	dry
10c	Circulatory Emergencies: Stroke and TIA	15 minutes	dry
10d	Bleeding	25 minutes	dry
11	Respiratory Emergencies	15 minutes	dry
12	Burns	30 minutes	dry
13	Facial Injury	20 minutes	dry
14	Care of Unconscious Victim	10 minutes	dry
15	Medical / Legal Aspects of First Aid	10 minutes	dry
25	Critical Incident Stress	10 minutes	dry
29	First Aid in the Workplace	40 minutes	dry
30	Exam	As Needed	dry
35	What Now	15 minutes	dry
36	Final Course Evaluations	As Needed	dry

# Lifesaving CPR C & AED

## 6 Hour Long-term Lesson Plan

### Notes

- The duration for these lesson plans are an estimate.
- The total time for this course is 6 hours.
- The additional time may be used for discussions and concerns as they come up, as well as short breaks.
- Times listed for some CPR lessons are shorter due to program length.

Lesson	Description	Duration	Location
1	Welcome and Introductions	30 minutes	dry
2	The Lifesaving Society	20 minutes	dry
3	Principles of First Aid	20 minutes	dry
5	Self Protection	10 minutes	dry
6	AED Knowledge	15 minutes	dry
7a	One Rescuer CPR & AED: Adult	30 minutes	dry
7b	One Rescuer CPR & AED: Child	10 minutes	dry
7c	One Rescuer CPR & AED: Infant	15 minutes	dry
7d	Two Rescuer CPR & AED	10 minutes	dry
8a	Obstructed Airway: Conscious Adult	15 minutes	dry
8b	Obstructed Airway: Conscious Child	15 minutes	dry
8c	Obstructed Airway: Conscious Infant	15 minutes	dry
8d	Obstructed Airway: Unconscious	15 minutes	dry
10b	Circulatory Emergencies: Heart Attack and Angina	15 minutes	dry
10c	Circulatory Emergencies: Stroke and TIA	15 minutes	dry
25	Critical Incident Stress	10 minutes	dry
35	What Now	15 minutes	dry
36	Final Course Evaluations	As Needed	dry

# Lifesaving CPR A & AED

## 4 Hour Long-term Lesson Plan

### Notes

- The duration for these lesson plans are an estimate.
- The total time for this course is 4 hours.
- The additional time may be used for discussions and concerns as they come up, as well as short breaks.
- Times listed for some CPR lessons are shorter due to program length.

Lesson	Description	Duration	Location
1	Welcome and Introductions	30 minutes	dry
2	The Lifesaving Society	20 minutes	dry
3	Principles of First Aid	20 minutes	dry
5	Self Protection	10 minutes	dry
6	AED Knowledge	15 minutes	dry
7a	One Rescuer CPR & AED: Adult	30 minutes	dry
8a	Obstructed Airway: Conscious Adult	15 minutes	dry
8d	Obstructed Airway: Unconscious	15 minutes	dry
10b	Circulatory Emergencies: Heart Attack and Angina	15 minutes	dry
10c	Circulatory Emergencies: Stroke and TIA	15 minutes	dry
25	Critical Incident Stress	10 minutes	dry
35	What Now	15 minutes	dry
36	Final Course Evaluations	As Needed	dry

# Oxygen Administration

## 3 Hour Long-term Lesson Plan

Lesson	Description	Duration	Location
1	Welcome and Introductions	30 minutes	dry
2	The Lifesaving Society	20 minutes	dry
33a	Knowledge	45 minutes	dry
33b	Victim Assessment	45 minutes	dry
33c	Equipment	30 minutes	dry
31	What Now	15 minutes	dry
32	Final Course Evaluations	As Needed	dry

### Notes

- The duration for these lesson plans are an estimate.
- The total time for this course is 3 hours.
- The additional time may be used for discussions and concerns as they come up, as well as short breaks.

# Lifesaving AED

## 4 Hour Long-term Lesson Plan

Lesson	Description	Duration	Location
1	Welcome and Introductions	30 minutes	dry
2	The Lifesaving Society	20 minutes	dry
6	AED Knowledge	15 minutes	dry
34	One and Two Rescuer AED	60-90 minutes	dry
31	What Now	15 minutes	dry
32	Final Course Evaluations	As Needed	dry

### Notes

- The duration for these lesson plans are an estimate.
- The total time for this course is 4 hours.
- The additional time may be used for discussions and concerns as they come up, as well as short breaks.

# Welcomes and Introductions

Time	30 minutes
Outcome	Understand and accept the evaluation criteria and course schedule for the award. Understand the materials required for the course.
Demonstrate	Icebreaker: All you need is a roll of toilet paper. Pass the toilet paper around and tell the candidates to "take what they need". Give them no explanations of why. After the toilet paper comes back to you, instruct to them that for each piece of toilet paper they took to tell the rest of the class something about themselves.
Discuss	Orientation to schedule - review course schedule and introduce course materials.
Do	Self orientation to building – in a group, have candidates find the location of washrooms, eating area, smoking, telephone, cell phones to be turned off or on vibrate (just because it rings, you do not have to answer it) etc. Instructor to accompany and assist as necessary.  Request that each candidate write down the personal information required to complete the course's testsheet on a piece of paper and have them hand that to you. Do not pass out the testsheets for candidates to fill in on their own as this is a violation of the Freedom of Information and Protection of Privacy Act (FOIP). This also helps avoid spelling mistakes in certification card processing.  Tell them that there will be an open book multiple choice written test at the end of the course . The test is included in their Candidate Workbook.  Ask if there are any questions or comments regarding anything so far.
References	Lifesaving First Aid Candidate Workbook
Notes	

# The Lifesaving Society

Time	20 minutes
Outcome	Identify the Lifesaving Society through its vision, mission, and goals. Know how to contact the Lifesaving Society.
Demonstrate	Use an interactive activity to present the following information to the candidates. Do not stand and present! <ol style="list-style-type: none"><li>1) What is the mission of the Society?</li><li>2) What are the services that are available?</li></ol>
Discuss	Overview other programs the Lifesaving Society offers. Briefly outline in a discussion. Advise Candidates that they can access the Policies and Procedures on the Lifesaving Society website.
Do	Break the class into pairs. Using their manual and Candidate Workbook ask each pair to locate an answer to the following questions. Distribute one or two questions per pair. Have the class then present the information they have found using a skit, game, or other interactive approach! <ol style="list-style-type: none"><li>1) Who is the Lifesaving Society?</li><li>2) What does the Lifesaving Society work to prevent?</li><li>3) What activities does the Lifesaving Society use to accomplish our mission?</li><li>4) What are the 3 First Aid Courses offered by the Lifesaving Society?</li><li>5) What are the phone, e-mail and website address of the Lifesaving Society Alberta and Northwest Territories?</li><li>6) How long has the Lifesaving Society been training lifesavers and lifeguards in Canada?</li></ol>
References	Policies and Procedures Lifesaving First Aid Candidate Workbook: Lesson 2 Canadian CPR Manual

# Principles of First Aid

Time	20 minutes
Outcome	Demonstrate an understanding of the anatomy and the physiology of the respiratory and circulatory systems as well as the general principles of first aid.
Demonstrate	Demonstrate the basics of respiratory anatomy using the Canadian First Aid Manual. Outline the path of the circulatory system.
Discuss	Discuss the causes of respiratory and circulatory failure. Discuss the physiology of the circulatory and respiratory systems.
Do	Have the class split into four groups. Tell them they are going to simulate a heart. Each group will be a chamber that pumps blood to the next chamber. Have each group stand in one corner of the room. Have one group start pumping blood to the next group. Remove subsequent members from each group as "fatty foods". Instruct them that they can no longer help their group pump. Once each group has no one able to pump, ask the class what has happened to the heart.
References	Lifesaving First Aid Award Guide: Item 11 Canadian First Aid Manual: pages 2-5, 37 Canadian CPR Manual
Notes	The other aspects of this award item: priority assessment and adaptability in a rescue are taught continuously through all first aid and CPR items.

# Assessment

## Scene Assessment

<b>Time</b>	15 minutes
<b>Outcome</b>	Demonstrate an understanding of the safety of both rescuer and victim. Demonstrate an understanding of how to identify and deal with life-threatening priorities.
<b>Demonstrate</b>	<p>Have all candidates open their manual and lay it out in front of them as they do this. Using the sequential method of teaching, and barrier devices, demonstrate the first step in a rescue: assessing hazards. Have the candidates mimic you. Repeating the first step add on the second and again have the candidates mimic you starting from the beginning. Work this way through to the end of a scene assessment.</p> <p>As you demo write on the board or flipchart the following steps and discuss:</p> <ul style="list-style-type: none"> <li>• Check for hazards (potential hazards and importance of finding mechanism of injury)</li> <li>• Check for responsiveness (define levels of consciousness)</li> <li>• Activate EMS (with and without bystanders)</li> </ul>
<b>Do</b>	<p>Split the class into groups of three (rescuer, victim, and bystander). With gloves on, have them practice each step.</p> <p>Remove rescuers from the room. Set up victims with varying degrees of emergencies. Have rescuers re-enter the room and asses the scene, utilizing bystanders. Switch groups when completed.</p>
<b>References</b>	<p>Lifesaving First Aid Award Guide: Item 1</p> <p>Canadian First Aid Manual: pages 5-8, 16, 22</p> <p>Canadian CPR Manual</p>

# Assessment

## Primary Assessment

Time	20 minutes
Outcome	Demonstrate primary assessment of Airway, Breathing and Circulation (bleeding and shock).
Demonstrate	Have all candidates open their manual and lay it out in front of them as they do this. Using the sequential method of teaching, and barrier devices, review the first steps in a rescue: assessing hazards, check level of consciousness and calling EMS. Add on opening the airway. Have the candidates mimic you. Repeating all the previous steps add on breathing check; and again have the candidates mimic you starting from the beginning. Work this way through to the end of the primary assessment.
Discuss	Add on to the flip chart / white board the following steps and discuss the purpose of each: <ul style="list-style-type: none"><li>• open the Airway</li><li>• check for normal breathing</li><li>• check circulation (what if unresponsive and not breathing, bleeding, shock)</li><li>• perform a wet check - looking for deadly bleeds</li></ul>
Do	Divide candidates into groups of three (rescuer, bystander, victim). Have them practice the above steps and then rotate.
References	Lifesaving First Aid Award Guide: Item 1 Canadian First Aid Manual: pages 6, 20 - 25 Canadian CPR Manual

# Self Protection

Time	10 minutes
Outcome	Demonstrate an understanding of the principles of universal precautions, including barrier devices, washing hands and gloves.
Demonstrate	Demonstrate the use of a mask for ventilations. Demonstrate to candidates a variety of masks available on the market.
Discuss	Discuss the importance of self-protection. Discuss: "What communicable diseases could be spread during training or when performing resuscitation skills?"
Do	Provide each candidate with a pair of gloves. Challenge them to remove the gloves without touching the outside. Practice obtaining an effective seal with barrier devices on a manikin.
References	Lifesaving First Aid Award Guide: pages 14, 49 Canadian First Aid Manual: pages 12 Canadian CPR Manual
Notes	Be sure to practice using barriers (mask and gloves) throughout the course.

# AED Knowledge

Time	15 minutes
Outcome	Gain a basic understanding of an AED unit and its operation. Understand when to use an AED. Understand complications and how to deal with them.
Demonstrate	Instructor goes through the process of preparing an AED for use while describing the AED components and associated equipment.
Discuss	Verbalize during demonstration. At the end of demo, point to the components and have the class name the item and describe its purpose: <ul style="list-style-type: none"><li>• AED unit</li><li>• AED “on” button/action</li><li>• AED “shock” button</li><li>• Pads</li></ul>
Do	Give each candidate a step from the set of AED steps (Appendix A: AED Generic Sequence). Have the candidates use their manuals to help them organize the cards according to what they think the right sequence would be. Discuss their outcome. Instructor must ensure that the candidates do get the order correct.
Discuss	Ask candidates to explain the role of the following equipment and special considerations: <ul style="list-style-type: none"><li>• Towel (discuss poor pad adhesion to wet/sweaty skin)</li><li>• Razor (discuss poor pad adhesion to hair and shaving immediately versus waiting for the AED to indicate “poor pad contact”)</li><li>• Scissors (discuss clothing, bras, and jewelry)</li><li>• Gloves and Pocket mask</li><li>• AED equipment and use for children ages 1-8 years</li><li>• Medication patches</li><li>• Implanted devices</li></ul> <p>With feedback from the candidates, add in two steps called Maintenance and Staff Training to the sequence. Ensure candidates know that there are many brands of AED available, each with slightly different operation, maintenance and training requirements. Specific, planned, and scheduled ongoing training and maintenance is the responsibility of owner or the facility and staff.</p>
References	Canadian CPR Manual; Lifesaving First Aid Award Guide: Item 2, 16 & 17; Canadian First Aid Manual: pages 27-29, 80-84

# One Rescuer CPR & AED

## Adult

Time	30 minutes
Outcome	Demonstrate one rescuer adult cardiopulmonary resuscitation (CPR) including AED on a manikin.
Demonstrate	Have all candidates open their manual and lay it out in front of them as they do this. Using the sequential method of teaching, and barrier devices, demonstrate the scene assessment and primary assessment for an unresponsive non-breathing victim. Have the candidates mimic you. Repeating all steps, add the compressions and again have the candidates mimic you starting from the beginning. Work this way through to the end of the rescue.
Discuss	Discuss the steps for effective CPR, while performing the demonstration. Discuss the modifications for child CPR.
Do	Have candidates perform the steps for adult CPR with AED, while referencing their manuals.
Reference	Lifesaving CPR Award Guide Canadian CPR Manual
Notes	Ensure use of personal protective equipment. Use of manikins is expected to ensure proper evaluation. Discuss special rescue breathing techniques: mouth to nose; mouth to stoma.

# One Rescuer CPR & AED

## Child

Time	10 minutes
Outcome	Demonstrate one rescuer child cardiopulmonary resuscitation (CPR) including AED on a manikin.
Demonstrate	Have all candidates open their manual and lay it out in front of them as they do this. Review the skill sequence for CPR from Adult CPR then address modifications for Child CPR.
Discuss	Review the steps for effective CPR, while performing the demonstration. Discuss the modifications for child CPR.
Do	Have candidates perform the steps for child CPR with AED, while referencing their manuals.
Reference	Lifesaving CPR Award Guide Canadian CPR Manual
Notes	Ensure use of personal protective equipment. Use of manikins is expected to ensure proper evaluation. Discuss special rescue breathing techniques: mouth to nose; mouth to stoma.

# One Rescuer CPR & AED

## Infant

Time	15 minutes
Outcome	Demonstrate one rescuer infant cardiopulmonary resuscitation (CPR) on a manikin.
Demonstrate	Demonstrate the procedure for infant CPR.
Discuss	Discuss the steps for effective infant CPR, while performing the demonstration. Discuss the modifications for infant CPR versus adult/child CPR.  Discuss Infant AED with candidates and ensure they understand information in the Canadian First Aid Manual.
Do	Have candidates perform the steps for infant CPR, while referencing their manuals. Review steps leading up to CPR.
References	Lifesaving CPR Award Guide Canadian CPR Manual
Notes	Ensure use of personal protective equipment. Use of manikins is expected to ensure proper evaluation. Discuss special rescue breathing techniques: mouth to nose; mouth to stoma.

# Two Rescuer CPR & AED

Time	10 minutes
Outcome	Demonstrate two rescuer adult, child and infant cardiopulmonary resuscitation (CPR) on a manikin.
Demonstrate	Demonstrate two rescuer CPR with the assistance of a candidate.
Discuss	Discuss the advantages of two rescuer CPR. Discuss the two rescuer options found in their manuals.
Do	In groups of two, have candidates practice two rescuer CPR, using manikins.
Reference	Lifesaving CPR Award Guide Canadian CPR Manual

# Obstructed Airway

## Conscious Adult

Time	15 minutes
Outcome	Demonstrate the treatment of a conscious adult with an obstructed airway.
Demonstrate	Demonstrate the Obstructed Airway procedures on a conscious adult victim with mild and severe airway obstructions. Demonstrate the sequence as five (5) abdominal thrusts followed by five (5) back blows.
Discuss	Discuss causes of Airway obstructions. Discuss procedures for mild and severe airway obstructions. Discuss alternate techniques that may be considered based on the victim body type (obese or pregnant victims.) or if the first chosen technique is not effective.
Do	Have the class practice Obstructed Airway procedures in groups of three (rescuer, victim, and the other reading the steps out loud). Have the candidates rotate positions once completed.
References	Lifesaving CPR Award Guide Canadian CPR Manual
Notes	Ensure abdominal thrusts are "simulated" unless using training manakins.

# Obstructed Airway

## Conscious Child

Time	15 minutes
Outcome	Demonstrate the treatment of a conscious child with an obstructed airway.
Demonstrate	Demonstrate the Obstructed Airway procedures on a conscious child victim with mild and severe airway obstructions. Demonstrate the sequence as five (5) abdominal thrusts followed by five (5) back blows.
Discuss	Discuss causes of Airway obstructions. Discuss modifications for Child obstructed airway procedures if applicable. Discuss procedures for mild and severe airway obstructions. Discuss alternate techniques that may be considered based on the victim body type (obese or pregnant victims.) or if the first chosen technique is not effective.
Do	Have the class practice Obstructed Airway procedures in groups of three (rescuer, victim, and the other reading the steps out loud). Have the candidates rotate positions once completed.
References	Lifesaving CPR Award Guide Canadian CPR Manual
Notes	Ensure abdominal thrusts are "simulated" unless using training manikins.

# Obstructed Airway

## Conscious Infant

Time	15 minutes
Outcome	Demonstrate the treatment of a conscious infant with an obstructed airway.
Demonstrate	Demonstrate how to relieve an obstructed airway on a conscious infant.
Discuss	Repeat the demonstration explaining each step. Have candidates follow along in their manual. Discuss the differences for infant procedures versus adult/child procedures. Discuss the difference between mild and severe obstructions, and their treatments.
Do	Have candidates practice the obstructed airway procedure for an infant, utilizing their manual as a reference.
Reference	Lifesaving CPR Award Guide Canadian CPR Manual

# Obstructed Airway

## Unconscious Victim

Time	15 minutes
Outcome	Demonstrate the treatment of an unconscious victim with an obstructed airway.
Demonstrate	Demonstrate the procedure for an unconscious adult victim with an obstructed airway.
Discuss	Discuss the steps performed in the demonstration. Discuss modifications for Child obstructed airway procedures (not applicable in CPR-A).
Do	Have the class practice Obstructed Airway procedures in groups of three (rescuer, victim, and the other reading the steps out loud). Have the candidates rotate positions once completed. Have candidates practice Child procedures if applicable.
References	Lifesaving CPR Award Guide Canadian CPR Manual
Notes	Address modifications and issues for obese or pregnant victims. Choose Victim types appropriate to the Level of CPR (IE: CPR-A, Adult, CPR-C, Adult, Child, Infant)

# Management of Bystanders

Time	10 minutes
Outcome	Demonstrate the effective direction of bystanders to activate EMS.
Demonstrate	Demonstrate recruitment and use of a bystander for various situations.
Discuss	Discuss recruitment and use of a bystander. Discuss precautions in utilizing a bystander.
Do	Have the candidates create a list of roles for bystanders in a first aid situation in their Candidate Workbook. Tell them to think about how they would recruit and direct bystanders to fill these roles. Using these roles, have candidates practice recruitment and effective direction of a bystander, in groups of three (rescuer, victim, bystander).
References	Lifesaving First Aid Award Guide: Item 5 Canadian First Aid Manual: page 8 Lifesaving First Aid Candidate Workbook: Item 10

# Circulation Emergencies

## Shock

Time	15 minutes
Outcome	Demonstrate the recognition and care of a victim suffering from shock.
Demonstrate	Demonstrate the recognition and treatment of a victim suffering from shock.
Discuss	Discuss how to recognize shock, and how to treat the victim.
Do	Instruct the class to pair up and practice the care of shock on each other.
	Split the class into two sections. Have the class reference their manuals to come up with 10 true or false questions about shock. Ask the groups to take turns asking questions to the opposite group. Keep track of how many questions are answered correctly to see who wins.
References	Lifesaving First Aid Award Guide: Item 7a Canadian First Aid Manual: pages 26, 35-36

# Circulation Emergencies

## Heart Attack, Angina

Time	15 minutes
Outcome	Demonstrate the recognition and care of a victim suffering from heart attack or angina. Candidates should review and be aware of the risk factors associated with cardiovascular disease.
Demonstrate	Demonstrate the appropriate care for the heart attack and angina.
Discuss	Discuss the signs and symptoms of the circulatory emergencies. Discuss the similarities in the care of heart attack or angina. Review the risk factors associated with cardiovascular disease.
Do	Partner up the candidates, send one group out of the room, assign a circulatory emergency to the ones in the room and have the first group rescue the second. Ensure candidates are assessing their victims for the risk factors associated with Cardiovascular disease. Switch the groups around and do it again.
References	Lifesaving CPR Award Guide Canadian CPR Manual
Notes	

# Circulation Emergencies

## Stroke, Transischemic Attack (TIA)

Time	15 minutes
Outcome	Demonstrate the recognition and care of a victim suffering from TIA or Stroke. Candidates should be aware of the risk factors associated with cardiovascular disease.
Demonstrate	Demonstrate the appropriate care for stroke and TIA.
Discuss	Discuss the signs and symptoms of the circulatory emergencies. Discuss the similarities in the care of stroke and TIA. Review the risk factors associated with cardiovascular disease.
Do	Partner up the candidates, send one group out of the room, assign a circulatory emergency to the ones in the room and have the first group rescue the second. Ensure candidates are assessing their victims for the risk factors associated with Cardiovascular disease. Switch the groups around and do it again.
References	Lifesaving CPR Award Guide Canadian CPR Manual
Notes	

# Circulation Emergencies

## Bleeding

Time	25 minutes
Outcome	Demonstrate the recognition and care of a victim suffering from bleeding in all of the following: minor external bleeding, severe external bleeding, amputation and internal bleeding.
Demonstrate	Demonstrate the treatment for bleeding on a volunteer. Ensure to include all scenarios.
Discuss	Discuss the treatment of external bleeding. Discuss arterial and venous bleeding. Discuss treatment of amputated tissue.
Do	Have candidates practice the effective treatment of various severities of bleeding (including bandaging). Ensure to include multiple scenarios.
References	Lifesaving First Aid Award Guide: Item 7c Canadian First Aid Manual: pages 36, 48-50
Notes	Ensure the use of protective equipment.

# Respiratory Emergencies

## Hyperventilation and Asthma

Time	15 minutes
Outcome	Demonstrate the recognition and care of a victim suffering from the following respiratory emergencies: hyperventilation, asthma, and a respiratory emergency when spinal/head injury is suspected.
Demonstrate	Demonstrate how to care for each respiratory emergency.
Discuss	Discuss the signs and symptoms for each emergency. Discuss the proper treatment for each emergency. Discuss the importance of the concept of triage during a respiratory emergency when spinal/head injury is suspected.
Do	Split the class into groups of two (rescuer and victim) and practice the recognition and care of hyperventilation and asthma victims.
References	Lifesaving First Aid Award Guide: Item 6 Canadian First Aid Manual: page 33

# Burns

Time	30 minutes
Outcome	Demonstrate the recognition and care of a burn injury.
Demonstrate	Demonstrate appropriate care for various burn types.
Discuss	Ask the class if anyone has experienced a burn. Ask them what kind of signs and symptoms they had. Discuss the treatment of each type of burn.
Do	Divide the class into two groups. Have one group as the rescuers, and the other as victims. Have the rescuers leave the room, while the victims can prepare a burn injury. Have the rescuers re-enter the room to treat the injuries. Have candidates switch roles.
References	Lifesaving First Aid Award Guide: Item 8 Canadian First Aid Manual: pages 67 - 70
Notes	If available, utilize make-up for a realistic effect.

# Facial Injury

Time	20 minutes
Outcome	Demonstrate the recognition and care of a facial injury.
Demonstrate	Demonstrate the care of facial injuries.
Discuss	Discuss the signs and symptoms, and care of facial injuries. Stress the potential seriousness of a head injury and the need for medical follow-up. Discuss the possibility of spinal injuries associated with facial injuries.
Do	Have candidates practice bandaging and treatment of a victim with a facial injury. Have candidates investigate possible further injuries as a result of the mechanism of injury.
References	Lifesaving First Aid Award Guide: Item 9 Canadian First Aid Manual: pages 60 - 62

# Care of Unconscious victim

Time	10 minutes
Outcome	Demonstrate the appropriate recognition and care of an unconscious victim including the recovery position. Victim types should include fainting.
Demonstrate	Demonstrate care of an unconscious victim, including proper positioning.
Discuss	Discuss the care and safety of dealing with an unconscious victim. Prepare candidates for regurgitation, both in adaptation of technique and in psychological terms. Emphasize maintenance of an open airway, and precautions if a spinal injury is suspected.
Do	Have candidates practice positioning an unconscious victim, including various injuries.
References	Lifesaving First Aid Award Guide: Item 10 Canadian First Aid Manual: pages 26 Canadian CPR Manual
Notes	Once candidates have had the opportunity to practice, repeat the 3Ds for a victim who has fainted.

# Medical/Legal Aspects of First Aid

Time	10 minutes
Outcome	Demonstrate an understanding of the legal implications of providing first aid treatment.
Demonstrate	<p>Write on the board or flipchart, three important items for a rescuer to remember when it comes to legal considerations.</p> <ol style="list-style-type: none"><li>1) Get consent;</li><li>2) Exercise reasonable care; and</li><li>3) Do not exceed the level of your training.</li></ol>
Discuss	<p>Have candidates take notes and brainstorm for the following activities in their Candidate Workbook. Discuss the above three points with the class as the basic expectation of the law for First Aiders. Refer the candidates to the Medical/Legal Aspects of First Aid activity in the Lifesaving First Aid Candidate Workbook. Have them apply the legal principles in these situations:</p> <ol style="list-style-type: none"><li>1) Victim is an 8-year-old child.</li><li>2) Victim is an unconscious Adult.</li><li>3) You are presented with a DNR order for the victim.</li></ol>
Do	Have candidates practice obtaining consent from various victim types.
References	<p>Lifesaving First Aid Award Guide: Item 13 Canadian First Aid Manual: pages 4, 5, 44 Lifesaving First Aid Candidate Workbook: Lesson 16 Canadian CPR Manual</p>

# Assessment

## Secondary Assessment

<b>Time</b>	60 minutes
<b>Outcome</b>	Demonstrate a secondary assessment on conscious and unconscious victims.
<b>Demonstrate</b>	Demonstrate assessment of vital signs and victim history. Perform a thorough head to toe examination.
<b>Discuss</b>	Discuss monitoring vital signs, and how to perform a head to toe examination. Discuss obtaining relevant victim history.
<b>Do</b>	<p><b>Vital Signs</b> Divide candidates into groups of two. Have them practice assessment of vital signs. Have candidates refer to their manual while they assess vitals.</p> <p><b>Head To Toe</b> Have candidates practice a head-to-toe survey, by placing sticky notes throughout the victims body describing signs and symptoms of potential injuries. Examples are "swelling and bruising" over the knee, or "no distal circulation" over the fingers, or "warm and sweaty" over the skin. Have the rescuer recognize potential problems that may be causing these signs and symptoms and have them further assess the condition if possible/applicable. Have candidates refer to their manual while they perform the head-to-toe search.</p> <p><b>Victim History</b> Have candidates obtain victim history on various victim types.</p> <ul style="list-style-type: none"> <li>• Medications</li> <li>• Allergies</li> <li>• Past History</li> <li>• Last Meal</li> <li>• Events Prior</li> </ul> <p>Have candidates refer to their manual while they obtain victim history.</p>
<b>References</b>	<p>Lifesaving First Aid Award Guide: Item 15</p> <p>Canadian First Aid Manual: pages 40-44</p>

# Suspected Spinal Injury

Time	20 minutes
Outcome	Demonstrate the recognition and care of victim with suspected spinal injury on land.
Demonstrate	Demonstrate the immobilization of a land spinal and how to deal with airway management.
Discuss	<p>Discuss the implications of moving the victim, the spinal structure, and the causes and mechanism of injury. Identify the signs and symptoms associated with a spinal injured victim.</p> <p>Remind your candidates that the spine should be treated as a whole by first aiders, and the treatment for a suspected lumbar spine injury is the same as the treatment of a neck injury.</p> <p>Remind your candidates of the importance of providing first aid to the level they are trained.</p>
Do	In groups, have the class practice immobilization and how to manage the airway of a spinal injured victim. Include turning or moving victims to access the airway. Candidates should use the jaw-thrust method to open the airway of non-breathing spinal injury victims.
References	<p>Lifesaving First Aid Award Guide: Item 20</p> <p>Canadian First Aid Manual: pages 17, 24-25, 53 - 59</p>
Note	Candidates may use the head-tilt/chin-lift or jaw-thrust method to open the airway of non-breathing spinal injury victims.

# Suspected Head Injury

Time	20 minutes
Outcome	Demonstrate the recognition and care of a head injury.
Demonstrate	Demonstrate the appropriate care of a head injury including spinal immobilization if appropriate.
Discuss	Discuss the care and the potential seriousness of a head injury and the need for medical follow-up. Discuss the possibility of spinal injury due to the mechanism of injury. Discuss the vital signs associated with head injuries.
Do	Have the class practice the recognition and care of head injuries.
References	Lifesaving First Aid Award Guide: Item 24 Canadian First Aid Manual: page 52

# Environmental Emergencies

Time	30 minutes
Outcome	Demonstrate the recognition and care of a victim suffering from: <ul style="list-style-type: none"><li>• heat cramps, heat exhaustion and heat stroke</li><li>• hypothermia and frostbite</li></ul>
Demonstrate	Demonstrate the treatment of the above illnesses.
Discuss	Discuss the signs and symptoms of the illnesses, as well as their cause and treatment.
Do	Have the class divide into groups of three to practice the care of each environmental injury.
Time	Lifesaving First Aid Award Guide: Item 21 Canadian First Aid Manual: pages 74 -76

# Bone or Joint Injury

Time	45 minutes
Outcome	Demonstrate the recognition and care of a bone or joint injury.
Demonstrate	Demonstrate the care for bone and joint injuries.
Discuss	Discuss the signs and symptoms, and treatment for bone and joint injuries. Discuss immobilization, and various fractures types.
Do	Have candidates practice immobilization and care for various bone or joint injuries, using different techniques. Ensure candidates can demonstrate basic splinting procedures.
References	Lifesaving First Aid Award Guide: Item 22 Canadian First Aid Manual: pages 51, 64 - 66

# Abdominal or Chest Injury

Time	30 minutes
Outcome	Demonstrate the recognition and care of an abdominal or chest injury.
Demonstrate	Demonstrate the care for an abdominal and chest injury.
Discuss	Discuss the signs and symptoms, and care for an abdominal and a chest injury.
Do	Have candidates split into two groups. Have one group exit the room. Have the victims in the room prepare an abdominal or chest injury. Have the rescuers re-enter the room and treat the victims. Have candidates switch positions.
References	Lifesaving First Aid Award Guide: Item 23 Canadian First Aid Manual: pages 62 - 63

# Seizure

Time	10 minutes
Outcome	Demonstrate the recognition and care of a seizure victim.
Demonstrate	Demonstrate the care of a seizure victim.
Discuss	Discuss the signs and symptoms, and the care of a seizure victim. Discuss the importance of protecting the head. Discuss the possible causes of seizures.
Do	Split the class into groups of three (bystander, victim and rescuer). Practice the recognition and care of a seizure victim.
References	Lifesaving First Aid Award Guide: Item 25 Canadian First Aid Manual: page 46
Notes	"Clear objects from the surrounding area to prevent the victim from striking them and getting injured" - Canadian First Aid Manual, also includes cushioning the head to protect from potential injury on the floor.

# Diabetes

Time	15 minutes
Outcome	Demonstrate the recognition and care of a diabetic emergency.
Demonstrate	Demonstrate the care of a diabetic emergency, in various levels of severity.
Discuss	Discuss the signs and symptoms, and the care of a diabetic emergency. Discuss the various aspects of diabetes. Discuss the levels of severity, and their treatment.
Do	Split the class into groups of three: bystander, victim and rescuer. Practice the recognition and care of a victim suffering from the signs and symptoms of a diabetic emergency.
References	Lifesaving First Aid Award Guide: Item 26 Canadian First Aid Manual: page 46

# Poisoning

Time	15 minutes
Outcome	Demonstrate the recognition and care of a victim suffering from suspected poisoning.
Demonstrate	Demonstrate the treatment for poisoning.
Discuss	Discuss the general poisoning information found in the First Aid Manual. Discuss the various forms of poisons entering the body. Discuss the different signs and symptoms of various poisonings.
Do	<p>Assign candidates the task of compiling a list of poisons found around the home or at work. How would they recognize and treat an injury involving these poisons? Have them share with the class.</p> <p>Instruct the class to split into four groups. Assign one of the four kinds of poisoning (ingested, inhaled, contacted, and injected) to each group. Ask them to use their First Aid Manual and perform a 1 to 2 minute scenario involving the signs, symptoms, and care of their given topic.</p> <p>Discuss each scenario after its demonstration.</p> <p>In groups of two instruct the class to practice the care for each type of poisoning.</p>
References	<p>Lifesaving First Aid Award Guide: Item 27</p> <p>Canadian First Aid Manual: pages 71 - 73</p>
Notes	<p>Anaphylaxis should be included in poisoning as an allergic reaction is when the body has a sensitivity to stings, food, or other allergens.</p> <p>Discuss and practice the use and administration of EpiPens.</p>

# Critical Incident Stress

Time	10 minutes
Outcome	Demonstrate an understanding of the effects of stress on victims, rescuers, and bystanders, as well as the consequences of an unsuccessful rescue.
Demonstrate	Demonstrate the recognition and treatment for someone with Critical Incident Stress induced shock.
Discuss	Discuss the signs and symptoms, and care for Critical Incident Stress. Emphasize the need for further assistance from a support group.
Do	<p>Encourage candidates to share how they would feel or think if, in spite of proper rescue techniques, the person they attempted to rescue died.</p> <p>Make a list of the responses. Some responses may include:</p> <ul style="list-style-type: none"><li>• "Could I have done something different? Would the person still be alive today if I had?"</li><li>• "I'd never do CPR again."</li><li>• "What about the friends and relatives of the victim?"</li><li>• "I relive the incident over and over again."</li><li>• "Did I fail?"</li></ul> <p>Reassure candidates that such feelings and worries are normal. Emphasize that in spite of our best efforts, a rescue may be unsuccessful. Facing that possibility is the first step in dealing with such a situation.</p>
References	<p>Lifesaving First Aid Award Guide: Item 14</p> <p>Canadian First Aid Manual: pages 13</p> <p>Canadian CPR Manual</p>

# Aquatic Spinal Injury Management

Time	120 minutes
Outcome	Demonstrate the care of a victim with a suspected spinal injury in the water. Rescuer is to make all decisions and give direction regarding any assistance required.
Demonstrate	Demonstrate the immobilization and rollover of an aquatic spinal injury victim.
Discuss	Discuss proper hand positions of immobilization techniques found in the candidate manual.
Do	In groups of three (rescuer, victim, and bystander), allow the candidates to practice different rollover techniques, and various situations.
	<b>Immobilization Transfer Techniques</b>
Demonstrate	Demonstrate to the class the Trapezius Squeeze (aka park), and the Reverse Canadian.
Discuss	Discuss why immobilization transfer techniques are important. Discuss the use of various techniques in varied situations.
Do	Have the class practice immobilization transfers in groups of three.
	<b>Positioning a Spineboard</b>
Demonstrate	Demonstrate the steps for securing a victim on the spineboard. Aim for prompt removal and preparation for transport.
Discuss	Discuss each step in the positioning of the spineboard.
Do	In groups of four (2 rescuers, 1 bystander, and 1 victim), allow the candidates to practice the positioning of a spineboard. Ensure candidates rotate roles.
	<b>Complications</b>
Demonstrate	Demonstrate situations with victim conditions such as breathing, non-breathing, pulseless, obstructed airway, and vomiting.
Discuss	Discuss the course of action in the event that a complication should arise. Discuss various procedures for dealing with the complications. Discuss the priority for immediate removal and CPR if the victim is unresponsive and non-breathing.
Do	Allow the class to practice groups.
References	Lifesaving First Aid Award Guide: Item 28 Canadian First Aid Manual: pages 17, 24, 53- 59

# Shallow Water Rescue

Time	60 minutes
Outcome	Perform one rescue in an aquatic emergency situation designed to emphasize efficient victim recovery, safe removal from the water and competent victim care.
Demonstrate	Demonstrate a shallow water rescue including removal and victim care.
Discuss	Discuss the steps, and explore how to minimize the risk to the rescuer.
Do	<p>Have the candidates come up with a Rescuers Checklist and write it in their Candidate Workbook to refer to as they go through the situations. Have three stations, so candidates can rotate through: victim, bystander, and rescuer. Have prepared various situation cards, providing a brief description of the rescue scene.</p> <p>Start the situation after each group has received their information.</p>
References	<p>Lifesaving First Aid Award Guide: Item 29</p> <p>Canadian First Aid Manual: pages 5, 6, 9-10, 29, 33, 46</p> <p>Lifesaving First Aid Candidate Workbook: Item 32</p>
Notes	<p>Complete set up, rescue and debriefing time should total no more than five to seven minutes per rescue.</p> <p>This is a shallow water rescue - there is no expectation of a need for a buoyant aid, or reverse and ready as the rescuer should be able to stand comfortably in the water. The focus is more on the support and protection of the victims airway during the rescue.</p>

# Pressure-related Injury

Time	30 minutes
Outcome	Demonstrate the treatment and care of a victim suffering from a pressure-related injury.
Demonstrate	Demonstrate the care for each pressure-related injury.
Discuss	Outline the signs and symptoms, and care for pressure-related injuries. Discuss the various causes of pressure related injuries, and their seriousness.
Do	Have candidates practice recognizing and treating various pressure-related injuries, based on the history of the victim.
References	Lifesaving First Aid Award Guide: Item 30 Canadian First Aid Manual: pages 77

# First Aid in the Workplace

Time	40 minutes
Outcome	<p>Understand the legal requirements for First Aiders in the workplace. Understand the first aid records used in the workplace.</p> <p>Understand the components of workplace First Aid Plans and the importance of these plans.</p> <p>Understand the use of medication as part of first aid kits and Automated External Defibrillators (AED) in the workplace.</p>
	<p><b>Legal Requirements</b></p>
Demonstrate	Demonstrate where to find related information for First Aid in the Workplace in the candidate workbook and first aid manual. (11/2010 print. Pg 3,43-45,73,80-83)
Discuss	Discuss the importance of Workplace Safety and First Aid in the Workplace.
Do	<p>Working in groups of three, have the students find the answers to these questions about first aid in the workplace and write them in the Candidate Workbook (additional information is in the Candidate Workbook):</p> <ul style="list-style-type: none"> <li>• What regulations govern the requirements a person working as a first aider at a worksite? (Occupational Health and Safety Act.)</li> <li>• Who is responsible for ensuring that the legal requirements for workplace first aid are met? (Employers, workers, contractors and prime contractors are all responsible.)</li> <li>• What first aid records must be completed for first aid at a work site? (First Aid Record or Incident Report Form.)</li> </ul> <p>Have candidates fill out the sample first aid record in the candidate manual, for a chosen victim type.</p>
	<p><b>First Aid Plans, Medications and AED</b></p>
Demonstrate	Show candidates where to find related information for First Aid in the Workplace - Part Two in the candidate workbook and first aid manual.
Discuss	<p>Working in 2-4 groups (depending on the number of candidates in your course), have the students find the answers to the 'True or False' questions for the sections Developing a First Aid Plan (FA012) and Automates External Defibrillators in the Workplace (FA015). If the candidates answer 'False', have them correct the statement in the area provided. Re-group and discuss the answers (Instructor answer sheet on the following page).</p> <p>In the same groups have the candidates review the section Medication in First Aid Kits (FA014) and have each group address on of the situations. Re-group and discuss the answers (Instructor answer sheet on the following page).</p>
Do	Re-cap the importance of having a First Aid Plan established prior to an emergency. Discuss the use of EpiPen® and the ways one can obtain AED training through Lifesaving First Aid, Lifesaving CPR or Lifesaving CPR-HCP courses.

# First Aid in the Workplace

## Answer Key

### Developing a First Aid Plan (FA012)

1. True
2. False - The level of training for First Aiders on the work site is affected by how hazardous the work is, the time it takes to travel to a health care facility, and the number of workers per shift.
3. False - OHS Code is responsible for deciding what equipment and supplies are required at each work site.
4. False - It is not recommended that medication be kept in first aid kits.
5. False - If someone is designated to administer medication, they should have written authorization.
6. True
7. True
8. True
9. True
10. False - An endorsed First Aid Plan should be available to the work site manager and all the other workers.

### Automated External Defibrillators in the Workplace (FA015)

1. False - Only those who are "adequately qualified, suitably trained and with sufficient experience" can administer the use of an AED. AED training programs include Advanced First Aid, AED, and CPR-HCP.
2. False - AED systems are not to be used in flammable environments.
3. True

### Medication in First Aid Kits (FA014)

#### Situation 1

- Assist him in administering the EpiPen®. If you need, administer the EpiPen® yourself and it can be used through clothing.
- You are not diagnosing this as he has determined the mechanism of injury

#### Situation 2

- As you are not a trained medical practitioner, do not tell her your suspicions as you could miss diagnose her or add to her stress with a negative result.
- You can only assist in administering medication that is prescribed for the person experiencing the first aid emergency. You should not give her Roger's prescription.

#### References

Canadian First Aid Manual: pages 3, 43-45, 73, 80-83

Lifesaving First Aid Candidate Workbook: Item 34

# Exam

Time	As needed
Outcome	Complete written exam.
Demonstrate	Have candidates access the exams in their Candidate Workbook.
Discuss	Discuss the final results of the exam after being written.
Do	LEFA, LSFA & AEC Courses: Have the candidates complete the required exam in their workbooks. When finished, use the instructor exam answer sheet and go over the answers with the candidates. Answer any questions they may have by helping them to find it in their manual.
References	Lifesaving First Aid Candidate Workbook
Notes	The written exam is open book. Candidates may refer to their manual to answer the questions. Exam and answer sheets are in their Candidate Workbook.

# What Now?

Time	15 minutes
Outcome	Understand recertification process. Understand possible opportunities for further training or education.
Demonstrate	Demonstrate the levels of further training available.
Discuss	Discuss how and when to recertify. Outline the recertification process. Discuss opportunities for further training or education.
Do	Have candidates reference their manuals to find the relevant information. Additional information is in their Candidate Workbook as well.
References	Policies and Procedures Lifesaving First Aid Candidate Workbook: Item 35

# Final Course Evaluations

Time	As needed
Outcome	Understand whether they have successfully completed the course.
Demonstrate	
Discuss	Discuss the outcomes of the course, and the reasons behind them.
Do	Discuss final results with candidates and issue temporary award cards.
References	

# Oxygen Administration

## Knowledge

Time	45 minutes
Outcome	<p>Candidates will demonstrate an understanding of:</p> <ul style="list-style-type: none"> <li>• Anatomy and physiology</li> <li>• Victim hazards</li> <li>• Signs and symptoms of hypoxia</li> <li>• Benefits of oxygen administration</li> <li>• Pocket masks and disease transmission</li> <li>• Malfunctions of the respiratory system</li> </ul>
Demonstrate	Demonstrate the proper use of supplemental oxygen use. Demonstrate a situation where Oxygen Administration would be applied.
Discuss	Discuss the process of inhalation and exhalation. Discuss the proper use of supplemental oxygen, and its precautions. Discuss the malfunctions of the respiratory system, and their treatment. Discuss the types of first aid scenarios each malfunction would involve.
Do	<p>Ask the class the following questions. Have them find the answers in their manual. Discuss the answers to each question when the class has found the information.</p> <ol style="list-style-type: none"> <li>1. What is Hypoxia?</li> <li>2. What is Anoxia?</li> <li>3. What are the signs and symptoms of hypoxia?</li> <li>4. What are the common flow rates for administering oxygen?</li> <li>5. What are some indicators that tell you that supplemental oxygen is helping your victim?</li> <li>6. Is the following equipment appropriate for lifeguard use?            Bag Valve Mask = No, Simple Face Mask = Yes, Pocket Mask = Yes,            Oropharyngeal Airway = No</li> <li>7. What does the acronym COPD stand for? Chronic Obstructed Pulmonary Disease.</li> <li>8. What communicable diseases could be spread during training or when performing resuscitation skills? HIV, hepatitis-B or C, herpes, tuberculosis and various respiratory infections. To date there has been no reported cases of HIV, hepatitis-B or C as a result of in class training or performing CPR on an infected person.</li> </ol>
References	<p>Canadian First Aid Manual: pages 84 - 85</p> <p>Canadian Oxygen Administration Manual</p>

# Oxygen Administration

## Victim Assessment

Time	45 minutes
Outcome	Demonstrate the procedure to assess a victim and determine if oxygen should be administered.
Demonstrate	Demonstrate the application of supplemental oxygen to a volunteer victim.
Discuss	Discuss the proper and safe use of supplemental oxygen. Discuss the precautions and procedures in using supplemental oxygen.
Do	<p>Divide candidates into two groups: Victims and Rescuers. Have candidates practice scenarios that require them to administer oxygen. Practice the safe administration of oxygen. Practice until confidence is shown.</p> <p>Sample conditions:</p> <ul style="list-style-type: none"><li>• airway obstruction</li><li>• allergic/asthmatic reaction</li><li>• cardiac conditions</li><li>• stroke</li><li>• spinal cord injury</li><li>• shock</li><li>• poisoning - chlorine gas or carbon monoxide</li></ul>
References	<p>Canadian First Aid Manual: pages 84 - 85</p> <p>Canadian Oxygen Administration Manual</p>

# Oxygen Administration Equipment

Time	30 minutes
Outcome	Demonstrate the correct care and handling of oxygen equipment.
Demonstrate	Introduce and explain each piece of equipment to the class. Demonstrate the proper technique to assemble and disassemble the equipment.
Discuss	Discuss equipment safety when using oxygen and choosing flow rates for administering oxygen to a victim.
Do	Have each candidate properly assemble and disassemble the oxygen equipment.
Time	Canadian First Aid Manual: pages 85 - 88 Canadian Oxygen Administration Manual

# One and Two Rescuer AED

Time	60 - 90 minutes
Outcome	Demonstrate one and two rescuer adult AED (CPR) on a manikin, in a variety of scenarios.
Demonstrate	Demonstrate the steps for adult CPR with an AED available in a "Shock Advised – 1 Rescuer Scenario". Have candidates follow in their manuals.
Discuss	Discuss the steps for effective AED administration, after performing the demonstration.
Do	<p>Have candidates perform the steps for adult AED, while referencing their manual. Use the Lay Responder scenarios included on the CD with the Actar AED Trainers. Instructor ensures correct technique and facilitates learning while the AED Trainer prompts candidates.</p> <p>If using the Actar AED Trainers, candidates should practice AED scenarios using the Lay Responder scenarios on Disc 1 of the Actar AED Trainer CDs. Using this system, most candidates can easily complete all of the scenarios within the allocated time. Candidates should practice 1 and 2 Rescuer AED sequences.</p> <p>Note: If using another AED trainer system, review the trainer instructions for information about the AED scenarios it can present. Also consider that the number of available trainers may limit the number of scenarios the candidates can complete or increase the required skill practice time. Candidates should have an opportunity to practice "shock" and "no shock" AED sequences.</p>
Reference	Canadian CPR Manual
Notes	<p>The ACTAR AED Training system is designed to maximize the amount of practice that AED students can receive during the Lifesaving AED course. With a manikin and trainer for each student, they can easily accomplish at least the first 5 Lay Responder scenarios and become proficient. If time permits, additional practice with these scenarios and the other Lay Responder scenarios on the CD can be included.</p> <p>If you have a different AED Trainer such as the Lifepak 500 it can be used with the ACTAR AED Trainers. Have the group practice listening to the AED prompts on your trainer (eg. Lifepak 500). Ensure that all candidates are positioned so that they can hear the AED prompts.</p> <p>If you have only 1 AED Trainer, every candidate should do at least 1 scenario with the AED Trainer. Use your creativity to make additional AED simulators (eg. using paper, string and tape) that the other candidates can use to follow the prompts and practice the steps. Make sure you familiarize yourself with AED scenarios for your AED Trainer.</p> <p>Promote use of personal protective equipment including pocket mask and gloves.</p> <p>Instructors must make a "safe training razor" from an inexpensive disposable razor by either removing the blades, or permanently covering the blades for the class. One option: most disposable razors come with a blade cover and this cover can be taped on with packing tape.</p>

# Sample Recertification Lesson Plan

**Exam Set Up:** In order to minimise the time for the test, award items will be combined. If this method of testing confuses the candidate, then CPR items can be separated. Everyone performs CPR at the same time using manikins.

The victim will progress through a sequence of changing conditions i.e. conscious obstruction → unconscious obstructed → nonbreathing. To cue for when the victim type changes in CPR give verbal cues like "victim is wheezing". Proceed to cough, then wheeze/no coughing then pretend to collapse. To reduce time further you can verbally quiz modifications for pregnant, obese, short and tall victims.

To minimise time for the remaining First Aid items have multiple conditions in one victim. Each combined rescue is best done if it has 1 major injury with 2 other minor ones (i.e. Unconscious spinal with heat exhaustion). Again, if this method confuses the candidate, fewer conditions can be combined, or retest unsuccessful items. Split candidates into 2 groups, "victims" and "rescuers" alternating through each situation and mixing scenarios so that Group 2's scenario is different from Group 1.

In the rescue situations, you can vary the conditions with the situation. For example "chest and abdominal injuries" group one could have flail chest and/or broken ribs, and the other could have open pneumothorax and blunt abdominal injury. This would be a very time efficient way to ensure that all variations of an award item are covered.

If a candidate misses a must see ask them after the rescue if they would do anything differently. This allows you to discover if they knew what they missed, or if you have to educate. You can also ask leading questions to determine if they are aware of what they missed.

Feedback is given continuously as the candidates perform the skills, or in between situations so that they can improve their skills and be set up for success by ensuring they have all of the information they need to meet the must sees. For example if the candidate is not plugging the nose in CPR (and not using a mask) tell them "the air comes back on your cheek". Ensure that you give them a chance to practice the correction so that they remember it for next time.

Provide masks and gloves for the situations, and let candidates know that anything they feel they need for a rescue (ice, juice, towels/blankets) is magically available for them if they say they need it.

Management of Bystanders, Self Protection, Critical Incident Stress, Principles of First Aid, Self Protection & Medical/Legal Aspects of First Aid are evaluated on a continuous basis throughout the exam. For instance management of bystanders is evaluated when the candidate has directed someone to call 911; principles of first aid is covered when the candidate demonstrates that an Airway problem is dealt with prior to a stubbed toe and so forth.

# Sample Recertification

## Lifesaving Standard First Aid

Items	Course Item	Duration
	<b>Welcome and Introductions</b>	15 Minutes
	CPR Exam Set Up: <ul style="list-style-type: none"> <li>• Welcome all candidates</li> <li>• Have candidates fill out roster and confirm prerequisites (must have an original Standard First Aid award).</li> <li>• Explain that CPR will be tested first, followed by the remaining Lifesaving Standard First Aid items. Explain how the victim in CPR will progress/change from one condition to another.</li> </ul>	
2, 3, 4, 5, 9, 10, 11, 12, 14, 15, 26	<b>One Rescuer CPR</b> <ul style="list-style-type: none"> <li>• Start with Adult Conscious Mild Obstruction ⇄ Severe Obstruction ⇄ Full Obstruction Unconscious ⇄ Open Airway; Unresponsive and Nonbreathing, ⇄Vomit ⇄ EMS arriving.</li> <li>• Repeat with Child starting with an unwitnessed unconscious choking.</li> <li>• Infant scenario will start with conscious choking.</li> </ul>	35 Minutes
13	<b>Two Rescuer CPR</b> <p>Scenario Set Up:</p> <ul style="list-style-type: none"> <li>• Explain that there are 12 items that need to be tested. To minimise time, 4 rescues will be done with 3 conditions each. Each rescue has 1 major injury with 2 other minor ones (i.e. Unconscious spinal with heat exhaustion). If this method confuses the candidate, less conditions will be combined, or will retest unsuccessful items.</li> <li>• All rescues must have a scene assessment, primary assessment (ABC's) and secondary assessment (head to toe and vitals). However only once does the secondary assessment have to be recorded. This will be done in Rescue situation #1. In all other rescues the treatment needs to be demonstrated, and any part of a head to toe and/or vitals check that helps them determine what the victim is suffering from they do.</li> <li>• Victim conditions will be mixed up so that group 2 isn't rescuing what group 1 just did. If the candidate does not meet all of the must sees on any aspect of any rescue, another situation which focuses on the aspect that was missed will be set up.</li> <li>• Let candidates know that anything they feel they need for a rescue (ice, juice, towels/blankets, bystander) is magically available for them if they say they need it.</li> </ul>	5 Minutes
1, 8, 16, 17	<b>Rescue Situation #1 - Group 1</b> Assessment/Care of Unconscious Victim/Suspected Spinal Injury/Environmental Emergencies <ul style="list-style-type: none"> <li>• Person falls from a 16' ladder while putting up Christmas lights. They land face down with head turned to the side looking into a bent arm while the other arm is extended above head. The leg on the same side as the extended arm should also be extended, and the bent arm side leg should be bent. (This is the common posture of an individual that has fallen from a great height.)</li> </ul>	20 Minutes
1, 8, 16, 17	<b>Rescue Situation #2 - Group 2</b> Assessment/Care of Unconscious Victim/Suspected Spinal Injury/ Environmental Emergencies <ul style="list-style-type: none"> <li>• Person falls from a 16' ladder while working in a papermill by the paper dryer - air temperature is approximately 50 degrees celcius. Body is positioned as described above.</li> </ul>	20 Minutes

# Sample Recertification

## Lifesaving Standard First Aid

Items	Course Item	Duration
6,18,25	<b>Rescue Situation #3 - Group 1</b> Respiratory Emergencies/Bone or Joint Injury/Poisoning <ul style="list-style-type: none"> <li>• Person hyperventilates after seeing a mouse, trips trying to get away from mouse spraining the ankle and accidentally inhales mouse poison.</li> </ul>	15 Minutes
7,21,19	<b>Rescue Situation #4 - Group 2</b> Circulatory Emergencies/Facial Injury/Abdominal <ul style="list-style-type: none"> <li>• Person gets mugged - attacker breaks nose and punches stomach, the panic causes a heart attack. They have a history of heart condition, medication is in back pocket.</li> </ul>	15 Minutes
20,23/24, 22	<b>Rescue Situation #5 - Group 1</b> Burns/Seizure/Suspected Head Injury <ul style="list-style-type: none"> <li>• Person making Kraft Dinner at home has a seizure, knocks over boiling water onto hand, hits head on stove as they fall. Victim seizes to a count of 20 then is semi-conscious.</li> </ul>	15 Minutes
6,18,25	<b>Rescue Situation #6 - Group 2</b> Respiratory Emergencies/Bone or Joint Injury/Poisoning <ul style="list-style-type: none"> <li>• Person hyperventilates after seeing a mouse, trips trying to get away from mouse spraining the ankle and accidentally inhales mouse poison.</li> </ul>	15 Minutes
7,21,19	<b>Rescue Situation #7 - Group 1</b> Circulatory Emergencies/Facial Injury/Chest Injury <ul style="list-style-type: none"> <li>• Person has stroke, breaks nose and ribs in the fall.</li> </ul>	15 Minutes
20,23/24, 22	<b>Rescue Situation #8 - Group 2</b> Burns/Diabetes/Suspected Head Injury <ul style="list-style-type: none"> <li>• Person making Kraft Dinner at home goes light headed due to diabetes, knocks over boiling water onto hand, hits head on stove as they fall.</li> </ul>	15 Minutes

# Sample Recertification

## Aquatic Emergency Care

Items	Course Item	Duration
	<b>Welcome and Introductions</b>	15 Minutes
	CPR Exam Set Up: <ul style="list-style-type: none"> <li>• Welcome all candidates</li> <li>• Have candidates fill out roster and confirm prerequisites (must have an original Standard First Aid award).</li> <li>• Explain that CPR will be tested first, followed by the remaining Lifesaving Standard First Aid items. Explain how the victim in CPR will progress/change from one condition to another.</li> </ul>	
2, 3, 4, 5, 9, 10, 11, 12, 14, 15, 26	<b>One Rescuer CPR</b> <ul style="list-style-type: none"> <li>• Start with Adult Conscious Mild Obstruction ⇄ Severe Obstruction ⇄ Full Obstruction Unconscious ⇄ Open Airway; Unresponsive and Nonbreathing, ⇄Vomit ⇄ EMS arriving.</li> <li>• Repeat with Child starting with an unwitnessed unconscious choking.</li> <li>• Infant scenario will start with conscious choking.</li> </ul>	35 Minutes
13	<b>Two Rescuer CPR</b> <p>Scenario Set Up:</p> <ul style="list-style-type: none"> <li>• Explain that there are 12 items that need to be tested. To minimise time, 4 rescues will be done with 3 conditions each. Each rescue has 1 major injury with 2 other minor ones (i.e. Unconscious spinal with heat exhaustion). If this method confuses the candidate, less conditions will be combined, or will retest unsuccessful items.</li> <li>• All rescues must have a scene assessment, primary assessment (ABC's) and secondary assessment (head to toe and vitals). However only once does the secondary assessment have to be recorded. This will be done in Rescue situation #1. In all other rescues the treatment needs to be demonstrated, and any part of a head to toe and/or vitals check that helps them determine what the victim is suffering from they do.</li> <li>• Victim conditions will be mixed up so that group 2 isn't rescuing what group 1 just did. If the candidate does not meet all of the must sees on any aspect of any rescue, another situation which focuses on the aspect that was missed will be set up.</li> <li>• Let candidates know that anything they feel they need for a rescue (ice, juice, towels/blankets, bystander) is magically available for them if they say they need it.</li> </ul>	5 Minutes
1, 8, 16, 17	<b>Rescue Situation #1 - Group 1</b> Assessment/Care of Unconscious Victim/Suspected Spinal Injury/Environmental Emergencies <ul style="list-style-type: none"> <li>• Person falls from a 16' ladder while putting up Christmas lights. They land face down with head turned to the side looking into a bent arm while the other arm is extended above head. The leg on the same side as the extended arm should also be extended, and the bent arm side leg should be bent. (This is the common posture of an individual that has fallen from a great height.)</li> </ul>	20 Minutes
1, 8, 16, 17	<b>Rescue Situation #2 - Group 2</b> Assessment/Care of Unconscious Victim/Suspected Spinal Injury/ Environmental Emergencies <ul style="list-style-type: none"> <li>• Person falls from a 16' ladder while working in a papermill by the paper dryer - air temperature is approximately 50 degrees celcius. Body is positioned as described above.</li> </ul>	20 Minutes

# Sample Recertification

## Aquatic Emergency Care

Items	Course Item	Duration
6,18,25	<b>Rescue Situation #3 - Group 1</b> Respiratory Emergencies/Bone or Joint Injury/Poisoning <ul style="list-style-type: none"> <li>• Person hyperventilates after seeing a mouse, trips trying to get away from mouse spraining the ankle and accidentally inhales mouse poison.</li> </ul>	15 Minutes
7,21,19	<b>Rescue Situation #4 - Group 2</b> Circulatory Emergencies/Facial Injury/Abdominal <ul style="list-style-type: none"> <li>• Person gets mugged - attacker breaks nose and punches stomach, the panic causes a heart attack. They have a history of heart condition, medication is in back pocket.</li> </ul>	15 Minutes
20,23/24, 22	<b>Rescue Situation #5 - Group 1</b> Burns/Seizure/Suspected Head Injury <ul style="list-style-type: none"> <li>• Person making Kraft Dinner at home has a seizure, knocks over boiling water onto hand, hits head on stove as they fall. Victim seizes to a count of 20 then is semi-conscious.</li> </ul>	15 Minutes
6,18,25	<b>Rescue Situation #6 - Group 2</b> Respiratory Emergencies/Bone or Joint Injury/Poisoning <ul style="list-style-type: none"> <li>• Person hyperventilates after seeing a mouse, trips trying to get away from mouse spraining the ankle and accidentally inhales mouse poison.</li> </ul>	15 Minutes
7,21,19	<b>Rescue Situation #7 - Group 1</b> Circulatory Emergencies/Facial Injury/Chest Injury <ul style="list-style-type: none"> <li>• Person has stroke, breaks nose and ribs in the fall.</li> </ul>	15 Minutes
20,23/24, 22	<b>Rescue Situation #8 - Group 2</b> Burns/Diabetes/Suspected Head Injury <ul style="list-style-type: none"> <li>• Person making Kraft Dinner at home goes light headed due to diabetes, knocks over boiling water onto hand, hits head on stove as they fall.</li> </ul>	15 Minutes
28, 29	<b>Rescue Situation #9</b> Shallow water Rescue/Pressure Related Injury <ul style="list-style-type: none"> <li>• Person skin diving moves to shallow water complaining of pain in the ear/sinuses/nose</li> </ul>	30 Minutes
27	<b>Aquatic Spinal Injury Management</b> <ul style="list-style-type: none"> <li>• The Aquatic Spinal item is done as a teaching/review of basic techniques such as rollover techniques, strapping placement and order. There are many ways to meet the must sees of the award item. Spinals are site/organization specific rescues where each procedure is done specifically to meet the needs of the facility or organization that the candidate works for. Understand that candidates may have learned many different techniques (i.e. Canadian vs vice) and therefore need you to focus on if the must sees were met, not how they met them.</li> </ul>	45 Minutes

# AED Generic Sequence

Scene Assessment	Assessment of environment for hazards Establish unresponsiveness
Activate EMS	Activate EMS Bring AED equipment to victim: fetch fast
Primary Assessment	Open airway Check for normal breathing (5 seconds) Use barrier devices - gloves and pocket mask Begin CPR starting with chest compressions
Prepare Victim	Ensure victim's location is safe for AED administration Expose victim chest Dry chest with towel Dry shave chest
Administer AED	Attach electrodes and connect to AED Respond to voice prompts: "Analyzing heart rhythm – Do not move victim" Respond to voice prompts: "SHOCK advised, charging"
Respond to AED	Respond to voice prompts: "Clear victim and press SHOCK button when ready" Resume 2 minutes of CPR (5 cycles of 30:2) Respond to voice prompts: "Analyzing heart rhythm – Do not move victim"
EMS arrives	Continue until EMS arrives

Photocopy the sequence and cut to separate the steps to use with the "AED Knowledge" Lesson.

# First Aid Test

## Revised December 2011

Emergency First Aid      Answer Questions 1 – 29

Standard First Aid      Answer Questions 1 – 50

Aquatic Emergency Care      Answer Questions 1 – 50

Instructions      Write your name on the Answer Sheet.

For each question, choose a single response. The choice you make should correspond to the best way of answering the question, even if in certain cases there are partially correct choices.

For each question, mark your answer on the Answer Sheet. Select only one answer per question.

To obtain the pass mark of 70%, you must score 20 correct responses from the 29 for Emergency First Aid; or 35 correct responses from the 50 questions for Standard First Aid / AEC.

Do not write on the question paper.

You may consult reference materials.

When you have finished, give the completed Answer Sheet to your instructor.

# First Aid Test

## Revised December 2011

1. Treatment on a victim can be stopped when:
  - a. Medical help takes over
  - b. The victim vomits
  - c. The victim's heart stops beating
  - d. All of the above
2. Treatment on a victim can be started when:
  - a. The victim is unconscious
  - b. It is a small child and no guardian is present
  - c. You ask for permission and the victim consents to treatment
  - d. All of the above
3. What is the first step when responding to an unwitnessed, unconscious child?
  - a. Do a foreign body check
  - b. Assess the environment for hazards
  - c. Activate EMS
  - d. Open the airway
4. What are the "3 Ps" of First Aid?
  - a. Popular, principle and promote
  - b. Produce, pronounce and prepare
  - c. Principle, prevent and preserve
  - d. Prevent, promote and preserve
5. As you progress through your Primary Assessment, you discover the victim is non-breathing, call EMS and start compressions
  - a. True
  - b. False
6. When a bystander is sent to call EMS, the information he or she should provide is:
  - a. The location of (and direction to) the incident
  - b. The number of victims
  - c. The victim's condition
  - d. All of the above
7. Why is it important to use barrier devices (gloves, pocket mask) when doing CPR?
  - a. Protection for the victim
  - b. Protection for you
  - c. Protection for you and the victim
  - d. Protection for the environment
8. For which of the following would you use gloves?
  - a. Nose bleed
  - b. CPR
  - c. Vomit
  - d. All of the above
9. Somebody suffering from shock may look:
  - a. Confused, pale and restless
  - b. Excited, flushed and a strong regular pulse
  - c. Scared, weak and hungry
  - d. None of the above
10. What should you do for somebody who is suffering from shock?
  - a. Reassure the victim
  - b. Call EMS
  - c. Keep the victim warm and monitor his vitals
  - d. All of the above
11. According to the Lifesaving Society, fainting is:
  - a. When there is not enough insulin in the body
  - b. An injury to the chest wall or ribs
  - c. A temporary loss of consciousness
  - d. When the heart stops beating
12. If the rescuer is "alone", when should EMS be activated for a 6-year-old victim who is unresponsive and non-breathing?
  - a. Immediately
  - b. After about 2 minutes of CPR
  - c. After about 1 minute of CPR
  - d. It is not necessary to activate EMS

# First Aid Test

## Revised December 2011

13. If your conscious adult victim is choking, and cannot speak or cough, you should:
  - a. Attempt to remove obstruction
  - b. Give 2 full breaths
  - c. Do a finger sweep
  - d. Leave the victim and activate EMS immediately
14. If your choking victim goes unconscious, you should:
  - a. Check for Hazards
  - b. Activate EMS
  - c. Reassess airway, breathing and circulation
  - d. Reassure the victim
15. The appropriate chest compression to breath ratio for an unconscious, choking adult is:
  - a. 3:1
  - b. 30:2
  - c. 5:1
  - d. 15:2
16. First Aiders in the workplace should be familiar with the applicable acts or regulations:
  - a. True
  - b. False
17. Which one of the following are acceptable methods of doing rescue breathing to a non-breathing victim?
  - a. Mouth to mouth
  - b. Mouth to nose
  - c. Mouth to stoma
  - d. All of the above
18. When a victim vomits during rescue breathing, the rescuer should:
  - a. Stop rescue breathing because the victim will start to breathe
  - b. Continue rescue breathing
  - c. Place the victim in recovery position and stop resuscitation
  - d. Place the victim in recovery position, clear the airway and reassess airway, breathing and circulation
19. For a conscious, asthmatic victim with medication, the rescuer should:
  - a. Force the administration of medication
  - b. Assist the victim to take his medication
  - c. Not allow administration of medication
  - d. Not worry about medication until EMS arrives
20. What are some signs and symptoms of a heart attack?
  - a. Chest pain and nausea
  - b. Flushed face and sweating
  - c. Chest pain, shortness of breath and denial
  - d. All of the above
21. A stroke is similar to a heart attack, except that it involves the blood vessels which supply the brain:
  - a. True
  - b. False
22. Jo-Ann's grandmother is having weakness in her left arm and left leg. She is also anxious and disoriented. Jo-Ann should:
  - a. Assist her into a comfortable position and call EMS
  - b. Walk her to the bus stop
  - c. Call EMS and start CPR
  - d. Treat for shock
23. The compression to breath ratio for 1 rescuer adult CPR is:
  - a. 5:1
  - b. 15:2
  - c. 30:2
  - d. 1:1
24. The first aider has a legal obligation to protect the privacy of first aid treatment records.
  - a. True
  - b. False

# First Aid Test

## Revised December 2011

25. A puncture or stab wound with no embedded object should be treated:
- Like CPR
  - As external bleeding
  - As a minor injury of low priority
  - By EMS personnel only
26. How many degrees of burns are there?
- 1
  - 2
  - 3
  - 4
27. A second degree burn is:
- Red, blistered and painful
  - Black and charred
  - Red, cool to the touch, itchy
  - Treated best with butter
28. When treating a nosebleed you should:
- Tilt head back
  - Pinch nose, tilt head forward
  - Blow nose
  - Apply pressure to back of neck
29. When dealing with a dental injury, a rescuer should try to salvage any lost or broken teeth.
- True
  - False

EFA Test - Stop here.

SFA /AEC test - continue and complete questions 29 to 50.

# First Aid Test

## Revised December 2011

30. A mother comes to you with a conscious, choking infant with poor or no air exchange. Activate EMS and then?
- Do 2 minutes or 5 cycles of CPR
  - Do abdominal thrusts
  - Do a series of 5 back blows, followed by 5 chest compressions
  - Do 5 back blows and stop to check the airway
31. The chest compression-to-breath ratio for infant CPR is 30:2.
- True
  - False
32. If you are alone and find an unresponsive non-breathing infant, you should:
- Immediately call EMS
  - Call EMS after about 2 minutes of CPR
  - Reassess breathing every 20 seconds
  - None of the above
33. A temporary chest pain that can be brought on by increased physical activity, stress or agitation is called:
- Angina
  - Stroke
  - Head Injury
  - Shock
34. In 2-person CPR, when the second rescuer arrives, she should:
- identify herself as knowing CPR
  - check for bleeding
  - confirm that EMS has been called
  - a & c
35. A compound (or open) fracture is when:
- The bone is fractured in more than 1 location
  - The bone is broken in more than 1 location
  - The bone has broken through the skin
  - The bone has separated from the joint socket
36. Signs and symptoms of severe hypothermia are:
- Shivering; very active; shock
  - Shivering; loss of muscle coordination; confusion
  - Sweating profusely; red skin; unconsciousness
  - Blood loss; nausea; dryness
37. Treating severe heat illness with a good level of consciousness by:
- Cold shower
  - Sit in tub of cold water
  - Hose down with garden hose
  - All of the above
38. Loss of recent memory, disorientation, nausea and fluid from ears or nose are all signs of:
- Angina
  - Head injury
  - Broken bone
  - Indigestion
39. A head injury that includes history of a fall, signs of bleeding, fluid discharge and skin damage should be treated with immobilization of the spine.
- True
  - False
40. A secondary assessment involves:
- Assessing and recording vital signs
  - Carrying out a thorough head to toe examination of the victim
  - Recording the relevant history
  - All of the above
41. Chest wounds include injuries to the chest wall and ribs. These may include:
- Bruising
  - Fractures
  - Bleeding wounds
  - All of the above

# First Aid Test

## Revised December 2011

42. When treating an internal abdominal injury, you want to make sure you:
- Press hard on the injured area
  - Give hot compress
  - Contact EMS
  - Make victim do sit-ups to exercise weak muscles
43. A hockey player falls head first into the boards. They can't feel her hands or feet. As the rescuer you should:
- Call EMS, don't move them, monitor airway, breathing and circulation
  - Get bystanders to help move them off the ice to continue the game
  - Call EMS, remove the helmet and perform CPR
  - Remove the helmet and check the body
44. Whether or not a spinal injury should be suspected can be based on:
- Mechanism of injury
  - My personal experience
  - A head to toe examination that reveals signs and symptoms associated with spinal injuries
  - A & c
45. If a victim is having a seizure, you should place something between his teeth to prevent the victim from biting his tongue.
- True
  - False.
46. Signs and symptoms of seizures may include:
- Loss of consciousness
  - Arching of the back and rigidity of the body
  - Loss of bladder control
  - Any of the above
47. If you suspect a responsive victim is having a diabetic reaction, you should:
- b & c
  - give him pop or juice containing sugar
  - ask him if he has a test kit
  - administer insulin
48. You can be poisoned in the following ways:
- Absorption
  - Injection
  - Ingestion
  - All of the above
49. You can get first aid information regarding a certain ingested chemical by:
- Asking your mother
  - c & d
  - Reading container label
  - Contacting poison control centre
50. After a rescue, support groups are available for:
- All people involved in a successful rescue
  - All people involved in an unsuccessful rescue
  - There are no support groups, everyone can cope well with a rescue
  - a & b

# First Aid Test

Revised December 2011

## Answers

### Emergency First Aid

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d
17. a b c d
18. a b c d
19. a b c d
20. a b c d
21. a b c d
22. a b c d
23. a b c d
24. a b c d
25. a b c d
26. a b c d
27. a b c d
28. a b c d
29. a b c d

### Standard First Aid & AEC

30. a b c d
31. a b c d
32. a b c d
33. a b c d
34. a b c d
35. a b c d
36. a b c d
37. a b c d
38. a b c d
39. a b c d
40. a b c d
41. a b c d
42. a b c d
43. a b c d
44. a b c d
45. a b c d
46. a b c d
47. a b c d
48. a b c d
49. a b c d
50. a b c d

Name: \_\_\_\_\_



# First Aid Test

Revised June 2011 - ANSWER KEY

## KEY

### Emergency First Aid

- |   |  |
|---|--|
| 1. <input checked="" type="checkbox"/> b c d (p. 4)     | 16. <input checked="" type="checkbox"/> b c d (p. 3)     |
| 2. a b c <input checked="" type="checkbox"/> (p. 4)     | 17. a b c <input checked="" type="checkbox"/> (p. 25)    |
| 3. a <input checked="" type="checkbox"/> c d (p. 6)     | 18. a b c <input checked="" type="checkbox"/> (p. 29)    |
| 4. a b c <input checked="" type="checkbox"/> (p. 2)     | 19. a <input checked="" type="checkbox"/> c d (p. 33)    |
| 5. <input checked="" type="checkbox"/> b c d (p. 21)    | 20. a b c <input checked="" type="checkbox"/> (p. 34)    |
| 6. a b c <input checked="" type="checkbox"/> (p. 8)     | 21. <input checked="" type="checkbox"/> b c d (p. 35)    |
| 7. a b <input checked="" type="checkbox"/> d (p. 12)    | 22. <input checked="" type="checkbox"/> b c d (p. 21/34) |
| 8. a b c <input checked="" type="checkbox"/> (p. 12)    | 23. a b <input checked="" type="checkbox"/> d (p. 23)    |
| 9. <input checked="" type="checkbox"/> b c d (p. 35-6)  | 24. <input checked="" type="checkbox"/> b c d (CWB)      |
| 10. a b c <input checked="" type="checkbox"/> (p. 36)   | 25. a <input checked="" type="checkbox"/> c d (p. 48-9)  |
| 11. a b <input checked="" type="checkbox"/> d (p. 47)   | 26. a b <input checked="" type="checkbox"/> d (p. 67-8)  |
| 12. a <input checked="" type="checkbox"/> c d (p. 22)   | 27. <input checked="" type="checkbox"/> b c d (p. 67)    |
| 13. <input checked="" type="checkbox"/> b c d (p. 30-2) | 28. a <input checked="" type="checkbox"/> c d (p. 61)    |
| 14. a <input checked="" type="checkbox"/> c d (p. 31)   | 29. <input checked="" type="checkbox"/> b c d (p. 60)    |
| 15. a <input checked="" type="checkbox"/> c d (p. 31)   |  |

### Standard First Aid & AEC

- |   |   |
|---|---|
| 30. a b <input checked="" type="checkbox"/> d (p.30-1)  | 45. a <input checked="" type="checkbox"/> c d (p. 46) |
| 31. <input checked="" type="checkbox"/> b c d (p. 23)   | 46. a b c <input checked="" type="checkbox"/> (p. 46) |
| 32. a <input checked="" type="checkbox"/> c d (p.12/47) | 47. <input checked="" type="checkbox"/> b c d (p. 46) |
| 33. <input checked="" type="checkbox"/> b c d (p. 34)   | 48. a b c <input checked="" type="checkbox"/> (p, 71) |
| 34. a b c <input checked="" type="checkbox"/> (p. 23)   | 49. a <input checked="" type="checkbox"/> c d (p. 71) |
| 35. a b <input checked="" type="checkbox"/> d (p. 65)   | 50. a b c <input checked="" type="checkbox"/> (CWB)   |
| 36. a <input checked="" type="checkbox"/> c d (p. 75)   |   |
| 37. a b c <input checked="" type="checkbox"/> (p.74)    |   |
| 38. a <input checked="" type="checkbox"/> c d (p. 52)   |   |
| 39. <input checked="" type="checkbox"/> b c d (p. 52)   |   |
| 40. a b c <input checked="" type="checkbox"/> (p.40-3)  |   |
| 41. a b c <input checked="" type="checkbox"/> (p. 62)   |   |
| 42. a b <input checked="" type="checkbox"/> d (p. 62)   |   |
| 43. <input checked="" type="checkbox"/> b c d (p. 53)   |   |
| 44. a b c <input checked="" type="checkbox"/> (p. 46)   |   |

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