



GRADE 3  
**BE WATER  
SMART**



**LIFESAVING SOCIETY®**  
*The Lifeguarding Experts*

**A Foundation for  
Water Safety**

By the Lifesaving Society,  
Canada's Drowning  
Prevention Charity

**DELIVERY GUIDE FOR TEACHERS**





GRADE 3  
**BE WATER  
SMART**



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# CANADA'S LIFEGUARDING EXPERTS

## SAVING LIVES FOR MORE THAN 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 Lifesaving Society has a long and proud history of teaching swimming and lifesaving to Canadians.

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 support 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, government 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.



## MESSAGE FROM THE LIEUTENANT GOVERNOR OF ALBERTA

We are fortunate to live in a province with countless beautiful and exciting lakes, rivers, streams and waterfalls. Our communities also have wonderful indoor and outdoor pools and waterparks where we can all have fun and stay fit. Before we visit any of these places, it's important that we all know how to be water smart.

Drowning is a leading cause of accidental death for young people, both in Canada and around the world, but these tragic deaths are preventable. When we teach our young people water safety, we're giving them the tools and the confidence they need to save their own life and to help keep their family and friends safe as well.

This module is designed to build a foundation for lifelong water smart education. It teaches young people about the risks water presents, how to be safe around water, and what to do if someone gets into trouble. It is a starting point to get basic water safety knowledge and awareness into the minds of those who need it most, our precious youth.

This excellent program is part of the Lifesaving Society's vision for a Canada Free From Drowning, a vision I am proud to support as Patron of the Royal Lifesaving Society Canada, Alberta and Northwest Territories.

I wish everyone success with the module, and I hope you will all come away with the information you need to stay safe and have fun in the water.

Her Honour, the Honourable Salma Lakhani AOE, B.Sc.

Lieutenant Governor of Alberta



## INTRODUCTION

The Lifesaving Society, in coordination with the Injury Prevention Centre, is pleased to introduce the **Grade 3 Be Water Smart® Program**. The objectives of this program are to: identify the drowning problem, hazard identification, lifejacket use and importance, drowning recognition and response, boating safety, cold water and ice safety, and overall safe behaviour in and around water.

This program is approximately 60 minutes in length and can either be delivered as a Long-term Lesson Plan (over multiple days) or as a Short-term Lesson Plan (in one session). Regardless of whether the program is taught as a long or short-term lesson plan, it is important that the activities are delivered in the same order as outlined below. This order takes into consideration that some short-term lessons require skills that are introduced earlier in other short-term lessons.

All Lesson Plans are designed to ensure the learner experiences practical applications of knowledge, skills and judgment. All of the Lifesaving Society's programs use teaching activities which model a teaching approach based on maximizing practical application. Activities are taught using the 3Ds: Demonstrate, Discuss and Do. Demonstrate, Discuss and Do are presented in the Lesson Plans as separate teaching opportunities. It may be appropriate to deliver two of them simultaneously such as the Discussion with the Demonstration. The two activities together may provide for better understanding and time management to achieve the learning outcome.

## THE 3D MODEL



### DEMONSTRATE

The teacher demonstrates all of the steps or skills required for the learning outcomes. This may either be in-person or with the aid of a video or tutorial.



### DISCUSS

The purpose of the discussion is to prepare students with the key information they need in order to move from the Demonstration to the Do activities. Teachers highlight information and key points required for each section, using both this Teacher Guide and the additional speaking points listed in the Be Water Smart powerpoint presentation.



### DO

Students try new skills or complete activities in their workbook.



# KEY CONSIDERATIONS

## Safety

Student safety should be a key part of every lesson. Teachers must ensure that the formations used for activities and the directions given to students are designed to create a safe environment and protect them from injury.

## Time Management

Each lesson plan comes with an estimated total teaching time. Total time recommended for the course delivery is longer than the sum of the individual lesson times in order to provide time for transitions between topics, any short breaks given to students, practice activity sessions and for perception checking and debriefing. Breaks are not included in the total teaching time.

Please note! There is adequate time to cover the content included in the lesson plans. Careful planning, lesson preparation and attention to time management helps students to successfully learn. If teachers add additional information or try to share everything they know about a topic, there will not be enough time to cover the required content.

## **Minimum standard is not substandard. It is the standard.**

The objective of all Lifesaving Society courses is to teach students to achieve the standard. Students must achieve mastery of the content required and meet the standard before teachers consider including any additional content.

## Selecting Equipment

In some situations, it may be necessary for teachers to select alternative equipment in order to achieve the required outcomes. This may include teaching equipment such as: projectors, screens, smart-board, speakers, lifejackets (if possible).

## Visual Presentation Materials

A range of visual presentation materials may be used to present information and activities throughout the program. Examples of these materials include flip charts, whiteboard, worksheets, videos, and computer presentations. A key consideration is how teachers can use presentation materials in a way that reinforces the connection between the theoretical knowledge, practical activities and the environment where the knowledge will be applied.

# PROGRAM OVERVIEW

The **Grade 3 Be Water Smart® Program** is designed for students to conduct a basic risk assessment in common water environments (swimming pool, hotel pool, waterfronts, and rivers). At completion they should be able to identify risk, recognize unsafe water environments and know what to do if someone is in distress.

This Teacher Guide provides lesson plans and educational aids designed to support teachers in delivering the content contained in this module. Research published by the Canadian Drowning Prevention Research Centre indicates that young people aged 18–25 are the most likely to drown at a waterfront. This program is an intervention aimed at addressing this problem by providing standardized basic Water Safety education by Canada’s Drowning Prevention Charity.

**Important!** The Be Water Smart Teaching Guide is meant to work in conjunction with the Powerpoint Presentation and Student Workbook. The Powerpoint has additional speaking notes, videos and key messages not included in this guide.

## Target Age

Grade 3

## Estimated Time

Approximately 60 minutes

Additional time may be required for class discussions

## Learning Outcomes

By the end of the Grade 3 Be Water Smart Program students should be able to:

- Be aware of the danger water presents;
- Understand how to recognize a person in water-related distress;
- Understand how to safely respond to a person in water-related distress; and,
- Demonstrate safe behaviour in and around water.

## Modules

- 5 Lesson Plans
- 2 Student Assessments

## Teaching Materials

The Grade 3 Be Water Smart Package includes:

- Student Activity Guide
- Teacher Delivery Guide
- Powerpoint Presentation
- Certificate of Completion
- Temporary Tattoo
- Student Assessments (Pre and Post Program)
- Teacher Evaluation Form

# LESSONS AT A GLANCE

The Grade 3 Be Water Smart Program is comprised of multiple modules, including five water safety lesson plans.

| <b>MODULE</b> | <b>TYPE</b>         | <b>TITLE</b>                           | <b>DESCRIPTION</b>   | <b>ESTIMATED DURATION</b> |
|---------------|---------------------|--|--|---------------------------|
| <b>1</b>      | <b>INTRODUCTION</b> | <b>WELCOME TO BE WATER SMART</b>       | An introduction to the Be Water Smart Program.   | 2 minutes                 |
| <b>2</b>      | <b>ASSESSMENT</b>   | <b>PRE-PROGRAM STUDENT ASSESSMENT</b>  | Students answer a series of questions to provide baseline of water safety knowledge.                           | 5 minutes                 |
| <b>3</b>      | <b>LESSON PLAN</b>  | <b>WHAT ARE WATER HAZARDS?</b>         | Students will identify hazards in and around water and learn the risks associated with each water environment. | 10 minutes                |
| <b>4</b>      | <b>LESSON PLAN</b>  | <b>SIGNS OF DROWNING</b>               | Students watch a video on distressed swimming and learn how to identify some in distress.                      | 10 minutes                |
| <b>5</b>      | <b>LESSON PLAN</b>  | <b>ZIP IT! LIFEJACKET AWARENESS</b>    | Students watch a video and learn the key features and importance of lifejackets.                               | 5 minutes                 |
| <b>6</b>      | <b>LESSON PLAN</b>  | <b>SELF RESCUE</b>                     | Students learn about and discuss what not to do when unintentionally falling into water.                       | 10 to 15 minutes          |
| <b>7</b>      | <b>LESSON PLAN</b>  | <b>HELP! KNOW WHAT TO DO</b>           | Students will learn how to help a distressed swimmer and practice an out-of-water rescue.                      | 10 minutes                |
| <b>8</b>      | <b>ASSESSMENT</b>   | <b>POST PROGRAM STUDENT ASSESSMENT</b> | Students answer the same questions as before, to measure learning effectiveness.                               | 5 minutes                 |

**Please note!** The duration for these activities is an estimate. The entire program takes approximately one hour. Additional time may be used for discussions or concerns, as they arise.

# CHECKLISTS

## Pre-Program

Before starting the Grade 3 Be Water Smart Program fill out the following checklist:

- Double check inventory of Be Water Smart Kit to satisfy classroom requirements.
- Review Teacher Delivery Guide to ensure understanding of materials.
- Questions? Contact the Be Water Smart Team.
- Prepare a list of equipment that will need to be ready the day of delivery.
- Confirm teaching space location(s) and sufficient space for course needs.

## Post-Program

Once the program has been completed, make sure to:

- Collect the Student Assessment Forms.
- Fill out the Teacher Evaluation Form. Let us know how it went!
- Scan and send Student Assessment forms and Teacher Evaluation.

---

Please return all Student Assessments and the Teacher Evaluation by **December 18, 2020.**

Once scanned, forms can be emailed to:

**Be Water Smart Team**  
**WaterSmart@Lifesaving.org**  
**(780) 415-1755**

# MODULES & LESSON PLANS



## MODULE 1

### INTRODUCTION

#### Estimated Time

2 minutes

#### Tools Required

- Be Water Smart Powerpoint
- Video Screen

#### Ideal Setting

Classroom

# WELCOME TO WATER SMART

#### Description

An introduction to the Be Water Smart Program.

#### Learning Outcomes

By the end of this activity students will be able to:

- Understand what the Be Water Smart Program is about.

#### Teacher Instructions



#### DISCUSS

**PowerPoint Reference: Slides 1 to 3**

This includes additional speaking notes and a 30 second video.

## MODULE 2

### ASSESSMENT

# PRE-PROGRAM STUDENT ASSESSMENT

### Description

An assessment of the students' understanding of water safety will be done before and after the course. Identifying students' current understanding regarding water safety is important to establish a tangible way to measure what they have learned over the course of the module. This activity evaluates students existing water safety knowledge and provides a baseline.

This formative assessment section is important, as being able to measure the students' progress will allow the students to come away with a tangible sense of achievement at the conclusion of the module.

For a true baseline of knowledge, it is important that students complete the pre-module assessment prior to engaging in any lessons about water safety.

### Learning Outcomes

The Lifesaving Society will be able to understand students' existing level of knowledge of water environments and safety.

### Estimated Time

5 minutes

### Tools Required

- Be Water Smart Powerpoint
- Video Screen
- Student Assessment Form
- Pencils or Pens

### Ideal Setting

Classroom

### Teacher Instructions



#### DISCUSS

##### *PowerPoint Reference: Slide 4*

Explain to the students that they will get a form with a number of questions about water safety.

Be very clear that this is an individual survey that is not to be discussed with their fellow students. Encourage students to answer honestly and to the best of their ability. There are no right or wrong answers!



#### DO

Distribute the Student Assessment Form to students. Make sure they only fill out the 1st part, up to the STOP line.

Once completed, collect all forms.

*After delivering the Grade 3 Be Water Smart Program you will get them to fill out the 2nd part (Post Program Assessment).*



## MODULE 3 LESSON PLAN

# WHAT ARE WATER HAZARDS?

### Activity Description

Students will look at images of different water environments and learn how to identify hazards and risks of being in and around water.

### Learning Outcomes

By the end of this activity students will gain an understanding of how to:

- Identify a hazard in and around water environments;
- Identify potential risks in different water environments;
- Identify dangerous behaviour in and around water;
- Be more aware of the danger water presents; and,
- Ability to identify safety equipment in various aquatic environments.

### Estimated Time

10 minutes

### Tools Required

- Be Water Smart Powerpoint
- Video Screen
- Student Workbook
- Pencils or Pens

### Ideal Setting

Classroom



## Teacher Instructions

### DISCUSS

**PowerPoint Reference: Slides 5 to 11**

Discuss drowning statistics with the students.

### DISCUSS

**PowerPoint Reference: Slide 12**

Ask the students if they think someone could drown in the locations shown. Reinforce that drowning could happen at any of these locations and someone could drown in as little as 2 inches of water.



### DEFINITION:

**Hazard:** a source of danger.



### DISCUSS

**PowerPoint Reference: Slide 13**

Read the definition of hazard so students have a better understanding of what they will be looking for.

### DO

**PowerPoint Reference: Slides 14 to 17**

Have students look at the images and follow along on pages 11 to 13 of their Student Workbook.

Do they see any hazards? **Students should circle every hazard spotted related to water safety.**

### DISCUSS

Once they have circled objects in each image, discuss and identify the hazards and rescue equipment in each of the three water environments: hotel pool, waterfront and river.

**Reference the answer key on the next page.**



## ANSWER KEY

### River

#### Hazards identified:

- Unsupervised (no lifeguard)
- Strong currents
- Inflatables / boats
- Drop off / uneven bottom
- Slippery rocks
- Submerged hazards, and not wearing a lifejacket

#### Safety Equipment:

- Often there is no rescue equipment present around a river



# ANSWER KEY

## Hotel Pool

### Hazards identified:

- Unsupervised (no lifeguard)
- Distracted caregiver that is not within reach
- Slippery pool deck
- Current from waterslide

### Safety Equipment:

- Rescue Pole
- Ring Buoy with rope
- Lifejacket
- Emergency Phone
- Safety signage
- Parent in water with kids





## MODULE 3 LESSON PLAN

## WHAT ARE WATER HAZARDS?

### Waterfront / Beach

#### Hazards identified:

- Unsupervised (no lifeguard)
- Caregiver distracted on their phone vs in the water with children
- Deep water
- Submerged rocks
- Drop off area / uneven bottom

#### Safety Equipment:

- Ring Buoy with rope
- Lifejacket
- Emergency Phone
- Safety signage
- Designated swimming area
- Caregiver in water with kids





CONTINUE TO NEXT LESSON





## MODULE 4

### LESSON PLAN

# SIGNS OF DROWNING

### Activity Description

A popular misconception regarding drowning is that victims will loudly draw attention to their need for assistance. Drowning individuals are often very quiet. They are focussed on trying to get air and will grab on to anyone or anything close to them. In learning about water safety, it is important that students are able to recognize different types of drowning victims: non-swimmer, tired swimmer, injured swimmer, unconscious swimmer.

In this activity students watch a video on distressed swimming and participate in a group discussion.

### Learning Outcomes

By the end of this activity students will be able to:

- Identify someone in distress;
- Identify the four types of distressed swimmer (non-swimmer, tired swimmer, injured swimmer, and unconscious); and
- Understand that drowning is most often a silent occurrence.

### Estimated Time

10 minutes

### Tools Required

- Be Water Smart Powerpoint
- Video Screen
- Student Workbook
- Pencils or Pens

### Ideal Setting

Classroom

**Drowning does not always look like what you might think!**



## Teacher Instructions

### Refer to Be Water Smart

#### Powerpoint: Slides 18 to 22.

This includes additional speaking notes.



### DISCUSS

#### PowerPoint Reference: Slide 18 - 19

Ask the students what they think it means for a swimmer to be in distress.

- Do they know what a distressed swimmer looks like?
- What does drowning look like?
- How can you tell if someone is in distress in the water?



### DEMONSTRATE

#### PowerPoint Reference: Slide 20-22

Play the **distressed swimmer video**.



### DISCUSS

After watching the video, review the four types of distressed swimmers to look out for:

**Non-swimmers** – mouth below the water majority of the time, when breaking to surface the swimmer's primary response is to breathe. There is no time to call for help. Individuals who are drowning may have hair over their face, look of fear on their face, difficulty keeping their mouth above the water, or may be bobbing up and down.

**Tired swimmers** – moving slower, may look tired or out of breath, may call for help or assistance.

**Injured swimmers** – screaming or yelling in pain or for help, holding the injury site, moving slowly or in pain, may have difficulty keeping their head above the water.

**Unconscious swimmers** – still, not moving. Could be anywhere on the bottom, in the middle, or at the surface of the water. If you see someone, hold your breath, if you need to breathe and they are still under the water: get help.

( Teacher instructions for this module continued on next page )





## MODULE 4

### LESSON PLAN

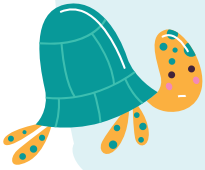
## SIGNS OF DROWNING

### Teacher Instructions (continued)



#### DO

Have students turn to page 15 of the Student Workbook. Ask them to identify what type of drowning is presented in the image.



### Bonus Question!

#### *True or false?*

If someone is drowning they usually make lots of noise.

**\* False**



#### DISCUSS

Discuss what drowning usually sounds like. Have students fill out the boxes in their Activity Guide.

Drowning is often silent. Connect the importance of parents or caregivers not be distracted on a phone, in a book, or with a conversation when monitoring children around water.

It only takes seconds for someone to drown.



# ANSWER KEY



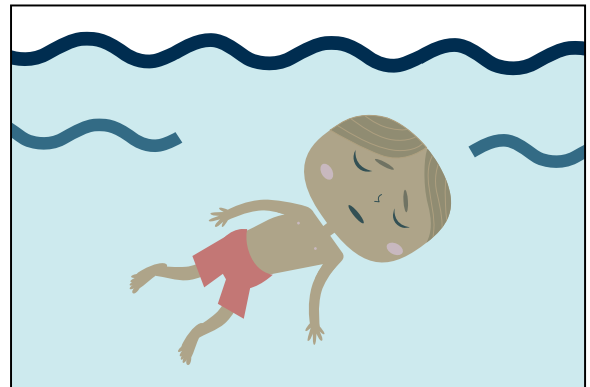
**Injured swimmer**



**Non-swimmer**



**Tired swimmer**



**Unconscious swimmer**



## MODULE 5 LESSON PLAN

# ZIP IT! LIFEJACKET AWARENESS

### Estimated Time

5 minutes

### Tools Required

- Be Water Smart Powerpoint
- Video Screen
- Student Workbook
- Pencils or Pens
- Multiple Lifejackets (if available)

### Ideal Setting

Classroom

### Activity Description

Wearing a lifejacket is one of the most effective ways to prevent drowning. The Canadian Drowning Report shows the majority of people who drown in Canada were not wearing lifejackets.

In this activity students watch a video on lifejackets and review the key features.

### Learning Outcomes

By the end of this activity students will be able to:

- Identify that lifejackets saves lives;
- Identify key features on a lifejacket;
- Explain why lifejackets are crucial for both swimmers and non-swimmers;
- Understand that everyone should wear a lifejacket while boating.

## Teacher Instructions

*Refer to Be Water Smart Powerpoint: Slides 23 to 29.*

This includes additional speaking notes.



### DISCUSS

*PowerPoint Reference: Slide 23*

Review the sports images. Discuss what safety equipment or practices are required for each of these activities. Connect the importance of safety equipment in other sports to the importance of wearing lifejackets while boating.



### DISCUSS

*PowerPoint Reference: Slides 24-25*

What are most people not wearing or wearing improperly when they drown? Lifejacket! Over 90% of all drowning victims were not wearing a lifejacket in situations where one was called for.



### DEMONSTRATE

*PowerPoint Reference: Slide 26*

Play the **lifejacket video** (41 seconds).

( Teacher instructions for this module continued on next page )





## MODULE 5

### LESSON PLAN

## ZIP IT! LIFEJACKET AWARENESS

### Teacher Instructions (continued)

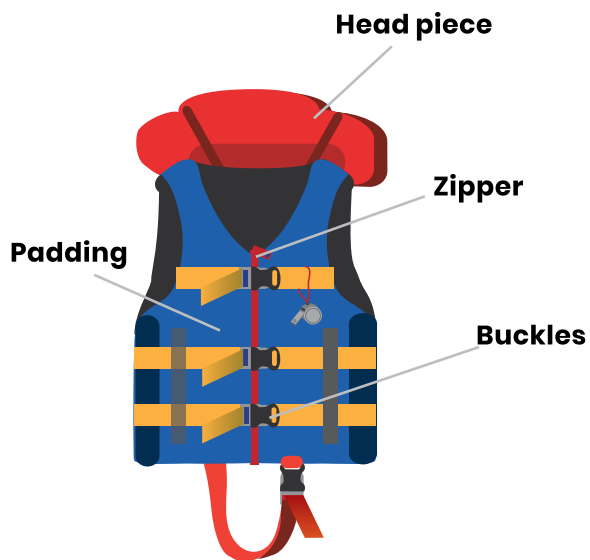


### DISCUSS

After watching the video, identify key features of a lifejacket using the picture below (and in the Student Workbook).

Features to identify include:

- **Zipper**
- **Buckles**
- **Padding**
- **Head piece**
- **Proper Size**



### Right fit



### Wrong fit



## DEMONSTRATE

**PowerPoint Reference: Slides 27–28**

Optional: If lifejackets are available, have several students pick out a lifejacket and try it on.

- Zip it up;
- Buckle all buckles, and tighten them;
- Pull on the shoulder pieces to see if it goes above chin and ears, if not: it fits.

Demonstrate proper and improper fits.

## DISCUSS

Discuss the importance of using a lifejacket. Highlight the following:

Lifejackets keep swimmers safe for activities such as boating or swimming for long periods of time;

If you fall into water unexpectedly or get injured, it gives all types of swimmer a significantly better chance of survival;

Keeps everyone warmer in cold water;

Helps you from getting tired while swimming;

## DO

Have students turn to page 18 of the Student Workbook.

Ask them to complete the activities on page 18 and 19 of the Student Workbook.

**Reference the answer key on the next page.**

***Lifejackets are proven to save lives! They do not work if they're not worn!***

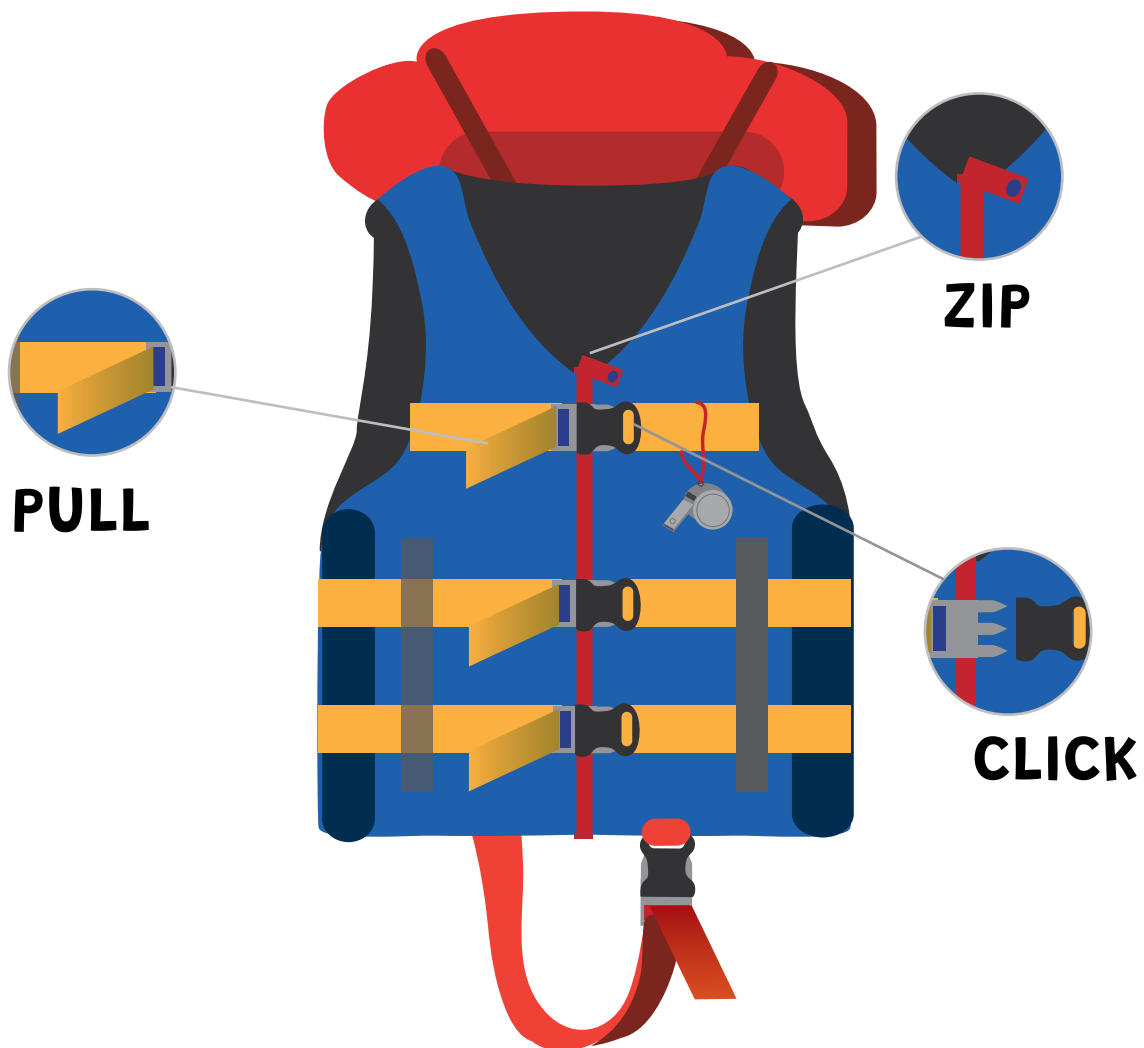




**MODULE 5**  
LESSON PLAN

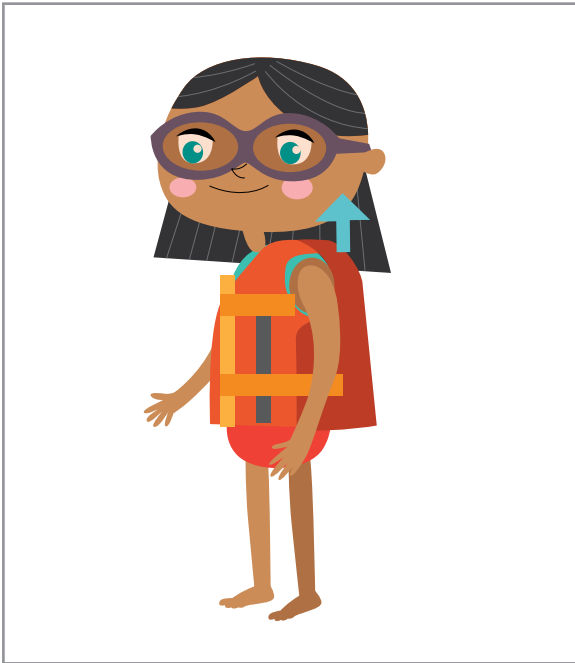
**ZIP IT!  
LIFEJACKET  
AWARENESS**

**ANSWER KEY**

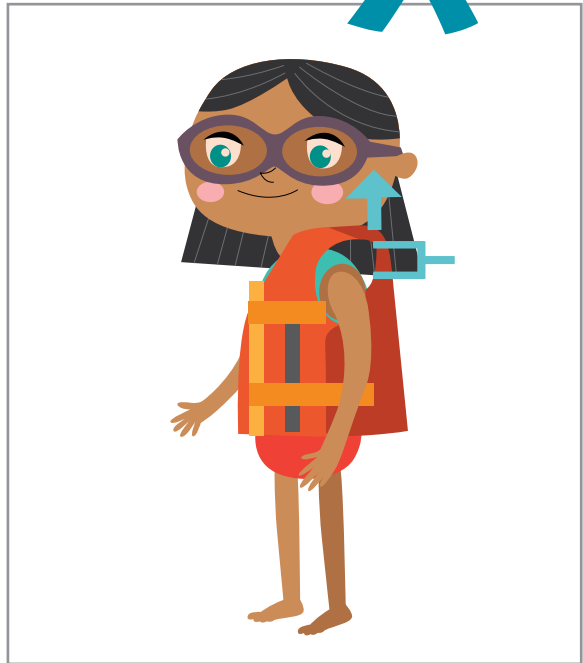


# ANSWER KEY

Right fit



Wrong fit





## MODULE 6

### LESSON PLAN

# SELF RESCUE

### Activity Description

Sometimes, an accidental fall into water cannot be avoided. In these circumstances, it is important for students to understand what to do if they fall into water. This activity will present a ranking of options for students to consider and follow up with a video of a simulated drowning in a body of water.

### Learning Outcomes

By the end of this activity students will be able to:

- Understand accidental entry into water;
- Identify tips on how to self rescue; and,
- Understand the dangers of cold water.

### Estimated Time

15 minutes

### Tools Required

- Be Water Smart Powerpoint
- Video Screen
- Self Rescue Video
- Student Workbook
- Pencils or Pens

### Ideal Setting

Classroom



## Teacher Instructions

*Refer to Be Water Smart*

**PowerPoint: Slides 29 to 31.**

This includes additional speaking notes.



### DISCUSS

**PowerPoint Reference: Slides 29–30**

Highlight that much of Canada's water is cold and remains so throughout the entire year.

#### **Play video (Stop it at 2min 45sec).**

Discuss with students about how, sometimes, accidental falls into water cannot be avoided.

Discuss four things that commonly happen when people are in distress: panic, grab onto someone helping, call for help, lie on back.



### DO

**PowerPoint Reference: Slide 31**

Have students turn to page 21 of the Student Workbook. Ask them to think about the actions commonly done when people are in distress, and give them a ranking them from best to worst:

- **Panic**
- **Grab onto someone helping**
- **Call for help**
- **Lie on back**

Answer bonus question.



### DISCUSS

Lead a brief class discussion asking students to share why they ranked the actions they way that they did.

**The correct order is as follows:**

The most important thing to do is

#### **1. CALL FOR HELP.**

Alerting others to being in danger is the most important part of self rescue. Drowning swimmers are often quiet as many are focussed on their immediate situation. Emphasizing the importance in alerting others is an approach that benefits swimmers and non-swimmers.

The next best thing is to

#### **2. LIE ON BACK.**

While in-water training is required to develop this technique, attempting to shift onto your back may increase a swimmer's buoyancy.

What to avoid?

#### **3. PANIC.**

It's important to recognize the disorienting impact of an unintentional fall into water. Acknowledging students concerns regarding an unintentional fall is an important step in opening up the discussion to what they believe are safe methods of rescue.

What else to avoid?

#### **4. GRAB SOMEONE HELPING.**

This is discouraged as grabbing onto the person helping may make a potential rescue much more problematic.



### DO

Have students update their activity to match the correct order.



## ANSWER KEY

Put these in order, from best to worst:

**1. Call for help**

---

**2. Lie on back**

---

**3. Panic**

---

**4. Grab onto someone who is trying to help**

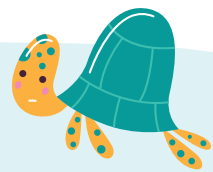
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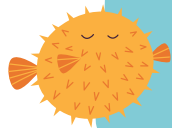
### **BONUS Question!**

*True or false?*

It is safer to swim where a lifeguard can see you.

**\* True**





CONTINUE TO NEXT LESSON





## MODULE 7 LESSON PLAN

# HELP! KNOW WHAT TO DO

### Activity Description

Now that you know what a drowning individual looks like we will cover what you can do to safely help out. The most important thing is your safety and that is why you should never enter the water to rescue someone else unless you are trained to do so.

### Learning Outcomes

By the end of this activity students will be able to:

- Respond to a drowning individual in the forms of: calling for help, relaying information to an adult, lifeguard or emergency services;
- Throw an assist for a distressed swimmer;
- Understand to not attempt an in-water rescue.

### Estimated Time

10 minutes

### Tools Required

- Be Water Smart Powerpoint
- Video Screen
- Hula Hoop
- Throwing Assist (Lifejacket / Floatation Device)
- Reaching Assist (Pool Noodle, Reaching Pole, Rope)
- Student Workbook
- Pencils or Pens

### Ideal Setting

Classroom & Outdoors

## Teacher Instructions

### Refer to *Be Water Smart*

#### Powerpoint: **Slides 33 to 45.**

This includes additional speaking notes.



### DISCUSS

#### PowerPoint Reference: **Slides 33-34**

Discuss the challenges with swimming alone.



### DISCUSS

#### PowerPoint Reference: **Slide 35**

Discuss the importance of knowing how deep the water is before diving in.



### DISCUSS

#### PowerPoint Reference: **Slide 36**

#### **Play video.**

Reinforce that this can happen to anyone. No one plans on getting injured while they are having fun!



### DISCUSS

#### PowerPoint Reference: **Slide 37**

Discuss the dangers of drinking and boating.



### DISCUSS

#### PowerPoint Reference: **Slide 38**

Discuss what to communicate if students encounter a swimmer in distress.

First, **CALL FOR HELP.**

Second, **IDENTIFY LOCATION OF PERSON DROWNING.**

Reinforce key messages:

- *Never enter the water to save someone else.*
- *Keep track or have someone else keep track of where the person was last seen.*
- *Contact an adult or EMS immediately.*

( Teacher instructions for this module continued on next page )





## MODULE 7 LESSON PLAN

## HELP! KNOW WHAT TO DO

### Teacher Instructions (continued)



#### DISCUSS

**PowerPoint Reference: Slide 39**

Talk with the students about knowing the conditions of water and weather before swimming or boating.



#### DISCUSS

**PowerPoint Reference: Slide 40**

Discuss what to do if near moving water.



#### DISCUSS

**PowerPoint Reference:  
Slides 41 to 44**

Discuss how to stay safe while boating.



#### DEMONSTRATE

**PowerPoint Reference: Slide 45**

**Play video.**

Discuss what to do if someone falls through ice into cold water.



#### DO

Have students practice calling for help and relaying information to an adult, lifeguard or emergency services.



#### DEMONSTRATE

Show students how to throw an assist (lifejacket or other floatation device) to a swimmer in distress. Place hula hoop on ground as the target (5 - 10 metres away). Throw assist into hula hoop.

Show students how to provide a reaching assist (pool noodle or reaching pole). Place hula hoop on the ground as a target (1-2 metres away). Lay on the ground to stabilize self and reach for target.



#### DO

Have students practice throwing an assist and providing a reaching assist.



#### DO

Have students fill out the activity on page page 23 and 24 of the Student Workbook.

# ANSWER KEY

## WHO TO GO TO

- **Lifeguard**
- **Adult**
- **Emergency services (911)**

## WHAT TO SAY

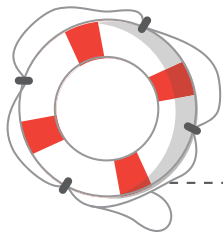
- **Call for “help”**
- **Look for hazards (do not endanger your own life)**
- **Location of where drowning individual was last seen**
- **Any extra details (they can't swim, hit their head, etc)**



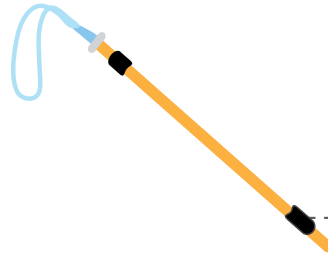
**MODULE 7**  
LESSON PLAN

**HELP!**  
KNOW WHAT TO DO

**ANSWER KEY**



Throwing assist



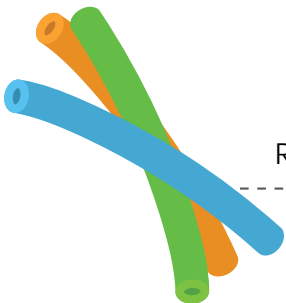
Reaching assist



Throwing assist



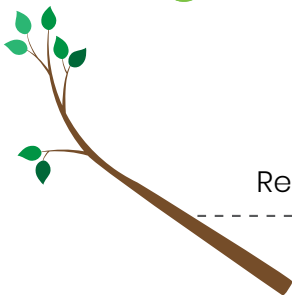
Reaching assist



Reaching assist



Reaching assist



Reaching assist



Reaching assist





**CONTINUE TO ASSESMENT**



## MODULE 8 ASSESSMENT

# POST PROGRAM ASSESSMENT

### Description

This assessment helps to determine what the students have learned. The students will be asked the same questions to the Pre-Program Assessment, so the Lifesaving Society can compare the increased level of knowledge.

### Learning Outcomes

The Lifesaving Society will be able to understand how students' knowledge of water environments and safety has changed by completing this course.

### Estimated Time

2 minutes

### Tools Required

- Student Assessment Form
- Classroom

### Ideal Setting

Classroom



## DO

### Teacher Instructions

Distribute the Student Assessment Form and ask students to fill out the 2nd part of the assessment, after the STOP line.

Once completed, collect all forms.

Please scan and return all forms to The Lifesaving Society at **[watersmart@lifesaving.org](mailto:watersmart@lifesaving.org)**

All forms must be received by **December 18, 2020.**

## CONGRATULATIONS!

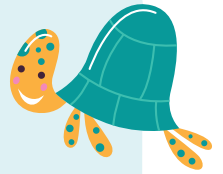
You and your class have just completed the Grade 3 Be Water Smart Program. Completing this program is an important first step to building a lifelong understanding and respect for safe water activity and participation.

### **Final Steps:**

- Congratulate students for completing the program;
- Have students read and sign the pledge on page 25 of the Student Workbook;
- Distribute the Lifesaving Society Certification of Completion and temporary tattoos;
- Scan and return the Program Assessments and Teacher Survey to the Lifesaving Society.

*Thank you for your support and dedication in fostering a foundation of Water Safety in your students.*

## WATER SMART PLEDGE



I \_\_\_\_\_, pledge to use the knowledge I have gained today to be Water Smart® when making decisions in and around water.

I promise to be a leader in my community and to take action if I notice hazards and unsafe behaviour in all water environments.

I promise to wear a lifejacket and to encourage others to do so.

I understand that ice and cold water is dangerous, and I will take great precaution in these areas.

I promise never to dive in shallow water and to enter feet first the first time.

I will make a plan before going on any boating adventure.

I understand that drowning is preventable and that starts with becoming more educated on water safety.

From here on, I understand that one drowning is one too many, and I will contribute to a Water Smart® future.

.....  
Signature

.....  
Date

# RESOURCES

## AVAILABLE LIFESAVING SOCIETY RESOURCES



◀ **Online Access to Grade 3  
Be Water Smart Program**

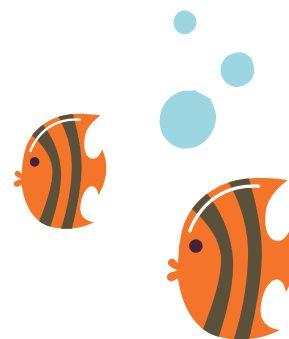
### **Toolkit:**

Water Smart Toolkit

### **Posters:**

“Get Caught Wearing Your Lifejacket”

“Cold Water is Deadlier than you Think”



### **Rack Cards:**

Boating Safety-Be prepared for the unexpected

Waterfront Safety- In and around lakes, rivers and oceans

### **Water Smart Resources available from the Lifesaving Society:**

Water Smart Guide- Key Themes and Messages

Water Smart USB Toolkit

Ice Thickness Cards

Publications of the Lifesaving Society are available from any Branch office.  
Inquiries from outside Canada should be directed to the National Office.

Alberta and Northwest Territories Branch

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Telephone: (780) 415-1755  
E-mail: [experts@lifesaving.org](mailto:experts@lifesaving.org)  
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[www.lifesaving.bc.ca](http://www.lifesaving.bc.ca)

Manitoba Branch

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[www.lifesavingsociety.com](http://www.lifesavingsociety.com)

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[www.lifesavingsocietysk.ca](http://www.lifesavingsocietysk.ca)





GRADE 3  
**BE WATER  
SMART**



LIFESAVING SOCIETY®  
*The Lifeguarding Experts*