

Swim and Survive – Level 3

	FOCUS	No.	ACTIVITY SUMMARIES	TIME REQUIRED (mins)
WHERE WE LIVE	Home	1	Electricity and Water around the Home Create a checklist of areas around the home where electricity and water may mix. Students are to take the checklist home and with an adult check how safe the house is. Discuss how some situations may be safer.	60
		2	Electricity and Water – design a safe room Students plan a room to demonstrate safe practice with electricity and water.	45
		3	Home Safety Tips Booklet Make a home safety booklet using the RLSSA safety tips.	60
AQUATIC ENVIRONMENTS	Swimming Pool/ Aquatic Centre	4	Obeying the Rules Students are given a sheet with different situations that may occur at the local swimming pool. Think about how these situations may have been prevented.	45
		5	Poster Stories Provide each student with the Swimming Pool/Aquatic Centre Poster with captions removed. Students complete the stories/scenarios using the Key Safety Tips.	45
	Beach	6	Beach Cartoon Discussion of the dangers you may encounter at the beach. Design a cartoon informing people of the dangers at the beach.	45
		7	Hazards of a Surf Beach Discuss and show pictures of different wave types, rips, tides and currents. Talk about all the different types of marine animals that may be dangerous at the beach. Complete the worksheet on Surf Beach Hazards.	45-60
	Rivers, Lakes and Dams	8	Who uses these environments? A table is provided for the students to work through regarding the type of activities, people, insects, animals and birds that use these environments. Brainstorm each column.	45
9		Short Stories A short story is provided covering each environment. Students are to read and identify all the risks taken. List the risks and write a safety tip for each one identified.	60	

Where we live

In this section we explore water safety awareness where we live. Where we live includes the home (bathrooms, laundries and backyard pools) and our broader living environment (cities, towns and farms). Particular emphasis is made to electricity and how when combined with water can be dangerous. Students are encouraged to become more aware of water in and around their homes and how to live safely with it.

Refer to the following Key Safety Tips as an emphasis during each activity.

Key Safety Tips for around the home

- Supervision by an adult around water (pools, spas, toilets, buckets and wading pools, dams, water tanks, troughs, sheep dips and irrigation channels)
- Swimming pools and spas – gates closed
- Always enter the water safely – use steps or ladders
- Safe play around water – never push people in
- Remove toys from swimming pools – young children are attracted to toys
- Buckets and wading pools – empty when not in use
- Toilets – seats and lids down
- Washing machines – lids down

Activity 1 – Electricity and Water around the Home

- Discuss areas around the home where electricity and water may come into contact. Discuss what happens when electricity and water connect. What are the dangers?
- Create a checklist of areas around the home where electricity and water may come into contact.
- Students are to take home the checklist and with an adult check how safe the house is.
- Discuss the checklists as a class and the different findings each student discovered.
- How could some situations be made safer? Discuss.

Activity 2 – Design a Safe Room

- Revise where around the home electricity and water may mix.
- Discuss some possible accidents that could occur in these places.
- Draw a plan of a chosen room/location to minimise the risks of accidents with electricity and water.

Activity 3 – Home Water Safety Tips Booklet

- Students are given paper to make into a booklet.
- A list of the Key Safety Tips are displayed on the board.
- Students are to allocate one page for each Key Safety Tip and copy each one.
- Students design a picture for each Key Safety Tip.
- Complete a front cover called Home Water Safety Tip Booklet.
- Students read Home Water Safety Tip Booklet to a Prep or Grade 1 student.

Equipment Required

(Activities 1, 2 & 3)

- Paper for a water safety booklet
- List of Key Safety Tips for home
- Coloured pencils and textas

Extension Activities

Refer to Royal Life Saving website for games and activities.

Aquatic Environments

In this section students should be developing a sufficient understanding of the Key Safety Tips for Swimming Pools/ Aquatic Centres and Open Water environments (Rivers, Lakes and Dams). These activities are designed to allow for continued group work and discussion, combined with students being able to work more independently. With a general understanding of the Key Safety Tips students are provided with more complex tasks requiring them to use the tips in particular scenarios or situations.

Refer to the following Key Safety Tips as an emphasis during each activity.

Key Safety Tips for Swimming Pools/ Aquatic Centres

- Always swim with an adult
- Read and obey pool signs and lifeguards giving advice to swimmers
- Check depth markings on the side of the pool to see where it is best to swim or dive
- Stay clear of deep water unless you can swim well
- Make sure the water is clear before jumping in
- Do not run around the pool edge
- Use safe play activities

Activity 4 – Obeying the Rules

- Students are given a worksheet identifying different behaviours that cause accidents at the swimming pool.
- In the spaces provided write down how the accidents could have been prevented.
- Discuss responses as a class.

Activity 5 – Poster Stories

- Revise and discuss the Key Safety Tips for Swimming Pools/Aquatic Centres.
- Give each student a copy of the Pool Water Safety poster without captions (available on the website).
- Each student is to fill in the voice bubbles by using the Key Safety Tips discussed earlier.
- Discuss as a group how some students completed the task.
- Compare the students work to the voice bubbles on the actual Swim and Survive Poster.

Equipment Required

(Activities 4 & 5)

- Swimming pool/Aquatic Centre Key Safety Tips
- Activity master sheet 4a & 4b
- Pool Water Safety poster without captions class set
- Coloured pencils and textas

Refer to the following Key Safety Tips as an emphasis during each activity.

Key Safety Tips for the Beach

- Always swim with an adult – never swim alone
- Swim between the red and yellow flags. This is the safest part of the beach and is patrolled by lifeguards
- Keep a watch on a reference point on the beach to avoid drifting too far away from the selected swimming area
- Obey lifeguards – leave the water when asked
- Don't enter the water – if you have any doubts about your ability to cope with the conditions
- Swim parallel to and not away from the shore when you swim long distances
- Swimming at the beach after dark means that you can't be seen if you get into difficulty

Activity 6 – Beach Cartoon

- Brainstorm all the dangers at the beach.
- Discuss the Key Safety Tips in relation to any dangers.
- List these down on the board or chart as they are discussed.
- Students are to write a short story describing an incident or something dangerous that may happen at the beach. Use the safety tips to make the situation safer.
- Transfer the information into a cartoon, telling the story.

Aquatic Environments

Activity 7 – Hazards at a Surf Beach

- Using the Beach Poster provided on the website discuss and point out hazardous conditions in the water. For example rips, waves, tides and currents.
- Discuss the different types of marine life at the beach that may be hazardous.
- A worksheet is provided for the students with the hazardous situations listed.
- Students investigate what each hazard is and the dangers that they may provide to beach users, either provide students with books or ask them to use the web to get their information.
- Draw diagrams of each hazard.
- Go through the completed sheets as a class.

Equipment Required (Activities 6 & 7)

- Key Safety Tips for the beach
- Paper
- Coloured pencils and textas
- Swim and Survive Beach poster
- Activity master sheet 7a & 7b

Refer to the following Key Safety Tips as an emphasis during each activity.

Key Safety Tips for Inland Waters

- Always swim with an adult – never swim alone
- Beware of slippery banks – don't walk close to, or run along the edge/bank.
- Check the water before entering or diving – for hazards and depth
- Read and obey notices and signs before entering
- Beware of boats using the waterway – avoid swimming near boat ramps or in areas set aside for boating
- Before entering – check for presence and strength of current and unknown area for hazards
- Before diving – check depth and presence of any snags, sandbanks, weeds, rocks or other hazards
- Enter cold water slowly
- If trapped in quicksand – spread the body's weight by lying flat on the surface, and move by slow arm and leg action
- If caught in a fast flowing river, rapids or storm water drain – float feet first in a half sitting position

Key Safety Tips for Fishing

- Always fish with an adult
- Always wear a Personal Flotation Device (PFD)
- Check for hidden rocks or sudden drop-offs when wading
- Wear shoes with good grip – be careful of slippery rocks with moss and weed on them
- Watch for changes in weather a tides
- Never turn away from the sea – a wave may knock you over
- Never mix fishing and alcohol

Key Safety Tips for Boating

- Never go boating alone
- Everyone always wears a Personal Flotation Device (PFD)
- Don't stand up in the boat
- Check weather conditions
- Always let someone know where you are going and what time you will return
- Wear and take appropriate spare clothes
- Boat should stay away from swimming areas, rock and other craft
- Never mix boating and alcohol
- Ensure you boat has emergency equipment and stow safely
- Follow traffic rules
- Learn and practice capsized and person overboard drills

Aquatic Environments

Activity 8 – Who uses these environments?

- Discuss the different inland water environments. (Rivers, lakes, dams and others)
- Provide information to the students on the different living creatures that use these environments and in what ways.
- Discuss why and how these people and living things use the environment.
- Provide the students with a table set out with the following columns: people, animals, insects and birds.
- With a partner students are to work through the sheet.
- Either brainstorm as a class or have the students investigate the information in the library independently.
- Discuss as a class when completed.

Activity 9 – Short Stories

- Short stories are provided covering each of the inland water environments.
- The stories include examples of the key characters taking unnecessary risks.
- Students write a conclusion to the stories, correcting the errors taking place and ensuring all the characters end up safe. (One, two or all stories can be completed depending on time constraints).
- Write down a set of rules for each environment that have arisen from the stories.
- Discuss the stories as a class.

Equipment Required

(Activities 8 & 9)

- Coloured pencils and textas
- Key Safety Tips for Rivers, Lakes and Dams
- Activity master sheets 8, 9a, 9b & 9c

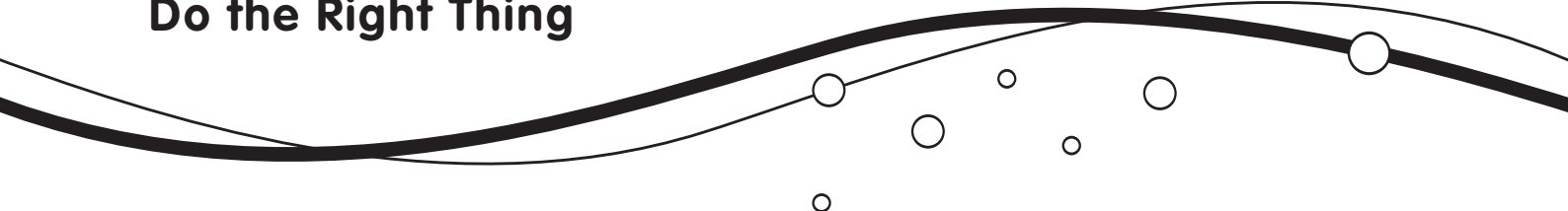
Extension Activities

- Refer to website for Water Safety Tips, games and activities.
- Visit your local swimming pool and have a pool lifeguard discuss safety issues at the swimming pool.
 - Organise a lifesaver/lifeguard to visit your school and discuss what their role is and dangers at the pool or beach.

Assessment Criteria

Refer to the relevant state learning outcomes provided.

Do the Right Thing



Read the situations below and write about how the accidents could have been prevented.

Jacob and Austen are excited about going to the local aquatic centre to swim. They both can swim well and go straight to the deep end to swim. Without looking they both jump in. What should Jacob and Austen have done differently? Why?

Rhian and Hannah are visiting the local swimming pool with their Mum. While their Mum is talking to a friend the two girls walk down to the deep end of the pool. Hannah has not learnt to swim yet. Rhian jumps in the water and Hannah follows. What should Rhian and Hannah have done differently? What should their Mum have done differently? Why?

Bart and Nick are visiting the new local wave pool. They are so excited as they have never been to a wave pool before. They get changed and Nick says “I’ll race you to the pool Bart”. Nick and Bart run towards the pool. Nick slips and grazes his knees on the cement. What should Nick and Bart remember?

Name:

Class:

Do the Right Thing

Naomi and Mandy are on holidays with their family. They can both swim well. On a hot summer day the family goes to the local swimming pool. Naomi and Mandy go straight to the edge of the pool and dive in. Mandy’s hands and face scrape against the bottom of the pool and she grazes herself. What should Naomi and Mandy remember to do?

Kerryn and Andrew are swimming at the Aquatic centre. The pool lifeguard blows the whistle and asks everyone to get out of the water. Kerryn and Andrew ignore the lifeguard and continue to play in the water. At the deep end of the pool an adult with a cramp is struggling in the water. What should they have done differently? Why?

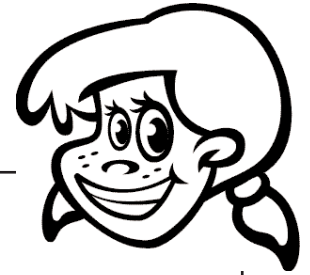


Name:

Class:

Know your Surf Hazards

Go to the library or look up the web and find out about surf beach conditions.



Rips

Definition:

Why can they be dangerous?

Empty rounded rectangular box for notes.

Waves

Definition:

Why can they be dangerous?

Empty rounded rectangular box for notes.

Tides

Definition:

Why can they be dangerous?

Empty rounded rectangular box for notes.



Name: _____

Class: _____

Know your Surf Hazards

Under Currents

Definition:

Why can they be dangerous?

Wind

Definition:

Why can they be dangerous?

Sea Creatures

Name some species:

Why can they be dangerous?



Name:

Class:

Who uses these Environments?



RIVERS

LAKES

OCEANS

Physical Characteristics

Animals Birds Insects

People's Activities

Name: _____

Class: _____

