



# ACTIVITY GUIDE

FOR THE LIFESAVING SOCIETY'S  
CANADIAN SWIM TO SURVIVE® PROGRAM





## **SWIM TO SURVIVE® ACTIVITY GUIDE**

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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, aquatic safety management services, and lifesaving sport.

Annually, the Society certifies over 800 000 Canadians in its swimming, lifesaving, lifeguarding and leadership training programs – including 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 Commonwealth and the International Life Saving Federation, and is the Canadian governing body for lifesaving sport – sport recognized by the International Olympic Committee and the Commonwealth Games Federation.

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# **CANADA'S LIFEGUARDING EXPERTS**

## **– SAVING LIVES FOR OVER 100 YEARS**

Over 500 Canadians die every year in water-related incidents. Most of these are preventable and occur in unsupervised settings, which is why more Canadians need the lifesaving skills to save themselves or others in an aquatic emergency.

The Lifesaving Society has a long and proud history of teaching lifesaving to Canadians.

We trace our roots to the late 19<sup>th</sup> century in London, England where began as The Swimmers' Life Saving Society. In 1894, Arthur Lewis Cochrane brought the lifesaving skills he learned in his homeland to Canada. And he passed them along to students at Upper Canada College in Toronto, Ontario. In June 1896, 18 of his students were the first recipients of our distinguished Bronze Medallion award. Under the patronage of King Edward VII in 1904, we became The Royal Life Saving Society.

In the 1950s, we were the first Canadian organization to adopt mouth-to-mouth as the method of choice over manual methods of artificial respiration. We started our first CPR training program in the 1960s. In the 1980s, we initiated a project to design an economical CPR training manikin (ACTAR 911™), and we launched our Water Smart® drowning prevention campaign.

In the 1990s, the Society introduced innovative new programs like Boat Operator Accredited Training, the Junior Lifeguard Club and the Canadian Swim Patrol Program, and launched our Aquatic Safety Management Service. We expanded our First Aid training programs and completely revamped the Bronze medal and the National Lifeguard training programs to suit the needs of the new century.

In 2001, we defined the Canadian Swim to Survive® Standard and subsequently launched our Swim to Survive® Program to teach Canadians the minimum essential skills they need to survive an unexpected fall into deep water. Our learn-to-swim program – Swim for Life® – is our latest drowning prevention initiative.

Today, we are known to Canadians simply as the Lifesaving Society, a national volunteer organization and registered charity. And while we've expanded our strengths over the past century to include research and public education, we haven't forgotten the ideals that formed the foundation of our organization.

The Lifesaving Society has always been – and will continue to be – Canada's lifeguarding experts.

## HISTORICAL BACKGROUND OF SWIM TO SURVIVE® PROGRAM IN QUEBEC

In response to a request from the Stephanie Gaetz KEEPSAFE Foundation the Swim to Survive program launched in Ontario (2005). The goal of the program was to teach to children what to do in case of involuntary fall into the water.

In Quebec, the drowning of Jaylen Jess Teja, a 8 years old child, at the Yamaska National Park during the summer of 2006 made an impact on the population. The project of implementing the Swim to survive program in Quebec took more importance.

In one of his report produced in 2008, the Coroner Jacques Ramsay highly recommended to the Minister of Education, Recreation and Sport the implementation of the Swim to Survive program in the elementary second cycle (grades 3 and 4).

Some meetings were held with representatives of the Ministry of Education, Recreation and Sports, with the result in 2010 of two pilot projects completed in Quebec and Trois-Rivières cities. Those projects as well as the following ones conducted to very positive conclusions.

During the last years other coroners recommended to establish the Swim to Survive program in Quebec. The government of Quebec took position in summer 2012 for the program's support.

Nevertheless, as of 2013 the Lifesaving Society is still waiting for a positive answer about founding grant that would allow to offer the Swim to Survive program to all Grade 3 students in Quebec.

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## **SWIM TO SURVIVE® STANDARD**

In Canada's water-rich environment, minimum swimming ability is a required life skill for survival, and the Lifesaving Society's official position on this is expressed in these four points:

- Acquisition of basic swimming ability is a fundamental requirement in any meaningful attempt to eliminate drowning in Canada.
- All Canadian children deserve the chance to learn basic swim survival skills.
- The acquisition of basic swim survival skills by Canadian children is worthy of public and government support.
- Affordable training should be available for all children to the level of the

### **CANADIAN SWIM TO SURVIVE® STANDARD**

- ▶ Roll into deep water
- ▶ Tread water for 1 minute
- ▶ Swim 50 metres

The Canadian Swim to Survive® Standard is a minimum national standard of swimming skill for all children. The standard is simple, straightforward and focused. It defines the essential minimum skills required to survive an unexpected fall into deep water. It is recognized that there is a wide range of aquatic training well beyond this minimum.

The Swim to Survive® Standard may be used in the following ways:

- **SWIM TO SURVIVE® PROGRAM**
- **AQUATIC SKILLS TEST:** to verify the aquatic skills of a person, ask her to try to perform the Swim to Survive Standard®. If she can achieve the standard without aids, she will be able to survive to an unexpected fall into water.
- **AWARENESS ACTIVITY:** an organization or a pool facility can organize an activity to evaluate participants' skills with the Swim to survive® Standard. The standard is used as a challenge. For more information on this matter, please visit the [www.sauvetage.qc.ca](http://www.sauvetage.qc.ca) website and look for Swim to Survive® Challenge.

## SWIM TO SURVIVE® SKILLS

ESSENTIAL SKILLS & RATIONALE	TASK
<b>Orient yourself at the surface</b> after an unexpected entry. A fall into water is disorienting and a threat to normal respiration.	Roll into deep water
<b>Support yourself at the surface.</b> Canadian waters are generally cold enough year-round to trigger a gasping reflex on unexpected immersion. The ability to tread water allows you to protect your airway while regaining control of your breathing.	Tread water for one minute
<b>Swim to safety.</b> Lifesaving research shows most drowning occurs within 3 to 15 metres of safety (dock, shoreline, pool edge). Because your ability may be impaired by cold water, clothing, etc., we use a 50 metres distance as a reasonable standard.	Swim 50 metres

## **RATIONALE**

⇒ Canadians have a high participation in swimming as a recreational activity.

⇒ Among school-aged children between 5 and 12 years of age, swimming is the second most popular activity in Canada after bicycling.

⇒ Among those over 18 years of age, swimming is the third most popular activity after walking and gardening/yard work.

(Source : 1998 Physical Activity Monitor, Canadian Fitness and Lifestyle Research Institute)

## **DROWNING IS A LEADING CAUSE OF DEATH**

Drowning is the second leading cause of accidental death (after motor vehicle crashes) in Canada for people 55 years of age and under. Year after year, the majority of people who drown have no intention of going into the water.

## **SUITABILITY OF SWIM TO SURVIVE® IN SCHOOLS**

The implementation of the Swim to Survive® program in the elementary schools in Quebec has been recommended by coroners involved in inquests on drowning victims.

Offering the Swim to Survive® program during school hours is an efficient way to reach the population of children, including those who have never been in a pool because of cultural, financial, environmental or personal reasons.

The Swim to Survive® program is meant to teach the basic aquatic survival skills and safe behaviour to adopt around, on and in the water. The Lifesaving Society hopes that the children will appreciate this learning experience and also develop more interest for aquatic activities. This would represent a very good way to increase their level of physical activities!

The skills taught in this program can make all the difference between life and death in case of an unexpected fall into deep water.

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For detailed information on drowning and water-related injuries, consult the Canadian Drowning Report available online at [www.lifesaving.ca](http://www.lifesaving.ca)



## SWIM TO SURVIVE® PROGRAM

Swim to Survive® program is a public education initiative and is available almost everywhere in Canada. This program based on the standard explained above will permit to the students to be aware of their swimming ability and to inform their parents about the result. **It is not meant to replace traditional swimming lessons**, but rather to teach the basic fundamental skills necessary to survive an unexpected fall into water – an important first step to being safe around water.

Flexible and simple to provide, Swim to Survive® program is ideal for school groups that need a focused program for students who have limited time and diverse abilities.

CONTENT	
3 in-water lessons (3 x 1 hour)	To learn the Swim to Survive® Standard with the program instructor who will evaluate the result.
3 water safety lessons (minimum of 3 x 15 minutes)	To foster awareness on at minimum 3 of the 4 following water safety subjects: Swim with a buddy, Check the ice, Wear a PFD and Look before diving. Taught by the teacher, the physical education teacher or the program instructor.

### TARGET GROUP

- Grade 3 students (approximately 8 years of age)

### ADVANTAGES

- **Groups with different skills levels:** Swim to survive® program is ideal for participants who have diverse abilities. Use of PFD helps each student, no matter the aquatic skills level, to participate to all activities.
- **Short program :** Only 3 in-water lessons of 1 hour and a minimum of 3 water safety lessons of 15 minutes.

As of 2013, the program offered in Quebec relies on the generosity of donors and sponsors for its funding and a participant fee.

## PROGRAM DOCUMENTS

Swim to Survive® program in Québec contains many useful documents to help every person involved to establish correctly and easily the program. Many activities are proposed for teachers, instructors and even parents.

- *Swim to Survive® Activity Guide*
- 4 *Additional Information* documents to the Swim to Survive® Activity Guide on specific tools (for parents, teachers, instructors and pool operators)
- More than 19 activities about water safety to do in class, in gymnasium or at home related with the Quebec Education Program
- 4 fact sheets on water safety
- 1 certificate per student

## WHY 3 IN-WATER LESSONS?

The 2 main goals of this program are to raise awareness of the student and his parents on his real aquatic skills level and to give him the chance to learn minimal aquatic skills necessary to survive to an unexpected fall into deep water.

Like in every teaching situation, learning must have a preparation time, a realization time and an integration time. During the first lesson, participants discover the aquatic skills to execute. After, they practice and integrate the skills at their own rhythm during the 3 in-water lessons. An evaluation is done at the end of the third lesson.

Each student has his own rhythm of learning. For some, 3 in-water lessons won't be enough. In consideration of this fact, the Lifesaving Society recommends to all participants to continue practicing and increasing aquatic skills with swimming lessons

## TEACHING CONCEPTS

### Survival mode versus learning mode

Swim to survive® skills are the foundation for being able to be comfortable in the water, but anxiety can have a negative effect on the learner's readiness to learn.

When attempting an aquatic skill for the first time, learners may feel their very survival is jeopardy (e.g., "will I be able to breath?"). If so they may be said to be in "survival mode" – they cannot think about how to do the skill when they are focused only on getting the next breath.

When considering your teaching approach, ask yourself if the learner will be operating in "survival mode" or "learning mode". To be in learning mode, they should feel that they are in control of their situation; that they can take a breath whenever they want; and that they can stop at any time.

When learning to swim, the learner must be able to solve three problems:

**Orientation:** How do I orient myself and control my body as it moves?

**Support:** How do I support myself to get a breath when I want or need it?

**Propulsion:** How do I control my movement through the water to get to my destination?

### Using flotation aids as teaching tools

A teaching approach that initially focuses the learner on one problem at a time will reduce learner anxiety, speed up the learning process, and increase the chances of success. Using flotation aids as teaching tools provide support to the learner so that they:

1. Can breathe whenever they need to.
2. Get good quality practice, because they can:
  - Focus on learning the new movement
  - Follow feedback
  - Rest when they need to

Flotation aids include: lifejackets, PFDs, kickboards, flotation belts, bleach bottles or noodles.

## TEACHING CONCEPTS (CONTINUED)

**Going PFD-free** If students are concerned about being able to perform the skill without assistance, the use of personal flotation device (PFD) or other buoyant aids will help support their bodies while they determine how best to use their legs. When the student is ready, he can attempt the skills without a buoyant support, but this decision should be the learner's not the teacher's.

To help the student recognize that they are ready to try a skill without support an instructor can:

- Give lots of positive and encouraging feedback.
- If the student appears afraid, offer encouraging feedback.
- Assist the student rather than having them do it on their own.
- Use progressions – have the student attempt the water skills in shallower water.

*We recommend that all students attempt the swim without a PFD at some point.*

### **Easing students' fear**

Students who are afraid of water need time to get "the feel of it" – learning to trust how their body responds to water's buoyancy. For some, learning to walk through water, use controlled breathing skills and then progressing to front and back floats and standing up after these floats are major accomplishments.

Always start fearful students with lifejackets on, keep the tasks simple and within their comfort level. Stay close, always within arms' reach.

Each student will work at his own pace. Fearful students need to have a sense of control of how quickly new skills are introduced. Introducing a new skill that seems "risky" to the student requires patience and well thought out progressions. When skills are introduced properly, the student will find that the task was not as difficult as first imagined.

### **Students with disability**

An individual who has a disability can easily participate in Swim to Survive®. The unique teaching approach in using floatation aids creates two opportunities. The student can easily participate within a group and the floatation aid provides any extra buoyancy that they may require.

Due to 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 student's special needs.

## TEACHING CONCEPTS (CONTINUED)

### TEACHING PROGRESSIONS

Progressions should always be used regardless of swim ability. Listed below are some suggested progressions.

- Entry**
1. Try somersaults in shallow water.
  2. Try simple jumps into deep water for orientation and surfacing.
  3. Practice somersault rolls on a mat on the deck.
  4. Try somersault rolls from a floating mat in deep water.
  5. Try somersault rolls entry onto mat into deep water.
  6. Try somersault rolls entry without mat into deep water.

- Tread water**
1. Practice arm and feet action separately.
  2. Stand in shallow water and sweep hands and arms back and forth like spreading jam on a large piece of bread.
  3. Angle hands and forearms slightly and use broad flat sculling action.
  4. Use PFDs for support while learning how to scull.
  5. For kicking action – position learners in deeper water so they can clear the bottom during the kicks.
  6. Practice arms and legs together to increase endurance.
  7. When swimmers can support themselves at the surface experiment with scissors and eggbeater kicks.

- Swim**
- Enter waist deep water:
1. Encourage students to put their face in water, practicing breath control.
  2. Move to submerging the face and/or body and opening eyes underwater.

Swimmers put on PFDs (if required) and then:

1. Attempt floats on front and/or back.
2. Practice glides with kicking (front or back) using any form of kick.
3. Attempt propulsion using arms (in any fashion, on front or back, head in or out water).
4. Add breathing using a regular pattern (if possible).
5. When ready encourage students to try without a PFD.
6. Have all students attempt a distance without a PFD (in the shallow end at the very least).

# **SAFETY**

The safety of the students is paramount. Many students 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. Instructors must also exercise good judgment about when to introduce students to deep water. Teaching a skill in deep water that students have not previously mastered in shallow water may not only be counterproductive, it may be unsafe.

## **AREA REQUIRED FOR THE ACTIVITY**

- Is the water depth adequate?
- Is there adequate space for each student?
- Is there a buffer area between students and other classes or hazards (e.g. drop offs, lane ropes, diving boards, etc.)?

## **ABILITY OF THE STUDENTS**

- Do the students have the appropriate lead up skills?
- Do the students understand the activity to be performed?
- Is the activity appropriate for the physical ability of the students?
- Is the activity flexible to accommodate differences in levels of experience and skill?
- Does the activity allow observation of each person at all times?

## **ENTRY**

- Always make somersault roll entry in deep water.
- Encourage students to roll out and away from the poolside.
- Students should cover back of head with hands.
- Plan safety routines that keep students from accidentally landing on someone.
- Back rolls should not be taught or practiced.

## **TREAD WATER**

- Always practice a new skill in shallow water or in PFDs before moving to deeper water.
- Plan safety routines that keep students from bumping into each other.
- Always let the students decide when they want to remove the PFD to attempt the skill without it.

## **SAFETY (CONTINUED)**

### **SWIM**

- Practice new skills in shallow water or in PFDs before moving to deeper water.
- Weak or non-swimmers will need time to explore swimming skills and using their PFD before attempting to swim in deeper water.
- Plan safety routines that keep students from bumping into each other.
- Always let the students decide when they want to remove the PFD in deep water to attempt the swim without it.

### **SAFETY RULES**

1. Know the emergency procedures for your facility.
2. Escort your group from the changing room to the pool and from the pool to the changing room.
3. Keep all swimmers in front of you and supervise them at all times.
4. Always keep the pool in view.
5. Have a buoyant aid available at all times.
- 6. Put a PFD on all participants at the beginning of the first lesson.**
7. Use a buddy system.
8. Perform regular head counts.
9. Be at arm's reach of non-swimmers.
10. Outline the safety rules before beginning the activity.
11. Have fun!

# PLANNING YOUR SESSIONS

## Groups with diverse skills

Each lesson should include practice activities for each of the Swim to Survive® skills.

When planning for your class, follow these steps:

1. Always screen your students to determine their individual abilities.
2. Always demonstrate the skill.
3. Provide plenty of practice for each skill.
4. Allow for each student to practice skills at their own pace.
5. If time allows and the students are ready, try the Challenge Activities.

## Teaching groups with diverse skills

After the students have been screened and more than one Instructor is available, divide the students by the number of Instructors available. Groups can be divided in the following ways:

- By pool space: shallow group / mid group / deep end group
- By ability: beginner / intermediate / advanced
- By skill: stations are set up, each station focuses on a skill and students move from station to station



## EVALUATION

Evaluating the  
Swim to Survive®  
Standard

The program focuses on achieving a single sequence:

**Roll into deep water – Tread water 1 minute – Swim 50 metres**

Any method that allows the learner to achieve the standard is acceptable. There is no single “right” solution. A key component of the teaching strategy is a problem-solving approach to help the learner find an effective solution.

Who can  
evaluate the  
Swim to survive®  
Standard?

Any current National Lifeguard (NLS) or Swim Instructor can evaluate the program.

Do students  
receive anything  
at the  
completion of  
the program?

Yes, every student of the Swim to Survive® Program receives:

- A Participant Certificate (for the student).
- A parent Handout (for the parents/guardians)

The certificate has 3 achievement levels:

- ✓ Achieved the Swim to Survive® Standard
- ✓ Achieved the Swim to Survive® Standard in a PFD
- ✓ Attempted the Swim to Survive® Standard

It should be explained to parents/guardians that regardless of the level indicated on the certificate, the Lifesaving Society encourages **all** children to learn to swim beyond this minimum standard.

# ROLL INTO DEEP WATER

SWIM TO  
SURVIVE®

SKILL 1

*Perform a roll into deep water.*

NOTES	LEARNING OBJECTIVES
<p><b>Teach the basics :</b> Swimmers don PFDs and then :</p> <ol style="list-style-type: none"> <li>1. Crouch at the poolside, knees bent, feet at the edge.</li> <li>2. Cover back of head with hands, tuck chin to chest with elbows close to body.</li> <li>3. Take a deep breath and hold.</li> <li>4. Roll out and away from the poolside into the water.</li> <li>5. Surface, lift head to take a breath, return to poolside.</li> </ol> <p><b>Common Problems</b></p> <p><b>Lifting head</b> – keep chin tucked to chest.</p> <p><b>Water up nose</b> – gently exhale through the nose during roll.</p>	<p><i>The student must be able to :</i></p> <ul style="list-style-type: none"> <li>▪ Get head above the surface.</li> <li>▪ Orient himself at the surface after an involuntary fall into deep water.</li> </ul>
	KEY CONCEPT
	<p>An unexpected entry into water is disorienting and a threat to normal respiration.</p>
	MUST SEE
	<ul style="list-style-type: none"> <li>✓ Entry (simulated fall) into water without assistance :</li> </ul> <p>POSSIBLE ENTRIES</p> <ul style="list-style-type: none"> <li>○ Front roll</li> <li>○ Side roll</li> <li>○ Log roll</li> </ul> <ul style="list-style-type: none"> <li>✓ Feet must not enter water first.</li> <li>✓ Orient at the surface and breathe.</li> </ul>
REFERENCE	
<ul style="list-style-type: none"> <li>▪ Canadian Lifesaving Manual 5-9</li> </ul>	

# TREAD WATER

SWIM TO  
SURVIVE®

Skill 2

*Demonstrate the ability to support nose and mouth above water for 1 minute.*

NOTES	LEARNING OBJECTIVE
<p><b>Teach the basics :</b> Swimmers don PFDs and then :</p> <ol style="list-style-type: none"> <li>1. Enter chest deep (or deeper) water.</li> <li>2. Sweep hands and arms at a slight back angle, back and forth just below the surface.</li> <li>3. Use any kick or combination of kicks.</li> <li>4. Put the two skills together. Keeping lungs as full as possible maximizes buoyancy.</li> </ol> <p><b>Common Problems</b></p> <p><b>Trouble maintaining body position</b> – alter head position (back or forward), modify position of the arm action.</p> <p><b>Sinking</b> – check swimmer is sculling (using a pushing and pulling actions of the hand); increase sculling speed; alter arm position (broader or narrower); use a more propulsive and harder kick.</p>	<p><i>The student must be able to :</i></p> <ul style="list-style-type: none"> <li>▪ Keep his nose and mouth above surface for 1 minute.</li> </ul>
	KEY CONCEPT
	<p>Canadian waters are generally cold enough year-round to trigger a gasping reflex on unexpected immersion. The ability to tread water allows you to protect your airway while regaining control of your breathing. Also, treading water help the swimmer to search a safety point where he can go.</p>
REFERENCE	MUST SEE
	<ul style="list-style-type: none"> <li>✓ Nose and mouth above surface for 1 minute or better without assistance.</li> <li>✓ Any method is acceptable.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Canadian Lifesaving Manual, 3-6</li> </ul>	

# SWIM

## SWIM TO SURVIVE®

### Skill 3

*Move through water 50 metres.*

NOTES	LEARNING OBJECTIVE
<p><b>Teach the basics :</b> Swimmers don PFDs and then :</p> <ol style="list-style-type: none"> <li>1. Enter waist deep water.</li> <li>2. Maneuver into a horizontal body position (front or back, head in or out of water).</li> <li>3. Propel them forward using a method. Arms may recover above or below the surface.</li> <li>4. Kick – any kick is acceptable.</li> </ol> <p><b>Common Problems</b></p> <ul style="list-style-type: none"> <li>• <b>Body position</b> – change head position (lift up or down).</li> <li>• <b>Arm mechanics</b> – proper arm recover and pull.</li> <li>• <b>Kick mechanics</b> – i.e.: pointed toes – flutter kick, flexed foot – whip kick, etc.</li> </ul>	<p><i>The student must be able to :</i></p> <ul style="list-style-type: none"> <li>▪ Swim 50 metres.</li> </ul>
	KEY CONCEPT
	<p>Lifesaving research shows most drowning occurs within 3 to 15 metres of safety (dock, shoreline, pool edge). Because your ability may be impaired by cold water, clothing, etc., we use a 50 metres distance as a reasonable standard.</p>
	MUST SEE
	<ul style="list-style-type: none"> <li>✓ Distance completed (50 metres).</li> <li>✓ Continuous swim without touching the bottom of the pool and without holding on to anything.</li> <li>✓ Any method is acceptable.</li> </ul> <p>Note : Continuous swim may include treading water.</p>
REFERENCE	
<ul style="list-style-type: none"> <li>▪ Canadian Lifesaving Manual, 9-2</li> </ul>	

# SWIM WITH A BUDDY

SWIM TO  
SURVIVE®

LESSON 1

*The student will learn to always swim with somebody. He will also learn why he never should swim alone and where he can safely swim.*

NOTES	LEARNING OBJECTIVES
<ul style="list-style-type: none"><li>▪ Being alone is a contributing factor in many drowning – 74% where the victim is an unsupervised child under 5 years of age.</li><li>▪ Few drowning occur under lifeguard supervision. Almost all water-related deaths in Quebec occur in situations not supervised by lifeguards.</li><li>▪ Drowning is silent and a person can drown in as less than 1 minute. You will not hear a person call for help if they are drowning. Usually when someone drowns they slip beneath the surface of the water quickly and quietly.</li><li>▪ Deaths by drowning are only a small part of the problem. For each death, 3 to 10 persons are survivors.</li></ul>	<p><i>As a result of this lesson, learners will :</i></p> <ul style="list-style-type: none"><li>▪ Know which behaviours are safe and not safe for swimming.</li><li>▪ Explain why they should never swim alone.</li></ul>
	<p><b>KEY CONCEPT</b></p> <p>Always swim with a buddy!</p>
	<p><b>KEY MESSAGES</b></p> <p>EVERYBODY, even adults must swim with somebody.</p> <p>Why is it important to swim with a buddy?</p> <ul style="list-style-type: none"><li>▪ Can help in case of emergency.</li><li>▪ Can throw a floating aid.</li><li>▪ Can call for help.</li><li>▪ Can supervise us.</li></ul> <p>There are two secure areas for swimming:</p> <ul style="list-style-type: none"><li>▪ Areas supervised by lifeguards.</li><li>▪ Areas supervised by adults.</li></ul> <p>What do you do if your friend has problems in water?</p> <ul style="list-style-type: none"><li>▪ Call for help (ex. 911, adult, etc.)</li><li>▪ Throw a floating aid.</li></ul> <p><u>Important:</u> Never go in water and never come close to a person having problems in water. (Dangerous for a person who doesn't know good lifesaving techniques.)</p>
REFERENCES	
<ul style="list-style-type: none"><li>▪ Fact sheet <i>Swim with a Buddy</i></li><li>▪ <i>Assurez votre sécurité, faits saillants sur les noyades et les autres décès liés à l'eau au Québec de 2000 à 2008</i></li><li>▪ Lifesaving Society's website : <a href="http://www.sauvetage.qc.ca">www.sauvetage.qc.ca</a></li></ul>	

# CHECK THE ICE

SWIM TO  
SURVIVE®

LESSON 2

*The student will learn about ice risks. He will also learn to always check the ice before going on it.*

NOTES	LEARNING OBJECTIVES
<ul style="list-style-type: none"><li>▪ Almost 500 Canadians drown each year. In the winter, most drowning victims are male snowmobilers.</li><li>▪ Three-quarters of ice related incidents occurred on lakes (73%) and most of the remainder occurred on rivers (25%).</li><li>▪ Most snowmobile incidents involved open water/ice holes (62% of all snowmobiling incidents) or thin ice (38%).</li></ul>	<p><i>As a result of this lesson, learners will :</i></p> <ul style="list-style-type: none"><li>▪ Name the quality of a good ice.</li><li>▪ Know which behaviors are safe and which aren't safe near of ice.</li><li>▪ Explain how to get out of water if they fall through the ice.</li></ul>
	<p><b>KEY CONCEPT</b></p> <p>No ice is 100% safe.</p>
	<p><b>KEY MESSAGES</b></p> <ul style="list-style-type: none"><li>▪ Keep away from unfamiliar paths or unknown ice. Stay in tag trails.</li><li>▪ 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).</li><li>▪ Thickness of the ice is never the same at different point. Be sure to measure clear hard ice in several places. For walking on ice, thickness must be over 10 centimetres.</li><li>▪ Wear a thermal protection buoyant suit to increase your chances of survival if you go through the ice. If you don't have one, wear a lifejacket/PFD over an ordinary snowmobile suit or layered winter clothing.</li><li>▪ Even for good swimmers, it is difficult to swim in cold water.</li></ul>
REFERENCES	
<ul style="list-style-type: none"><li>▪ Fact sheet <i>Check the Ice</i></li><li>▪ <i>Assurez votre sécurité, faits saillants sur les noyades et les autres décès liés à l'eau au Québec de 2000 à 2008</i></li><li>▪ Lifesaving Society's website : <a href="http://www.sauvetage.qc.ca">www.sauvetage.qc.ca</a></li><li>▪ LIFESAVING SOCIETY. <i>Comprendre la glace, guide de survie</i> (2007), 168 pages.</li></ul>	

# WEAR A LIFEJACKET OR PFD

SWIM TO  
SURVIVE®

LESSON 3

*The student will learn about different floating aids. He will also learn their importance and how to choose and wear a personal flotation device (PFD).*

NOTES	LEARNING OBJECTIVES
<ul style="list-style-type: none"> <li>▪ In 73 % of drowning related with boating, people aren't wearing a PFD/lifejacket.</li> <li>▪ Lifejacket is more floating than PFD. In big boat, lifejacket are mostly present.</li> <li>▪ PFD/lifejacket not worn is a significant risk factor for drowning. Most of the drowning victims (near 80 %) did not wear or correctly wear a PFD/lifejacket during boating.</li> </ul>	<p><i>As a result of this lesson, learners will :</i></p> <ul style="list-style-type: none"> <li>▪ Know how to wear a PFD.</li> <li>▪ Name safety behaviours during aquatic activities.</li> </ul>
	<p><b>KEY CONCEPT</b></p> <p>Have it, wear it!</p>
	<p><b>KEY MESSAGES</b></p> <ul style="list-style-type: none"> <li>▪ By law, for every person in a boat, there must be a lifejacket or PFD that fits.</li> <li>▪ If your boat tips over, there is no time to put on the PFD: It won't work if you're not wearing it.</li> <li>▪ Make sure the PFD or lifejacket fits you and is fastened properly.</li> <li>▪ Non-swimmers or poor swimmers should always wear a lifejacket or PFD in the water.</li> <li>▪ A lifejacket is like a seatbelt. It should be worn to protect yourself for when you unexpectedly go overboard.</li> </ul>
REFERENCES	
<ul style="list-style-type: none"> <li>▪ Fact Sheet <i>Wear a PFD</i></li> <li>▪ <i>Assurez votre sécurité, faits saillants sur les noyades et les autres décès liés à l'eau au Québec de 2000 à 2008</i>, édition 2010</li> <li>▪ Lifesaving Society's website : <a href="http://www.sauvetage.qc.ca">www.sauvetage.qc.ca</a></li> </ul>	

# LOOK BEFORE DIVING

SWIM TO  
SURVIVE®

LESSON 4

*The student will learn about the risks of diving in a backyard pool and in unknown water area. He will learn to always look before diving and make a safe entry in water.*

NOTES	LEARNING OBJECTIVES
<ul style="list-style-type: none"> <li>▪ Approximately 8 Quebeckers per year are hospitalized after diving in shallow water.</li> <li>▪ In 80 %of the cases, men are injured after a dangerous dive.</li> <li>▪ Most of the incidents occur between shallow and deep water zone or in shallow water in a backyard pool.</li> </ul>	<p><i>As a result of this lesson, learners will :</i></p> <ul style="list-style-type: none"> <li>▪ List the safe places for diving.</li> <li>▪ Name the possible consequences of an unsafe diving.</li> </ul>
	<p><b>KEY CONCEPT</b></p> <p>For a safe entry, go feet first!</p>
	<p><b>KEY MESSAGES</b></p> <ul style="list-style-type: none"> <li>▪ For diving from the side of the water, water must be at least 2.75 m deep, at least 6 m in distance and no obstacles in the diving area.</li> <li>▪ Never dive in unknown water. Always make a feet first entry to check depth and obstacle presence.</li> <li>▪ Never dive into a backyard pool (aboveground or in-ground).</li> <li>▪ An unsafe dive can cause lifelong consequences, such as the loss of mobility in the legs or legs and arms (also called paraplegia and quadriplegia).</li> </ul>
REFERENCES	
<ul style="list-style-type: none"> <li>▪ Fact sheet <i>Look Before Diving</i></li> <li>▪ <i>Assurez votre sécurité, faits saillants sur les noyades et les autres décès liés à l'eau au Québec de 2000 à 2008</i>, édition 2010</li> <li>▪ <i>Parachute</i>, saving lives and injury-prevention organization [http://parachutecanada.org/]</li> <li>▪ Lifesaving Society's website : <a href="http://www.sauvetage.qc.ca">www.sauvetage.qc.ca</a></li> </ul>	



## **FREQUENTLY ASKED QUESTIONS**

### **Why any method of performing the Swim-to-Survive® skills is accepted?**

We aim to provide students with a swim solution that allows them to acquire these minimum survival skills in the shortest time possible. Once they achieve the standard, teaching can focus on helping them become more efficient.

### **Doesn't using PFDs send the wrong message about safety supervision?**

PFDs are not a substitute for the direct supervision of non-swimmers – by instructors or parents. The PFD is a useful teaching tool that supports the learner at the surface and allows them to keep hands and feet free to experiment with methods for propulsion and support.

### **Should water safety subjects be taught during Swim to Survive® Program?**

Swim to Survive® Program is about teaching basic survival skills in water and a minimum of three modules on water safety subjects. These modules must not be taught during the pool sessions (the 3 hours of pool time is reserved exclusively for practice). The water safety theory part must be taught in class or on the side of the pool (minimum of 3 x 15 minutes).

### **Where can I find more teaching methods?**

In the Companion Guide for Instructors.

### **Where can I get more Swim to Survive® support materials such as participant certificates or an instructor worksheet?**

Get more information about Swim to Survive® from the Lifesaving Society's website at [www.sauvetage.qc.ca](http://www.sauvetage.qc.ca) or contact the office at 514 252-3100 or 1 800 265-3093 or email [alerte@sauvetage.qc.ca](mailto:alerte@sauvetage.qc.ca)

### **Should I keep track of statistics?**

Yes please Statistics are of great benefit to the Lifesaving Society: we want to know how many students have attempted and/or achieved the standard. Please complete and send Instructor Worksheets to: Lifesaving Society, 4545, Pierre-De Coubertin Avenue, Montréal (Québec) H1V 0B2, or FAX 514-254-6232 or email at [alerte@sauvetage.qc.ca](mailto:alerte@sauvetage.qc.ca)

### **More questions?**

For any other questions or concerns please do not hesitate to contact the Lifesaving Society at 514 252-3100 or 1 800 265-3093.