

# Longfellow's WHALE Tales

## Water Habits Are Learned Early

### Lesson 1

# Do Your Part, Be Water Smart

## ABOUT THIS LESSON

This lesson introduces participants to basic guidelines and rules to help them be safer in, on and around the water. It lays out foundational concepts that one should never be in, on or around the water alone and should only swim in areas designated for swimming and supervised by a capable adult water watcher and, where possible, lifeguards. These principles form the basis for all other lessons in the Longfellow's WHALE Tales Water Safety for Children program. It is strongly recommended that leaders start with this lesson before conducting any other lessons.

## 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 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

**Aquatic facility:** A designated place where people can go to have fun in the water, such as a pool, lake, river, ocean, waterpark, boating area and so on

**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

**Water competent:** Having basic water safety knowledge and swimming skills along with knowing how to more safely help others in a water emergency

**Water smart:** Knowing how to be safer in, on and around the water

**Water watcher:** A capable adult whose sole responsibility is to supervise children who are in, on or around water; they should have the skills, knowledge and ability to recognize and safely rescue someone in distress or can immediately alert someone nearby who does or can

# TEACHING OBJECTIVES

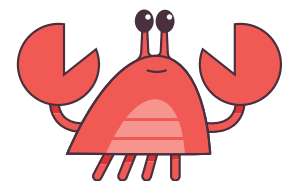
After completing this lesson, participants will be able to:

- Understand what it means for a kid to be water smart, which is knowing how to be safer when in, on and around the water.
- Understand why there should always be a lifeguard and other capable water watcher present when in, on or around the water, along with a water buddy.
- Understand what a water emergency such as drowning is.
- Know how being water smart and always having capable supervision can help to prevent a water emergency.
- Explain the importance of rules in keeping people safe, preventing harm and being considerate of others.
- Know important ways to be water smart in addition to following the stated rules of an aquatic facility.
- Understand how to be a safety champion to help family and friends stay safer in the water too.

# 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 1: Do Your Part, Be Water Smart
- Poster: Do Your Part, Be Water Smart
- Longfellow's WHALE Tales animated video: Do Your Part, Be Water Smart
- Longfellow's WHALE Tales live action video: What It Means to Be Water Smart
- Monitor or computer, projector and screen (for use with downloadable course presentation and videos)
- Printable Activity Cards: What It Means to Be Water Smart
- 11 x 17 paper and writing utensils for participants (pencils/pens, crayons, markers)
- Dry erase board and marker or other method to record answers for all to see (newsprint and marker, chalk board and chalk, etc.)
- Pushpins, masking tape or a clothesline/clothes pins for displaying posters
- Sticker badges (one for each participant)
- Coloring Sheet: Do Your Part, Be Water Smart (one for each participant)
- Activity Sheet 1-1 (one for each Level 1 participant)
- Activity Sheet 1-2 (one for each Level 2 participant)
- Caregiver Letter 1-1 (one for each participant)
- List of swim lesson locations, if available (one for each participant)



# TOPIC: INTRODUCTION

Time: 5 to 9 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. If time allows, ask each participant to briefly share one thing about themselves, such as a favorite way to keep cool in the summer or their favorite free-time activity.

## SHARE AND TELL DISCUSSION



### LEVEL




### MATERIALS

Course Presentation 1, Slide 1

### ■ Tell participants:

- Today, we are going to learn about water safety and what it means to be a water smart kid.
- This includes knowing how to be safer when in, on and around the water so you can help prevent a dangerous situation from happening.
- You'll also learn how you can be a safety champion who can help your friends and family stay safer, too.
- In our group, we all have had different experiences with water. Some of us may already know how to swim, and some may not know how to swim quite yet.
- Even though we won't go into the water or learn how to swim in Longfellow's WHALE Tales, learning to swim is another important way to be water smart that we'll talk about.
- If you don't know how to swim yet, that's OK. Don't be embarrassed. But, if you get the chance to learn to swim, I encourage you to do it.
- Once you know how to swim, you'll have a skill you can use for life to stay even safer when you're in, on and around the water.

 **Leader's Note:** If available, tell participants you'll share a list of facilities that teach American Red Cross Learn-to-Swim courses in your area at the end of the lesson. Additional information about the importance of learning to swim is included in Lesson 2: Swim as a Pair with a Lifeguard There.

## VIDEO




### LEVEL



### ■ Tell participants: First, we are going to watch a short video.



### ■ Play animated video: Do Your Part, Be Water Smart





 **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 then refer back to this chart as you cover related topics.

<p><b>MATERIALS</b></p> <p>Course Presentation 1, Slide 2</p> <p>Dry erase board and marker or similar</p>	<ul style="list-style-type: none"> <li>■ <b>Ask participants:</b> <ul style="list-style-type: none"> <li>● Who can tell me one thing they noticed when watching the video? <ul style="list-style-type: none"> <li>○ <i>Allow two or three participants to answer.</i></li> </ul> </li> <li>● Who can tell me one thing they are wondering after watching the video? <ul style="list-style-type: none"> <li>○ <i>Allow two or three participants to answer.</i></li> </ul> </li> </ul> </li> <li>■ <b>Tell participants:</b> 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.</li> </ul>
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## TOPIC: ENJOYING THE WATER SAFELY

**Time: 5 to 10 minutes, depending on whether optional Get Up and Move activity is used**

<p><b>SHARE AND TELL DISCUSSION</b></p>  <p><b>LEVEL</b></p> <div style="display: flex; gap: 10px;"> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; text-align: center;">LEVEL <b>1</b></div> <div style="border: 1px solid blue; border-radius: 50%; padding: 5px; text-align: center;">LEVEL <b>2</b></div> </div> <p><b>MATERIALS</b></p> <p>None</p>	<ul style="list-style-type: none"> <li>■ <b>Ask participants:</b> What is something you like to do, or want to try to do someday, that involves being in, on or around the water? <ul style="list-style-type: none"> <li>● <i>Allow participants to answer.</i></li> </ul> </li> </ul> <div style="border: 1px solid red; padding: 10px; margin: 10px 0;"> <p> <b>Leader's Note:</b> As needed, offer prompts to encourage a variety of answers such as fishing, having a picnic in a waterfront setting, swimming (e.g., in a pool, in the ocean, at a lakefront), going to a water park, boating (e.g., canoeing, kayaking, paddleboarding), visiting someone's lakefront cabin and so on. If the participants in your group don't have a lot of personal experience with water activities, encourage them to think about what they've seen on TV or in movies or read about that seemed fun.</p> </div> <ul style="list-style-type: none"> <li>■ <b>Tell participants:</b> <ul style="list-style-type: none"> <li>● These can all be really fun activities when done safely. But being in, on and around the water can also be dangerous if you don't take the time to learn how to be water smart.</li> <li>● One bad thing that could happen is that someone who is in the water starts having trouble swimming or staying afloat.</li> </ul> </li> <li>■ <b>Ask participants:</b> Can anyone tell me the word for when a person cannot keep their mouth and nose out of the water and they are not able to breathe as needed? <ul style="list-style-type: none"> <li>● <i>Answer: Drowning</i></li> </ul> </li> <li>■ <b>Tell participants:</b> <ul style="list-style-type: none"> <li>● [That's right.] Drowning is a dangerous kind of water emergency that can happen if someone in the water starts to have trouble. It is so dangerous that it can cause a person to become seriously injured or die if they don't get help.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>● You don't have to be swimming to be in danger of drowning. In fact, it can happen for many different reasons. For example: <ul style="list-style-type: none"> <li>○ A person might fall into water accidentally.</li> <li>○ A person might be on a boat that tips over.</li> <li>○ A person who doesn't know how to swim or who can't swim well may not realize they are getting into water that's too deep until it's too late.</li> <li>○ A person who does know how to swim might get too tired to keep swimming.</li> </ul> </li> <li>● The thought of drowning is scary. But the things you learn in this lesson can help you enjoy the water more safely so you have the best chance to prevent a water emergency like drowning from happening.</li> <li>● You'll also learn that water safety is not a one-kid job. You don't have to do it alone, and you should NOT even try to do it alone.</li> <li>● In fact, one of the most important things we'll talk about is the importance of there <i>always</i> being a lifeguard and/or other capable adult water watcher who is there while you do water activities to help watch out for your safety. <ul style="list-style-type: none"> <li>○ A lifeguard is someone who is trained in water safety and whose job it is to help keep all people safe while they do water activities.</li> <li>○ A capable adult water watcher is someone like a parent, caregiver, grandparent, camp counselor or another person who is there to watch you while you do water activities. This person should be what we call water competent. This means they should be someone who has water safety knowledge and swimming skills, and who knows how to safely help others if an emergency happens.</li> </ul> </li> <li>● You'll also learn why it's best to also always enjoy the water alongside a friend, classmate or family member who can be your water buddy. You'll look out for each other and help each other make good choices.</li> </ul>
<p><b>GET UP AND MOVE (OPTIONAL)</b></p>  <p><b>LEVEL</b></p>   <p><b>MATERIALS</b></p> <p>None</p>	<ul style="list-style-type: none"> <li>■ <b>Set up activity:</b> Have participants stand up where they are.</li> <li>■ <b>Tell participants:</b> We're going to do a quick stand-up/sit-down poll to see what you already know about water safety and being water smart. I'm going to tell you a short story. Then, I'll ask a question. If you think the first answer is the water smart choice, show me by sitting down. If you think the second answer is the water smart choice, stay standing up. It's OK if you don't get the right answer to start. We're here to learn! <div data-bbox="483 1539 1458 1640" style="border: 1px solid red; padding: 5px;"> <p> <b>Level 1 Variation:</b> If desired, have participants work in pairs to decide whether they will stand-up or sit-down together.</p> </div> </li> <li>■ <b>Say to participants:</b> You go to your cousin's house to swim. Your aunt says to go ahead outside. She'll be out in 15 minutes and you can swim then. Your cousin says, "Why wait? She'll be here soon and the water isn't even very deep. We can get in the water now." <ul style="list-style-type: none"> <li>● If you agree and go in the water right away, sit down.</li> <li>● If you say, "Nah. We should wait," stay standing.</li> </ul> </li> </ul>

- **Tell participants:** If you are still standing, you made the water smart choice. If there is no adult at the water to supervise you, you should not go in the water, even if someone will be there to watch you soon. It's possible to drown in just a few minutes, even in shallow water, so they might not be there soon enough if something goes wrong. Everyone, stand up again for your next question.
- **Say to participants:** You are with your family in the park kicking your soccer ball. It flies up through the air and lands in a creek. It's your favorite ball but it is slowly floating away. It looks shallow enough in the creek that you could grab your ball if you walk into the water just a little bit.
  - If you go ask for an adult's help to get your ball back, sit down.
  - If you think it's OK to walk into the water to get your ball yourself, stand up.
- **Tell participants:** This time, if you are sitting, you made the water smart choice. The water might look safe to just walk in, but it may not be. The water might be moving faster than it looks and knock you right off your feet, or it might be deeper than you think. The right choice is to ask an adult for help so they can decide if it's safe to try to get your ball back. Everyone, stand up again for one more question.
- **Say to participants:** You are at your friend's house when their mom says, "It's so hot! Let's go to the city pool." You want to go, but don't know how to swim very well. When you go to the pool with your family, you always bring a life jacket to wear to help you stay safe in the water. You never told your friend that though.
  - If you don't say anything and decide you'll just try to stay in the shallow water, sit down.
  - If you tell your friend's mom that you don't know how to swim yet and would feel safer if you could go to your house and pick up your life jacket first, stay standing.
- **Tell participants:** If you are still standing, you made the water smart choice. It's always best to be honest with yourself and those you are with about your water skills. Great job everyone! If you are standing, go ahead and sit down. We are all going to learn even more about how to be water smart.

# TOPIC: WATER SAFETY RULES AND WHY THEY MATTER

Time: 4 to 9 minutes, depending on which activity option is selected

## SHARE AND TELL DISCUSSION



### LEVEL



### MATERIALS

Course Presentation 1,  
Slides 3–4

#### ■ Tell participants:

- Just like you have rules at home and at school, there are also rules for how to behave in, on and around water. In addition to learning how to swim, knowing and following these rules are a big part of what will help keep you safe and ensure you have fun.
- Some rules are posted or written down somewhere you can see them. They are often related to the aquatic facility where you are.
- Sometimes a lifeguard or another person who is supervising you, like a parent, camp counselor or teacher, tells you what is OK to do and what is not.
- Either way, it's important to follow all rules you see or hear because they are made for good reasons.



**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 and resources:

- Option A: Name That Rule (Brain Game)
- Option B: Mini Field Trip (Aquatic Activity)

## Option A: Name That Rule

### BRAIN GAME



### LEVEL



### MATERIALS

Course Presentation 1,  
Slides 5–6

Dry erase board and  
marker or similar



**Leader's Note:** As answers are given to the following questions, write them down for all to see if desired and appropriate for the level of your participants. As needed, offer prompts to help participants come up with the answers below. Images depicting common rules are included in the course presentation. If you are not using the course presentation, instead ask participants to guess what common rules they may see at an aquatic facility.

- **Set up activity:** Show course presentation slide depicting common rules.
- **Tell participants:** Some of the rules that may be posted at a pool or other aquatic facility are shown here.
- **Ask participants as you point out each symbol:** Who can guess what rule this picture shows and what a better option may be?
  - *Answers should include:*
    - *Image A: No running (Walking is safer)*
    - *Image B: No diving (Enter feetfirst or jump instead)*
    - *Image C: No ball playing (Try another game!)*
    - *Image D: No food or drink (Enjoy these before or after swimming)*
    - *Image E: No roughhousing; no pushing (Be kind to others; play a different game)*

- **Ask participants:** Can anyone think of some good reasons we are asked to follow rules like these?
  - *Answers will vary but should include the following:*
    - *To help keep everyone safe*
    - *To help prevent injuries*
    - *To be considerate of others*
- **Tell participants:**
  - Rules are there to help keep you safe, keep the area safe and keep things fun for everyone.
  - Always look around for signs and safety warnings to make sure you know what's OK to do and what's not. If you're not sure, ask!
  - If the lifeguard or another supervising adult tells you to do something, listen and follow the instruction! For example, if the lifeguard blows their whistle and asks everyone to leave the water, do so as quickly as possible.

## Option B: Mini Field Trip

### AQUATIC ACTIVITY



### LEVEL



### MATERIALS

None

- **Set up activity:** Assign each participant an activity buddy.
- **Tell participants:** We're going on a mini field trip to look at some of the ways rules are communicated at our aquatic facility. Please stay together with your activity buddy and the rest of the group as we walk from spot to spot. Keep away from the edge of the water.



**Leader's Note:** Lead your group around your aquatic facility to view the posted rule board(s) as well as other safety signs they should pay attention to. For example, at a pool, also point out any warning signs near the pool drain or diving board. At a waterfront, point out signs indicating where swimming is allowed or warnings about things like spillways or dams. Once you are done your tour, continue this activity with the question below.

- **Ask participants:** Can anyone think of some good reasons we are asked to follow rules like these?
  - *Answers will vary but should include the following:*
    - *To help keep everyone safe*
    - *To help prevent injuries*
    - *To be considerate of others*
- **Tell participants:**
  - Rules are there to help keep you safe, keep the area safe and keep things fun for everyone.
  - At any aquatic facility you are visiting, always look around for signs and safety warnings like these to make sure you know what's OK to do and what's not. If you're not sure, ask!
  - If the lifeguard or another supervising adult tells you to do something, listen and follow the instruction! For example, if the lifeguard blows their whistle and asks everyone to leave the water, do so as quickly as possible.



# TOPIC: A CLOSER LOOK AT WHAT IT MEANS TO BE WATER SMART

Time: 4 to 10 minutes, depending on which option is selected



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

- Option A: Watch, then Help Spread the Word (Video and Brain Game)
- Option B: Repeat After Me—More Ways to Be Water Smart (Get Up and Move—Level 1)
- Option C: Make a Poster to Help Spread the Word (Brain Game—Level 2)

## Option A: Watch, then Help Spread the Word

### VIDEO



### LEVEL



### MATERIALS

Course Presentation 1,  
Slide 7

#### ■ Tell participants:

- In addition to any posted rules or instructions you are given at an aquatic facility, there are other important ways you can be water smart when in, on and around the water.
- We are going to watch a short video to learn more about this.

#### ■ Play live action video: What It Means to Be Water Smart

#### ■ Ask participants: Does anyone have any questions about what we just watched?

- *Answer any questions.*

#### ■ Tell participants:

- At the beginning of the lesson today, you might remember that I talked about being a safety champion who can help your friends and family stay safer, too.
- This means being willing to speak up and tell your friends what water smart kids know about staying safe in, on and around the water.
- You can start by telling others about the things you learned in this video!



**Leader's Note:** If 9-1-1 service is not available in your area, review the correct number to reach local emergency services with your participants after the video plays.

### BRAIN GAME



### LEVEL



**Leader's Note:** Display the poster: Do Your Part, Be Water Smart for participants to see. As needed, offer prompts to help participants come up with the answers below.

- **Tell participants:** To help spread the word about water safety, I have a poster that reminds us that one way to be water smart is to “Follow all rules you see or hear.”

## MATERIALS

Poster: Do Your Part,  
Be Water Smart

OR

Course Presentation 1,  
Slide 8

Course Presentation 1,  
Slide 9

11 x 17 paper (one  
sheet for each group)  
and writing utensils  
(preferably crayons or  
markers)

Pushpins, masking  
tape or a clothesline/  
clothes pins

- **Ask participants:** Who can think of a good reason there might be a sign in this scene that says no diving?
  - *Allow a few participants to make guesses.*
- **Tell participants:**
  - Again, rules are made for good reasons. In this case, even though you can't tell by looking, it could be because the bottom is uneven and the water is too shallow for diving. If someone entered the water headfirst here, they could get hurt.
  - Now I want you all to make your own poster showing one of the water smart things we learned today. Some of the key things are listed on the slide to help you choose what you want to draw.



**Leader's Note:** If there is space available, have participants hang up their posters on a bulletin board, empty wall or clothesline. They can continue to refer to the posters throughout the Longfellow's WHALE Tales program for reminders of what it means to be water smart. Or insert the posters into a notebook that you can bring to future lessons for participants to look through anytime. If there is no room or you are only doing Longfellow's WHALE Tales for one day, participants may also take their posters home and share them with their family and friends.

## Option B: Repeat After Me—More Ways to Be Water Smart

### GET UP AND MOVE



### LEVEL



### MATERIALS

None



**Leader's Note:** Teach Level 1 participants what it means to be water smart by using a simple "whole brain" teaching technique that pairs repeating the key concepts with simple hand gestures.

- **Set up activity:** Have participants stand up in place.
- **Tell participants:**
  - We're going to learn a few more of the most important things that water smart kids know while doing some fun hand gestures to help you remember them.
  - I'll do it first, then everyone can repeat what I say and do together.
- **Say to participants:**
  - The first thing is what we already learned about rules! Ready? Repeat what I say and copy what I do.
    - **Follow all rules** (*use your hands as binoculars*) **you see or** (*cup your ear*) **hear.** Now you do it. (*Pause to let participants say and do this.*)
    - Rules are there for a reason: to help keep things safe and fun for everyone.

- The second thing is:
  - (Say as you make a swimming motion with your arms) **Swim as a** (hold up two fingers together) **pair with a** (hold a hand over your eyes as if you are scanning the distance then point forward) **lifeguard there.** (Pause to let participants say and do this.)
  - This means to never go in the water alone and to never go in if there is not a lifeguard or another capable water watcher watching you.
- The third thing is:
  - (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?** (Pause to let participants say and do this.)
  - You should only go in the water in a place that is marked as safe for water activities.
  - You should also always check for people or things that are in your way before you enter the water, and always go in the water feetfirst unless it is marked with a sign that says it's OK to dive headfirst.
- Water smart thing four is:
  - (Say as you wag your finger no) **Don't just pack it,** (Act as though you are putting on a jacket) **wear your life jacket.** (Pause to let participants say and do this.)
  - You should always wear a life jacket, which is a type of jacket that helps you float in the water, if you are going boating or don't know how to swim well.
- Thing five is:
  - (Say as you point to the side of your head [brain] and then to yourself) **Know your** (hold up your hand as if to say stop) **limits.** (Pause to let participants say and do this.)
  - This means that if you don't know how to swim, don't go in water that is too deep. And if you are getting tired, take a break.
- Thing six is:
  - (Say as you inhale then briefly stop) **Holding your breath** (shake your head no) **is not a game.** (Pause to let participants say and do this.)
  - You might think it's a fun game to see how long you can hold your breath underwater. But don't do it! If you hold your breath for too long underwater you could pass out and drown.
- Thing seven is:
  - (Say as you stand like a superhero with your hands on your hips) **To help out,** (Cup your hands around your mouth) **give a shout.** (Pause to let participants say and do this.)

- If you see someone who is having trouble in the water or who might be drowning, you should shout to get the attention of the lifeguard or adult who is supervising you. Or if there is no one there, try to call 9-1-1 [or your local emergency number].



**Leader's Note:** If 9-1-1 service is not available in your area, provide participants with the correct number to reach local emergency services.

- And finally, water smart thing eight is:
  - (Say as you hold your arms out as if reaching) **Reach or** (making an underhand throwing motion) **throw**, (hold up your hand as if to say stop) **don't go**. (Pause to let participants say and do this.)
  - If you are the only one who can help someone who is having trouble in the water, you should never go in the water yourself to help them. Instead, you can try to reach out to them with an object or throw them something that floats that they can grab on to so they can get back to safety.
- **Tell participants:**
  - At the beginning of the lesson today, I said you could be a safety champion who can help your friends and family stay safer, too.
  - This means being willing to speak up and tell your friends what it means to be water smart so you can all stay safer in, on and around the water.
  - Start by telling others about the things you learned today.

## Option C: Make a Poster to Help Spread the Word About Water Safety

### BRAIN GAME



### LEVEL



### MATERIALS

Poster: Do Your Part, Be Water Smart  
OR  
Course Presentation 1, Slide 8

Printable Activity Cards: What It Means to Be Water Smart



**Leader's Note:** Display the poster: Do Your Part, Be Water Smart for participants to see. As needed, offer prompts to help participants come up with the answers below.

- **Tell participants:** I have a poster to share that reminds us that part of being water smart is to “Follow all rules you see or hear.”
- **Ask participants:** Who can think of a good reason there might be a sign in this scene that says no diving?
  - Allow a few participants to make guesses.
- **Tell participants:**
  - Again, rules are made for good reasons. In this case, even though you can't tell by looking, it could be because the bottom is uneven, and the water is too shallow for diving. If someone entered the water headfirst here, they could get hurt.
  - At the beginning of this lesson, I talked about being a safety champion who can help your friends and family stay safer, too. Speaking up to help everyone remember to follow the rules is one way to do that.
  - With our next activity you can help me teach everyone here even more ways to be water smart.

11 x 17 paper (one sheet for each group) and writing utensils (preferably crayons or markers) for each group

Pushpins, masking tape or a clothesline/ clothes pins

■ **Set up activity:** Divide participants evenly into at least seven groups. If groups are too big (more than two or three participants), you can make more groups and give several groups the same Activity Card to illustrate. Give each group a piece of blank paper and some crayons or markers to create a poster. Distribute the activity cards with the statements on them, one to each group.

■ **Tell participants:**

- The cards I gave out each have a statement on them. These are things you should always remember in addition to following any rules you see or hear.
- In your group, you'll make a poster to illustrate the statement you received. You'll then present your poster to everyone else and tell us why the statement is important. The information on the card will help.
- You'll have 8 minutes to create your poster and about 30 seconds to present it.



**Leader's Note:** As participants are creating their posters, provide prompts as needed to think about who appears in their drawing. Is there a lifeguard or other capable water watcher shown? What about a water buddy? As each group presents their drawing remind them to share all of the points on the activity card they received.



**Leader's Note:** If 9-1-1 service is not available in your area, provide participants with the correct number to reach local emergency services.



**Leader's Note:** If there is space available, have participants hang up their posters on a bulletin board, empty wall or clothesline. They can continue to refer to the posters throughout the Longfellow's WHALE Tales program for reminders of what it means to be water smart. Or insert the posters into a notebook that you can bring to future lessons for participants to look through anytime. If there is no room or you are only doing Longfellow's WHALE Tales for one day, participants may also take their posters home and share them with their family and friends.

■ **Tell participants:**

- Thank you all for helping me with that.
- You can also be a safety champion by telling others who aren't here today about the things you learned.



**Leader's Note:** Additional rules and safety concerns specific to certain types of aquatic facilities are included in Lesson 5: Play it Smart at Your Home, Pool or Park and Lesson 6: Wave, River or Tide, Water Smarts Are Your Guide.

# TOPIC: WHEN SOMETHING GOES WRONG

Time: 2 minutes

## SHARE AND TELL DISCUSSION



### LEVEL



### MATERIALS

None

#### ■ Tell participants:

- Before we finish our lesson today, let's talk a little bit more about what to do if something goes wrong and the person who needs help is you.
- If you have followed the rules of water safety, there should be a lifeguard and a capable adult water watcher nearby who can help in case of a water emergency.
- Try not to panic. Staying calm will help you think so you don't sink.
- If you can, call out for help to get the attention of the lifeguard or the water watcher. Your water buddy can also shout for help to get the attention of others.
- Float or tread water if you know how. If you don't know how, this is something you can learn how to do by taking swim lessons.
- If there is something nearby that floats, try to grab onto it to help you float while you wait for help.



**Leader's Note:** If you will be teaching Lesson 7: Think So You Don't Sink and Lesson 8: Reach or Throw, Don't Go, let kids know they will learn more about what to do if they are having trouble in the water or if someone else is in a future lesson. As appropriate, you can also tell kids about ways they can learn more by taking American Red Cross lifeguard training when they are older if they are interested.

# TOPIC: WRAP-UP

Time: 2 minutes

## SHARE AND TELL DISCUSSION



### LEVEL



#### ■ Tell participants:

- You all did a great job today starting to become water smart.
- Remember: Being water smart means knowing how to stay safer in, on and around the water.
- A big part of this is always swimming near a lifeguard and always having a capable adult water watcher and a water buddy there to back you up.
- By following what we learned, it will be easier to know how to stay safer while having water fun.

#### ■ Ask participants: Does anyone have any questions about what we learned today?

- *Answer any questions.*

## MATERIALS

Sticker badge

Coloring Sheet: Do Your Part, Be Water Smart

Activity Sheet 1-1 or 1-2

Caregiver Letter 1-1

List of swim lesson locations, if available

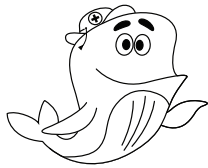
### ■ Tell participants:

- You've all earned a safety champion badge for your participation today.
- 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 Notes:** Hand out a sticker badge to each participant along with the coloring sheet, activity sheet, caregiver letter and the list of swim lesson locations, if available. If you will be teaching additional Longfellow's WHALE Tales lessons and are using the sticker badges, let participants know they will receive another badge to add to their collection each time a topic is completed.

If this is the only 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.



# ACTIVITY CARDS: WHAT IT MEANS TO BE WATER SMART



## Directions:

Cut out the cards and give one to each group of participants. If you have more than 7 groups, give some groups the same activity card to illustrate.

### Swim As a Pair with a Lifeguard There

- Never be in, on or around water alone.
- There should always be a lifeguard or other capable adult water watcher to supervise you and help if there is a water emergency.
- Never go in water without permission even if it's just to retrieve an object in the water.

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

- Only go in the water in a place meant for water activities.
- Only go in the water if there is a lifeguard or other capable adult water watcher present.
- Check to be sure there are no people or objects in your way before you enter the water.
- Always enter water feetfirst unless it's a marked diving area.

### Don't Just Pack It, Wear Your Life Jacket

- Everyone should wear a life jacket when boating.
- Wear a life jacket when you are in or around water if you don't know how to swim.



### **Know Your Limits**

- Learn how to swim.
- Don't go in deep water if you don't know how to swim.
- If you are getting tired, take a break.
- Never rely on inflatables to keep you afloat.
- Don't overestimate your swimming skill level.

### **Holding Your Breath is Not a Game**

- It's dangerous to play games or have contests that include seeing how long you can hold your breath.
- It's also dangerous to take more than one deep breath before going under water.
- If you hold your breath too long underwater or take more than one deep breath, you could pass out and drown.

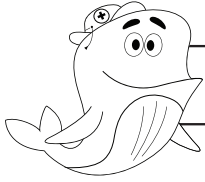
### **To Help Out, Give a Shout**

- If you see someone who is having trouble in the water or who might be drowning, shout to get the attention of the lifeguard or adult who is supervising you.
- Call 9-1-1 or the local emergency number if there is not someone around who can help.

### **Reach or Throw, Don't Go**

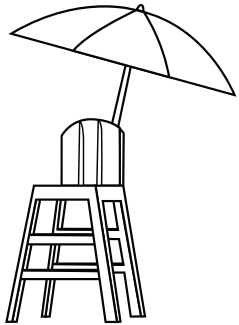
- Never get in water yourself to try to help someone else or you could drown too.
- Reach out to the person with an object, or throw them something that floats that they can grab on to, so they can get back to safety.

Name: \_\_\_\_\_

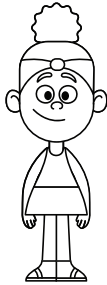


## Water Smart Matching

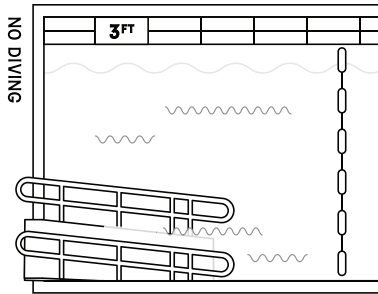
Draw a line from the picture on the left to connect it with the picture on the right that completes the sentence.



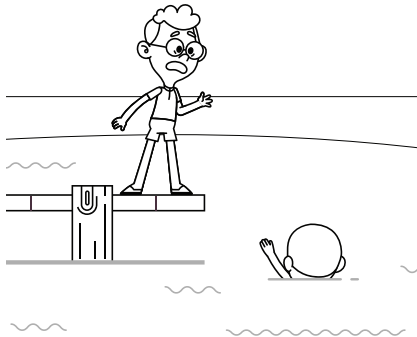
1. This chair needs a...



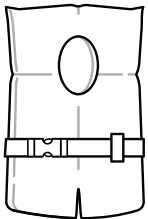
2. A swimmer needs a...



3. Enter water...



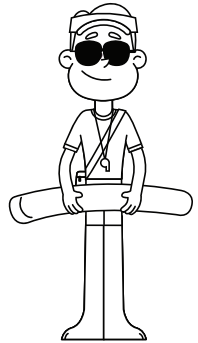
4. To help out, give a...



5. Wear a life jacket when in a...



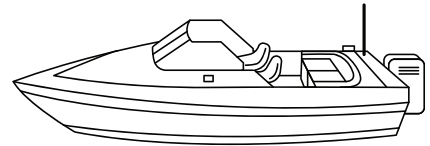
a. shout.



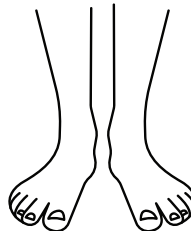
b. lifeguard.



c. water buddy.



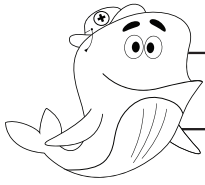
d. boat.



e. feet first.

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

Name: \_\_\_\_\_



## For Water Smart Fun, Rules Rule!

Read each clue. Then choose the correct answer from the word bank and write it in the space provided. When you are done, unscramble the letters that appear in the circles to find the answer to the riddle below.

1. It is this person's job to help keep swimmers safe:

○ □ □ □ □ □ ○ □ □

2. Always swim as a pair with this important person:

□ □ ○ □ □

3. Unless an area is marked as safe for diving, always enter the water:

□ □ ○ □ □ □ □ □ □

4. Don't run! Instead, do this on the pool deck: ○ □ □ □

5. To make sure the water is free of obstacles, look before you: □ ○ □ □

6. To help out, give a: □ ○ □ □ □

7. When you help your friends remember the rules, you can be a safety:

□ □ □ □ □ □ ○ ○

### Word Bank

Buddy

Champion

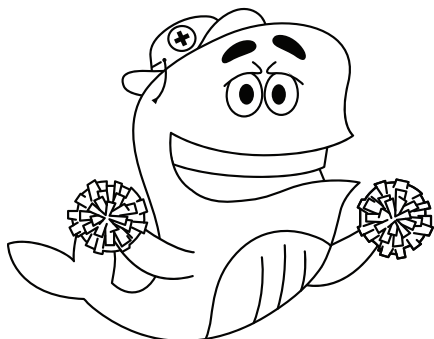
Feetfirst

Leap

Lifeguard

Shout

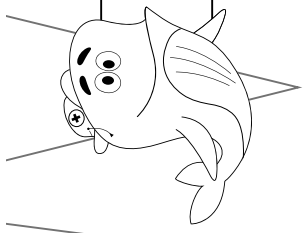
Walk



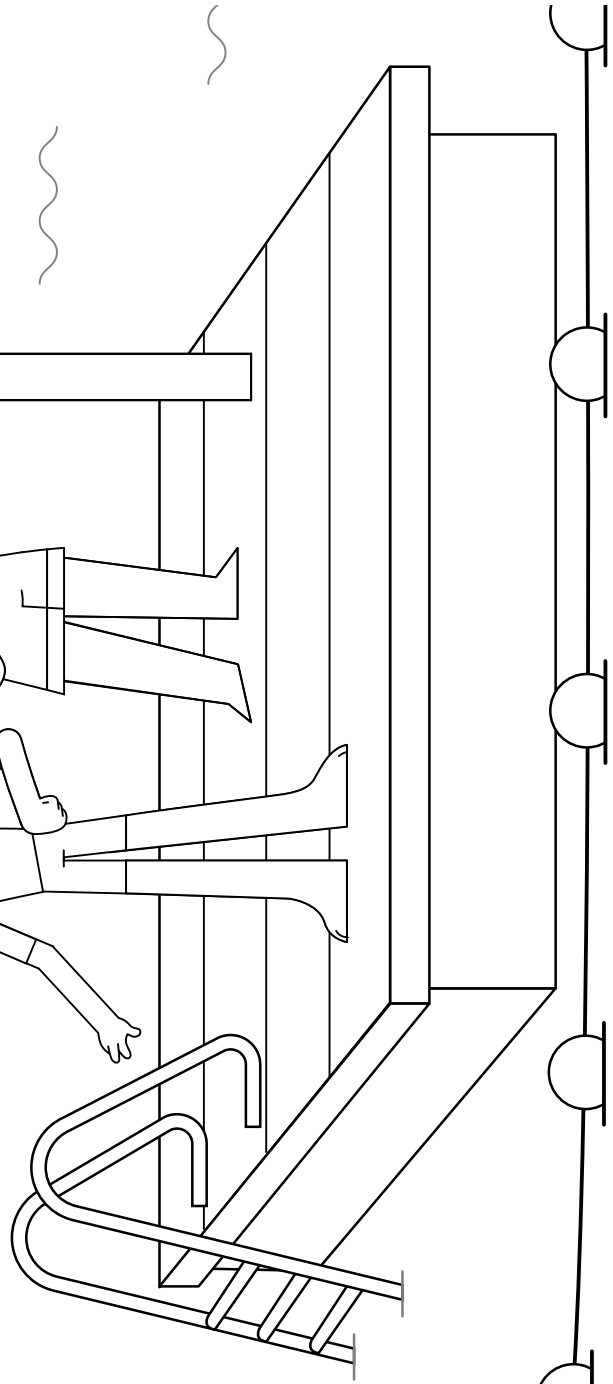
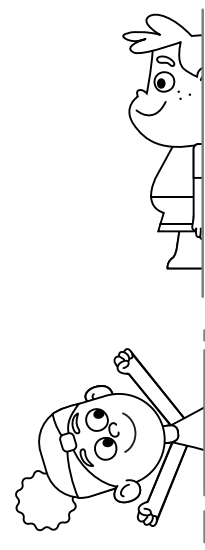
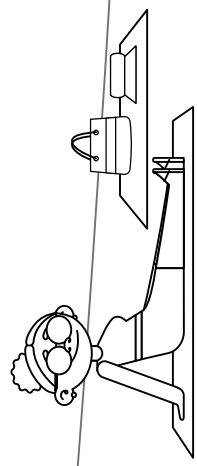
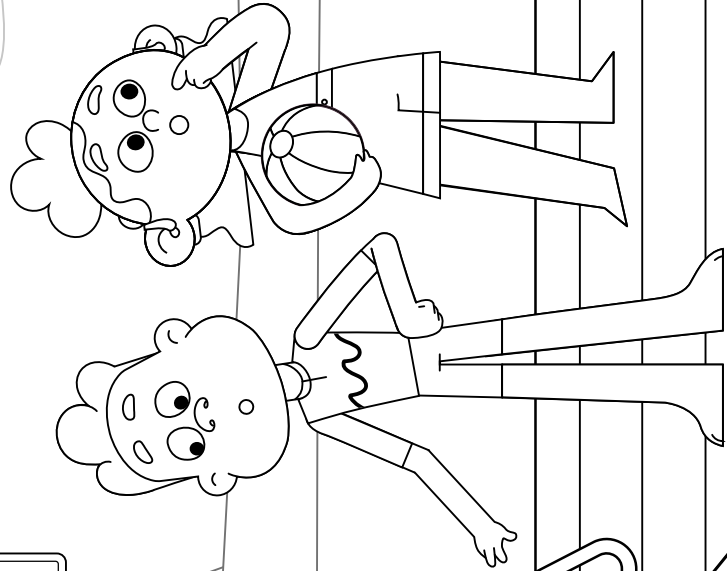
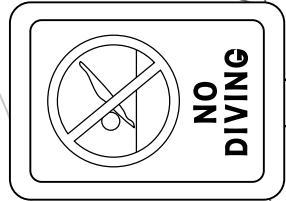
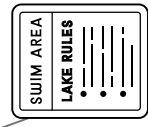
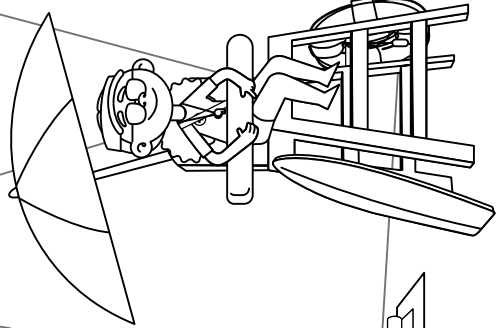
What did Longfellow cheer after the school of fish passed their swimming test?

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ !

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



**DO YOUR PART, BE WATER SMART**



Name \_\_\_\_\_

Follow all rules you see or hear. Rules are made for good reasons!



## Longfellow's WHALE Tales

### Water Habits Are Learned Early

**Dear Parent/Caregiver,**

We are excited that your child is participating in American Red Cross Longfellow's WHALE Tales Water Safety for Children. WHALE is an acronym that stands for Water Habits Are Learned Early. This program has been helping children gain the water smarts they need to stay safer in, on and around the water for more than 25 years.

As a parent/caregiver, you play one of the most important roles in helping your child put what they've learned into action. Here are some ways you can support them in being water smart:

- **Ask them to share:** Talk to your child about what they learned in Longfellow's WHALE Tales and reinforce the importance of following water safety rules.
- **Promote responsible water fun:** Encourage safe water play and always supervise your child during water activities, or arrange for your child to have another capable water watcher supervising them, even if a lifeguard is on duty.
- **Build your water smarts, too:** Are you confident in your own water safety knowledge? Would you know how to safely help in the event of a water emergency? Do you know how to swim? If not, we have a class for you, too! Learn about our water safety training for adults and find swim lessons for the entire family at [redcross.org/watersafety](https://www.redcross.org/watersafety).

#### Today, ask your child about:

- What it means to them to be water smart.
- Why following the rules is so important whenever in, on and around the water.
- The ways they are counting on you, lifeguards and a water buddy to help keep them safer.

Videos related to the lesson your child did today can be found and viewed together with your child at [redcross.org/watersafetyforkids](https://www.redcross.org/watersafetyforkids).

Sea you by the water!