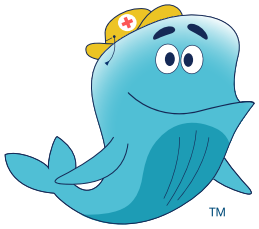


Longfellow's WHALE Tales

Water Habits Are Learned Early

Lesson 8

Reach or Throw, Don't Go

ABOUT THIS LESSON

This lesson provides information to participants about how they can best help others in the event of an aquatic emergency when help is not available from a lifeguard or other capable adult. The focus is on how to do so without putting oneself in harm's way by using a reaching or throwing assist.

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 and local references. In some cases, options are offered for activities based on these factors.

KEY TERMS

Drowning: An emergency that happens when a person's nose and mouth are covered by water and they are not able to breathe; this can cause a person to become injured or die

Reaching assist: A way of more safely helping someone out of the water by reaching out to the person with an object

Throwing assist: A way of more safely helping someone out of the water by throwing an object that floats to them, ideally with a line attached

Water trouble: A water emergency when a person isn't drowning, but they are in danger of drowning if something doesn't change in the situation to help them return to safety

TEACHING OBJECTIVES

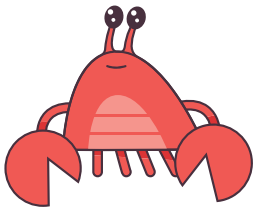
After completing this lesson, participants will be able to:

- Explain why only a lifeguard should go into the water to rescue someone.
- Describe the signs of someone who is in trouble in the water and in danger of drowning.
- Describe the signs of a drowning person.
- Explain how to more safely help someone who is in trouble in the water or is drowning by calling for help and using a reaching or throwing assist.
- Identify objects that could be used for a reaching assist.
- Identify objects that could be used for a throwing assist.
- Demonstrate the basic steps needed to do a reaching and throwing assist.
- Understand how to be rescued by someone if the participant is the one in danger of drowning.
- Understand what steps to take after a reaching or throwing assist or if an assist is not possible.

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 Presention 8: Reach or Throw, Don't Go
- Poster: Reach or Throw, Don't Go
- Longfellow's WHALE Tales animated video: Reach or Throw, Don't Go
- Longfellow's WHALE Tales live action video: Doing a Reaching or Throwing Assist
- Monitor or computer, projector and screen (for use with downloadable course presentation and videos)
- Paper and writing utensils for participants (pencils/pens, crayons or markers)
- Dry erase board and marker or other method to record answers for all to see (newsprint and marker, chalk board and chalk, etc.)
- Timing device
- 2 safety cones
- Foam pool noodles (one for everyone 2 participants if possible) or similar object for reach demonstration
- 2 rings or beanbags
- Sticker badges
- Coloring Sheet: Reach or Throw, Don't Go (one for each participant)
- Activity Sheet 8-1 (one for each Level 1 participant)
- Activity Sheet 8-2 (one for each Level 2 participant)
- Caregiver Letter 8-1 (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** LEVEL 1 LEVEL 2 **MATERIALS NEEDED** Course Presentation 8, Slide 1	■ **Ask participants:** Has anyone in this group ever seen a lifeguard rescue someone who needed help in the water at a pool, beach or other place where you were swimming? • If a participant raises their hand, ask them: ○ What did the lifeguard do to help? ○ Did they blow a whistle? ○ Did they use any special equipment to help them? ○ Did they swim out to the person in the water? **Leader's Note:** If no participant has this experience, provide a brief description of what might happen in this case such as: "If there was an emergency in the water, the lifeguard, or maybe several lifeguards, might blow their whistle to clear the water and then enter the water with special rescue equipment to help bring the person back to safety. They would then give the person first aid if needed. ■ **Tell participants:** • A lifeguard has trained for many hours to know how to spot a person who needs help in the water or is in danger of drowning. • They are taught how to use special rescue techniques and equipment to help save the person. They also learn how to safely enter the water to go help the person. This is their job. • Just as you would not try to do the job of a police officer or fire fighter because it would be dangerous for you, you also should never try to do the job of a lifeguard and go into the water to try to help someone who is having trouble in the water. This could also put you in serious danger. • There are, however, some ways you can try to more safely help if you see someone who is having trouble in the water or is in danger of drowning. That's what we are going to learn about today.

VIDEO **LEVEL** LEVEL 1 LEVEL 2 **MATERIALS** Course Presentation 8, Slide 2	■ **Tell participants:** We are going to watch a short video. ■ **Play animated video:** Reach or Throw, Don't Go **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 to help you in our discussions and activities.

TOPIC: HOW TO SPOT WHEN SOMEONE IS IN TROUBLE IN THE WATER

Time: 3 minutes

SHARE AND TELL DISCUSSION **LEVEL** LEVEL 1 LEVEL 2 **MATERIALS** Course Presentation 8, Slides 3–4	■ **Ask participants:** • How do you think you will know if a person is in trouble in the water? Raise your hand if you think the person will start splashing around wildly in a panic. ○ *Allow participants to decide their answer and then tell them to put their hands down.* • How many of you think the person will yell out for help if they need it? Raise your hands. ○ *Allow participants to decide their answer and then tell them to put their hands down.* • Now who thinks a person who is in trouble will just wave their arms around to try to get someone's attention? Raise your hands. ○ *Allow participants to decide their answer and then tell them to put their hands down.* ■ **Tell participants:** • In real life, a person who is having trouble in the water may try to call out for help and wave their arms, but they also may not be able to. And they probably won't be splashing around wildly. That's just something you see in cartoons or TV shows.

- When someone is having trouble in the water, it can look a lot of different ways, including being completely quiet. The person may even already have gone underwater.
- Let's take a closer look at what I mean. Don't worry though, the people in these photos are just pretending they are having trouble to help us learn what it looks like.

Leader's Note: Course Presentation 8, Slides 3–4 include images to illustrate some of the ways a person may look when they are in danger of drowning or are already drowning. If you will not be using the course presentation, you can pre-print the related slides to show during this lesson.

- When we say a person is having trouble in the water, they may not be drowning, but they may be in danger of drowning if they don't get help to make it to safety. The person has their head above water and is at the surface of the water, but they:
  - May have a scared look on their face.
  - May be floating or treading water or trying to grab hold of something to help them float.
  - May be trying to wave or call for help.
  - May be trying to swim to safety but are not able to move forward much.
- If the person who is in danger of drowning does not get help, their appearance will start to change as they begin to drown. The person:
  - May tilt their head back to try to keep their mouth out of the water.
  - May tip forward and be face-down and not be able to keep their mouth out of the water, especially if the person is a young child.
  - May keep going underwater again and again.
  - May press down with their arms at their sides or front, trying to stay above the water.
  - Cannot wave or call out for help.
  - Will eventually go underwater and stop moving.
- Some people who are drowning are able to stay at the water's surface for a short time, but sometimes, the person will quickly and silently slip beneath the surface.

■ **Ask participants:** Does anyone have any questions?

- *Answer any questions.*

TOPIC: SAFER WAYS TO HELP SOMEONE HAVING TROUBLE IN THE WATER

Time: 4 minutes

To Help a Friend Best, Be a Safety Champion

SHARE AND TELL DISCUSSION

LEVEL

LEVEL 1 LEVEL 2

MATERIALS

None

- **Tell participants:**
  - If you want to help protect your friends and yourself from being in danger of drowning, the best place to start is by being a safety champion. That means being willing to speak up and tell your friends what water smart kids know about water safety. And it means doing these water smart things yourself.
  - Being a safety champion also means being a good water buddy. If your water buddy is tired or struggling, don't pressure them to keep swimming. Encourage them to take a break. It could avoid trouble.

Check Your Water Smarts

POP QUIZ

LEVEL

LEVEL 1 LEVEL 2

MATERIALS

None

- **Tell participants:** It's time for a pop quiz! I'm going to ask some questions. Raise your hand if you want to answer.

> **Leader's Note:** As needed, offer prompts to participants until they get the right answer to help reinforce that they should never get in the water to try to help a person who is having trouble.

- **Ask participants:**
  - What is one thing I just said that you **should not do** if you see someone who is having any kind of trouble in the water?
    - *Answer: Get in the water to help the person*
  - What is the first thing that you **should do** if you see someone who is having trouble in the water?
    - *Answer: Call for help (To help out, give a shout)*
  - Who is the **only person** who should get into the water to help a person who is drowning?
    - *Answer: A lifeguard (or another person trained in water rescue)*
- **Tell participants:** Great work! I can tell you've been listening. I can't say it enough. The only person who should ever enter the water to help a person who is in danger of drowning is a lifeguard or another trained person who knows how to do a water rescue. It's not your job as a kid, and it's never a safe thing to do.

Always Remember: Safety First

SHARE AND TELL DISCUSSION

LEVEL

LEVEL 1 LEVEL 2

MATERIALS

Dry erase board and marker or similar

Tell participants:

- You may be thinking you'd never let a friend drown and that you'd want to help them anyway you can, even if you had to jump into the water to grab them.
- As we learned before, it's important to stay calm. This will help you remember to stop and think about the action you take next so you can give water smart, safer help.
- If you enter the water to try to rescue someone who is in danger of drowning, you could put yourself in danger of drowning, too. That doesn't help your friend or you at all!

Leader's Note: Ask participants the following discussion question. As they give answers, write them for all to see if desired. If needed, offer prompts to encourage answers such as those included on the list below.

- **Ask participants:** Can you think of some reasons why entering the water puts you in danger of drowning too?
  - *Answers will vary but should include the following:*
    - *The water might be deeper than you thought.*
    - *The person having trouble may be further out than you thought.*
    - *The person having trouble could grab a hold of you in their panic and cause you to go underwater too.*
    - *The person having trouble may be heavier or stronger than you expected.*
    - *You haven't learned all of the skills you need to handle yourself and the person who needs help.*
- **Tell participants:** Even though you shouldn't go in the water to help someone, there are some other ways you can help that are safer to try. That's what we're going to talk about next.

TOPIC: REACH OR THROW, DON'T GO!

Time: 12 minutes

SHARE AND TELL DISCUSSION

LEVEL

LEVEL 1 LEVEL 2

MATERIALS

Poster: Reach or Throw, Don't Go

OR

Course Presentation 8, Slide 5

Leader's Note: Display poster: Reach or Throw, Don't Go.

- **Say to participants:** Look at this poster. Can someone read what it says at the top?
  - *Answer: Reach or throw, don't go!*
- **Tell participants:**
  - Now, let's all say it together: "Reach or throw, don't go!"

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 hold your arms out as if reaching)* **Reach or** *(make an underhand throwing motion)* **throw,** *(hold up your hand as if to say stop)* **don't go**.

  - If someone is in trouble in the water, you should first try to shout out for help to get the attention of a lifeguard or other adult.
  - If there is no one around who can help, try to call 9-1-1 [or your local emergency number], or have someone else call, if you can.
  - Then, while you wait for additional help to arrive, you can try the two safest ways to give help yourself: reach or throw.
  - Reach means trying something called a reaching assist. You'll try to reach out to the person in the water with an object that the person can grab. You'll then use the object to pull them back to safety.
  - You can do this if the person who is having trouble in the water is close to land or the side of the pool.
- **Ask participants:** Based on that, can anyone guess what a throwing assist is?
  - *Answer: Throwing an object to the person*
- **Tell participants:**
  - A throwing assist is a way to help someone who is too far away to reach. You can throw them an object. But you can't throw just anything. You need to throw something that floats, ideally with a rope attached. This will give the person who is having trouble something to hold onto so they can be pulled back toward safety, or that they can hold onto and kick and move back toward safety themself.
  - And, of course, there is the final part of the phrase: don't go. You already know what that means! Don't go in the water to try to help.

Objects That Can Be Used for a Reaching or Throwing Assist

SHARE AND TELL DISCUSSION

LEVEL

LEVEL 1 LEVEL 2

MATERIALS

Course Presentation 8, Slide 6

- **Tell participants:**
  - We'll learn more about how to do a reaching or throwing assist in a few minutes, but first let's talk about some objects you can use for these assists.
  - If an emergency happens at a pool or in a place that's meant for water activities, there may be rescue equipment nearby that you could use to reach or throw.

Leader's Note: Images of rescue equipment can be found in the course presentation. If you are teaching in an aquatic environment, and are able, do a "show and tell" with these actual items.

- **Tell participants:**
  - For a reaching assist, look around the swim area to check for:
    - A reaching pole. This is a long pole that that can be held out into the water for someone to grab hold of.
    - A shepherd's crook. This is a reaching pole that has a rounded hook at one end.
  - For a throwing assist look for:
    - A ring buoy, which is a ring that will float and has a line attached to hold on to. It's shaped like an inner tube or big donut.
    - A heaving jug, which is something you might find at a private pool or waterfront. It's a homemade emergency throwing device made from a 1-gallon jug with a line attached to the handle.
- **Tell participants:**
  - Of course, you may not be somewhere with any rescue equipment around, for example, if a friend falls in the water in a place that is not a designated swimming area.
  - When there is no official rescue equipment nearby, you need to find another option.
  - As you'll see in our next activity, there are a lot of ordinary, everyday things that could be used in an emergency to reach or throw. If you need to rescue someone, stop, look around and think creatively if you need to.

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: Be a Scene Detective (Brain Game)
- Option B: Scavenger Hunt (Aquatic Activity)

Option A: Be A Scene Detective

BRAIN GAME

LEVEL

LEVEL 1 LEVEL 2

MATERIALS

Poster: Reach or Throw, Don't Go

OR

Course Presentation 8, Slide 7

Dry erase board and marker or similar

- **Tell participants:** Let's take look closer at the poster and be scene detectives.
- **Set up activity:** Display the Reach or Throw, Don't Go poster again if needed. If using a dry erase board, or similar, draw two columns on it if desired. Label one column "Reach" and the other column "Throw."
- **Say to participants:** In this scene, there is a person in the water who needs help. There is not a lifeguard around, but there are kids on the shore who have noticed the person in the water is in danger of drowning. Let's imagine one of the kids on the shore is going to call 9-1-1. The other is going to try a reaching assist.
- **Ask participants:** Do you see anything in the scene that could be used to reach out to the person who is having trouble in the water?
  - *Write down answers in the "Reach" column. They should include:*
    - *Tree branch*
    - *Oar*
    - *Jump rope*
    - *Blanket*
- **Ask participants:** Can anyone think of other things that aren't shown but that may also be good objects to reach out with?

> **Leader's Note:** As participants give answers, continue to write them down for all to see, if desired. If needed, offer prompts to encourage answers similar to those below such as "What might you find by a lake? By a river? Near the ocean? What about things you might be wearing or things you might have brought with you?"

  - *Answers will vary but may include:*
    - *Sports equipment (baseball bat, hockey stick, water ski, etc.)*
    - *A jacket or shirt/pants*
    - *Beach towel*
    - *Pool noodle*
- **Ask participants**: Do you see anything in the scene that you could throw to the person who is having trouble that would help them stay afloat?
  - *Write down answers in the "Throw" column. They should include:*
    - *Soccer ball*
    - *Empty picnic cooler*
- **Ask participants**: Can anyone think of other things not shown that you could use to throw to someone who is having trouble in the water?
  - *Answers will vary but may include:*
    - *Kickboard*
    - *Water jug with a small amount of water in it*
    - *Life jacket*
    - *Basketball or other type of ball*

Option B: Scavenger Hunt

AQUATIC ACTIVITY

LEVEL

LEVEL 1 LEVEL 2

MATERIALS

Paper and writing utensil for each group

Timing device

Leader's Note: If doing the Scavenger Hunt activity, make sure to have extra adult leaders on hand who can serve as water watchers while participants search around the aquatic facility/waterfront area. At no time should participants be allowed to get close to the water's edge, leave the area or be out of the adult leaders' sight. As an alternative, have groups stand in one location near the waterfront facilities and look around without moving to see what they can spot.

- **Tell participants:** We're going to do a scavenger hunt to look for objects that can be used to reach or throw.
- **Set up activity:**
  - Break kids into groups of three or four. Distribute paper and a writing utensil to each group and have them list what they find.
  - Make sure you communicate the boundaries for where participants can look for objects. Participants should also be advised not to go in the water or close to the water's edge.
- **Tell participants:**
  - You have 3 minutes to find objects you see around this area that could be used to reach or throw. Write down each object you find and whether it could be used for a reaching assist or a throwing assist.
  - You'll then share what you find with the rest of the group.

Level 1 Variation: Rather than having participant's write down what they find, tell them to make a simple drawing of it.

- **Ask participants:** Can anyone think of other things that we didn't find on our scavenger hunt that are not official kinds of safety equipment but that may also be good objects to reach out to someone who is having trouble in the water?

Leader's Note: If needed, offer prompts to encourage answers similar to those below such as "What might you find by a lake? By a river? Near the ocean? What about things you might be wearing or things you might have brought with you?"

- *Answers will vary but may include things like:*
  - *Sports equipment (baseball bat, hockey stick, water ski, etc.)*
  - *Oar/canoe paddle*
  - *Stick/tree branch*
  - *A jacket or shirt/pants*
  - *Beach towel*
  - *Pool noodle*

	■ **Ask participants**: Can anyone think of other things that we didn't find on our scavenger hunt that are not official kinds of safety equipment but that may also be good objects to throw to someone who is having trouble in the water? ● *Answers will vary but may include things like:* ○ *Kickboard* ○ *Empty picnic cooler* ○ *Life jacket* ○ *Water jug with a small amount of water in it* ○ *Basketball or other type of ball* ○ *Inner tube* ○ *Inflatable raft*

TOPIC: HOW TO DO A REACHING OR THROWING ASSIST

Time: 3 to 15 minutes, depending on option selected

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: Learning How to Reach or Throw (Video)
- Option B: More About What It Means to Reach or Throw (Share and Tell and Get up And Move activities)

Option A: Learning How to Reach or Throw

VIDEO **LEVEL** LEVEL 1 LEVEL 2 **MATERIALS** Course Presentation 8, Slide 8	■ **Tell participants:** We are going to watch a short video to learn more about how to do reaching and throwing assists. ■ **Play live action video:** Doing a Reaching or Throwing Assist. ■ **Ask participants:** Does anyone have any questions about what we just watched? ● *Answer any questions.* **Leader's Note:** If time and resources allow, the video can be followed by also using the Get Up and Move activities listed under Option B, Reaching Assist and Throwing Assist sections for additional practice.

Option B: More About What It Means to Reach or Throw

Reaching Assist

SHARE AND TELL DISCUSSION

LEVEL

LEVEL 1 LEVEL 2

MATERIALS

Course Presentation 8, Slides 9–10

Leader's Note: If you are not able to show the course presentation, you should act out each step that has an action as you describe it.

- **Tell participants:** Before we practice a reaching assist, first listen to the steps you'll need to follow.
  - First, call for help.
  - Stay out of the water on dry land.
  - Use your legs to brace yourself on the pool deck, pier or shoreline; or brace yourself by lying down on your belly.
  - Reach out to the person using any object that extends your reach such as a reaching pole, an oar, a paddle, a tree branch, a beach towel and so on.
  - When the person grabs the object, tell them to hold on while you slowly and carefully pull them to safety.
  - Keep your body low and lean back to avoid being pulled into the water.
  - When the person being rescued gets to safety, check to make sure they are OK. They should exit the water if they are able, or hold on (for example, to the pool wall) until someone helps them out of the water.
  - If you are the person being rescued, you should help the rescuer by reaching out to grab the object being offered to you. Once you have a hold, stay calm and kick your legs to help move yourself toward safety.

GET UP AND MOVE

LEVEL

LEVEL 1 LEVEL 2

MATERIALS

Pool noodles or other reaching objects

- **Tell participants:** Even though we are not able to practice a reaching assist in the water, we can try out some of the steps on land.
- **Set up activity:**
  - Break students into pairs. Have one student stand in an area designated as land and the other about 5 feet away in an area designated as water.
  - To help participants visualize this, you can set up a few cones marking the line between the areas.
  - Have the pool noodles (or alternative objects) lying nearby on the "land."
- **Tell all participants:** As I describe the scenario and the steps for a reaching assist, you are going to do what I'm saying. When I say "Freeze!" try your best to stay just how you are while I check what you are doing.
- **Tell participants in the "water":** You've been wading around, but suddenly the water gets deep and you're in over your head. You are not a strong swimmer and you're not sure you can make it back to shore. Let your partner know you need help by waving your arms or calling for help.
- **Tell participants on the "land":**
  - Ok. Pretend you have already called for additional help to rescue the person in the water. Now do as I say to try a reaching assist.

- First, you'll need something to reach with so grab the pool noodle [or other object provided].
- Brace yourself and reach out to the person in the water with the object.
- Remember to stay low and lean back to brace yourself and avoid being pulled into the water.

- **Tell participants in the "water":** Make sure you grab the object. Stretch your arms out if you need to.
- **Tell all participants:** Freeze!

Leader's Note: Check the positioning of each participant to make sure they haven't crossed the line into the water area and that they are staying low and leaning back to brace themselves. Some might remember they can lay on their belly and that's OK too. Provide correction if needed (e.g., "Remember, don't go into the water" or "You need to lean back more").

- **Ask participants in the "water":** Before we continue, who in the water group can remind us what you should you do as you are pulled to safety?
  - *Answer: Stay calm and kick your legs to help*
- **Tell participants in the "water":** Right! If you were really in the water, you would help by kicking your legs, but for now, when I say "unfreeze," just let the person on land gently pull you toward land as you walk.
- **Tell all participants**: Unfreeze. Make sure if you are the rescuer that you continue to keep your body low and stay leaning back to avoid being pulled into the water.

Leader's Note: Have the kids switch places and do the activity again so each participant can practice being the rescuer and the person being rescued. Once they are done, have the kids take their places again, one on the land and one in the water where they stood for the reaching assist.

- **Tell participants in the "water":** This time, take five big steps back.
- **Tell participants on the "land":** Try to reach the person in the water with your object.

Leader's Note: Kids should now be too far apart for a reaching assist to work.

- **Tell all participants:**
  - As you can see, when the person in the water is too far away a reaching assist won't work. That's when we use a throwing assist.
  - Great job everyone. You can return to your seats and we'll talk next about how to do a throwing assist.

Throwing Assist

SHARE AND TELL DISCUSSION

LEVEL

LEVEL 1 LEVEL 2

MATERIALS

Course Presentation 8, Slides 11–12

- **Tell participants:**
  - If you are doing a throwing assist, the best option is to throw something to the person in the water that floats and has a line attached so you can help pull the person back to land. A ring buoy is a good example. Always look to see if there is one available to use where you are.
  - When you have an object with a line attached, a throwing assist is similar to a reaching assist in some ways, but with a few extra steps. Let's imagine you are going to throw a ring buoy. You'll:
    - Hold the ring buoy with your throwing hand.
    - Hold the rope in your nonthrowing hand. Leave the end of the rope hanging down to the ground and step on the end of the rope with your foot. On throwing equipment with a rope attached, there is usually a knot or a small buoy on the end. Step on the rope in front of the knot or buoy to keep it from slipping out from under your foot when you throw the object.
    - Step back with your leg on the throwing side, swing the ring buoy backward and then forward for an underhand toss.
    - Try to aim the throw so that the ring buoy lands just beyond the person you are trying to help, rather than aiming it right at the person. You don't want to hit them.
    - After the person grabs the ring buoy, tell them to hold on while you slowly and carefully pull them to safety with the rope.
    - Keep your body low and lean back to avoid being pulled into the water.
    - When the person being rescued gets to safety, make sure they are OK. They should exit the water if they are able, or hold on (for example, to the pool wall) until someone helps them out of the water.
    - If you are the person being rescued, after the object is thrown, grab a hold of it, stay calm and then help kick back to safety.
  - If the only object that you have to throw doesn't have a rope attached, it still can help the person as long as it floats.
    - Throw the object as close to the person as you can without hitting them.
    - Tell the person to grab onto the object to help them float while they kick their legs toward the land, a pier, or the side of the pool or toward something sturdy they can hold on to until more help arrives.

GET UP AND MOVE **LEVEL** LEVEL 1 LEVEL 2 **MATERIALS** Safety cone Rings or beanbags (2)	■ **Tell participants:** Instead of practicing a throwing assist, which can be hard to do on dry land, we're going to test your aim, which is very important with a throwing assist. ■ **Set up activity:** Set up a safety cone about 10 feet away for younger kids or 15 feet away for older kids and have participants line up. ■ **Tell participants:** • If the object you throw is not close enough to the person who needs help, they may not be able to grab it. • The safety cone represents the area just next to a swimmer who needs help. • Toss the ring (or beanbag) and see how close to the cone you can get it. • When throwing, step back with your leg on the throwing side, swing the ring (or beanbag) backward and then forward for an underhand toss. • Everyone will get two tries.

TOPIC: AFTER REACHING OR THROWING—WHAT'S NEXT?

Time: 1 minute

SHARE AND TELL DISCUSSION
 	
LEVEL
LEVEL 1 LEVEL 2
MATERIALS
None
	■ **Tell participants:**
	• If you are able to help someone who was in danger of drowning using a reaching or throwing assist, it's important to tell an adult what happened after everyone is back to safety.
	• Don't worry about getting in trouble. If your friend swallowed or inhaled a lot of water, they could have a hard time breathing even after they are rescued and may need care from a doctor to be OK.
	• If a reaching or throwing assist doesn't work or isn't possible in the situation, the best thing you can do to help the person who is in trouble is to call for help.
	  ○ If there is no lifeguard or adult nearby, have someone with a phone call 9-1-1 [or your local emergency number] as quickly as possible.
	  ○ You should also call for help if the person who is drowning is already underwater or is not moving anymore and would not be able to grab onto an object you reach with or throw.

TOPIC: WRAP-UP

Time: 2 minutes

SHARE AND TELL DISCUSSION **LEVEL** LEVEL 1 LEVEL 2 **MATERIALS** Sticker badge Coloring sheet: Reach or Throw, Don't Go Activity Sheet 8-1 or 8-2 Caregiver Letter 8-1	■ **Tell participants:** • Being water smart when someone is having trouble in the water is all about keeping yourself safe while helping the person in the best way you can. • If you have a friend who needs help because they are in danger of drowning, you should first alert a lifeguard or other capable adult who can help, or call 9-1-1, or your local emergency number, so help can come. • If you need to help the person yourself, you should always remember: Reach or throw, don't go. ■ **Ask participants:** Does anyone have any questions about what we learned today? • *Answer any questions.* ■ **Tell participants:** • 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. **Leader's Note:** Hand out a sticker badge to each participant along with the coloring sheet, activity sheet and a caregiver letter. 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.