

Water Smart Public Education Guide



LIFESAVING SOCIETY
SOCIÉTÉ DE SAUVETAGE

The Lifeguarding Experts
Les experts en surveillance aquatique



This document was compiled using resources developed by this branch and other branches of the Lifesaving Society of Canada.

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Produced by: Lifesaving Society Manitoba
504-138 Portage Avenue East Winnipeg, Manitoba R3C 0A1
Phone: 956-2124 Fax: 944-8546 E-mail: aquatics@lifesaving.mb.ca
Web Site: www.lifesaving.mb.ca



The Lifesaving Society of Canada

Canada's Lifesaving and Lifeguarding Experts: The Lifesaving Society of Canada works to prevent drowning and water related injury through: its training programs, Water Smart® public education, aquatic safety management services, research, consultation, and international activity. Since 1896, the Society has taught millions of Canadians to save lives in aquatic environments.

The Lifesaving Society of Canada is a national volunteer organization and registered charity composed of tens of thousands of individual members and thousands of affiliated swimming pools, waterfronts and schools. Established in England (1891) as The Swimmers' Life Saving Society, we became The Royal Life Saving Society in 1904. Today, we're known to Canadians simply as the Lifesaving Society.

Teaching Canadians to save themselves and others: Through our swimming, first aid, lifesaving, lifeguarding and leadership training programs, Canadians develop personal swimming and survival skills together with water rescue and first aid/CPR knowledge.

Swim for Life®, Junior Lifeguard Club, Canadian Swim Patrol, Bronze Medal Awards and First Aid and CPR programs offer Canadians a challenging progression in swimming, lifesaving and first aid/CPR training.

The National Lifeguard Service Award is the standard for professional lifeguards in Canada. It is the only nationally recognized lifeguard-training program in Canada.

Public Education: Recognizing many people never enroll in swimming or lifesaving programs, the Society developed its Water Smart® campaign to deliver water safety information and lifesaving education to millions of Canadians annually. Messages are targeted to individuals involved in unsupervised activities in, on, or near water. Water Smart® Canadians understand the value of water safety and are better equipped to avoid specific water-related hazards, resulting in fewer water-related incidents and deaths.

Research: The Society conducts research in areas that support and lead to improvements in its program education and public education initiatives. Since 1992, the Society has researched and reported on drownings and unintentional water-related deaths nationally. This information is used to analyze the drowning problem in detail to better understand what needs to be done to reduce the number of drownings in Canada.

Setting Aquatic Safety Standards: The Society establishes aquatic safety standards and consults on aquatic safety issues for the aquatic industry, education, recreation, health and government agencies that oversee aquatic recreation in Canada. Society representatives act as expert witnesses at coroners' inquest and in court cases.

International Activity: The Lifesaving Society is a leader and partner in the delivery of water safety education in Canada and around the world. The Society represents Canada in the International Life Saving Federation and the Royal Life Saving Society. We are a key member of the Americas Region of the International Life Saving Federation (ILS) and are one of five national branch members of the Royal Life Saving Society (RLSS) Commonwealth. The Lifesaving Society representatives provide leadership on the Board of Directors and in committee meetings and conferences with these organizations. Our international connections mean the Lifesaving Society brings Canadians the best the world has to offer.

Preface

This guide is a valuable tool for planning and organizing Water Smart® activities. The Lifesaving Society's goal is to prevent drowning and water related incidents for all Canadians by providing lifesaving, lifeguarding and leadership education and training along with public education about drowning prevention.

Water Smart® education and events are any occurrence that educates people about how to be safe in, on and around water or ice. Whether you're handing out Within Arms' Reach pamphlets at a community event, making a safe snowmobiling presentation to high school students or simply creating a display, you are educating the public about water safety. This guide is full of ideas and means to provide Water Smart® education in your community.

This Water Smart® Public Education Guide is broken down into different water safety themes, each with different activities for both children and adults. Each of the activities found may be adapted to meet the needs of your facility whether it is a pool or waterfront. Please make sure participants' safety is kept in mind while these activities are taking place. Whether you're a parent, teacher, community leader, lifeguard, instructor or pool programmer, this guide will help you teach others to make smart choices. These activities can be adapted for National Drowning Prevention Week.

The Lifesaving Society encourages your participation in all of the Water Smart® programs. Contact your local branch for any questions and/or concerns in regards to any event. As the experts on water safety, the Lifesaving Society thanks you for being a part of our Water Smart® solution.

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Section 1

Overview

The majority of water-related injuries that occur each year in Manitoba are drowning and near-drowning, followed by spinal cord and brain injuries. Water-related injuries usually involve:

- Boating
- Swimming and/or playing near water
- Water and/or Ice sports

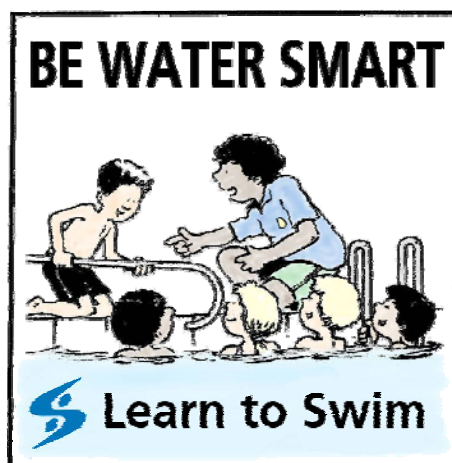
Drowning occurs when suffocation by submersion in a liquid – usually water. This blocks the airway, depriving the person's body of oxygen. Survivors of near drowning may suffer permanent brain damage and lifelong disability.

It only takes a small amount of water for a child to drown. Children drown in swimming pools, bathtubs, toilets, hot tubs, lakes, drainage ditches, buckets, and puddles. For every child that drowns in Canada many more are treated in emergency rooms for near drowning injuries which may result in irreversible brain damage. It only takes seconds for a child to drown – it may be the time it took to turn away and answer the phone or to check on another child.

Drowning is preventable and education is the key to preventing and reducing the number of water-related injuries.

Here are a few simple Water Smart® rules to follow:

1. Supervise children. If you're not Within Arms' Reach you have gone too far.
2. Always wear a PFD or Lifejacket when boating or when in, on or around water.
3. Play and swim in supervised areas.
4. Always swim with a buddy. Do not swim alone.
5. Be Water Smart®.
6. Learn lifesaving & first aid skills.
7. Feet first-first time. Know where it is safe to dive.
8. Don't go overboard. *Alcohol and boating don't mix.*
9. Make every trip a round trip. Drive responsibly.
10. Learn to swim.



National Drowning Prevention Week

National Drowning Prevention Week (NDPW) aims to promote awareness of the Society's public advocacy role - to reinforce the identity of the Lifesaving Society as experts in the field of drowning prevention, to promote the Society's objectives of decreasing the number of drownings/year and increase the number people who are Water Smart®.

NDPW is an annual event held by the Lifesaving Society. It is traditionally run during the third week in July. This event was chosen due to statistics revealing this week holds the highest number of drowning occurrences. NDPW increases awareness all across Canada and shows the need for drowning prevention.

This week provides an opportunity to profile various water safety tips that will help reduce fatalities and incidents. Drowning is still the third highest cause of accidental deaths for Canadians under 60 years of age. Most of these cases are preventable.

The majority of people who drown had no intention of going into the water. Immersions are sudden and unexpected, often silent and within easy reach of safety. Statistics show over half of all drownings occur during the summer months and more than 60% of drownings occur when the victim was engaged in recreational activities.

According to a recent study sponsored by the Lifesaving Society, almost all Canadians (98%) agree swimming is a life skill every child should learn, and 92% believe swimming instruction should be provided through schools. Yet due to cost and access issues, a surprising 60% of Canadian children do not take swimming lessons. In addition, 48% of Canadians admit they have had an experience around water that caused them to fear for someone's safety. With almost 50% of Canadians admitting they have experienced or witnessed a near accident, it is critically important to ensure that Canadians, and especially children, have the swimming skills they need to survive an unexpected fall into water.



Fact Sheet

Drowning

- Drowning is the third leading cause of unintentional deaths for Canadians under 60 years of age
- Over 80% of drowning victims are men
- 55% of all victims are between the ages 18-49
- At the time of drowning, more than 60% of victims were engaged in recreational activities
- Of these activities, the most common were swimming (23%), fishing (18%), and power-boating (18%)
- Over half of all drownings in Canada occur during the summer period (May to August)
- Alcohol is involved with 37% of boating fatalities

Lifeguards in Canada

- The Lifesaving Society is the sole certifier of lifeguards in Canada and in 2006 more than 263,000 Canadians were trained in National Lifesaving Society programs.
- Lifeguard supervision plays an important role in preventing drownings in Canada. Fewer than 2% of all drownings occur under lifeguard supervision. This number decreases when lifeguard is NLS trained.
- When a drowning did occur, there was a rescue attempted in 80% of the cases by a lifeguard, and/or a bystander.

Swim to Survive®

Lifesaving Society Position on the Swim to Survive® Standard

A basic swimming ability is a fundamental requirement in any meaningful attempt to eliminate drowning in Canada. All Canadians deserve the chance to learn these swim survival skills. These basic swim survival skills have been proven worthy of (and have received) public and government support.

Every child has the right to learn how to swim, as swimming is a life skill. It's no different then fire safety or street-proofing. The majority of Canadians support children learning to swim through school safety programs. The Lifesaving Society's Swim to Survive® Program is designed to provide the minimum survival skills required to survive an unexpected fall into deep water. This could be the difference between life and death when immersion is sudden and/or unexpected.

There is always a need for swimming instruction. Swim skills are not innate; they are acquired and particularly difficult to self-teach.

Due to high participation in swimming as recreational activities amongst school-aged children between 5 and 12 years of age, swimming is the second most popular activity in Canada after bicycling. Among those over 18 years of age, swimming is the third most popular activity after walking and gardening/yard work. In Canada drowning is the second leading cause of unintentional injury-related deaths after motor vehicle crashes for people 55 years of age and under. The majority of people who drown had no intention of entering the water.

What is Swim to Survive®?

Swim to Survive® provides simple, basic swim survival training. It does not replace traditional swimming lessons. Rather, it provides the essential self-rescue skills to enable a person to survive an unexpected fall into deep water.

Swim to Survive® focuses on achieving a single skill sequence (roll into deep water, tread water for one minute and swim 50 meters). Any method that allows the learner to get to safety is acceptable – there is no “one right” solution. As two thirds of all drownings take place within 15 meters of safety, we want to teach people to ‘go the distance’ – dog paddle or swim on their backs. No specific technique or style is required; participants just need the confidence to stay relaxed in the water.

Swim to Survive® is easy to learn and can be taught in as little as three hours. Any parent, teacher or swim instructor can teach Swim to Survive®.

Canadian Swim to Survive® Standard:

= **ROLL** into deep water + **TREAD** water (1min) + **SWIM** 50m

Essential Skill & Rationale	Task
<p>Orient yourself at the surface after an unexpected entry. During a fall into the water, the person is usually disorientated by the rolling or tumbling entry. He/she must be able to get their head above the surface and avoid breathing water.</p>	<p>Roll into deep water Min. safe depth for teaching is 2.5m/8ft4in</p>
<p>Support yourself at the surface. Most Canadian waters are cold enough to trigger cold shock as a result of immersion in the water. The person’s initial response to cold shock is uncontrolled gasping. If the person is underwater during the cold shock response, they will breathe water and probably drown. The ability to tread water allows the victim to protect their airway while waiting to regain a conscious control of their breathing. Treading water also allows the ability to look around and decide how to get to a point of safety.</p>	<p>Tread water for 1 minute</p>
<p>Swim to safety. The Lifesaving Society’s research shows most drownings occur only 3 to 15 meters away from a point of safety such as a pool edge, dock or the shore. The person must be able to swim to safety while retaining the ability to control their breathing. Because the person’s ability may be impaired by cold or clothing, the Society uses a 50 meter distance as a testing standard.</p>	<p>Swim 50 meters</p>

Any method that allows the learner to achieve the standard is acceptable – there is no “right” solution.



Displays – Bulletin Board Do's and Don'ts

It's not the bulletin board's fault so much information gets posted.

When utilized properly, bulletin boards can be a powerful tool to increase attendance at an event and build awareness on how to be safe. Although there are no set rules on how to create a display, here are a few tips to keep in mind.

Try to:

- Keep the design simple, clean and crisp
- Use catchy titles. Think newspaper headlines.
- To make it easier to read, use a combination of upper and lower case and different font sizes: 144-188pt (titles) and 36-72pt (text).
- Create flow, people generally read left to right, top to bottom
- Be organized
- Make illustrations simple
- Use colour sparingly to draw your audience's attention
- Keep text brief. Provide handouts for more information
- Provide space. Packing information too closely together tires the eye and the mind.

Helpful hints:

- To set up a level line, tie a string between two push pins at a certain distance above the bottom of the display board
- Display parts can be put up with push pins
- Use colour
- Prepare for weather if attending an outdoor setting

Resources and Information for your Water Smart® Events:

- Canadian Lifesaving Manual
- BOAT™ Study Guide
- Minimum Ice Thickness Card
- Within Arms' Reach brochure and video
- Ice the Winter Killer
- Lifesaving First Aid and Aquatic Emergency Care Manual
- Canadian First Aid Manual
- Drowning Reports/Lifesaving Reports – available on www.lifesaving.org
- Member Services CD – images to use when promoting Water Smart®
- Lifesaving Society Web Sites (see page 73)
- Lifesaving Society Branch Offices (see page 73)

Event Planning: Organize!

Plan out every aspect of your event and your participants will come back for more.

Getting Started: Where to begin

Determine the audience and customize the event to their needs. Some examples of events are: NDPW, Within Arms' Reach, and Ice Safety.

Set the date well in advance (up to 2 months for media coverage or if you publish a quarterly calendar of events). The more time allowed for planning an event will help reduce stress by preventing last minute run-around. When setting the date, consider whether your event might conflict with any other events.

Consider what activities could be done to support the theme and do so within your budget.

The Committee: Who is in charge and of what?

Surround yourself with a support team and recruit a committee for the event. You will want to designate an event coordinator to oversee the planning, organization and implementation of the whole event. Depending on who's available or the complexity of the event, you may want to have a number of team leaders to ensure everything is properly prepared.

Planning: A critical path for success

Next, it is time to identify all steps and goals required for the event and how each will be achieved. When planning look at all angles, brainstorm everything you can think of to make this event run smoothly. You will want to look at contingency plans to offset any potential problems.

The set up will differ depending on whether the event is indoor or outdoor. Some major areas to consider and plan for include: size of space or building, setup (tables and chairs, tents, portable toilets, parking, signage), cleanup, emergency plans and transportation. Sometimes small, but important duties are overlooked in the hustle and bustle of planning an event.

Examples of events could include:

- ◆ Ice Safety Awareness – in the fall
- ◆ Within Arms' Reach events – any time
- ◆ Boating and PFD events – spring time
- ◆ Drowning prevention – late June and National Drowning Prevention Week
- ◆ Lifeguard Appreciation Day – any time



Section 2

General Safe Behavior: Water Smart[®] Activities

Wet Activity: Twelve Second Rule

Objective: Reinforce the necessity of “Within Arms’ Reach”

- I. Starting from one end of the pool, have parents and/or children go to a piece of equipment or toy located at the other end of the pool. Begin timing them as they get up to retrieve the piece of equipment. Stop them at the 12 second mark. Educate them that by this time, a child in their care would have already drowned.
- II. This activity can be used in all settings. Doing this activity with older children and parents will help them understand when they are caring for a younger child they need to keep them “Within Arms’ Reach”.

References: Pamphlet – *Within Arms’ Reach*

Video – *Within Arms’ Reach* (available from Society Branch Office)


In 7 days, your child could ride a bike
because he learned


In 4 hours, your child could tie her shoes
because she learned

In 20 minutes, your child could say his ABCs
because he learned

In 30 seconds,
your child could drown ...

**All children should learn to swim.
We can teach them.**

 LIFESAVING SOCIETY®
The Lifeguarding Experts

 Swim for Life

Wet/Dry Activity: Treasure Hunt

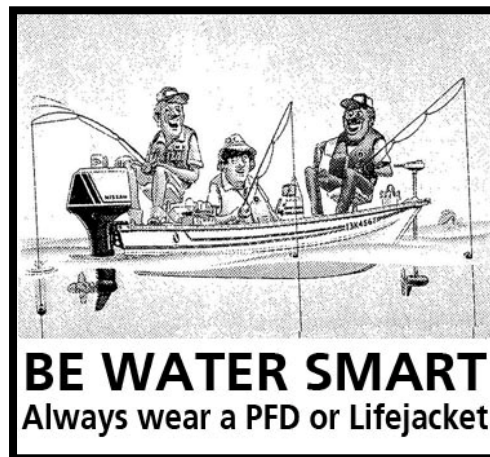
Objective: Participants learn about the surrounding areas, where to go for help and information.

- I. The activity leader sets up a trail that has clues throughout the facility pointing out key areas and tools which are crucial in emergency situations. Safety features and places with plenty of information are also great clues. This gives children a good indication of what to do and look for in all situations. A reward can be given at the last station.

Dry Activity: Always wear a PFD or Lifejacket when boating or when in, on or around water

Objective: Proper use and fitting of a PFD or lifejacket

- I. Have different PFDs and lifejackets in piles or stations. In groups have the children go and find a lifejacket that they would like to wear and put it on. Discuss the differences between PFDs and lifejackets and the benefits of each. Give each group a list of things that the flotation devices need to include in order to be considered safe to wear.



Dry Activity: Feet-First, First-Time

Objective: To determine whether a body of water is deep enough to execute a dive safely.

- I. Using any sort of marking device (pylons, kick boards) mark off the safe diving depth which is 2.5m. Over 90% of all spinal injuries occur in less than 1.8m (6 feet) of water. Pick areas where you will test the water depth with your participants. Have them determine whether it is safe or unsafe.
- II. Other options with this activity are: include unseen hazards such as rocks, drop offs and sand bars. Provide pictures with cross sections of water bodies and the scale ratio with depth. Discuss how safe it is to dive in these known areas.

References: Canadian Lifesaving Manual, p. 1-5, 2-4 & 2-5

Video: Sudden Impact (available from Society Branch Office)



Wet Activity: Lock Hands, Lock Head, Steer Up

Objective: To teach a method to protect your neck when diving.

- I. Before practicing diving have participants display proper streamlined position with their arms. Ask participants to place their head inside their arms therefore the ears are covered and protected. When participants dive in, have them lift up their hands to complete a shallow dive. Diving should be practiced in SAFE conditions where the depth of the water is at least 2.5m. Review the Feet-First – First-Time concept.

Reference: Canadian Lifesaving Manual, p. 2-4.

Wet Activity: Heat Exhaustion Relay

Objective: To identify the signs/symptoms and treatment of heat exhaustion

- I. Review the correct answers prior to doing the activity – or review as a group if your numbers are small. Set up a relay using whatever stroke or drills needed to be worked on, including distances. In order for the racer to tag the next person they need to choose a sign/symptom or treatment for heat exhaustion, swim the width of the pool and correctly answer the chosen card. PFDs are always an option for weaker swimmers.

Teacher's Key: Heat Exhaustion

Heat exhaustion signs/symptoms:

- flushed skin
- sweating
- skin hot to touch
- headache
- thirst
- dizzy
- nausea

First Aid:

- cool down immediately
- give cool liquids

References: Canadian Lifesaving Manual, p 8-2

Lifesaving First Aid and Aquatic Emergency Care Manual, p. 74

Canadian First Aid manual, p.74



Wet Activity: Safe and Sorry

Objective: To learn how to prepare for warm weather activities

- I. The instructor calls out an item you may or may not need for outdoor activities in the summer. The kids enter the pool (jumping, slipping, diving, ect.) only on an item that is needed. Again – **PFDs** are always an option for weaker swimmers.
- II. Can be done as a relay where the kids tag the next in their group by offering a way to stay safe in warm weather. This may be a more appropriate way to do this activity with more experienced swimmers.

Teachers Key: Safe and Sorry

- wear sunscreen (safe)
- when diving look and listen before surfacing (safe)
- wear a winter coat (sorry)
- wear a hat (safe)
- drink plenty of water (safe)
- drink a lot of pop (sorry)
- drink hot chocolate (sorry)
- limit time in the sun between 11 am and 4 pm (safe)
- check the weather (safe)
- know proper hand signals when water skiing (safe)
- swim wherever you want (sorry)
- when snorkeling display a divers flag (safe)
- bring a wind breaker (safe)
- wear fur lined boots (sorry)
- swim in shark infested waters (sorry)
- have a water fight outside (safe)
- swim by yourself (sorry)
- wear sunglasses (safe)
- check the water for hazards (safe)

References: Canadian Lifesaving Manual, p. 8-21 to 8-23

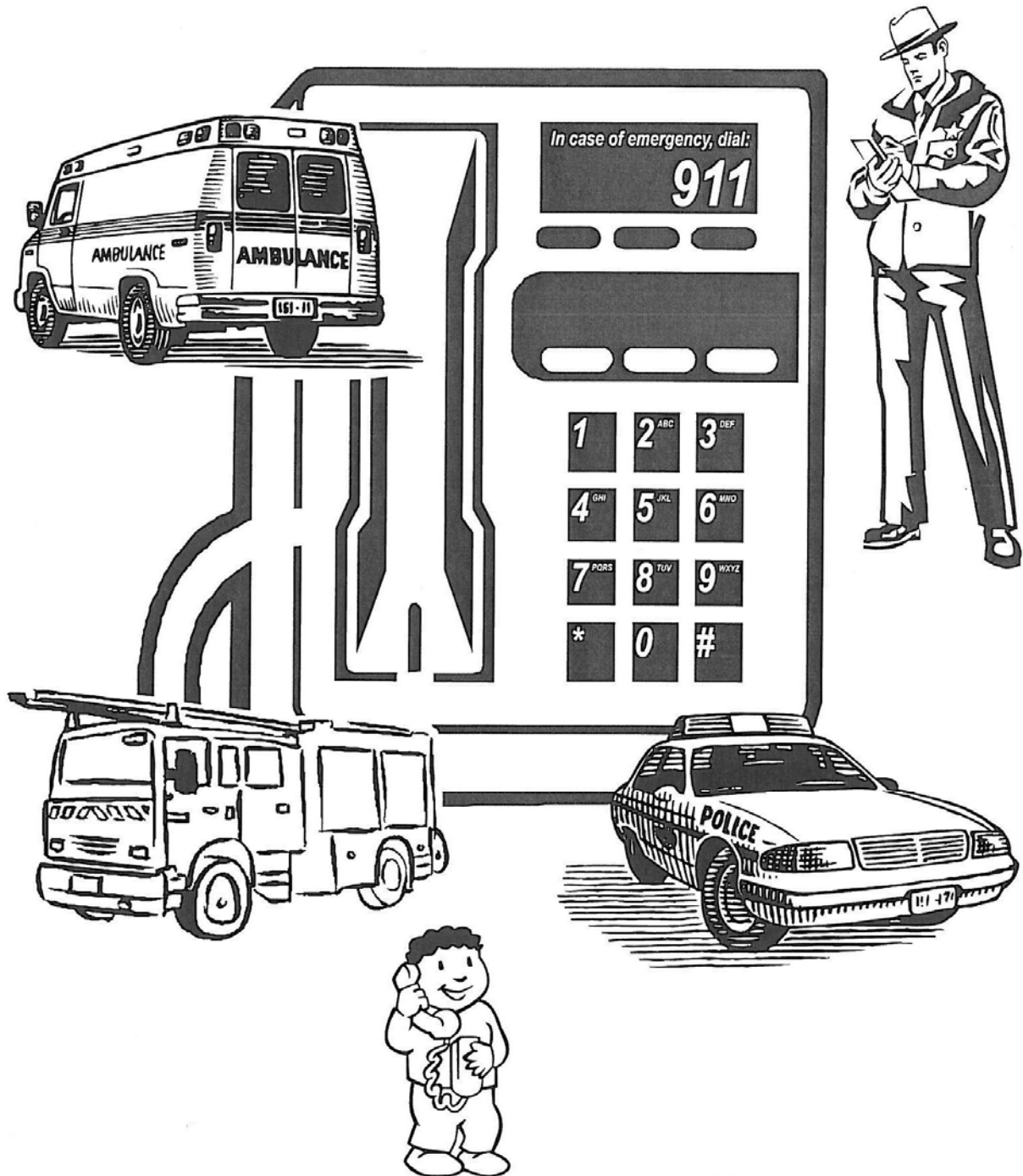


General Safe Behavior: Water Smart[®] Handouts, Puzzles & Word Games:

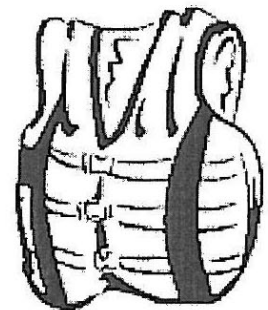
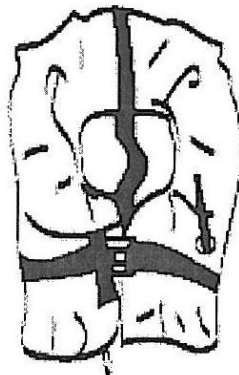
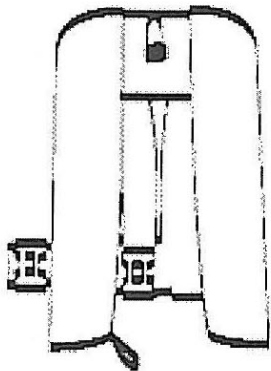
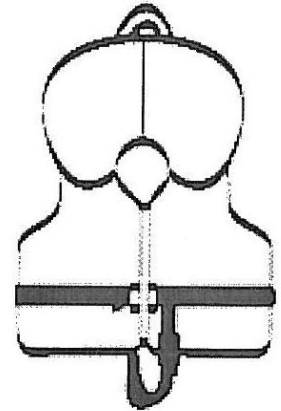
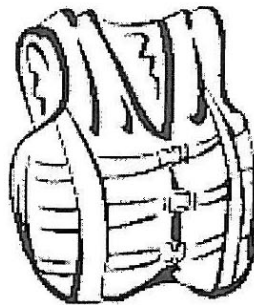
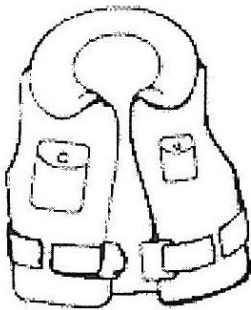
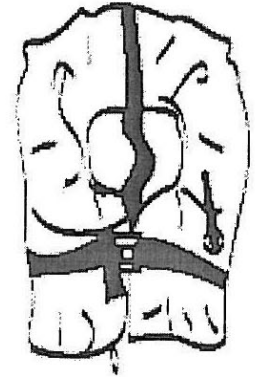
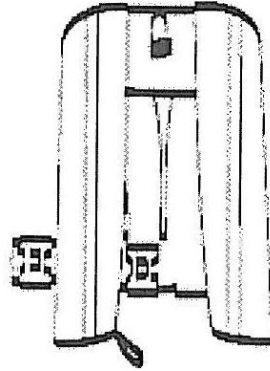
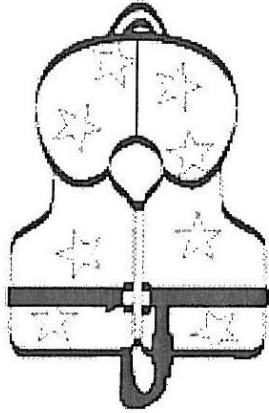
- Calling for Help
- Colour a Lifejacket for each member of your family
- If you're not within arms' reach, you've gone too far!
- Always Swim with a Buddy
- Always Swim With A Buddy!
- Always Swim with an Adult
- Swimming Safety
- Fill in the Blanks with the correct word(s) from the list below
- Draw a line to match the correct answer to the question
- Are you Water Smart[®]?
- Be Water Smart[®] Sun Safety Tips
- Be Water Smart[®]: Do you know your emergency numbers?

Calling for Help

Use this phone to teach your children how to dial 911. Even though your children may be too young to understand the numbers, they can learn the pattern (opposite corners) to call 911



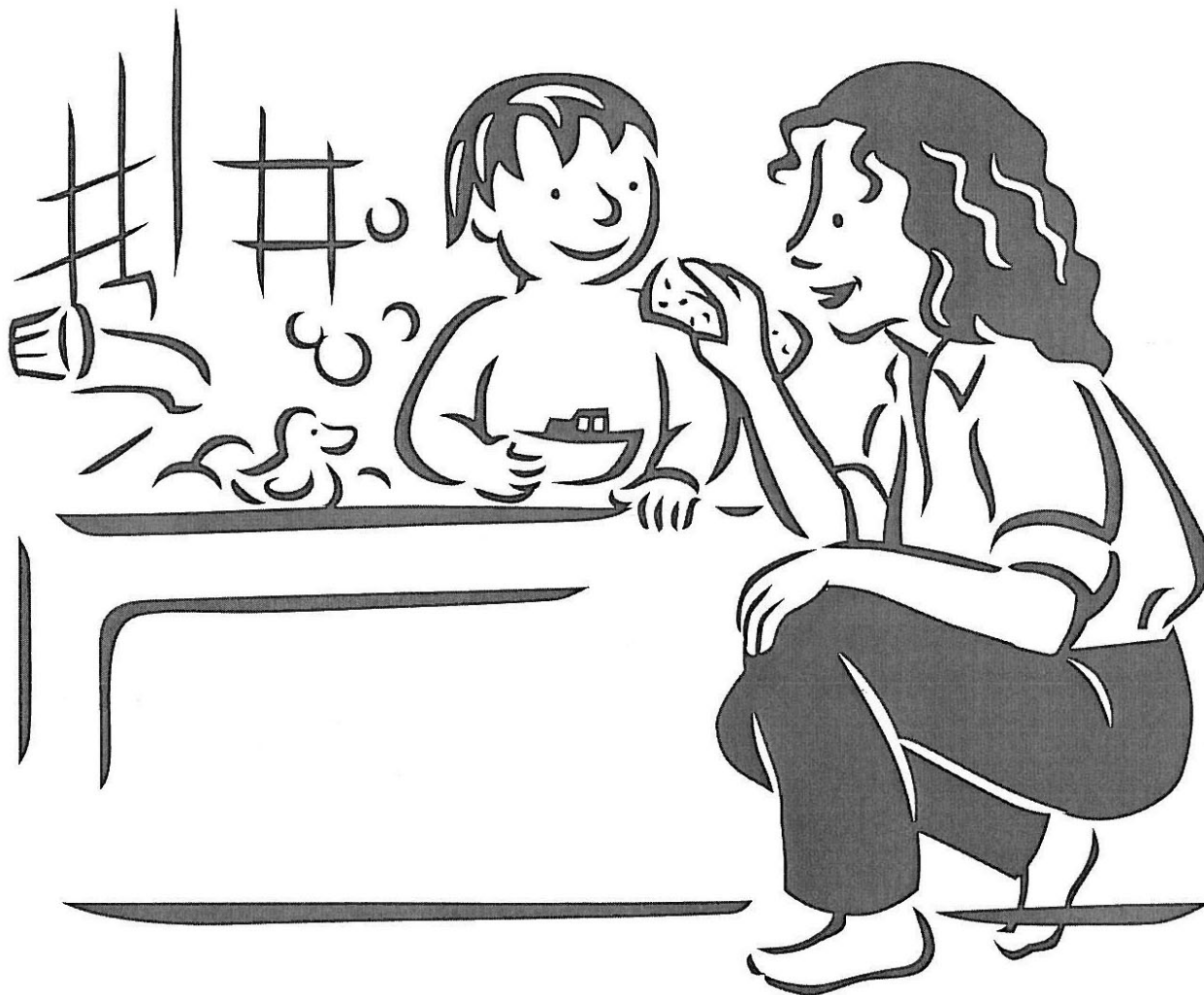
Colour a Lifejacket for each member of your family



Make sure everyone in the boat always wears a lifejacket!

If you're not within arms' reach, you've gone too far!

Colour the Picture

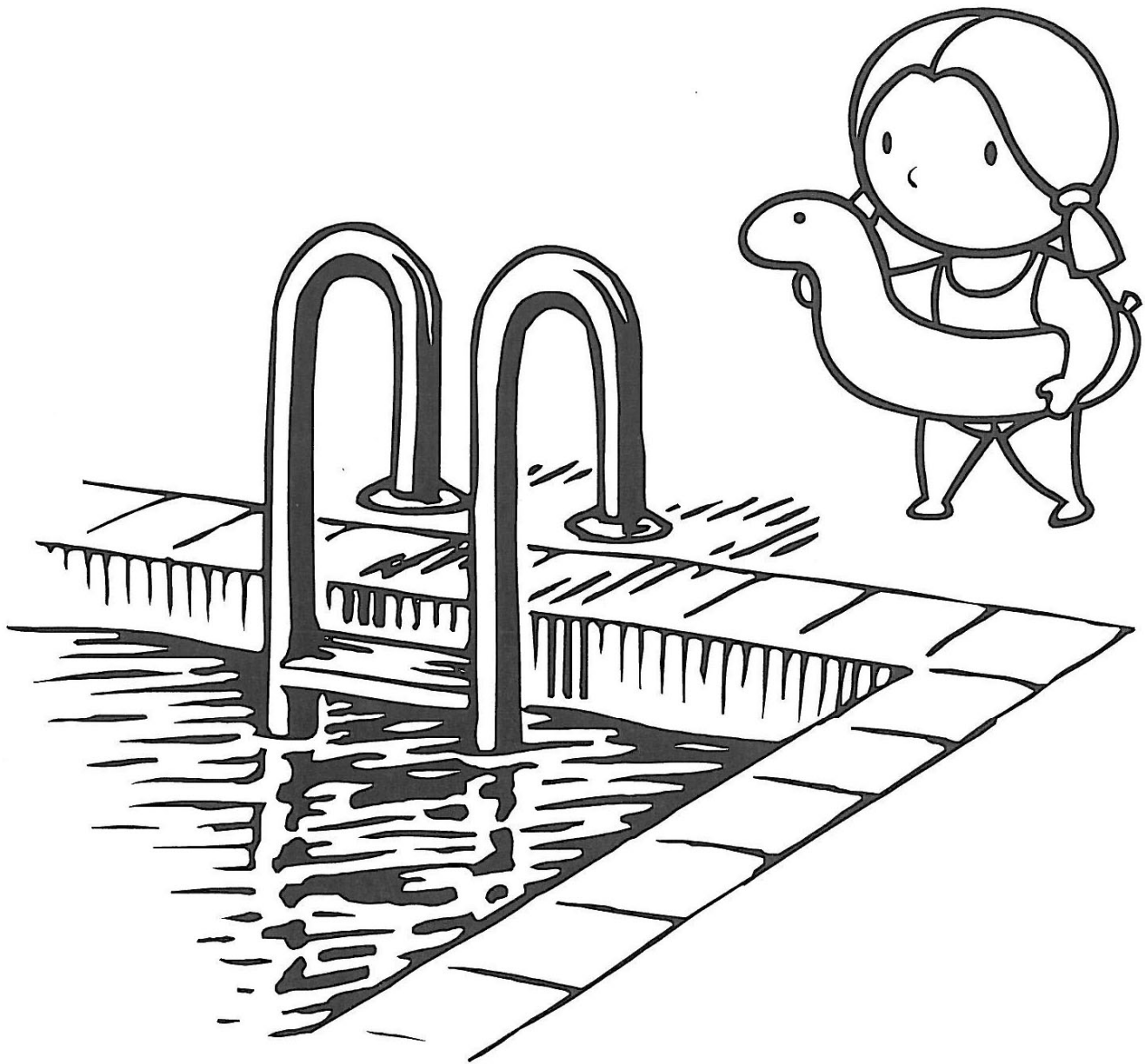


Stay tub-side until all the water is drained and you have removed your child from the tub. Drain bathtubs when they are not in use.

Parents, you are your child's lifeguard in the bathtub!

Always Swim with a Buddy

Who did this little girl forget to bring with her to go swimming?
Help her be Water Smart[®] and draw her missing friend.



Always Swim With A Buddy!

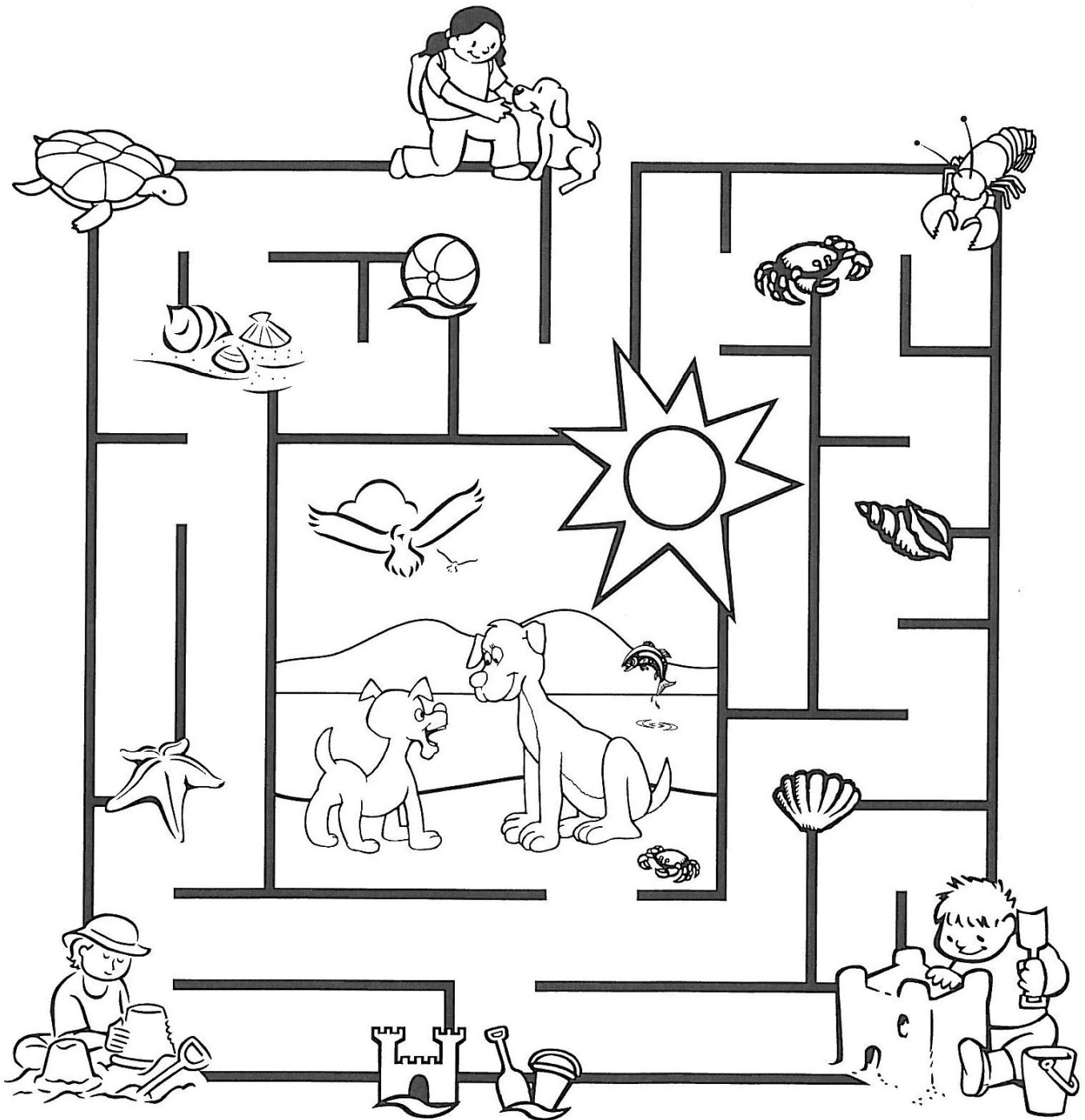


Colour By Number

1. yellow 2. black 3. green 4. blue

Always Swim with an Adult

Buddy Jr. knows better than to go swimming alone.
Help Buddy Jr. find his parents so he can go swimming!



Swimming Safety

Find all the words hidden in this word search and use the remaining letters to decode the secret message.



- | | | | |
|---------------|--------------------|---------------|------------|
| ASSISTS | DEEP END TEST | NO GUM | SIGNS |
| BLANKET | DIVE IN DEEP WATER | NO HORSE PLAY | STAY SAFE |
| BOUNDARIES | FEET FIRST | PARENT | SUN SCREEN |
| BUDDY | FIRST AID KIT | RULES | SWIM |
| CALM | HAZARDS | SAFE | TEACHER |
| CHECK WEATHER | LIFEGUARD | SHALLOW WATER | WALKING |
| CLEAN WATER | LISTEN | SHOWER | |

Secret message: _____

Solution: WATER SMART

Fill in the Blanks with the correct word(s) from the list below

1. If you are not _____ of your child, you've gone too far.
2. Most toddlers drown in _____.
3. Drowning is the _____ leading cause of preventable deaths for children under 10 years of age.
4. Toddlers' natural curiosity combined with an almost _____ attraction to water means they have a high risk of drowning any time they are near water – natural or man-made.
5. Drowning is a _____ killer.
6. Drowning victims rarely _____ or signal for _____ because they can't keep their head or arms above the water.
7. Drowning can take as little as _____ seconds and will occur in just inches of water – in bath tubs, wading pools, wells, even buckets.
8. Designate a backyard pool _____.
9. Children who can't swim should wear a _____.
10. Keep hot tubs _____ when not in use.

Select a word or phrase and insert in the blanks above:

call	within arms' reach	help
ten	backyard pools	covered
second	magnetic	silent
lifeguard	lifejacket	

Draw a line to match the correct answer to the question.

- | | | |
|----|-----------------------------------------------------------|-------------------------|
| 1 | What is the name of the Lifesaving Society's mascot? | Stand up |
| 2 | What type of ice is unsafe? | Lifejacket |
| 3 | What should you always check before you go boating? | Slushy |
| 4 | What does Buddy the Lifeguard Dog wear? | Bathtub |
| 5 | What should everyone wear when they go boating? | A buddy |
| 6 | What should you do when you first see someone in trouble? | Buddy the Lifeguard Dog |
| 7 | Who should you always be with when you are swimming? | The weather |
| 8 | What should always be drained when not in use? | 10 cm. |
| 9 | What should you never do in a boat? | Call 911 |
| 10 | How thick should the ice be to be safe for walking? | Lifeguard uniform |

Are you Water Smart[®]?

1. Drowning is the _____ leading cause of unintentional deaths for people under the age of 55.
1st 2nd 3rd 4th
2. Men are 5 times more likely to drown than women.
True False
3. The highest risk safe age group is:
Toddlers 1-4 Children 5 – 12 Adults 18 - 34
4. What is the minimum swim standard to be safe around water?
Swim to Survive[™] Bronze Medallion Bronze Cross
5. Preschool children are the second highest risk group. A toddler can drown in as little as:
20 seconds 40 seconds 1 minute
6. Most drownings are preventable accidents.
True False
7. What percentage of water-related deaths involve alcohol?
25% 30% 40% 55%
8. The safest place to swim is at:
The local swimming hole A lifeguarded facility

Answer Key:

1. 2nd – behind motor vehicle collisions; 2. True; 3. Adults 18 – 34, mostly men; 4. Swim to Survive[™] – roll into water, tread for 1 minute, swim 50 meters; 5. 10 – 20 seconds, less time than it takes to answer the phone; 6. True, most drownings can be prevented by making smart choices; 7. 55%; 8. A lifeguarded facility – less than 2% of drownings occur in supervised facilities.

BE WATER SMART

SUN SAFETY TIPS

Sun Safety Tips: Ultraviolet rays cause sunburn and skin cancer.

- Always wear sun screen with SPF 15 or higher (Sun Protection Factor).
- Pay attention to your ears, nose, and upper feet.
- Reapply often, particularly after swimming or sweating.
- Wear a hat, sunglasses, T-shirt and shorts.
- Stay out of the sun between 10am and 4pm
- Pay attention to the UV index
- Pay attention to reflected light off the water
- Remember that sun burns can happen on cloudy days, up to 80% of the suns harmful rays can penetrate clouds.
- If you are on medication, ask your doctor before going out in the sun.
- Spend less time in the sun, and more time in the shade.
- Replenish water lost through sweat and eat a small amount of salt.

UV INDEX	Severity of UV	Amount of time it will take to burn
Over 9	Extreme	Less than 15 minutes
7-9	High	Approx. 20 minutes
4-7	Moderate	Approx. 30 minutes
0-4	Low	Longer than one hour



BE WATER SMART

DO YOU KNOW YOUR EMERGENCY NUMBERS?

EMERGENCY TELEPHONE NUMBERS:

1. Nursing Station: _____
2. Constables: _____
3. Neighbour: _____
4. Relative: _____
5. Council: _____
6. Fire Hall: _____
7. Comm. Health Rep: _____
8. Hydro: _____
9. School: _____

Always Remember

- ✓ *Dial the correct Number*
- ✓ *Tell where you are*
- ✓ *Describe the emergency problem*



A young boy in green shorts is captured mid-jump from a wooden dock into the ocean. The dock is made of light-colored wooden planks and extends from the bottom left towards the center of the frame. The water is a calm, light blue-grey color, and the sky is a pale, overcast white. The boy is seen from behind, with his arms slightly out and legs bent as he falls into the water.

Section 3

Swimming in Open Water: Water Smart[®] Activities

Wet Activity: Water Movement

Objective: To experience currents and observe water movement in open bodies of water.

- I. Using water, milk, or pop bottles filled with different amounts of water allow each bottle to sink to the bottom. Mark where the bottles were initially dropped, where the bottles land and observe any movement that takes place over time.
- II. Everyone holds hands, forms a circle and runs as fast as they can. Then let go and back float, try and stand or run against the current as it tries to pull you down. This works best in a small area or the corner in shallow water.
- III. With large groups you can form two circles – one on the inside, and one on the outside. Participants can either run in the same or in opposite directions – compare the kind of currents formed.

Depending on skill level – may need spotters or PFDs for activities 2 and 3.

Reference: Canadian Lifesaving Manual, p.2-5, 3-10 & 3-11.

Wet Activity: Wave Machine

Objective: Simulate swimming through waves.

- I. Everyone lines up facing a wall in the shallow end, holding a flutter board. Using the flutter board, make waves as one person swims/moves themselves through the waves. Once a person has reached the end everyone hands down their flutter board and the next person swims/moves through.
- II. PFDs can be used to compare how it was to go through with and without a PFD, you can have them run or walk.

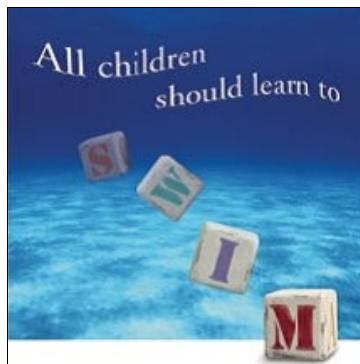
*Watch the size of the waves with the lower levels – theoretically small kids will only be able to make small waves.

Reference: Canadian Lifesaving Manual, p. 2-5, 3-10, & 3-11.

Wet Activity: Deceiving Shore-lines

Objective: The illusion where the distance appears close, but is further then expected.

- I. Have participants wear shoes, pants, t-shirt and try to swim in shallow water. Depending on the level of swimmers the depth and length of swimming will vary. Participants can run through the water, swim and try to take off clothes at various depths. After swimming for a period of time see how exhausted the participants turn out to be. Use PFDs to show how much easier it is to stay afloat.
 - a. Discuss the difference with and without wearing a PFD.
 - b. How far is the other side of the lake, island, floating dock, or fountain?



Wet Activity: Drop Offs

Objective: Experience drop offs

- I. Have the person sit/kneel/stand on an inflatable mat and pull them into the middle of the pool. They can walk or roll off to achieve the feeling of dropping into the water. Blind folds can be used (depending on the swim and comfort level of the swimmer) spin the person around on the mat so they cannot tell where they are in the water.
 - a. Have the instructor guide the participant off of the 'drop off'
 - b. PFDs can be worn by participants who are weak or non swimmers.
 - c. Ensure there is a large area for the drop off and no safety hazards are present.

Reference: Canadian Lifesaving Manual, p. 2-5.

Wet Activity: Under Tows

Objective: To learn how to recover from a sudden immersion when your feet are swept out from underneath you (i.e. undertows, stepping into a hole or walking near a drop off and having the ground give way).

- I. Have all participants' line up with their eyes closed in chest deep water. The instructor is behind them and one at a time the teacher grabs their ankles and sweeps them off of their feet. **This should only be done on someone who is willing and this exercise does not have to be experienced by all participants.**
 - a. Similar affects occur at lakes or rivers when in or near water and their feet are unexpectedly knocked out from underneath them.

Reference: Canadian Lifesaving Manual, p. 2-5 & 3-10.

Wet Activity: Night Vision Obstacles

Objective: To show the importance of swimming during daylight hours.

- I. Take a few pairs of goggles and place pieces of duct tape on top of the goggles so the person cannot see. Make sure this activity takes place in shallow water. Make a large circle with all of the participants, this will ensure that everyone is safe. Place various objects in the circle, some that float and some that sink (i.e. pool noodles, mattresses, milk containers with sand and/or water). Have two or three people put on the goggles then try to walk or swim through the objects without touching any of them.
- II. Check for hazards BEFORE entering the water. Swimming through weeds can also be demonstrated here, with the use of rocks in a garbage bag, tie it closed and shred the top. This is important for swimming during the day and at night.

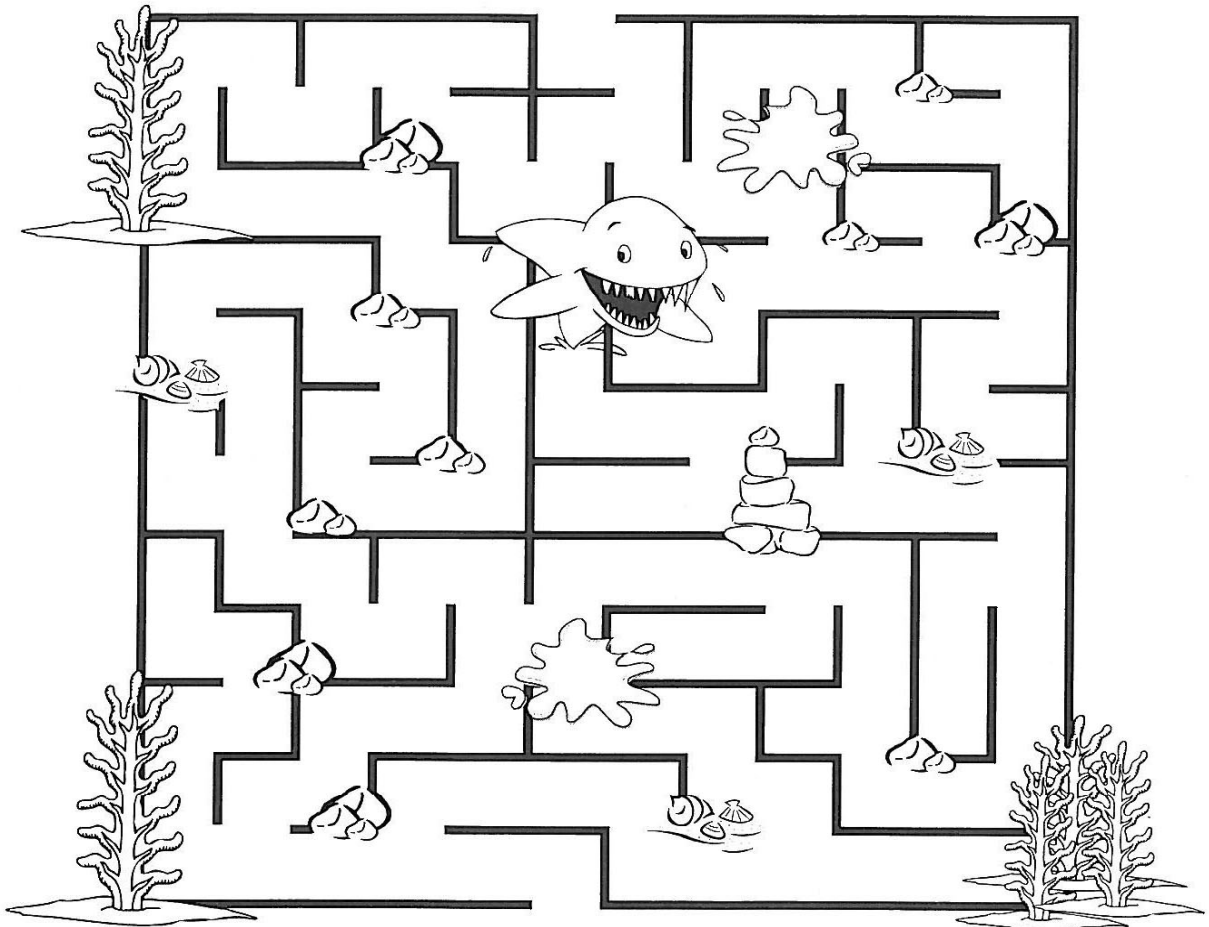


Swimming in Open Water: Water Smart[®] Handouts, Puzzles & Word Games

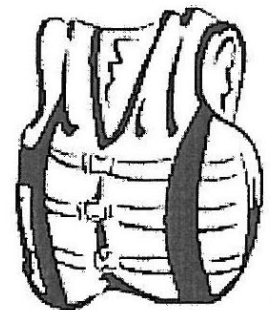
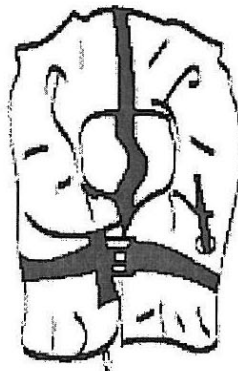
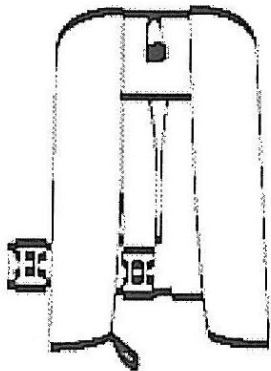
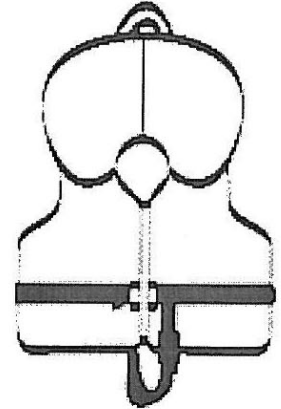
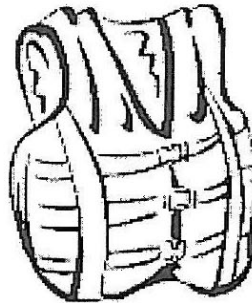
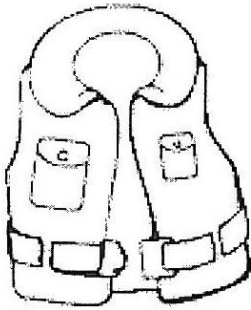
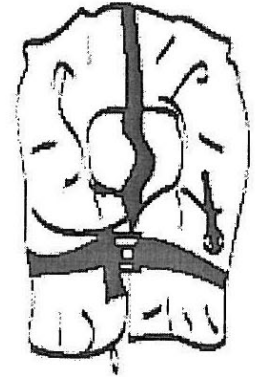
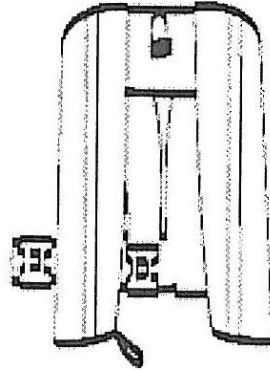
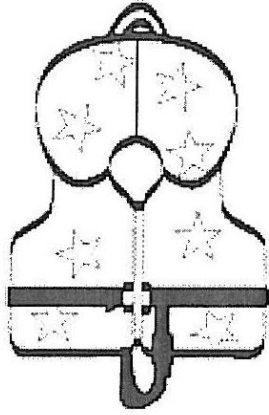
- Open Water Hazards
- Swimming in Open Water
- Colour a Lifejacket for each member of your family

Open Water Hazards

Help Buddy the Lifeguard Dog swim to safety.
Watch out for drop offs, seaweed, waves and murky water!



Colour a Lifejacket for each member of your family



Make sure everyone in the boat always wears a lifejacket!



Section 4

Safe Fishing and Boating: Water Smart® Activities

Wet Activity: Pre Trip Check

Objective: To learn how to prepare for a safe boating trip.

- I. Choose which type of entry you would like everyone to practice and call out items on the teacher's key. For safe items they enter the pool, and for unsafe items they yell out unsafe.
- II. Instructors can mix this up and substitute entries for any other skill.

Teacher's Key:

- local hazards (safe)
- fridge (sorry)
- weather (safe)
- PFDs (safe)
- bird cage (sorry)
- boat (safe)
- fishing gear (safe)
- gas (safe)
- all safety equipment (safe)

References: *BOAT™ Study Guide*, p. 16; 40-47
Canadian Lifesaving Manual, p. 2-3 & 2-4



Wet/Dry Activity: Equipment Relay

Objective: Reinforce using safe boating equipment

- I. Set up a relay using any kind of movement to get from point A to point B. In order for the racer to tag the next person they need to choose a piece of equipment that is required by law for a motorized watercraft 6m or less.
- II. Can be done in shallow or deep water, if the equipment is not available use flash cards. Have them write out what equipment is needed for safe boating.

References: *BOAT™ Study Guide*, p. 16
Canadian Lifesaving Manual, p. 2-3

Wet Activity: Appropriate PFD

Objective: To reinforce the need to wear an appropriate fitting PFD

- I. Have two piles of various sizes of PFDs. One pile should have sizes that will NOT fit properly, and one pile that does. Have them run/swim/hop in the water or use a swimming drill over to the pile and get a PFD. Discuss how hard it was to move in a PFD that does not fit properly. Do the activity again, this time with the pile of properly fitting PFDs.
- II. Have various sizes of PFDs in a pile in shallow water, have participants go and find a lifejacket and put it on. Discuss how hard it is to put a PFD on in the water which does not fit properly.

References: *BOAT™ Study Guide*, p. 12; 57-59
Canadian Lifesaving Manual, p. 1-4; 2-2 to 2-6
Video – *Saved by the Jacket*

Dry Activity: Dressed for Success

Objective: Reinforce the necessity of clothing layers and choosing proper clothing.

- I. Review different types of clothing. Assign groups to put together what they would wear for different activities. Discuss the different layers and what should or shouldn't be worn. Different flotation devices and suits are important for fishing, hunting and boating in cold weather.

Dry Activity: Share the Water

Objectives: To acquaint participants with proper boating etiquette

- I. Review the Collision Regulations in the BOAT™ study guide. This covers all lights and shapes, rules, when certain boats meet, overtake, sound signals and radar reflectors.
- II. For children use toy boats and put red markers on the left side and green markers on the right. Either on land or in the water have the participants move using the navigation lights as a key on how to give way, pass, and steer clear of each other.

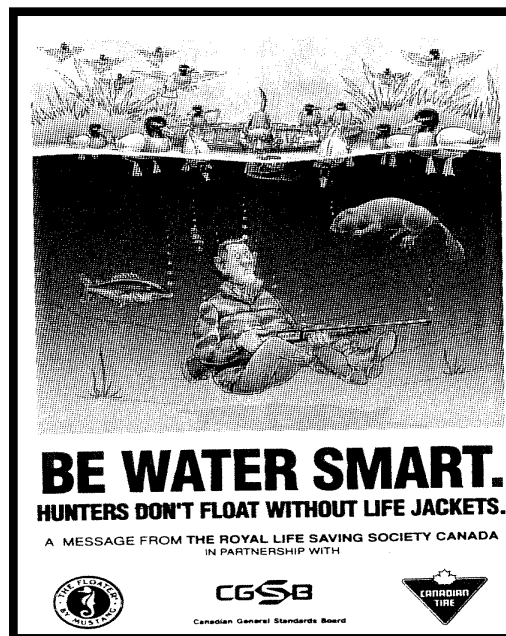
Reference: BOAT™ Study Guide, p. 17-24

Wet Activity: Buoys Obstacle Course

Objective: Learn the Cardinal Buoy System and Terminology

- I. Set up an obstacle course and have everyone navigate the course using the Cardinal Buoy System.
- II. Instructing lower levels you will have to guide them through the course. Do not use too many types of buoys at the same time. Proper terminology can be used with this activity, place posters in the appropriate areas and call out a direction. The participants move in an appropriate and safe manner to get to the proper location.
- III. If you do not have a way to weigh the buoys down, then this can be done as a dry activity.

Reference: BOAT™ Study Guide, p. 3 & 34

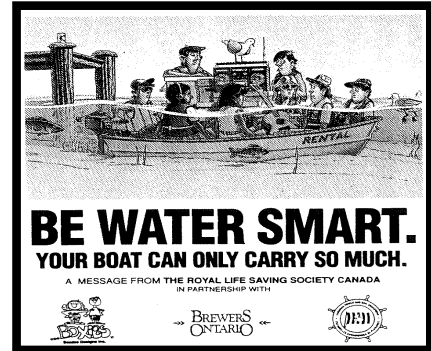


Wet Activity: Capsize

Objective: Learn how to do a self rescue when a boat capsizes, reinforces how to enter a boat.

- I. All participants put on a PFD and enter the boat (any sort of inflatable boat, canoe) – you can take them for a ride, and then capsize the boat when all participants are ready. Have all participants try to get on top of the canoe/boat while wearing a PFD.
- II. Try this activity with and without PFDs (varying on the level of swimming) discuss which way is harder and why you wear a PFD.
- III. This can also be done starting from a capsized position.

*References: BOAT™ Study Guide, p. 59-60
Canadian Lifesaving Manual, p. 3-4*



Dry Activity: Throwing Aids

Objective: To accurately throw an aid 4 out of 5 times.

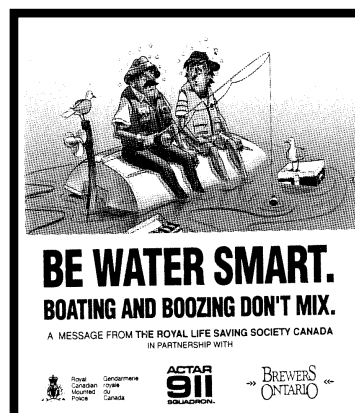
- I. Using buoyant heaving lines or throw bags have all participants' line up 3-5m from the target. Using the heaving lines hit the target 4 out of 5 times.
- II. Challenge the participants to try standing further back if 5m is too close. See variations from the rescue section on throwing assists for more variations.

*References: BOAT™ Study Guide, p. 13
Canadian Lifesaving Manual, p. 4-12 to 4-15*

Wet Activity: Cold Water

Objective: Learn how to survive in cold water.

- I. Ice bucket: Have everyone write their names on a piece of paper. Next, have two or three people submerge their hands in a bucket of water filled with ice. When their hands become numb, remove them from the water and try to write their name again. They should see a difference in how long it took to write their name and how difficult the task has become.
- II. HELP and HUDDLE: Have each person go into the HELP position for two minutes. Make sure they know they cannot un-tuck from the position or it will not work properly. If they are rolling onto their faces or sides, have them lean back and scull with their hands. After two minutes are up spread out like a star. They should feel a rush of cold water. Try with and without a PFD.



Safe Fishing and Boating: Water Smart[®] Handouts, Puzzles & Word Games

- Are you Boat Smart?
- PFD/Lifejacket Quiz
- PFD/Lifejacket Quiz Answers
- Boating Quiz
- Boating Quiz Answers
- Boating
- Boat Smart
- Be Boat Smart: Wear a PFD
- Choose it. Use it. Lifejackets have come a long way.



Are you Boat Smart?



- 1 How many people die in boating activities every year in Canada?
50 100 200 500
- 2 How many boating injury incidents occur each year?
1000 2000 4000 6000
- 3 Which is the most dangerous type of boat?
Canoe Powerboat Sailboat Rubber raft
- 4 Which is the “Real Drowning Machine”?
Personal water craft (jet ski) Fishing type boat
- 5 What percentage of Manitobans aged 18 – 34 were involved in water related fatalities?
5% 7% 21% 26%
- 6 What percentage of Manitobans were wearing PFDs or lifejackets in a boating incident where fatalities occurred?
0% 8% 13% 19%
- 7 Can boat operators become impaired without consuming alcohol or drugs?
Yes No
- 8 The legal maximum blood alcohol limit to operate a boat or automobile is 0.08. What is the average blood alcohol level in fatal boating incidents?
0.05 0.08 0.12 0.20
- 9 Can you loose your driver’s license or go to jail for operating a powerboat while impaired?
Yes No
- 10 What is the maximum boat speed permitted within 30 meters of shore?
10kph 20kph 50kph No limit

Answers:

1. 200; 2.6000; 3.Powerboats=2/3 of all boating deaths;4.Fishing type boats=half of all power boats deaths; 5. 26%; 6.0%; 8. 0.20 = more than 2.5 times the legal limit; 9. Yes-the law does not recognize any difference between operating a boat, car or snowmobile while impaired; 10.10kph

PFD/Lifejacket Quiz

1. What does PFD stand for?
2. Who is responsible for approving PFDs and Lifejackets in Canada?
3. What are the approved colours for a Lifejacket/PFD in Canada?
4. What is the difference between a Lifejacket and a PFD?
5. When in a boat always _____your PFD/Lifejacket.
6. When boating there must be _____ for every person aboard.
7. A PFD must _____to be effective.
8. What does HELP stand for?
9. What is the purpose of HELP?
10. Where can you buy a PFD?
11. Over_____% of drowning victims were not wearing a PFD.



PFD/Lifejacket Quiz Answers

1. Personal floatation device
2. Canadian Coast Guard and Department of Transportation (DOT)
3. Any colour for PFDs and red, yellow and orange for Lifejackets
4. PFDs are more comfortable, will not flip you over if unconscious, etc.
5. Wear
6. One PFD/Lifejacket
7. Fit
8. Heat Escape Lessening Position
9. Protects major heat loss areas
10. Answers will depend on local situation
11. 95%

Boating Quiz

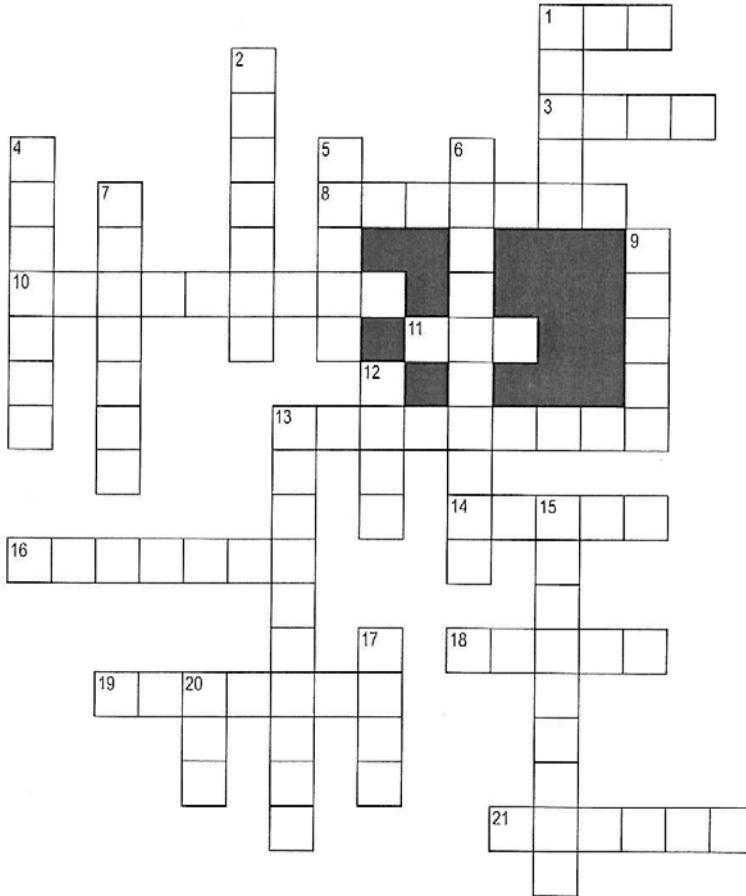
1. If you are 15 years of age you are allowed to operate a Personal Watercraft. True or False.
2. What is a boater competency card and how can you get one?
3. What is the minimum age for driving a Personal Watercraft?
4. Over _____% of all power-boating fatality victims had a blood alcohol level above the legal driving limit?
5. There must be one approved PFD or Lifejacket for every _____ on board. Failure to obey this law could result in a fine of over \$200.
6. What type of safety equipment should you bring with you when you go boating?
7. Before you set out be sure to make a _____ and leave it with someone responsible.
8. Who is responsible for approving PFDs and Lifejackets in Canada?
9. What does PFD stand for?
10. What is HELP and why is it beneficial?



Boating Quiz Answers

1. False
2. A card you receive after passing a Canadian Coast Guard accredited test; you can take the Lifesaving Society's BOAT™ program
3. 16
4. 40%
5. Person
6. PFD or Lifejacket, buoyant heaving line, lifebuoys, manual propelling device (paddle/oars or an anchor with a 15m line), bailer or manual water pump, fire extinguisher, flares/watertight flashlight, sound signaling device, navigation lights.
7. Float plan
8. Canadian Coast Guard and the Department of Transportation
9. Personal Floatation Device
10. Heat Escape Lessening Position; to conserve body heat

Boating



Across

1. Front of boat
3. This will help you row
8. What you need to drive a boat
10. Right side of the boat
11. You need lots of this for your motor boat
13. What you need to give the harbour master
14. One way to check the weather
16. Dangers
18. Someone you should bring with you
19. Stay with the boat if this happens
21. This will get rid of water

Down

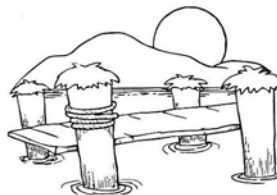
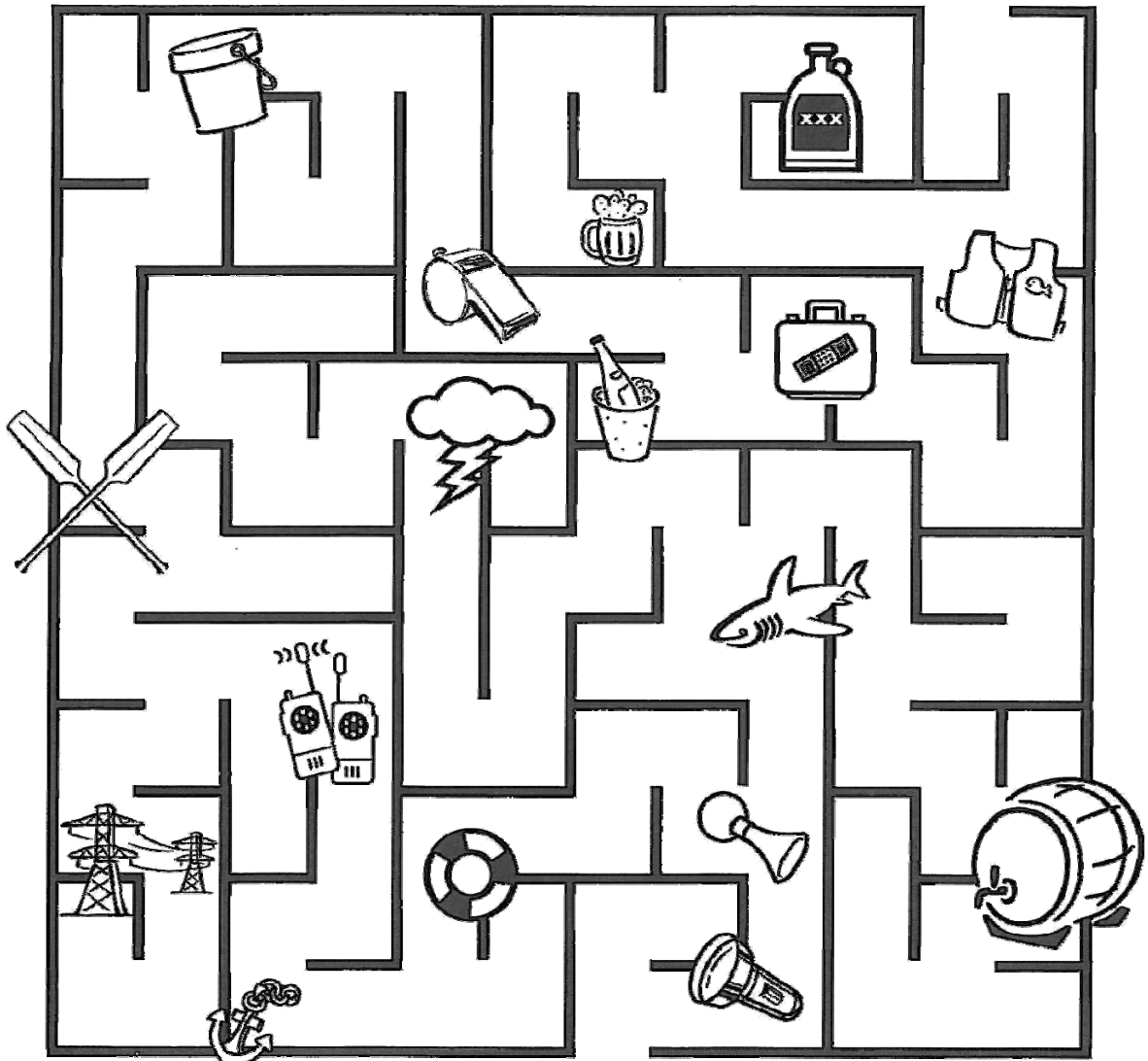
1. Tell you where danger is
2. What you should never drink when boating
4. This will signal for help
5. Another way to signal for help
6. Right behind (2 words)
7. How you move in a boat (2 words)
9. Back of boat (2 words)
12. Left side of boat
13. Helps you see in the dark
15. Straight in front
17. The widest part of the boat
20. Everyone must have one of these



- | | |
|----------------|---------------|
| 20. PFD | 21. Bailor |
| 17. Beam | 19. Capsize |
| 15. Dead Ahead | 18. Buddy |
| 13. Flashlight | 16. Hazards |
| 12. Port | 14. Radio |
| 9. Stern | 13. Floeplan |
| 7. Stay Low | 11. Gas |
| 6. Dead Astern | 10. Starboard |
| 5. Flare | 8. License |
| 4. Whistle | 3. Oars |
| 2. Alcohol | 1. Bow |
| 1. Buoy | |
- Down

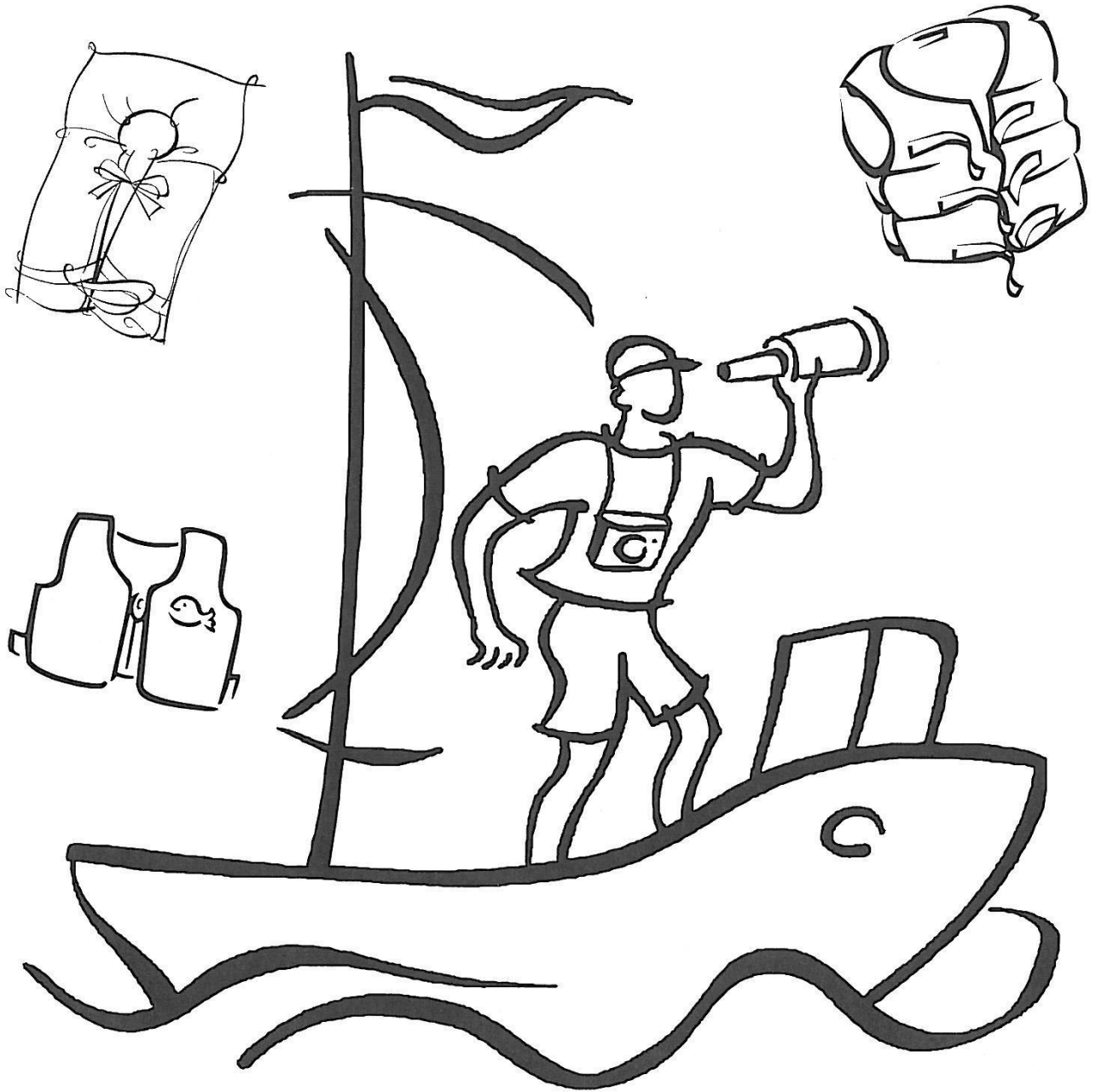
Boat Smart

Help Buddy the Lifeguard Dog pick up all of the equipment he needs to go boating safely. Cross out the things Buddy should avoid while boating.



Be Boat Smart: Wear a PFD

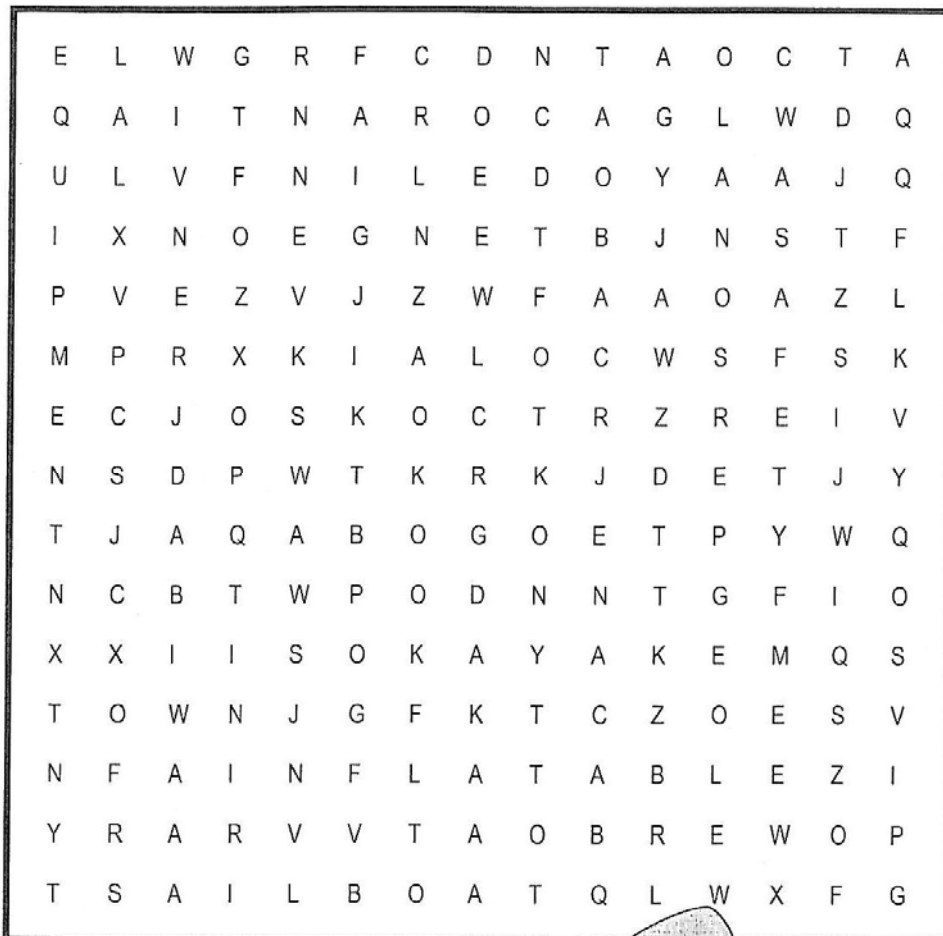
What did the man forget to put on before he stepped foot on the boat?
Help him be Water Smart[®] and draw his missing PFD



Choose it. Use it.

Lifejackets have come a long way.

Can you find the water safety words in this word scramble?



- BOAT
- CANOE
- CAPSIZED
- DROWNING
- EQUIPMENT
- FLOTATION
- INFLATABLE
- KAYAK
- LIFEJACKET
- PERSONAL
- POWERBOAT
- ROWBOAT
- SAFETY
- SAILBOAT
- TRANSPORT CANADA
- WATER





Section 5

Water Rescue: Water Smart® Activities

Wet/Dry Activity: Throwing Assists

Objective: Hit the target 4 out of 5 times

- I. Each child stands approximately 3-5 meters away and throws an assist at the target. The goal is to hit the target 4 out of 5 times. Change the distances so they are more challenging/age appropriate. Use different throwing devices such as water wings. For participants who are weak swimmers have them wear PFDs if they are in the water.
 - a. This activity can be used: for all ages, dry or wet assists, relays, reach assists, recognizing someone in distress, and rescue assists.
 - b. Only use materials that would be found on a boat or water craft. Example: Flutter boards you will not find at the lake

Reference: Canadian Lifesaving Manual, p. 4-5; 4-6; 4-12 to 4-15

Wet Activity: Lifeguard Carry (Focused Lifeguard Supervision Required)

Objective: Enables participants to understand the difficulty and recognize the fitness required by lifeguards.

- I. Ten lb object, such as a 2 liter pop bottle filled with sand will work. Have a participant carry the pop bottle on their hip a measured distance of 12 meters. This must be explained as a 'lifeguard only technique' in a rescue situation. Explain the object that they carried with difficulty was only 10 lbs, whereas the average person weighs 150 lbs.
- II. Divide your contestants into age categories, best times win; Bronze, Silver, and Gold
 - a. Have participants swim in relays and individually
 - b. For children and weak swimmers different amounts of weight can be used during this activity, for example pool rings.

Wet Activity: Swim Race (Lifeguard Supervision Required)

Objective: To increase candidate's abilities in endurance swimming therefore in a real situation they are able to get from point A to point B.

- I. Have candidates divided up by age or swimming ability and have a race of head up front crawl. This is for development of a lifesaving stroke. Recognize your candidates with Bronze, Silver and Gold.
 - a. Have participants swim in relays and individually

Wet Activity: Dry Towel Carry (Lifeguard Supervision Required)

Objective: To build up participants' swimming endurance.

- I. Using numerous towels, each participant swims across a marked area with a dry towel. The key to this contest is the participant must get across the area in the least amount of time. They are disqualified if the towel becomes saturated with water.
 - a. This activity can be done in relays and individually

Dry Activity: Eels and Ladders

Objective: To help patrons learn how to be Water Smart®.

- I. This activity is a floor size game board which is available from the Branch Office (Please call in advance for renting). The rules are the same as Snakes and Ladders and the board will allow multiple contestants to stand on their spot at the same time. The first contestant to reach the Lifeguard at the end wins. This game teaches proper safety and the dangers in an aquatic environment. The game is a great tool to help all of your youth patrons to be Water Smart®.

Dry Activity: Reach Out

Objective: To emphasize the importance of lying down when using a reaching assist.

- I. Attach an inflatable object to the end of a broom or any long pole. This is to simulate a rescuer performing a reaching assist while standing. Have participants lie on the ground face first and grab onto the broom stick and pull. What happens to the object? What do rescuers need to keep in mind when they perform reaching assists? Discuss the safety reasons behind lying down vs. standing.

Reference: Canadian Lifesaving Manual, p. 4-15

Wet/Dry Activity: 911 Calls Relay

Objective: To reinforce what information the 911 Operator will ask for

- I. Set up a relay using whatever stroke or drills that need to be worked on. This can be used as a dry-land exercise when working on scenarios. Think of a situation and ask each starting participant a question. In order for the participant to tag the next person they need to answer the question you gave them. The participant will invent the answer for a fictitious situation or you can use the same situations used for the message relay. Use questions the 911 operator would ask.
 - a. For young children this helps them remember their addresses and phone numbers.

References: Canadian Lifesaving Manual, p. 3-3

Lifesaving First Aid and Aquatic Emergency Care Manual, p. 10

Canadian First Aid Manual, p. 3; 8

Wet/Dry Activity: Message Relay (Telephone)

Objective: Reinforce how to ensure accuracy when directing someone to call 911

- I. The class is divided into relay teams. Or use this exercise as a dry-land activity using different situations. Describe an accident scene to the first person on each team. They swim a set distance, and to tag the next person on their team they give the same message to the next person in the relay. The last person in the relay “calls 911” (tells instructor the message) for an ambulance and describes the situation. The winning team is the one with the most accurate message.

References: Canadian Lifesaving Manual, p. 3-3

Lifesaving First Aid and Aquatic Emergency Care Manual, p. 10

Canadian First Aid Manual, p. 3; 8

Wet/Dry Activity: Look Alert – What does not belong?

Objective: Teach how to recognize a distressed, weak, tired, and unconscious victim

- I. While the person who is “it” hides their eyes, assign a victim type to the rest of the group. All of the students act out the same victim except for one. The goal is to figure out which is the person that does not belong.
- II. As a dry activity this can be done in a charades style with everyone simulating the same victim type and one person guessing what they are representing.
- III. Use this skill as recognition/scanning of swimmers doing anything different, set up two participants to be “it” and have them use proper entries to race and tag off the person who does not belong.
- IV. Scanning the area being used and point out dangerous areas. Cut out large paper X’s and place them on the dangerous areas.

Reference: Canadian Lifesaving manual, p. 4-3 & 4-4



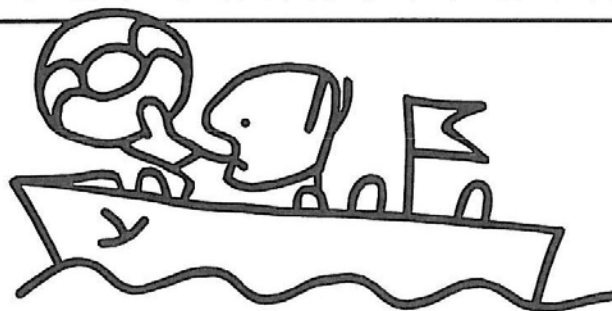
Water Rescue: Water Smart[®] Handouts, Puzzles & Word Games

- The Ladder Approach to Water Rescue
- Water Rescue
- Colour a Lifejacket for each member of your family

Water Rescue

Find all the words hidden in this word search and use the remaining letters to decode the secret message.

- | | |
|---------------|---------------|
| ACCIDENT | NOODLES |
| AMBULANCE | OARS |
| ANIMALS | PFD |
| ASSIST | POLICE |
| BLANKET | REACH |
| BRANCH | ROPE |
| BUDDY | ROW |
| BUOYANT | SWIM |
| BURGLAR | TALK |
| CARRY | THROW |
| CPR | TIRED SWIMMER |
| DIVERS FLAG | TOW |
| DROWNING | UNCONSCIOUS |
| FIRE | WADE |
| FIRST AID KIT | WEAK |
| HAZARDS | WHAT |
| HELP | WHEN |
| INFLATABLE | WHERE |
| LAY DOWN | WHO |
| LIFEJACKET | WHY |
| NINE ONE ONE | |



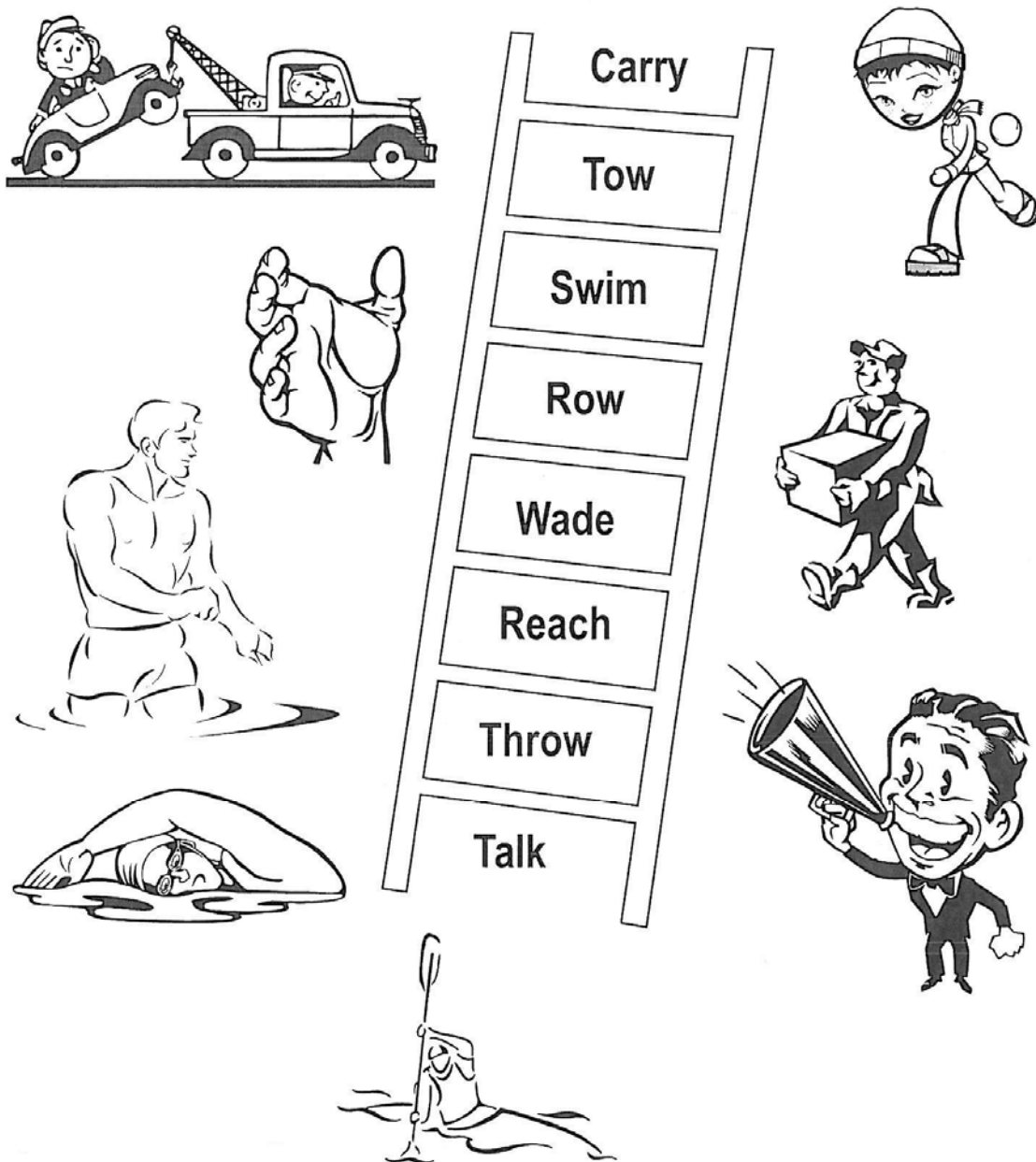
Secret message: _____

Solution: ALWAYS SWIM WITH A BUDDY

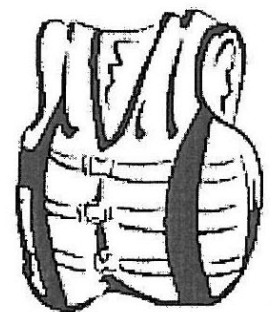
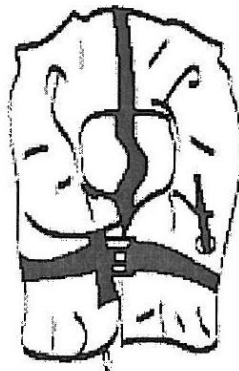
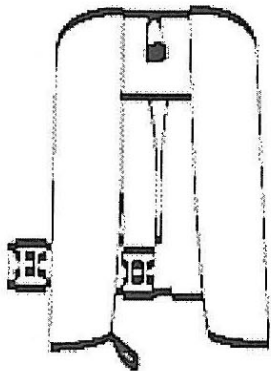
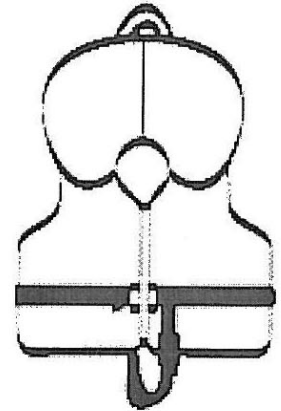
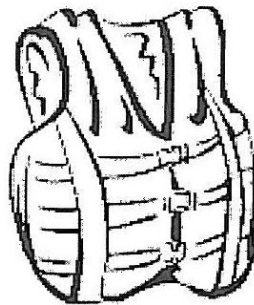
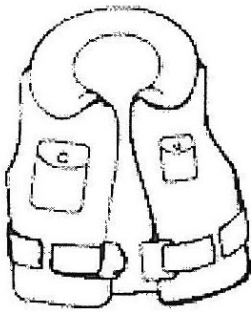
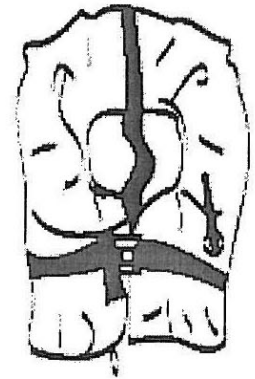
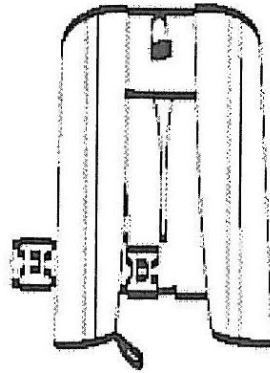
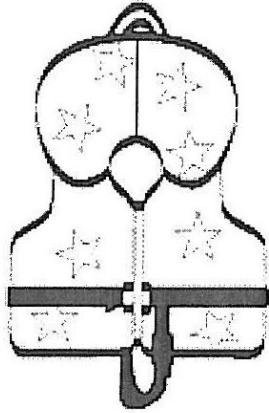
The Ladder Approach to Water Rescue

The Ladder Approach to water rescue presents, in order of increasing risk, your options for helping someone in trouble in the water. As you go up the ladder, your risk increases. Don't move up the rungs of the ladder unless you have the knowledge, judgment, skills and fitness to accept the greater risk involved.

Connect the picture that best describes the type of rescue with a line.



Colour a Lifejacket for each member of your family



Make sure everyone in the boat always wears a lifejacket!

A person wearing a wetsuit and a helmet is swimming in cold water. The person is positioned in the center of the frame, with their head and arms visible above the water. The background shows a dense forest of trees under a bright sky. The water is dark and turbulent, suggesting a rescue or training exercise.

Section 6

Ice Safety/Cold Weather: Water Smart® Activities

Wet Activity: Breakthrough

Objective: To teach participants how to rescue themselves in the event they fall through the ice.

- I. Set up mats so they are overlapping an edge, and place flutter boards on the edge of the mats. Starting in the water, the group goes one at a time to try and kick the flutter boards out of their way and roll over the mats out of the pool. Inexperienced swimmers should wear PFDs.
- II. In open water environments one large mat can be held by the instructor and one at a time, the participants get onto the mat and roll along the mat towards the instructor.
 - a. Watch for all safety hazards throughout this activity.

References: Canadian Lifesaving Manual, p. 2-6; 3-8 & 3-9
Ice Myths and Cold Realities:
http://www.lifesaving.org/public_education.php?page=178
Ice the Winter Killer, p. 57-59

Wet Activity: Ice Depth Relay

Objective: Shows the necessity of knowing how thick the ice needs to be for certain activities.

- I. Have the “ice” and flash cards on the same side of the pool. The group is divided into two teams and they move from one side of the pool to the other using any drill or stroke. Match the appropriate depth with the certain activity that can be done. The winning team is the one that correctly matches all of the items and is the first to finish.
 - a. For young children you can do this activity together and guide them through the choices.
 - b. This can also be done as a dry activity.

References: Canadian Lifesaving Manual, p. 2-6; 3-8 & 3-9
Ice the Winter Killer. p. 31-32
Ice Thickness Cards

Dry Activity: Dressed for Success

Objective: Reinforce the necessity of clothing layers and choosing proper clothing.

- I. Review different types of clothing. Assign groups to put together what they would wear for different activities. Discuss the different layers and what should or shouldn't be worn. Different flotation devices and suits are important for fishing, hunting and boating in cold weather.

Wet/Dry Activity: Frostbite Signs and Symptoms Relay

Objective: Emphasize cold weather hazards and treatments

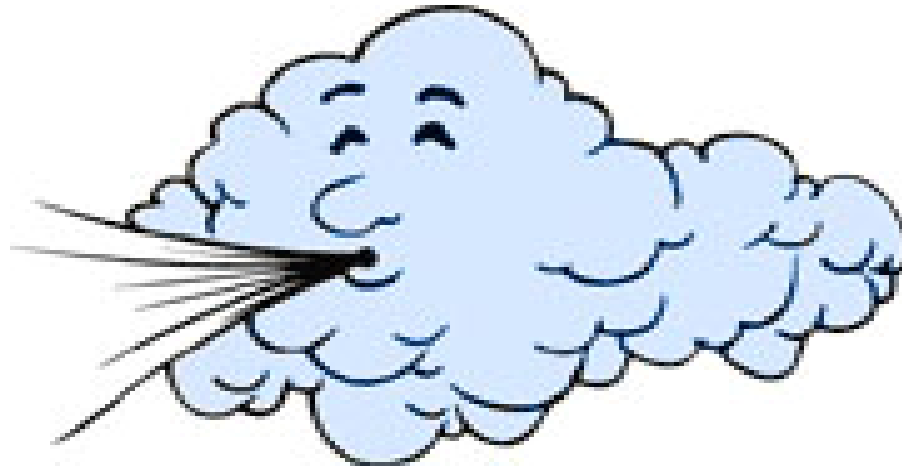
- I. Divide everyone into two groups. Using water proof flash cards have the teams' line up in a relay format. The flash cards can either show a sign, symptom or treatment of frostbite and/or hypothermia. Have the swimmer pick up a card, swim and place it on the proper corresponding pile swim back and tag off the next team member. The team to finish first without making a mistake is the winner.
- II. As a dry activity this can be done in a Jeopardy format with flash cards using any skill. Proper outdoor equipment, prevention, and survival equipment can be used in this activity.

References: Canadian Lifesaving Manual, p. 8-23
Lifesaving First Aid and Aquatic Emergency Care Manual, p. 77
Canadian First Aid Manual, p. 76

Dry Activity: Wind Chill

Objective: Show the effects of wind chill

1. Each participant dips their hand into the water and put it in front of a fan. Notice the perceived change in temperature. Discuss about wind chill and how wind can severely affect how cold it feels outside and increase the risk of frostbite and hypothermia all year round.



Wind Chill Temperature:

Speed Km/h	0 deg	-10	-20	-30	-40	-50
8	-2	-12	-23	-33	-44	-54
16	-8	-20	-32	-45	-57	-69
24	-11	-25	-38	-52	-65	-79
32	-14	-28	-43	-57	-71	-85
40	-16	-31	-46	-61	-75	-90
48	-17	-33	-48	-63	-79	-94
56	-19	-34	-50	-65	-81	-96
64	-19	-35	-51	-67	-83	-98

Wet Activity: Hypothermia

Objective: To show the effects of cold water

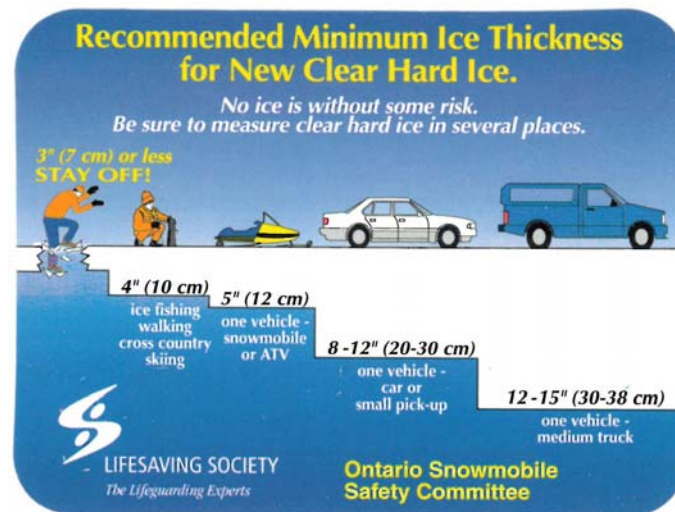
- I. Using a bowl of average/cool water, bowl of ice and water have the participants place their hands in the cool water. Then put their hands into the ice for a few seconds and then back into the average/cool temperature water. Which time did the water feel warmer? What did they learn? How was the function of their hand?
- II. With this exercise try and have the participants do activities with their hands that are normally easy to do, see how difficult tasks become.
 - a. Some examples: writing their name and putting on a PFD

References: Canadian Lifesaving Manual, p. 2-6; 3-8 & 8-24

Lifesaving First Aid and Aquatic Emergency Care Manual, p. 74

Canadian First Aid Manual, p. 75

EVEN IF THE TEMPERATURE IS COLD NO ICE IS WITHOUT RISK



Dry Activity: Make your own ice picks

Objective: Safety equipment while on ice

- I. Making your own ice picks can be done with a 5 x 14 x 2 cm piece of hardwood, a piece of rope six feet long and two 3 inch heavy spikes. These ice picks are used if an emergency arises or the ice has broken. These tools latch onto the solid ice and assist in pulling yourself on top of the ice to safety.
 - a. These can be carried in survival kits for any outdoor activity done on ice.

Ice Safety/Cold Weather: Water Smart[®] Handouts, Puzzles & Word Games

- Always Dress Warm
- Avoid Hypothermia: Dress Warm
- Going Skating? How safe is the ice?
- Don't break the ice!
- Don't break the ice! Crossword Puzzle
- Warning: Thin Ice
- Fallen Phrases: Hypothermia
- Ice Safety Check List
- Buddy The Lifeguard's Checklist
- Make Your Own Ice Picks
- Be Water Smart[®]: The Lifesaving Society recommends these Ice Safety Tips

Always Dress Warm

Teddy wants to play outside in the snow. Help teddy get dressed by circling the things he should wear. Cross out items that won't keep him warm.

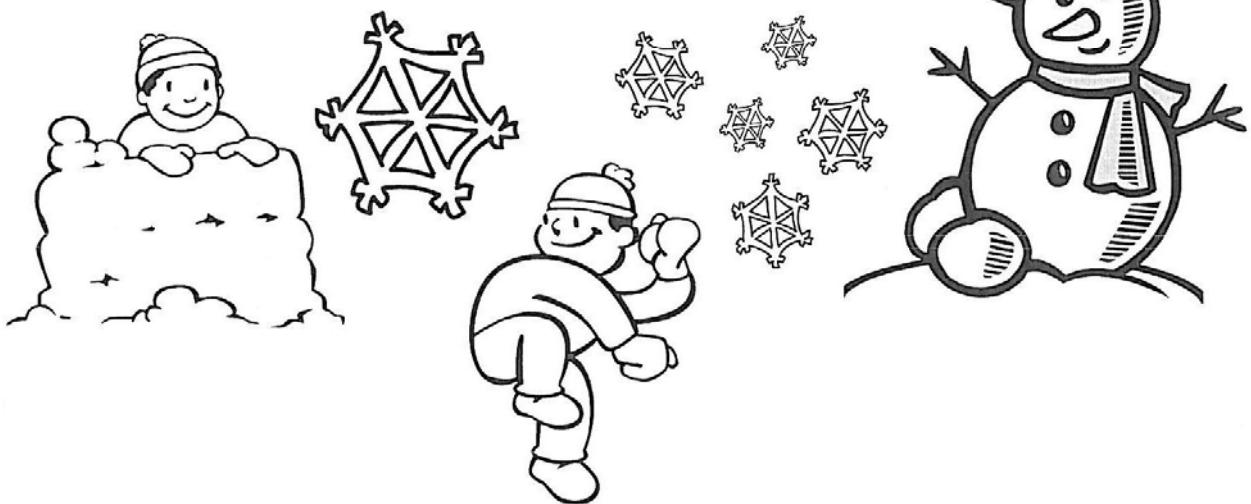


Avoid Hypothermia: Dress Warm

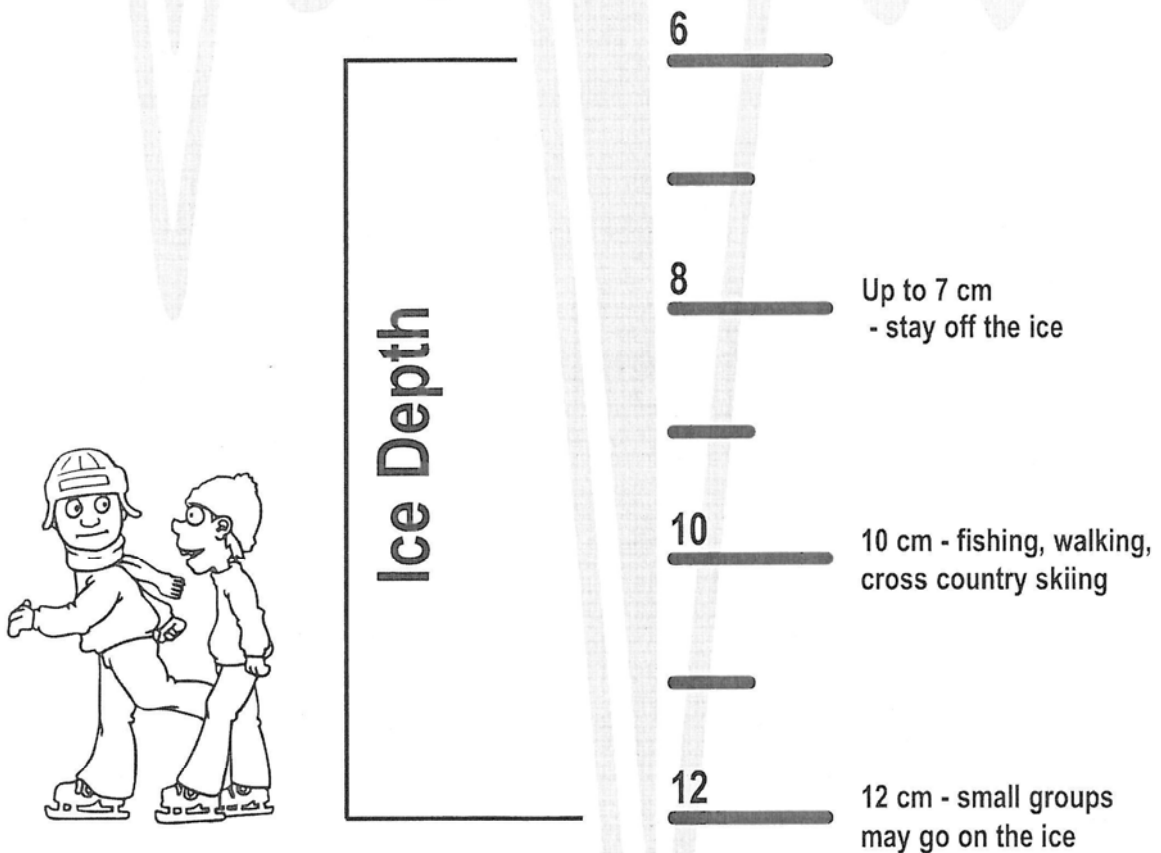
Hypothermia is a serious condition that can occur with exposure to cold water or air. Many factors affect how your body responds to the cold. Most of Canada's lakes, streams, rivers and oceans are cold year-round. Hypothermia can happen any time of the year! Dressing warmly can help you avoid hypothermia. Can you find the following words in this word scramble?



- BOOTS
- BUDDY
- COAT
- EAR MUFFS
- GLOVES
- HAT
- HELMET
- HOT COCOA
- MITTS
- SCARF
- SIGNS
- SKATES
- SNOWMOBILE
- SNOWSUIT



Going Skating? How safe is the ice?



Colour this picture

Don't break the ice!

It was a beautiful day for hockey. Ethan and his buddy set out to the supervised skating area of the pond with their warm clothes and hockey sticks. They checked the hole their dad had chopped in the ice to make sure the **thickness** was at least 10cm (4"). Then they checked around to make sure the ice was clear hard, new ice. They learned in school that clear hard new ice is the **safest ice** and that **unsafe ice** is covered in snow, is **slushy** or is near moving water.

Just then, they noticed someone walking on their own outside the **supervised** skating area. It was near the current and the ice was **slushy**. The boys knew to avoid this area.

All of a sudden the boys heard a big crack! They saw the person fall through the ice. The boys grabbed their hockey sticks to use as **reaching assists** and called for someone to get **help**! Then they ran over to get a closer look at what was happening.

They told the boy to relax and not to panic. They yelled out the following instructions: 'Put your wet glove on the ice. It will **freeze** to the ice and give you something to pull on. Kick your legs slowly and pull forward on your stomach until your hips are at the edge of the ice. Now roll away from the hole. Do not stand up until you are far away from the hole.'

They reached out their sticks and the boy grabbed on and let them pull him to safety. He was very cold. When the body loses heat faster than it can produce heat it is called hypothermia and this can be very dangerous.

They gave the boy their coats to help him to **get warm** as they were afraid he would lose too much body heat and get **hypothermia**. They knew they must immediately take the boy to get warm, dry clothes and a blanket. They tried their best to **huddle** close to him, under the blanket, to help bring back his body heat. Slowly they walked with him, to the house that was close by to get **help**.

Page 1 of 2 – use with crossword puzzle on next page.



Don't break the ice!

Crossword Puzzle

Using the clues below, complete the crossword puzzle and find out how much you know about ice safety. (CLUE: the highlighted words in the story will help you)

ACROSS

3. If someone goes through the ice, call for _____.
4. _____ is covered in snow or is slushy.
6. Make sure a _____ is near by.
7. It helps to _____ close to the victim under a blanket to help to bring back body heat.
8. Put a wet glove on the ice. It will _____ and give you something to pull yourself up on.
9. Skate in a _____ area.
10. Avoid ice near moving water that is _____ or covered in snow.

DOWN

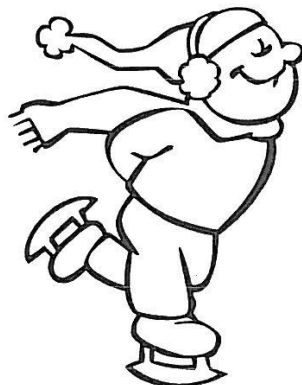
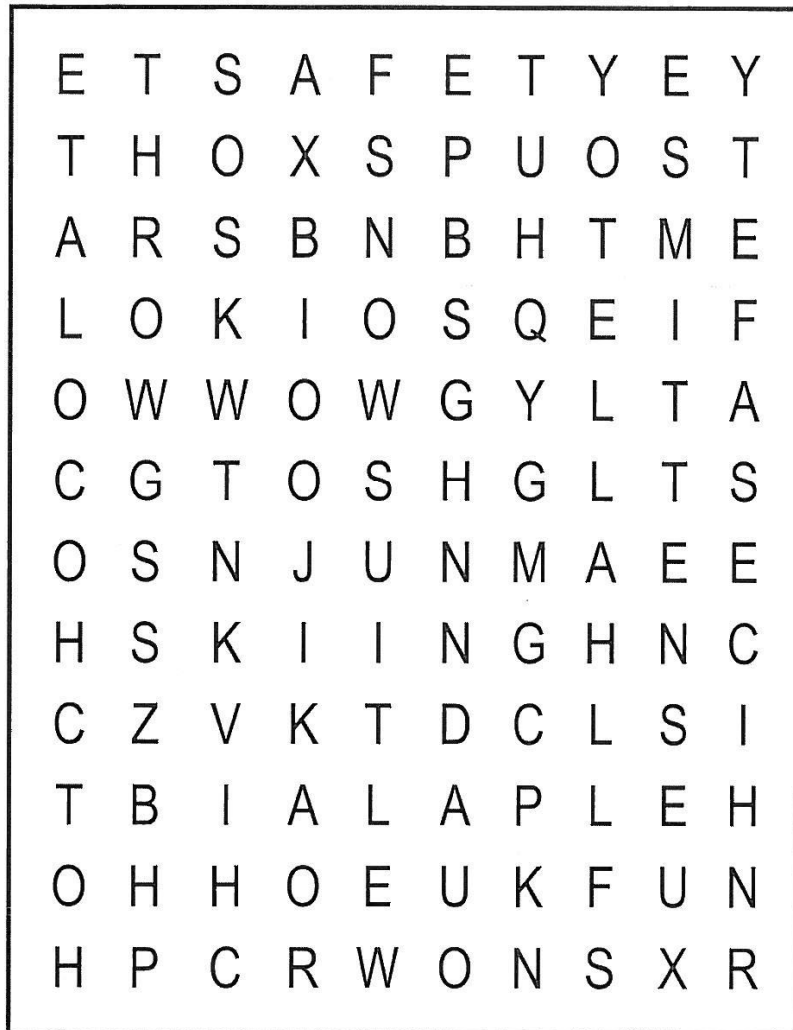
1. _____ is clear, hard, new ice.
2. It is important to _____ by getting dry clothes and a blanket.
3. When your body loses heat faster than it can produce it, it is called _____.
5. Chop a hole in the ice to measure _____.

											1								
								2					3						
			4																
				5															
6																			
													7						
												8							
								9											
	10																		

Warning: Thin Ice

Be Ice Smart! Late fall marks the beginning of winter ice formation on our lakes, rivers and streams. As ice forms, people are tempted to venture out onto the new ice. **STOP!** All early winter ice should be treated as thin ice! Early snowfalls can dramatically slow ice formation. Stay off thin ice! Can you find the words in this word scramble?

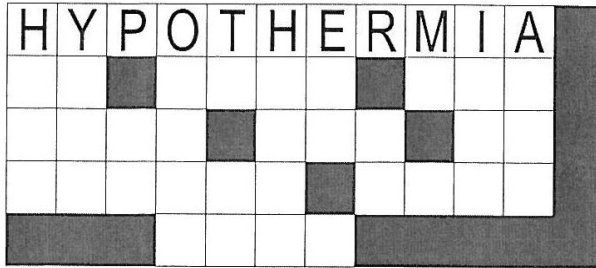
- BOOTS
- COLD
- FUN
- HAT
- HELP
- HIKING
- HOT CHOCOLATE
- ICE SAFETY
- MITTENS
- REACH
- SAFETY
- SKATING
- SKIING
- SNOW
- SNOWSHOE
- SNOWSUIT
- SOUP
- TELL
- THROW
- TOBOGGAN
- WISH
- WOW



Fallen Phrases: Hypothermia

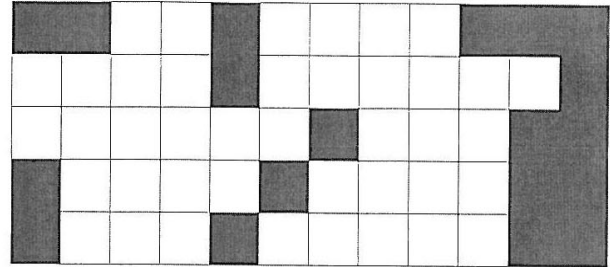
Place the letters back in the grid to rebuild the secret message. Each letter appears in the same column, but below where it should be.

Puzzle 1 Hint: What is hypothermia?



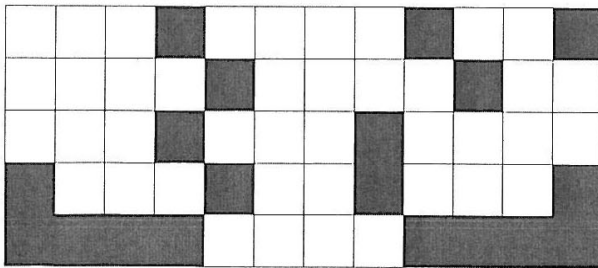
I O D Y A C A R T X O
 B X N G E R M S T H E
 L O P W T H N N M A A
 H S W H E E N Y
 Ø R

Puzzle 2 Hint: What effect does it have on people?

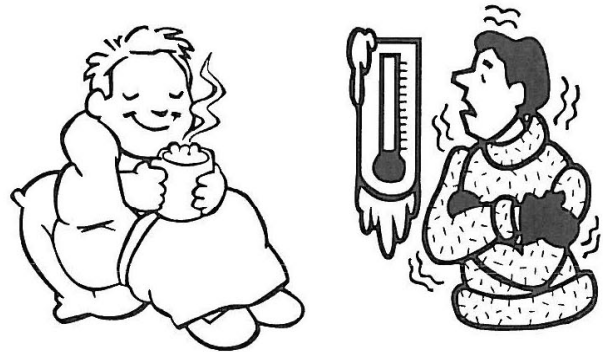


S H N E L P I A P D E
 M A K V E W C R N L
 A E D R E O L D
 F I T T I L L D
 I E O E

Puzzle 3 Hint: How do you care for hypothermic people?



W O U M N E L D M T O M
 A A U T G T E D T H E P
 Y N R C O T E T H E
 O D O F U
 E H



Puzzle 3: You need to warm them up and get them out of the cold.

Puzzle 2: It will make people shiver and feel cold and tired.

Puzzle 1: Hypothermia is when the body can no longer stay warm.

Solutions:

Ice Safety Check List

Before you go on the ice, you should do a safety check. Put a '✓' by the items that mean safe fun on the ice. Put an 'X' by the items that mean danger on the ice.

- Ice is 12cm thick _____
- A reaching assist is nearby _____
- Snow on the ice _____
- Skating with a friend _____
- Running water nearby _____
- Wearing warm clothes _____
- Dark patches of ice _____
- A very warm day _____
- Snowmobiling on land or safe ice _____
- Ask an elder if ice is safe _____
- Carry a long pole when walking on ice _____
- Water showing around rocks _____
- Supervised skating area _____
- Chop a hole in the ice to measure the thickness before skating _____



BUDDY THE LIFEGUARD'S CHECKLIST

Buddy is going for a winter hike. He will have to cross over ice-covered ponds to get where he would like to go. Buddy made a check list, but some of the words are all mixed up. Unscramble the words to help Buddy remember what he needs to prepare and stay safe.

ICE ACTIVITIES CHECKLIST

- Take an **LADUT** _____
- Dress **LYMRAW** _____
- Check **WARTHEE** _____
- Bring **PEROS** _____
- Bring a **PAM** _____
- Bring **RAXET LOCSTEH** _____
- Bring **DOFO and TERWA** _____
- Check **CEI SESCKINTH** _____

Match the numbers to the letters to solve the puzzle. This message is important to remember when you are on the ice!

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M

14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

16	18	5	16	1	18	5

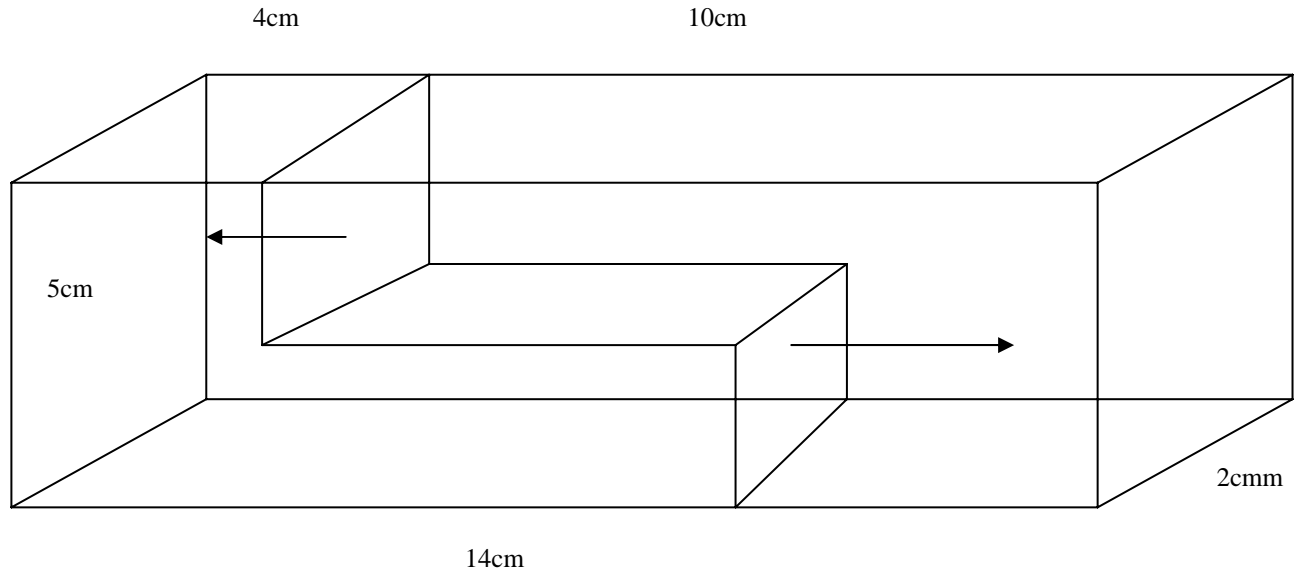
19	20	1	25

19	1	6	5

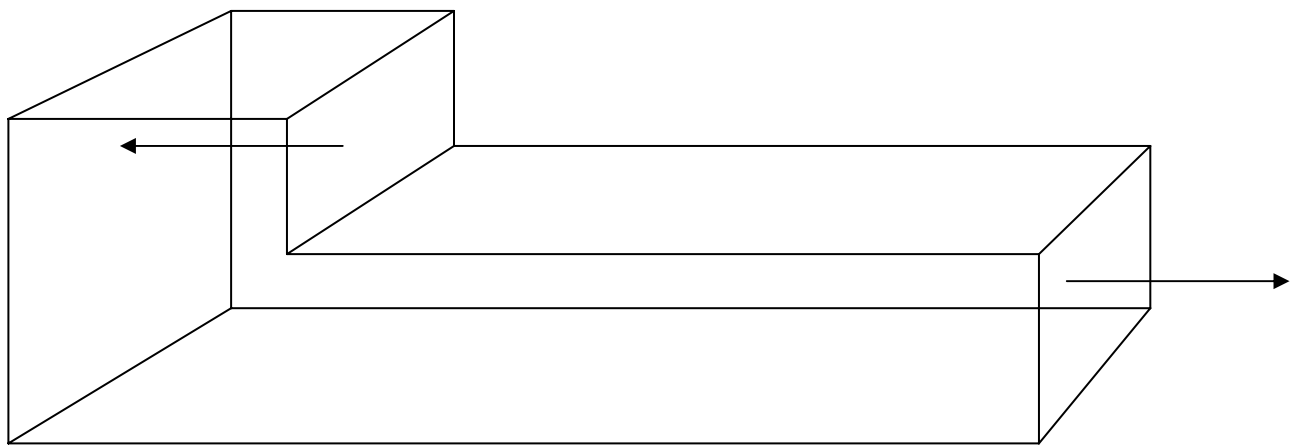
19	21	18	22	9	22	5!



Make Your Own Ice Picks














Materials:
5cm x 14cm x 2cm piece of hardwood
Piece of rope six feet long
2 x 3 inch heavy spikes

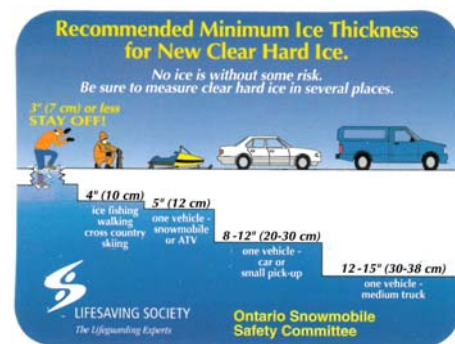


BE WATER SMART

The Lifesaving Society recommends these Ice Safety Tips

-  Keep away from unfamiliar paths or unknown ice. Use designated ice surfaces.
-  Measure ice thickness in several locations. Currents and different water depths affect ice thickness.
-  Never go onto ice alone.
-  Avoid traveling on ice at night.
-  Wear a snowmobile flotation suit or a lifejacket.
-  Take safety kit and equipment; ice picks, rope, fire starter, pocketknife, compass, and whistle.
-  Avoid alcohol.
-  If you drive on ice, have an escape plan: Before you leave shore, inform someone of your destination and expected time of return.
-  Beware of snow on the ice. Snow acts like an insulating blanket, ice under the snow will be thinner and weaker.
-  Spring Ice is Rotten Ice. As ice melts, it undergoes a process known as candling which weakens the ice along vertical channels; the depth can no longer be used to determine if the ice is safe.
-  Fall Ice does not freeze uniformly. Thickness can vary from day to day.

EVEN IF THE
TEMPERATURE IS COLD
NO ICE IS WITHOUT RISK



How to reach us

For more information on the Society and its programs and services, contact your Branch or the National office.

British Columbia & Yukon
112–3989 Henning Drive
Burnaby, BC V5C 6N5
Tel: 604-299-5450
Fax: 604-299-5795
Email: info@lifesaving.bc.ca
www.lifesaving.bc.ca

Alberta & Northwest Territories
11759 Groat Road
Edmonton, AB T5M 3K6
Tel: 780-415-1755
Fax: 780-427-9334
Email: experts@lifesaving.org
www.lifesaving.org

Saskatchewan
2224 Smith Street
Regina, SK S4P 2P4
Tel: 306-780-9255
Fax: 306-780-9498
Email: lifesaving@sasktel.net
www.lifesavingsociety.sk.ca

Manitoba
504–138 Portage Avenue E
Winnipeg, MB R3C 0A1
Tel: 204-956-2124
Fax: 204-944-8546
Email: aquatics@lifesaving.mb.ca
www.lifesaving.mb.ca

Ontario & Nunavut
400 Consumers Road
Toronto, ON M2J 1P8
Tel: 416-490-8844
Fax: 416-490-8766
Email: experts@lifeguarding.com
www.lifesavingsociety.com

Quebec
4545 av. Pierre de Coubertin
PO Box 1000, Station M
Montreal, PQ H1V 3R2
Tel: 514-252-3100
Tel: 1-800-265-3093
Fax: 514-254-6232
Email: alerte@sauvetage.qc.ca
www.sauvetage.qc.ca

New Brunswick
440 Wilsey Road, Suite 105
Fredericton, NB, E3B 7G5
Tel: 506-455-LSNB (5762)
Fax: 506-450-SWIM (7946)
Email: lifesave@nb.aibn.com
www.lifesavingnb.ca

Nova Scotia
5516 Spring Garden Road, 4th floor
Halifax, NS B3J 1G6
Tel: 902-425-5450
Fax: 902-425-5605
Email: experts@lifesavingsociety.ns.ca
www.lifesavingsociety.ns.ca

Prince Edward Island
PO Box 2411
Charlottetown, PEI C1A 4A0
Tel: 902-368-7757
Fax: 902-368-7757
Email: pei.lifesaving@islandtelecom.com

Newfoundland & Labrador
PO Box 8065, Station A
St. John's, NF A1B 3M9
Tel: 709-576-1953
Fax: 709-576-1953
Email: lifeguard@nl.rogers.com
www.lifesaving.nfld.net

National Office
287 McArthur Avenue
Ottawa, ON K1L 6P3
Tel: 613-746-5694
Fax: 613-746-9929
Email: experts@lifesaving.ca
experts@sauvetage.ca
www.lifesaving.ca