



Unit Summary

This unit is designed for children in the Foundation year of schooling (typically aged 5-6 years).

The unit is separated into two strands: 'Where We Live' and 'Aquatic Environments'.

The strands can be taught individually (to suit the needs of your students) or together to form a larger unit. Each strand includes activities, activity sheets and posters.

All extra resources required (posters, key safety tips sheets, community service announcements, video clips etc.) are available in 'Supplementary Resources' in the registered schools zone of the website www.swimandsurvive.com.au

For more information about water safety, download the teacher notes from the Water Smart Educational Toolkit in the registered schools zone of the website.

Where We Live

This strand teaches children about water safety around the home and includes two activities. Each activity may take one or more lessons to complete.

Aquatic Environments

This strand is separated into three topics: 'Swimming Pools/Aquatic Centres', 'Beach' and 'Rivers, Lakes and Dams'. Each topic includes two activities, each of which could take one or more lessons to complete.

Unit Objectives

This unit aims to help students to:

- understand that environments in and around water can be dangerous
- recognise safe and unsafe behaviours around water.

By the end of the unit, students will be able to:

- list environments where water is present
- identify water hazards in and around the home, swimming pools/aquatic centres, the beach and/or rivers, lakes and dams and suggest solutions to them
- gain a basic understanding of safe behaviours including: Always swim with an adult and to get help quickly if someone is in trouble in the water.



Key Safety Tips

Throughout this unit you will find key safety tips relating to each environment (home, swimming pools/aquatic centres, beach, and rivers, lakes and dams). The following general water safety tips should also be emphasised where appropriate.

General Water Safety Tips

- Always swim with an adult.
- If you see someone in trouble in the water, get help quickly.
- If you are in trouble in the water:
 - Stay calm
 - Float on your back
 - Wave one arm for help.
- The better you can swim, the more fun you can have, so start taking lessons today.
- Always listen to and obey lifeguards.

Further Resources

www.swimandsurvive.com.au – ‘Kids Zone’ – for more information, games and activities.

www.watersafetyquiz.com.au – a quiz for children aged 5-18 years to test their knowledge of water safety.

‘Be Water Smart’ video clips – the clips and a comprehensive teacher’s guide are available in ‘Supplementary Resources’ in the registered schools zone of the website **www.swimandsurvive.com.au**

Community Service Announcements – these are available to download from the Water Smart Educational Toolkit in the registered schools zone of the website.

Swimming and Lifesaving Manual (6th edition) – a manual covering theoretical and practical aspects of water safety, personal survival, lifesaving and emergency care. This manual can be purchased by contacting the Royal Life Saving Society in your state or territory.

The following picture books could be used to support this unit:

The Bears’ Holiday by Stan and Jan Berenstain.

The Deep by Tim Winton.

Magic Beach by Alison Lester.

At the Beach – Postcards from Crabby Spit by Roland Harvey.

Australia at the Beach by Max Fatchen and Tom Jellett.

Spot Goes to the Beach by Eric Hill.

Maisy goes swimming by Lucy Cousins.





Where We Live

Introduction

Young children are often unaware of the risks of water in and around their environment. It is vital that they are made aware of situations around water that could place them in danger.

In this strand we explore water safety awareness ‘where we live’, specifically the home. This includes inside the home (bathrooms, laundries, kitchens etc.) and outside the home (backyard pools, ponds, water tanks etc.).

Home – Key Safety Tips

The following safety tips should be emphasised during the activities:

- Always swim with an adult.
- Enter the water safely – use steps or ladders.
- Play safely around water – do not push people into the pool.
- Pack away all pool toys and equipment when you have finished playing with them.
- Buckets and paddling pools should be emptied immediately after use.
- Always shut the pool gate.



Where We Live

Activity 1: Water Hazards In and Around the Home

What you will need:

- Paper for drawing
- Coloured pencils
- Textas
- A copy of the 'Home – Key Safety Tips' sheet
- Whiteboard or butcher's paper

Ask students to think about where water can be found in and around their homes. Record their responses and then ask them to think about which of these could present a danger to them or someone else.

Once the hazards have been identified, ask students to consider how they could reduce or rectify the danger. If required, refer to rules on the 'Home – Key Safety Tips' sheet.

Students to draw two pictures: the first of a water hazard in or around their home and the second of a safer alternative or solution.

Display the pictures to create a pictorial representation of water hazards and solutions to them.

Activity 2: Water Hazards – Find a Solution

What you will need:

- A copy of the 'Home – Key Safety Tips' sheet
- Copies of 'Activity Sheet 1 – Water Safety Snap'
- Coloured pencils
- Scissors
- Laminator (optional)
- Enlarged (A3) copy of the 'Water Safety Tips for Around the House' (Foundation) poster

Revise the water safety issues, solutions and the rules on the 'Home – Key Safety Tips' sheet discussed in activity 1. Ask students to think about why it is important to stay safe around water.

Discuss the pictures on 'Activity Sheet 1 – Water Safety Snap'. Half the pictures show a water hazard and the other half show safer alternatives or solutions to the hazards.

Students to colour in the pictures on the activity sheet and then cut them out and play a game of Water Safety Snap (with a partner) by matching a hazard picture with the correct solution picture. You can laminate the cards to make them more durable.

After the students have played their game of Water Safety Snap, each pair should share one match that they found with the rest of the class.

Display an enlarged copy of the 'Water Safety Tips for Around the House' (Foundation) poster in the classroom.



Aquatic Environments – Swimming Pools/Aquatic Centres

Introduction

Visiting local swimming pools or aquatic centres with friends and family is great fun. Children should be well orientated with the facility and remain under the constant and active supervision of a competent adult. Promotion of the message ‘always swim with an adult’ should be emphasised.

In this strand we explore water safety awareness for swimming pools and aquatic centres. This includes being aware of unsafe behaviour and understanding rules for visiting facilities.

Swimming Pools/Aquatic Centres – Key Safety Tips

The following safety tips should be emphasised during the activities:

- Always swim with an adult.
- Read and obey signs giving advice to swimmers.
- Always listen to and obey the pool lifeguards.
- Stay away from the deep end, unless you can swim well.
- Check for other swimmers before entering the water.
- Do not run around the pool edge.
- Play safely around water – do not push people into the pool.



Aquatic Environments – Swimming Pools/Aquatic Centres

Activity 1: Safety at the Swimming Pool

What you will need:

- Enlarged (A3) copy of the ‘Water Safety Tips for your Local Pool’ (Foundation – no captions) poster
- Enlarged (A3) copy of the ‘Water Safety Tips for your Local Pool’ (Foundation) poster
- A copy of the ‘Swimming Pools/Aquatic Centres – Key Safety Tips’ sheet
- Coloured pencils
- Textas
- Sheets of card (A4 or A3)
- Whiteboard or butcher’s paper

As a class, view an enlarged copy of the ‘Water Safety Tips for your Local Pool’ (Foundation – no captions) poster. Ask students to identify what is happening in each of the pictures.

As a class, compile a list of rules that must be observed when visiting a swimming pool or aquatic centre. Refer to the ‘Swimming Pools/Aquatic Centres – Key Safety Tips’ sheet if required. Students to select one of the rules and, on a sheet of card, draw a picture to match it.

Students to share their pictures with the rest of the class and explain why they chose that rule.

Display the drawings and the enlarged copy of the ‘Water Safety Tips for your Local Pool’ (Foundation) poster around the classroom.



Aquatic Environments – Swimming Pools/Aquatic Centres

Activity 2: Safe Behaviour at the Swimming Pool

What you will need:

- An enlarged (A3) copy of 'Activity Sheet 2 – Being Safe at the Pool'
- A4 copies of 'Activity Sheet 2 – Being Safe at the Pool'
- A copy of the 'Swimming Pools/Aquatic Centres – Key Safety Tips' sheet
- Coloured pencils
- Lead pencils

Revise the rules compiled in activity 1, including those on the 'Swimming Pools/Aquatic Centres – Key Safety Tips' sheet.

As a class discuss the pictures on an enlarged copy of 'Activity Sheet 2 – Being Safe at the Pool'.

Discuss:

- What unsafe behaviours can the students see?
- Why are the behaviours unsafe?
- What could happen if the behaviours continue?
- What are the dangers to them and others?

Emphasise the rules on the 'Swimming Pools/Aquatic Centres – Key Safety Tips' sheet during the discussion.

Students then complete their own copy of 'Activity Sheet 2 – Being Safe at the Pool' by colouring in the picture and then circling any unsafe behaviours they can see.



Aquatic Environments – Beach

Introduction

Family holidays may be spent close to the beach, so an understanding of the dangers that exist in this aquatic environment is vital. Children must be made aware of where it is safe to swim and the rules to be followed to keep themselves safe.

In this strand we explore water safety awareness for beaches with emphasis on key safety messages. This includes ‘swim between the flags’ and identifying rules.

Beach – Key Safety Tips

The following safety tips should be emphasised during the activities:

- Always swim with an adult – never swim alone.
- Swim between the red and yellow flags.
- Always listen to and obey the lifeguards.
- Read and obey signs giving advice to swimmers.
- If the sea is too rough, do not go in the water.



Water Smart Level 1 – Foundation

Aquatic Environments – Beach

Activity 1: Beach Safety

What you will need:

- Enlarged (A3) copy of the 'Water Safety Tips for the Beach' (Foundation – no captions) poster
- Copies of the 'Water Safety Tips for the Beach' (Foundation – no captions) poster
- Coloured pencils
- Bag containing items (or pictures of items) that are taken to, or found at the beach (e.g. sunscreen, hat, towel, shell, floaties etc.)

Prepare a bag containing things that can be taken or used at the beach, or pictures of items that come from the beach.

Explain to students that you are taking them on a pretend trip. They must guess where you are going, just by looking at the items in the bag. Take the items out one at a time and have students guess where they are going.

When they have guessed ask them what they know about the beach. Have them think about what they take to the beach, what they can do at the beach, what they might see, hear, smell or touch at the beach etc.

Show the students an enlarged copy of the 'Water Safety Tips for the Beach' (Foundation – no captions) poster. Talk about the activities that are happening in each picture. What dangers are visible in each picture?

Students to colour in their own copy of the 'Water Safety Tips for the Beach' (Foundation – no captions) poster.



Water Smart

Level 1 – Foundation

Aquatic Environments – Beach

Activity 2: Swim Between the Flags

What you will need:

- Enlarged (A3) copy of the 'Water Safety Tips for the Beach' (Foundation – no captions) poster
- Enlarged (A3) copy of the 'Water Safety Tips for the Beach' (Foundation) poster
- Coloured-in posters from activity 1
- Copies of 'Activity Sheet 3 – Swim Between the Flags'
- Coloured pencils
- Scissors
- Glue
- Whiteboard or butcher's paper

Revise the pictures on the 'Water Safety Tips for the Beach' (Foundation – no captions) poster. Discuss the hazards and what rules or guidelines students think should be followed to make sure everyone stays safe. Record the responses.

Show students the 'Water Safety Tips for the Beach' (Foundation) poster. Discuss the rules.

Explain to students that one of the most important rules to follow at the beach is to swim between the flags, as this area has been judged by lifeguards to be the safest place to swim.

Students to complete 'Activity Sheet 3 – Swim Between the Flags' by colouring the picture, cutting out the swimmers, and sticking them on to the sheet in the correct place to swim.



Aquatic Environments – Rivers, Lakes and Dams

Introduction

Young children are drawn to water because it is a source of curiosity, fun and enjoyment. Activities and safety issues in and around open water environments such as rivers, lakes and dams are included. Some children at this stage may have little or no experience in these aquatic environments.

In this strand we explore water safety awareness for rivers, lakes and dams with emphasis on key safety messages. This includes understanding the dangers in these locations and identifying rescue aids.

The following safety tips should be emphasised during the activities:

Rivers and Lakes – Key Safety Tips

- Always swim with an adult – never swim alone.
- Read and obey signs giving advice to swimmers.
- Check the water for depth and hazards before entering.
- Beware of slippery banks – don't walk close to, or run along the edge of them.
- Do not dive into water.
- Beware of boats and other watercraft using the waterway.

Farms – Key Safety Tips

- Stay in a safe play area near the house supervised by an adult.
- Swimming in dams can be dangerous – the water is cold and murky.
- Never swim in water tanks or irrigation channels.
- Do not swim or play in sheep dips or water troughs.
- Stay away from buckets and barrels that are filled with water.

Fishing – Key Safety Tips

- Always go fishing with an adult.
- Wear a Personal Flotation Device (PFD).
- When wading, check for rocks or deep water.
- Be careful of slippery rocks.
- Wear shoes with a good grip.
- Watch for changes in the weather and tides.
- Never turn away from the sea – a wave might knock you over.



Water Smart Level 1 – Foundation

Aquatic Environments – Rivers, Lakes and Dams

Boating – Key Safety Tips

- Always go boating with an adult.
- Everyone in the boat must wear a Personal Flotation Device (PFD).
- Tell someone where you are going and what time you will return.
- Wear and take clothing to protect yourself from weather conditions.
- Do not stand up in a small boat.
- Keep the boat away from swimming areas.
- Watch for big waves and changes in the weather.



Water Smart Level 1 – Foundation

Aquatic Environments – Rivers, Lakes and Dams

Activity 1: Rivers, Lakes and Dams

What you will need:

- Enlarged (A3) copy of the ‘Water Safety Tips for Rivers, Lakes and Dams’ (Foundation – no captions) poster
- Enlarged (A3) copies of the ‘Water Safety Tips for Rivers, Lakes and Dams’ (Foundation) poster
- Coloured pencils

Students to brainstorm what they know about rivers, lakes and dams. What might they see in these places? What could they do there?

Show the students an enlarged copy of the ‘Water Safety Tips for Rivers, Lakes and Dams’ (Foundation – no captions) poster. Talk about the activities that are happening in each picture. What dangers are visible in each picture?

Now look at the ‘Water Safety Tips for Rivers, Lakes and Dams’ (Foundation) poster. Discuss each of the rules on the poster.

Students to colour in their own enlarged copy of the ‘Water Safety Tips for Rivers, Lakes and Dams’ (Foundation) poster.



Aquatic Environments – Rivers, Lakes and Dams

Activity 2: HELP! Someone is in Trouble

What you will need:

- Cards from 'Activity Sheet 4 – Rescue Aids' (laminated)
- Copies of 'Activity Sheet 5 – HELP! Someone is in Trouble'
- Coloured pencils
- Scissors
- Laminator
- Items such as rope, towel, paddle, stick etc. that could be used to rescue someone (optional)
- Whiteboard or butcher's paper

Ask students what they think some of the differences are between the beach and rivers, lakes or dams.

Explain that one major difference is that there is not usually a lifeguard or anyone else who is trained to help around rivers, lakes or dams. These waterways are also often in secluded areas that are a long distance from emergency services and could have poor phone coverage. This means that students need to be extra careful when around rivers, lakes or dams.

Ask students what they think they should do if they find themselves in trouble in a river, lake or dam. Record and discuss responses.

Explain to students that if they are in trouble they should:

- try to stay calm
- call for help
- float on their back and wave.

Have students pretend that they are in trouble and demonstrate the tips above.

Now ask students to pretend that they see someone who is in trouble in a river, lake or dam. Students should always seek help from an adult if there is one close by. If not, they should remember the phrase 'Reach or Throw to Rescue'. Write this on the board. Explain that there might be items around the river, lake or dam that they could use to help the person in trouble.

One at a time, show students the cards from 'Activity Sheet 4 – Rescue Aids'. Ask students what they think the item is and whether it could be used to help someone in trouble.



Water Smart Level 1 – Foundation

Aquatic Environments – Rivers, Lakes and Dams

Activity 2: HELP! Someone is in Trouble (continued)

Explain to students that if they see someone in trouble they should:

- stay calm
- call for help
- never get into the water themselves
- look for something they can throw to, or use to reach, the person in trouble
- if they are using something to reach for the person, they should lie down on their stomach on the edge of the water (or a jetty if one is nearby). Lying down provides a secure base for the rescuer and they are less likely to be pulled into the water.

Have students pretend that they can see someone in trouble and demonstrate the tips above.

Provide students with a copy of 'Activity Sheet 5 – HELP! Someone is in Trouble'. Students to colour in the picture and complete it by drawing an item the boy could use to rescue the girl. Students can choose any of the items previously discussed.