

ICE SAFETY EDUCATION

WHEN AND WHERE TO GO ON ICE

✓ PERFORMANCE CRITERIA

- State that ice should always be checked by a trained adult and that posted signs should be obeyed
- Explain why adult supervision and/or a buddy are always necessary on the ice
- Understand the causes of ice incidents
- Describe safe uniform ice thickness for various activities
- Identify three items used as safety equipment on the ice
- Describe how to make safe behaviours in terms of personal, equipment and environment factors (safety rules related to ice activities)
- Identify at least one place in the community where it would **not** be safe to go on the ice.

In every lesson, I...

- ⇒ Provide constructive feedback to each student.
- ⇒ Adapt teaching strategies to meet individual needs.
- ⇒ Relate the learning to personal choices, attitude and behaviours.
- ⇒ Ensure and reinforce the importance of fair play and respectful behaviours.

Content to be covered:

1. Adult supervision and/or a buddy system are necessary for children because ice can weaken or children may wander to unsafe surfaces.
2. For recreational use, measure the ice to determine if it is thick enough for the particular activities. Use the following guidelines for blue ice thickness (the strongest type of ice). Be sure the thickness is uniform throughout the area.
 - ✓ Individual or partner activities: 15 cm thick
 - ✓ Group activities: 20 cm thick
 - ✓ Operation of snow machines: 25 cm thick
 - ✓ Note: If you must determine ice thickness yourself, drill test holes 15 metres apart on a river or 30 metres apart on a lake.
3. Four safety items needed while taking part in ice activities include warm clothing, a whistle, some type of rope or line available and a PFD/lifejacket.

Note: If someone has fallen through ice, it is important to act quickly and correctly. If possible, do not go onto the ice yourself. It is always safest to perform the rescue from a secure place on shore. If you must go on the ice, carry a long pole or branch testing the ice as you go. Lie down, and slowly crawl or slide to the hole. Extend your reaching assist or throwing assist and pull the person toward you. Tell the person to keep kicking while you pull him out. Move the person to a secure position on shore or where you are sure the ice is thick. Re-warm the person and call for help. Rescuing a person is very dangerous.

Consider your safety; if possible (given the location and situation) get trained professionals such as police, fire, ambulance (9-1-1) to make the rescue.

4. Unsafe behaviours that cause drowning or injury around the ice include:
 - ✓ Not having a buddy and adult supervision
 - ✓ Not checking for safe ice thickness
 - ✓ Not having the proper safety equipment or safety items
 - ✓ Not checking the weather
 - ✓ Drinking alcohol

5. Places in the community where it is not safe to go on the ice include open water, snow-covered ice (covers up any signs of weakened ice spots), secluded or unsupervised areas.



EQUIPMENT

- ✓ Ruler
- ✓ Various objects to measure, illustrating ice thickness
- ✓ Whiteboard and markers
- ✓ Poster paper and decorations (markers, crayons, scissors, felt, etc.)
- ✓ Safety items
- ✓ Ice Incident Pictionary® cards
- ✓ Paper and markers



ACTIVITIES

- A. With the use of a ruler show the class the different thicknesses of ice. Find objects in the classroom that can be measured, illustrating the different thicknesses. (15 min Grades 1-7)

- B. Discuss and show safety items necessary to have while taking part in ice activities. Why are these important pieces of equipment? (15 min Grades 1-7)

- C. Brainstorm a list of ice activities you might do in your community. Match the activity with the appropriate ice thickness. Discuss how choices in these types of activities are good choices in making people more active. Ask students to identify how choosing ice activities can benefit their health (i.e, skating as a group is fun and can positively support emotional wellness – you are with friends, doing something that is fun). What safe choices do we need to make to avoid ice incidents? (15 min Grades 1-7)

- D. Brainstorm a list of ice incidents and discuss how each can be prevented. How can you share this learning with others you know (i.e., friends, family)? (15- 30 min Grades 3-7)

- E. Create and decorate safety signs that describe appropriate ice thickness for various activities and/or safety items. (30-45 min Grades 3-7)

- F. Brainstorm with the class all the safety equipment that one could use when involved in ice activities. Discuss the reasons why they would be useful. (15 min Grades 1-7)
- G. Have each student draw a place in the community where it would NOT be safe to go on the ice. When complete, hang up the drawing in the classroom and follow with a short discussion. How can students demonstrate leadership in assisting others in making safe choices? (15 min Grades 4-7)
- H. In groups, have students write a 60-second public service announcement (PSA) on ice safety. Each group will perform their PSA for the class. Discuss the merits of each approach. How can students demonstrate leadership in assisting others in making safe choices? (30-45 min Grades 6-7)
- I. Create a chart with the following headings: personal, equipment and environment. Have the class brainstorm safe behaviours under each. (15 min Grades 4-7)
- J. Short stories. Have each student write a story on the topic: How I PREPARE for ice activities. Read aloud to the class, highlighting the safe behaviours made. (30-60 min Grades 4-7)
- K. In groups, have the students come up with 3 unsafe behaviours. Discuss why they are unsafe. Present to the class highlighting what safe behaviours should be made. (15 min Grades 1-7)
- L. Pictionary.[®] Divide into 2 teams. Each team gets 30 seconds to draw a situation from the Pictionary.[®] cards. If their team cannot guess the situation, the other team gets a turn to guess. To score a point, the choice has to be correct and the team has to determine whether it is a wise or unwise choice. (30 min Grades 6-7)
- M. Hypothermia man. Divide into 2 teams. Teams choose consonants or vowels to try and solve the word puzzles. Each team continues guessing until they either guess the word puzzle or do not accurately guess a consonant or vowel contained in the puzzle. When they answer incorrectly, you begin to draw parts of a person on a whiteboard in cold water. The objective is to guess the puzzle accurately before the hypothermia man is completed. Possible word puzzles to use include:
- Go with a buddy or adult
 - Check ice thickness
 - No drinking alcohol
 - Check the weather

Discuss – how we can demonstrate responsibility for the safety of ourselves and others?
(30 min Grades 5-7)

ICE SMARTS!

Use the pictures to help you **FILL** in the blanks for ice safety.

DID YOU KNOW?
Ice Safety Zone: 15 cm to walk or skate, 20 cm for groups and 25 cm for snowmobiles.



1. Always have an _____ check for ice thickness!



2. Always obey posted _____



3. Always have a _____ with you on ice.

Can you **REMEMBER** three things you need to take with you for ice safety? You **DRAW** them this time!

4. **W** _____ 5. **R** _____ **A** _____

6. **W** _____ **C** _____

Answers: 1. adult, 2. signs, 3. buddy, 4. whistle, 5. reaching assist, 6. warm clothes.

COLD HARD FACTS

Your instructors know the three areas they need to consider in order to help them have safe activities on the ice. Now they need some help from you to complete their plan for a great time!

ACROSS

- Always take a _____ when playing on ice.
- Never go on the ice _____!
- Always have _____ supervision on ice!
- _____ plenty of warm clothes.
- Take along throwing and reaching _____!
- Use a _____ to call for help.
- Layers of warm _____ can help to preserve body heat.

DOWN

- Know the ice safety _____.
- Check the thickness of the _____.
- Beware of _____ water!
- Never play in _____ areas!
- Remember _____ first!

Answers: 1. friend, 2. alone, 3. adult, 4. Wear, 5. assists, 6. whistle, 7. clothing, 8. zone, 9. ice, 10. open, 11. unsupervised, 12. safety.

CLOSE CALL

The instructors were certainly lucky to know the safety rules for snowmobiling! As it turned out, their friend Maria was lucky too. As you read their story, underline all the safety tips these young people used to help them survive!



The instructors were very excited about their snowmobiling trip. They dressed warmly in layers, wore their safety helmets, put on their PFD floater jackets and made a checklist of the things they would need in case of an emergency. They even remembered that wool mittens would be warmer! As they travelled through the groomed trails, they came upon a river. They noticed that the ice was clear blue, and they cut a hole to measure the thickness. It was 25 cm, so they were able to cross.

Unfortunately, their friend Maria, who had come by earlier, had tried to cross the river farther down, where the ice was grey. She fell through, but thank goodness, she was wearing a PFD floater jacket. She remembered to stay calm, blow her whistle on the PFD, and kick her feet to help her move up on the ice. It was tough going, but by the time the instructors reached her, she had broken away the thin ice, pulled herself up carefully onto the thicker ice, and rolled safely to shore. She was terribly cold and very scared, but as the instructors rushed her to the nearest dry facility, they all were pleased to have learned how to survive in the event of a fall through the ice!

- Four ways to prevent snowmobiling incidents:
1. Stay on land
 2. Don't drink alcohol and drive
 3. Don't snowmobile at night
 4. Wear a PFD and carry safety equipment

HOW MANY SAFE PRACTICES DID YOU UNDERLINE?

ICE INCIDENTS PICTONARY® CARDS

<p>Not having a buddy (Unwise choice)</p>	<p>Having a buddy (Wise choice)</p>
<p>Not checking for ice thickness (Unwise choice)</p>	<p>Not having adult supervision (Unwise choice)</p>
<p>Skating in a small group on ice that is 20 cm thick (Wise choice)</p>	<p>Drinking alcohol (Unwise choice)</p>

<p>Snowmobiling on ice that has objects (i.e., tree stumps) frozen in and under it</p> <p>(Unwise choice)</p>	<p>Drinking hot chocolate if you have hypothermia</p> <p>(Unwise choice)</p>
<p>Not checking the weather before going to a skating party</p> <p>(Unwise choice)</p>	<p>Carrying a whistle, rope and wearing warm clothes</p> <p>(Wise choice)</p>