

RED CROSS LIFEGUARD PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which technique should NOT be used while retrieving a submerged victim with a suspected spinal injury?**
 - A. Using a rescue tube when bringing them back to the surface.
 - B. Providing manual support at the victim's neck.
 - C. Utilizing a backboard if available.
 - D. Checking for breathing before initiating the rescue.
- 2. What should you do when you see a swimmer repeatedly swimming underwater?**
 - A. Activate the EAP and clear the pool
 - B. Stop the swimmer and explain the dangers
 - C. Instruct the swimmer to leave the pool
 - D. Document the situation after your shift
- 3. Which of the following is not a component of scene size-up?**
 - A. Gathering an initial impression of the situation.
 - B. Calling for additional resources as needed.
 - C. Looking for situations that are hazardous.
 - D. Checking for responsiveness.
- 4. Members of the safety team, including non-lifeguard personnel, should be:**
 - A. a. Trained in CPR if they are interested in receiving training
 - B. b. Trained to follow the other EAP duties that do not involve providing care
 - C. c. Trained in first aid and CPR for non-professionals
 - D. d. Trained and certified in first aid and CPR/AED at the same level of the lifeguard team
- 5. A patron dives into the shallow end of the lap pool. You suspect a head, neck or spinal injury because the patron performed a high-risk, high-impact activity and has:**
 - A. a. An elevated body temperature
 - B. b. Blood in the ears and nose
 - C. c. An irregular heartbeat
 - D. d. Impaired hearing

- 6. What type of environment is essential for effective use of an AED?**
- A. A wet environment
 - B. A soft surface
 - C. A clean and dry area free of obstructions
 - D. A crowded beach
- 7. When should a lifeguard activate the Emergency Action Plan (EAP)?**
- A. During routine checkups
 - B. When a life-threatening situation occurs
 - C. When a minor injury is reported
 - D. After a training session
- 8. What is included in the primary assessment of a victim?**
- A. Checking for signs of drowning
 - B. Checking responsiveness, breathing, and circulation
 - C. Assessing the environment for safety
 - D. Determining the cause of injury
- 9. What is a common sign that a swimmer may be in distress?**
- A. They are waving to attract attention
 - B. They are attempting a normal swimming stroke
 - C. They are submerging without any struggle
 - D. They are splashing uncharacteristically
- 10. What is the ideal response when witnessing a swimmer having a seizure?**
- A. Immediately jump into the water
 - B. Clear the area around the swimmer to ensure their safety
 - C. Give them water immediately
 - D. Start rescue breathing as soon as possible

Answers

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1. A
2. B
3. D
4. D
5. B
6. C
7. B
8. B
9. D
10. B

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Explanations

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1. Which technique should NOT be used while retrieving a submerged victim with a suspected spinal injury?

- A. Using a rescue tube when bringing them back to the surface.**
- B. Providing manual support at the victim's neck.
- C. Utilizing a backboard if available.
- D. Checking for breathing before initiating the rescue.

Using a rescue tube when bringing a submerged victim with a suspected spinal injury back to the surface is not an appropriate technique because it could potentially exacerbate the victim's condition. The rescue tube is designed for floating assists and may not provide adequate stabilization of the spine needed in this scenario. In cases of suspected spinal injuries, maintaining the alignment of the head, neck, and spine is critical to prevent further injury. Providing manual support at the victim's neck and utilizing a backboard are both essential techniques to immobilize the spine during rescue. Additionally, checking for breathing before initiating the rescue is crucial for assessing the victim's condition, but it should be done with caution to ensure the victim's safety. Opting to use a rescue tube in this scenario risks allowing the victim to move or rotate in a way that could cause more harm. This is why direct stabilization methods, such as manual support or the use of a backboard, are emphasized in such emergencies.

2. What should you do when you see a swimmer repeatedly swimming underwater?

- A. Activate the EAP and clear the pool
- B. Stop the swimmer and explain the dangers**
- C. Instruct the swimmer to leave the pool
- D. Document the situation after your shift

When observing a swimmer repeatedly swimming underwater, the most appropriate action is to stop the swimmer and explain the dangers associated with this behavior. This approach takes into consideration the importance of safety and education in a lifeguard's role. Swimmers may not be fully aware of the potential risks of swimming underwater without proper supervision or awareness of their surroundings. This behavior can lead to dangerous situations such as disorientation, lack of air, or even panic, especially if the swimmer encounters an issue while below the surface. By stopping the swimmer and communicating the risks, you not only promote their safety but also encourage responsible swimming behavior, which is essential in a recreational environment. This educational approach helps empower swimmers to make informed decisions about their safety in the water. Clearing the pool or activating an Emergency Action Plan (EAP) might be necessary in more severe situations involving imminent danger, but simply swimming underwater does not inherently warrant such drastic measures. Instructing the swimmer to leave the pool could also be considered too harsh unless their actions are causing a significant risk for themselves or others. Documenting the situation after your shift may be useful for record-keeping, but it does not address the immediate need for intervention and communication to ensure the swimmer's safety.

3. Which of the following is not a component of scene size-up?

- A. Gathering an initial impression of the situation.
- B. Calling for additional resources as needed.
- C. Looking for situations that are hazardous.
- D. Checking for responsiveness.**

In lifeguarding and emergency response, scene size-up is a critical process that takes place at the onset of a call or emergency situation. It involves evaluating the scene to determine the nature and extent of the emergency, as well as the safety of both the responder and the victims. Checking for responsiveness pertains specifically to the assessment of a victim's condition after you have determined that it is safe to approach them. While it is a vital part of patient assessment, it happens after the scene size-up. The primary focus during the scene size-up includes gathering initial impressions, calling for additional resources when necessary, and identifying any hazards present in the environment that could pose a risk to responders or victims. Thus, the process of checking for responsiveness is part of the subsequent evaluation of victims, rather than a component of the initial scene size-up. Understanding this distinction helps responders systematically prioritize their assessments and actions in emergency situations to ensure safety and effective care delivery.

4. Members of the safety team, including non-lifeguard personnel, should be:

- A. a. Trained in CPR if they are interested in receiving training
- B. b. Trained to follow the other EAP duties that do not involve providing care
- C. c. Trained in first aid and CPR for non-professionals
- D. d. Trained and certified in first aid and CPR/AED at the same level of the lifeguard team**

The correct answer emphasizes the importance of having all members of the safety team, including non-lifeguard personnel, trained and certified in first aid and CPR/AED at the same level as the lifeguard team. This level of training ensures that everyone on the safety team is equipped with the necessary skills and knowledge to respond effectively during emergencies, which enhances the overall safety of the facility and allows for a quicker response to any incidents that may occur. Having a cohesive and well-trained safety team means that all members can act decisively and in concert when an emergency arises. This alignment reinforces effective communication and actions during a rescue or medical situation, reducing confusion and potential delays. Each team member's training ensures they understand the protocols and expectations laid out in the Emergency Action Plan (EAP), which is vital for maintaining a safe environment and providing optimal care to patrons. The other options highlight important aspects, such as interest in training and understanding duties that do not involve care delivery. However, they do not ensure that all safety team members are equipped to perform in a high-stakes environment to the same extent as lifeguards. This is why standardized training and certification for the entire safety team is crucial.

5. A patron dives into the shallow end of the lap pool. You suspect a head, neck or spinal injury because the patron performed a high-risk, high-impact activity and has:

- A. a. An elevated body temperature
- B. b. Blood in the ears and nose**
- C. c. An irregular heartbeat
- D. d. Impaired hearing

When a patron performs a high-risk, high-impact activity such as diving into the shallow end of a lap pool, there is a significant risk of sustaining a head, neck, or spinal injury. The presence of blood in the ears and nose serves as a serious indicator of potential trauma to the head and possibly even damage to the cranial structures or spinal cord. This symptom can suggest that the patron has experienced a significant impact, leading to bleeding around or within the cranial cavity, which can be associated with severe injuries. In cases of head, neck, or spinal injuries, it is essential to respond quickly and appropriately. The other symptoms listed may indicate other medical issues but are not specific indicators of trauma to the head or neck. For example, an elevated body temperature might suggest overheating or heat-related illness, an irregular heartbeat could be indicative of a cardiac issue, and impaired hearing might point to an auditory impairment but does not directly signal a head or spinal injury. Therefore, blood in the ears and nose is the most relevant and alarming sign that indicates a possible severe injury that requires immediate attention.

6. What type of environment is essential for effective use of an AED?

- A. A wet environment
- B. A soft surface
- C. A clean and dry area free of obstructions**
- D. A crowded beach

An effective environment for using an Automated External Defibrillator (AED) must be clean and dry, and free from obstructions to ensure both the rescuer's safety and the successful operation of the device. When utilizing an AED, it is crucial to maintain a dry surface to prevent electrical hazards and enhance the conductivity of the pads. A clear area allows the rescuer to move safely around the victim while also making it easier for bystanders to assist or to give the rescuer space to work. Furthermore, the clean environment helps avoid contamination around the patient, which can be particularly important in minimizing infections or other complications. This environment enhances the chances of a restart of the heart rhythm, significantly increasing the victim's chances of survival.

7. When should a lifeguard activate the Emergency Action Plan (EAP)?

- A. During routine checkups
- B. When a life-threatening situation occurs**
- C. When a minor injury is reported
- D. After a training session

A lifeguard should activate the Emergency Action Plan (EAP) when a life-threatening situation occurs. This response is crucial as the EAP is specifically designed to address emergencies that pose a serious risk to life, such as drowning, cardiac arrest, or severe injuries. By activating the EAP, the lifeguard can ensure that the proper emergency protocols are followed, engaging additional responders, providing immediate care, and ensuring that the situation is managed effectively and efficiently. The context of the other responses highlights the importance of recognizing the severity of situations. Routine checkups, while important for monitoring safety, do not require the activation of the EAP, as these are preventative measures. Similarly, minor injuries do not necessitate an emergency response; they can typically be managed with basic first aid. Training sessions are important for preparation but are not a situation that calls for the EAP. Therefore, understanding when to activate the EAP is vital for effective emergency management and ensuring safety in aquatic environments.

8. What is included in the primary assessment of a victim?

- A. Checking for signs of drowning
- B. Checking responsiveness, breathing, and circulation**
- C. Assessing the environment for safety
- D. Determining the cause of injury

The primary assessment of a victim is crucial in emergency situations as it involves a systematic approach to evaluate the victim's condition. This assessment focuses on checking responsiveness, breathing, and circulation. By determining if the victim is responsive, the lifeguard can gauge their level of consciousness and identify any immediate threats to life. Assessing breathing is essential to confirm that the victim can take in air effectively, while evaluating circulation helps ensure that blood is being pumped through the body adequately. These three components are foundational because they guide the rescuer in making prompt decisions regarding the necessity for further interventions, such as CPR or calling for emergency help. This thorough assessment helps prioritize care for the most critical issues that could lead to death if not addressed immediately. In contrast, while checking for signs of drowning, assessing the environment for safety, and determining the cause of injury may be relevant in a comprehensive assessment, they are not part of the primary assessment focused on immediate life-threatening conditions. These considerations come into play after ensuring that the victim's airway, breathing, and circulation are stable.

9. What is a common sign that a swimmer may be in distress?

- A. They are waving to attract attention
- B. They are attempting a normal swimming stroke
- C. They are submerging without any struggle
- D. They are splashing uncharacteristically**

A common sign that a swimmer may be in distress is splashing uncharacteristically. This behavior often indicates that the swimmer is struggling to stay above water or is in a state of panic. Unlike normal swimming, frantic or excessive splashing can mean that the swimmer is not able to keep themselves afloat effectively, which is a clear signal for lifeguards and others to recognize potential trouble. Observing a swimmer who is splashing more than usual prompts immediate attention because it can lead to a higher risk of drowning if assistance is not rendered quickly. Recognizing this sign allows lifeguards to act promptly and intervene before the situation escalates. In contrast, waving to attract attention may not necessarily mean the swimmer is in distress; it could simply be a way of saying hello or getting someone's attention for a different reason. Additionally, a swimmer attempting a normal stroke may indicate that they are fine, and submerging without struggle could also suggest that they are diving or swimming underwater intentionally, which doesn't imply distress. Thus, uncharacteristic splashing is a distinct and critical warning sign of swimmers in trouble.

10. What is the ideal response when witnessing a swimmer having a seizure?

- A. Immediately jump into the water
- B. Clear the area around the swimmer to ensure their safety**
- C. Give them water immediately
- D. Start rescue breathing as soon as possible

When witnessing a swimmer having a seizure, the ideal response is to clear the area around the swimmer to ensure their safety. This step is crucial because during a seizure, the person may lose control of their body and could be at risk of injury from surrounding objects or other swimmers. By creating a safe space, you help minimize the risk of accidental injury and ensure the swimmer has enough room to move without hitting anything. Jumping into the water immediately can be dangerous both for the rescuer and the swimmer, as it could lead to further panic or injury in the water. Providing water immediately is inappropriate since the individual is not in a state to safely consume anything during or immediately after a seizure. Rescue breathing, while important in some scenarios, is not warranted in this case, as the primary concern should be ensuring the swimmer's immediate safety and allowing the seizure to pass. Following the seizure, further actions such as checking for responsiveness and seeking medical attention may be necessary.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

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We wish you the very best on your exam journey. You've got this!

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