Almost 500 Canadians die every year in water-related incidents. Most of these deaths are preventable and occur in unsupervised settings. 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’ Lifesaving 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 Canada.

In the 1950s, we were the first Canadian organization to adopt mouth to mouth as a method of choice over manual methods of artificial respiration. We started our first CPR training program in the 1960s. In the 1980s, we initiated a project to design an economical CPR training manikin (ACTAR 911), and we launched our Water Smart drowning prevention campaign.

In the 1990s, the Society introduced innovative new programs including Boat Operator Accredited Training, 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 Awards and the National Lifeguard training programs to suit the needs of the new century.

In 2001, we defined the Canadian 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.

Working to prevent drowning and water-related injury.

Teaching Canadians to save themselves and rescue others

Annually, over 1,000,000 Canadians participate in our swimming, lifesaving, lifeguard, first aid and leadership programs. Each year, we certify thousands of instructors who provide the leadership for our training programs. Over 30,000 Canadians earn our Bronze Medallion each year. As Canada’s lifeguarding experts, we set the standard for lifeguard training and certify Canada’s National Lifeguards.

Making Canadians Water Smart®

The Lifesaving Society focuses Water Smart drowning prevention efforts on people most at risk – like men fishing in small boats – or on those who can make a significant difference, such as parents of young children. We deliver Water Smart messages through our swim program, through the media and community action. Our Swim to Survive® program provides the essential minimum skills required to survive an unexpected fall into deep water.

Drowning research

The Lifesaving Society conducts research into fatal and non-fatal drowning, aquatic injury and rescue interventions. Ongoing research and analysis supports the Society’s evidence-based water-rescue training and Water Smart drowning prevention education.

Setting the standard

The Lifesaving Society establishes aquatic safety standards and consults on aquatic safety issues for the aquatic industry, governments and the judiciary. The Society offers a suite of services to help aquatic facility operators maintain and improve safe pool and waterfront operations. We perform aquatic safety audits and serve as experts in legal cases involving aquatic safety.

Lifesaving sport

The Lifesaving Society is the Canadian governing body for lifesaving sport – a sport recognized by the International Olympic Committee and the Commonwealth Games Federation. We use lifesaving sport to engage and inspire youth in our drowning prevention mission. Our Lifesaving Sport Fundamentals
The Lifesaving Society

The Lifesaving Society is a full-service provider of programs, products and services designed to prevent drowning. We save lives and prevent water-related injury through our training programs, Water Smart public education, drowning research, aquatic safety management and lifesaving sport.

The intent of the Leadership Award Guides is to provide a scope and sequence for the ongoing development of Lifesaving Society instructors and instructor trainers in the broad spectrum of program streams offered. This development is characterized by logical progression and consistency, competency based learning, communication, collaboration and mentorship.

The Award Guides were designed to help instructors and instructor trainers plan, teach and evaluate the awards of the Lifesaving Society’s training program. Award Guides are designed to be used with the reference document that is intended to provide more detailed information and technical guidelines for instructors and instructor trainers to ensure complete understanding of the performance criteria. The Award Guide begins with an at-a-glance overview of the general aim of the award. There are 13 competencies in the Guide to Understanding Leadership Competencies. Each Award Guide presents each of these competencies with a detailed description, purpose statement, learning outcome, performance criteria and a notes section.

Purpose: statements that specify why the item is included in the training program.

Learning Outcome: defines what the candidate is expected to know, understand and/or be able to demonstrate.

Performance Criteria: defines the performance standard at which the candidate must perform to be successful. The Performance Criteria is a check list for success and provides specific guidance on teaching and evaluating the award.

Notes: presents explanations and additional information or limitations of the performance of a criterion. Notes expand on the performance criteria and add suggestions to the instructor or instructor trainer regarding specific evaluation issues.
Acknowledgements

We would like to thank the many people who have contributed to the development of the Award Guides. Across the country groups of staff and volunteers worked cooperatively and collaboratively to build a comprehensive and educationally founded leadership program. The team was a mix of talented and committed volunteers and staff working to achieve a national consensus on the development of the Lifesaving Society trainers.

The Award Guides feature consistent learning outcomes and performance criteria that build upon one another as instructors and instructor trainers ascend the levels of certification.

The process of developing National Award Guides for Leadership Programs has been in the works for sometime. After the successful revision of the National Lifeguard program in 2011, the need to revise the Leadership program was evident and attention was returned to this important project with key lessons from the National Lifeguard revisions.

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At - A - Glance

Lifesaving instructor candidates are evaluated in the following competencies:

Planning: Demonstrate basic planning skills required to deliver the Canadian Lifesaving program curriculum.

Evaluating: Demonstrate accurate evaluation of learner’s performance.

Presentation Skills: Demonstrate presentation skills that are appropriate to the age group and skill level being taught.

Lifesaving Society Knowledge: Demonstrate knowledge of the Lifesaving Society mission, vision, and values.

Curriculum Knowledge: Demonstrate knowledge of the Canadian Lifesaving program and related Lifesaving Society policies.

Learner Characteristics: Demonstrate an understanding of factors that affect how learners learn.

Health and Safety: Demonstrate an understanding of the importance of health and safety in the instructional setting.

Facilitating and Mentoring: Demonstrate basic facilitation and mentoring skills within an instructional setting.

Ethics and Valuing Diversity: Demonstrate responsive instructional practices to meet the diverse needs of learners.

Communicating: Demonstrate effective communication skills in various contexts related to teaching.

Teamwork and Collaboration: Demonstrate basic team building skills and collaboration techniques.

Problem Solving and Decision Making: Demonstrate problem solving and decision making in accordance with the Lifesaving Society values and standards.

Skill Demonstration: Demonstrate and describe a variety of strokes and skills from the Canadian Lifesaving program.
**Notes**

- Refers to the appropriate award guide, the Canadian Lifesaving Manual and other Society resources to include required content items.
- Uses examples or templates to develop a lesson plan for a specific skill or series of skills.
- Creates effective lesson plans that include logical progressions, are age and skill level appropriate activities for each progression, formations, learning space, timelines for activities, various teaching methods and activities (e.g. demonstrate, discuss, do), plan time to set goals and give feedback to learners.
- Creates effective lesson plans that maximize participation, allow safe performance of activities, are legible and contain enough detail and content for easy reference by other instructors.

**Reference**

**PURPOSE**

To provide lifesaving instructors with the knowledge and skills to plan the delivery of the Canadian Lifesaving program.

**LEARNING OUTCOME**

The instructor candidate demonstrates the ability to appropriately modify long-term and short-term lesson plans in order to meet the needs of the learners and the environment.

**PERFORMANCE CRITERIA**

- Using Society resources, plans a clear, logical flow of progressions and activities, session to session and topic to topic.
- Ensures that modified long-term lesson plans include all required content items.
- Uses situations for learners that require critical thinking and are age and skill level appropriate.
- Modifies short and long-term lesson plans in a way that effectively accommodates session timing, format, locations, class safety and learner’s needs.
PURPOSE
To prepare lifesaving instructors to accurately evaluate learners’ knowledge, skills and competencies.

LEARNING OUTCOME
Using the Lifesaving Society materials, the instructor candidate accurately evaluates learners and completes the required documentation.

PERFORMANCE CRITERIA
☐ Uses the award guide criteria to evaluate learner’s abilities
☐ Identifies when activity/skill is not performed correctly, and the root of the problem is identified and targeted with a new approach to correct the problem
☐ Uses a variety of feedback methods to check for learners’ learning
☐ Explains the importance of effective evaluation and administration

Notes
• Refers to the appropriate award guide, the Canadian Lifesaving Manual and other Society resources to accurately evaluate learners
• Takes immediate steps if a learner does not perform the task to standard to ensure it is done correctly
• Corrects a learner’s performance by: clarifying instructions, demonstrating again, giving physical assistance, and providing time for learners to practice after feedback was delivered, repeating as necessary until the desired goal is achieved
• Explains that effective evaluation and administration includes explaining the components of a test sheet and the purpose of each component, correctly completing samples of test sheets and describing the process for submitting test sheets to the Lifesaving Society

Reference
PRESENTATION SKILLS

Demonstrate presentation skills that are appropriate to the age group and skill level being taught.

Notes

• Uses appropriate resources/tools for the learning environment such as CPR manikins and barrier devices, flip charts, handouts, PowerPoint presentations, learner and instructor resources and understands that voice, volume, tone and pace may need to change for different learning environments

• Moves to a quieter environment when giving instructions or feedback, non-verbal communication such as a whistle or hand signals may be required (e.g. a raised arm means gather to the instructor)

• Uses handouts that are approved as Lifesaving Society resources and distributed in an organized manner

• Uses a tone of voice and body language that expresses enthusiasm and interest

Reference

PURPOSE

To provide lifesaving instructors with the knowledge and skills to accurately and appropriately present the Canadian Lifesaving program content to learners.

LEARNING OUTCOME

The instructor candidate competently delivers the Canadian Lifesaving program content using logical progressions, age and group appropriate information and resources/tools.

PERFORMANCE CRITERIA

☐ Delivers complex instructions as a series of simple steps
☐ Presents skills and knowledge in logical progressions
☐ Provides information that is age and level appropriate
☐ Conveys information in a manner that engages learners
☐ Ensures that demonstrations are seen and heard by all learners
**PURPOSE**
To prepare lifesaving instructors to represent the Lifesaving Society while teaching and in their communities.

**LEARNING OUTCOME**
The instructor candidate effectively communicates the mission, vision and models the values of the Lifesaving Society.

**PERFORMANCE CRITERIA**
- Explains information about the mandate, mission and motto, aims, history, activities and values of the Lifesaving Society
- Demonstrates the Lifesaving Society values at all times
- Describes the role of instructors after they leave the course
- Describes the role of the Lifesaving Society, the affiliate and the instructor in course delivery
- Acts in accordance with and reinforces the code of conduct

**Notes**
- Uses Society approved resources for teaching and evaluating programs
- Operates with fairness, respect, inclusiveness, trust, integrity and demonstrates a collaborative and innovative approach
- Understands that the role of the instructor in the community is to be a representative of the Lifesaving Society, a role model for Water Smart® and a lifesaving knowledge resource
- Understands the role of volunteering with the Lifesaving Society, demonstrates knowledge of the Lifesaving Society values that are based on humanitarian principles and that the Lifesaving Society is led and supported by volunteers
- Acts in accordance with the code of conduct which includes keeping learner information confidential and understanding why this is important, ensures the principles of inclusion are practiced in class, understands how the Lifesaving Society values volunteering and volunteer recognition (e.g., Honour and Rescue awards)

**Reference**
Notes

- Is familiar with the Lifesaving Society reference materials including: Canadian Lifesaving Manual, Canadian First Aid Manual, National Leadership Materials and approved Branch resources
- Refers to the appropriate award guide items (purpose, “Must Sees” and notes) to ensure accurate explanation of information
- Understands the “why” or rationale behind each skill by listing the progressions for skills in the Canadian Swim Patrol and Bronze Family Awards, explaining the Canadian Swim Patrol Award Guide items and their purpose and understanding the Lifesaving Society program continuum and the levels/programs they teach
- Identifies examples of policies that lifesaving instructor candidates should be aware of, these may include prerequisites for Bronze medals award currency, inclusion, privacy

Reference

PURPOSE
To provide lifesaving instructors with the curriculum knowledge required to deliver the Canadian Lifesaving program efficiently and effectively.

LEARNING OUTCOME
The instructor candidate delivers correct information in a concise manner referencing the Lifesaving Society resources.

PERFORMANCE CRITERIA
- Refers to the Lifesaving Society literature and technical resources, reference materials and approved Branch resources
- Explains the difference between the awards of the Canadian Lifesaving program
- Describes the “why” behind a variety of skill items or knowledge components that are included in the Canadian Lifesaving program
- Identifies Branch and National policies applicable to the program and levels they will be teaching
PURPOSE

To prepare lifesaving instructors to create learning environments suitable to the needs of a variety of learners.

LEARNING OUTCOME

The instructor candidate demonstrates an understanding of how learners learn and demonstrates teaching strategies that best meet the needs of a variety of learners.

PERFORMANCE CRITERIA

- Describes three characteristics for the following age groups and explains why it is important for the instructor to understand their differences: 8-12 years, 13-15 years and 16 years and older
- Demonstrates knowledge of learner characteristics and behaviours

Notes

- Demonstrates knowledge of learner characteristics and behaviours by categorizing activities under correct age appropriate headings, describing or applying strategies for working with challenging behaviours of learners, acknowledging and reacting appropriately to signals from learners and adapting teaching for working with varying levels of ability, learners who have a physical limitation and learners who have a learning disability

Reference
Notes

• Accurately identifies emergency and evacuation plans in the instructional facility; Emergency situations in an instructional setting may include: learner injury, fire, chlorine leak, missing person

• Understands the importance of sharing health issues that may affect learner's safe participation, or that of their peers in a course

• Contributes to a safe learning environment by demonstrating safe techniques for performing skills, identifying pool/classroom rules not being followed and taking corrective action, ensuring learner safety during an emergency, briefly sharing essential information with other relevant personnel when needed and promptly returning attention to learners

• Maintains safety by using proper hygiene practices for handling and maintaining equipment, listing the chain of infection for disease transmission, describing disinfection methods for rescue equipment, resuscitation manikins, etc., and asking others to comply with personal health and safety best practices

Reference

PURPOSE
To prepare lifesaving instructors to create safe learning environments.

LEARNING OUTCOME
The instructor candidate models safe behaviours and maintains a safe learning environment at all times.

PERFORMANCE CRITERIA

- Lists different emergency situations in an instructional setting and demonstrates an appropriate response to an in-class emergency scenario

- Explains reasons for health and safety procedures in an instructional setting and understands the importance of establishing these procedures

- Contributes to a safe learning environment using safe formations, continuous supervision and by modelling safe behaviour

- Identifies unsafe behaviours and hazards and where possible stops the behaviours and removes the hazards

- Discusses legislation and the Lifesaving Society policies regarding harassment and violence in the workplace
PURPOSE
To prepare lifesaving instructors to effectively facilitate program content delivery and to support the learners they are teaching.

LEARNING OUTCOME
The instructor candidate effectively facilitates program delivery and serves as a role model to maximize learning.

PERFORMANCE CRITERIA
☑ Uses a minimum of two facilitation methods and a minimum of two teaching formations effectively
☐ Gives learners opportunities to:
  • practice judgment
  • demonstrate problem solving skills
  • build on their strengths
  • improve their weaknesses
☐ Builds an environment of trust where learners are engaged and participate actively

Notes
• Demonstrates proper use of two facilitation methods and two formations at a minimum
• Encourages learners to take initiative in problem solving, offers suggestions, ideas and resources to assist with independent and group learning, models a learner-centred approach where practice time is optimized and focused on key learning points and encourages learners’ self-reflection and provide opportunities to improve on weaknesses
• Builds an environment of trust by encouraging learners to support each other, actively soliciting feedback from learners and responding appropriately, running short teambuilding activities, keeping conversations with other personnel relevant to the program or task at hand, listening to learners, using the names of all learners, managing situations in a timely manner and modeling an openness to feedback and support of fellow learners

Reference
Notes

- Describes dimensions of diversity as ethnic, cultural, social, economic
- Demonstrates manners that are polite and respectful
- Adapts teaching for varying levels of ability by providing clear and consistent expectations, demonstrating and/or describing more than one adaptation for skills and encouraging all learners to participate

Reference

PURPOSE

To enable lifesaving instructors to create respectful and inclusive learning environments where all learners adhere to the Lifesaving Society values.

LEARNING OUTCOME

The instructor candidate demonstrates how to create a respectful learning environment that accommodates the learners’ abilities and characteristics.

PERFORMANCE CRITERIA

- Describes a minimum of three dimensions of diversity
- Demonstrates manners (pro-social behaviours)
- Adapts teaching for working with learners with varying levels of ability
COMMUNICATING

Demonstrate effective communication skills in various contexts related to teaching.

PURPOSE
To prepare lifesaving instructors to effectively communicate in a variety of learning environments.

LEARNING OUTCOME
The instructor candidate demonstrates effective communication skills through active listening, providing objective feedback and reacting to non-verbal signals from learners.

PERFORMANCE CRITERIA

☐ Paraphrases and actively listens to learners
☐ Acknowledges and reacts appropriately to signals from learners
☐ Gives objective feedback that tells learners how to improve and describes what they are doing correctly
☐ Actively listens to and accepts feedback professionally and graciously

Notes

- Listens effectively by paraphrasing, bridging, observing non-verbal cues and body language
- Examples of non-verbal cues and body language include making eye contact, listening attentively (e.g., nodding), facing the person and having an open stance (e.g., no crossed arms)
- Gives objective feedback by relating feedback directly to “Must Sees”, giving short simple directions and evaluating the feedback given and adjusting as necessary
- Receives objective feedback by acknowledging it without excuses, thanking the person giving the feedback, listening to the feedback with positive or neutral body language and discussing an issue from the other person’s perspective

Reference
Notes

• Describes personal roles within group that could include teacher, co-instructor, coach, facilitator, mentor or counselor

Reference

Purpose
To prepare lifesaving instructors to work collaboratively and share information and experiences within formal and informal groups.

Learning Outcome
The instructor candidate builds a collaborative environment and communicates the importance of being a member of a group or team.

Performance Criteria

☐ Describes personal role in terms of tasks and relationships within the Lifesaving Society team
☐ Provides a variety of activities to encourage the development of teams
☐ Provides opportunities for learners to express their ideas to each other
☐ Adjusts plans to meet the needs of the team
☐ Seeks help when needed
PROBLEM SOLVING & DECISION MAKING
Demonstrate problem solving and decision making in accordance with the Lifesaving Society values and standards.

PURPOSE
To prepare lifesaving instructors to use collected information and critical thinking to problem solve and make unbiased informed decisions.

LEARNING OUTCOME
The instructor candidate demonstrates effective problem solving and critical thinking and uses the Lifesaving Society resources to guide decisions.

PERFORMANCE CRITERIA
- Adjusts planning, teaching and evaluation relative to the changing environment
- Identifies and applies criteria to solve the problem
- Collects information and refrains from judgment when solving a problem
- Uses the Lifesaving Society resources to support decision making
- Lists occasions when he or she might request help and explains why

Notes
- Identifies problems to be solved that may include behavioural issues with learners in their class (e.g. a disruptive student), safety issues arising while teaching (e.g. inclement weather, pool fouling while teaching class), class allocation or equipment issues while teaching (e.g. sharing resources or space)
- Lists reasons for asking for help that may include a learner whose behaviour continues to be disruptive or unsafe, a conflict that cannot be resolved with another instructor over use of equipment and dealing with a difficult parent
- Uses different problem solving methods when possible

Reference
SKILL DEMONSTRATION
Demonstrate and describe a variety of strokes and skills from the Canadian Lifesaving program.

Notes
• Demonstrates skills that include at least one item from each of the following groups:
  • first aid
  • water proficiency
  • recognition and rescue

Reference

PURPOSE
To evaluate lifesaving instructors’ ability to demonstrate strokes and skills to the Canadian Lifesaving program standard.

LEARNING OUTCOME
The instructor candidate demonstrates the physical ability needed to teach the Canadian Lifesaving program content accurately and safely.

PERFORMANCE CRITERIA
☐ Describes the progressions of a variety of the Canadian Lifesaving program strokes and skills
☐ Demonstrates at least one skill from each of the Canadian Lifesaving program categories:
  • first aid
  • water proficiency
  • recognition and rescue
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