

Project Brief – Boating Safety Lessons – 2015 Pilot Program

(Revised - April 21, 2015)

- PROJECT:** To create 2 lesson plans
- CLIENT:** Toronto Search and Rescue (T-SAR)
- TARGET AUDIENCE:** **Primarily:** Teachers of Grade 2 students and Grade 6 students- for the lesson plans
- Secondarily:** Grade 2 students and Grade 6 students –for the lessons

Assume teachers and students have no boating safety knowledge

COMMUNICATION OBJECTIVE: To provide basic boating safety information when the students are in, on, or near a boat.

EXECUTIONAL CONSIDERATIONS:

- Separate lessons and lesson plans for each grade
- One lesson for each grade
- One hour lesson
- Where possible, provide linkages and references to curriculum requirements for each grade

OPERATIONAL CONSIDERATIONS:

- During the pilot program, the lessons will be delivered by Alyce Sutcliffe
- Barbara Byers will be present in the classroom for all sessions
- Post pilot, the goal is for the classroom teacher to deliver the lesson
- For the pilot program, there will be 3 schools/90 students in grade 2 + 90 students in Grade 6 = 540 students
- Contact will be made with the principal at the schools for the lessons
- Evaluation component for the teacher and students will be administered at the end of the lesson (survey)
- A laptop will be available to Alyce for the pilot
- A selection of lifejackets will be provided for the students to see and try on (3-4)

CREATIVE CONSIDERATIONS

- Lesson plans will follow a standardized design template (see Swim to Survive lesson plans on the Lifesaving Society’s website (<http://www.lifesavingsociety.com/swim-to-survive/swim-to-survive/teacher-resources.asp0>))
- The lesson plan must define title and the grade level at a glance
- Lesson plan must include the T-SAR, Lifesaving Society and Transport Canada logos (to be provided separately)

LESSON CONTENT

| Message | Specific Focus for Grade 2 | Specific Focus for Grade 6 |
|---|--|---|
| Don’t go on or near the water without permission from parents | Everyone should go swimming or boating with a buddy. Children should always go boating with their parents. | Everyone should go swimming or boating with a buddy. Children should always go boating with their parents or another adult. A buddy can help you if you get into difficulty by rescuing you and can go for help |
| Always Wear a lifejacket | For a lifejacket to work it needs to be secured (buckled up) and it should fit snug, not loose Demonstrate how to put one on There are different types for different ages of people (baby to adult and pets) – show examples Tell your parents to wear a lifejacket Attach a whistle to your lifejacket | For a lifejacket to work it needs to be secured (buckled up) and it should fit snug, not loose A lifejacket is needed- in the water because clothing becomes wet , very heavy and clumsy and it is very hard to put a lifejacket on when you are in the water (www.coldwaterbootcamp.com) A lifejacket buys you time to get rescued Attach a whistle to your lifejacket |
| Basic equipment in a boat | Basic: Properly fitting lifejacket worn by everyone in the boat Buoyant heaving line or lifebuoy with rope Sound signaling device – whistle | Basic: Properly fitting lifejacket worn by everyone in the boat Buoyant heaving line or lifebuoy with rope Sound signaling device – whistle Different equipment is needed by boat size such as bailing |

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| | | bucket, anchor etc. (see Boat Notes guide) |
| What to do if you get into trouble- self rescue and rescue of others | A lifejacket will buy you time until you are rescued Stay near the boat and hold onto it if you can Call for help/blow your whistle | A lifejacket will buy you time until you are rescued Stay near the boat and hold onto it if you can Call for help/blow your whistle If someone else falls in: stay in the boat, shout “overboard”, throw something that floats i.e. a cushion, a lifejacket, a paddle, assign a person to keep sight of the person in the water by pointing and continuing to point, use a flashlight at night |
| Basic Trip planning information | A trip plan includes your planned travel route and a description of your boat Always let a responsible person know where you are going, when you are expecting to return and the number to call should you be overdue | Have a Pre-departure Check List to provide a fool proof way to ensure that you have done all planning needed. Go to www.csbc.ca and click on boat Notes for a sample. A trip plan includes your planned travel route and a description of your boat Always let a responsible person know where you are going, when you are expecting to return and the number to call should you be overdue. Also called float plans, they are intended to provide Search & Rescue with details to be used in a search should you not return as planned. They are especially important on overnight and longer cruises. |

RESOURCES FOR CREATION OF LESSON PLANS AND FOR DELIVERY OF THE LESSONS:

- Boating Safety Sidekicks (NSBC in the US. – we have permission to use the information and can purchase booklets from the NSBC (\$.50 each)-
<http://www.safeboatingcouncil.org/boating-safety-sidekicks>
- Lesson plans for Swim to Survive- Grade 3 lessons were created by the Ministry of Education and are on the Lifesaving Society website as teacher resources (guideline for how curriculum requirements were incorporated into the lesson plans) -
<http://www.lifesavingsociety.com/swim-to-survive/swim-to-survive/teacher-resources.aspx>
- Paddle Canada/Paddlesmart/Adventuresmart Recreational Paddling safety guide and Get Informed and Go Outdoors brochure (printed copy sent separately)
- For information why a lifejacket needs to be worn go to www.coldwaterbootcamp.com
- PCOC for Youth Student Workbook
- Boating Basics – Your Guide to Boating Safety (CSBC- www.csbc.ca)
- Paddle Canada (www.paddlingcanada.com) – see instructor resources

TIMELINE

| What | Who Responsible | By When |
|--|---|--------------------------|
| Brief Alyce Sutcliffe | Barbara Byers | March 12- Completed |
| Prepare first draft of lesson plans | Alyce Sutcliffe | w/o April 13 - Completed |
| Obtain volunteers | T-SAR volunteer admin support – (Malvern) | Not required |
| Revise lesson plans | Alyce Sutcliffe | April 27 |
| Review lessons | Barbara | April 27--30 |
| Determine equipment/resources for the lessons | Alyce | Completed |
| Order lifejackets from Salus | Barbara | w/o April 20 |
| Order shirts from Derick | Barbara | w/o April 27 |
| Contact principals and book lessons at each school | Barbara through TDSB contact | By April 30 |
| Finalize lesson plans | Barbara and Alyce | By May 4 |
| Prepare survey for teachers and separate survey for students | Barbara and Alyce | By May 15 |
| Notify insurance company re dates of programs in schools | Barbara | By end of May |

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|---|----------------|------------------|
| Brief TSAR BOD to lessons | Barbara | End of May |
| Deliver lessons | Alyce | June 8-19- TBC |
| Administer surveys to teachers and students- after the lesson | Alyce/Barbara | June 8-19 -TBC |
| Review surveys and modify lesson plans/provide recommendations for 2016 program | Alyce/ Barbara | July/August 2015 |
| Prepare Report to CSBC re Grass Roots funding | Barbara | By July 31st |
| Provide report to T-SAR BOD | Barbara | September 2015 |
| Submit Final Report to CSBC re Grass Roots funding | Barbara | October 2015 |