

Canadian Safe Boating Council
2015 Grassroots Campaign
Final Report

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This Final Report is due no later than **December 31st, 2015**. Please send your Final Report to Ian Gilson at grassroots@csbc.ca or by mail to CSBC 400 Consumers Rd Toronto, ON M2J 1P8. If you have any questions, please call Ian at (905) 719-5152.

Please answer the following in their entirety.

Duration of Campaign:

The School Safety Program was conducted during three days in June: June 16, 17 and 18. Preparation began in December 2014 with preliminary discussions with Paddle Canada (in advance of being notified of approval of the program).

Target Audience (*Who did you intend to reach when you began your efforts and who did you successfully reach throughout the campaign?*):

The goal was to reach boating safety to Grade 2 and Grade 6 classes during school time in their classroom. The original plan was to teach boating safety to 6 classes in 3 schools (18 classes) of 30 students per class or 540 children. Schools in the “Beach” area of Toronto were identified for the pilot program given their proximity to Lake Ontario and because of previous experience with some of these schools in 2013 and 2014 for classroom presentations.

Contact with the school principals was made by Barbara Langenberger of the TDSB. While several schools in the TDSB were approached, we were dependent on the willingness of the principal of the schools to choose the classes and to schedule our program around the lunch and recess breaks. With experience, we realized that it was unrealistic to teach 6 classes a day in a school given these time constraints. As well most of the classroom sizes were between 20-30 students and the classes for Grade 2 were often between 10 and 21 students.

We reached 12 classes in 4 schools with 11- 30 students per class or 337 students. Overall we were pleased to reach a significant number of children over the 3 days.

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Campaign Partners and Sponsors *(Please identify any partnerships and collaborative efforts you developed with other groups to promote your message in your area and what these partnerships accomplished):*

The Lifesaving Society was an integral partner in the program. Barbara Byers, Public Education Director with the Lifesaving Society was the Project Manager for the school safety program. She consulted with other boating safety groups including Paddle Canada, Canadian Power and Sail Squadrons and with JP Molin (Lifesaving Society Boating Education expert) and Sindy Parsons (Swim to Survive School Program Manager). From this consultation, content was identified for each grade level).

Barbara then developed a Project Brief for the program (see Attachment 1) and following approval of the brief from the T-SAR BOD, she solicited volunteer support from a teacher to create lesson plans and materials for the school program.

Alyce Sutcliffe, a teacher, created lesson plans for each grade level and supporting take home boating safety booklets for the students in each grade. She incorporated links to curriculum objectives in her lesson plans to show relevance to the teachers of the materials for achieving their Ministry of Education curriculum objectives. Work books, to be used during the lesson plans and taken home for completion with the parents, were also created for each grade. (See Attachment 2)

Barbara Langenberger, Aquatic Program Supervisor, Health and Physical Education with the Toronto District School Board (TDSB), contributed to the program by ensuring the lesson plans and school student booklets were approved by the TDSB curriculum departments and for contacting the principals. All materials have TDSB curriculum approval and could be utilized in the future for expansion of the program.

Insurance for the volunteers teaching the lessons was obtained by the Lifesaving Society's policy with AON Reed Stenhouse Inc.

Schedule of Events:

Please describe all campaign activities/events/ outreach efforts including the date, location, and **the type of audience that has been reached at each event. Please also include your estimates as to the number of attendees at each event/activity.** (Below is an example table to use, but please feel free to provide this information in whatever format works best for you).

Date	Activity	Location	Participants	Organizer Comments
December 2014	Consult with Paddle Canada	Lifesaving Society office	Dawn Callan Barbara Byers	Paddle Canada expressed high interest in being involved with the

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				program and shared their educational materials
March 2015	Consultation with education groups	Lifesaving Society office	Ivan Simokovic (CPS), JP Molin, Barbara Byers and Sindy Parsons (Lifesaving Society)	Very productive meeting as key topic areas and scope for the lesson plans were confirmed. Ivan offered resources of a teacher with curriculum expertise.
April 2015	Prepared and presented Project Brief to T-SAR BOD	CIBC offices	T-SAR BOD	Project was well received and approval was given to proceed with the preparation of school lesson plan resources.
April 2015	Approached and secured volunteer expertise for development of school program resources by teacher (Alyce Sutcliffe)	Meeting at Lifesaving Society office and follow-up phone calls	Barbara Byers and Alyce Sutcliffe	Knowledge of Ministry Education curriculum and teacher's experience with elementary school children was deemed important for success
May 2015	Finalization of lesson plan resources with Alyce Sutcliffe	Teleconference calls	Barbara Byers and Alyce Sutcliffe	Excellent teacher and student resources were developed.
May 2015	School program materials presented to T-SAR BOD	CIBC office	T-SAR BOD	Resources were approved
May 2015	Lifejackets were ordered and received	Telephone order	Barbara Byers and Salus Marine	Lifejackets received
May 2015	School resources presented to TDSB	Presented to TDSB by Barbara Langenberger	TDSB and Barbara Langenberger	Resources were approval

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May/June 2015	Schools contacted for participation in the program	TDSB	Barbara Langeneberger (TDSB) in consultation with Sindy Parsons (Lifesaving Society)	Schedule with schools was created and confirmed
May/June 2015	Insurance	Telephone	Barbara Byers arranged for insurance for volunteers	Insurance policy received
June 2015	All materials collected for lesson plans including copies of booklets and resources for teachers, projector, laptop, lifejackets and bag for carrying lifejackets	Lifesaving Society office	Barbara Byers	Completed
June 16, 17, 18	Lessons delivered to 337 students	Williamson Public School, Blantyre Public School, Balmy Beach Public School and Courcellette Public School	Alyce Sutcliffe, Barbara Byers, Sindy Parsons and students at the school; Patrick Curtis, Chair of Toronto Search and Rescue, observed and spoke at Blantyre presentation	Excellent response and engagement by the students and teachers. Some of Grade 6 students provided tweets about what they had learned and Barbara Byers sent a selection of the tweets out on Twitter. Surveys from teachers (8) and students (250) were received confirming high relevance of the teacher and student resources

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Advertising, Media Coverage, Online/Social Media Efforts:

Since the program was offered to students in 4 schools as a pilot program, there was no advertising. During the week of the program, Barbara Byers sent out a selection of tweets that were composed by the students. As well, the students were encouraged to take the workbooks home and share what they had learned with their parents.

Funds from the CSBC Grass Roots program (\$2500) were allocated solely towards the purchase of lifejackets from Salus Marine.

Measurable Results *(Please describe your efforts to identify the **measure of success** of your outreach efforts. Please include any surveys, reports, etc. related to the Measureable Results):*

Surveys were distributed to teachers for their feedback and for distribution to their students. Some teachers completed the surveys and provided their feedback and that of their students at the end of the school day. Others mailed completed surveys to the Lifesaving Saving Society.

We were pleased to receive a high response rate of completed surveys by the teachers (8 out of 12) and the students (250 out of 337 students)

General Analysis and Conclusions:

Overall we judged the pilot program to have been a great success in terms of reaching a large sample size (337 students) at a relevant time of the year - when summer weather and holidays were top of mind. As well, many of these students in the “Beach” area could relate to boating and were receptive to messages about boating safety - given the proximity of their neighbourhood to Lake Ontario and the fact that many regularly go boating in the city or frequently go boating at cottages or on summer holidays.

The feedback from teachers was very positive.

Many provided positive anecdotal comments at the end of the lesson and comments of this nature were reflected in the 8 surveys received. Some specific comments lifted directly from the surveys were:

- “very relevant for our community- living so close to water and cottaging” lifestyle of our students”
- “I am really glad you presented to my class. The students were engaged!”
- “use of life preservers – good solid visual for kids to take in information”
- ‘I like having the answers in the package. The script was helpful since I don’t have the background training you do”
- “it is a very important program, well organized and very well presented”
- “excellent lesson plans, good hands-on activity and visuals”
- “extremely valuable and important”

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- “great lifejacket/PFD section of the presentation. Having all the samples and discussion about each is valuable”
- “the booklet was very graphic and well laid out. I liked the hands on with the lifejackets”
- ‘well organized and engaging; just the right length”
- “I found it very informative, hands on and engaging. Children were interested and participated in the discussions willingly”
- “I would have to spend some time and go through the resources in detail. It would be great to make this a part of Health education and teach myself”

Comments of concern or for improvement centered on 3 key areas:

1. The desire to have samples of lifejackets as teaching aids:
 - Teachers felt the lifejackets were a key part of the lesson and were very popular with the children. In order for the program to be expanded and for the teachers to deliver the lessons, a plan to provide lifejackets for teachers to borrow needs to be established.
2. Providing sufficient background information for the teachers:
 - Some teachers felt very comfortable with the lesson plans while others requested more information. Teachers responded very positively to the powerpoint lesson plans with more detailed information/the answers to questions. It was suggested that the powerpoints should be provided to teachers with expanded information.
3. The benefits of dividing the program into more than one lesson allowing for more activity and knowledge with each section:
 - Some teachers felt the lesson could be subdivided into 3 lessons with more interactive activities for the students. These comments were specific to the younger students given the wide range of writing/language ability with this age group. Activities such as cutting and drawing were suggested versus writing
 - Of course, if the teacher delivered the lessons, they could expand and stretch the program easily into more than 1 lesson and modify the activities for their own students

Feedback from the Students was very positive. Virtually all of them said that they liked the boating safety program.

Some direct examples of answers to the question of what they learned from the Grade 2 students (with some students also in Grade 1 and 3) were:

- “it is very important to wear a lifejacket when you are little”
- “I learned that a lifejacket can keep you safe when you are boating”
- “I learned that there are dog lifejackets”
- “I learned that you should always go boating with a grownup”

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- “to bring a map”
- “you need a fire extinguisher”
- “I learned that you should boat with an adult and don’t fall off”
- “I learned that you should make a plan and you should boat with someone”
- “you have to write a map of where you are going and a letter”
- “To always ride with an adult and it is a good idea to write a map”

Some examples from the Grade 6 students (with some Grade 7 and 8 students) were:

- “I learned that there are a lot of steps and different kinds of lifejackets”
- “I learned that swimming in cold temperatures is dangerous”
- “It is hard to put on a lifejacket under water
- ”How to save yourself when in cold water and about life jackets”
- “I learned about what cold water does to swimmers and I learned how to save people that fall overboard”
- “What you need to have on a boat and what you need to write on the boating papers”
- “I learned about the different types of lifejackets and how each one has its own values”
- “I learned how to react to cold water and how to stay safe in the water. I need a lifejacket”
- “I learned how dangerous it is to boat without a buddy”

Students were asked to compose tweets. A selection of these tweets were sent out by Barbara Byers during the week of the lessons. Some direct examples are:

- #Save a life or yours wear a lifejacket!
- Share It!!
- To wear a lifejacket
- #Boating tips to never swim in cold water
- #boating tips
- Wear a lifejacket!!!
- #lifejacket is life
- Always wear a life jacket and be at with a buddy
- Wear a lifejacket #lifejackets life
- When you are on a boat, it’s always safe to know that you can float # boating tips
- Never go out on a boat without a buddy. It can be very dangerous especially if you don’t have the proper equipment.
- Someone is drowning on the boat?
- Don’t worry just keep your eye on them and try to get them on the boat
- # safe boating

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Importantly the program and the materials were approved by the TDSB curriculum department and could be used throughout the entire TDSB. As well, the program was very favourably received by the TDSB, the principals, the teachers and the students. The TDSB would like the program to expand to all schools in the future.

Please include all photos, videos, press information, sample resources (if created for effort) that you have available from your events.

Please include any other pertinent information or specific stories/experiences.