Top Five Aquatic Settings
Number of Preventable Water-Related Deaths in Canada, 1996 to 2010

<table>
<thead>
<tr>
<th>% of Total Deaths 2006-2010</th>
<th>Lake/Pond</th>
<th>River/Stream/Creek</th>
<th>Ocean</th>
<th>Bathtub</th>
<th>Private Pool</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35%</td>
<td>28%</td>
<td>10%</td>
<td>9%</td>
<td>6%</td>
</tr>
</tbody>
</table>

From the Canadian Drowning Report, 2013 Edition

LIFESAVING SOCIETY
The Lifeguarding Experts
Postcard Planner

Picture

Date: ____________________________________________________________________________

Salutation:
Dear: ____________________________________________________________________________

Point of View (What was the most important learning that you experienced in the Swim to Survive program?):
In the Swim to Survive program, I learned ____________________________________________________________________________________

Reasons (Why was it important for you to learn this information or these skills? How does it help you to make safer choices?):
1. ______________________________________________________________________________
2. ______________________________________________________________________________
3. ______________________________________________________________________________

Concluding Statement:
To live water smart, I will (Tell your family what you would like to do in the future)
________________________________________________________________________________

Closing:
Sincerely, (Respectfully, Regards, etc.)
________________________________________________________________________________
**Persuasive Letter Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is an understanding of water safety practices to keep safe in a variety of aquatic settings that is clearly communicated.</td>
<td>communicates an understanding of water safety practices with limited effectiveness</td>
<td>communicates an understanding of water safety practices with some effectiveness</td>
<td>communicates an understanding of water safety practices with considerable effectiveness</td>
<td>communicates an understanding of water safety practices with a high degree of effectiveness</td>
</tr>
<tr>
<td>There are three reasons provided in the postcard that demonstrate why the learning in Swim to Survive was important and/or how it has helped to make safer choices.</td>
<td>applies knowledge and skills in the Swim to Survive program with limited effectiveness</td>
<td>applies knowledge and skills in the Swim to Survive program with some effectiveness</td>
<td>applies knowledge and skills in the Swim to Survive program with considerable effectiveness</td>
<td>applies knowledge and skills in the Swim to Survive program with a high degree of effectiveness</td>
</tr>
<tr>
<td>There is an understanding of the elements required in a persuasive letter, including convincing language, connecting words, and proper format.*</td>
<td>demonstrates limited knowledge of a persuasive letter</td>
<td>demonstrates some knowledge of a persuasive letter</td>
<td>demonstrates considerable knowledge of a persuasive letter</td>
<td>demonstrates thorough knowledge of a persuasive letter</td>
</tr>
</tbody>
</table>

* Depending on the students’ opportunities to practise and demonstrate readiness for the skills in this criterion, the teacher can choose whether or not to use this portion of the rubric to assess the students’ work.