

4958JUL21

# Water safety with City of Newcastle **2021 teacher explanatory notes for Stage 1**

This booklet outlines the lessons and activities that have been designed by City of Newcastle to teach water safety education in the classroom and online.

The outcomes and indicators addressed by these lessons and activities are outlined, along with the resources needed and procedure used to carry out each activity.

Most of the activities have printed resources that can be found in the student activity book at [newcastle.nsw.gov.au/watersafety](https://newcastle.nsw.gov.au/watersafety); this is indicated in the notes for each lesson. Any other resources relevant to the activity are listed in this booklet before the procedure.

# CONTENTS

<b>S1 outcomes and indicators addressed .....</b>	<b>1</b>
<b>1: An introduction to water safety .....</b>	<b>1</b>
Activity S1.1 – Find-a-word.....	1
<b>2: Pool safety .....</b>	<b>2</b>
Activity S1.2 – Spot the difference at the pool .....	2
Extension activity S1.2a – Make a safer decision at the pool .....	3
<b>3: Beach safety .....</b>	<b>6</b>
Activity S1.3 – Safe swimming at the beach poster .....	6
Extension activity S1.3a – Make a safer decision at the beach .....	6
<b>4: Open water safety .....</b>	<b>9</b>
Activity S1.4 – Draw a water safety sign.....	9
<b>5: Water safety summary .....</b>	<b>10</b>
Activity S1.5 – Crack the code water safety rules .....	10
Classroom activity S1.5a – Water safety charades .....	11

# STAGE 1

## S1 outcomes and indicators addressed

Safe Living outcome: SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others

- Roll plays what to do in an emergency
- Identifies things needed to play safely
- Demonstrates actions they can take when they feel unsafe and identifies who can help them

PDHPE Value: V4 Increasingly accepts responsibility for personal and community health

- Appreciates the need for safe practices in a range of situations and environments

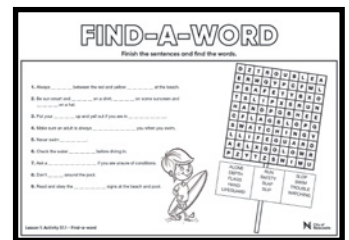
PDHPE Skills:

- Communicating: COS1.1 Communicates appropriately in a variety of ways
  - Expresses feelings about safe and unsafe situations
  - Expresses themselves through movement
  - Creates a poster about safety rules
- Interacting: INS1.3 Develops positive relationships with peers and other people
  - Displays cooperation in group activities
  - Listens and responds to others

## 1: An introduction to water safety

### Activity S1.1 – Find-a-word

In this activity, students finish the incomplete sentences to reveal important water safety messages and then locate the words in a find-a-word grid. Students can also discuss in class/online who they should ask if they are unsure of anything when they are at the beach or pool.



### Resources

- Print outs of S1.1 find-a-word found in the student activity book and in Stage 1 – An introduction to water safety at [newcastle.nsw.gov.au/watersafety](http://newcastle.nsw.gov.au/watersafety).
- Pencils, markers or crayons.

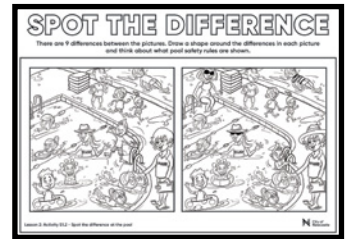
### Procedure

1. If in class, provide students with writing materials and printed copies of the find-a-word. Ask them to complete the sentences using the words in the list before circling them in the find-a-word.
2. Once students have completed their work, discuss (in class or online) who students can speak to if they are unsure of anything at the beach, pool or around open water (a lifeguard, the adult they are with, their friends). Discuss what kinds of things a lifeguard can help them with. This could include:
  - If you get into trouble or you are unsure of something
  - Where the safest place to swim is
  - Where the hazards are and what the safety signs mean
  - If you need first aid
  - If you've lost your parents/adult or feel scared about something.

## 2: Pool safety

### Activity S1.2 – Spot the difference at the pool

In this activity, students complete a 'spot the difference' worksheet which focuses on safety in and around the pool. There are nine differences for students to find and discuss in the classroom or online.



**S1.2a 'Make a safer decision at the pool' extension activity:** There is an extension activity for students looking for a challenge. The resources required and procedure are outlined below.

### Resources

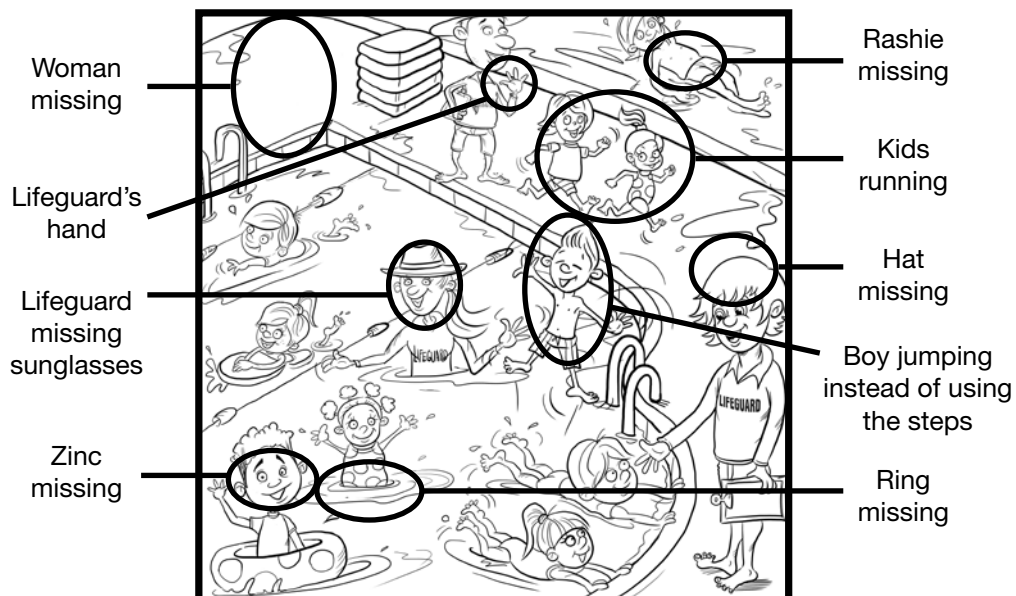
- Print outs of S1.2 spot the difference worksheet found in the student activity book and in Stage 1 - Pool safety at [newcastle.nsw.gov.au/watersafety](http://newcastle.nsw.gov.au/watersafety).
- Coloured pencils, markers or crayons.

### Procedure

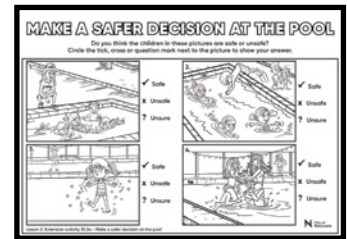
1. Provide students with writing materials and printed copies of the worksheet and ask them to put a shape around the differences in each picture.
2. Once students have completed their work, discuss (in class) the differences between the pictures and which picture shows people doing the right thing (the second picture). The answers are provided below. Some of the water safety rules shown in the picture are:
  - Slip, slop, slap and slide (wearing zinc, a rashie, a hat and sunglasses)
  - Make sure an adult is always watching
  - Don't dive/jump in the pool where people are swimming
  - Do not run around the pool
3. Discuss in class or online what other water safety rules apply at the pool, for example:
  - Never swim alone
  - Obey the safety signs
  - No bombing
  - Check the water depth
  - Don't dive in shallow water
  - Make sure the pool gate is always closed (in your backyard pool)

### Answers

### Extension activity S1.2a – Make a safer decision at the pool



In this activity, students are presented with four different pool scenarios on their worksheet and are asked to decide if the scenarios are safe, unsafe or if they are unsure.



## Resources

- Print outs of S1.2a 'Make a safer decision at the pool' worksheet found in the student activity book and in Stage 1 - Pool safety at [newcastle.nsw.gov.au/watersafety](http://newcastle.nsw.gov.au/watersafety).
- Coloured pencils, markers or crayons.
- Coloured water safety scenarios below for use on screen/SmartBoard, if desired.

## Procedure

1. If in class, provide students with writing materials and printed copies of the worksheet. If working from home, students can download, print and complete.
2. If desired, display the water safety scenarios (below) on the screen/SmartBoard to assist with class discussions.
3. Ask students to indicate whether they think each scenario is safe (tick), unsafe (cross) or if they are unsure (question mark). They can circle the tick, cross, or question mark next to each scenario on their worksheet.
4. Once complete, the teacher can pose three questions for each scenario, to prompt discussion in the classroom:
  - How do you know there is a risk/no risk in this picture?
  - Can you predict what will happen next?
  - Which water safety rules may apply here (ie. never swim alone, check the water depth, if you get into trouble put your hand up and yell for help, ask a lifeguard for help).

## Answers and possible responses for further discussion in class

- **Image 1:** a group of children swimming together happily, where they can touch the bottom of the pool. A lifeguard is present. Answer: Safe. Children are swimming where they can touch the bottom of the pool and a lifeguard is present.
- **Image 2:** a child diving into the shallow end of the pool. A group of friends is swimming nearby. Answer: Unsafe. Child is diving into shallow water and is surrounded by other swimmers.
- **Image 3:** a young child is swimming on her own and she cannot touch the bottom of the pool. A lifeguard is present. Answer: Unsafe. Child is swimming alone and cannot touch the bottom of the pool. However a lifeguard is present and if the child gets into trouble she should raise her hand and yell for help.
- **Image 4:** two pairs of teenagers are on each others' shoulders, wrestling playfully at the shallow end of the pool where they can stand. Answer: Unsafe. The teenagers are playing/wrestling in the shallow water in the pool and may injure a swimmer.

**Variation of activity:** This activity can be done in a number of ways. You may choose to run this activity as a group discussion or you may choose to do this activity in small groups.

## Coloured water safety scenarios for use on screen



Image 1:



Image 2:

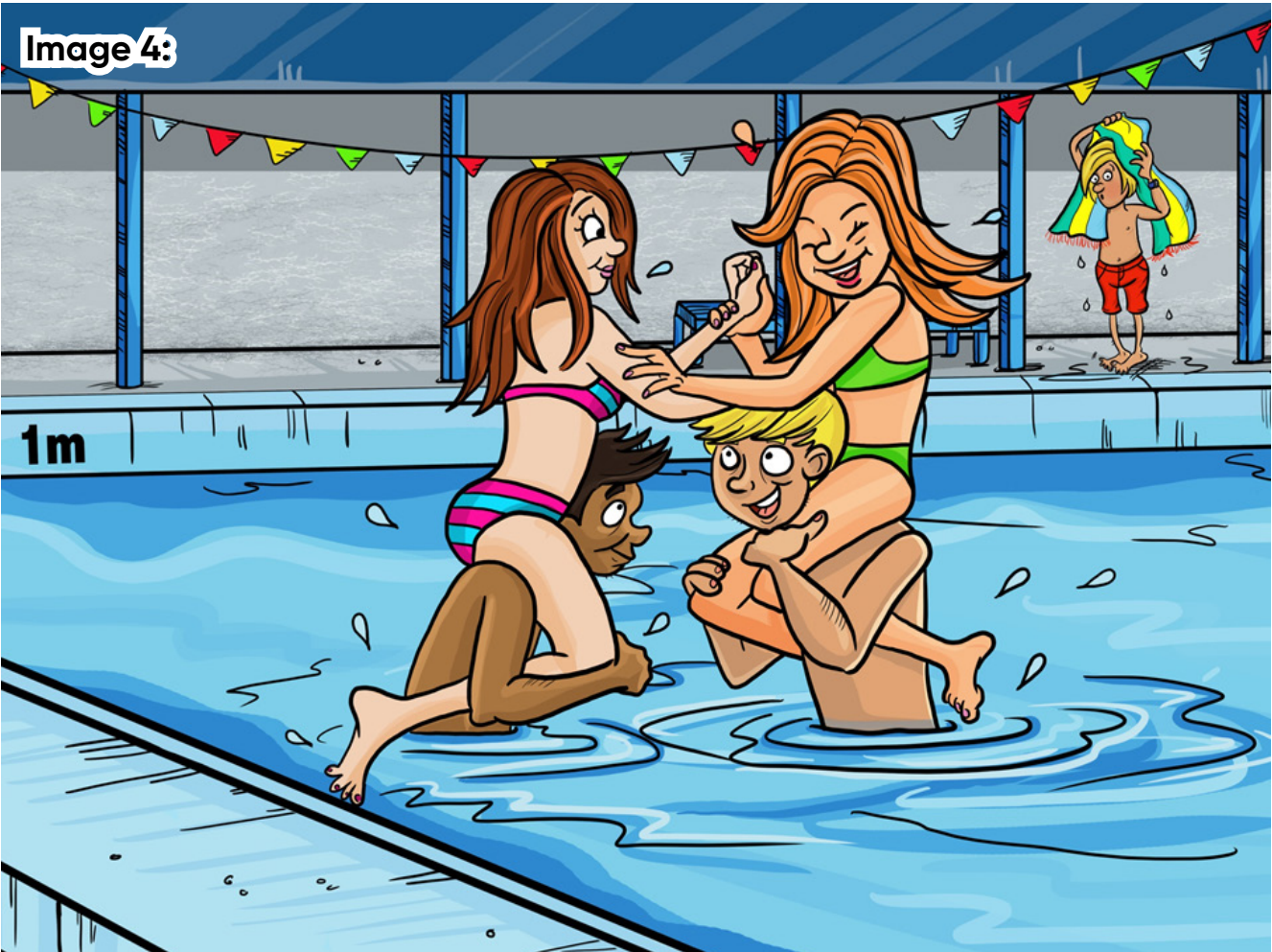




Image 3:



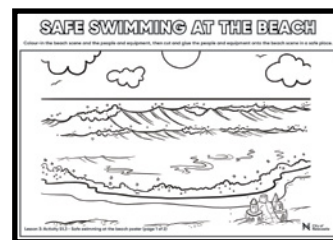
Image 4:



## 3: Beach safety

### Activity S1.3 – Safe swimming at the beach poster

This activity requires students to create a poster that shows how to be safe at the beach. It will ensure the students are acquiring an understanding of what a 'safe' environment at the beach looks like. You may wish to keep the posters displayed throughout the classroom to highlight water safety.



**ES1.3a 'Make a safer decision at the beach' extension activity:** There is an extension activity for students looking for a challenge. The resources required and procedure are outlined below.

### Resources

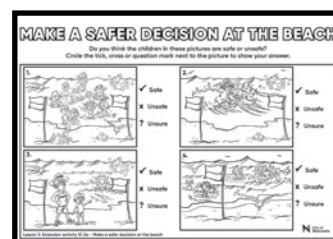
- Print outs of colouring-in beach landscape and illustrations (2 pages) found in the student activity book and in Stage 1 - Beach safety S1.3 at [newcastle.nsw.gov.au/watersafety](http://newcastle.nsw.gov.au/watersafety).
- Coloured pencils, markers or crayons, scissors and glue.

### Procedure

1. Provide students with the materials, beach landscape and illustrations from the student activity book.
2. Discuss as a class or in table groups or online what safe swimming at the beach looks like.
3. Ask students to colour-in the beach landscape and illustrations.
4. Once complete, ask students to cut around each illustration.
5. Direct students to place each coloured-in image onto the beach landscape. The teacher may like to check the images are placed in a safe location.
6. Students then glue the images onto the beach landscape ready to display on their classroom wall.

### Extension activity S1.3a – Make a safer decision at the beach

In this activity, students are presented with four different beach scenarios in their worksheet and are asked to decide if the scenarios are safe, unsafe or if they are unsure.



### Resources

- Print outs of S1.3a 'Make a safer decision at the beach' worksheet found in the student activity book and in Stage 1 - Beach safety S1.3 at [newcastle.nsw.gov.au/watersafety](http://newcastle.nsw.gov.au/watersafety).
- Coloured pencils, markers or crayons.
- Coloured water safety scenarios below for use on screen/SmartBoard, if desired.

### Procedure

1. Provide students with writing materials and printed copies of the worksheet.
2. If desired, display the water safety scenarios (below) on the screen/SmartBoard to assist with class discussions.
3. Ask students to indicate whether they think each scenario is safe (tick), unsafe (cross) or if they are unsure (question mark). They can circle the tick, cross, or question mark next to each scenario on their worksheet.



4. Once complete, the teacher can pose three questions for each scenario, to prompt discussion in the classroom:
- How do you know there is a risk/no risk in this picture?
  - Can you predict what will happen next?
  - Which water safety rules may apply here (ie. never swim alone, swim between the red and yellow flags, if you get into trouble put your hand up and yell for help, ask a lifeguard for help).

## Answers and possible responses for further discussion in class

- **Image 1:** a surfer is surfing between the red and yellow flags at the beach, surrounded by swimmers. Answer: Unsafe. Surfers should not surf between the red and yellow flags as they may hit a swimmer. They should surf outside the black and white check flags.
- **Image 2:** a body boarder catching a wave within the red and yellow flags. Answer: Safe. Bodyboarders are allowed to be within the red and yellow flags. Surfboarders are not.
- **Image 3:** a child is talking to a beach lifeguard and is pointing at the ocean to a child swimming within the red and yellow flags. Answer: Safe/Unsafe: while the child in the water is clearly in trouble, she is swimming within the red and yellow flags at a patrolled beach and a friend watching her. However, she should be swimming with an adult, so this could be seen as unsafe as well. Neither response is incorrect, but requires further discussion.
- **Image 4:** a child is swimming at the beach with a friend. They have both been swept outside the red and yellow flags and realise they are in trouble. Answer: two options. Unsafe: the children who have been swept outside of the red and yellow flags are struggling to swim and are at risk of drowning. They should raise their hands and yell for help. Safe: the children who are inside the red and yellow flags are in the best place to swim.

**Variation of activity:** This activity can be done in a number of ways. You may choose to run this activity as a group discussion or you may choose to do this activity in small groups.

## Coloured water safety scenarios for use on screen



Image 2:

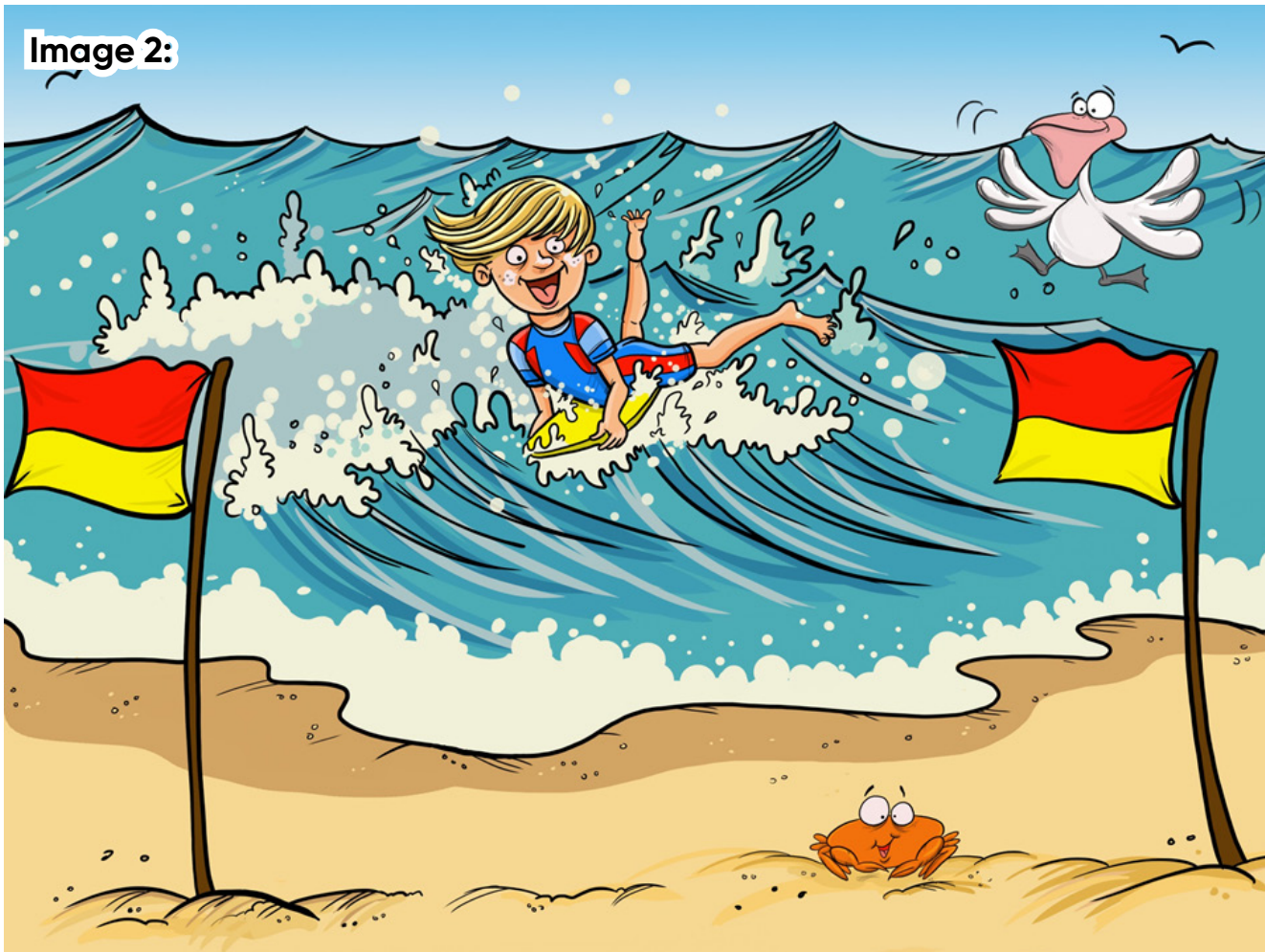


Image 3:





Image 4:



## 4: Open water safety

### Activity S1.4 – Draw a water safety sign

Using the outline for activity S1.4 in the activity book, students design a sign that tells people how they can be safe in or around the water. This could be a behaviour that they must display or a hazard that they need to be aware of.

#### Resources

- Print outs of the safety sign outline found in the student activity book and in Stage 1 - Open water safety S1.4 at [newcastle.nsw.gov.au/watersafety](http://newcastle.nsw.gov.au/watersafety).
- Coloured pencils, markers or crayons
- Optional: City of Newcastle's water safety presentation **slide 21** found in the teacher resources at [newcastle.nsw.gov.au/watersafety](http://newcastle.nsw.gov.au/watersafety).



#### Procedure

1. Get students thinking about the kinds of hazards or dangers that can exist around water and how they can stay safe. This segment builds on the knowledge gained by watching the previous water safety videos.
2. If needed, use slides 25,26,27,28 of City of Newcastle water safety presentation to remind the students of the key water safety rules. You may wish to display these rules online or write them on the board so students can see them as they work. These may include:
  - Swim between the flags



- Ask a lifeguard for help
  - Put your hand up if you're in trouble
  - Never run around the pool
  - Slip-slop-slap-look-protect
  - Never swim alone
  - Always check the water depth before you dive in.
3. Provide students with drawing materials and printed copies of the worksheet.
  4. Ask students to choose a rule that keeps them safe in or around water and draw a safety sign that could be displayed at the beach, pool or around open water to educate others. The picture that students draw should be simple and eye catching. Ask students to limit what they draw to two or three colours and make sure that it is only about one thing. Some ideas for signs are provided below for discussion and students could be given the opportunity to find others through online research if desired.

**Ideas for safety signs:** no glass on the beach, no dogs/dog on leash, shallow water, submerged rock or other objects, dangerous surf, rips, no swimming, beach closed, bluebottles on beach.

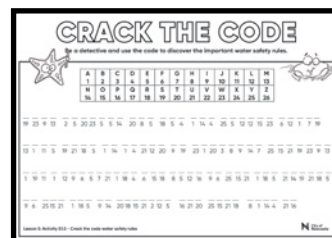
## 5: Water safety summary

### Activity S1.5 – Crack the code water safety rules

In this activity, students use a code chart to uncover the four key water safety rules.

#### Resources

- Print outs of the crack the code worksheet for each student found in the student activity book and in Stage 1 - Water safety summary S1.5 at [newcastle.nsw.gov.au/watersafety](http://newcastle.nsw.gov.au/watersafety).
- Coloured pencils, markers or crayons



#### Procedure

1. Provide students with writing materials and the worksheet from the student activity book.
2. Instruct students to use the chart to match the numbers with the letters and write each letter in the space provided above its matching number.
3. Ask students what important water safety rules they uncovered:
  - Swim between the red and yellow flags
  - Make sure an adult is always watching you swim
  - Ask a lifeguard for help if you are unsure
  - If you are in trouble, put your hand up.
4. Discuss in class what other rules apply at the beach, pool and around open water. For example:
  - If you see someone in trouble, yell for help
  - Don't run around the pool
  - Check the water depth
  - Obey the safety signs
  - Always make sure the pool gate is closed
  - No flags = no swim.

### Classroom activity S1.5a – Water safety charades

**This game is not in the activity booklet.** In this activity, groups of students mime water safety rules or actions that show how they can stay safe in and around the water (as they were discussed in City of Newcastle's water safety videos). Their peers guess the rule or action that students are acting out.

## Resources

- Enough space for students to safely mime/act out their rule in view of their peers
- Printed water safety rules and actions (below), scissors to cut them out and a bowl (or similar) from which they may be drawn by students. Alternatively, you may just wish to assign these rules and actions to students yourself.

## Procedure

1. Seat class where they will be able to see performance space
2. Select a group of students to mime and allow them to pick a rule from the bowl (or assign one to them)
3. Ask them to work together to convey the message to class without speaking, as they would in a charade, for example 'swim between the flags' may involve two students acting as flags and a third student swimming between them
4. Once a student who is watching is able to put their hand up and correctly guess what the students are acting out, the turn has ended

**Tip:** If students are having trouble and a peer who is watching feels confident, ask them to come up and collaborate with the group.

## Water safety rules and actions for charades (to cut and place in bowl):

Always swim between the flags	Never swim alone
Ask a lifeguard for help	Put your hand up if you need help
Don't run around the pool	Always slip-slop-slap-peek-slide
Learn to swim	Check how deep the water is before you dive in
Close the pool gate	If you see someone in trouble, yell for help