

Longfellow's WHALE Tales

Water Habits Are Learned Early

Lesson 3

First Look Around: Is the Scene Safe and Sound?

ABOUT THIS LESSON

This lesson provides more information about what a designated swimming area should look like and why it's important to know how deep the water is before getting in. The lesson wraps up with sun safety information to help participants keep their skin and eyes safer from harm while enjoying their time by the water.

GUIDANCE FOR THE LEADER

Please refer to the section How to Lead Longfellow's WHALE Tales for full guidance on how to teach this lesson and the Longfellow's WHALE Tales Water Safety for Children program. Leaders are encouraged to follow the lesson plan provided. However, use of the course presentation and videos is optional. You should also adapt the language and activities as needed based on the age and learning level of participants, the teaching setting, local references and available time. In some cases, options are offered for activities based on these factors.

KEY TERMS

Designated swim area: An area of the water that is meant for swimming and may be protected by lifeguards

Sunburn: When skin becomes painful and hot to the touch because of too much time in the sun

Sunscreen: A lotion, spray or roll-on used to protect the skin from sunburn and sun damage

TEACHING OBJECTIVES

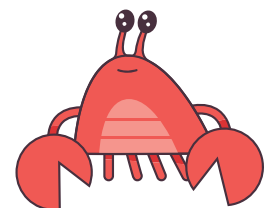
After completing this lesson, participants will be able to:

- Know what to look for to tell a designated swimming area that is meant for swimming from an undesignated area.
- Identify some basic safety equipment that might be found at a pool, waterpark or waterfront area.
- Understand why it's important to check the water depth before getting in.
- Understand why it's important to protect the skin and eyes from too much sun exposure.
- Understand the benefits of putting on sunscreen, covering up and seeking shade when outdoors.

MATERIALS, EQUIPMENT AND SUPPLIES


Review the lesson plan prior to leading it to determine which items you'll need for the options you choose. Materials may include:

- Course Presentation 3: First Look Around: Is the Scene Safe and Sound?
- Poster: First Look Around: Is the Scene Safe and Sound?
- Longfellow's WHALE Tales animated video: First Look Around: Is the Scene Safe and Sound?
- Longfellow's WHALE Tales live action video: The Puddle Pals Talk Water Safety
- Monitor or computer, projector and screen (for use with downloadable course presentation and videos)
- Dry erase board and marker or other method to record answers for all to see (newsprint and marker, chalkboard and chalk, etc.)
- Sticker badges (one for each participant)
- Coloring Sheet: First Look Around: Is the Scene Safe and Sound? (one for each participant)
- Activity Sheet 3-1 (one for each Level 1 participant)
- Activity Sheet 3-2 (one for each Level 2 participant)
- Caregiver Letter 3-1 (one for each participant)



TOPIC: INTRODUCTION

Time: 1 to 5 minutes, depending on whether optional video is used

 **Leader's Note:** If needed, start by introducing yourself to participants and allow them to introduce themselves.

SHARE AND TELL DISCUSSION



LEVEL



MATERIALS

Course Presentation 3, Slide 1

■ Tell participants:

- In this lesson, we're going to talk about clues you can look for to tell if an area is meant for swimming.
- We'll talk about why it's water smart to know how deep or shallow the water is before you get in.
- And finally, we'll talk about using sun protection as an important way to keep your skin, eyes and health safer while enjoying the water.

VIDEO



LEVEL



MATERIALS


Course Presentation 3, Slide 2

Dry erase board and marker, or similar

■ Tell participants:

■ Play animated video:

First Look Around: Is the Scene Safe and Sound?

 **Leader's Note:** After watching the video, pose the following questions and allow a few participants to provide answers. If desired, and as appropriate for your participants and setting, you can create a Notice and Wonder chart for all to see by making a column for each and writing down what the participants say. You can refer to this throughout the lesson as you cover topics where relevant.

■ Ask participants:




- Who can tell me one thing they noticed when watching the video?
 - Allow two or three participants to answer.
- Who can tell me one thing they are wondering after watching the video?
 - Allow two or three participants to answer.

■ Tell participants:

As we go through this lesson and we learn more about this topic, think about what you saw in the video we just watched to help you in our discussions and activities.




TOPIC: WOULD YOU SWIM HERE?

Time: 5 minutes

<p>BRAIN GAME</p>  <p>LEVEL</p> <p>LEVEL 1 LEVEL 2</p> <p>MATERIALS</p> <p>Course Presentation 3, Slides 3–5</p>	<p> Leader's Note: This activity is based on images in the course presentation. If you will not be using the course presentation, you can pre-print the related slides for use with this activity or find your own images to depict waterfront areas that are not meant for swimming.</p> <p>■ Tell participants: I'm going to show you a few pictures. For each one, I'll ask you to give me a thumbs up or thumbs down depending on whether you think it's an area that is meant for swimming.</p> <p> Level 1 Variation: If desired, have participants work in pairs to decide how they will answer.</p> <p>■ Ask participants for each image shown: Would you swim here? Thumbs up if yes. Thumbs down if no. Why or why not?</p> <ul style="list-style-type: none">● <i>Answers should be:</i><ul style="list-style-type: none">○ <i>Slide 3 Image: Thumbs down. Clues it's dangerous to swim here include the big waves and rocks. There is also no lifeguard.</i>○ <i>Slide 4 Image: Thumbs down. It looks like a slow moving river, but as the sign says, there is a waterfall right around the bend.</i>○ <i>Slide 5 Image: Thumbs down. There is no lifeguard or marked swimming area/there is nothing there that shows it's OK to swim. Even though it looks nice, it doesn't mean it's safe for swimming.</i> <p>■ Tell participants: Great job. Unless an area is clearly identified as meant for swimming, it may not be.</p>
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TOPIC: WHAT A SAFER SWIMMING SCENE LOOKS LIKE

Time: 5 minutes

<p>SHARE AND TELL DISCUSSION</p>  <p>LEVEL</p> <p>LEVEL 1 LEVEL 2</p> <p>MATERIALS</p>	<p> Leader's Note: Display the poster: First Look Around: Is the Scene Safe and Sound?</p> <p>■ Tell participants</p> <ul style="list-style-type: none">● Before, we learned, First Look Around: Is the Scene Safe and Sound? <p> Level 1 Variation: As you restate the rule learned in Lesson 1, have participants repeat the rule using the same gestures taught: (Say as you look up and down, left and right) First look around (hold your hands up as if you are asking a question) is the scene safe and sound?</p>
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Poster: First Look
Around: Is the Scene
Safe and Sound?
OR
Course Presentation 3,
Slide 6

Dry erase board and
marker or similar

- Part of being water smart is being able to tell the difference between a place that's safer for swimming and an unsafe place.
- While you can't always tell this by looking at the water itself, there are other things you can look for to give you the answer you need.
- Look at the poster. It's very similar to the lake you saw in the activity we just did with some important changes made.



Leader's Note: As participants give answers to the discussion question that follows, write them down for all to see if desired. If needed, offer prompts to encourage answers similar to those below.

- **Ask participants:** What new things do you see in the picture?
 - *Answers should include:*
 - *There are lifeguards.*
 - *There are ropes in the water showing where swimming is allowed.*
 - *There are posted rules.*
 - *There is safety equipment.*
- **Tell participants:**
 - All of these things are clues that tell you the lake in this scene is what we call a "designated swimming area."
 - Designated is a big word. It really just means that this area is meant for swimming. And we know this because:
 - There are ropes that help show the boundaries of where it's safer to swim.
 - There are rules posted about how to swim more safely there.
 - There is safety equipment available that can be used if something goes wrong.
 - And the biggest clue: There are lifeguards on duty who are watching the area.
 - Not every place that's meant for swimming will have all of these things. For example:
 - Some pools, like one at a hotel or maybe one at an apartment building, are meant for swimming, but may not have a lifeguard who works there. You'll need to bring your own capable adult water watcher and look for posted signs that tell you if the pool is open for use.
 - An ocean beach that's meant for swimming may have a lifeguard but not a roped off area to mark the boundaries. In this case, you can ask the lifeguard about where it's safest to swim.
 - Of course, as a kid, you'll have help in knowing if a place is meant for swimming. This is because you should never be in, on or around the water without permission and without the supervision of a lifeguard or other capable adult water watcher you know.
 - However, if you ever feel unsure, don't be afraid to ask questions about what's safe to do where you are.

TOPIC: SAFETY EQUIPMENT YOU MAY SEE ON SITE

Time: 3 to 13 minutes, depending on if you are able to do the optional mini field trip/have a guest speaker

SHARE AND TELL DISCUSSION



LEVEL



MATERIALS

Course Presentation 3,
Slides 7–8



Leaders's Note: If you are teaching this lesson at an aquatic facility and it's possible, instead of using the course presentation, gather some or all of the rescue equipment discussed to show to participants. Or take them on a "mini field trip" to see the equipment where it is kept. If possible and if time allows, have a lifeguard be a guest speaker to briefly describe how they use the equipment to do their job.

■ Tell participants:

- One of the things we saw on the poster that should be available at any area that's meant for swimming is safety equipment.
- This slide shows examples of some of the safety equipment you might see, depending on the place where you are, including:
 - A ring buoy.
 - A reaching pole.
 - A rescue tube.
 - A shepherd's crook.
 - A rescue buoy.
 - A rescue board.
- All of these kinds of equipment are things a lifeguard might use to help rescue someone in case of a water emergency.
- At a home pool or private swimming area that doesn't have a lifeguard, it's still important that there is some safety equipment on hand in case of an emergency.
 - You may see a safety post with things like a reaching pole, a first aid kit, and a ring buoy or heaving jug (things that can be thrown to a person who is having trouble in the water to help them float and get back to dry land).
 - You might also see equipment like this attached to a fence or shed near the pool.
- While some of this equipment looks like it might be fun to play with, these things are not toys.
- It's important that safety equipment is kept in place where it belongs so it is available to use in case of an emergency.



Leader's Note: Information about how safety equipment may be used by participants to safely assist in an emergency is included in Lesson 8: Reach or Throw, Don't Go.

Tell participants that you'll give them a handout at the end of class that they can share with their caregiver or another family member or friend who has a home pool or private pond to help them know about the right kind of safety equipment to have on hand.

TOPIC: BEFORE YOU GET IN, KNOW HOW DEEP THE WATER IS

Time: 4 minutes



Leader's Note: For the next section of the lesson, there are two options for how participants are taught. Choose the one that works best for your setting, participant learning level, and resources:

- Option A: How Deep Is It? (Video)
- Option B: Shallow or Deep? (Share and Tell Discussion)

Option A: How Deep Is It?

VIDEO



LEVEL



MATERIALS

Course Presentation 3,
Slide 9

- **Tell participants:** We are going to watch a short video to learn more about why it's water smart to check how deep or shallow the water is before you get in.
- **Play live action video:** The Puddle Pals Talk Water Safety
- **Tell participants:**
 - It's always a good idea to know how deep the water is before you get in. That way you're not surprised by ending up in deeper water than you were expecting! Try to find out:
 - Will you be able to stand or will the water be over your head?
 - If you are still learning to swim, where is the water shallow enough that you can stand and keep your head and chest out of the water.
 - If you want to jump or dive in, where is it deep enough and wide enough to safely do so without hitting the bottom or getting hurt?
 - Remember too the water's depth may change from spot to spot.
 - In a pool, the bottom may be sloped and change from shallow water where you can stand to water that's over your head.
 - In a lake, river or ocean, the depth could change very quickly depending on the bottom surface, waves, tides and even the wind.
 - Always enter water feetfirst unless an area is marked as safe for diving.
- **Ask participants:** Does anyone have any questions about what we just watched?
 - *Answer any questions.*

Option B: Shallow or Deep?

SHARE AND TELL DISCUSSION



LEVEL



MATERIALS

Poster: First Look
Around: Is the Scene
Safe and Sound?

OR

Course Presentation 3,
Slide 10

Course Presentation 3,
Slides 11–12


- **Tell participants:** Before you go swimming, it's also important to know how shallow or deep the water is.
- **Ask participants:** What are some reasons you think you might want to know this?
 - *Answers should include:*
 - *So you know what to expect when you get in the water—will you be able to stand or will the water be over your head?*
 - *If you can't swim, where is it shallow enough that you can stand and keep your head and chest out of the water?*
 - *If you want to jump or dive in, where is it deep enough with enough room to safely do so without hitting the bottom, slope or side, or getting hurt?*
- **Ask participants:** Let's look at the poster one more time. If you went swimming here, what clues do you see that tell you where the water is likely shallow enough to stand or deep enough that it may be over your head?



Leader's Note: If participants have little experience with swimming or the type of swim setting shown, provide prompts to help them identify the answers below.

- *Answers should include:*
 - *The rope dividing the swim area shows where the water begins to get deeper.*
 - *If you look at people in the water who are standing, you can see how deep the water appears on them.*
 - *The diving board should be in an area where the water is very deep around it.*
- **Tell participants:**
 - To know how deep the water is, you can look for things like depth makers, most commonly seen marked along the top and inside edges of a pool or sometimes on a dock or pier in a natural body of water.
 - If depth markers aren't visible, you can look for other clues like the ones we just talked about.
 - You can also ask a lifeguard where the water is shallow and where it's deep.
 - Remember too that in any water, the depth may change from spot to spot.
 - In a pool, the bottom may be sloped and change from shallow water where you can stand to water that's over your head.
 - In a natural body of water like a lake, river or ocean, the depth could change very quickly depending on the bottom surface, waves, tides and even the wind.


- Follow these basic rules to stay safer:
 - If you cannot swim or are still learning, do not go in water any deeper than waist to chest deep.
 - Always enter the water feetfirst unless it is marked with a sign as a safe area for diving. Even if it looks deep, there could be an obstacle you cannot see underwater.
 - When jumping or diving, know where the water depth changes and starts to be more shallow. If you try to jump or dive a long way through the air, the water might not be deep enough where you enter it.
 - Never enter water that's murky or too dark to see into.

 **Leader's Note:** Deeper dive information about scene safety in a variety of water settings can be found in Lesson 5: Play It Smart at Your Home, Pool and Park and Lesson 6: Wave, River or Tide, Water Smarts Are Your Guide.

TOPIC: TOO MUCH SUN IS NO FUN

Time: 2 to 10 minutes, depending on whether optional Get Up and Move activity is used

SHARE AND TELL DISCUSSION



LEVEL

LEVEL

1

LEVEL

2

MATERIALS

None

- **Tell participants:** Now that you've learned some things about finding a safer place to swim, we're going to talk about one more topic: Protecting your skin and eyes from the sun while you're outside having fun by the water.
- **Ask participants:** Can anyone tell me what we want to protect our skin and eyes from?
 - *Answers should include:*
 - Sunburn
 - Skin cancer
 - Wrinkles
 - Sun damage
- **Tell participants:**
 - Sunburn can happen very quickly when you're outdoors—as fast as 10 minutes for some people!
 - And when you get sunburned, it can really hurt.
 - Your skin may feel hot and painful to touch.
 - Your skin may blister.
 - You might even feel a little ill or dizzy.
 - Over time, going in the sun unprotected a lot can also lead to serious sun damage like skin cancer or vision problems.
 - That might sound unpleasant or even scary, but protecting yourself is as easy as following a few simple rules:
 - Put on sunscreen before you go outside and then reapply often, especially after being in the water.
 - Cover up what you can.
 - Seek out shade.

GET UP AND MOVE (OPTIONAL)



LEVEL



MATERIALS

None

- **Tell participants:** Let's learn more about the first two rules by playing a game.
- **Set up activity:** Have participants stand up where they are.
- **Tell participants:**
 - This game is similar to Simon Says, but with a twist. It's called "The Sun Says." I'll call out different actions that are things you should do to protect yourself from the sun by either putting on sunscreen or covering up what you can. You'll act them out, but only when the "sun says." So, if I say "The sun says put sunscreen on your nose," you should rub your nose. But if you don't hear "The sun says" first, stay still!
 - We'll play two rounds of this game. The first time through, everyone can stay in the game, even if they make a mistake and do something when the sun doesn't say it. The second time, if you move when I don't say "The sun says," you'll be out. So listen closely! Ready?



Level 2 Variation: The second time through the commands, make it more challenging by giving the commands more quickly or combining actions so the participants need to remember to do more at a time.

- *Give each of the following instructions and wait for participants to react:*
 - The sun says, put sunscreen on your face.
 - The sun says, put sunscreen on your ears.
 - Put sunscreen on your neck.
 - The sun says, put sunscreen on your neck.
 - Put sunscreen on your arms.
 - The sun says, put sunscreen on your arms.
 - The sun says, put sunscreen on your legs and feet.
 - The sun says, put on a hat.
 - Put on sunglasses to protect your eyes.
 - The sun says, put on sunglasses.
 - The sun says, check your watch to see if it is a good time to be outside.
- **Tell participants:** Great job everyone!

SHARE AND TELL DISCUSSION



LEVEL



MATERIALS



Course Presentation 3, Slide 13

- **Tell participants:**
 - Anytime you'll be outside during the hours when the sun is strongest—from about 10:00 in the morning until 4:00 in the afternoon, you should put on sunscreen.
 - Put it everywhere you have exposed skin, including your ears, neck and feet!
 - Then put it on again—about every two hours or after you swim or sweat a lot.
 - In addition to sunscreen, cover what you can by wearing protective clothing, especially for parts of your body where you can't put sunscreen easily like your scalp, bottoms of your feet and your eyes.
 - This includes wearing:
 - Hats with a wide brim that shade your face, eyes, neck and ears.
 - Shoes to keep your feet protected.

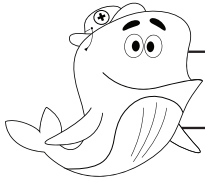
	<ul style="list-style-type: none"> ○ Sunglasses. ○ A long sleeve shirt and pants are even a good idea if they are made for warm weather. ● As for rule three, seek out shade: Anytime you can find a protected spot under a tree, an awning or another shady structure, it's always a good idea to take a break from the sun for the best protection of all.
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TOPIC: WRAP-UP

Time: 3 minutes

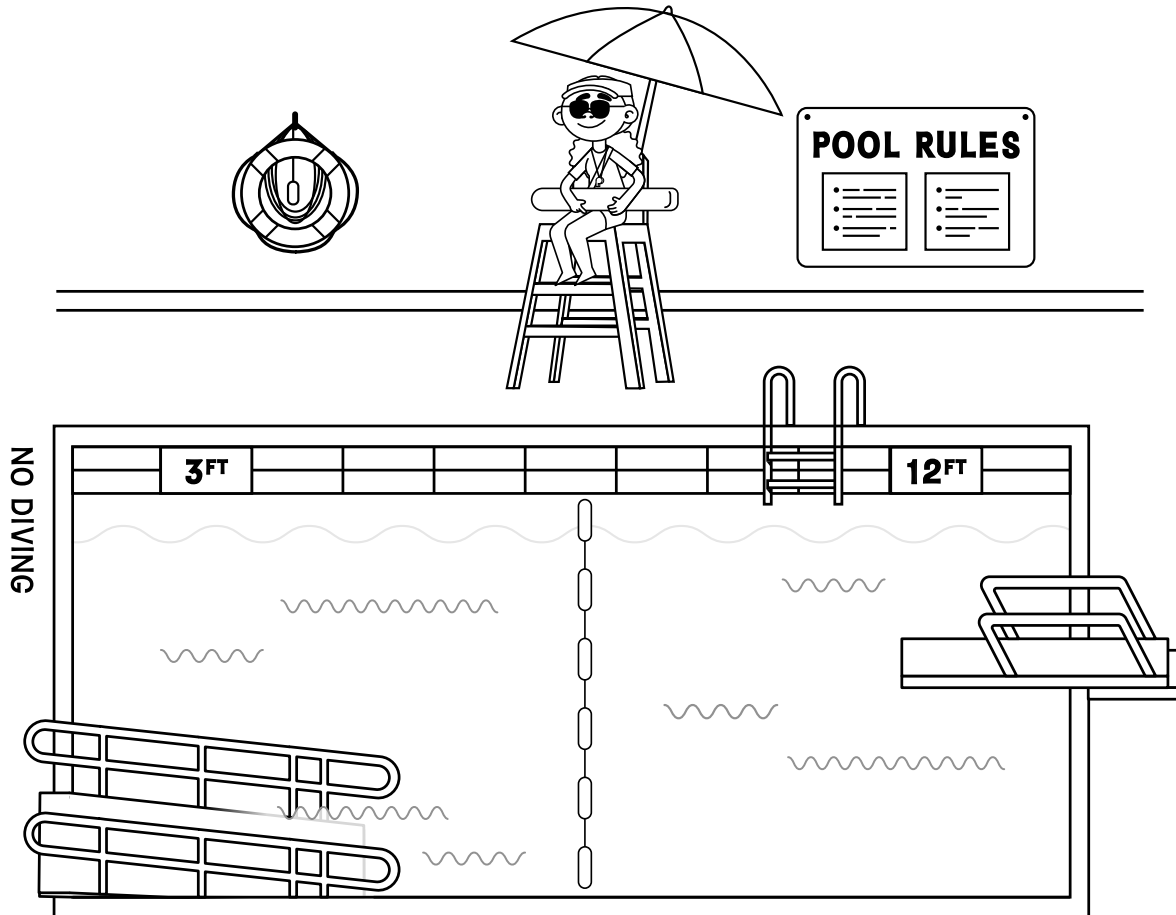
<p>SHARE AND TELL DISCUSSION</p>  <p>LEVEL</p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid blue; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> <p style="font-size: 8px;">LEVEL</p> <p style="font-size: 24px; font-weight: bold;">1</p> </div> <div style="border: 1px solid blue; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center;"> <p style="font-size: 8px;">LEVEL</p> <p style="font-size: 24px; font-weight: bold;">2</p> </div> </div> <p>MATERIALS</p> <p>Sticker badge</p> <p>Coloring Sheet: First Look Around: Is the Scene Safe and Sound?</p> <p>Activity Sheet 3-1 or 3-2</p> <p>Caregiver Letter 3-1</p>	<ul style="list-style-type: none"> ■ Tell participants: <ul style="list-style-type: none"> ● In today's lesson, you all learned that before you swim, you should: <ul style="list-style-type: none"> ○ Check the scene to make sure it is a place that is meant for swimming. It should be well supervised and well marked, and it should have safety equipment on site. ○ Know how deep the water is before you get in. ● You also learned about the good reasons to: <ul style="list-style-type: none"> ○ Put on sunscreen. ○ Cover what you can. ○ Seek shade to keep your skin and eyes protected from the sun. ● Now you're not just learning to be water smart, you're learning to be sun smart too! ■ Ask participants: Does anyone have any questions about what we learned today? <ul style="list-style-type: none"> ● <i>Answer any questions.</i> ■ Tell participants: <ul style="list-style-type: none"> ● You've all earned a safety champion badge to add to your collection. ● If you have Internet access at home, you can also view and share videos about what we learned today by following the link on the activity sheet I am going to hand out. <div style="border: 1px solid red; padding: 10px; margin-top: 10px;"> <p> Leader's Note: Hand out a sticker badge to each participant along with the coloring sheet, activity sheet and caregiver letter.</p> <p>If this is the final lesson you will be teaching in Longfellow's WHALE Tales, allow time to do the Closing Ceremony at the end of this lesson to celebrate what participants have learned. You can find this in the Closing Ceremony section of Longfellow's WHALE Tales.</p> </div>
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Name: _____



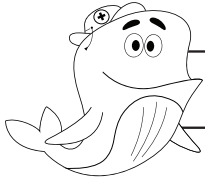
Would You Swim Here?

Circle or color the things in the picture that tell you this is a safer place to swim.



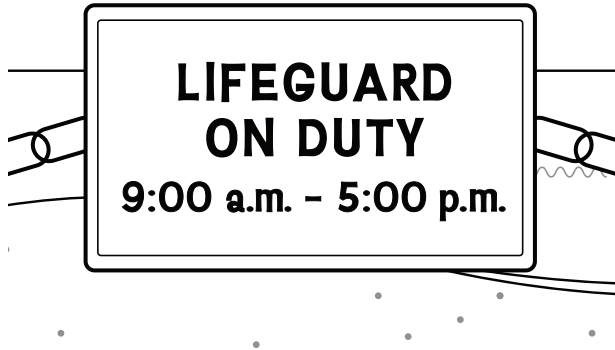
See the answer key, plus learn more at [redcross.org/watersafetyforkids](https://www.redcross.org/watersafetyforkids).

Name: _____

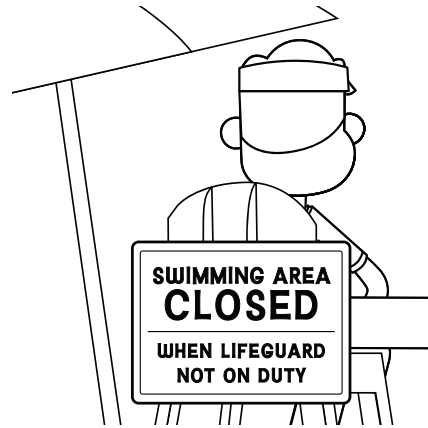


Would You Swim Here?

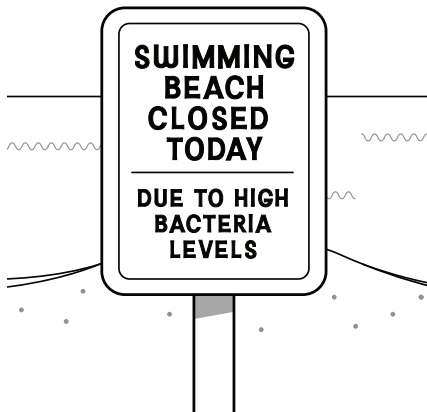
Read each sign, then use it to answer the question that follows.



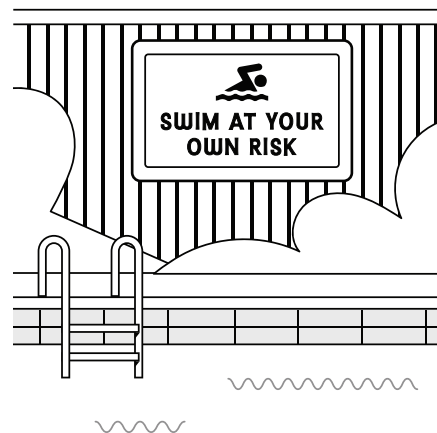
1. It's 8:45 a.m. Would you swim here? Why or why not?



2. Would you swim here now? Why or why not?

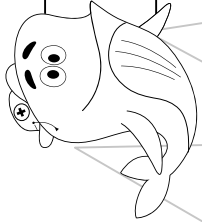


3. You swam here last week and it was fine. Would you swim here now? Why or why not?



4. Your parent takes you to this pool. Would you swim here? Why or why not?

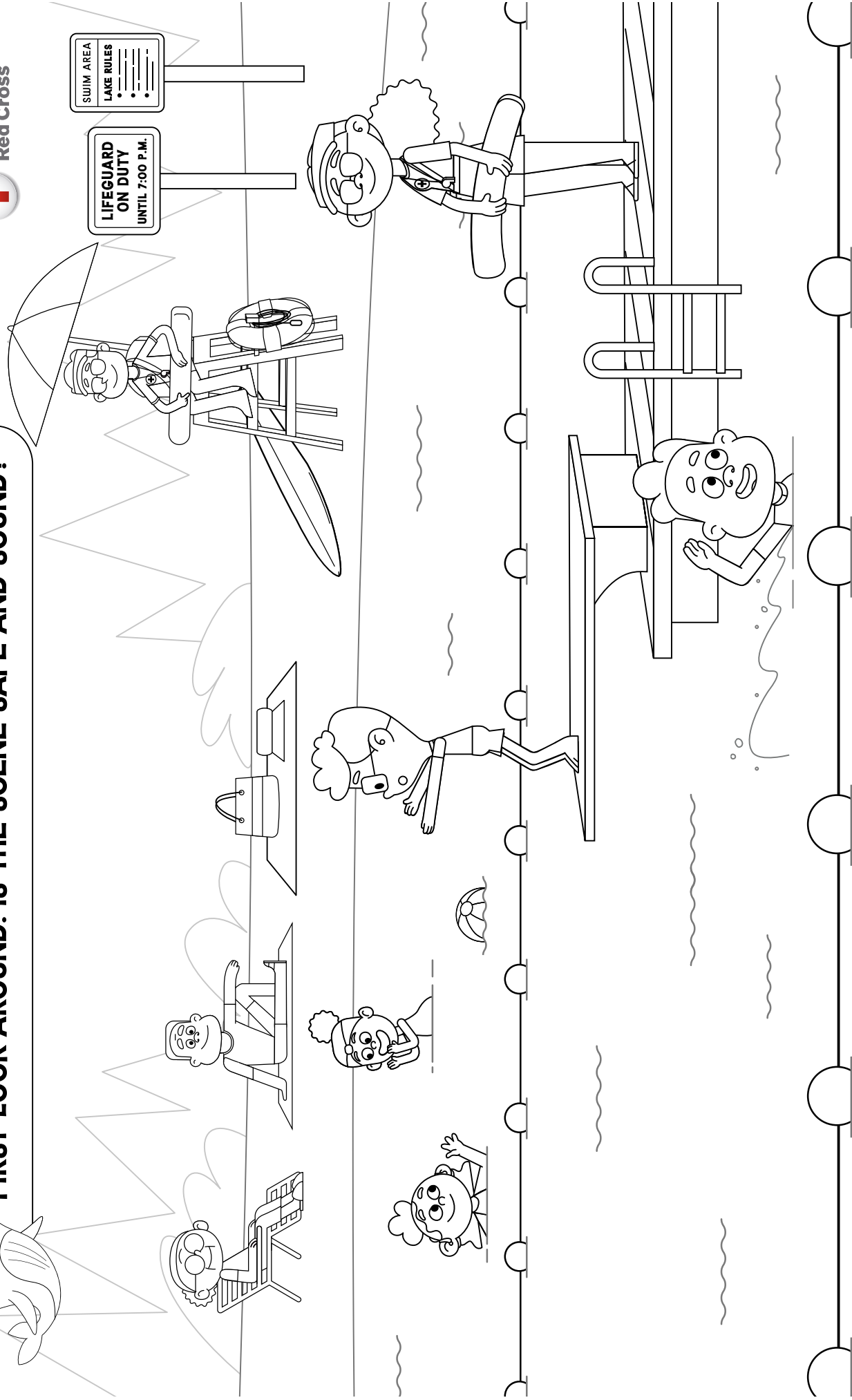
See the answer key, plus learn more at [redcross.org/watersafetyforkids](https://www.redcross.org/watersafetyforkids).



FIRST LOOK AROUND: IS THE SCENE SAFE AND SOUND?

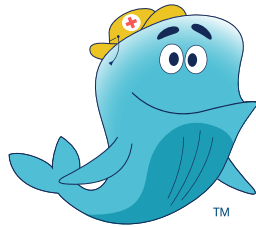


American Red Cross



Name _____

Only swim in supervised areas meant for swimming.



Longfellow's WHALE Tales

Water Habits Are Learned Early

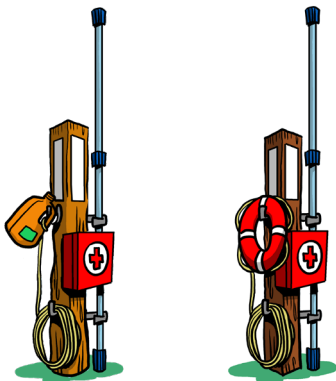
Dear Parent/Caregiver,

If you have any type of pool or private waterfront area at your home or if you live in or visit settings where an unguarded aquatic facility is available for your family's use, you've probably already given a lot of thought as to how to keep your child(ren) safe from accidental drowning.

Among the most important precautions you can take are to:

- Always secure a home pool or private waterfront area when not in use with fencing that fully surrounds the area and has a self-latching gate that a young child cannot reach.
- If you have an above-ground pool, also ensure it cannot be accessed by removing any steps or ladders into it or emptying out the water when it is not in use.
- Make sure your child knows to only swim or go near the water when supervised by a capable water watcher, no matter what.
- Ensure every member of your family learns to swim.
- Know what to do in a water emergency, including how to safely help someone and how to perform CPR.

In addition, it's important to ensure that some basic safety equipment is kept in an easy-to-access spot near where your family swims. This could be on a safety post such as the one in the illustration here, or the equipment could be attached to a poolside shed or fence. Equipment should include:



- **Something that can be used to reach out to someone who is having trouble in the water**, such as a 10- to 12-foot reaching pole or shepherd's crook.
- **Something that can be thrown to someone who is having trouble in the water**, such as a ring buoy or a heaving jug with a rope attached. (See page 2 to learn how to make a heaving jug.)
- **A first aid kit including emergency contact information**, such as phone numbers for getting help and information that will help responders find your location (i.e., the street address and the names of the nearest cross streets).

You can learn more, including how to safely help someone who is having trouble in the water, by taking advantage of the resources available at [redcross.org/watersafety](https://www.redcross.org/watersafety). Or visit [phta.org/safety](https://www.phta.org/safety) and select the link for "Public Safety" for a list of pool equipment you should have and more.

Stay safe!

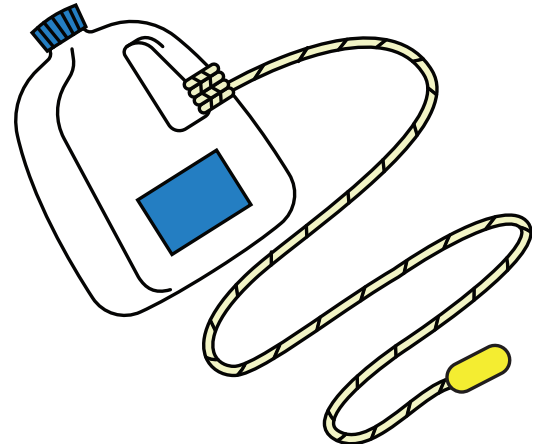
Longfellow

Family Activity: Make a Heaving Jug, or Two!

A heaving jug is a homemade, emergency throwing device that can be used to help someone stay afloat if they are having trouble in the water as you also help them safely return to dry land. Not only can a heaving jug be effective in an emergency, it's super easy to make.

Materials Needed

- An empty 1-gallon plastic jug, such as a milk carton, cleaned and rinsed
- Water or sand
- A 40-foot line of rope
- Waterproof markers for decorating your jug



Directions

- Fill the 1-gallon plastic jug with 1/2-inch of water or sand and screw the top on tightly. (If the jug has a snap-on top, use strong glue to hold it in place.)
- Securely tie a 40-foot rope to the handle of the jug. Tie a large knot or place a small buoy at the end.
- Use the waterproof markers to decorate and personalize your jug.

How to Use a Heaving Jug

Once ready, store your heaving jug poolside or at the waterfront area your family uses. Make a second jug that you can bring along if you will be at any other pool or waterfront area that doesn't have safety equipment reliably available on-site.

If someone is in having trouble in the water, gently toss the heaving jug to them. As you do, stand on the end of the rope near the knot or buoy so you don't accidentally throw in the whole line when you do. Once the person grabs the jug, slowly and carefully pull them back to safety while they gently kick their legs to help.