



LIFESAVING SOCIETY®

*The Lifeguarding Experts*

# NORTHWEST TERRITORIES WATER SMART® PROGRAM

## GUIDE FOR COMMUNITY LEADERS



**JUNE 2016 EDITION**



LIFESAVING SOCIETY®

*The Lifeguarding Experts*

## **NORTHWEST TERRITORIES WATER SMART PROGRAM ACTIVITY GUIDE WITH LESSON PLANS**

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

Annually, 1,200,000 Canadians participate in the Society's swimming, lifesaving, lifeguard, and leadership training programs. The Society sets the standard for aquatic safety in Canada and certifies Canada's National Lifeguards.

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

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

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# About the Lifesaving

## Saving lives for over 100 years

The Lifesaving Society is a full service provider of programs, products, and services designed to prevent drowning. The Society saves lives and prevents water-related injuries through its training programs, Water Smart® public education, drowning research, aquatic safety management and lifesaving sport. The Society is a national volunteer organization and registered charity composed of ten provincial/territorial branches, tens of thousands of individual members, and over 4,000 affiliated swimming pools, waterfronts, schools, and clubs.

The Society has been teaching swimming, water safety and water rescue in Canada since 1896. Established in England (1891) as the Swimmers' Lifesaving Society, it became The Royal Lifesaving Society in 1904. Today, it is known simply as the Lifesaving Society. The Lifesaving Society is a leader and partner in the delivery of water safety education throughout Canada and around the world.

### Teaching Canadians to save themselves and rescue others

Annually 1,200,000 Canadians participate in the Lifesaving Society's swimming, lifesaving, lifeguard, first aid, and leadership programs. Each year, the Society certifies thousands of instructors who provide the leadership for its training programs. Over 30,000 Canadians earn the Society's Bronze Medallion each year. As Canada's lifeguarding experts, the Lifesaving Society sets the standard for lifeguard training and certifies Canada's National Lifeguards.

### Making Canadians Water Smart

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

### Drowning Research

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

### Setting the Standard

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

# Acknowledgement

The Lifesaving Society Alberta and Northwest Territories gratefully acknowledge the support of the Government of Northwest Territories and Transport Canada.

The Society would also like to thank all of the communities and community leaders that have participated in the Northwest Territories Water Smart® program and have provided the Society with their valuable input since 2011.

Through the collective efforts of our community partners and champions, together we work towards a sustainable Northwest Territories Water Smart Program to help make the Northwest Territories a safer place to live, work and play.

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# Program Introduction

The Northwest Territories Water Smart® Program (WS Program) was established in partnership with the Government of Northwest Territories within their Drowning Prevention Action Plan, which is an initiative under the Healthy Choices Framework. The Drowning Prevention Action Plan includes a commitment to establish and build a capacity for delivering and maintaining a sustainable Water Smart® Program in each community of the Northwest Territories. Drowning research has clearly demonstrated that drowning can be predicted and prevented. The WS Program is a key step in the prevention of water related injuries.

The WS Program focuses on using standardized messaging to build awareness and provide educational opportunities to members of your community who live, work or play in, on or around water and ice. Standardized messaging from the WS Program provides a framework for Water Smart education that may be implemented within existing or new initiatives.

Topics of focus include promoting behavioral change for safe boating, wearing of lifejackets, learning Swim to Survive® skills, and establishing safe waterfronts. The WS Program uses storytelling and experience sharing by community members and elders for topics which may include traditional knowledge or activities.

# How to Use This Guide

The Northwest Territories Water Smart Program Guide consists of topic specific modules. Leaders review modules and choose which are to be delivered based on the focus and needs of the education and training taking place. Leaders may be any community member (champion) who wishes to participate in offering education in their community. Formal instructor certification is not a requirement. Educational events (community activations) may be as simple as targeted messaging using posters or rack cards to wet and active water sessions with participants.

Once module(s) have been chosen, leaders should plan the WS Program and make sure that there is an appropriate location for delivery and that all required materials/resources are available. WS Program activities can be delivered year round at both indoor and outdoor locations.

Each module will provide leaders with the purpose of the module, recommended delivery time and sample activities to meet the purpose of the module. Each activity may reference resources found in the Lifesaving Society Water Smart Toolkit (USB key).

The leader should be familiar with the module and content prior to presenting it to the participants. When delivering a WS Program, safety and supervision of all participants is required. Leaders should have a safety plan in place.

Anyone can participate in the activities and sessions. However, it is important to be aware of participant swimming ability when in-water activities take place. Leaders are responsible for creating a safe learning environment. It is important that you can always see participants while teaching, especially while participants are in the water.

## Resources

Please refer to the Water Smart® Toolkit key for more information and public education materials. If you would like to order safety materials such as rack cards, posters, banners or brochures to be given out to members of your community, please contact the Lifesaving Society at 780-415-1755 or go to [www.lifesaving.org](http://www.lifesaving.org). Please feel free to contact us with any questions, concerns or feedback.

# Northwest Territories Water Smart Program

## At-a-Glance

*The Northwest Territories Water Smart Program is intended to assist community leaders to share knowledge about drowning and water related injury prevention. Participants will then adapt safe behaviors while participating in activities that take place in, on or around water and ice.*

### Notes

- Leaders are encouraged to be familiar with the module content before presenting it to participants.
- The leader may present the material in a classroom setting, outside, at a swimming pool, a local waterfront or anywhere that is convenient for the leader and participants.
- The leader can use the modules as guidelines and create their own activities.
- The leader can print off material from the Water Smart Toolkit and hand out to participants.

### Items

#### Water Smart Experience

##### Sharing Knowledge and Experience of Traditional Activities

Share experiences and beliefs about water and traditional activities that take place in, on or around water through storytelling. Participants will share their beliefs, experiences and stories about being safe around water.

##### Lifejacket Safety

Participants will share experiences using lifejackets. Participant's experiences and beliefs will be used to support learning to put on a lifejacket and understanding why it is important to wear a lifejacket that fits properly.

##### Ice Safety

Participants will share experiences and beliefs about ice. Participant's experiences and beliefs will be used to reinforce when it's safe to participate in activities on ice and what to do in an emergency.

##### Boating Safety

Participants will share boating experiences for motorized boats, canoes and kayaks. Participant's beliefs and experiences will be used to reinforce safe boating behaviour and build an understanding of what equipment is required for safe boating in motorized boats, canoes and kayaks.

##### Waterfront and Boat Launch Safety

Participants share experiences with waterfronts. Participant's experiences and beliefs will be used to support identification of waterfront hazards, setting up a safe swim area and identifying a safe boat launch.

##### Swim to Survive®

Participants will learn the essential skills needed to survive an unexpected fall into deep water. This is an important first step to being safe around water. The physical literacy skills learned in Swim to Survive will support lifelong participation in daily living and recreational activity in, on or around water.



# Sharing Knowledge and Experience of Traditional Activities

## Notes

- This session is approximately 1 hour long but you may take longer if needed.
- If available have a guest speaker share their beliefs and experiences about traditional activities that take place around water or ice including hunting, fishing and transportation. If a guest speaker is not available have a group discussion with participants.

## References:

*Lifjacket Fitting Video (Video file of the NWT Water Smart Program Folder).*

*NWT Waterfront Safety Guide (NWT Water Smart Program folder).*

*Caregiver Supervision brochure (NWT Water Smart Program folder).*

## Purpose

*Share experiences and beliefs about water and traditional activities that take place in, on and around water through storytelling. Participants will share their beliefs, experiences and stories about being safe around water.*

## Activities

### Activity #1: Guest Speaker

Ask a guest speaker such as a parent, elder, or teacher to share their knowledge and experiences with traditional activities that take place in, on or around water.

Allow time for participants to ask questions. The sample questions below can be used to promote discussion. Have the guest speaker and participants respond.

- Do you know how to swim?
  - How did you learn to swim?
  - Do you wish you had learned to swim?
- What is your fondest memory of traditional activities around the water?
- Have you have a bad experience with water?
  - What happened?
- Do you know someone who drowned or was injured in, on or around water or ice?
- Why is water safety important to you/the community?
- Why is water safety important for participation in traditional activities?
- How do you stay safe when participating in traditional activities in, on or around water and ice?
- Do you wear a lifejacket?
  - Why?
  - Why not?

### Activity #2: Group Discussion

There are many traditional activities that involve water. Some of these activities may include fishing, daily living, recreation, travel, boating, hunting and canoeing. Use the following questions to guide your discussion.

1. Ask participants if they can think of any other traditional activities that take place in, on or around water that have not been named above.

# Sharing Knowledge and Experience of Traditional Activities

## Notes

## Items

2. Why is it important to be safe when travelling, living or playing near the water?
  - To prevent getting hurt or drowning.
3. Have any of the participants experienced the tragedy of knowing someone who has drowned?
4. What can you do to be safe while participating in activities in, on or around the water?
  - There are many ways that you can be safe while participating in activities in, on or around water. Some of these include:
    - Wearing a proper-fitting lifejacket while boating, kayaking or canoeing. (See references)
    - Checking the weather conditions before participating in water or ice related activities.
    - Weak or non-swimmers should wear a lifejacket while swimming.
    - Check the waters current and depth before going swimming in lakes or rivers (See references).
    - Bring a buddy or adult supervisor while participating in activities in, on and around water (See references – Caregiver Brochure).
    - Know how to call for and get help in the case of an emergency.

# Lifejacket Safety

## Notes

- This session is approximately 1 hour long but you may take longer if needed. This session can be done as a wet or dry session. If dry Activity 3 will not be done.
- Leaders should have an additional aid that may be passed to or reached out to participants needing assistance while completing water activities. Possible aids include: lifejackets, paddles, ropes.
- Have lifejackets in a variety of sizes available for this session.
- Lifejackets should be approved by Transport Canada, Canadian Coast Guard or Fisheries and Oceans Canada.

## References:

*Lifejacket Safety folder in the Water Smart® Toolkit*

*Lifejacket Fitting Video and "Lifejacket Safety Tips" video (Water Smart® Toolkit – Lifejacket Safety Folder).*

*Lifejacket Safety Flash Card (Water Smart® Toolkit).*

## Purpose

Participants will share experiences using lifejackets. Participant's experiences and beliefs will be used to support learning to put on a lifejacket and understanding why it is important to wear a lifejacket that fits properly.

## Activities

### Activity #1: Choose it. Use it.

Discuss why it is important to wear a lifejacket and who should wear them. Answers should include:

- It is important to wear a lifejacket to be safe and stay on top of the water.
- Anybody who is not a strong swimmer who is in, on or near water. Everybody in a boat (motorized and non-motorized).

### Activity #2: Finding the Right Lifejacket for You – Dry Activity

Lifejackets only work if they fit properly and are worn correctly. Refer to the "Lifejacket Fitting Video" and "Lifejacket Safety Tips" video located in the Lifejacket Safety Folder.

**Note:** If equipment to show the video is not available during the presentation leaders should demonstrate how to pick a lifejacket that fits and put it on correctly.

Perform the following steps to make sure your lifejacket fits you correctly.

1. Find a lifejacket that fits your size and weight. The size of the lifejacket and weight restrictions can be found on the tag located inside the lifejacket.
2. Put the lifejacket on.
3. Zip up the zipper and tighten the straps of the lifejacket so that it fits you snugly.
4. If the lifejacket fits you properly, the top of it will be at or under your chin.
5. If the lifejacket is too big, it will ride past your chin. If this happens, you need to put on a smaller lifejacket and repeat steps 3 and 4.
6. Test that the lifejacket is comfortable and sits correctly, top stays at or below chin while in the water. Use another flotation device and adult for supervision.
7. If the lifejacket is comfortable and does not ride up past your chin, then your lifejacket fits you correctly. If the lifejacket is not comfortable or rides up past your chin you will need to repeat steps 1-6.

# Lifejacket Safety

**Notes**

**Items**

**Activity #3: Non-Fitting Lifejackets – Wet Activity.**

Experience the difference between a lifejacket that fits and one that doesn't (See references).

- The leader should have a lifejacket on if doing activity by the water.
- Participants will choose and put on lifejackets, from a pile, until they find one that fits.

When participants find a lifejacket that fits, have them get the water to see how it feels. Do they feel secure? Do they feel safe?

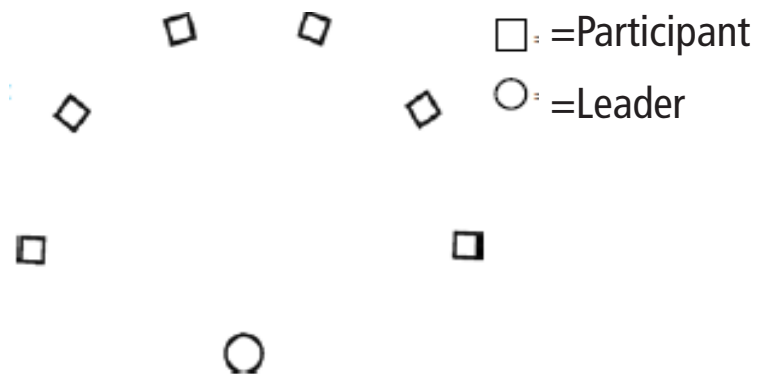
Next, have them try on a lifejacket that does not fit and get into the water. During this time, the leader must be within arm's reach of weak or non-swimmers.

- Participants should experience lifejackets that are too big and too small if possible.

Ask the participants how it feels to swim with a lifejacket that does not fit. Do they feel safe?

Talk about the difference of how it feels to wear a lifejacket that does and does not fit.

**Group Arrangement for Activity #3**



# Ice Safety

## Notes

- This session is approximately 1 hour long but you may take longer if needed.
- Reaching aids could include: ladders, paddles, towels, tree branches, etc.
- Throwing aids with a line could include: ropes, lifejackets attached to rope, throw bags, etc.

## References:

*Cold Water Survival video (Cold Water and Ice Safety folder of the Water Smart Toolkit).*

*Ice Thickness Card Flash Card (Cold Water & Ice Safety folder of the Water Smart Toolkit).*

*Ice Safety Flash Card (Water Smart Toolkit).*

## Purpose

Participants will share experiences and beliefs about ice. Participant's experiences and beliefs will be used to reinforce when it's safe to participate in activities on ice and what to do in an emergency.

## Activities

### Activity #1: Group Discussion

As a group the following questions and answers about the importance of being safe while on ice.

- At what thickness is it safe to go on the ice?
  - It is safe to go on the ice if it is at least 4 inches or 10 cm deep.
- What types of activities do you or the people in your community participate in that take place on ice?
  - There could be a variety of answers including ice fishing, playing hockey and snowmobiling.
- Why is it important to be safe when participating in activities on or around ice? What are some ways to be safe around ice?
  - It is important to be safe when participating in activities on or around ice to prevent a fall into the ice. You can be safe on or around ice by measuring the depth of ice the ice before going on to it (See references), avoid slushy ice or ice that in near moving water and evaluate the ice before you go onto it.

### Activity #2: Watch Ice Safety Video

Watch the Cold Water Survival video located in the Ice Safety folder of the Water Smart Toolkit.

**Note:** If equipment to show the video is not available during the presentation leaders should lead a discussion presenting the information from the video to participants.

# Ice Safety

## Notes

## Items

### Activity #3: Ice Self Rescue

The leader will demonstrate the steps to perform a self-rescue after falling through ice. Participants then practice self-rescue skills.

Ice Rescue Steps:

1. Call for help.
2. Have anyone on or near the weak ice slowly lay down.
3. Kick and slowly ease your way out of the water towards land.
4. Once out of the water crawl or roll away from the broken ice.
5. If a rescuer arrives, they should use a long reaching aid, like a rope, stick or ladder to give the person who has fallen through the ice to grab on to.
6. Get dry and warm. Get into dry clothes and use a blanket to help warm up.

### Activity #4: Ice Rescue

The leader will demonstrate the steps to perform an ice rescue. Participants then practice performing ice rescues on land, in the water or both (See references).

#### On Land:

Have the group split into partners of two; one set of partners line up on one side, lying on their stomachs (victims); the other set of partners will stand in line 15 feet away from their partner (rescuer).

1. The rescuer will throw an aid attached to a line or reach out with a reaching aid to the victim.
2. Once the aid is grabbed by the victim, the victim will crawl on their stomachs to the rescuer using the aid to assist them.
3. Rescuers should lie down while the victim is using the aid to get out of the water to prevent them from being pulled off balance or into the water.

Have participants switch roles and repeat the rescue.

# Ice Safety

Notes

Items

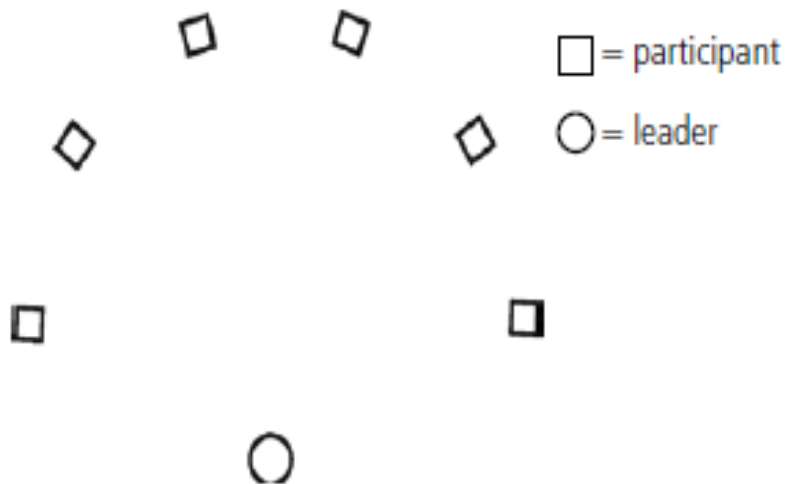
**In Water:**

Have the group split into partners.

One partner will go waist deep into the water (victim). The other will stay out of the water (rescuer).

1. The rescuer stands at the edge of the water with a throwing aid attached to a line or with a reaching aid.
2. The rescuer will throw or reach their aid out to the victim.
3. Once the victim grabs the aid, the rescuer should lie down and pull them in.

**Group Arrangement for Activity #3.**



# Boating Safety

## Notes

- This session is approximately 30 minutes long but you may take longer if needed.
- As per the Competency of Operators or Pleasure Craft Regulations proof of competency (E.g. PCO Card) is not required in the waters of Northwest Territories. The Society recommends that all boaters complete a boating safety course which may include earning a PCO card.
- Motorized boats must not be used for the swamped boat activity because of the risk of a fuel spill.
- In motorized boats the weight of the motor must be accounted for when evaluating remaining load capacity.

## References:

*Pleasure Craft Operators Card video (BOAT folder in the Water Smart Toolkit).*

*Safe Boating Checklist (Water Smart Toolkit).*

*Float Plan video (BOAT folder in the Water Smart Toolkit).*

*Video file (Boat Safety folder of the Water smart Toolkit).*

## Purpose

*Participants will share boating experiences for motorized boats, canoes and kayaks. Participant's beliefs and experiences will be used to reinforce safe boating behaviour and build an understanding of what equipment is required for safe boating in motorized boats, canoes and kayaks.*

## Activities

### Activity #1: Group Discussion

As a group, discuss the following questions about safe boating.

- What are some reasons why people use boats in your community (motorized, canoe or kayak)?
  - There may be a variety of answers including fishing, hunting, transportation or for leisure/spiritual purposes.
- What is your fondest memory while boating (motorized, canoe or kayak)?
- How can you prepare for safe boating?
  - Always have a plan, take a boating safety course before operating a boat, prepare your boat with safety equipment before you leave and go through the boating checklist to make sure you have everything that you need to have a safe boating experience.
- Who is responsible for safety in a boat?
  - The person operating a boat is responsible for passenger safety. Passengers in a boat should contribute to the safe boating experience.
- How can you make your boat easier to handle and prevent it from tipping?
  - You can make sure your boat is easier to handle and prevent your boat from being unstable by doing the following:
    - Avoid over-packing the boat by bringing only essential items.
    - Secure heavier items in the middle of the boat and as low as possible.
    - Keep the load within the boat's rated capacity. All boats should have an information plate containing information such as capacity.



# Boating Safety

## Notes

## Items

### Activity #2: Boating Checklist

What should you do to prepare for and what should you bring when going boating (motorized, canoe or kayak)?

- The following checklist provides a list of things that should be done before going boating and of items that should be brought with you. Can you think of anything else?

Boating Checklist: (See references)

- Before Leaving:
  - Take a boating safety course
  - Check the weather conditions
  - Check water conditions
  - Plan your route
  - Complete a float plan
  - Tell someone where you are going and what time you plan to be back. Give this person a copy of your float plan
- Equipment to Bring:
  - First aid kit
  - Buoyant heaving line
  - Bailing bucket (should be attached to boat)
  - Oars or paddles (even in a motorized boat)
  - Whistle
  - Flashlight
  - Lifejacket for each person to put on before getting into the boat.
  - Throw rope
  - Fire extinguisher (if boat is motorized)
  - Extra fuel (if boat is motorized)
  - Fresh drinking water
  - Warm clothing

# Boating Safety

## Notes

## Items

- Compass
- Optional Items
  - Small water-proof bag to carry items that you do not want to get wet.
  - SPOT GPS locator or other means of emergency communications

### Activity #3: Emergency Situations

Participants will discuss what to do if an emergency situation occurs while boating.

#### Falling into Cold Water

If you experience a fall into cold water, follow these steps to save energy and prevent hypothermia.

1. Make sure you wear your lifejacket at all times while boating.
2. Call for help.
3. Get yourself out of the water as soon as possible by either getting back into the boat or crawl onto a safe floating object.
4. If you are unable to get out of the water, float on your back and bend your knees up to your chest and wrap your arms around your knees to save energy and body heat. If there is a group of people who have fallen into the water, huddle together to increase your body temperature.

#### Swamped Boat

If your boat takes on water and becomes swamped follow these steps to remove water from your boat.

1. Use the bailing bucket to calmly scoop water out of the boat.
2. Locate the source of the water in the boat.
3. If there is a leak in the boat or the boat is overloaded and too low in the water return to shore.

For the activity, you will need access to:

- Two canoes, kayaks or other non-motorized water craft
- Bailing buckets

# Boat Safety

## Notes

## Items

- A swimming pool or waterfront

Bail out race.

Leader set-up for the activity:

1. Set the canoe/kayak in shallow water
2. Fill the canoe/kayak up with water
3. Divide the participants into two groups
4. Give each participant a bailing bucket
5. When the leader says "Go", the two teams will race each other to bail the water out of their canoe the fastest.

### Fire on Board (Motorized boats)

Fires can start on boats if fuel is spilled on the boat or if the motor overheats. Knowing what to do during a fire emergency while on a boat is important to your safety and the safety of other passengers. Follow these steps in case of a fire emergency while boating.

1. Make sure that everyone is wearing a lifejacket.
2. Turn off the boats engine.
3. Remove the safety pin from the fire extinguisher and point it at the base of the fire.
4. Squeeze the handle and aim the fire extinguisher at the fire until it is completely out.
5. If the motor was what caught fire, use the oars to paddle to safety.

### Activity #4: Canoe & Kayak Safety

Participants will watch the Canoe/Kayaking Videos in the Water Smart Toolkit which contain additional information specific to canoe and kayak safety.

Get access to a computer, television, laptop, tablet or other device and watch the Float Plan, Packing a Canoe and Righting a Canoe videos located in the Boat Safety folder of the Water Smart Toolkit.

**Note:** If equipment to show the videos is not available during the presentation leaders should lead a discussion presenting the information from the videos to participants.

# Waterfront & Boat Launch Safety

## Notes

- This session is approximately 1 hour long but you may take longer if needed
- Leader will need to have equipment ready ahead of time before the group does an activity.

## References:

*Waterfront Safety Guide*

## Purpose

Participants share experiences with waterfronts. Participant's experiences and beliefs will be used to support identification of waterfront hazards, setting up a safe swim area and *identifying a safe boat launch*.

## Activities

### Activity #1: Group Discussion

As a group, discuss the following questions about safe waterfront and boat launches.

- What personal experiences have you had with waterfronts?
  - In your community?
  - In other communities?
- What are the different types of waterfronts?
  - Identifying your waterfront and establishing its purpose is the first step in creating a safer waterfront for your community. There are three main types of waterfronts.
    - River- A river is moving water that flows in a channel, constantly changing due to weather or seasonal temperatures. Rivers can change the landscape, by eroding the soil and rocks along the riverbed.
    - Lake- A lake is a relatively large body of fresh water that can vary in depths. Strong winds can cause currents and small shore waves.
    - Ocean- An ocean is a large body of salt water that surrounds the coastline. Oceans have currents, waves, and tides. Because the tides come in and go out, the shoreline also changes.
- What are some hazards that are located at waterfronts?
  - Many things can affect the safety of a waterfront. Identifying and controlling hazards can improve the safety of your waterfront. Conditions can change so it is important to assess for hazards every time you visit the waterfront. Some Hazards that are located at waterfronts include:
    - Cold Water- 21C° is considered cold water, which can put you at risk for hypothermia.
    - Underwater Objects- Remember to use an appropriate feet first entry when entering water.

# Waterfront & Boat Launch Safety

## Notes

## Items

- Varying depths and sudden drop offs- Always check the water depth and identify the location of drop offs.
- Currents- Be aware of currents.
- Waves- Waves can change with the weather.
- Changing Tides- Be aware of the shoreline as it changes.
- Rapids and Waterfalls- Avoid swimming in rapids and near water falls, clearly mark where swimming is not allowed.
- What types of signs are required at waterfronts and boat launches?
  - There are two types of signs that should be posted at waterfronts and boat launches:
    - Primary Signage - These types of signs contain general warnings and should be located in an area that allows the best opportunity to capture the attention of community members before they enter the waterfront area.
    - Secondary Signage- These types of signs contain more specific information pertaining to an area of the waterfront. Secondary signage should be located near the area of concern, and should include symbols and graphics to overcome language and comprehension barriers. Secondary signage may be used to reinforce primary signage.

### Activity #2: Waterfront Activity

The leader and participants will go to their local river, lake, ocean (or other body of water) and help set-up a safe swimming area.

Equipment Needed for Activity #2:

- Rope
- Empty plastic bottles (to be the buoys)
- Stick (3-5 feet long)
- No Swimming Signs, No Diving Signs, No Motor Boats Signs, and other.

# Waterfront & Boat Launch Safety

## Notes

## Items

Steps to setting up a safe swim area:

1. Gather the required equipment and lead the group of participants to a local Waterfront.
2. Use the hazard list from Activity #2 and identify any hazards at the waterfront.
3. Using the equipment, set up a safe swimming area that decreases the hazards that the participants identified. This includes posting signs and setting up a safe swim area with buoys.

For more information on how to set up a safe waterfront and boat launch refer to the Waterfront Safety Guide located in the NWT Water Smart Program folder of the Water Smart Toolkit.)

# Swim to Survive

## At-a-Glance

Participants will learn the essential skills needed to survive an unexpected fall into deep water. This is an important first step to being safe around water. The physical literacy skills learned in Swim to Survive will support lifelong participation in daily living and recreational activity *in, on and around* water.

### Notes

- Swim to Survive takes about 3.25 hours to complete but you may take longer if needed.
- Swim to Survive sessions do not have all to be completed on the same day.
- The leader must have all the equipment prepared before participants do an activity.
- Always make sure to be safe when you are teaching the participants on land and in the water. It is important that you can always see participants while you are teaching on land and in the water.

### Items

Participants will learn three essential swim skills needed to survive an unexpected fall into deep water.

1. Roll into water
2. Tread water for one minute
3. Swim 50 metres
4. Do all 3 skills together

### Sessions

1. Participants will learn about the Swim to Survive program and complete skill screening.
2. Participants will learn to get their head above the surface and orient themselves after an unexpected fall into deep water.
3. Participants will learn to support themselves at the surface for 1 minute, by any means.
4. Participants will be able to swim to a point of safety after a fall into water.
5. Participants will complete the Swim to Survive Standard by performing a roll into deep water, treading water for 1 minute and swimming 50 metres in sequence.

# Teaching Swim to Survive

## Notes

## Purpose

*Leaders will understand safety information and strategies for success while teaching Swim to Survive.*

## Items

### Being safe while teaching skills

Participant safety is important. Participants in the Swim to Survive® Program may be non-swimmers or swimmers with minimal skill. Leaders must never leave participants unattended. When teaching a skill, leaders must introduce participants to skills on land, then move into shallow water and only introduce participants to deep water if they are in a lifejacket or if they are strong swimmers.

For participant safety it is recommended that Swim to Survive sessions are completed in numerical order. This progression of skill development will allow leaders to identify participants who will require assistance (e.g. lifejacket or direct support) to complete the activities safely.

### Strategies for being safe

The following points are strategies for safe and successful lessons:

- Keep the participants active. The cause of many behaviour problems is boredom.
- Keep yourself close to those participants who might misbehave. They are more likely to behave when they know you are there.
- Participants should know what they are expected to do and what the consequences are if expectations are not followed.
- Give the participants choices to what they will do when possible.
- You can change, add or subtract activities to fit the needs of the participants in your group. Do activities that your participants will enjoy.

## References:



# Screening

## Notes

- This session is approximately 30 minutes long but you may take longer if needed
- Leaders will be in the water with an aid during this session.
- Rolls should be practiced on land before attempting them in the water.

## Purpose

Participants will learn about the Swim to Survive program and complete skill screening.

## Activities

### Activity #1: Video

Participants will watch the Swim to Survive video located in the Swim to Survive Program folder of the Water Smart Toolkit.

Note: If equipment to watch the video is not available leaders should demonstrate the Swim to Survive standard to participants.

### Activity #2: Slide Show

The leader will go through the Swim to Survive slide show that is located in the Swim to Survive Program file of the Swim to Survive folder in the Water Smart Toolkit. This slide show will teach that participants about the Swim to Survive program.

Note: If equipment to present the slide show is not available leaders should discuss the Swim to Survive program with participants.

### Activity #3: Group Discussion

As a group discuss the following terms and questions.

- Non-swimmer:
  - A non-swimmer is someone who has little or no swimming skill. They may be quite afraid of the water and be hesitant to go in the water. Some non-swimmers are quite unaware of the dangers, and be willing to try something that is well beyond their skill level.
- Weak Swimmer:
  - A weak swimmer is someone who has limited swimming skills and may be self-taught. Some may be cautious in their approach to learning something new, especially in deep water. Others will lack confidence which will improve as their skill level increases.

## References:

*Swim to the Survive video (Swim to Survive Program folder of the Water Smart Toolkit).*

*Swim to Survive Slide Show (Swim to Survive Program folder of the Water Smart Toolkit).*

*Screening Flash Card (Swim to Survive Program folder of the Water Smart Toolkit).*

# Screening

## Notes

## Items

- Swimmer:
  - A swimmer is someone whose skills range from a basic ability to being able to swim a recognizable stroke. These individuals may or may not be comfortable trying something new in the water. Some may be over-confident and willing to take greater risks beyond their skill.
- Who has had swimming lessons before?
- Who likes to swim in the deep water?
- Who can swim for a long distance?

### Activity #4: Screening Activity:

The leader will divide participants into groups based on their responses to the questions in Activity #2. The leader will then determine if the participant is a non-swimmer, weak swimmer or swimmer. (See references)

1. Divide the group based on their responses to the questions asked in Activity #2:
  - Non-swimmer: May not have had lessons, will not like deep water, and may be able to propel themselves up to 5 meters.
  - Weak Swimmer: May not have had lessons, may like deep water, and may be able to swim up to 10 metres.
  - Swimmer: Probably has had lessons, is somewhat comfortable in deep water, and will be able to swim at least 15 meters.
2. Have the groups go one at a time and do the following activity for their appropriate swimming ability.
  - Non-swimmer: Have students show you what they can do in shallow water.
  - Weak Swimmer: Have students show you how they would swim 10-25 metres in shallow water. With their PFD on, get into deep water - do floats and treading water.
  - Swimmer: Leader demonstrates the Swim to Survive standard. Have the participants do part or the entire standard with their PFD on and then without a PFD.

# Roll into Deep Water

## Notes

- This session is approximately 30 minutes long but you may take longer if needed
- Leaders will be in the water with an aid during this module.
- Rolls should be practiced on land before attempting them in the water.
- In water that is less than 2.5 m deep somersaults or log rolls done completely in the water will be substituted for participant safety.

## References:

*Swim to Survive Activity Guide (Swim to Survive folder of the Water Smart Toolkit).*

*Roll flash card (Flash Card file of the Swim to Survive folder in the Water Smart Toolkit).*

## Purpose

*Participants will learn to get their head above the surface and orient themselves after an unexpected fall into deep water.*

## Activities

### Activity #1: Group Discussion

Discuss the importance of learning how to roll into deep water.

- Why is learning how to roll into deep water an important skill?
  - Learning how to roll into deep water is an important skill so that you learn how to keep your head above the surface and orient yourself if you have an unexpected fall into deep water.
- When would you need to use this in real life?
  - There are many different situations that you may need to use this if you experience an unexpected fall into water. Some of these situations may be while boating, canoeing, kayaking, fishing, and walking on a deck.

### Activity #2: Learning To Roll On Land

Participants will learn how to roll on land before attempting it in the water.

1. Find a safe and dry area that is appropriate to practice the rolls.
2. Have participants line up in single file.
3. One at a time, have the participants place their hands on the back of the head, crouch down and roll forward. (do a somersault)
4. Have the participants practice rolling forward and to the side.

### Activity #3: Learning How to Roll In Water

Participants will perform the roll in water that is a minimum 2.5 m deep. If this activity is done in shallow water, it can lead to serious injury. (Please see references)

1. Have all participants put on a lifejacket.
2. The leader will demonstrate how to do the roll before the participants try.
3. Crouch at the edge of the water, knees bent, feet at the edge.

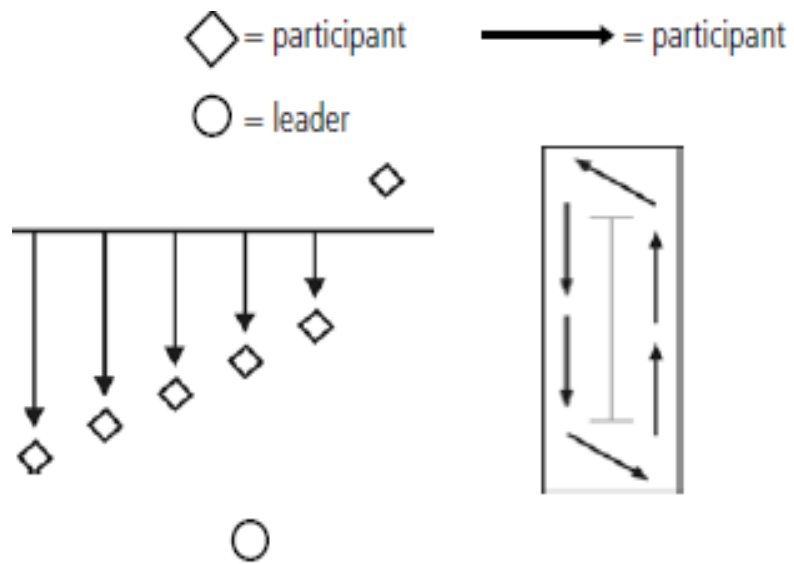
# Roll into Deep Water

Notes

Items

4. Cover back of head with hands, tuck chin to chest, with elbows close to body.
5. Take a deep breath and hold.
6. Roll out and away from the edge into the water.
7. Surface, lift head to take a breath, return to edge.
8. When swimmers are comfortable in deep water, attempt the entry without PFDs.

Group Arrangement for Activity #3



# Tread Water

## Notes

- This session is approximately 45 minutes long but you may take longer if needed
- Leaders will be in the water with an aid during this module.

## Purpose

*Participants will learn to support themselves at the surface for 1 minute, by any means.*

## Activities

### Activity #1: Group Discussion

As a group, discuss the importance of learning how to do a surface support.

- Why is it important to learn how to do a surface support?
  - It is important to learn how to do a surface support so that you are able to tread water if you have an unexpected fall into deep water. Treading water is a survival skill that allows the swimmer to keep their mouth and nose above the surface while gaining control of their breathing and looking for the nearest point of safety.

### Activity #2: Leader Demonstration

The Leader will demonstrate how to do a surface support on dry land.

1. Using a broad, flat sculling action - sweep hands and arms back and just below the surface, the hands are at a slight angle and slightly cupped. The continuous downward pressure of this sculling action provides lift to support the body at the surface.
2. For kicking action, position body as if sitting in a chair, experiment to see what kick works the best.
3. Have the participants sit in a chair and practice the arm motion and kicking motion until they are comfortable with the movement. (See references)

### Activity #3: Participants Practice Treading Water

Participants will practice the surface support in the water. First with a lifejacket, then depending on the participants swimming ability and comfort level, they will attempt a surface support for 1 minute without a lifejacket.

1. Have participants put on lifejackets.
2. Enter shallow water first and then move into deep water.
3. Use a broad, flat sculling action - sweep hands and arms back and forth just below

## References:

*Swim to Survive Activity Guide (Swim to Survive folder of the Water Smart Toolkit).*

*Surface Support flash card (Flash card file of the Swim to Survive folder of the Water Smart Toolkit).*

# Tread Water

Notes

Items

the surface; the hands are at a slight angle and slightly cupped.

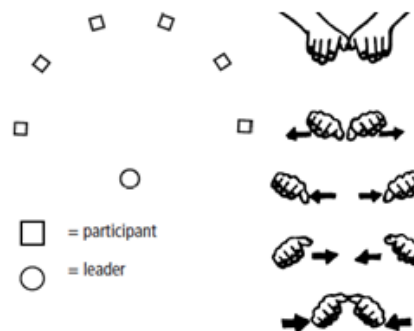
4. Have participants experiment with which kicking motion work best for them. This skill should be completed in water deep enough that participants feet are not touching the bottom while in the sitting position.
5. Once participants are comfortable, have them attempt without a lifejacket.

**Activity #4: How Long Can You Tread Water?**

Participants will be challenged to tread water for longer than 1 minute. Set a time limit of 2-5 minutes

- Non-swimmer: Have them do this activity using any means of support with PFDs on.
- Weak Swimmer: Have them do this activity using any means of support with or without PFDs.
- Swimmer: Have them do this activity using arms or legs, with or without PFDs for 3-5 minutes.

**Group Arrangement for Activities #3 and #4.**



# Swim 50 Metres

## Notes

- This session is approximately 45 minutes long but you may take longer if needed
- Leaders will be in the water with an aid during this module

## Purpose

Participants will be able to swim to a point of safety after a fall into water.

## Activities

### Activity #1: Group Discussion

As a group discuss the following questions about the skill of swimming 50 m.

- Why do you think it is important to learn how to swim 50 m?
  - It is important to learn how to swim 50 m to be able to swim to a point of safety if you have an unexpected fall into water.
- What is your favorite way to swim?
- Do you have a favorite stroke?

### Activity #2: 50 Metre Swim

Participants will practice swimming 50 metres. Always practice a new skill in shallow water or in PFDs before moving to deeper water. (See references)

Weak or non-swimmers will need time to explore swimming skills and using their lifejacket before attempting to swim in deep water.

Plan safety routines that keep students from bumping into each other.

Always let the student decide when they want to remove the PFD to attempt the swim without it.

1. Participants put on PFDs.
2. Enter waist-deep water.
3. Encourage students to put their face in water, practicing breath holding and controlled exhalation.
4. Move to submerging the face and/or body and opening the eyes underwater.
5. Attempt floats on front and/or back.
6. Try streamlined glides with kicking on front or back using any form of kick (flutter, whip, scissor).

## References:

• *Swim flash card (Flash Card file of the Swim to Survive folder in the Water Smart Toolkit).*

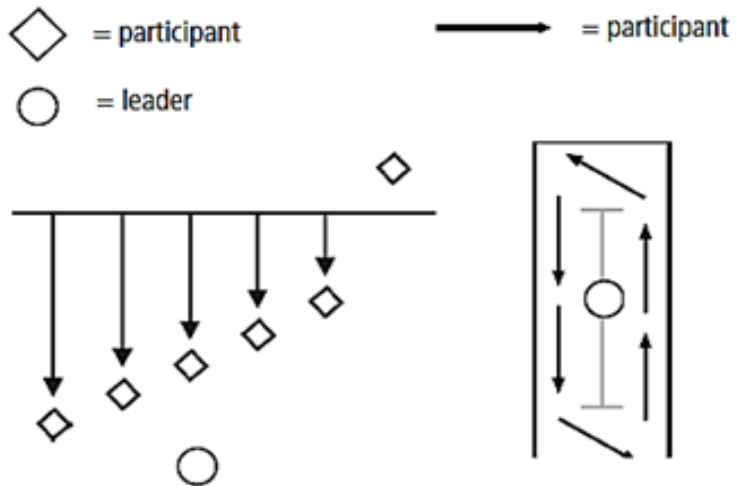
*Swim to Survive Activity Guide (Swim to Survive folder of the Water smart Toolkit).*

# Swim 50 Metres

Notes

Items

7. Next try propelling themselves forward using any arm stroke. Arms may recover below the surface (e.g., sidestroke, dog paddle, breaststroke) or above the surface (e.g., front crawl, back crawl).
8. Add breathing using a regular pattern (stress blowing out underwater with mouth and/or nose).
9. When ready, encourage the student to try without a PFD.





# Swim to Survive Standard

## Notes

- This session is approximately 45 minutes long but you may take longer if needed
- Leaders will be in the water with an aid during this module.
- Print off the Swim to Survive Certificate and give it to the participants. (see references)

## References:

*Swim to Survive Activity Guide*

*Swim to Survive Certificate (Swim to Survive Program file of the Swim to Survive folder in the Water Smart Toolkit).*

*Challenge flash card (Flash Card file of the Swim to Survive folder in the Water Smart Toolkit).*

## Purpose

*Participants will complete the Swim to Survive Standard by performing a roll into deep water, treading water for 1 minute and swimming 50 metres in sequence.*

## Activities

### Activity #1: Swim to Survive Standard

Participants will attempt to achieve the Swim to Survive standard by completing the roll into deep water, tread water for 1 minute and then swim 50 metres in a sequence.

- Non-swimmer: Attempts the standard with their PFD on.
- Weak Swimmer: Attempts the standard with or without their PFD on.
- Swimmer: Attempts the standard without their PFD on.

### Activity #2: Swim to Survive Relay

Have students participate in a relay race that involves elements of the Swim to Survive skill sequence.

- Non-swimmer: Does part of the Swim to Survive skill sequence with their PFD on.
- Weak Swimmer: Does part of the Swim to Survive skill sequence with or without their PFD on.
- Swimmer: Does part of the Swim to Survive skill sequence without their PFD on.

### Activity #3: Obstacle Course

Create an obstacle course that involves elements of the Swim to Survive skill sequence. You can include a mix of skills that add a fitness or fun factor to the obstacle course.

- Non-swimmer: Does the Swim to Survive skill sequence with their PFD on.
- Weak Swimmer: Does the Swim to Survive skill sequence with or without their PFD on.
- Swimmer: Does the Swim to Survive skill sequence without their PFD on.

# Swim to Survive Standard

Notes

Items

**Activity #4: Swim to Survive Challenge Item**

Try the Canadian Swim to Survive Standard using clothes such as t-shirts, shorts, long sleeve shirts or pants - avoid jeans and sweat shirts unless the individual is capable of handling a challenge as they are the hardest to swim in. Variations: do any part or combinations of the three skills of the whole Standard.

- Non-swimmer: Attempts the standard with their PFD on.
- Weak Swimmer: Attempts the standard with or without their PFD on.
- Swimmer: Attempts the standard without their PFD on.

**Everyone Gets Recognized**

In Swim to Survive everyone gets rewarded for their participation. With the Swim to Survive certificate, each student's efforts are recognized whether they achieved the Canadian Swim to Survive Standard, performed the Standard while wearing a lifejacket, or had simply practiced these lifesaving skills. (See references)



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