

Safer 3 Early Education Drowning Prevention Program



Presented by the National Drowning Prevention Alliance
in partnership with the Swim for Life Foundation

Sponsored by the U.S. Consumer Product Safety Commission





Dear Educators:

As Executive Director of the National Drowning Prevention Alliance, I am delighted with this opportunity to partner with the Swim for Life Foundation and the U.S. Consumer Product Safety Commission to present this curriculum. These lessons have been developed to help preschool - early primary grade children understand basic water safety utilizing the Swim for Life Foundation's Safer 3 Drowning Prevention Program. Students will be shown how to recognize various risks associated with being in, on or around the water and how to reduce those risks by learning about the Safer 3. This entertaining and educational program has been enjoyed by thousands of children across the country through safety events held by organizations such as the U.S. Swim School Association, many Safe Kids USA chapters and drowning prevention groups.

We believe that by introducing these safety concepts to young children, parents, grandparents and communities at large we can truly help change the way people perceive of their role and responsibility to provide "safer" water experiences for themselves and their families.

For more valuable information please visit Safer3.org, ndpa.org and PoolSafely.org. Thank you for joining our effort to save lives through education and I hope that you will learn, along with the students, that Drowning IS Preventable....Follow the Safer 3.

Sincerely,

Kim Burgess
Executive Director
National Drowning Prevention Alliance



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Introduction to the Safer 3 Early Childhood Drowning Prevention Program



INTRODUCTION:

The U.S. Consumer Product Safety Commission (CPSC), in partnership with the National Drowning Prevention Alliance (NDPA) and the Swim for Life Foundation (SFL), believe that one way to help reduce unintentional drowning in children ages 3–5 and 6–12 is to teach age appropriate water safety education in preschools, elementary schools, and other youth programs.

The CPSC, NDPA and SFL joined forces to create the Safer 3 Early Education Drowning Prevention Program to assist educators and youth leaders in teaching children about safer behavior in, on and around the water.

The materials in this education packet are designed to give children an awareness of the risks associated with being in, on and around the water. Students will also learn some of the ways to reduce those risks and develop safer behavior.

NDPA CORE BELIEFS:

- We believe that drowning is preventable.
- We believe in safer aquatic recreation for everyone.
- We believe that any person can drown regardless of age, race, or swimming ability.
- We believe that drowning is a complex public health issue requiring a multifaceted approach using multiple prevention strategies.
- We believe in layers of protection.
- We believe in active adult supervision whenever children are in, on, or around water.
- We believe in lifeguards and water watchers.
- We believe in multiple barriers to prevent unauthorized access to unsupervised water.
- We believe in entrapment prevention and anti-entrapment devices.
- We believe all teens and adults should learn CPR.
- We believe in safe water rescue techniques.
- We believe in swimming instruction that includes water safety education.
- We believe swim lesson programs for children should also teach parents realistic expectations of their children's swimming ability.
- We believe that no single prevention strategy can ever be relied on alone.
- We believe in scientific research and program evaluation.
- We believe in engineering advancements to continually improve equipment performance.
- We believe in sound legislation to ensure public safety.
- We believe in community outreach and education to promote awareness of drowning risks and best practice prevention tips.
- We believe parents have good intentions for their children.
- We believe that the people who have lost their lives or suffered injury from drowning drive us in our mission - they will never be forgotten.
- We believe no other parent should endure the tragedy of losing a child to drowning.

We believe that ... Drowning IS Preventable!



How to Teach the Safer 3 Early Childhood Drowning Prevention Program



LEADERS:

The information and materials in this packet are developed for use by early childhood education and elementary school educators and youth leaders to aid in the education of drowning prevention. No prior swimming experience or water safety training is necessary for an individual to lead the activities in this packet. Responsibilities for leaders are outlined in each lesson and include the following BEST PRACTICES:

Provide for the health and safety of participants by always:

- Ensuring that students know that they should consult you if they have questions about their physical ability to perform or participate in any of the skills or activities included in the Safer 3 Early Childhood Drowning Prevention Program.
- Creating a non-threatening environment that encourages students to achieve the learning objectives.
- Adapting your teaching approach to match the experience and abilities of the students.
- Being prepared to answer students' questions or knowing where to find the answers.
- Providing a positive example by showing healthy habits when interacting with students.
- Being enthusiastic and prepared.
- Engaging students from the start.
- Selecting safety messages that are applicable.
- Allowing for wait time and encouraging students to respond.
- Introducing new concepts and checking for understanding.
- Using posters, props, etc to keep students engaged.
- Retelling personal stories but not to interfere with the message of the lesson.
- Practicing (getting up and demonstrating).
- Using demonstration to make a safety point.
- Checking for understanding.
- Customizing each lesson to meet the individual needs of the students.



What is the Safer 3?



The **Safer 3** is a comprehensive initiative to dramatically reduce drowning incidents by:

- 1) Recognizing risks associated with water related activities
- 2) Implementing strategies to reduce and manage those risks
- 3) Responsibly maintaining those strategies

The main concept of the Safer 3 is based on the definition of the word “Safe.” Safe means you are free from risk of harm or danger. When it comes to water, that simply isn’t true. There is always risk when you are in, on or around the water. The risk may vary in degree from very slight to very severe.

The letter “r” in the word “Safer” reflects that difference. Risk of drowning is found in 3 main areas; **Water**, a **Person** which we shall refer to as a **KID**, since we are all someone’s kid, and a **Response** that will become the last chance for saving a life.

SAFER WATER: means identifying where the risks are with any body of water (bathtubs, pools, spas, lakes, rivers or oceans) and learning how to reduce those risks. For example, installing barriers such as isolation fencing around a backyard pool would reduce the risk of unauthorized access to the pool by young children.

SAFER KIDS (PEOPLE): means reducing the risks for the potential victim. This can be accomplished by maintaining constant, responsible adult supervision and acquiring water safety and swimming skills through ongoing qualified instruction. Following water safety rules and safer practices such as wearing a Coast Guard approved life jacket can lower the risk.

SAFER RESPONSE: means reducing risk during an emergency by learning cardiopulmonary resuscitation (CPR), first aid and other rescue and emergency response techniques. Equally important is an emergency action plan and a phone by the pool at all times.

We believe the **Safer 3** concept of asking “**where is the risk**” can dramatically lower drowning incidents worldwide. We ask for your help to realize this goal.

Where is your risk?



Early Growth Indicators and Learning Goals



EARLY GROWTH INDICATORS:

Early growth Indicators comprise five key learning areas: oral language, phonological (sound structure) awareness, comprehension, letter recognition and number sense.

Each are foundational skills that predict success in kindergarten. The Safer 3 Early Education Drowning Prevention Curriculum is based in part on these Early Growth Indicators in order to meet National Standards and Learning Goals.

Following the implementation of the Safer 3 Early Education Drowning Prevention Curriculum, the Dynamic Indicators of Basic Early Literary Skills (DIBELS) assessment can be used to adequately assess standards' attainment.

LEARNING GOALS/STANDARDS:

Learning goals for the Safer 3 Early Education Drowning Prevention Curriculum comprise several key learning areas: Literacy, Math, Science, Social Studies, Social/Emotional Development, Fine Arts, Physical Development, Health and Safety, and Media and Technology.



Safer 3 Early Childhood Education Drowning Prevention Program Lesson 1 Introduction



KEY TERMS		
Safe (Safer)	Water Safety	Drowning
Guppy	Tadpole	Starfish
Risk (Dangers)	Response	Swimming (Pool)
Pool Rules	Life Guard	Swimming Lessons

EARLY GROWTH INDICATORS/LEARNING GOALS

- See accompanied Scope and Sequence (Attachment 1)

RECOMMENDED GRADE LEVELS/TIME:

- Pre-K/K
- 2 Hours

TOPICS

1. Introduction to Safer 3 Early Education Drowning Prevention Program.
(Introduce Characters: Bongo, Timmy Tadpole, Sammy Starfish, and Gilbert Guppy)
2. Introduce water safety and the risk of drowning.

OBJECTIVES

After completing the following lesson and activities, students will be able to:

- Identify the three components of the Safer 3 Early Education Drowning Prevention Program.
- Understand Key Terms.
- Understand some of the many risks associated with water.

MATERIALS, EQUIPMENT AND SUPPLIES

- Big Book, The Safer 3 Water Safety Adventure
- Safer 3 Poster (Triangle Logo)
- Picture-Word Cards (Key Terms); Oral Language Card 1 (Water Scene) Oral Language Card 2 (Safer 3 Pledge); Key Terms/Story Vocabulary Posters
- Activity Pages 1-4 (A1 Identify the Characters; A2 Graph and cut-outs (6 sets); A3 Safer 3 Pledge Badge/double sided tape, A4 Safer 3 Puppet Cut Outs/Popsicle sticks **(A4 is also used in Lesson 4 Center Time)**)
- Safer 3 CD; Catch the Wave Lyrics
- Set of 6 The Safer 3 Water Safety Adventure books and Listening Center
- Dramatic play gear (bathing suits, life jacket, mask, snorkel, fins, water toys)

MEETING TIME (whole group)

Oral Language and Vocabulary
Phonological Awareness

INTRODUCTION:

People need to know about water safety, the risks associated with water, and how to prevent drowning wherever there is water: at home, in and around a swimming pool, and at the beach, river or lake.

- **Draw on Previous Learning and Experience**
- **Display Key Terms Poster** (Link new vocabulary to prior knowledge.)
Ask students:
 1. What are some things we do with water? (drink, bathe, clean, play)
 2. Who knows how to **swim**?
 3. Who has ever taken **swimming lessons**?
 4. Where are some places we swim? (Pool, Ocean, Lake)
- **Display Oral Language Card 1(OLC1)**
 1. Tell students that this is a photograph of a swimming pool. Explain that a swimming pool is a place where some people go to swim.
 2. Discuss appropriate vocabulary represented in OLC1(**Lifeguard, Pool Rules**)
- Discuss what other things children can do in the water. Expand to include what children can do at a swimming pool, at a lake, river or the ocean.

SHARED WRITING



1. Ask students to share with you what they can do in the water.
2. Create a list of their responses, labeling responses with each student's name.
3. Use the sentence frame,
"I can _____ in the water." (pool, lake, river, ocean, bathtub). (Student's name)

TOPIC 1:

- Explain to students that they will be introduced to five new friends: Bongo, Timmy Tadpole, Sammy Starfish, Gilbert Guppy, and the Mermaid Queen.
- Explain to students that they will be learning about water safety and the Safer 3 (Safer Kids, Safer Water, and Safer Response).
- **Display the Safer 3 Triangle Logo Poster**
- **Display Picture Cards**
 1. Name Picture Cards and meaning.
 2. Emphasize the beginning sounds of each.
 3. Ask students to repeat the names of each picture card as they are read aloud.

STORY TIME (whole group or small group)

BUILDING BACKGROUND

- Play Audio Track 1
- **Display Big Book, *The Safer 3 Water Safety Adventure***
- Tell students they are going to read a book about our new friends, Bongo, Timmy Tadpole, Sammy Starfish, and Gilbert Guppy.
- Explain they will be learning about the Safer 3 and how the Safer 3 is used to help keep children safer around water.
- Introduce Story Vocabulary and display **Story Vocabulary Poster**:

STORY VOCABULARY		
Safer 3	Adventure	Legend
Safer Kids	Ambulance	Drowned
Safer Water	Mermaid	Surrounded
Safer Response	Pledge	Transformed
Scroll	Pure	Tornado

- Ask students to follow along as Audio Track 1 is read to them. (Page 1)
- Ask students to do the following (Draw symbols or pictures to help students remember):
 1. “When you hear ‘Bongo’s name’ pretend to play the bongo (drums) on your legs.
 2. “When you hear ‘Timmy Tadpole’s name’ twinkle your nose.
 3. “When you hear ‘Sammy Starfish’s name’ wiggle your fingers.” (Starfish have 5 arms like our 5 fingers)
 4. “When you hear ‘Gilbert Guppy’s name’ rub your “Guppy Gut.”

LITERACY CONNECTION:

- Hold up The Safer 3 Water Safety Adventure Big Book.
- Show students the cover including the title, author, and illustrator.
- Point out the beginning, middle and end. Ask students to identify each component.

LANGUAGE AND VOCABULARY:

- Play Audio Track 2 (Pages 2-14)
- Follow along as the story is read aloud.
- Play Audio Track 3. Display the Lyrics. Encourage students to sing along and move to the music. Emphasize the chorus and numbers 1,2,3.
- Reread the story (Pages 1-14), pausing to introduce the vocabulary as you read.
If students have difficulty understanding the vocabulary, demonstrate each action or display using objects from real life.
 - For example...On this page they had an amazing “adventure.” An adventure is an exciting experience or something exciting to do. Let’s say the word together...

TOPIC 2:

- Explain to students that they will be discussing water safety and the risk of drowning.

MODELING COMPREHENSION:

- Review the vocabulary briefly
- Ask the students to retell briefly what happened in the story. (Risk of Drowning)
- Ask students to identify the main characters (Water Pals). Ask students to describe the problem in the story.
- Ask students to describe water dangers in the story and why it is important to be safer.
- Ask students why the Water Pals went to the Magic Mermaid Queen.
- What will change the Water Pals (Pledge, Song) into the Safer 3?

RESPONDING:



- **Think and Talk**
 1. Have children tell about a positive experience they have had in or around water. What made it positive? Who was there? What made them safer?
 2. Have students name some water dangers. (At the pool, lake, river, ocean)
Ask: What are some things that make it unsafe to be around water?
(Children not being watched, etc.)

CENTER TIME (small group)

Managing Centers: Establish a routine with students to make their Center Time play productive and organized.

1. **Plan** (Model activities in each center, give students the choice of where they will work, help students plan center activities.)
2. **Engage** (Ask open-ended questions, observe student behavior.)
3. **Reflect** (Ask students to reflect on what they did and learned.)

Listening Center/Book Corner

- As students listen to The Safer 3 Water Safety Adventure book, ask them to follow along, tracking from left to right. (Audio Tracks 1-3)
- Ask students to discuss their favorite part of the story.
- Ask students to look at the characters and setting.
- Complete Activity 1 (A1). Identify the Characters. Identify which Pal is from the ocean and which are not.

Dramatic Play

- Students use props to act out water activities and water safety.
- Encourage students to use water-related vocabulary as they act out scenes.
- Ask students, “What equipment are you using?”
- Ask students, “What safety gear are you wearing?”

Math

- Display the Safer 3 Pals, Bongo and the Magic Mermaid Queen and identify the colors and shapes of each.
- Predict the number of each, then sort the Safer 3 Pals, Bongo, and Magic Mermaid Queen and count each.
- Graph the number of each on Activity Sheet 2 (A2).

Literacy

- Display OLC 2
- Ask students to recite the Safer 3 pledge.
- Ask students to color and cut out the Safer 3 Pledge Badge (A3).
- Using double sided tape, affix badges to students’ shirts.

Art

- Color and cut out the Safer 3 Water pals, Bongo and Mermaid Queen.
- Tape or glue characters to popsicle sticks to make puppets.
- Ask students to use their puppets to discuss water safety.

CIRCLE TIME (whole group)

- Play Audio Track 3 - *Catch the Wave* (Display Lyrics)
- Have students sing and dance along to the chorus counting 1,2,3 and wiggle like an ocean wave when the song plays "Catch a wave and ride it."

WRAP-UP/WRITING ACTIVITY (whole group)

- Ask students what they learned today. (Who are the Safer 3 Water Pals?) (What is the problem? ...Drowning)
- Encourage students to use the vocabulary they learned.

SHARED WRITING

1. Ask students what they learned. (Pals, drowning risks, etc.)
2. Write a list of responses.
3. Read the list aloud.

CLOSE THE DAY

- Say: "Tomorrow we'll be learning about Sammy Starfish and Safer Water. This will help us reduce risk and become safer around water in the house and around the yard."

DIFFERENTIATED INSTRUCTION

OPTIONS FOR YOUNGER STUDENTS

- Retell the story in your own words using puppets.
- Create a shorter version of the text (story) or break the story up into shorter chunks.

CHALLENGE

- Ask students to retell the story as he/she pages through the text.
- Create a bar graph and label each column in number form.

ENRICHMENT SUPPORT

- Use target vocabulary to reinforce student's work. (For example, "You are wearing a life jacket. A life jacket is safe to wear around water.")
- Use simple sentences.

ENGLISH LANGUAGE LEARNERS

- Before reading *The Safer 3 Water Safety Adventure*, page through the book and discuss the illustrations. Prompt students to tell you what they see. Encourage them to use as many action words as they can.
- Some English language learners might not be familiar with math vocabulary (sort and graph). Demonstrate each and ask students to demonstrate their understanding.
- Gather water related items, label and place them around the room. Ask students to repeat the name using the sentence frame, "This is a ____."

HOME SCHOOL CONNECTION

- Send home a copy of the NDPA/Swim for Life Parent Introduction Letter.
- Send home the *Catch the Wave* Lyrics so families can learn and sing together.



Timmy Tadpole

Sammy
Starfish

Gilbert Guppy



Key Terms

Picture/Word Cards

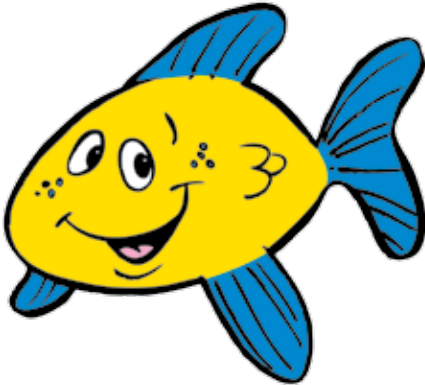
Safe (Safer)



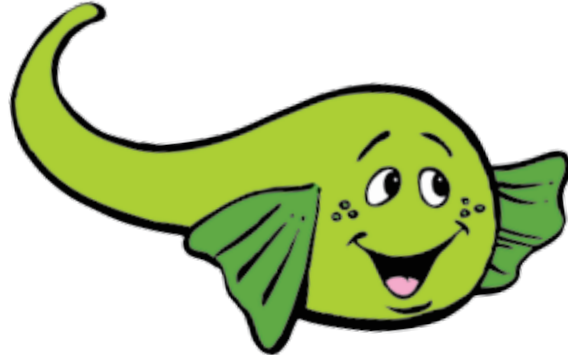
Water Safety



Guppy



Tadpole



Risk (Dangers)



Response



Pool Rules



Drowning



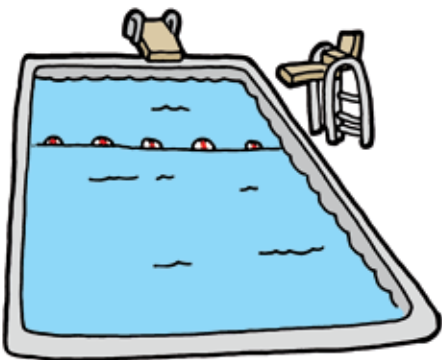
Swimming Lessons



Starfish



Swimming (Pool)



KEY TERMS

Safe (Safer)	Water Safety	Drowning
Guppy	Tadpole	Starfish
Risk (Dangers)	Response	Swimming (Pool)
Pool Rules	Lifeguard	Swimming Lessons

STORY VOCABULARY

Safer 3	Adventure	Legend
Safer Kids	Ambulance	Drowned
Safer Water	Mermaid	Surrounded
Safer Response	Pledge	Transformed
Scroll	Pure	Tornado

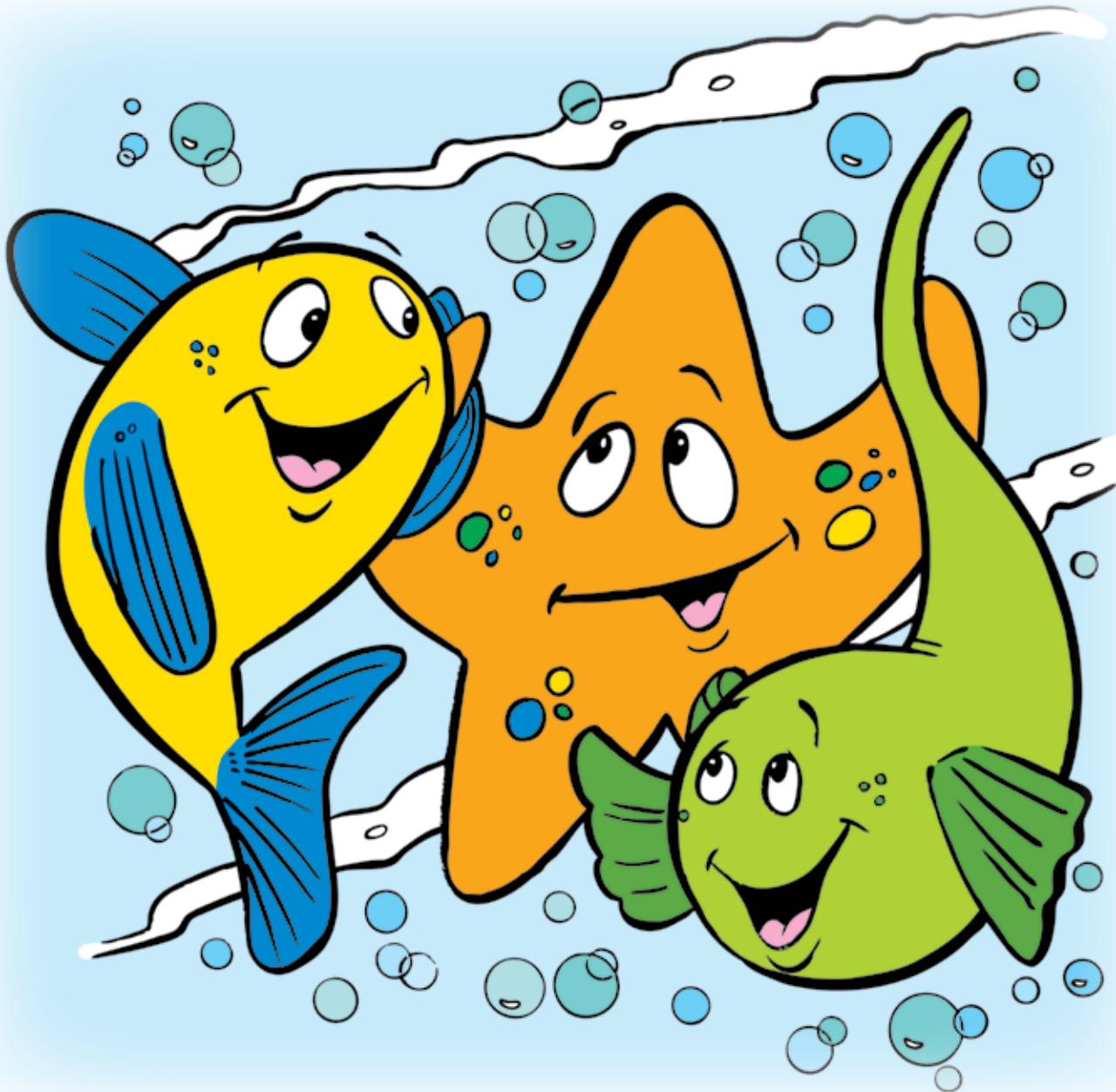
Name: _____

Activity 1

Identify the Characters



Cut out the names below and paste them on the correct Water Pal.
Which Pal is from the Ocean? Draw a circle around him.



Water Pals

Sammy Starfish




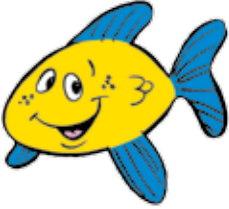

Timmy Tadpole

Gilbert Guppy

Activity 2

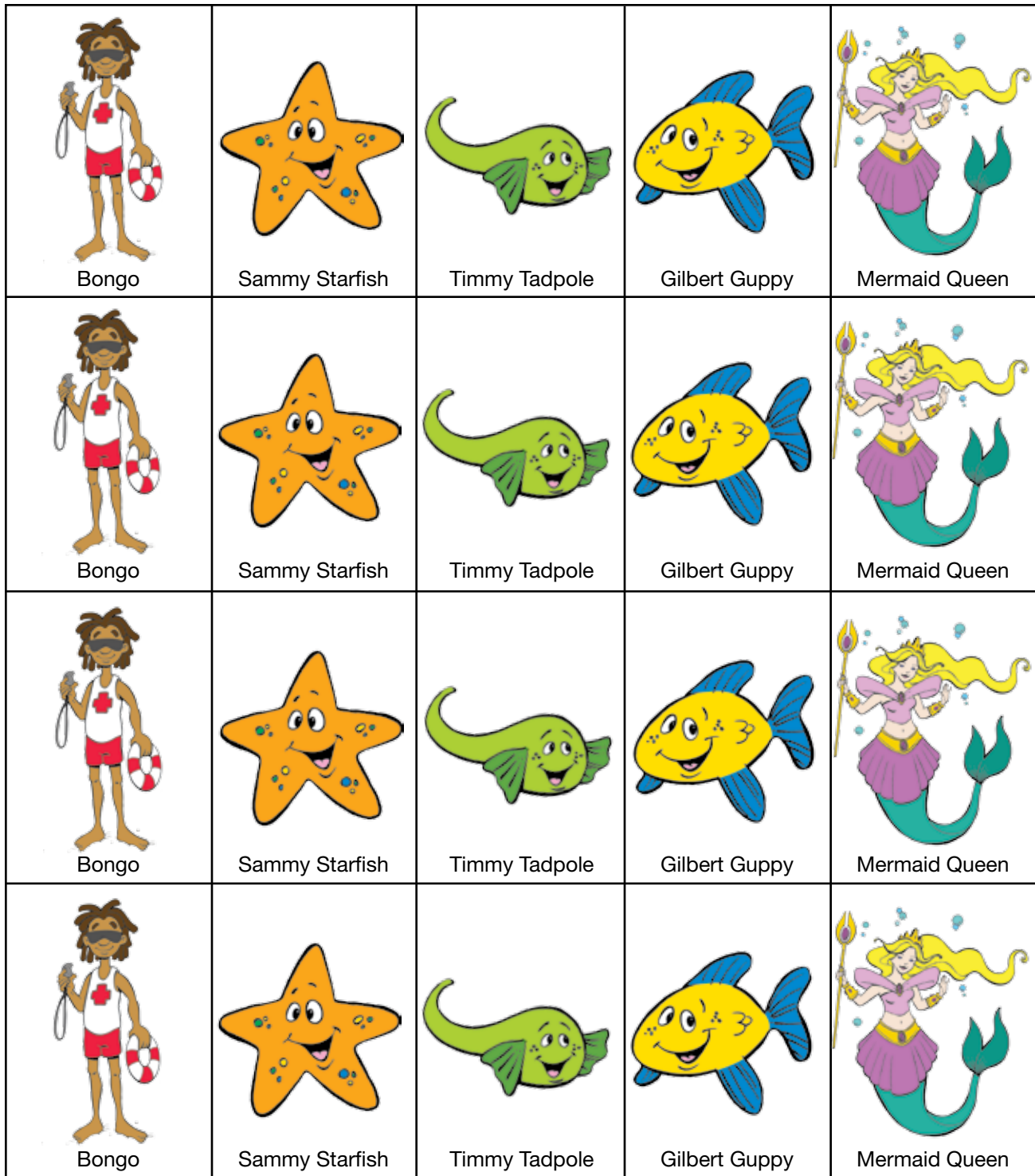
Graph the Safer 3

Count, then graph the Safer 3 on the graph below.

 Bongo	 Sammy Starfish	 Timmy Tadpole	 Gilbert Guppy	 Mermaid Queen

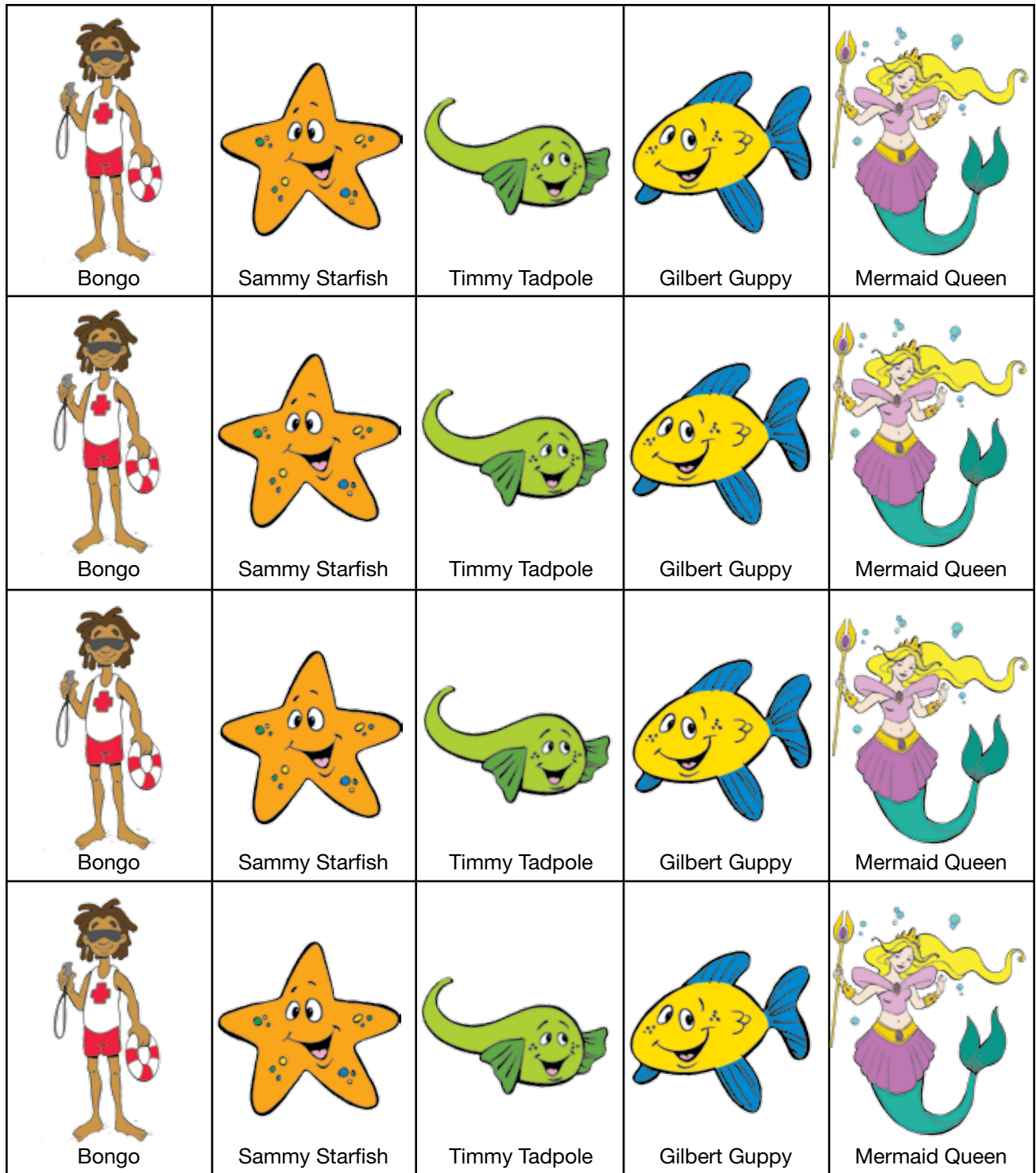
Name: _____

Leader Instructions: Cut out the Safer 3 characters below. Select a set number of each to be counted and graphed on (A2) Graph the Safer 3 Activity Sheet.



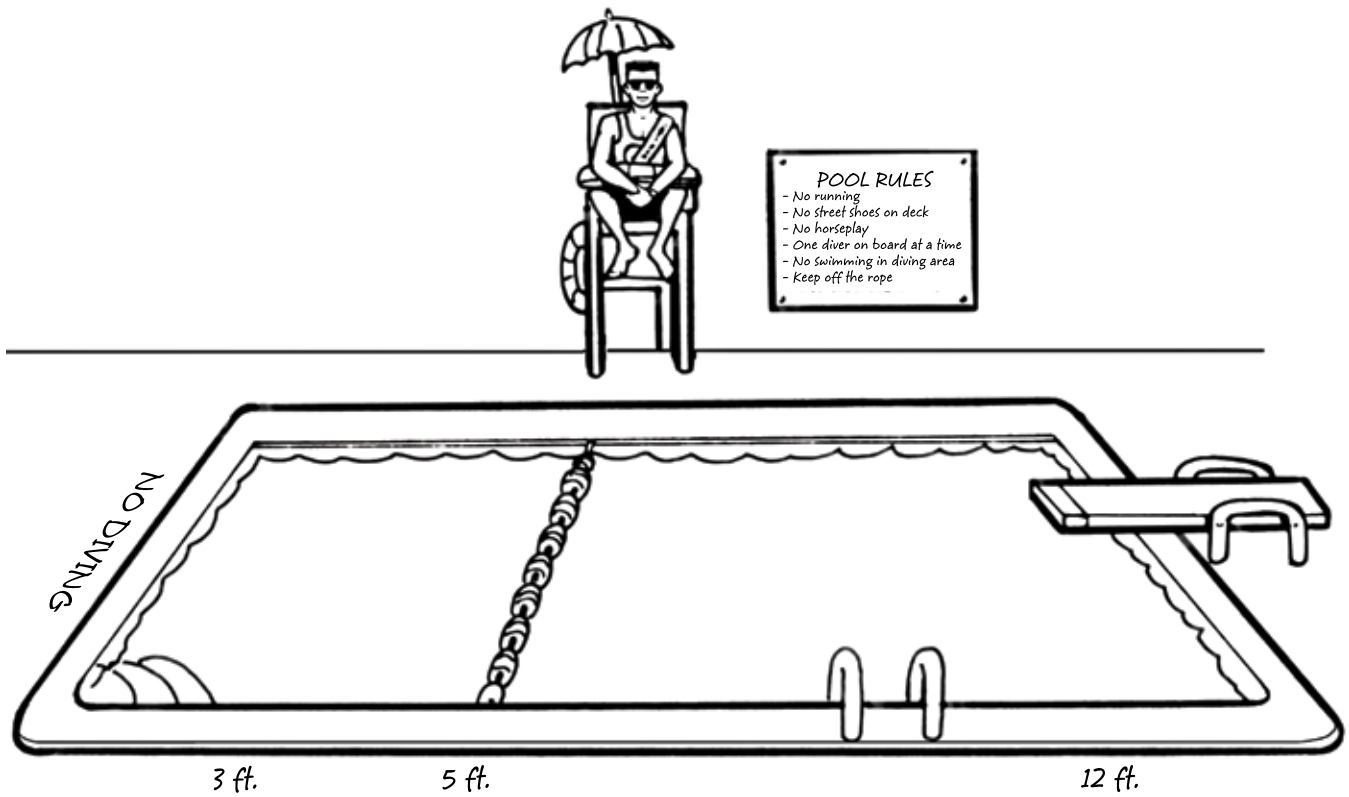
Name: _____

Leader Instructions: Cut out the Safer 3 characters below. Select a set number of each to be counted and graphed on (A2) Graph the Safer 3 Activity Sheet.



Name: _____

Oral Language Card 1 Water Scene



Name: _____

Activity 3 Safer 3 Pledge



Recite the pledge with an adult.
Color and cut out the badge and wear it to remember
the promise you made to be safer around water.

**Remember to help teach others about
water safety too!**

The Safer 3 Pledge!

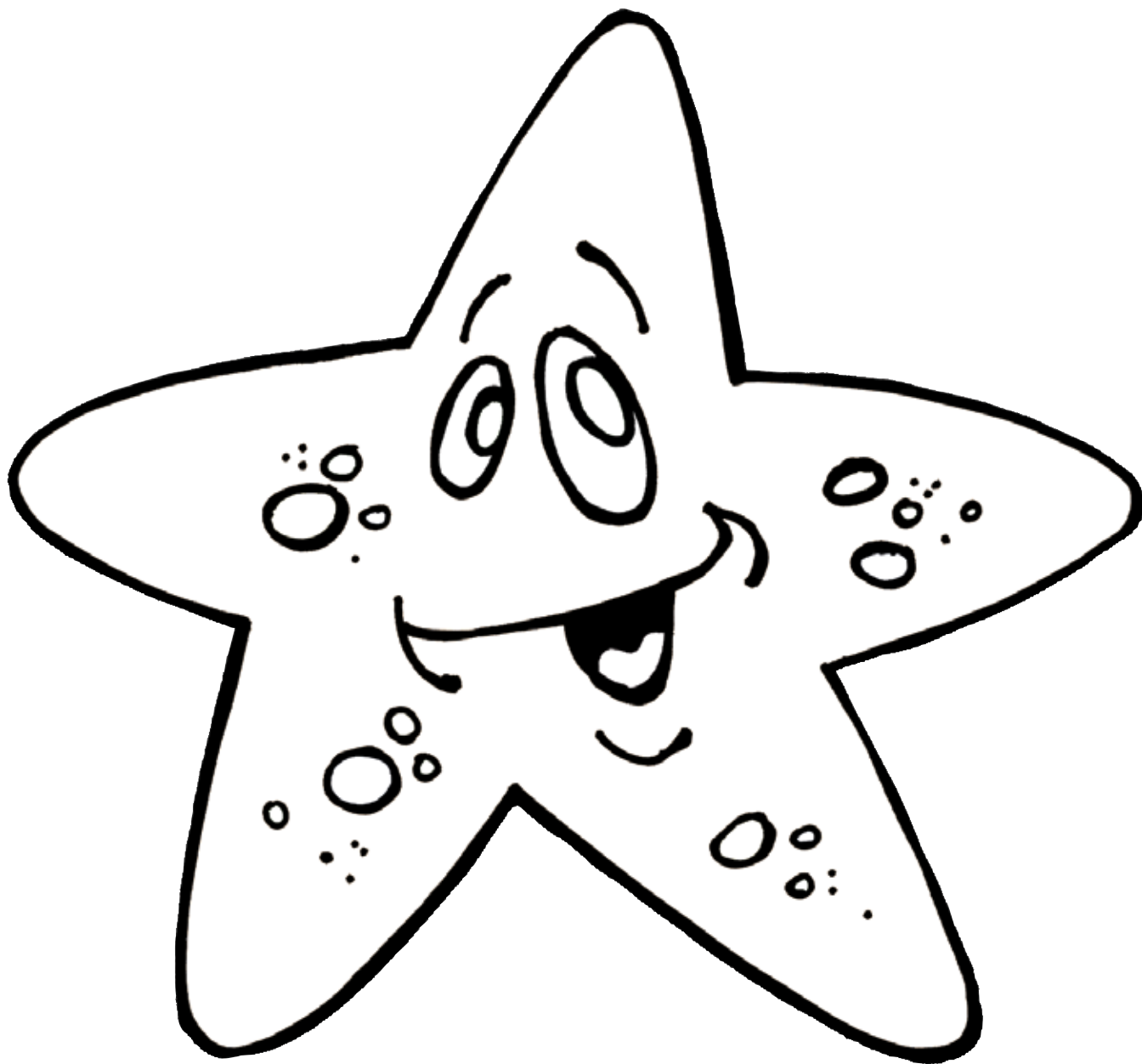


Name: _____

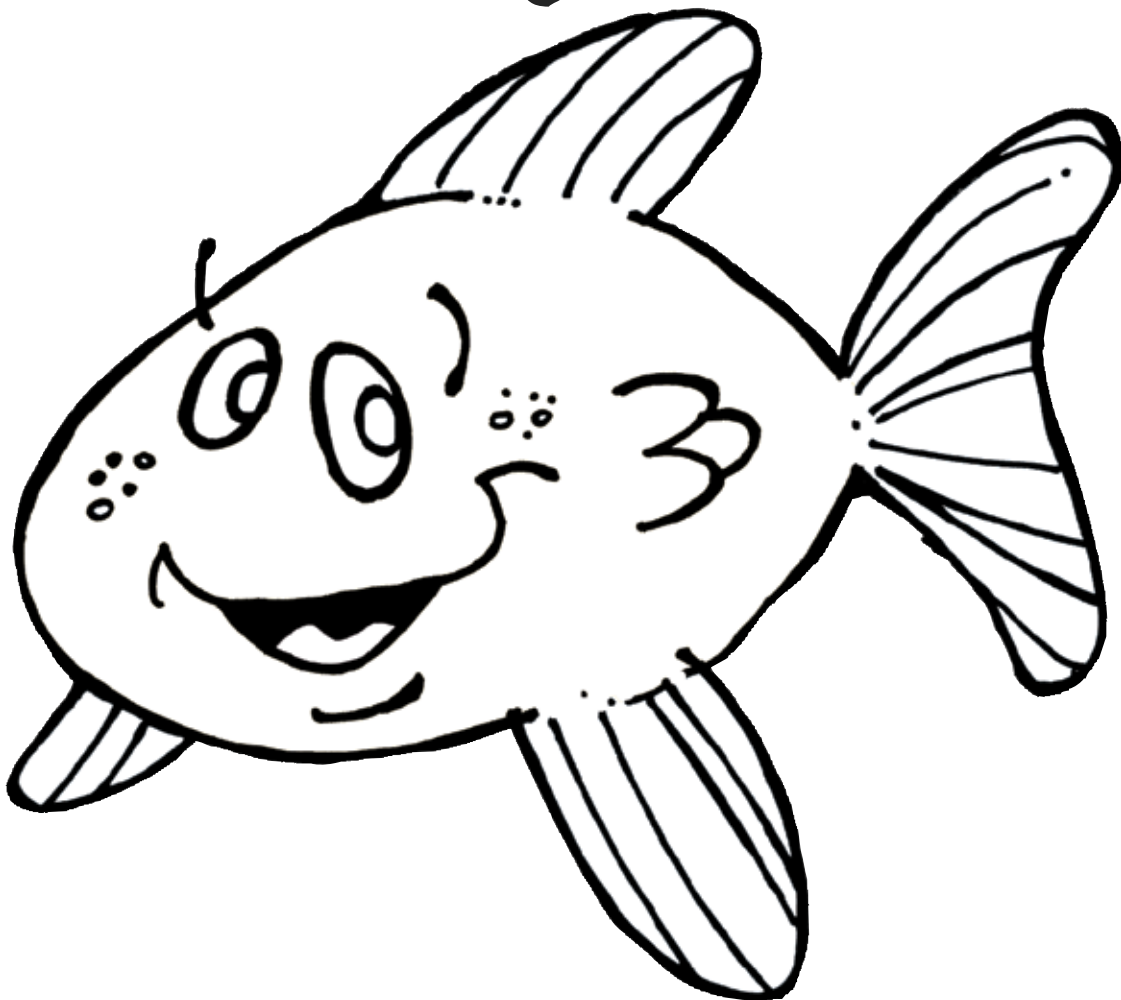
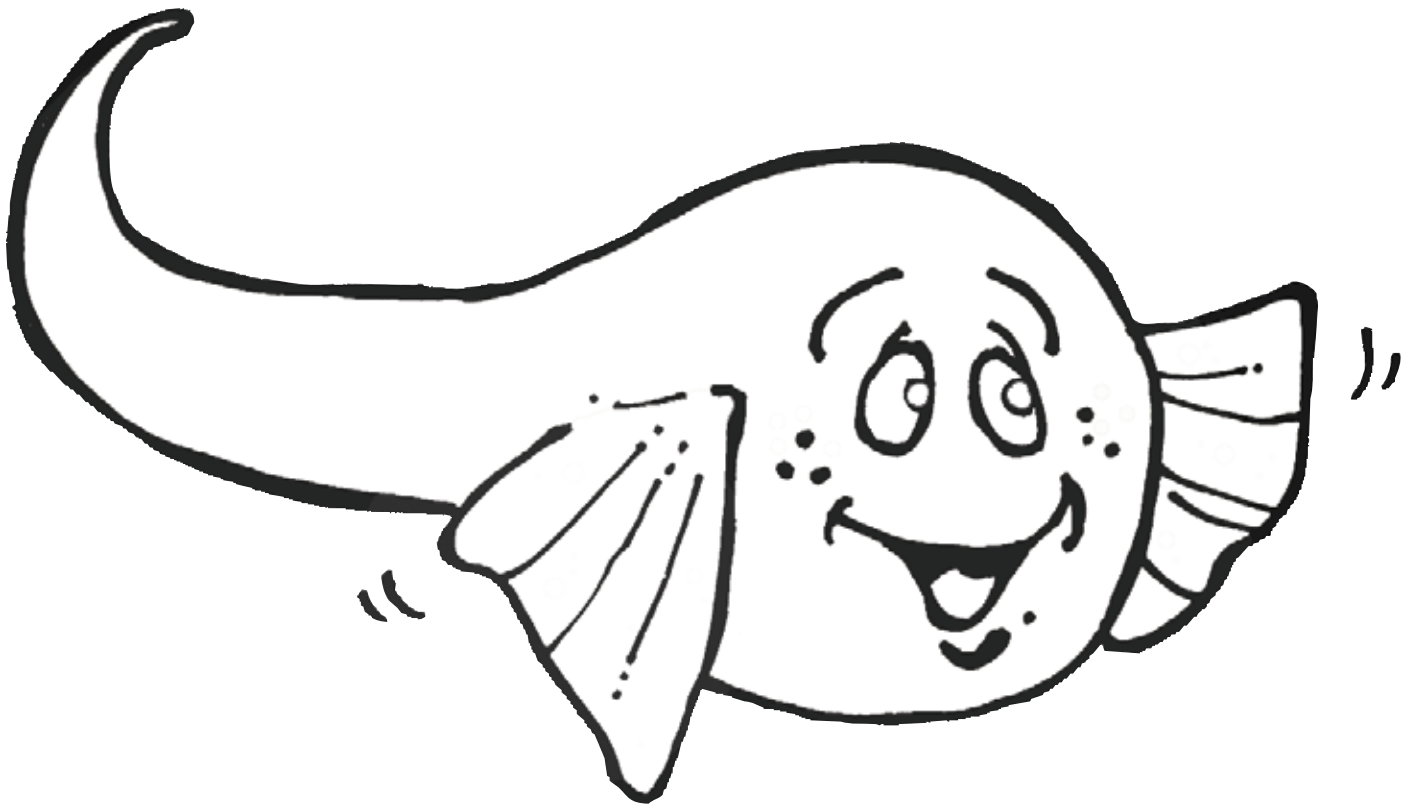
Activity 4 Water Pal Puppet Cut Outs



Color, then cut out each Water Pal. Glue the Water Pal to a popsicle stick to make a puppet



Name: _____



Name: _____

Oral Language Card 2 Safer 3 Pledge



The Safer 3 Drowning Prevention Message

Dear Parents,

The concept of the Safer 3 is to promote the fact that there is always risk associated with being in, on or around the water. That risk cannot be eliminated, however, it can be reduced and managed by following the tenets of the Safer 3 message. By using the word safer instead of safe, we help reinforce that idea of risk always being present. The Safer 3 is a multiple strategy message to address the fact that there is no one answer or solution for drowning prevention, rather, there are different elements that should be employed at different times and situations. The Safer 3 is about recognizing the risk in those different situations and then implementing the appropriate strategy to reduce and then manage the risk to provide for a “safer” water experience. This presents a challenge, because the risk can develop in so many different forms and combinations. A drowning event is usually the result of a series of unfortunate occurrences, hence, the need for the multiple strategies approach to prevention.

Here are some examples of the situations and reasons that often lead to a tragedy: Unsupervised children gain unauthorized access to a backyard pool or spa. A child without swimming ability or minimal ability is in a pool during a family type gathering and inactive supervision allows for distress to go unnoticed. A child with sufficient swimming ability exhibits improper or reckless behavior or judgment placing themselves or others in danger and in the event that an accident occurs the first responder is not trained in rescue procedures.

These different situations are just a few examples of the ways a drowning can occur, and they form the basic formula for the Safer 3:

Safer Water...Safer Kids...Safer Response

Safer Water is determining the risk with the actual water environment. It could be a backyard pool or spa, a community pool, open water such as lakes, rivers or ocean or even household water such as toilets or bathtubs. In the home, the main management would be to prevent access to the water for the very young child by placing barriers such as four-sided fencing around a pool, installing a net or cover or placing alarms at entry doors or windows. In more public settings, swimming or playing in water that is supervised by lifeguards or responsible adults and determining the safest areas for activity can reduce the risk.

Safer Kids is providing active rather than passive supervision, providing swim lessons which could develop the skills and experience to preserve the life of the potential victim, (child or adult), and learn proper behavior when in, on or around the water. The use of Coast Guard Approved life jackets when in, on or around the water by non-swimmers and by all individuals when participating in any watercraft activities could save countless lives.

Safer Response is being prepared in the event that something goes wrong. It is learning and maintaining skill in CPR, preparing a plan of action such as always having a phone present to call 911, and providing rescue equipment or procedures. This could be the last line of defense.

In summary, the Safer 3 is about recognizing the ever-present risk that is associated with water activities and determining which strategies should be employed in each situation. Drowning can occur anywhere, anytime and to anybody when it is least expected. The Safer 3 can help reduce the chance of it happening. With your help, drowning can be prevented!





There were three good pals who were worried about
the water dangers they had seen.

They saw that kids could drown so they took their troubles to
the Magic Mermaid Queen...and she said...

"Welcome, Water Pals, we've waited for this day for so long...
There's a legend handed down 'bout three water pals
who venture from the sea to become the **Safer 3**...when they sing"

Get on board with the **Safer 3**
Get on board with the **Safer 3**
Catch the wave and ride it
Catch the wave and ride it...ride it!
It's as easy as 1,2,3,
It's as easy as 1,2,3,

Catch the wave and ride it
all across the country... **Yeah**.....

Now ma'am, I'm all mixed up. See I just don't git this legend stuff
We're Water Pals it's plain to see
We don't know nothin' 'bout the Safer Three

All in good time Gilbert, all in good time...

Hold your seat, horses! When you say venture from the sea,
Do you mean Gilbert and Sammy and me?
Cuz I'm not sayin' I'm afraid to go
But have you ever seen a dried up tadpole? It's not a pretty sight.

Yes Timmy, I know.



Safer 3 Early Childhood Education Drowning Prevention Program Lesson 2 Safer Water



KEY TERMS		
Safer Water	Protection	Locks
Barriers	Gates	Active Supervision
Spa	Alarms	Fenced Area

EARLY GROWTH INDICATORS/LEARNING GOALS

- See accompanied Scope and Sequence (Attachment 1)

RECOMMENDED GRADE LEVELS/TIME:

- Pre-K/K
- 2 Hours

TOPICS

1. Introduction to Safer Water and what it means to protect against unauthorized entry to a pool or spa. Introduce the many types of protection available including barrier fencing with self-latching, self-closing gates; alarms, door locks, and pool covers. Discuss water safety and the many risks associated with water.
2. Introduce the risk of drowning around the house and in the yard.
3. Identify things kids can do to keep from getting in dangerous water situations.

OBJECTIVES

After completing the following lesson and activities, students will be able to:

- Identify the importance of providing protection for children around pools and spas and name some of the many types of protection available.
- Understand Key Terms.
- Understand some of the many risks associated with water in the house and yard.
- Know about water safety and how to prevent drowning wherever there is water - not just at a swimming pool or beach.
- Describe things kids can do to keep themselves and others from getting in dangerous water situations around the house and in the yard.

MATERIALS, EQUIPMENT AND SUPPLIES

- Big Book, *The Safer 3 Water Safety Adventure*
- Safer Water Poster with Sammy Starfish
- Picture-Word Cards (Key Terms)
- Oral Language Card 3 (Find the Water)
- Key Terms/Story Vocabulary Posters
- In Your House and In Your Yard poster
- Activity Pages 5-8 (A5; A6; A7, A8)
- Safer 3 CD; Safer Water Lyrics
- Safer Water Tattoos

MEETING TIME (whole group)

Oral Language and Vocabulary
Phonological Awareness

REVIEW:

Say: “People, especially children like you, need to know about water safety, the risks associated with water, and how to prevent drowning wherever there is water - at home, in and around a swimming pool, and at the beach or lake. Yesterday, we were introduced to some friends. Who are they? (Sammy Starfish, Timmy Tadpole, Gilbert Guppy, Bongo and the Magic Mermaid Queen) Today we are going to learn about Sammy Starfish and what ‘Safer Water’ means.”

- **Draw on previous learning and experience:**
 - **Say:** “Yesterday, we talked about swimming and swimming pools. Today we are going to discuss some of the ways we can keep children safer around pools and other places there is water (around the house and in the yard).”

TOPIC 1

- Explain to students they will be introduced to what Safer Water means and what it means to protect against unauthorized entry to a pool or spa. Explain to students that they will learn about the many types of protection available including barrier fencing with self-latching, self-closing gates; alarms, door locks, and pool covers. Explain to students they will be learning about water safety and the many risks associated with water.

Ask: “Can anyone predict (guess) what “Safer Water” might mean? How can children be safer around a pool for example?”

ORAL LANGUAGE AND VOCABULARY:

- Display Key Terms Poster (Link new vocabulary to prior knowledge.)

Ask students:

1. What are some things we see around a pool?
2. Why are fences, gates, etc., important?
3. What are pool rules? Why are they important?
4. What are some dangers we might find in or around the pool area?
(**Pushing, Running, Horse Play, No Lifeguard, Obstacles, etc.**)

PHONOLOGICAL AWARENESS:

- **Display the Sammy Starfish, Safer Water Poster**
- **Display Key Terms Poster and Picture Cards**
 1. Name Picture Cards and meaning.
 2. Encourage students to match words with same beginning sounds.
 3. Ask students to repeat the names of each picture card as they are read aloud.

STORY TIME (whole group or small group)

REREADING THE BIG BOOK

- Display Big Book, *The Safer 3 Water Safety Adventure*
- Tell students they are going to continue to read *The Safer 3 Water Safety Adventure*
- Explain they will be learning about Sammy Starfish and Safer Water.
- Introduce Story Vocabulary and display Story Vocabulary Poster:

STORY VOCABULARY		
Tornado	Safer Water	Magical
Safer 3	Zap	Shiny
Swirling	Glow	Silver

- Ask students if they remember what to do when the friends' names are mentioned: ('Sammy Starfish' wiggle your fingers; 'Gilbert Guppy' rub your "Guppy Gut"; 'Timmy Tadpole' twinkle your nose; etc.)
- Play Audio Track 4.
- Ask students to follow along as this portion of the story is read aloud. (Pages 15-16)
- Play Audio Track 5. Display the Lyrics. Encourage students to sing along and move to the music. Make up appropriate movements. (Arms out for fence, shut the gate, simulate locking, etc.) Emphasize the chorus.

MODELING COMPREHENSION:

- Briefly review the vocabulary with students.
- If students have difficulty understanding the vocabulary, demonstrate each action or display using objects from real life. Provide examples of how to use the words.
 - For example...On this page the shiny fairy fish swirled into what looked like a silver tornado. A silver tornado looks like this (Show illustration displayed in the Big Book). Let's say the word together...Tornado.
 - Ask the students: What is Sammy Starfish doing? What power did he gain? What appeared and swam around the pals?

RESPONDING:



- **Think and Talk**
 1. Ask the students to retell what happened in this portion of the story. Ask students to share what happened to Sammy Starfish. (He could Zap the water Pals to anywhere in the world)
 2. Have children take turns and tell about a place they'd like to 'zap' to.
 3. Have students describe 'Safer Water' and what it means to be safer.
 4. Listen to Audio Track 4 again and review the lyrics. Ask students to name some things that make it safer to be around water? (Barriers, gates, locks, alarms , etc.)

TOPIC 2:

- Explain to students that they will be discussing water safety in and around the house and yard.
- Explain that if the water is deep enough to cover the mouth and nose, even while lying down, a person can drown.
- Explain that drowning can occur in the home in a bath tub, toilet or any other container of water.
- Display the **In Your House and In Your Yard** poster
- To begin a discussion about the poster, point to each scene and ask students questions, such as:
 1. What could be dangerous about this scene?
 2. What are the people in this scene doing to stay safer?
 3. Are there any other things you can think of that would make this scene even safer?
 4. Refer to the poster throughout the activities on this topic. (A5; A6; A7; A8)

Display Oral Language Card 3(OLC 3)

1. Tell students that these are drawings of situations where water could be dangerous for small children. Explain that even water around the house or in the yard can be dangerous.
 2. Ask students to discuss what each drawing represents and identify if the situation could be dangerous for small children.
 3. Discuss appropriate vocabulary represented in OLC 3 (Bath Tub, Bucket, Pool, Down Spout).
- Discuss dangerous situation in which water could be a hazard around the house and in the yard

SHARED WRITING



1. Ask students to look at OLC 3 (Find the Water) and review what they see.
2. Create a list of potentially dangerous situations in which water could be a hazard around the house and in the yard. Label each student's response with their name.
3. Use the sentence frames:
 - In the house, the (a) _____ could be dangerous.
Possible answers include: Bath Tub, Drink Bucket, Cooler, Toilet, Cleaning Bucket
 - In the yard the (a) _____ could be dangerous.
Possible answers include: Bottom of a Down Spout, Pool, Fish Pond, Fountain, Pond, Play Pool

TOPIC 3:

- Identify things kids can do to keep from getting in dangerous water situations.
- Discuss what children can do to be safer around the water, specifically in a house or around a yard.

RESPONDING:



- **Think and Talk**
 1. Ask students to share water smart actions they can do around the house and in the yard.
 2. Encourage students to use complete sentences....I will close the toilet lid; I will tell an adult if I see water dangers; I will drain the bath tub; etc.

CENTER TIME (small group)

Managing Centers: Establish a routine with students to make their Center Time play productive and organized (You may opt to keep previous Center Time activities throughout the week or rotate through the Topic-Specific activities below).

1. **Plan** (Model activities in each center, giving students the choice of where they will work, help students plan center activities.)
2. **Engage** (Ask open-ended questions, observe student behavior.)
3. **Reflect** (Ask students to reflect on what they did and learned.)

Listening Center

- As students listen to *The Safer 3 Water Safety Adventure* book, ask them to follow along, tracking from left to right. (Audio Tracks 4-5, Pages 15-16)
- Ask students to discuss Safer Water and what it means to secure the pool.
- Complete Activity 5 (A5) Secure the pool.

Book Corner

- Display a number of swimming and water safety books, newspapers and magazines in the book corner or library.
- Give students an opportunity to read/look through books/newspapers/magazines.
- Have students page through a number of books. Ask them to demonstrate how to turn the pages one at a time, review the difference between the front cover, spine, beginning, middle, end, etc.
- Ask students to draw or cut out things having to do with water and water safety from magazines and newspapers and complete Activity 6 (A6) Water Collage.

Math

- Students can compare the length of different water barriers. (Fences/Gates)
- Ask students to name the barrier that is longer/shorter/tallest.
- Ask students, “How can you tell if one object is longer than/shorter than/taller than another object?”
- Count the number of locks shown.
- Complete Activity Sheet 7 (A7) Compare length and height of water barriers and count the number of locks.

Literacy

- Display Activity 8 (A8) I Can Do My Part and Be Water Smart.
- Ask students to discuss the things they can do around the house and in the yard to be safer.
- Ask students to complete Activity 8 (A8) Color then place a checkmark next to the blocks (items) they can do to be water smart.

Writing

- Display the Picture-Word Key Terms cards.
- Have students match letter blocks to letters in the words. Ask students to name then write the letters. Look for same and different letters.

CIRCLE TIME (whole group)

- Play Audio Track 5 - *Safer Water*
- Have students sing and dance along to the chorus using hand and body movements to show closing the gate, locking the door, etc.

WRAP-UP/WRITING ACTIVITY (whole group)

- Ask students what they learned today.
 1. What is Safer Water?
 2. What can be used to make a pool safer?
 3. Where can water hazards be found? (Around the house and in the yard)
- Encourage students to use the vocabulary they learned. Refer to Key and Story Vocabulary Posters.
- **Review Topic 1:**
 1. The best way to prevent young children from drowning is to use physical barriers to keep them away from water
 2. If a family has a swimming pool in their yard, they have to be extra careful and take steps to keep children out of the pool area unless there is an adult who is actively supervising them.
 3. The best way to keep children safer is to provide layers of protection. This includes—
 - Making sure you have a fence at least 4 feet high with a self-closing gate around your pool.
 - Making sure it completely surrounds the pool to keep children out of the area.
 - Having a pool alarm.
 - Making sure there are safety locks on doors and windows leading to the pool area.
 - Allowing children in the pool area only when an adult has given them permission to be there and is actively supervising.
- **Review Topic 2:**
 1. Whenever children are around any source of water (such as pools, rivers, lakes, bath tubs, toilets and even buckets of water), adults must provide constant and active supervision.
 2. Even if the child can swim very well and the water is shallow, an adult must be supervising any children who are in, on or around the water.

- **Review Topic 3:**

1. You can be safer and help other children to also be safer by recognizing dangerous water situations.
2. If you recognize a dangerous water situation, you should tell an adult so he or she can fix the dangerous water situation.
3. If the problem cannot be fixed, the best solution is simply to stay away from the dangerous water situation.
4. If you see a bath tub with water in it when nobody is taking a bath, what should you do?
Answer: Drain the bath tub of water, close the bathroom door and tell an adult.
5. If you see a toilet bowl with the lid up, what should you do?
Answer: Shut the toilet lid and close the bathroom door.
6. If you see standing water after a rain, what should you do?
Answer: Stay away from the standing water and keep other children away from it.
7. If you see a bucket with liquid in it, what should you do?
Answer: Move it out of the reach of children and tell an adult so it is emptied right away.
8. If you see a stream, what should you do?
Answer: Stay away from the stream and keep other children away from it.
9. If you have a swimming pool in your yard, what should you do?
Answer: Stay out of the pool area unless you have asked an adult for permission to be there and an adult is closely supervising you.

SHARED WRITING



1. Ask students what they will do be safer around water (Around the house and in the yard).
2. Write a list of responses.
3. Read the list aloud.

CLOSE THE DAY

- **Say:** “Tomorrow we’ll be learning about Timmy Tadpole and Safer Kids. This will also help us reduce risk and become safer around water.”
- Distribute Safer Water Tattoos.

DIFFERENTIATED INSTRUCTION

OPTIONS FOR YOUNGER STUDENTS

- Retell the story to students in your own words using pictures, dramatic play, etc.
- Create a shorter version of the text (story) or break the story up into shorter chunks.
- Line up objects on Activity Sheet 7 (A7) or use a strip of paper to help compare length.

CHALLENGE

- Ask students to retell the story as he/she pages through the text.
- Label items on activity sheet 7 (A7) using number form and identify objects in the classroom that are longer/shorter/taller, etc.
- Write/Read Key Terms

ENRICHMENT SUPPORT

- Use target vocabulary to reinforce student's work. (For example, "You are looking at a fence. A fence is a barrier to protect children from going near water without an adult.")
- Use simple sentences.

ENGLISH LANGUAGE LEARNERS

- Present content in multiple ways using alternative processes.
- Accompany text with video, audio, PowerPoint, interactive whiteboards, the Internet or overhead projectors. (Use whatever combination you can think of to enhance the content and reinforce it for second language students.) The more ways students can hear the message, the louder and more comprehensible it will become to them.
- Provide hands-on manipulatives using magnetic numbers and/or letters, construction models, graphs, charts and other learning aids. Allow students to demonstrate their ideas to other students in groups or paired as buddies.
- Page through pages 14-15 of The Safer 3 Water Safety Adventure book and discuss the illustrations. Prompt students to tell you what they see. Encourage them to use as many action words as they can.
- Some English language learners might not be familiar with math vocabulary (longer, shorter, taller). Demonstrate each and ask students to demonstrate their understanding.
- Provide students with some one-on-one guidance, such as pairing them with students who can speak English.

HOME SCHOOL CONNECTION

- Send home the Safer Water lyrics so families can learn and sing together.
- Ask students and parents to create a list together of possible water hazards around their house and in their yard, and discuss what they can do to be safer.

Sammy
Starfish

says...

**Safer
Water**



Install, maintain and utilize proper fencing, self-closing gates and latches, pool and spa covers, pool alarms and additional safety equipment to protect children from getting into the water without supervision.

Oh, lookie here, you got me real confused.
I'm all shook up from my head to my shoes
(Shoes? You're a starfish, Sammy. You don't even have feet!)

Oh, see what I mean...

Well I don't blame you Sammy, allow me to explain....

In each of you there lies a hero deep inside of your heart...
This magic song holds the key to unlock the *Safer 3!*
Kids can't live without it, so GO OUT AND TELL THE WORLD ABOUT IT!

Get on board with the *Safer 3!*
Get on board with the Safer 3!
Catch the wave and ride it
Catch the wave and ride it...ride it!
It's as easy as 1,2,3,
It's as easy as 1,2,3,
Catch the wave and ride it
all across the country... *Yeah.....* *Ok, you try it, Water Pals!*
Get on board with the *Safer 3!*
Get on board with the *Safer 3!*
Catch the wave and ride it
Catch the wave and ride it...ride it!
It's as easy as 1,2,3,
It's as easy as 1,2,3,
Catch the wave and ride it
all across the country... *Yeah.....*
Now you've got it! Everybody sing!
Get on board with the *Safer 3!*
Get on board with the Safer 3!
Catch the wave and ride it
Catch the wave and ride it...ride it!
It's as easy as 1,2,3,
It's as easy as 1,2,3,
Catch the wave and ride it
Catch the wave and ride it...ride it!
Get on board with the *Safer 3!*
Get on board with the Safer 3!
Catch the wave and ride it
Catch the wave and ride it...ride it!
It's as easy as 1,2,3, (*softly*)
It's as easy as 1,2,3, (very softly)

Key Terms

Picture/Word Cards



Safer Water



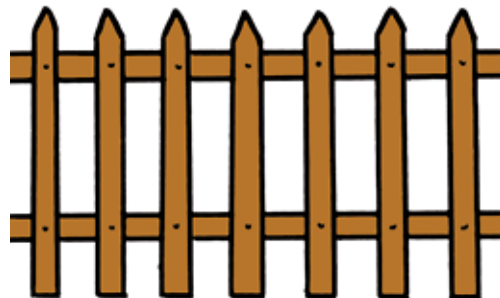
Protection



Locks



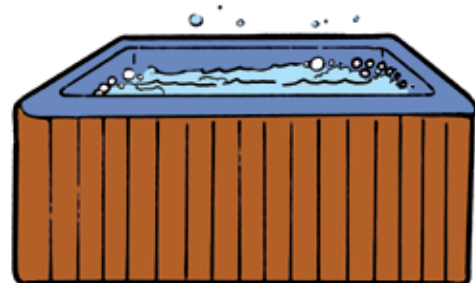
Barriers



Gates



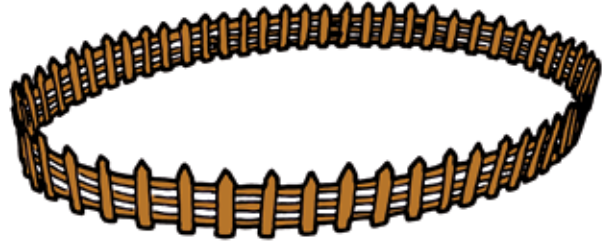
Spa



Alarm



Fenced Area



Active Supervision



KEY TERMS

Safer Water

Protection

Locks

Barriers

Gates

Active Supervision

Spa

Alarms

Fenced Area

STORY VOCABULARY

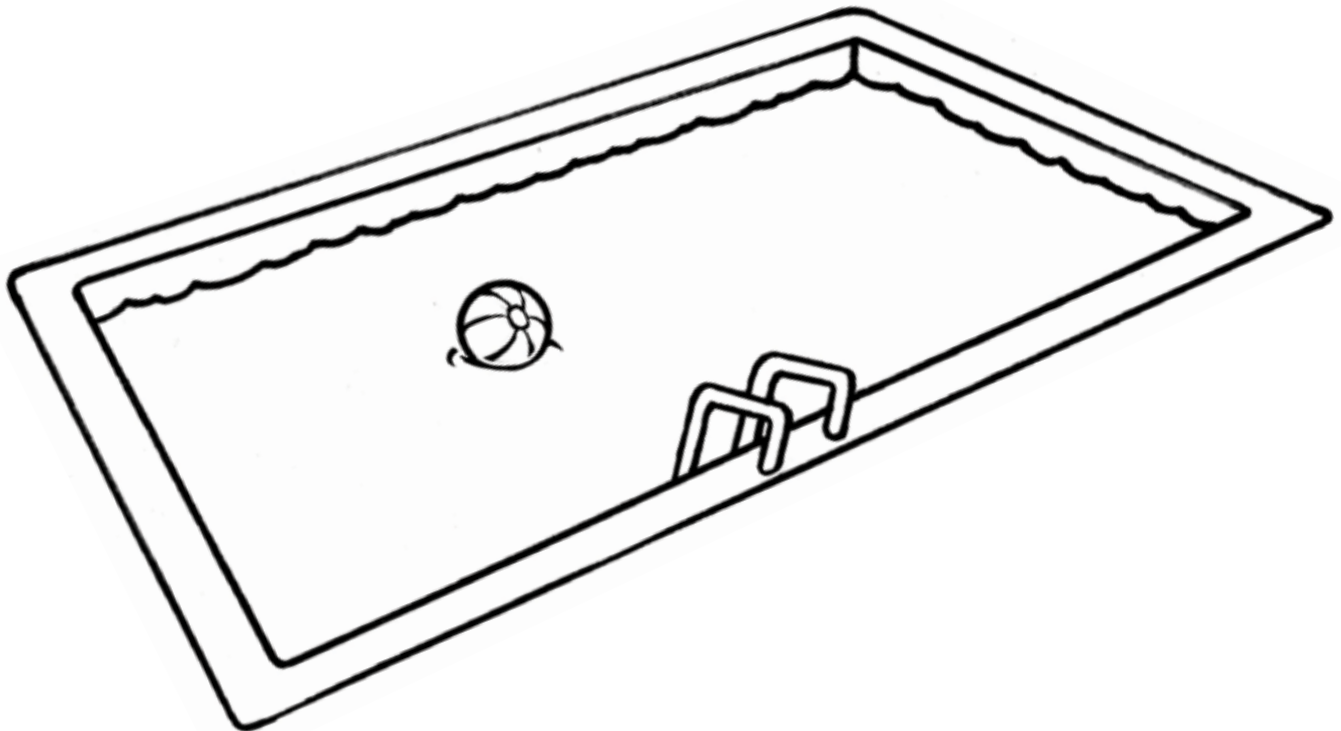
Tornado	Safer Water	Magical
Safer 3	Zap	Shiny
Swirling	Glow	Silver

Name: _____

Activity 5 Secure the Pool!



Draw a barrier (fence) around the pool below. Be sure to include a locking gate.
Include a lifeguard or supervising adult, safety equipment, and you!



**Sammy Starfish says....
An unsecured pool is an unsafe pool!**

Name: _____

Activity 6 Water Collage

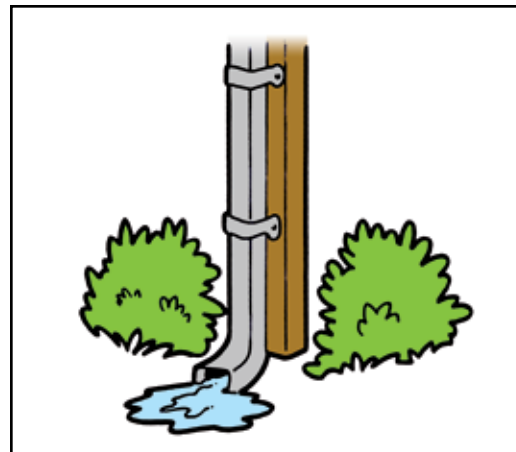
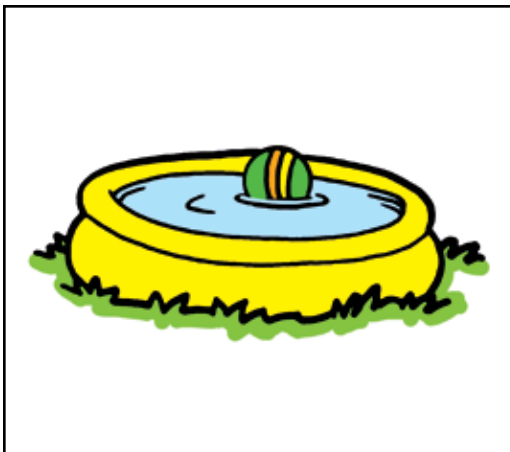
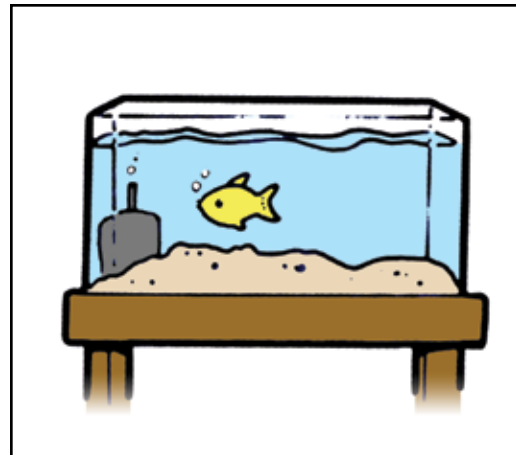
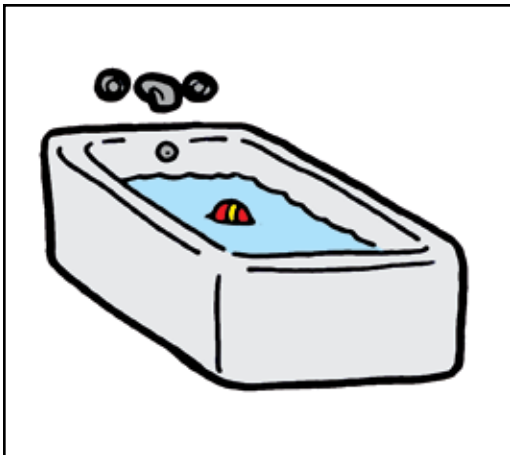
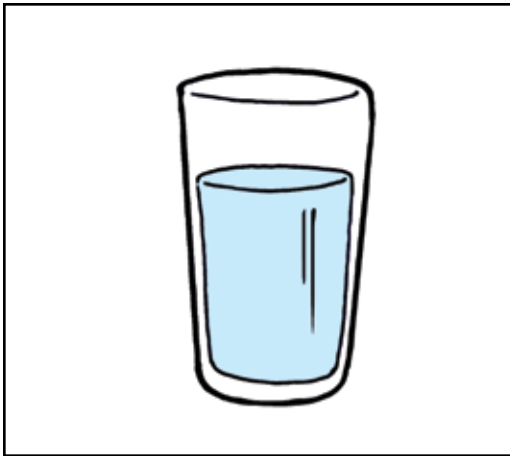


Cut out and paste or draw things below that have to do with water.
Use magazines, books or newspapers to help you.

Oral Language Card 3 Find the Water



Which of these show a situation in which water could be a danger to a small child?



Name: _____



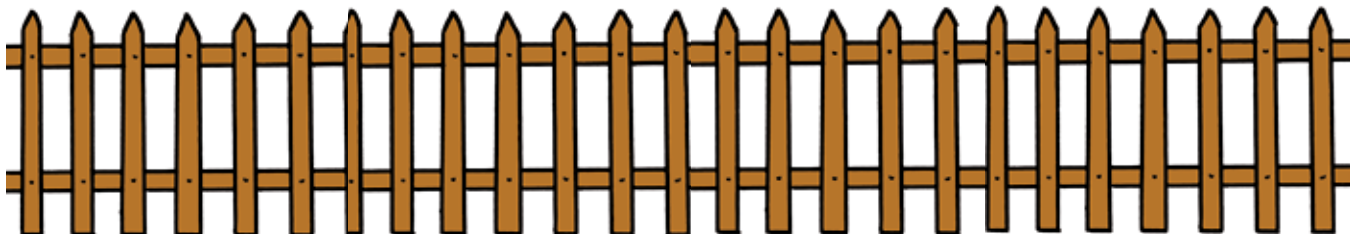
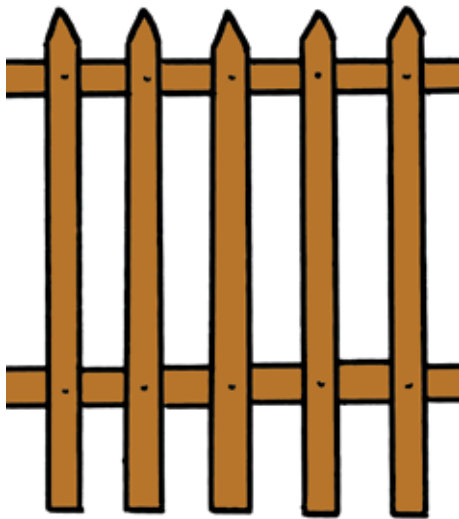
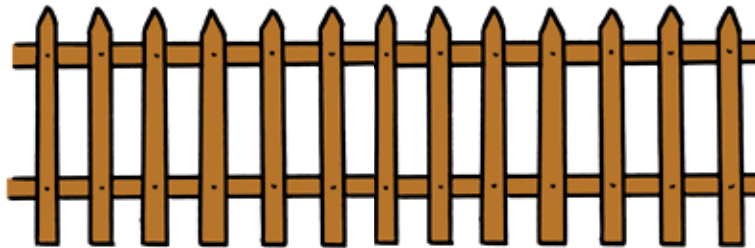
Activity 7 Longer/Shorter/Taller



Circle the Longest Fence.

Put an **X** on the Shortest Fence.

Draw a **box** around the Tallest Fence.



Count the number of locks and write the number here _____



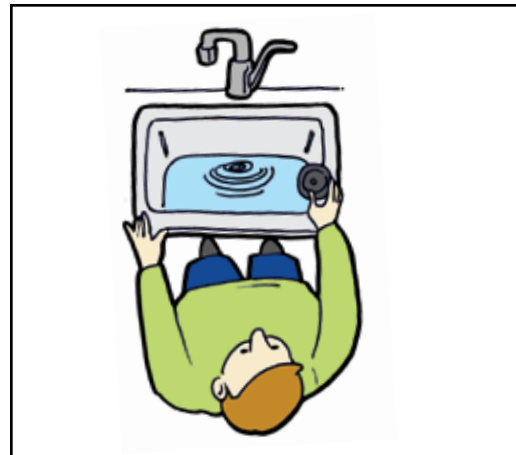
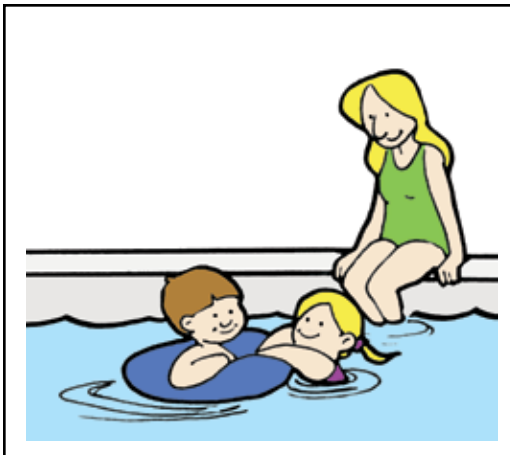
Name: _____

Activity 8

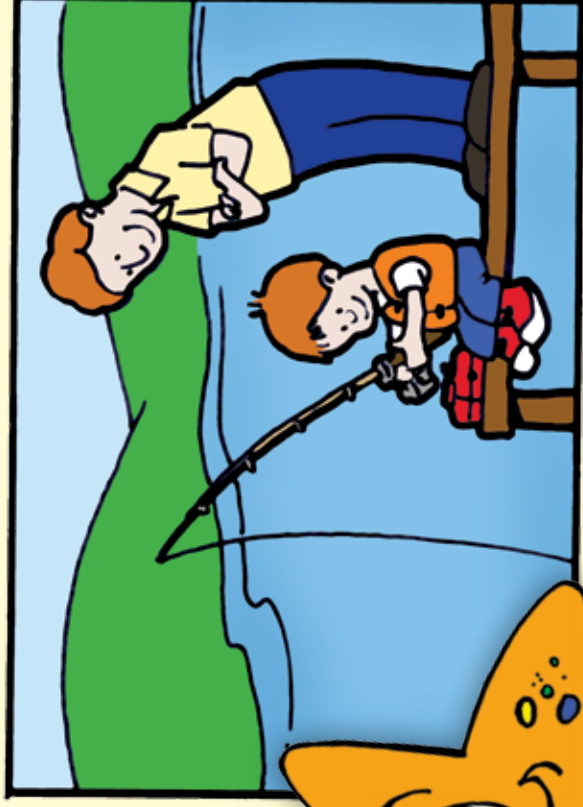
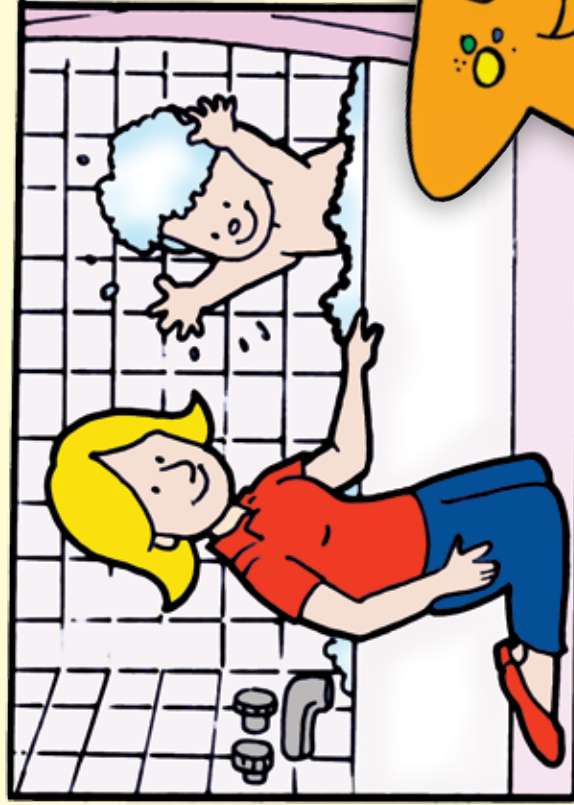
I Can Do My Part To Be Water Smart



Place a checkmark on the blocks that show what you will do to be water smart.



In Your House and In Your Yard, Watch For Water, Be On Guard!



Lyrics Safer Water



Oh, fence the Pool, shut the gate, and put a lock on the door.
Include the kids so that they'll know who your doin' it for.

*Look here, kids are smart. And if you make them feel that they're part of the
solution, they're more likely to do the right thing when you're not around.
Go on...*

Take your spa, cover it. and make it tight as a drum -
'cause it's a safe bet that kids can't get wet when the cover is on!
Oh now you got it!

(Chorus)

Safer Water is so much fun when you do it as a family. Well, well, well -
get your kids and everyone and see how much fun it can be
You can be sure that you won't regret
Teach them so they can't forget now

Safer Water is so much fun for the family to do!
Safer Water is so much fun for the family to do!
Safer Water is so much fun for the family to do!



Safer 3 Early Childhood Education Drowning Prevention Program Lesson 3 Safer Kids



KEY TERMS		
Safer Kids	Pool Rules	Wise
Sink	Float	Supervisor
Obstacles	Proper Behavior	Swimming Lessons

EARLY GROWTH INDICATORS/LEARNING GOALS

- See accompanied Scope and Sequence (Attachment 1)

RECOMMENDED GRADE LEVELS/TIME:

- Pre-K/K
- 2 Hours

TOPICS

1. Introduction to Safer Kids and what it means to protect children from water hazards by providing constant adult supervision and never allowing a child to be unattended around water.
2. Discuss the importance of developing swim skills through on-going and qualified instruction.
3. Discuss proper behavior in and around the water.

OBJECTIVES

After completing the following lesson and activities, students will be able to:

- Explain the concept of Safer Kids.
- Understand Key Terms.
- Understand the dangers of swimming alone and swimming in an unsupervised area.
- Understand the importance of developing swim skills through on-going and qualified swim instruction. (Swim Lessons)
- Learn and practice proper behavior in and around the water.

MATERIALS, EQUIPMENT AND SUPPLIES

- Big Book, *The Safer 3 Water Safety Adventure*
- Safer Kids Poster with Timmy Tadpole
- Picture-Word Cards (Key Terms)
- Oral Language Card 4-5 (OLC 4 What do they Supervise?) (OLC 5 Pool Patrol)
- Two large, clear plastic cups
- Salt (kosher or sea salt is recommended)
- Six eggs, five with a happy face drawn on them and a sad face drawn on the other (Optional: The eggs may be hard boiled.)
- Key Terms/Story Vocabulary Posters
- Be Cool Follow the Rules poster
- Activity Pages 9-12 (A9 Show You Know; A10 Sink/Float; A11 What does a lifeguard/supervising adult need?; A12 Pool Rules)
- Safer 3 CD; Safer Kids Lyrics
- Swimming Rules/Proper Behavior
- Safer Kids Tattoos

MEETING TIME (whole group)

Oral Language and Vocabulary

Phonological (sound structure) Awareness

REVIEW:

- **Draw on previous learning and experience:**
 - **Say:** “Yesterday we learned about Safer Water. We talked about some of the ways we can keep children safer around pools and other places there is water (around the house and in the yard). Today we are going to talk about the concept of Safer Kids. This includes adult supervision, swim instruction and pool rules.”

TOPIC 1

- Explain to students they will be introduced to the concept of Safer Kids.
- Swimming alone is dangerous. You never know what may happen so it is always wise to swim with a buddy in a supervised area by a responsible adult.

ORAL LANGUAGE AND VOCABULARY:

RESPONDING:

- **Think and Talk**
- **Ask the following:**



1. Why should you not swim alone? Answer: If you get into trouble, there will be no one to help you.
2. What does “supervised” mean? Answer: Being watched by someone who ensures that you are safer.

3. Who are people who supervise? Answers: Responses should include the following: Principal; Teacher; Police Officer; Firefighter; Parent; Lifeguard
4. Why do they supervise? Answer: To make sure you are always safer in the activities you do.
5. Who should supervise you when you are swimming? Answer: A lifeguard or responsible adult.
6. Why do you need supervision? Answer: In case of an emergency, someone is there to help.

INTERACTIVE PLAY:

- Explain to students that many sea animals/mammals/fish swim together (swim with a buddy) just like we are supposed to. Ask students to form a circle and pretend they are fish, dolphin, etc., swimming together. Place one student in the center (representing the sea young). Explain that you are the shark and your job is to try to get to the center, and the students' job is to protect the young by moving in and circling around the young. After several failed attempts, explain that the shark got tired and gave up. Reiterate that we must never swim alone and always swim where we are actively supervised by an adult to ensure that we are safer.
- Ask:
 1. What did the fish/dolphin, etc., do that was very smart? What was it? Help the class to identify that swimming with a buddy is not only smart but also the safer thing to do.
 2. How can we make sure that we never swim alone? Answers: Responses should include the following: Always swim with a buddy. Always swim in a supervised area with a supervising adult.



HEALTH AND SAFETY:

- **Discuss the following:**
 1. What does a lifeguard/Supervising Adult do? Answers: Responses could include the following: Help make pools safer by enforcing pool rules; Recognizes and responds effectively to all emergencies; Administers first aid or CPR in an emergency.
 2. What equipment does a lifeguard use? Answers: Responses could include the following: A uniform (swimsuit, shirt, jacket, hat, foul weather gear, whistle, sunglasses and shoes); Binoculars; Blanket; Sun block or sunscreen; Lifeguard stand with umbrella; Ring buoy, Rescue tube; Rescue buoy; Reaching pole; Telephone; First aid kit, etc.
 3. How can you help the lifeguard or an adult supervising you? Answers: Responses should include the following: Obey the rules; Listen and follow directions; Watch out for your friends.
 4. What two things should we be sure to do when we go swimming? Answers: Responses should include the following: Swim with a buddy; Swim in an area supervised by a lifeguard or a responsible adult.

- **Display Oral Language Card 4 (OLC 4)**
 1. Explain to students that there are many different people who supervise children. Supervisors help keep children safer in the activities they do.
 2. Ask students to identify each of the supervisors shown on OLC 4 and discuss what each supervisor's role is.
 3. Discuss appropriate vocabulary represented in OLC 4

TOPIC 2

- Explain to students they will be learning about the importance of developing swim skills through on-going and qualified instruction. (Swimming Lessons)
 - It is important to get qualified instruction (swim lessons) to learn how to swim.
 - With qualified swim instruction you learn to float, blow bubbles, swim strokes, etc.
- Ask:
 1. Who knows how to swim?
Answer: Swim lessons by trained instructors.
 2. Who knows what qualified swim instruction is?
Answer: Swim School, Private Lessons
 3. Where can you go to learn how to swim?
Answer: Sink, Possibly drown.
 4. Why is it important to have swim lessons?
 5. If we go in the water and we don't know how to swim, what can happen?

RESPONDING:



- **Think and Talk**
- **Discuss the following:**
 1. Most of the world is covered by water.
 2. Many people love to be in, on and around water.
 3. Even when you take basic precautions around the water, accidents and emergencies can still happen. The risk of danger is still there. It is important to learn how to swim so we can be safer in and around water.

SCIENCE CONNECTION:

Float or Sink

Have the class help with an experiment. Hold up a couple of eggs with a happy face drawn on each and a cup of water with salt in it. Tell students, "These swimmers are very smart. They are swimming in a supervised area. They have a buddy and have taken qualified swim instruction.

Ask students, "Do you think these swimmers will float or sink in the water? What is your hypothesis—your best guess as to what will happen and why?" Wait for responses from students.

1. Put the eggs in the cup of saltwater.
2. Hold up the other egg with a sad face drawn on it and a cup of water with no salt.

Tell students, "This egg did not take qualified swim instruction. He is swimming alone. He does not have a buddy. The lifeguard/supervising adult has gone home and it is getting dark."

Ask students, "Do you think this swimmer will float or sink? What do you think will happen to this swimmer?" Wait for responses from the students.

Ask students, "Which swimmer are you?" Wait for responses from the students.

RESPONDING:



- **Think and Talk**
- **Discuss the following:**
 1. What happens to the eggs in saltwater? Answer: They float.
 2. What happens to the egg in the cup of water that does not have salt? Answer: It sinks.
 3. Why do the eggs float in saltwater? Answer: The salt changes the density of the water.
 4. Where do you find saltwater? Answer: The ocean.
 5. Would you float better in the ocean or in a pool? Why? Answer: The ocean because objects float better in saltwater.

TOPIC 3

- Explain to students they will be learning about proper behavior in and around the water.
- Discuss what children can do to be safer around the water, specifically in or around a pool.

ORAL LANGUAGE AND VOCABULARY:

- **Display Oral Language Card 5 (OLC 5)**
 1. Tell students that this is a photograph of a swimming pool with many dangers. Explain that a swimming pool is a fun place to go, but it can be very dangerous if it is not safe, or if we do not follow the rules. Ask children what they think the people are doing in the photo.
 2. Discuss appropriate vocabulary represented in OLC 5 (**Pushing, Running, Horse Play, Lifeguard, Obstacles, Line Float, Life Preserver, etc.**)

SHARED WRITING



1. Ask students to look at OLC 5 and share what they see.
2. Create a list of their responses, labeling responses with each student's name.
3. Use the sentence frames 1-12
 1. **"Make sure there is a (an) _____ on duty.** (Student's name)
 2. **Only _____ diver on the board at a time.** (Student's name)
 3. **Never play on the _____.** (Student's name)
 4. **Never swim _____ the diving board.** (Student's name)
 5. **Never _____ someone, even in play.** (Student's name)
 6. **Even in a pool, never swim _____.** (Student's name)
 7. **Never _____ someone into the water.** (Student's name)
 8. **Never _____ on someone in the water.** (Student's name)
 9. **Never _____ on the pool deck.** (Student's name)
 10. **Never depend on _____ for support.** (Student's name)
 11. **Never _____ into shallow water.** (Student's name)
 12. **_____ are for emergencies; leave them in position.** (Student's name)

- **Display Key Terms Poster** (Link new vocabulary to prior knowledge.)

Ask students:

1. What are some things we see around a pool?
2. Review why barriers are important?
3. What are pool rules? Why are they important?
4. What are some dangers we might find in or around the pool area? (**Pushing, Running, Horse Play, No Lifeguard, Obstacles, etc.**)

PHONOLOGICAL AWARENESS:

- **Display the Timmy Tadpole, Safer Water Poster**
- **Display Key Terms Poster and Picture Cards**
 1. Name Picture Cards and meaning.
 2. Encourage students to match words with same beginning sounds.
 3. Ask students to repeat the names of each picture card as they are read aloud.

STORY TIME (whole group or small group)

REREADING THE BIG BOOK

- Display Big Book, *The Safer 3 Water Safety Adventure*
- Tell students they are going to continue to read *The Safer 3 Water Safety Adventure*
- Explain they will be learning about Timmy Tadpole and Safer Kids.
- Introduce Story Vocabulary and display Story Vocabulary Poster.

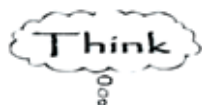
STORY VOCABULARY		
Change	Safer Kids	Tadpole
Life Jacket	Row Boat	Behave

- Ask students if they remember what to do when the friends' names are mentioned:
 - 'Sammy Starfish' wiggle your fingers; 'Gilbert Guppy' rub your "Guppy Gut"; 'Timmy Tadpole' twinkle your nose; etc.
- Play Audio Track 6.
- Ask students to follow along as this portion of the story is read aloud. (Page 17)
- Play Audio Track 7. Display the Lyrics. Encourage students to sing along and move to the music. Emphasize the chorus...Super Kids, Cooler Kids, Smarter Kids, Safer Kids

MODELING COMPREHENSION:

- Briefly review the vocabulary with students.
- If students have difficulty understanding the vocabulary, demonstrate each action or display using objects from real life. Provide examples of how to use the words.
- For example...On this page the Timmy Tadpole is changing into a life jacket. (Show illustration displayed in the Big Book) Let's say the word together...Life Jacket.
- Ask the students: What is Timmy Tadpole doing? What power did he gain?

RESPONDING:



- **Think and Talk**
 1. Ask the students to retell what happened in this portion of the story. Ask students to share what happened to Timmy Tadpole. (He could change into anything he wanted to).
 2. Have children take turns and tell about things they'd like to change into.
 3. Have students describe 'Safer Kids' and what it means to be a safer kid around water.
 4. Listen to Audio Track 7 again and review the lyrics. Ask students to name some things that make a child safer around water. (Adult supervision, never swimming alone, qualified swim instruction, following pool rules and behaving properly around water)

CENTER TIME (small group)

Managing Centers: Establish a routine with students to make their Center Time play productive and organized (You may opt to keep previous Center Time activities throughout the week or rotate through the Topic-Specific activities below).

1. **Plan** (Model activities in each center, giving students the choice of where they will work, help students plan center activities.)
2. **Engage** (Ask open-ended questions, observe student behavior.)
3. **Reflect** (Ask students to reflect on what they did and learned.)

Listening Center

- As students listen to The Safer 3 Water Safety Adventure book, ask them to follow along, tracking from left to right. (Audio Tracks 6-7)
- Ask students to discuss Safer Kids and what it means to have adult supervision, qualified swim instruction, and follow pool rules.
- Complete Activity 9 (A9) Show You Know.

Science

- Display **Float or Sink** Science Connection Activity displayed previously.
- Display several other items for students to predict, then test whether the items float or sink.
- Ask students to record their results on Activity 10 (A10) Float or Sink.

Literacy

- Display Activity 11 (What Does a Lifeguard/Supervising Adult Need?)
- Ask students to discuss the things that a lifeguard or someone watching children around water might need or use.
- Ask students to complete Activity 11(A11) What Does a Lifeguard/Supervising Adult Need. Identify the items a supervising adult would need to be a good Water Watcher.

Writing

- Display Activity 12 (A12) Pool Rules.
- Have students discuss the various pool rules and draw a picture of one they will remember to follow.
- Assist students in writing the pool rule below their pool rule illustration.

CIRCLE TIME (whole group)

- Play Audio Track 7 - *Safer Kids*
- Have students sing and dance along to the chorus using hand and body movements.

WRAP-UP/WRITING ACTIVITY (whole group)

- Ask students what they learned today.
 1. What are Safer Kids?
 2. What can be used to make a pool safer?
 3. What dangers can be found around a pool?
- Encourage students to use the vocabulary they learned. Refer to Key and Story Vocabulary Posters.

Review Topic 1:

- Swimming alone is dangerous. You never know what may happen so it is always wise to swim with a buddy in a supervised area by a responsible adult.

Review Topic 2:

- Developing swim skills through on-going and qualified instruction (Swimming Lessons) is important.

Review Topic 3:

- Proper behavior in and around the water is important. Following pool rules will help ensure you are safer.

SHARED WRITING



1. Ask students what they will do to be safer around water (Around the house and in the yard).
2. Write a list of responses.
3. Read the list aloud.

CLOSE THE DAY

- Say: "Tomorrow we'll be learning about Gilbert Guppy and Safer Response. We will learn how to be better prepared so that we can reduce risk."
- Distribute Safer Kids Tattoos.

DIFFERENTIATED INSTRUCTION

OPTIONS FOR YOUNGER STUDENTS

- Retell the story to students in your own words using pictures, dramatic play, etc.
- Create a shorter version of the text (story) or break the story up into shorter chunks.
- Ask older students to share what they've learned with younger students.

CHALLENGE

- Ask students to retell the story as he/she pages through the text.
- Write pool rule independently on Activity Sheet 12 (A12).
- Write/Read Key Terms

ENRICHMENT SUPPORT

- Use target vocabulary to reinforce student's work. (For example, "You are looking at pool rules. Walking, not running around a pool is an important pool rule.")
- Use simple and short sentences.

ENGLISH LANGUAGE LEARNERS

- Present content in multiple ways using alternative processes.
- Accompany text with video, audio, PowerPoint, interactive whiteboards, the Internet or overhead projectors. (Use whatever combination you can think of to enhance the content and reinforce it for second language students.) The more ways students can hear the message, the louder and more comprehensible it will become to them.
- Provide hands-on manipulatives using learning aids, specifically in the center activities. Allow students to demonstrate their ideas to other students in groups or paired as buddies.
- Display page 17 of *The Safer 3 Water Safety Adventure* book and discuss the illustrations. Prompt students to tell you what they see. Encourage them to use as many action words as they can.
- Some English language learners might not be familiar with science vocabulary (Float/Sink). Demonstrate each and ask students to demonstrate their understanding.
- Provide them with some one-on-one guidance, such as pairing them with students who can speak English.

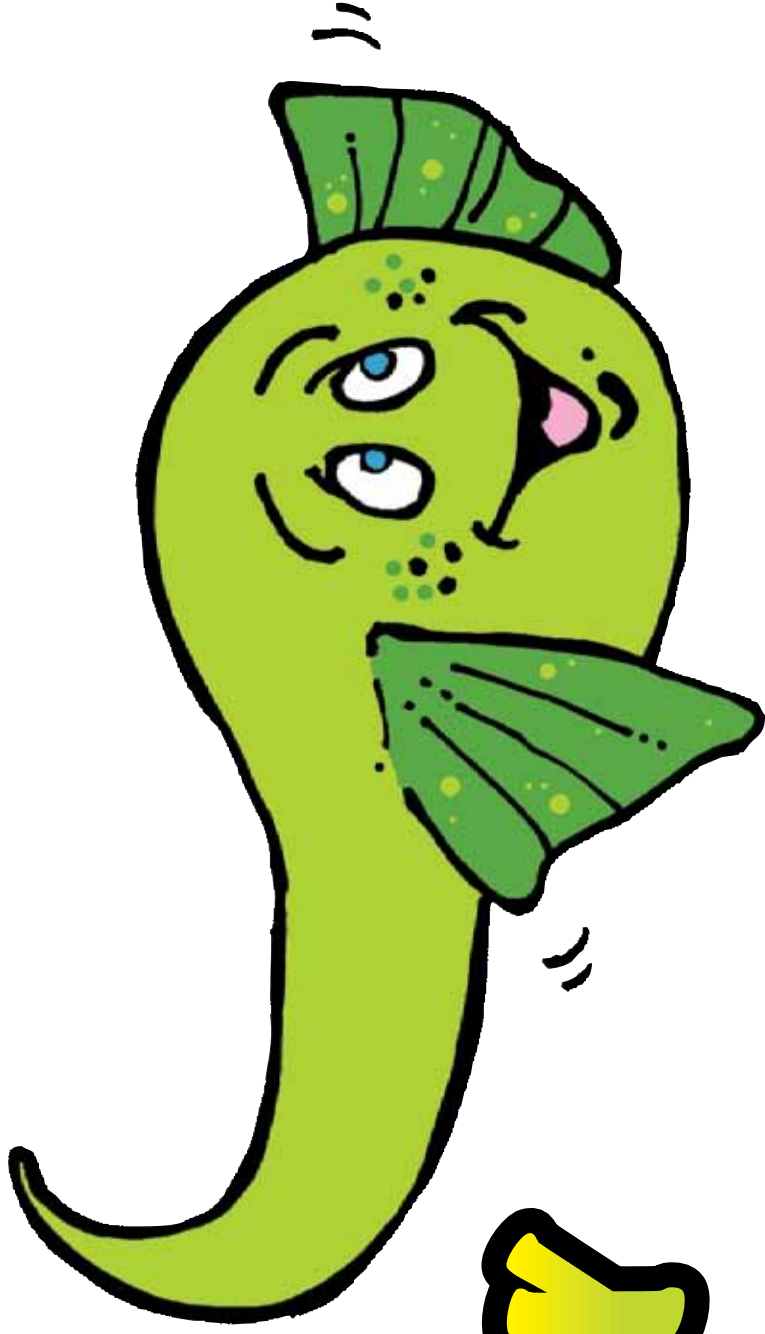
HOME SCHOOL CONNECTION

- Send home the Safer Kids lyrics so families can learn and sing together.
- Provide parents with information on swim schools in the local area.
- Provide parents with a list of Swimming Rules/Proper Behavior in and Around the Water

Timmy
Tadpole

says...

**Safer
Kids**



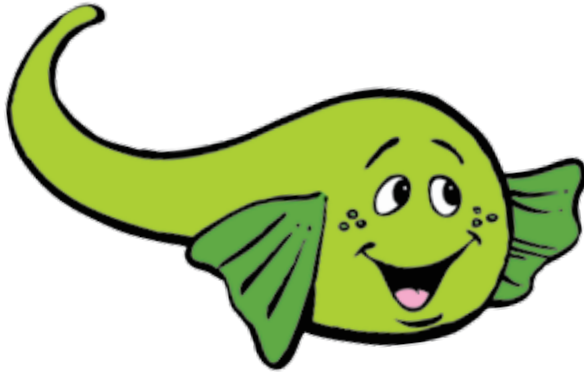
Always provide constant adult supervision and never allow a child to be unattended. Develop swim skills through on-going and qualified instruction. Learn and practice proper behavior in and around the water.

Key Terms

Picture/Word Cards



Safer Kids



Pool Rules



Wise



Sink



Obstacles



Supervisor



Swimming Lessons



Proper Behavior



KEY TERMS

Safer Kids

Pool Rules

Wise

Sink

Float

Supervisor

Obstacles

Proper Behavior

Swimming Lessons

STORY VOCABULARY

Change

Safer Kids

Tadpole

Life Vest

Rowboat

Behave

Name: _____

Activity 9 Show You Know



Put an X on the pictures that show children who have forgotten safer behavior at the pool.


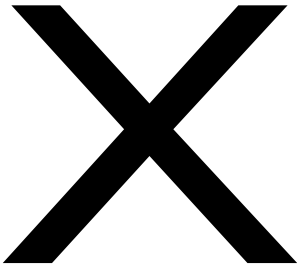


Name: _____

Activity 10 Sink or Float?



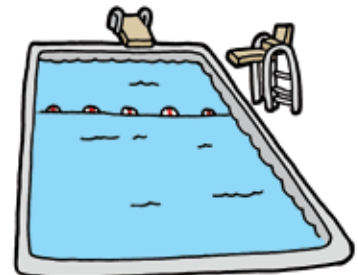
In the first column, draw the object you will test. Place an X in the box if the object sinks or floats.
The first one is done for you.

Object	Sink	Float
		

Oral Language Card 4 What do they Supervise?



Match the supervisors and the places they supervise.



Name: _____

Activity 11

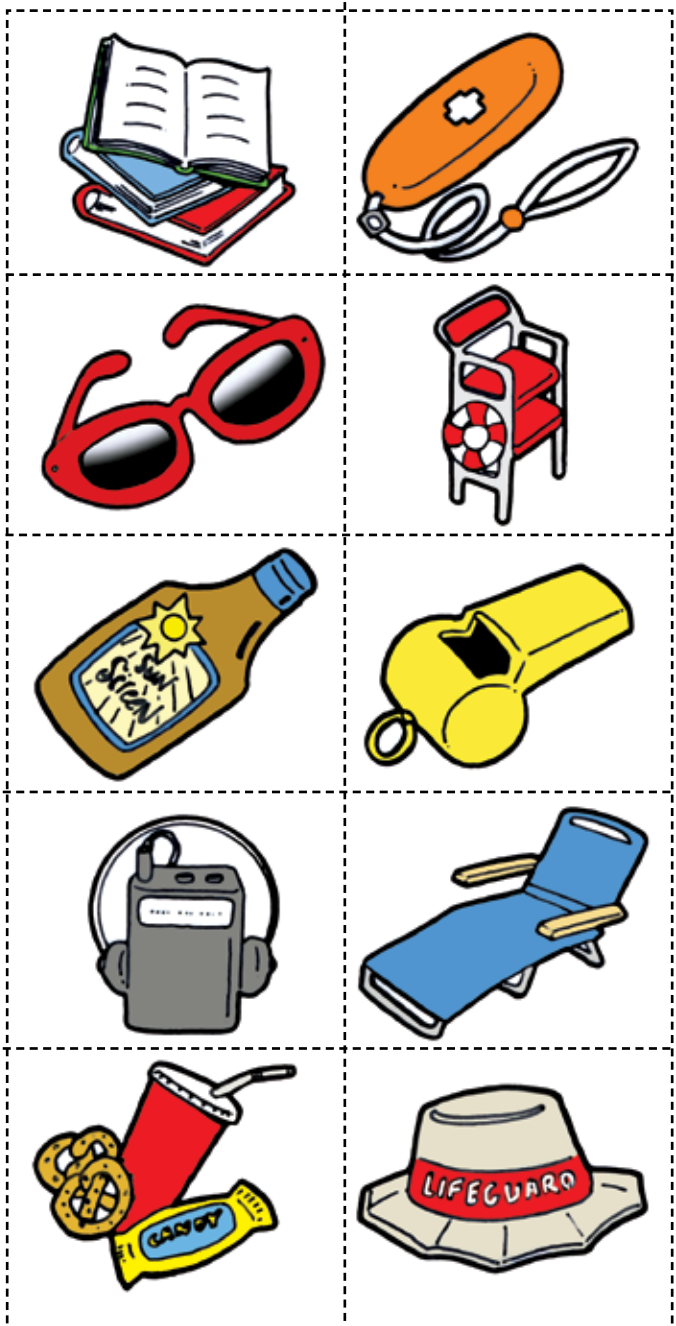
What Does a Supervising Adult Need?



Cut out the pictures of things a lifeguard or supervising adult needs.
Paste them in the boxes below the picture of the supervising adult.

Water Watcher
Supervising Adult





Name: _____

Activity 12 Pool Rules



Choose one important pool rule. Write the rule below and draw a picture to illustrate it.

Pool Rule:

Illustration:

Oral Language Card 5 Pool Patrol



These children know how to swim, but they have forgotten water safety.
You can learn from their mistakes by completing the rules below.

1. Make sure there is a _____ on duty.

2. Only _____ diver on the board at a time.

3. Never play on the _____.

4. Never swim _____ a diving board.

5. Never _____ someone, even in play.

6. Even in a pool, never swim _____.

7. Never _____ someone into the water.

8. Never _____ on someone in the water.

9. Never _____ on the pool deck.

10. Never depend on _____ toys for support.

11. Never _____ into shallow water.

12. _____ are for emergencies; leave them in position.

Be Cool, Follow the Rules!



POOL RULES

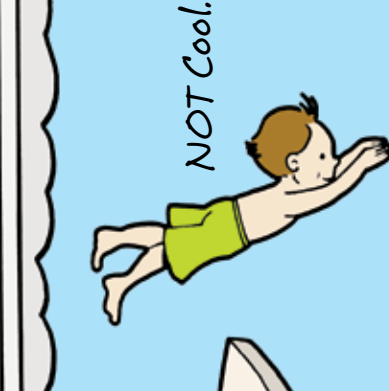
- No running
- No street shoes on deck
- No horseplay
- One diver on board at a time
- No swimming in diving area
- Keep off the rope



NOT Cool.



Cool!



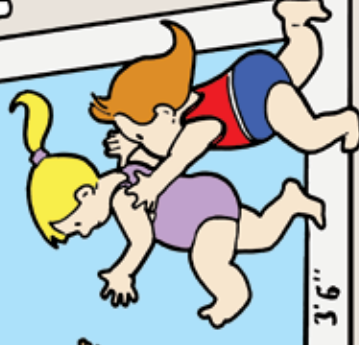
NOT Cool.



Cool!



NOT Cool.



3'6"



12'

Lyrics Safer Kids



Be good, be cool, be smart, behave.
And when you're near the water... be safe!
Obey every rule when you're near the pool.
Don't run around, don't jump around -
acting like a fool, because you're
much too hip, too wise to think -
that a kid who doesn't swim won't sink.
Don't be afraid to try freestyle and butterfly.
Ah, take it from Tim. Learn how to swim
and be sure you're supervised.
(Chorus)

Now you're Safer Kids and Super Kids and Cooler Kids, too.
Ah, when you learn to swim and when you follow the rules
You can be just like me and do like I do

Then you're Super Kids
(repeat) Super Kids!
Cooler Kids!

(repeat) Cooler Kids!

Safer Kids are Super Kids and Cooler Kids, too.
Ah, when you learn to swim and when you follow the rules, you can be just
like me and do like I do...Then you're Super Kids

(repeat) Super Kids!
Cooler Kids

(repeat) Cooler Kids!
Smarter Kids

(repeat) Smarter Kids!

(JOKE): So a couple of clams win a million dollars...Why won't they share it
with their friends?

(ANSWER): Because they're too "shellfish"!



Safer 3 Early Childhood Education Drowning Prevention Program Lesson 4 Safer Response



KEY TERMS		
Safer Response	CPR	Emergency Action Plan
911	First Aid	Danger
Rescue Equipment	Rescue Breathing	Emergency
Ring/Buoy	Rescue Hook	Life Jacket

EARLY GROWTH INDICATORS/LEARNING GOALS

- See accompanied Scope and Sequence (Attachment 1)

RECOMMENDED GRADE LEVELS/TIME:

- Pre-K/K
- 2 Hours

TOPICS

- Introduction to Safer Response and what it means to have an Emergency Action Plan.
- Discuss Rescue Techniques such as CPR and rescue breathing.

OBJECTIVES

After completing the following lesson and activities, students will be able to:

- Explain the concept of Safer Response.
- Understand Key Terms.
- Understand the need for an Emergency Action Plan.
- Understand the importance of having rescue equipment (Phone, Life Jacket, Ring Buoy, Rescue Hook) on hand when children are in an around water.
- Know how to communicate name, address, and problem (nature of the emergency) to an adult when calling 911.

MATERIALS, EQUIPMENT AND SUPPLIES

- Big Book, *The Safer 3 Water Safety Adventure*
- Safer Kids Poster with Gilbert Guppy
- Oral Language Card 6-7 (OLC 6) Reach or Throw, Don't Go! (OLC 7) Rescue Equipment
- Picture-Word Cards (Key Terms)
- Key Terms/Story Vocabulary Posters
- Stick Puppets from Lesson 1
- Activity Pages 13-16 (A13 Family Puppets; A14 To the Rescue; A15, It's an Emergency! A16 Know how to Respond)
- Shoe box to make a swimming pool for puppet play
- Popsicle sticks
- Safer 3 CD; Safer Response Lyrics
- Safer Response Tattoos

MEETING TIME (whole group)

Oral Language and Vocabulary
Phonological Awareness

REVIEW:

- **Draw on previous learning and experience:**
 - **Say:** "Yesterday, we learned about Safer Kids. We talked about some of the ways we can keep children safer around pools and other places there is water by having adult supervision, never swimming alone, taking qualified swim instruction, and following pool rules. Today, we are going to talk about the concept of Safer Response. This includes having an emergency action plan, being prepared for the possibility of a drowning
 - Who knows what to do in case of an emergency?
 - If someone fell into the pool, what would you do?

TOPIC 1

- Explain to students they will be introduced to the concept of Safer Response.
- Explain students will learn what an Emergency Action Plan is. Discuss the importance of being prepared for the possibility of a drowning accident by having rescue equipment on hand when children are in and around the water.

ORAL LANGUAGE AND VOCABULARY:

RESPONDING:



- **Think and Talk**
- **Display Oral Language Card (OLC 6) Reach or Throw, Don't Go!**
 - To begin a discussion, point to each scene and ask questions such as,
 1. Is this a safer way to help someone who has fallen into the water? Why or why not?
 2. Is there another way the person could help without putting him or herself in danger?

RESPONDING:



- **Think and Talk**
- **Display Oral Language Card 7(OLC 7) Rescue Equipment**
 1. Explain to students that there are many different methods of water rescue children can use without placing themselves in danger.
 2. Explain that children should not attempt to jump in and rescue a person unless they are a certified lifeguard or an adult who knows how to swim.
 3. Identify the Life Saving Equipment shown in OLC 7.
 4. Discuss appropriate vocabulary represented in OLC 7.

- **Display Key Terms Poster** (Link new vocabulary to prior knowledge.)

Ask students:

1. What is a plan?
2. Why do you think it's important to have an Emergency Action Plan in place when people are in or around water?
3. What are some things we should do if a non-swimmer falls into the water?
4. Name some examples of life saving/rescue equipment. **(Ring Buoy, Life Jacket, Phone, Rescue Hook, etc.)**

INTERACTIVE PLAY:



- Explain to students that there are many ways to help a non-swimmer who has fallen into the water. Children, specifically children your age (3-6) could get hurt if they try to pull someone out who has fallen in.
- Ask: "What do you think is the best thing for you to do if a non-swimmer falls into the water?" Responses should include the following: Immediately alert an adult, call 911, throw a ring or buoy.

- Puppet Play:

Holding the puppet figures, act out the following, “Get Mom/Dad, Quick!” scene:

Danny: “I’m going to catch you!” (Have stick puppets of the boy and girl chase each other around a pool. (Create a pool out of a shoe-box)

Sally: “You can’t catch me!” “Oops, Oh No, Help!”

Danny: “Sally....Sally!!! Help! Help! On No! I better get Mom/Dad!”
(Danny runs to Mom/Dad worriedly.)

Danny: “Mom! Dad! Come quickly! Sally fell into the pool. She’s drowning!!!”

Mom: “Gasp! Sally! Sally!” (Mom runs over and pulls Sally out of the water.)

Sally: “Cough! Cough! Cough! (Cries) Oh Mom! I was so scared. Cough! I couldn’t breathe!”

Mom/Dad: “It’s a good thing Danny came to get us right away. We’ll go to the doctor to make sure Sally is all right.” (The family drives away. Let the children know that because Danny responded safely, Sally was fine.)

Safer 3 Pals: “When we follow the Safer 3, we remember to follow the pool rules and to never be around water without a supervising adult. Lets talk about some of the mistakes these children made.”

- What did these children do that you would never do?
Answers: Go near the water without a supervising adult; Run near the pool.
- What smart thing did Danny do that helped save Sally?
Answer: Ran as fast as he could and told an adult.

Safer 3 Pals: “It’s a good thing that Danny didn’t try to jump into the pool to try to help Sally or they both could have drowned. It is always best to have an Emergency Action Plan. Danny’s plan to get an adult to help was the best way to help Sally!”

TOPIC 2

- Explain to students they will be learning about some of the Rescue Techniques such as calling 911, administering CPR and rescue breathing.
- It is important our parents get qualified CPR instruction and learn how to respond to an emergency in or around the water.
- Ask:
 1. What is the first thing someone should do if they think someone has drowned?
Answer: Call 911
 2. Who knows what CPR is? Why is it important to know CPR or rescue breathing?
Answer: CPR is a way to help people breathe again who have stopped breathing.

PHONOLOGICAL AWARENESS:

- **Display the Gilbert Guppy, Safer Response Poster**
- **Display Key Terms Poster and Picture Cards**
 1. Name Picture Cards and meaning.
 2. Say a beginning sound and ask students to guess the word you are thinking of.
 3. Ask students to repeat the names of each picture card as they are read aloud.
 4. Ask students to identify objects in the room with similar beginning sounds.

STORY TIME (whole group or small group)

REREADING THE BIG BOOK

- Display Big Book, *The Safer 3 Water Safety Adventure*
- Tell students they are going to continue to read *The Safer 3 Water Safety Adventure*
- Explain students will be learning about Gilbert Guppy and Safer Response.
- Introduce Story Vocabulary and display Story Vocabulary Poster:

STORY VOCABULARY		
Knowing	Gut Feeling	Response

- Ask students if they remember what to do when the friends' names are mentioned:
 - 'Sammy Starfish' wiggle your fingers; 'Gilbert Guppy' rub your "Guppy Gut"; 'Timmy Tadpole' twinkle your nose; etc.
- Play Audio Track 8.
- Ask students to follow along as this portion of the story is read aloud. (Page 18)
- Play Audio Track 9. Display the Lyrics. Encourage students to sing along and move to the music. Emphasize the chorus..."Kids are better off when we learn the safer response."

MODELING COMPREHENSION:

- Briefly review the vocabulary with students.
- If students have difficulty understanding the vocabulary, demonstrate each action or display using things from real life. Provide examples of how to use the words.
 - For example...On this page Gilbert Guppy has a funny feeling in his tummy called a “Gut Feeling.” (Show illustration displayed in the Big Book) Let’s say the word together...Gut Feeling. Has anyone ever had a feeling like this?
- Ask the students: What is Gilbert Guppy doing? What power did he gain?

RESPONDING:



- **Think and Talk**
 1. Ask the students to retell what happened in this portion of the story. Ask students to share what happened to Gilbert Guppy. (He knew when children were in danger anywhere in the world)
 2. Have children take turns and share if they would like to have this power.
 3. Have students describe ‘Safer Response’ and what it means to have a plan.
 4. Listen to Audio Track 7 again and review the lyrics. Ask students to name some things that they should have in their Emergency Action Plan? (Phone by the pool, Adult Supervision, Life Saving Equipment)

CENTER TIME (small group)

Managing Centers: Establish a routine with students to make their Center Time play productive and organized (You may opt to keep previous Center Time activities throughout the week or rotate through the Topic-Specific activities below).

1. **Plan** (Model activities in each center, giving students the choice of where they will work, help students plan center activities.)
2. **Engage** (Ask open-ended questions, observe student behavior.)
3. **Reflect** (Ask students to reflect on what they did and learned.)

Listening Center



- As students listen to *The Safer 3 Water Safety Adventure* book, ask them to follow along, tracking from left to right. (Audio Tracks 8-9)
- Ask students to discuss Safer Response and what they would do if a non-swimmer fell into the water.
- Complete Activity 14 (A14) To the rescue.

Science

- Display **Float or Sink** Science Connection Activity displayed previously.
- Expand the Float/Sink activity to include an understanding of life jackets and how they are used to help non-swimmers and those in danger float.
- Display several different items for students to predict, then test whether the items will float or sink.
- Ask students to record their new results on Activity 10 (A10) Float or Sink.

Math

- Display Activity 15 (A15) It's an Emergency
- Ask students to identify the emergency number they should call in case there's an emergency and someone gets badly hurt.
- Ask students to complete Activity 15 (A15) writing the numbers 911 in the correct order and place.

Writing

- Display Activity 16 (A16) Know How to Respond.
- Have students discuss the proper way to respond to an emergency over the phone after calling 911.
- Assist students in writing their name, address, and nature of the emergency to help better prepare them for an Emergency Response.

Dramatic Play

- Display puppets and mock swimming pool. Encourage students to use the puppets to demonstrate safer response to water emergencies.

CIRCLE TIME (whole group)

- Play Audio Track 9 - Safer Response
- Have students sing and dance along to the chorus using hand and body movements.

WRAP-UP/WRITING ACTIVITY (whole group)

SHARED WRITING

- Ask students what they learned today.
 1. What is a Safer Response?
 2. What should be included in an Emergency Action Plan?
 3. What number should you call in case of an emergency?
 4. Write a list of responses.
 5. Read the list aloud.
- Encourage students to use the vocabulary they learned. Refer to Key and Story Vocabulary Posters.



Review Topic 1:

- An Emergency Action Plan is a plan in place that helps prepare you and adults in case of an emergency in or around the water. Being prepared for the possibility of a drowning incident is very important. Always have rescue equipment on hand when children are in and around the water.

Review Topic 2:

- Some of the Rescue Techniques we learned about include running for help, calling 911, having an adult who has been trained administer CPR and rescue breathing. It is important our parents get qualified CPR instruction and learn how to respond to an emergency in or around the water.

CLOSE THE DAY

- Say: "Tomorrow we'll be completing our Safer 3 lessons, finishing the story and putting all of our new pals together. We will review Safer Water, Safer Kids, and Safer response, so that we can reduce the risk of Drowning."

DIFFERENTIATED INSTRUCTION

OPTIONS FOR YOUNGER STUDENTS

- Retell the story to students in your own words using pictures, dramatic play, etc.
- Create a shorter version of the text (story) or break the story up into shorter chunks.
- Ask older students to share what they've learned with younger students.

CHALLENGE

- Ask students to retell the story as he/she pages through the text.
- Write Know How to Respond independently on Activity Sheet 16 (A16).
- Write/Read Key Terms

ENRICHMENT SUPPORT

- Use target vocabulary to reinforce student's work. (For example, "You are looking at life saving/rescue equipment. This is a Rescue Hook. Let's say Rescue Hook Together")
- Use simple and short sentences.

ENGLISH LANGUAGE LEARNERS

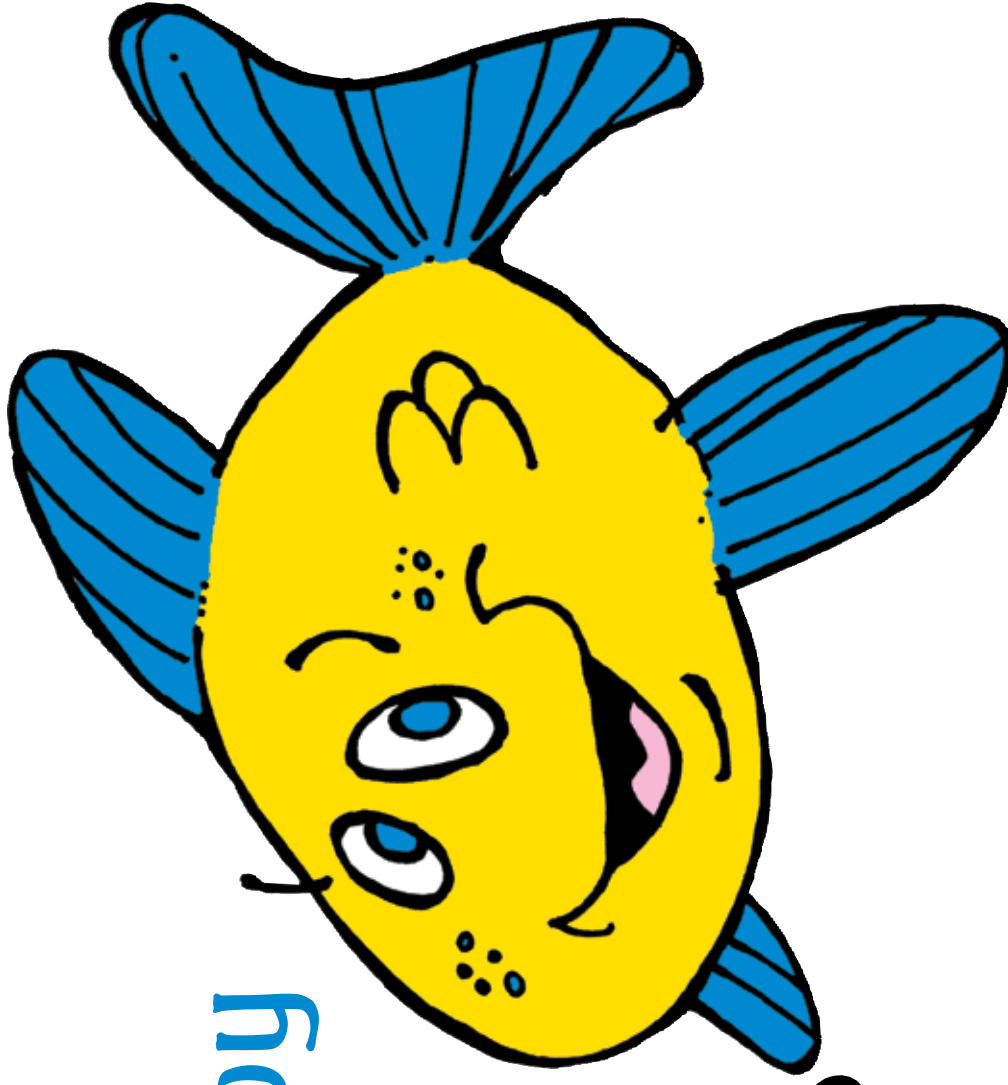
- Present content in multiple ways using alternative processes.
- Accompany text with video, audio, PowerPoint, interactive whiteboards, the Internet or overhead projectors. (Use whatever combination you can think of to enhance the content and reinforce it for second language students.) The more ways students can hear the message, the louder and more comprehensible it will become to them.
- Provide hands-on manipulatives using learning aids, specifically in the center activities. Allow students to demonstrate their ideas to other students in groups or paired as buddies.
- Display page 18 of The Safer 3 Water Safety Adventure book and discuss the illustrations. Prompt students to tell you what they see. Encourage them to use as many action words as they can.
- Some English language learners might not be familiar with science/math vocabulary (Float/Sink and order). Demonstrate each and ask students to demonstrate their understanding.
- Provide them with some one-on-one guidance, such as pairing them with students who can speak English.

HOME SCHOOL CONNECTION

- Send home the Safer Response lyrics so families can learn and sing together.
- Encourage parents to review the "Know How to Respond" Activity 16 (A16) with their child. Post A16 by the phone in case of an emergency.

Gilbert Guppy

says...



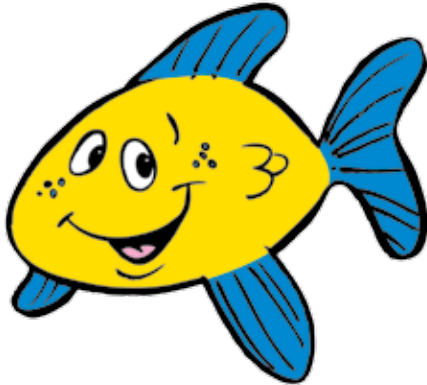
Safer Response

Learn and renew CPR, first-aid and rescue techniques through ongoing certification courses. Keep an emergency action plan, rescue equipment and phone by the pool at all times.



Key Terms Picture/Word Cards

Safer Response



CPR



Emergency Action
Plan



911



Dangers



First Aid



Rescue Equipment



Rescue Breathing



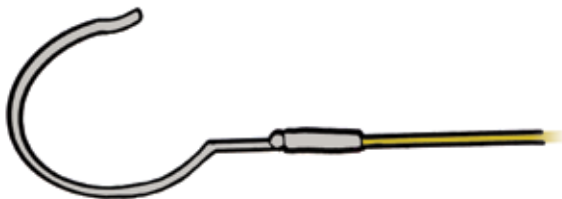
Emergency



Ring/Buoy



Rescue Hook



Life Jacket



KEY TERMS

Safer Response	CPR	Emergency Action Plan
911	First Aid	Danger
Rescue Equipment	Rescue Breathing	Emergency
Ring/Buoy	Rescue Hook	Life Jacket

STORY VOCABULARY

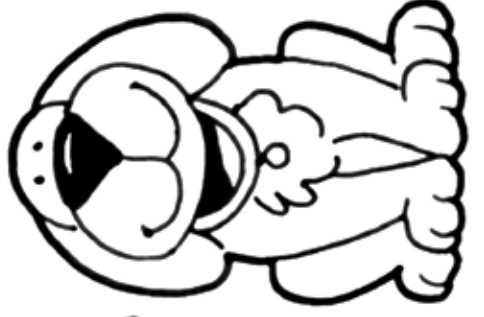
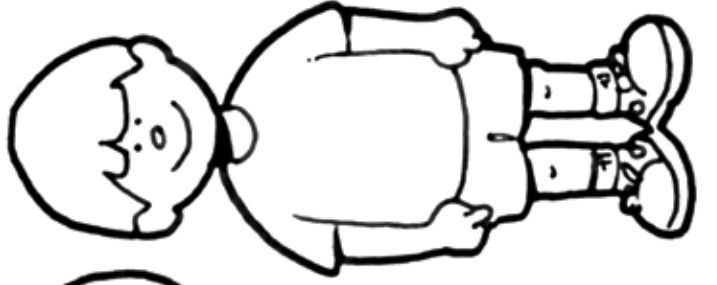
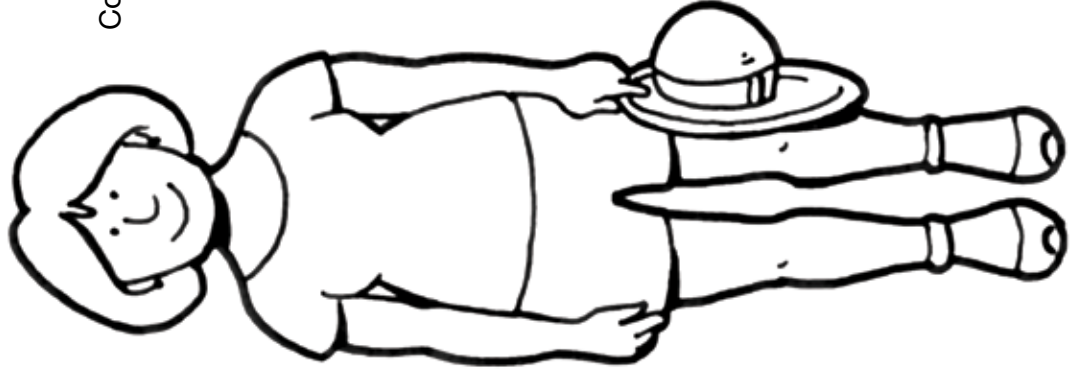
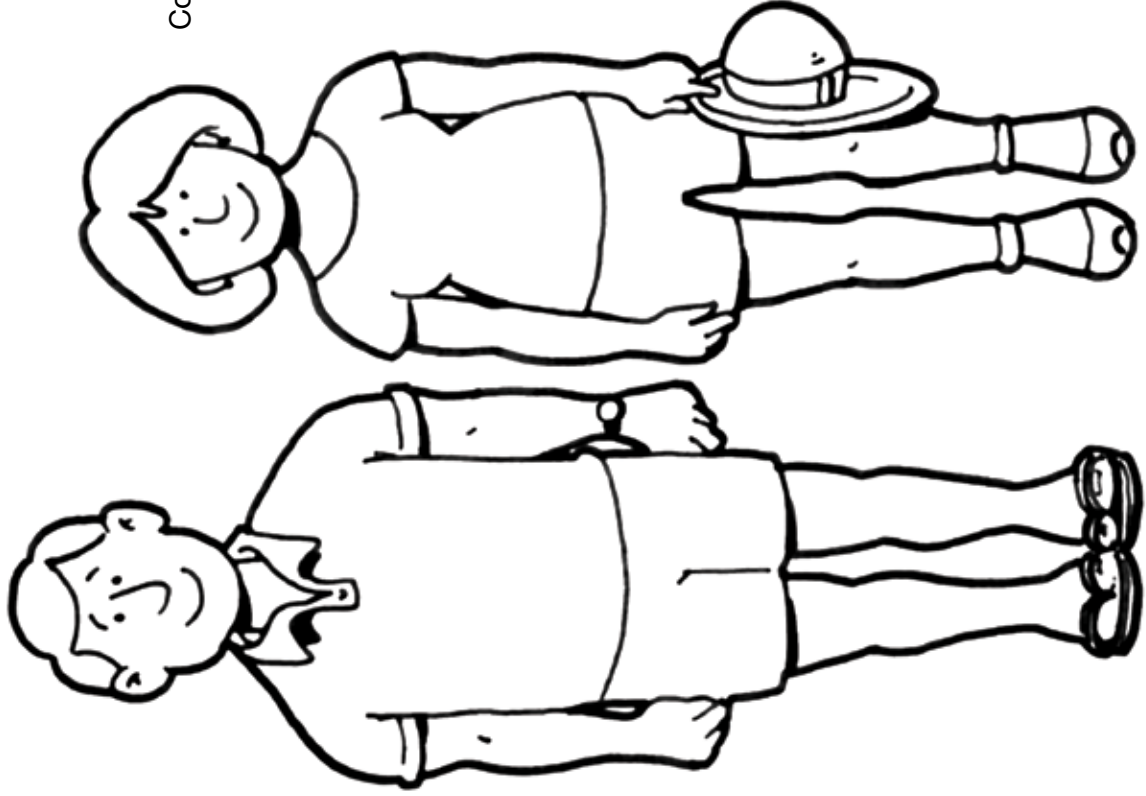
Knowing

Gut Feeling

Response

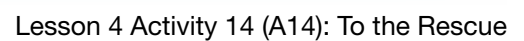
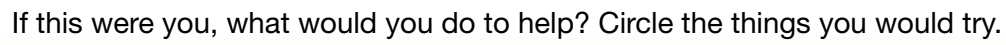
Name: _____

Activity 13 Family Puppets



Color and cut out the family members below and paste on a popsicle stick.
Use the characters for Puppet Play and Center Activity: Dramatic Play

Activity 14
To the Rescue



Name: _____

Activity 15 It's an Emergency

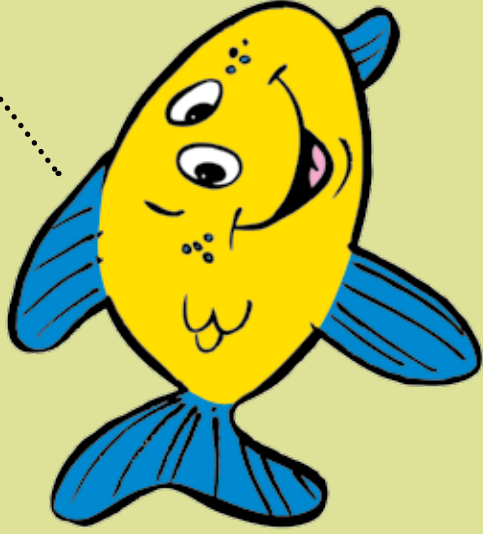


Write the number to call in case of an emergency. Write the numbers in the blocks below:

--	--	--



Reach or Throw, Don't Go!



Name: _____

Activity 16 Know How to Respond



Be prepared in case of an emergency and know how to respond in case you need to call 911. Fill in your information below and post it next to your phone at home. Practice responding to an emergency with an adult.

My name is: _____

I live at: _____

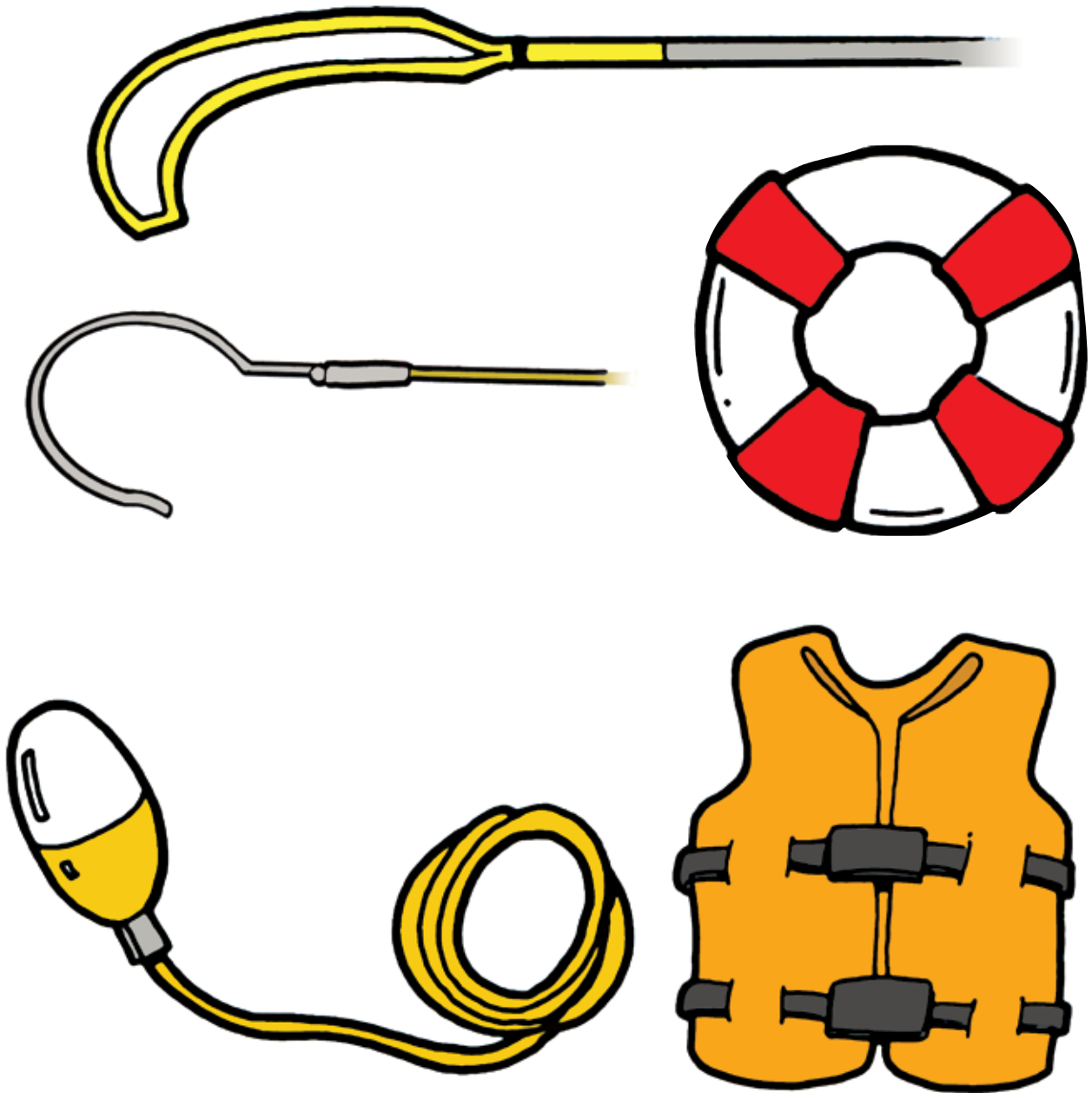
My phone number is: _____

My emergency is: _____

Oral Language Card 7 Rescue Equipment



Essential life-saving rescue equipment for any pool includes a rescue hook, a life ring with a rope, throw rope, and a life jacket.



Lyrics

Safer Response



Safer Response,
is about first aid.

And it's about gettin' there quick and somebody savin' the day.
It's about havin' a plan, and followin' through
And learnin' that CPR so you'll know what to do.
When the kids are in need, and you're under the gun
The first thing you should do is hurry up and dial 911.
Don't waste your time, there's not a minute to spare.
You got to resuscitate until somebody else gets there.
Now everybody thinks it'll be alright, 'cause it won't happen to them,
But last year it happened a thousand times,
So I think ya' better think again,
There's a lot to learn so don't delay.
Find a certified instructor who can teach you today,
'Cause kids are better off when we learn the **Safer Response.**

(Key Change)

Everybody thinks it'll be alright, 'cause it won't happen to them,
but last year it happened a thousand times,
So I think ya' better think again.
There's a lot to learn so don't delay. Find a certified instructor who can
teach you today.
'Cause kids are better off when we learn the **Safer Response.**
Ah, kids are better off when we learn the **Safer Response.**
Lives won't get lost if we learn the **Safer Response.**



Safer 3 Early Childhood Education Drowning Prevention Program Lesson 5 Culmination



KEY TERMS (Review)		
Safer Water	Safer Kids	Safer Response
Unauthorized Entry	Active Supervision	Emergency Action Plan
Barriers	Qualified Swim Instruction	911
Protection	Proper Behavior	CPR

EARLY GROWTH INDICATORS/LEARNING GOALS

- See accompanied Scope and Sequence (Attachment 1)

RECOMMENDED GRADE LEVELS/TIME:

- Pre-K/K
- 2 Hours

TOPICS:

- Review of the Safer 3.
- Bringing it all together.

OBJECTIVES

After completing the following lesson and activities, students will be able to:

- Compare and contrast the concept of the Safer 3 (Safer Water, Safer, Kids, Safer response).
- Understand and sort Key Terms.
- Restate the concept of the Safer 3 in their own words.
- Create Water Watcher tags for parents/guardians
- Be familiar with and tour a local swim school facility.

MATERIALS, EQUIPMENT AND SUPPLIES

- Big Book, *The Safer 3 Water Safety Adventure*
- Safer Kids Logo Poster, Sammy Starfish Safer Water poster, Timmy Tadpole Safer Kids poster and Gilbert Guppy Safer Response poster.
- Picture-Word Cards (Key Terms)
- Key Terms/Story Vocabulary Posters
- Activity Pages 17-19 (A17 Patterns with the Safer 3; A18 Sequencing; A19 Water Watcher Tags)
- Safer 3 CD; Safer 3 Lyrics
- Safer 3 Certificate and Activity Review Sheet
- Activity Book

MEETING TIME (whole group)

Oral Language and Vocabulary

Phonological (sound structure) Awareness

REVIEW:

- Draw on previous learning and experience:
 - Say: “Yesterday we learned about Safer Response. We talked about having an emergency action plan and being prepared for the possibility of a drowning accident. Today we are going to review and put everything we learned together.

TOPIC 1

- Explain to students they will be reviewing the Safer 3.

ORAL LANGUAGE AND VOCABULARY:

RESPONDING:



- **Think and Talk**
- **Display Safer 3 Logo Poster and Themed Character Posters**
- To begin a discussion, point to each poster and ask questions such as,
 1. Who remembers what the Safer 3 is?
 2. Who are each of the characters and what do they do?
 3. What do we need to remember about Safer Water?
Say: “An unfenced or uncovered pool is an unsafe pool.”
 4. What do we need to remember about Safer Kids?
Say: “Its not cool to be alone near a pool.”
 5. What do we need to remember about Safer Response?
Say: “Have a plan and know what to do should an emergency occur.”

PHONOLOGICAL AWARENESS:

- **Display Key Terms Poster and Picture Cards** (Review Key Terms. • Link to prior lessons.)
 - Ask students to repeat words as you read them aloud, emphasizing the beginning sounds of each.
 - Display Picture-Word cards. Ask students to sort the words into the correct Safer 3 categories.

TOPIC 2

- Explain to students they will be putting what they have learned about the Safer 3 together.

STORY TIME (whole group or small group)

REREADING THE BIG BOOK

- Display Big Book, *The Safer 3 Water Safety Adventure*
- Tell students they are going to continue to read *The Safer 3 Water Safety Adventure*
- Explain students will be completing the book and learning about how the Safer 3 work together to help keep kids safer and reduce the risk of drowning.
- Introduce Story Vocabulary and display Story Vocabulary Poster:

STORY VOCABULARY		
Whooshed	Surfed	Shore
Megaphone	Prevent/Preventable	Water Watcher
Stumbled	Zeal	Stranded

- Encourage students to use the hand motions they were previously taught when the friends' names are mentioned:
 - 'Sammy Starfish' wiggle your fingers; 'Gilbert Guppy' rub your "Guppy Gut; 'Timmy Tadpole' twinkle your nose; etc.
- Play Audio Track 10.
- Ask students to follow along as this portion of the story is read aloud. (Page 19-22)
- Play Audio Track 11. Display the Lyrics. Encourage students to sing along and move to the music. Emphasize the chorus..." Safer Water, fence the pool. Shut the gate! Yeah, man, dat's cool. Safer Kids and wiser, too. Teach them to swim & teach them the rules. Safer Response - learn first aid. Rescue the kids and resuscitate."
- Play Audio Track 12.
- Ask students to follow along as this portion of the story is read aloud. (Page 23-33)

MODELING COMPREHENSION:

- Briefly review the vocabulary with students.
- If students have difficulty understanding the vocabulary, demonstrate each action or display using things from real life. Continue to provide examples of how to use the words.
- Ask the students to distinguish between fantasy and reality. Ask:
 1. “The Safer Pals were given special powers by the Mermaid Queen. Do you think this is real or make-believe?”
 2. The Mermaid Queen made it so that the Pals could live outside of the ocean to help teach about the Safer 3 and prevent drowning. Do you think this is real or make-believe?”
 3. Is it important to follow the Safer 3? Is Drowning a real or make-believe danger?”

RESPONDING:



- **Think and Talk**
 1. Ask the students to retell what happened in this portion of the story.
Ask students to share what happened to the little girl.
 2. Have children take turns and share the mistakes they think the little girl and her parents made.
 3. What did the Safer 3 do to help prevent the little girl from drowning?
 4. Listen to Audio Track 11 again and review the lyrics.
 - Ask students to review each of the Safer 3.
 - Have students promise to teach their families about the Safer 3 just like the Water Pals taught the family in the story.

CENTER TIME (SMALL GROUP)

Managing Centers: Establish a routine with students to make their Center Time play productive and organized (You may opt to keep previous Center Time activities throughout the week or rotate through the Topic-Specific activities below).

1. **Plan** (Model activities in each center, giving students the choice of where they will work, help students plan center activities.)
2. **Engage** (Ask open-ended questions, observe student behavior.)
3. **Reflect** (Ask students to reflect on what they did and learned.)

Listening Center

- As students listen to The Safer 3 Water Safety Adventure book, ask them to follow along, tracking from left to right. (Audio Tracks 10-12)
- Ask students to discuss the Safer 3 and how all of the Pals work together to help reduce the risk of drowning.

Math

- Display Activity 17 (A17) Water Pal Patterns
- Ask students to identify the pattern and determine what shape comes next.
- Ask students to complete Activity 17 (A17) cutting out the correct shape and pasting in in the correct place.

Literacy

- Display Activity 18 (A18) Water Pal Sequencing
- Ask students to discuss the Safer 3 and sequencing the Pals in the order in which they learned about them. (Discuss terms: First, Next, Last)
- Ask students to complete Activity 18 (A18) placing the words First, Next, and Last under the correct Water Pal. (Relate the words First, Next, and Last to the numbers 1, 2 and 3)

Vocabulary

- Read Key Terms and ask students to repeat the words orally.
- Have students sort the Key Terms into the correct Safer 3 category.

Art

- Display Activity 19 (A19) Water Watcher
- Ask students to color and cut out the Water Watcher tags.
- Glue or staple Water Watcher tags to yarn/lanyard
- Encourage students to share with their families the importance of adult supervision in and around the water. When children are swimming, an adult who knows how to swim should wear the Water Watcher Tag, letting everyone know he/she is the supervising adult.

CIRCLE TIME (whole group)

- Play Audio Track 11 - Safer 3
- Have students sing and dance along to the chorus using hand and body movements.

WRAP-UP/WRITING ACTIVITY (whole group)

SHARED WRITING



- Ask students what they learned today.
 1. How do the Safer 3 work together to help reduce the risk of drowning?
 2. Write a list of responses.
 3. Read the list aloud.
- Encourage students to use the vocabulary they learned. Refer to Key Terms and Story Vocabulary Posters.

Review Safer Water:

- The best way to prevent young children from drowning is to use physical barriers to keep them away from water.
- Whenever children are around any source of water (such as pools, rivers, lakes, bath tubs, toilets and even buckets of water), adults must provide constant and active supervision.
- You can stay safer and help keep other children safer by recognizing dangerous water situations.
- If you recognize a dangerous water situation, you should stay away and tell an adult so he or she can fix the dangerous water situation.

Review Safer Kids:

- Swimming alone is dangerous. You never know what may happen so it is always wise to swim with a buddy in an area supervised by a responsible adult.
- Developing swim skills through on-going and qualified instruction (Swimming Lessons) is important.
- Proper behavior in and around the water is important. Following pool rules will help ensure you are safer.

Review Safer Response:

- An Emergency Action Plan is a plan in place that helps prepare you and adults in case of an emergency in or around the water. Being prepared for the possibility of a drowning incident by having rescue equipment on hand when children are in and around the water is very important.
- Some of the Rescue Techniques we learned about include running for help and calling 911. It is important our parents get qualified CPR instruction and learn how to respond to an emergency in or around the water.
- We should never jump in the water to try to help someone who has fallen in. We should always run/call for help.

CLOSE THE UNIT

CULMINATING ACTIVITY

- Tour a local swim school and meet with a qualified swim instructor and/or lifeguard.
- Review the Safer 3: Identify the barriers, rescue equipment, posted pool rules, and Emergency Action Plan.
- Ask swim instructors to demonstrate a swim lesson
- Ask swim instructors/supervising adults what they would do in case of an emergency.
- Provide students with the “I am Safer 3 Aware” certificate.

DIFFERENTIATED INSTRUCTION

OPTIONS FOR YOUNGER STUDENTS

- Retell the story to students in your own words using pictures, dramatic play, etc.
- Create a shorter version of the text (story) or break the story up into shorter chunks.
- Ask older students to share what they've learned with younger students.
- Break materials and concepts up into smaller and shorter chunks.
- Repeat and demonstrate.

CHALLENGE

- Ask students to retell the story as he/she pages through the text. Ask students to restate the concepts in their own words and share with a buddy
- Write/Read Key Terms

ENRICHMENT SUPPORT

- Use target vocabulary to reinforce student's work.
- Demonstrate using realia and dramatization.
- Use simple and short sentences.

ENGLISH LANGUAGE LEARNERS

- Present content in multiple ways using alternative processes.
- Accompany text with video, audio, PowerPoint, interactive whiteboards, the Internet or overhead projectors. (Use whatever combination you can think of to enhance the content and reinforce it for second language students.) The more ways students can hear the message, the louder and more comprehensible it will become to them.
- Provide hands-on manipulatives using learning aids, specifically in the center activities. Allow students to demonstrate their ideas to other students in groups or paired as buddies.
- Prompt students to tell you what they see when looking at illustrations. Encourage them to use as many action words as they can.
- Some English language learners might not be familiar with content specific vocabulary. Demonstrate each and ask students to demonstrate their understanding.
- Provide students with some one-on-one guidance, such as pairing them with students who can speak English fluently.

HOME SCHOOL CONNECTION

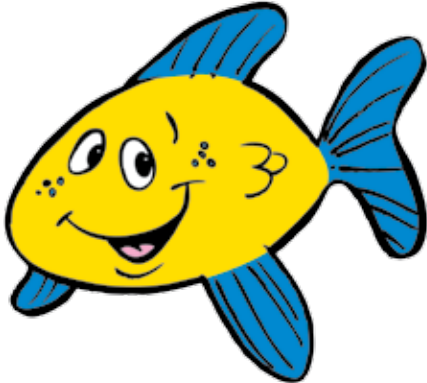
- Send home the Safer 3 Lyrics, Certificate and Activity Book so families can sing and learn together.
- Encourage students to share the Water Watcher Tags with their parents and to review the importance of having active adult supervision when children are in or around the water.

Key Terms

Picture/Word Cards



Safer Response



CPR



Emergency Action Plan



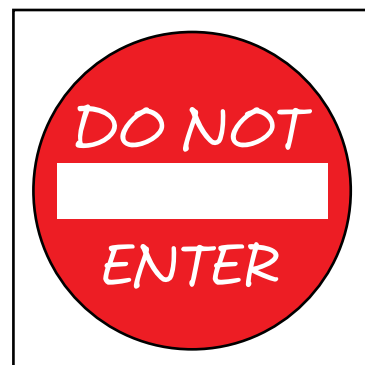
911



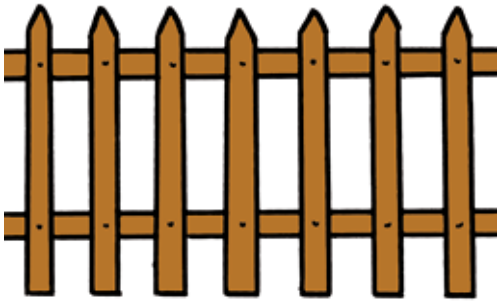
Safer Water



Unauthorized Entry



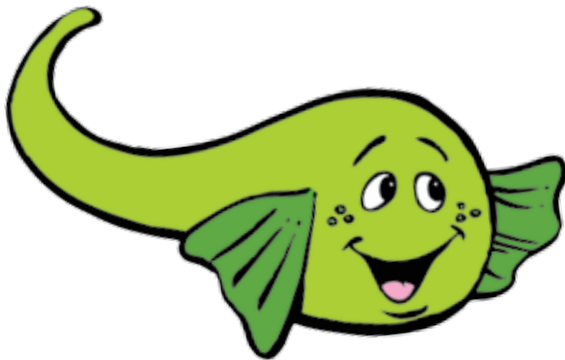
Barriers



Protection



Safer Kids



Active Supervision



Swim Instruction



Proper Behavior



KEY TERMS

Safer Water	Safer Kids	Safer Response
Unauthorized Entry	Active Supervision	Emergency Action Plan
Barriers	Qualified Swim Instruction	911
Protection	Proper Behavior	CPR

STORY VOCABULARY

Whooshed	Surfed	Shore
Megaphone	Prevent/ Preventable	Water Watcher
Stumbled	Zeal	Stranded



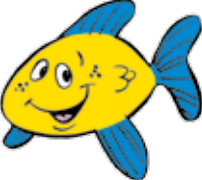

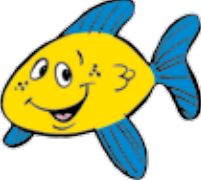
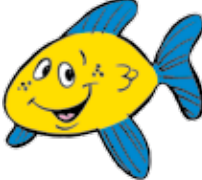


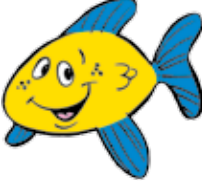









Name: _____

Activity 17

Patterns with the Safer 3



Find the pattern. Draw which Water Pal comes next.

Name: _____

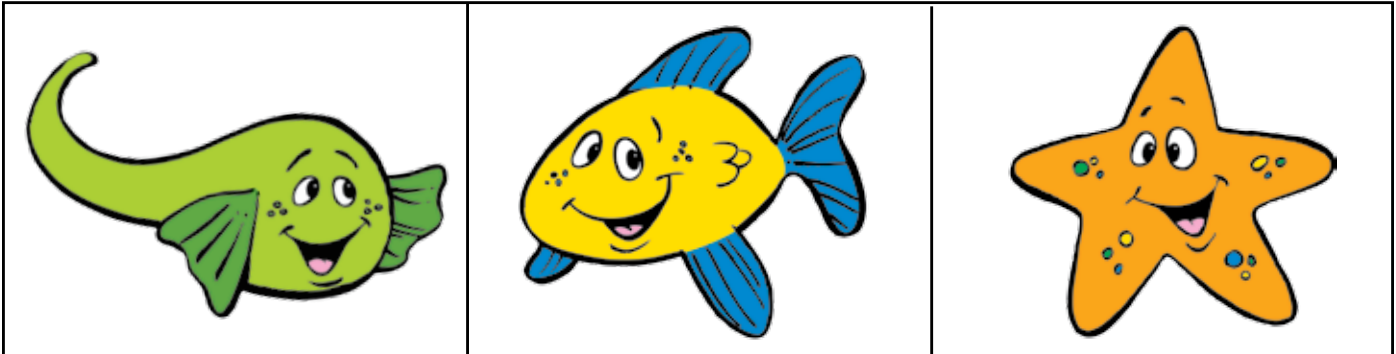
Activity 18

Sequencing with the Safer 3

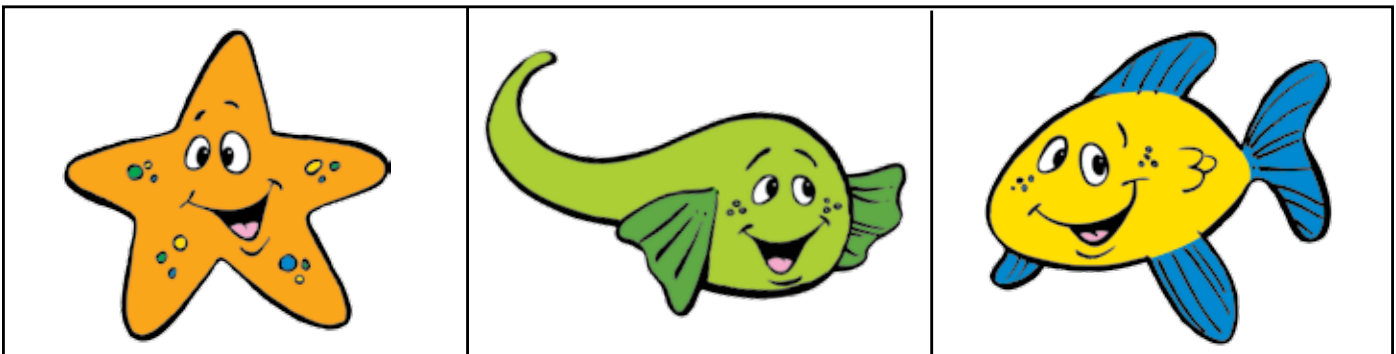


First Next Last

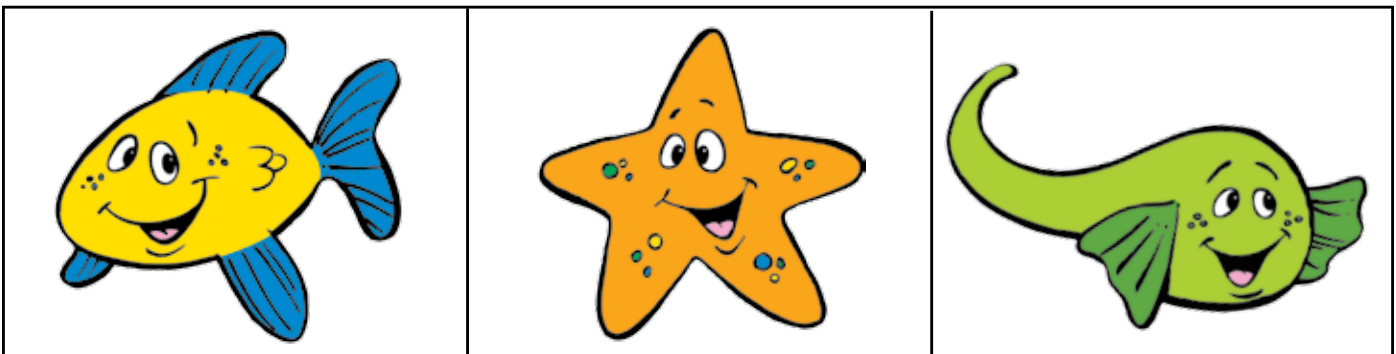
Circle which Water Pal we learned about FIRST?



Circle which Water Pal we learned about NEXT?



Circle which Water Pal we learned about LAST?

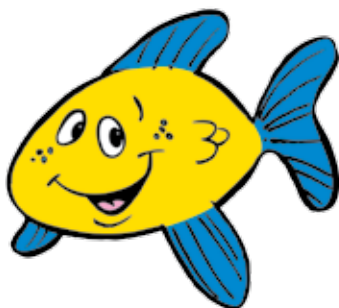
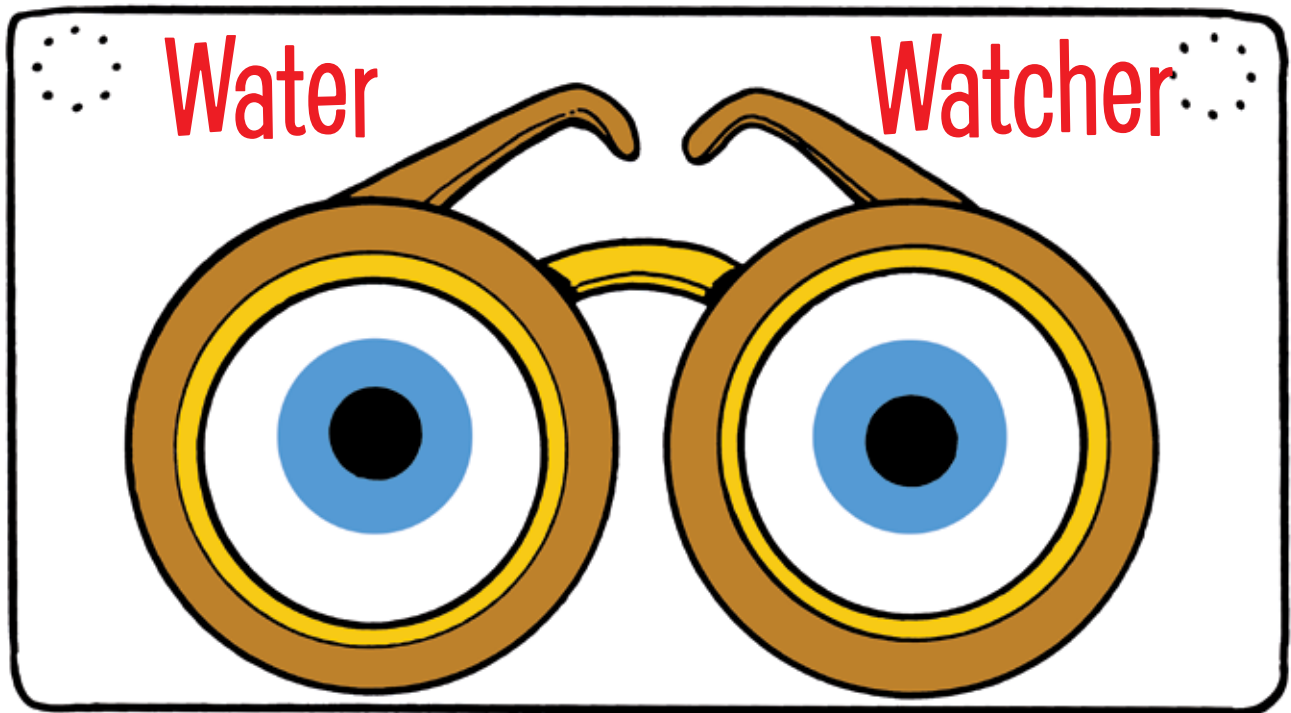
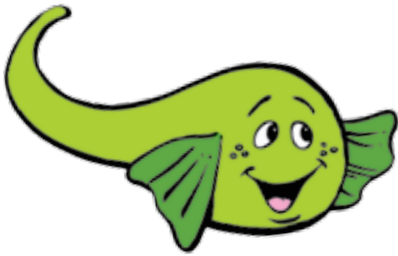


Name: _____

Activity 19 Water Watcher Tag



Color and cut out the Water Watcher Tag below.
Attach the tag to a string or lanyard and give to your parents.
Teach your parents about active supervision and encourage them to wear
the tag whenever children are in or around water.



Lyrics Safer 3



If your kids love to play in the water, and they love to swim in the sea, or if they keep cool in the neighborhood pool, then you've got to learn the

Safer Three!

(Chorus)

Safer Water, fence the pool.
Shut the gate! Yeah, man, dat's cool.

Safer Kids and wiser, too.
Teach them to swim & teach them the rules.

Safer Response - learn first aid.
Rescue the kids and resuscitate.

Now you know the **Safer Three**
come sing along with me!
"Everybody, now!"
Safer Water, fence the pool.
Shut the gate! Yeah, man, dat's cool.

Safer Kids and wiser, too.
Teach them to swim & teach them the rules.

Safer Response learn first aid.
Rescue the kids and resuscitate.

Now you know the **Safer Three**.
Come swim along with me!
Now you know the **Safer Three**.
Come swim along with me!



Safer 3 Early Education Drowning Prevention Program Scope and Sequence

Learning Goals	Lesson				
	1	2	3	4	5
LITERACY AND LANGUAGE DEVELOPMENT					
Phonological Awareness					
Becomes familiar with nursery rhymes and rhyming songs	X	X	X	X	X
Identifies spoken words as same or different				X	
Identifies oral rhymes	X	X	X	X	
Blends, segments, claps syllables					
Produces oral rhymes	X				
Listens for beginning sound	X		X	X	
Matches/produces words with same beginning sound. Isolates beginning sound	X	X	X	X	
Blends onset and rhyme					
Blends two phonemes					
Comprehension					
Makes and confirms predictions	X		X	X	
Makes connections using illustrations/photos, prior knowledge, real-life experiences	X	X	X	X	X
Notes details	X			X	X
Makes inferences	X	X		X	
Draws conclusions	X	X		X	
Identifies sequence of events	X				X
Recognizes story structure: Characters, setting	X				
Compares and contrasts				X	
Distinguishes between fiction and nonfiction					X
Determines cause and effect	X	X	X	X	
Categorizes and classifies. Recognizes story structure: Beginning, middle, and end	X				
Distinguishes between fantasy and realism					X
Recognizes story structure: Plot					

Safer 3 Early Education Drowning Prevention Program Scope and Sequence

Learning Goals	Lesson				
	1	2	3	4	5
Comprehension (Continued)					
Recognizes main idea	X	X	X	X	
Predicts outcomes	X		X	X	
Uses props to convey meaning	X		X	X	X
Follows directions		X		X	X
Retells story in sequence	X	X		X	X
Identifies recurring themes across works					X
Identifies rhyme, rhythm, and repetition in poems					
Identifies, retells important facts from an informational text	X	X	X	X	X
Oral Language and Vocabulary					
Uses newly learned vocabulary on multiple occasions and in new contexts	X	X	X	X	X
Identifies a wide variety of objects through receptive language	X	X	X		X
Names, describes actual or pictured objects	X	X	X	X	X
Shows a steady increase in listening and speaking vocabulary		X			
Derives meaning from non-verbal and verbal cues					
Identifies the source of environmental sounds	X				X
Expresses familiar routines, tells simple personal narratives or memories	X	X	X	X	
Identifies the meaning of content-specific vocabulary	X	X	X	X	X
Interprets illustrations, simple charts, webs	X	X	X	X	X
Uses position words					
Uses sensory words					
Uses temporal words					
Follows directions		X		X	X
Begins to understand simple multiple-meaning words, homonyms, synonyms, antonyms					
Begins to understand naming words, action words, describing words	X			X	

Safer 3 Early Education Drowning Prevention Program
Scope and Sequence

Learning Goals	Lesson				
	1	2	3	4	5
Oral Language and Vocabulary (Continued)					
Speaks in complete sentences with subject/verb agreement					X
Experiments with using more complex grammar and parts of speech					
Speaks in large/small groups, formal/informal settings	X	X	X	X	X
Listens to and engages in sustained conversation (five or more exchanges)			X	X	X
Book/Print Awareness					
Makes connections between oral language and print	X	X	X	X	
Shows where reading begins on a page	X				
Demonstrates directionality in print	X	X			
Distinguishes between print and illustrations	X			X	
Recognizes print forms in the environment	X		X	X	X
Develops understanding of different functions of print					
Distinguishes letters from numbers					
Identifies role of author and illustrator					
Recognizes print features of informational texts	X		X	X	
Recognizes graphic aids of informational texts			X		X
Identifies use of informational text	X		X		X
Identifies and explains how the title contributes to meaning	X				
Demonstrates the proper use and care of books		X			
Points out front cover and first, middle, and end pages of a book	X				
Understands that letters form words		X			
Understands that words are separated by spaces					
Counts words in a sentence					
Recognizes favorite books by the covers					

Safer 3 Early Education Drowning Prevention Program
Scope and Sequence

Learning Goals	Lesson				
	1	2	3	4	5
Writing, Written (Continued)			X		
Generates content and topics for writing					
Contributes to a shared writing	X	X	X	X	X
Writes five or more recognizable upper- or lowercase letters or numbers					
Writes for specific and varied purposes			X	X	
Fluency					
Listens daily to fluent and expressive formal and informal texts	X	X	X	X	X
Progresses in clarity of pronunciation					
Speaks with appropriate volume, intensity, and tone		X			
Recites with expression and rhythm	X	X	X	X	X
MATH					
Geometry and Spatial Sense					
Recognizes, names, describes, compares, combines shapes and solids	X	X			
Understands and describes position, direction, distance		X			
Demonstrates an awareness of symmetry					
Builds understanding of size as related to space		X			
Makes connections between 2-D and 3-D forms					
Constructs and sorts solid shapes and forms	X				
Patterns					
Reproduces patterns of sound and physical movement					
Reproduces simple patterns of concrete objects					X
Predicts what comes next to extend a pattern					X
Creates simple repeating patterns					X
Time Concepts					
Uses language associated with time in everyday situations					

Safer 3 Early Education Drowning Prevention Program Scope and Sequence

Learning Goals	Lesson				
	1	2	3	4	5
Time Concepts (Continued)					
Begins to categorize time intervals					
Uses and compares temporal terms					
Measurement					
Explores the use and meaning of currency and coins					
Examines, manipulates, and identifies familiar U.S. coins					
Measures length of objects					
Explores the concept of capacity					
Explores the weight and mass of objects					
Explores using standard and non-standard measures for length, area, weight		X			
Estimates length, size, distance, time		X			
Compares size, length, capacity, weight in natural situations		X			
Names standard tools for measuring time, temperature, length, capacity, weight					
Classification and Data Collection					
Compares and contrasts objects	X	X	X	X	
Sorts objects and explains how the sorting was done	X		X	X	
Uses charts and graphs	X		X		
Numbers and Operations					
Counts by ones to ten or higher (by rote)	X	X			
Compares numbers of objects using language	X				
Uses one-to-one correspondence to arrange and compare sets					
Counts and builds sets of one to five objects	X				
Counts concrete objects to five or higher		X			X
Understands that numbers always represent the same quantity	X				X
Identifies first, middle, and last in a series					

Safer 3 Early Education Drowning Prevention Program Scope and Sequence

Learning Goals	Lesson				
	1	2	3	4	5
Numbers and Operations (Continued)					
Uses ordinal numbers from first to fifth					
Recognizes numerals 1 through 5					
Recognizes and describes the concept of zero					
Matches a numeral to a set of 1 to 5					
Recognizes numerals through 10				X	X
Explores the concept of whole, parts, and parts that make a whole					
Uses numbers to predict, estimate, and make realistic guesses	X		X		
Combines and separates sets of objects to create a new set					
Names “how many” are in a group of up to three objects without counting					
Recognizes numbers in the environment				X	X
Problem Solving					
Explores and solves a simple, orally presented problem				X	
Identifies the question in the problem		X	X		
Decides if enough information is present to solve the problem					
Makes a step-by-step plan to solve a problem					
Selects and applies a strategy			X		
Identifies alternative ways to solve a problem					
Reasoning					
Uses and explains/supports reasoning			X	X	
Makes, tests generalizations			X		
Supports or refutes mathematical statements or solutions					
Communication					
Uses multiple representations to express concepts or solutions					
Expresses mathematical ideas orally and with concrete materials	X				

Safer 3 Early Education Drowning Prevention Program Scope and Sequence

Learning Goals	Lesson				
	1	2	3	4	5
SCIENCE					
Science Processes					
Recognizes that everyone can do science and invent things			X		
Observes, describes, and uses safe tools and procedures					
Asks questions about and investigates objects, events, and organisms			X	X	
Uses senses to investigate objects, events, organisms					
Describes observations and records events			X	X	
Recognizes, identifies, and describes changes in his/her environment					
Compares and contrasts data		X	X	X	
Sorts objects and organisms into groups and describes organization					
Science Concepts					
Describes how offspring are like their parents					
Describes sequences and patterns found in nature					
Identifies animals and plants as living things					
Recognizes that living things have similar needs for water, food, and air					
Expands knowledge and respect for own body and the environment					
Applies understanding of life cycles to plants and animals					
Observes, describes and compares soils, rocks and water	X	X	X	X	X
Identifies and describes the sun, moon, and stars					
Observes and describes weather and how it changes					
Describes how sun affects temperature of land, air and water					
Explores concepts about air				X	
Considers the impact of seasons on people and animals					
Observes and describes various ways that objects move					
Identifies and describes the change in direction of an object					

Safer 3 Early Education Drowning Prevention Program
Scope and Sequence

Learning Goals	Lesson				
	1	2	3	4	5
Science Concepts (Continued)					
Identifies sounds made by objects					
Explores what things are made					
Observes and explores how materials change, react, and interact when combined					
Observes, explores, and manipulates simple machines					
Manipulates, observes, compares weight and motion of concrete objects					
Investigates states of matter (solids and liquids)					
Compares pictures, photographs, and models to real people, places, and things	X	X		X	X
SOCIAL STUDIES					
Individual, Culture, and Community					
Recognizes qualities, interests, skills, traditions, experiences that make people unique	X		X		X
Investigates ways that people form a community					
Identifies similarities and differences among people					
Demonstrates positive human attributes, relationships, roles, and social skills				X	
Describes different ways that people live, work, and play	X	X	X	X	X
History					
Begins to understand family history and relationships					
Begins to categorize time intervals					
Identifies ways people's communities and everyday lives have changed					
Begins to measure calendar time by days, weeks, months, and years					
Recalls and explains sequence of events					X
Geography					
Observes and describes features of natural, human-made, familiar, unfamiliar places					
Learns important information about his/her immediate area			X	X	
Becomes aware of common symbols in the community			X		X

Safer 3 Early Education Drowning Prevention Program Scope and Sequence

Learning Goals	Lesson				
	1	2	3	4	5
Geography (Continued)					
Recognizes that food, clothing, transportation vary depending on region, environment					
Identifies basic global features, demonstrates simple geographic thinking					
Economics					
Understands roles, responsibilities, services provided by community workers	X		X	X	
Understands basic human needs for food, clothing, shelter					
Recognizes that people create food, clothing, shelter from natural resources					
Recognizes that there are steps involved in making a product					
Becomes aware of what it means to be a consumer					
SOCIAL/EMOTIONAL DEVELOPMENT					
Personal Development					
Identifies self by categories (e.g., gender, age, family relationships)			X	X	X
Knows own first and last name				X	
Names family members and relationships				X	
Separates from family, adjusts to new situations					
Tries to learn address and phone number				X	
Helps establish rules, routines	X		X	X	
Uses materials appropriately and puts them away					
Takes care of his/her own things					
Connects actions and consequences	X		X	X	
Accepts responsibility for own behavior			X		
Expresses and manages feelings, needs, opinions					
Displays a positive self-concept and self-esteem					
Demonstrates confidence					X
Demonstrates increasing independence					

Safer 3 Early Education Drowning Prevention Program
Scope and Sequence

Learning Goals	Lesson				
	1	2	3	4	5
Personal Development (Continued)					
Pursues challenges, accepts setbacks					
Shows curiosity in new experiences	X		X		X
Follows familiar routines independently					
Expresses interests and self-direction in learning		X			
Asks for help when needed				X	
Stays with or repeats a task					
Maintains concentration over time					
Sets goals, develops and follows through on plans					
Respects differences					
Respects rights and property of self and others					
Contributes to classroom responsibility (takes on jobs)					
Social Development					
Shares and cooperates with others	X			X	
Initiates play situations	X		X	X	X
Shows concern about rules and group expectations			X		
Demonstrates conflict-resolution strategies	X			X	
Learns how to make and keep friends					
Shows empathy					
Uses good manners					
Takes turns		X		X	
Helps others in need					
Works with others to solve problems			X		

Safer 3 Early Education Drowning Prevention Program Scope and Sequence

Learning Goals	Lesson				
	1	2	3	4	5
FINE ARTS					
<i>Art</i>					
Creates original work	X				X
Creates more detailed, creative, or realistic artwork					
Shares ideas about personal artwork		X			
Shows interest in the artwork of others					
<i>Music</i>					
Participates in classroom music activities	X	X	X	X	X
Reproduces or creates sound patterns					
Recalls words in a song or fingerplay	X	X	X	X	X
<i>Dramatic Play</i>					
Expresses feelings through movement	X	X	X	X	X
Engages in dramatic play with others	X				X
Combines activities, materials, and equipment in new ways	X			X	
Uses language as part of dramatic play	X				X
Makes believe with objects	X			X	X
Dramatizes stories, experience, poems, fingerplays, moods	X	X		X	X
PHYSICAL DEVELOPMENT					
<i>Physical Movement/Gross Motor Skills</i>					
Builds an understanding of directionality and position in space					
Explores balance					
Integrates body movements with senses					
Distinguishes left from right; uses one side of the body at a time					
Strengthens bilateral coordination					
Strengthens alternating the left and right sides of the body					

Safer 3 Early Education Drowning Prevention Program
Scope and Sequence

Learning Goals	Lesson				
	1	2	3	4	5
Physical Movement/Gross Motor Skills (Continued)					
Participates in activities that build left-to-right visual progression					
Names, locates, and understands relationships of body parts					
Develops strength and endurance (cardiovascular fitness)					
Moves in rhythm	X	X	X	X	X
Fine Motor Skills					
Practices self-help skills (zips, buttons)					
Develops strength, dexterity, and control needed to use tools and materials					
Uses writing and drawing tools with control and intention	X	X	X	X	X
Coordinates hand and eye movements					
Explores manipulative toys	X	X		X	X
Strengthens hand grasp and uses hands in many positions					
Develops pincer control in picking up small objects					
Manipulates two small objects at the same time					
Controls fingers individually					
HEALTH AND SAFETY					
Health					
Practices routine healthy behaviors	X	X	X	X	X
Understands the need for exercise and rest	X	X	X	X	
Recognizes and selects healthy foods					
Safety					
Recognizes the danger of fire					
Responds appropriately during a fire/emergency drill					
Knows how to cross a street safely					
Knows never to eat substances that are not food					

Safer 3 Early Education Drowning Prevention Program Scope and Sequence

Learning Goals	Lesson				
	1	2	3	4	5
Safety (Continued)					
Communicates to another the danger of a behavior		X	X	X	X
Learns to use tools, utensils, and materials safely					
Discusses and utilizes appropriate health and safety procedures	X	X	X	X	X
MEDIA AND TECHNOLOGY					
Media					
Enjoys using electronic forms of storybooks and information texts	X	X	X	X	X
Uses various media to document and communicate meaningful experiences					
Technology					
Uses various input devices (voice/sound recorder, mouse, keyboard, or touch screen)	X	X	X	X	X

