



SWIM TO SURVIVE IN THE COMMUNITY

INTRODUCTION

WHAT IS THE LIFESAVING SOCIETY?

- The Lifesaving Society is Canada's lifeguarding expert and is the authoritative voice for aquatic safety and drowning prevention.
- The Lifesaving Society is often called upon by the media for comment, perspective and information, especially when a drowning is reported.
- Annually, over 1.2 million Canadians participate in the Lifesaving Society's swimming, lifesaving, lifeguarding and leadership training programs.
- The BC & Yukon Branch of the Lifesaving Society is an active member of the community dedicated to preventing death and injury in, on, or near the water. In Canada's water-rich environment, minimum swimming ability is a required life skill for survival.

WHY IS DROWNING PREVENTION AN IMPORTANT PUBLIC HEALTH ISSUE?

- Drowning has been identified by the World Health Organization as a highly preventable and vastly neglected area of public health. They note that globally nearly 372,000 people drown each year.
- Drowning is the second leading cause of unintentional injury-related death in Canada.
- Drownings are most likely to occur in the summer months in natural bodies of water such as lakes and rivers (46% and 22% respectively).
- Swimming is the most common recreational activity that individuals participated in prior to drowning (32%).
- The majority of people who drown have no intention of going into the water – their immersion is sudden and unexpected.

Through Swim to Survive, the Society gives everyone the opportunity to learn how to protect themselves. Like fire safety and bike safety, everyone deserves to learn the life skills that Swim to Survive provides...the skills necessary to survive an unexpected fall into deep water.

"Swim to Survive provides thousands of children, youth and adults with some basic awareness and lifesaving skills that will someday save a life, their own or that of a loved one. The Lifesaving Society's objective is to prevent drowning and Swim to Survive training will certainly help to decrease the number of water-related tragedies in BC." -Dale Miller, Executive Director, Lifesaving Society, BC & Yukon

THE CANADIAN SWIM TO SURVIVE STANDARD

The Lifesaving Society's Swim to Survive standard does not replace swimming lessons, but rather, provides key survival skills for those who unintentionally fall into the water.

The immediate objective is to provide the participant with a solution that achieves the Swim to Survive standard (the critical self-rescue skills) in the shortest time possible.

- In Swim to Survive, treading water is simply the ability to support oneself well enough to breathe when needed. Body position, the type of support method used or how much of the head or face is above water does not matter.
- During the 50 metre swim the objective is to get there, nothing more.
- The swimmer can use any combination of propulsion method. They can also tread water to rest during the swim as required.

SWIM TO SURVIVE COMMUNITY MESSAGES

SWIM WITH A BUDDY

- Includes when/where it is safe to swim, always swim with a buddy and introduces low-risk rescues (your buddy can save you).

CHECK THE ICE

- What type of ice is/is not safe and how to perform a self-rescue if you fall through the ice.

WEAR A LIFEJACKET OR PFD

- The differences between lifejackets and PFDs, when students should wear a PFD or lifejacket and introduces boating safety.

IN-WATER ACTIVITIES:

In addition to the Swim to Survive standard:

- Swim with a buddy - Throwing and reaching assists
- Check the ice - Ice self-rescue
- Wear a lifejacket or PFD - Cold water self-rescue (HELP and Huddle)

CONSIDERATIONS

CLASS SAFETY

The safety of the participants is paramount. Many participants in the Swim to Survive program will be non-swimmers or swimmers with minimal skill. Instructors must exercise direct supervision over participants at all times - this means they are never left unattended and are in view at all times. Instructors will screen the class in shallow water at the start of the first lesson to determine swimming ability.

Fearful Participants

Anxiety can have a negative effect on a learner's readiness to learn. When trying to learn an aquatic skill, learners often encounter situations where they feel their survival may be in doubt.

- To be in 'learning mode' the learner should always feel that they are in control of the situation, can take a breath whenever they want, and feel they can stop at any time. If the learner is in control, they can think about the skill and work out how to do it. Each student needs to work at their own pace.
- Students who are afraid of water need time to learn to trust how their body responds to water's buoyancy. For some, learning to walk through water, demonstrating breath control and then progressing to front and back floats are major accomplishments.
- Candidates who are fearful or who do not have strong swimming skills can perform all of the skills in a lifejacket or PFD if necessary. The student should always control the decision about when to try skills without the PFD.
- There are many different kinds of support systems; use anything that gives the student more sense of security (i.e. nose plugs, goggles, aqua belts, etc.).

Participants with a Disability

An individual who has a disability can easily participate in Swim to Survive.

- The unique teaching approach in using flotation aids creates two opportunities. The student can easily participate within a group and the flotation aid provides any extra buoyancy they may need.
- The flexible nature of the evaluation criteria, 'any method that allows the learner to get to safety is acceptable', makes it easy to accommodate the person's specific needs.

No specific technique or style is required for any of the 3 Swim to Survive skills. Participants need to feel confident and relaxed enough in the water to be able to attempt the standard.

The certificate recognizes three levels of achievement:

- has achieved the Swim to Survive Standard
- has achieved the Swim to Survive Standard in a lifejacket
- has practiced the Swim to Survive Skills

Instructors must also exercise good judgment on when to introduce participants to deep water. Teaching a skill in deep water that has not previously been mastered in shallow water may not only be counterproductive, it may also be unsafe.

SWIM TO SURVIVE IN RECREATIONAL SWIMS

Acquisition of basic swimming ability is a fundamental requirement in any meaningful attempt to eliminate drowning in Canada. The Canadian Swim to Survive Standard is a minimum national standard of survival skill for all children.

ROLL INTO DEEP WATER TREAD 1 MINUTE SWIM 50 METRES

PROMOTE THIS OPPORTUNITY TO ALL YOUR PATRONS OVER THE SEASON!

- Screen all participants to ensure their safety and that appropriate progressions are being used to assist participants in successfully completing the Swim to Survive.
- At the beginning of the fun swim and every half hour - gather a group of participants and run them through the Swim to Survive Standard.
- Keep worksheets with participant names on them along with their ability level; record their progress over the season.
- Use the practice activities to get them through the standard.
- When they have successfully completed the standard give them a certificate.

PRACTICE ACTIVITIES:

An instructor must be in the water to ensure participant safety.

Roll into deep water: (progressions)

- Practice somersault rolls on a mat on the deck
- Try somersault rolls in shallow water
- Try simple jumps (use PFDs if required) into deep water for orientation and surfacing
- Try rolls into deep water donning a PFD
- Try somersaults from a floating mat into deep water
- Try rolls from the edge of the pool into deep water

*roll entries must be performed in a minimum water depth of 2.75 m

Tread Water – 1 minute: (progressions)

- Stand in shallow water, sweep hands and arms back and forth like spreading jam on a large piece of bread
 - Angle hands and forearms slightly and use broad flat sculling action
- Use PFDs for support while learning to scull
- For kicking action, position learners in deeper water so they can clear the bottom during the kicks
- Practice arms and legs separately and together to increase endurance
- Use personal-best goals to increase duration of performing the skill
- When swimmers can support themselves at the surface, experiment with scissor and eggbeater kicks
- Only move to deep water when participants can support themselves for 30 sec or more

Swim 50 metres: (progressions)

1. For beginners, start with PFD and orientation to the water
 - Practice safe entry and exits
 - Next try putting face in water, rhythmic breath holding and controlled exhalation
 - Move to submerging the body and opening the eyes underwater
2. This is followed by floats on front or back
 - Move to streamlined glides with kicking on front or back
 - The kick initiated from hips with slight knee bend
 - Leg action is continuous
 - Introduce alternate arm action above or below the water surface
3. The next progression is for the hand drive to finish near the thigh and recover above the surface to enter forward of the shoulder (front crawl)
4. Add breathing component for front crawl with water line on forehead, underwater exhalation, with a regular pattern

FOR CAMPS AND DAY CAMPS

MAKE THIS YOUR CAMP CHALLENGE!

For all campers 6-16 yrs. (with older campers of 10-16 yrs. add Swim to Survive +)

CAMP SWIM TEST – FOR CAMPERS AGED 6-16 YRS:

- Swim assessments are an important aspect of water safety. Non-swimmers must be restricted to water less than chest deep unless directly supervised during a learn-to-swim program. Bathers become buoyant in water chest deep and above, which causes them to lose contact with the bottom. Non-swimmers who lose contact with the bottom may not have the ability to prevent themselves from entering deeper water. Some pools may be too deep for the shortest non-swimmers; in that case lifejackets should be worn at all times.
- All camp counsellors participating in water activities must also be swim-tested prior to the start of camp to ensure they are safe and assigned an appropriate task during water activities.

Note: Natural bodies of water may have depth fluctuations.

Wristbands:

- Red - 5 yrs. or younger (accompaniment in the water required)
 - Yellow - Non-swimmer 6-16 yrs.
 - Orange - Comfortable in the water & can swim 15 meters 6-16 yrs.
 - Blue - Comfortable in deep water & completed Swim Test
-
- Maximum ratio for Red and Yellow bands: 1/4 (without lifejackets 1/8 with lifejackets)
 - All campers & counsellors must wear wristbands at all times.
 - Counsellors must identify the children in their charge and wear corresponding wristband.
 - In-water counsellors may not leave their group unless the entire group exits the water.

Procedure

- Anyone (6-16 years) who does not want to be tested will wear yellow bands.
- Retesting can take place at any time; max 2 x per swim.
- Beginning in shallow water, designate 15m mark (swim skill – non-stop swim in any method)
- Beginning in shallow water, designate 25m or 50m mark (swim skill – non-stop swim in any method)
- All tests in open water must have lifeguard accompaniment in the water and on the dock or beach (2 staff)

BUDDY/BOARD SYSTEMS

BUDDY SYSTEM

The “buddy system” provides each camper with a partner to summon help in case of an emergency and provides each camper with a ‘personal lifeguard’. Threesomes dilute the concept of the buddy system.

Procedure

Assign each camper to a buddy (Only one threesome is allowed per group as it reduces safety).

- Pair campers with the same swimming ability
- If a non-swimmer is paired with a swimmer, both must remain in the non-swimmer area
- Assign each pair a number

Buddies must be instructed to:

- Notify lifeguards/counsellors when their partner is in distress or missing
- Stay in close proximity to their buddy
- Stop all movement during buddy checks and hold their buddy’s hand wherever possible
- Both respond when their number is called

Buddy Boards

System does not need to account for the entire camp when groups enter waterfront or swimming pool area separately.

Types of accountability devices used:

- Clipboard (use for small groups)
- Pocket charts
- Tag boards

Buddy Checks:

- Buddy checks of bathers must be conducted at least every 15 minutes
- Checks must be referenced against the accounting system
- Buddy checks, on average, should take no more than 60 seconds
- Buddy checks that take longer than 60 seconds to conduct may indicate that the camp is not routinely implementing or not understanding the mechanics of the system
- Staff should count the number of buddy pairs in each section and verify the count with the staff maintaining the board/accounting system
- If the count does not match, count pairs again if the count still does not match immediately initiate the lost swimmer plan
- All campers should stop activity and hold their buddy's hand or be in close proximity
- Buddy checks do not require that campers exit the water; exiting the water may add to the time to implement

CAMP LESSON #1

ALWAYS SWIM WITH A BUDDY

LEARNING OBJECTIVES:

As a result of this lesson, students will:

- Understand why they should never swim alone
- Understand why swimming in areas supervised by lifeguards is a safer choice.

This is a pre-planned meeting with options for you to choose what you would like to do. Whatever activities you choose, you must cover all of the following key messages.

KEY MESSAGES:

- Always “swim with a buddy”: don’t go in the water alone, regardless of age and swimming ability
- Play and swim at pools and waterfronts supervised by lifeguards
- If you find yourself needing help in the water, there will be a friend, or parent or lifeguard who can assist you
- A buddy can also call for emergency assistance, if required

ACTIVITIES:

My Buddy is in Trouble Game (20-30 minutes)

This activity helps participants learn and practice what to do in an emergency. Be sure to reinforce the importance of swimming with a buddy.

Instructions:

Prepare the following emergency scenarios in advance by writing up the scene on card or sheet of paper. Ensure you consider a safe response by the rescuer for each scenario.

1. Taking a short cut over a frozen pond and falling through the ice
2. Falling off the end of the dock at the lake
3. Hitting your head on the side of the pool
4. Playing on the side of a fast-moving river and someone falls in

Equipment

- A phone – toy phone, real phone (which is turned off) or a cardboard cut-out of a phone

Part A (What is an emergency?)

- Ask the students to tell you what an emergency is.
- Ask them what you can do in an emergency. (Get help) Show the students the phone.
- Ask them what number they would call in an emergency (911).
- Tell them they can use 911 at a pay phone without any money.
- Ask them who would come if they called that number.

Part B (How can you help?)

- Divide the students into two groups, rescuers and victims.
- Take the victims group aside and tell them that they will be the hurt person.
- Give each student his/her own scenario.
- Now get the victims to choose a buddy from the other group to be their rescuer.
- Tell the students that they are going to try out the scenario. Ask the first two buddies to stand up and the victim will begin to act out what is wrong. The victim might want to start with a shout or groan and the buddy says, "What's wrong, are you hurt?" Then the victim can describe what has happened.

The rescuer buddy has to call 911 and describe the problem. The leader who plays Emergency Medical Services (EMS) should ask lots of questions (where are you, do you need Fire, Police or Ambulance, where are you, how many people are hurt, what happened, etc.) Once Emergency Medical Services has enough information, they will send the ambulance.

Let each set of buddies have a chance to call 911. As they go through, the students will start to volunteer the information rather than wait to be asked. You might want to review the situations after the first few buddies to draw their attention to the questions being asked. Emergency Medical Services can't see the problem, so the student has to describe it accurately.

POOL/ WATERFRONT ACTIVITY

Buddy Tag (5 minutes)

This activity should be played in shallow water. Students can wear a lifejackets or a PFD.

Instructions:

- Each student and leader joins arms with a buddy.
- There is one student who doesn't have a Buddy.
- The student without a buddy tries to catch a pair.
- When they joins arms with one of the linked students, the other student lets go of their partner and tries to catch another buddy to join with.

While in the water, leaders or supervising parents, must keep students "within arm's reach" at all times. The ratio must not exceed 6 – 8 students at a time (in lifejackets or PFDs) in the care of an adult. Leaders or parents must not exceed 4 students in their care, in the water, if students are not in lifejackets or PFDs.

CAMP LESSON #2

CHECK THE ICE

LEARNING OBJECTIVES:

As a result of this lesson, students will:

- Understand the importance of determining the quality and thickness of ice before venturing on it.
- Understand that ice varies in terms of quality, that the appearance of the ice can be misleading and that the quality and thickness can change very quickly.
- How to prepare themselves in the event that they fall through the ice.

This is a pre-planned lesson with options for you to choose from. Whatever activities you choose, you must cover all of the following key messages.

KEY MESSAGES:

- Keep away from unfamiliar paths or unknown ice. Avoid traveling on ice at night. Clear hard ice is the only kind of ice recommended for travel.
- Avoid slushy ice, thawed ice that has recently refrozen, layered or rotten ice caused by sudden temperature changes and ice near moving water (i.e. rivers or currents).
- Wear buoyant suits with thermal protection to increase your chances of survival if you go through the ice. If you do not have one, wear a lifejacket/PFD over an ordinary snowmobile suit or layered winter clothing.
- No ice is without some risk. Even thick ice may be weak. Be sure to measure clear hard ice in several places.

HANDOUTS:

- Ice Thickness card
- Ice Thickness poster (available from the Lifesaving Society website)

ACTIVITIES:

How cold is that? (10-15 minutes)

Equipment:

- 2 buckets or deep pans
- Ice, snow, or very cold water
- Large Lego or some similar simple plastic toys pieces that require connecting together or tie a bow on an old pair of sneakers.

Instructions:

1. Fill each pan with water, one warm water (room temperature), one with cold water (add ice or snow to make it very cold).
2. Put a few toy pieces in warm water pan, and a few pieces in the cold water pan.
3. Have children try to put the pieces together in the warm pan and then in the cold pan.
4. Discuss how it felt

Don't Fall Through the Ice Relay Game (10 minutes)

Equipment:

- Don't Fall through the Ice Story
- Two sets of answers printed and cut out.
- Enough space to safely run a relay (about the length of a meeting room)

Instructions:

1. Read "Don't Fall Through the Ice" story aloud.
2. Have the students line up in rows at one end of the meeting space.
3. Put the answers to the questions on the chair at the other end of the room.
4. Each row will have its own leader to ask a question of the student at the start line. The 1st student in each row must run to the chair and find the correct answer and run to show the leader the answer. If correct the student runs back to the end of his/her row and the next person finds the answer to the next question on the chair. If incorrect then he/she must put the wrong answer back on the chair and run to the end of the row and the next person tries to find the correct answer on the chair. When all the questions have been answered correctly, the row sits down. The 1st row to sit wins. If some don't read well, add stick figure pictures to the cards or have a leader help with reading.

QUESTIONS AND ANSWERS (FOR GAME CARDS)

Q: If someone falls through the ice, call for_____?

A: Help

Q: What kind of ice is covered in snow or is slushy_____?

A: Unsafe

Q: Make sure a_____is nearby

A: Reaching Assist

Q: It helps to_____close to the victim under a blanket to help to bring back body heat.

A: Huddle

Q: What will a wet glove do to the ice to help you pull yourself up on_____?

A: Freeze

Q: Skate in a_____.

A: Supervised Area

Q: Avoid ice near moving water that is_____.

A: Slushy

Q: Clear, hard new ice is the_____.

A: Safest Ice

Q: Dry clothes and a blanket will help a cold, wet person to get_____.

A: Dry

Q: When your body loses heat faster than it can produce it, it is called_____.

A: Hypothermia

Q: Chop a hole in the ice to measure_____.

A: Thickness

CAMP LESSON #3

DON'T BREAK THE ICE! (STORY)

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 that their dad had chopped in the ice to make sure that the **thickness** was at least 10 cm (4"). Then they checked around to make sure that all the ice was clear hard, new ice. They had learned in 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 her 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 so they grabbed their hockey sticks to use as a **reaching assist** and called for someone to get **help**! Then they ran over to get a closer look at what was happening.

They told the girl 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 their sticks out and the girl grabbed on and let them pull her to safety. She 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 girl their coats to help her **get warm**, as they were afraid she would lose too much body heat and get **hypothermia**. They knew they must immediately take the girl to get warm, dry clothes and a blanket and they tried their best to **huddle** close to her, under the blanket, to help bring back her body heat. Slowly they walked her to their house close by to get **help**.

SWIM TO SURVIVE DAY PLAN #1

(EXAMPLE) 4 HR

- Accommodates about 32 participants with 8 per station
- 3 volunteers per station
- Lifeguard plus 2 in-water instructors per station

8:00 am

- Set-up and volunteer check-in (60 min)

9:00 am

- Welcome to Swim to Survive Families (10 min.)

9:15 am

- WaterWise Presentation

(Change Break 10 min)

9:45 am

- Swim to Survive Program (Family, Swim to Survive or Swim to Survive+)
 - In 4 stations – 15 min each & rotate = 90 min
 1. Lifejacket – fit and try
 2. Roll station – in water and from the side
 3. Tread Water station – with or without LJ
 4. Swim station – with or without LJ

(Change Break 10 min)

12:00 pm

- Certificate presentation (15-20 min.)
- Thank you to families and volunteers

Repeat for an afternoon session

SWIM TO SURVIVE DAY

PLAN #2

Swim to Survive Day is an all-day swimming safety program available at no cost to youth ages 7-18 with age appropriate water safety sessions running in two-hour blocks at the pool.

VOLUNTEERS OVERVIEW

Event Supplies & Equipment Volunteer

- T-shirts
- Name tags
- Whistles
- Timer/Stop Watch
- Swim to Survive Certificates
- STS Buckslips
- Tatoos
- Wristbands (colour coded as per stations) <http://www.printprint.ca/services/wristband-printing-vancouver>

Station Supplies:

- Instructor aids (kickboards, pool noodles, rescue tubes)
- Lifejackets
- Throwbags/rescue equipment

ON-DECK Volunteer Roles

Volunteer Coordinators

- 1-2 volunteer coordinators needed

Registration Leaders

- 4-5 volunteers needed

Photobooth Leaders

- 1-2 volunteer coordinators needed

On-Deck Group Leaders and Wranglers

- 1 volunteer per station

On-Deck Wranglers

- 4-5 volunteers needed

In-Water Volunteers

- Require instructor specific identification (i.e.: t-shirt, name tags, hats, etc.)

In-Water Station Leaders

- 2 volunteers per station
 1. Red Station: Ladder Approach & Rescuing a Buddy
 2. Orange Station: Lifejackets and PFDs (Dry)
 3. Blue Station: Ice Safety & Hypothermia calling 911(Dry)
 4. Yellow Station:Treading Water
 5. Pink Station: with or without in PFD for 50 meters
 6. Purple Station: HELP & Huddle positions
 7. Green Station: 50m Swim
 8. All Colours: Swim to Survive Standard

STAFF/VOLUNTEER ROLE DESCRIPTIONS

On-Deck Wranglers

ARRIVAL 8:00 - 8:45 AM:

- Check-in with Volunteer Coordinator. Receive name tag, schedule and colour-coded kickboard.
- Walk-through of pool stations

EVENT START 9:00 AM:

- Receive colour group of kids at start of each round at designated pick-up location (i.e.: bleachers)
- Lead colour group to first station & pass off group to in-water volunteer
- Assist & support as needed on-deck with stations (ie: bathroom, minor first aid, equipment)
- At rotation (15 minute intervals) signal rotation, ensure groups move to next station
- At final station assist on-deck with 50M swim. Provide each participant with certificate
- Return group to designated drop-off location
- Return to pick-up location to receive next group

TAKE DOWN 4:00-4:30PM:

- Event take-down and clean-up

Registration Leaders

ARRIVAL 7:45AM:

- Check-in with Volunteer Coordinator. Receive name tag, schedule and alphabet sign.
- Registration table: set up of table with table cloth, registration folders

EVENT START 9:00AM:

- Greet participants, thank them for coming to event, check their last name, provide family with waiver and media release form to sign immediately, provide participant with colour-coded wristband.
- Direct participants and families to get changed (provide directions to change room) and to meet at pick-up location (eg. bleachers upstairs). Encourage parents to fill out S2S feedback form online (will be emailed)
- Fill out Swim to Survive Day certificates with participants names and deliver to on-deck

TAKE DOWN 2:30PM:

- Registration table: take down of table, registration set up, and LSS backdrop

On-Deck Group Leaders (guides participants)

ARRIVAL 7:45AM:

- Signage: poster and direction displays put up around the pool deck, activity & colour identifiers on pool deck at designated station, participant drop-off and pick-up station signage

EVENT START 08:45AM:

- Direct parents and participants to changerooms and designated pick up and drop off stations
- Take late check-in participants to designated colour group
- Provide participant parents with STS brochure/buckslips and information about Swim to Survive Program
- Support on-deck volunteers as needed

Photobooth Leaders

SET UP:

- Photobooth set up

EVENT START 9:00AM:

- Photo taking and props

In-Water Station Leaders

- 8 stations/15 minutes
- 3 rounds at 9:00AM, 11:30AM, 2:00PM
- Receive Colour group at designated location
- Perform station activity at 15 minute intervals
- Have group out of water 1-2 minutes before rotation time

Swim to Survive Set Up	
Night before 6:30PM-8:30PM	<ul style="list-style-type: none"> • Event Set Up • Volunteer Run Through • Fill Out Certificates
Swim to Survive Day	
7:45AM	<ul style="list-style-type: none"> • Volunteers arrive & check in with Volunteer Coordinator. • Volunteers go to stations (i.e.: registration, colour, on deck)
Round 1	
8:00AM-8:30AM	Participants begin checking in through registration. Once checked in and wrist band given, meet at bleachers.
8:45AM-9:00AM	Swim to Survive Day info, participants go with colour leaders to 1st station. (volunteers (x2) needed for drifters)
9:00AM-9:10AM	Station 1
ROTATION	
9:15AM-9:25AM	Station 2
ROTATION	
9:30AM-9:40AM	Station 3
ROTATION	
9:45AM-9:50AM	Station 4
ROTATION	
10:00AM-10:10AM	Station 5
ROTATION	
10:15AM-10:25AM	Station 6
ROTATION	
10:30AM-10:40AM	Station 7
ROTATION	
10:45AM-10:50AM	<ul style="list-style-type: none"> • All participants demonstrate the Swim to Survive Standard together • Certificates and Wrap Up + Photo

Round 2	
10:30AM-11:00AM	Participants begin checking in through registration. Once checked in and wrist band given, meet at bleachers.
11:15AM-11:25AM	Swim to Survive Day info, participants go with colour leaders to 1st station. (volunteers (x2) needed for drifters)
11:30AM-11:40AM	Station 1
ROTATION	
11:45AM-11:50PM	Station 2
ROTATION	
12:00PM-12:15PM	Station 3
ROTATION	
12:15PM-12:25PM	Station 4
ROTATION	
12:30PM-12:40PM	Station 5
ROTATION	
12:45PM-12:50PM	Station 6
ROTATION	
1:00PM-1:10PM	Station 7
ROTATION	
1:15PM-1:25PM	<ul style="list-style-type: none"> All participants demonstrate the Swim to Survive Standard together Certificates and Wrap Up + Photo

STATIONS FOR SWIM TO SURVIVE DAY

(10 min for each station + 2 to move to next station)

STATION #1 (RED): LADDER APPROACH, TALK, THROW, REACH

Instructor makes sure participants are paired up and fitted in lifejackets if they need to be and explain the progression of danger throughout the ladder approach. Demo, Describe, and Do the three stages separately adding the next stage to the last.

Location:

- At least chest deep water

Equipment:

- Noodles
- Throwing Aids
- Lifejackets

STATION #2 (ORANGE): LIFEJACKET SAFETY AND PFDS

Instructors are to bring participants through the process of choosing a “proper fitting” lifejacket (be specific on what the participants are looking for when on a boat or when purchasing their own lifejacket).

Location:

- At least chest-deep water

Equipment:

- Proper fitting lifejackets 1 per participant

STATION #3 (BLUE): ICE SAFETY & HYPOTHERMIA CALLING 911 (DRY)

Pairs of participants are taught how to assess a scene for dangers, call 9-1-1

Location:

- On deck station, large space required

Equipment:

- Bucket of ice water & shoe laces - participants attempt to tie a bow with cold hands
- Ice safety cards
- Blankets
- Steps on how to call 911

STATION #4 (YELLOW): ROLL & TREAD

Participants attempt a controlled (Flat Roll) roll into deep water closely monitored by the instructors. Instructors are to make certain the reason for the roll is to simulate an open water scenario and not to be re-enacted at the pool.

Participants are to be in with or without lifejackets and taught the basics of treading water (body position and hand and foot movement) then "tested" for 30 seconds of treading water. *Note that smaller and more inexperienced participants should be kept near walls, in lifejackets or close to an instructor if one is available.

Location:

- Deep water; edge of pool.

Equipment:

- Lifejackets
- Swimming aids

STATION #5 (PINK): FRONT SWIM

Participants will learn multiple ways of forward movement in the water, using legs and if possible, their arms, while keeping their head underwater and practicing rhythmic breathing. Once the instructor has shown multiple ways of movement, participants then attempt water movement by him/herself in or out of a lifejacket. Feel free to incorporate games to keep the activities fun.

Location:

- Deep or Medium Depth, Large Space

Equipment:

- Lifejackets

STATION #6 (PURPLE): HELP & HUDDLE POSITIONS

After the participants have been fitted for life jackets (with dry volunteer's assistance) go over how to keep warm in a cold environment and demonstrate the cold water safety huddle on dry land.

Next all participants must wear a life jacket to participate in the cold water safety huddle. Then move group to the water to repeat cold safety Demos and Do's and end with a safety huddle in the water (Optional Game: Tsunami, Participants are giving 10 sec head start to swim as far as possible then must create a safety huddle asap before instructors arrive to splash and jostle the huddled participants).

Location:

- Deep or Medium Depth

Equipment:

- Lifejackets

STATION #7 (GREEN): 50M SWIM

Participants will swim (Front or Back) 50m with or without a life jacket, small groups only Max 4 to each instructor
2 instructors per group (2/8ratio)

Instructors must be very careful of participants safety, possibly doing waves of participants with one instructor always ready to assist.

Location:

- Mid - shallow water

Equipment:

- Lifejackets
- Rescue Tubes for each instructor

FINAL STATION (ALL COLOURS): SWIM TO SURVIVE STANDARD

All leaders and participants will come together to demonstrate the Swim to Survive Standard at the end of the last rotation.

With their group and in-water leaders, the participants will attempt the three Swim to Survive skills in sequence
They will then proceed to pick up their certificate from the group leader.

Location:

- Mid - shallow water

Equipment:

- Lifejackets
- Rescue Tubes for each in-water leader

SAMPLE SWIM TO SURVIVE DAY VOLUNTEER WAIVER & RELEASE FORM

(Each Volunteer must return a signed copy of this form to be eligible to volunteer. Participants 18 years and under must have the form signed by their parents/guardians.)

In consideration of my being permitted to take part as a volunteer at _____, I for and on behalf of myself, my heirs, representatives, successors, assigns, executors and administrators do hereby expressly waive any claim which I may presently or hereafter possess against the _____, and all sponsors of and suppliers to any of the above-named groups, organizations and bodies (hereinafter collectively referred to as the "Organizations") as well as each and every volunteer, employee, agent, representative, officer, director, shareholder, guest, invitee and assignee (hereinafter referred to as the "Individuals") of the Organizations and I hereby agree to save harmless and keep indemnified the Organization and the Individuals from and against any and all actions, claims, costs, expenses, or demands including legal fees in respect of death, injury, loss or damage to the person or property of myself which may have heretofore or in the future might arise out of or in any manner be connected with my taking part in the event.

This instrument is a Waiver and release of the Organizations and Individuals for all injury and/or damage to my person or property which may occur as a result of my participation as well as any other person's participation in any capacity whatsoever in the event and I expressly declare that the nature, extent and results of any event, injuries and/or damages are not all known or anticipated by me but that I nevertheless fully waive any such claim therefore and release the Organizations and Individuals from any obligations arising therefrom.

I release the Organizations and Individuals from any claims for any injuries and/or damages I may receive as a result of any cause whatsoever including their negligence and without limiting the generality of the foregoing, this Waiver applies even if the injury/damage results from the failure to provide reasonable and careful instruction, supervision, staging or organization of the event. This Waiver also applies to any injury and/or damages incurred which are caused by or attributable in any way to stress and/or anxiety or emotional upset or exposure to the elements and/or cold water.

I will indemnify and hold harmless the Releasees, collectively and individually, from any and all losses, liabilities, damages, demands, costs, causes of action and expenses that may incur, for any reason whatsoever, which may arise as a result of my participation in the Activity, and my presence in, upon or about the Premises.

This Waiver applies to any and all activities associated with the event and it applies to all areas at which the event is being held. It also applies during the transportation of myself from one site to another.

This Waiver applies to fortuitous accidents and it applies irrespective of the capacity in which I may be acting as a volunteer, "victim." This Waiver applies to all activities related to the event before, during and after the event including any social functions at which I may be in attendance.

I am assisting at this event voluntarily with full knowledge of the inherent dangers and consequent risks to my person and my property that I will be undertaking.

Photo/Video Release – I transfer to the Lifesaving Society all rights whatsoever which I have in photographs and/or videos that photographers may have taken. I consent to the use of the photographs/videos for all purposes whatsoever, including without limitation, television, publications and any trade or advertising purposes.

I acknowledge that I have read and that I do understand all the foregoing.

Name: _____ Date: _____

Signature: _____

(Signature of Parent/Legal Guardian if Volunteer. I am of legal age and am freely signing this agreement. I have read this form and understand that by signing this form, I am giving up legal rights and remedies.)

Witness: _____



LIFESAVING SOCIETY®

The Lifeguarding Experts

Lifesaving Society BC & Yukon Branch

#112-3989 Henning Drive

Burnaby, BC V5C 6N5

Phone: 604.299.5450

lifesaving.bc.ca

info@lifesaving.bc.ca

@LifesavingBCYK