



Water safety with City of Newcastle

2021 teacher explanatory notes

for Stage 2

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/water safety](https://newcastle.nsw.gov.au/water-safety); this is indicated in the notes for each lesson. Any other resources relevant to the activity are listed in this booklet before the procedure.

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STAGE 2

S2 outcomes and indicators addressed

Safe Living outcome: SLS2.13 Discusses how safe practices promote wellbeing

- Recognises behaviours that are risky and identifies people who can help
- Describes certain behaviours that can create a safe environment for themselves, their school and community
- Identifies people from whom they can seek advice and support in emergency situations
- Explains the need for rules and laws made for the protection of themselves and others

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

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

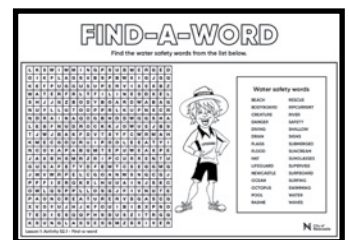
PDHPE Skills:

- Communicating: COS2.1 Uses a variety of ways to communicate with and within groups
 - Share ideas, feelings and opinions with others
- Decision making: DMS2.2 Makes decisions as an individual and as a group member
 - Discusses safe choices for different environments
- Interacting: INS2.3 Makes positives contributions in group activities
 - Discusses personal strategies to deal with difficult situations

1: An introduction to water safety

Activity S2.1 – Find-a-word

Students complete a find-a-word containing words that relate to water safety. This is a quick and fun activity to get students thinking about water safety before they complete the subsequent lessons. As part of this activity, students can also discuss in class/online who they should ask if they are unsure of anything when they are at the beach, pool or around open water.



Resources

- Print outs of S2.1 find-a-word found in the student activity book and in Stage 2 - An introduction to water safety at newcastle.nsw.gov.au/watersafety.
- Pencils or markers.

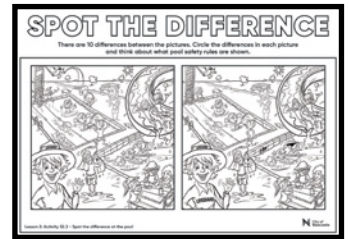
Procedure

1. Provide students with writing materials and printed copies of the find-a-word. Ask them to find and circle the water safety words in the grid.
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
 - If you feel scared about something or you're being bullied.

2: Pool safety

Activity S2.2 – 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 ten differences for students to find and discuss in the classroom or online.



S2.2a 'How to swim safely at the pool' extension activity: There is an extension activity for students to complete in small groups in the classroom or in an online forum.

Resources

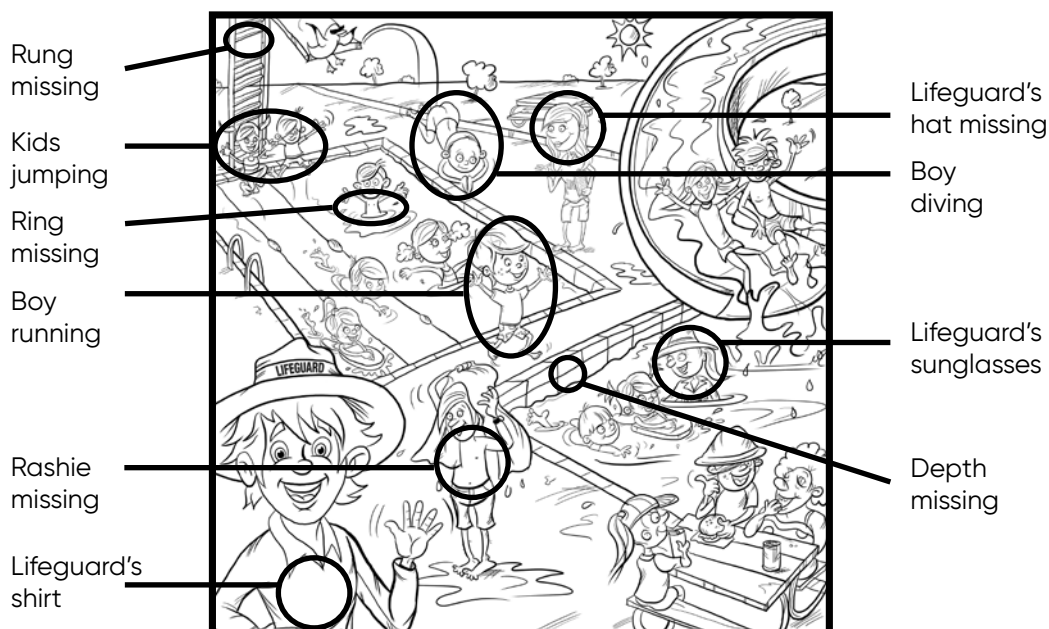
- Print outs of S2.2 spot the difference worksheet found in the student activity book and in Stage 2 – Pool safety at newcastle.nsw.gov.au/watersafety.
- Coloured pencils or markers.

Procedure

1. Provide students with writing materials and printed copies of the worksheet and ask them to circle 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 a rashie, hat and sunglasses)
 - Never swim alone
 - Don't dive/jump in the pool where people are swimming
 - Do not run around the pool
3. Discuss in class what other water safety rules apply at the pool, for example:
 - Ask a lifeguard for help
 - 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 S2.2a – How to swim safely at the pool



This activity will encourage student-led collaboration, where students' knowledge will strengthen through writing, reading, discussing and writing again. Students write a modified procedural text that explains the process of swimming safely at the local pool. In addition to listing the equipment and people they might need, students write about what they could do if they needed help. The stimulus question for this activity is: **What measures can be taken to help keep you safe around the pool?**



Resources

- Print outs of S2.2a worksheet found in the student activity book and in Stage 2 – Pool safety at newcastle.nsw.gov.au/watersafety.
- Lead pencils or pens
- Printed copies of the activity sheet on the following page (printed to A3 size for groups to use)
- Post-it notes (to stick on A3 print out)

Procedure

1. Students to work in small groups at their tables.
2. To introduce the topic of swimming safely at the pool, pose the stimulus question and ask students to independently write down 2 different suggestions on 2 separate Post-it notes.
3. The teacher will give out an A3 handout for the table group, with the headings: Equipment, People and Environment. Student will place their Post-it under the heading they think it best fits. While this happens, the teacher can observe student suggestions and write some suggestions on the whiteboard.
4. As a table group, the students will collaborate to discuss/debate if they have placed the safety measure under the correct heading.
5. Conduct a teacher-led discussion to ensure that the students are on the right track.
6. Students are to copy their findings onto the worksheet in their booklets, rewording and providing more detail as they have gathered more insight through discussion.
7. Pose the question to students at this point: What should you do if you need help? Discuss as a table group and a student will write dot points onto the group sheet.
8. Students then write their own answer to this question using full sentences. Students are encouraged to use compound and complex sentences.

Possible responses for further discussion and exploration in class

- **Equipment we need:** rash shirt, kick board, floaties/water wings/bubble, goggles to see underwater, sunscreen
- **People we need:** a friend or someone to swim with, an adult to supervise, a lifeguard on patrol
- **Environment check before entering the water:**
 - Check for safety signs
 - Check the pool is right for your ability
 - Check if there is anyone in your way before hopping in
 - Check the water depth.
- **What should you do if you need help:**
 - Remain calm and try to tell the person you are swimming with that you need help
 - Try to float and keep your head above water
 - Put you hand up to signal for help
 - Yell for help if needed.

HOW TO SWIM SAFELY AT THE POOL

What measures can be taken to help keep you safe around the pool?

| Equipment | People | Environment |
|-------------------------------|-------------------------------|-------------------------------|
| <i>Add Post-it notes here</i> | <i>Add Post-it notes here</i> | <i>Add Post-it notes here</i> |

What should you do if you need help at the pool?

- _____
- _____
- _____
- _____

3: Beach safety

Activity S2.3 – Emergency or risky situation?

In this activity, students are given two scenarios, one risky and one an emergency. Students can work individually or in small groups to formulate responses to each one; either create an emergency response plan, or a strategy to avoid the risk presented. If working in groups, students can then act out and practise their plans in their groups.



Resources

- Print outs of S2.3 worksheet found in the student activity book and in Stage 2 - Beach safety at newcastle.nsw.gov.au/watersafety.
- Lead pencils or pens
- Additional writing paper for scripting/writing a response plan if needed

Procedure

1. Provide students with writing materials and printed copies of the worksheet.
2. In the classroom discuss other emergency procedures that students would be familiar with, such as anaphylaxis response plans or school evacuation plans and the need to be prepared and practise such plans.
3. Based on that, and their knowledge of water safety, students can work in small groups or individually to read over the two scenarios on their worksheet and decide if each is a risky situation or an emergency.
4. They then formulate a response in the form of a script or plan that would help in that situation.
5. Once students have written the plans/scripts, they can role play and practise them in their groups.

Answers and possible responses

- **Situation one is an emergency.** Try to stay calm and float if possible. Put your hand up and yell for help.
- **Situation two is a risky situation.** Tell your friend that you don't want to walk and want to stay where you are. The break is better here. You're both safer on the patrolled beach and you want to stay where the lifeguards are.

4: Open water safety

Activity S2.4 – Being safe around the water Kahoot quiz

This is an online quiz. There is a hardcopy version in the student activity book if desired. In this activity students will complete a 10 question multiple choice Kahoot quiz online. The quiz provides a series of questions about how to behave in a safe way in and around the water, under a variety of circumstances. Teachers login to Kahoot using their own device and display the quiz on the SmartBoard. Students login on separate devices using a pin number and complete the quiz individually or in small groups.

Each question allows 90 seconds for students to make their selection. Kahoot tells you if you answered correctly, showing the points you score, and a leader board at the end of the game.

As a teacher you will need to sign up to Kahoot for free to access this online quiz. Visit the website: <https://create.kahoot.it/login>. Click on the 'sign up' option on the top right of the screen and follow the prompts. This process takes approximately 5 minutes. On the Kahoot website there is a YouTube clip on 'HOW TO PLAY A GAME OF KAHOOT' if you need assistance.

Hardcopy alternative: The quiz is also provided as a multiple choice worksheet for those who wish to use it or where technology fails. This worksheet can be done as a class or individually.

S2.4a 'Water safety recount' extension activity: There is an extension activity for students to complete if desired. The resources required and procedure follow after activity S2.4.

Resources

- Individual computers/devices that can access the internet
- Smartboard/Projector to connect the teacher's device to
- Optional: Worksheet S2.4 found in the student activity book and in Stage 2 - Open water at newcastle.nsw.gov.au/watersafety, which can be used offline or if technology fails.

Procedure for the teacher

1. Login to Kahoot and search the name of the quiz - 'S2.1 Being safe around the water' or use the direct link once logged in: <https://play.kahoot.it/#/k/8265ae38-6a46-434e-b859-54d3ddb9cc03>
2. Select 'Player V Player - Classic'
3. Once you are in, it will give you a game pin that you ask students to use. You will see each student enter the game as they enter the pin from their devices.
4. Ensure your device is connected to the SmartBoard so the questions are displayed on the board for students to see.
5. Click 'start' to commence the quiz.
6. Use the activity as a basis for further class discussion.

Procedure for the student

1. Work as a individual or in small groups using a computer or other device.
2. Using the Internet, go to <https://kahoot.com>
3. Click on 'Play!' at the top right of the screen.
4. You will be prompted to enter a pin number. Enter the pin number provided by your teacher.
5. Your teacher will start the quiz when everyone is ready. Answer each multiple choice question when prompted.

Questions and answers

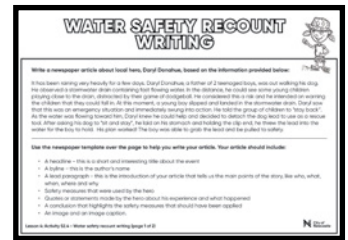
1. Q: What can you do to get help when you are in trouble in the water?
A: Put your hand up and yell for help
2. Q: What piece of equipment shows you where to swim at a patrolled beach?
A: The red and yellow flags
3. Q: Why shouldn't you swim alone?
A: There may be no one else to help you if you get into trouble
4. Q: What is an open water environment?
A: Creeks, streams, dams and rivers
5. Q: What are two signs you might see at the pool to help keep you safe?
A: Pool depth and no diving
6. Q: Your friend wants you to take a risk while swimming at the beach. What should you do?
A: Let your friend know you are not comfortable and say no
7. Q: Which piece of equipment is used by a lifeguard to help a distressed swimmer at the pool?
A: A flotation aid
8. Q: Which answer is **not** one of the rules that helps keep you safe in the water?
A: Swim where there are no waves breaking
9. Q: What is a risk?
A: A situation that involves exposure to danger
10. Q: What is the best piece of equipment you can use to reduce risk while boating?
A: A lifejacket

Extension activity S2.4a – Water safety recount

This activity helps students identify the difference between a risk and an emergency. Students write a newspaper article about a local hero based on the scenario outlined in the procedure. The example newspaper format provided in the student activity book can be used as a guide or can be adapted to suit the needs of the class. **This task may take a number of sessions to complete. You may wish to continue the activity after lesson 5 and beyond if required.**

Resources

- Print outs of the S2.4a worksheets (2 pages) found in the student activity book and in Stage 2 – Open water safety at newcastle.nsw.gov.au/watersafety
- Lead pencils or pens
- Writing book or computer to publish writing, if desired



Procedure

1. If in class, provide students with writing materials and printed copies of the worksheets. If working from home, students can download, print and complete.
2. In the classroom or online, discuss how distractions can lead to poor decision making around water.
3. Read through the following scenario as a class or as individuals (the scenario is on the activity worksheet along with the newspaper template):

It has been raining very heavily for a few days. Daryl Donahue, a father of 2 teenaged sons, was out walking his dog. He observed a stormwater drain containing fast flowing water. In the distance, he could see some young children playing close to the drain, distracted by their game of dodgeball. He considered this a risk and he intended on warning the children that they could fall in. At this moment a young boy slipped and landed in the storm water drain. Daryl saw that this was an emergency situation and immediately swung into action. He told the group of children to "stay back". As the water was flowing toward him Daryl knew he could help and decided to detach the dog lead to use as a rescue tool. After asking his dog to "sit and stay", he laid on his stomach and holding the clip end, he threw the lead into the water for the boy to hold. His plan worked! The young man was able to grab the lead and be pulled to safety.
4. Ask students to brainstorm some ways that individuals can take responsibility for their own safety in and around water, eg. choosing to play a game further away from the stormwater drain.
5. Students then use the newspaper template worksheet to write a newspaper article about the environment and the risk that turned into an emergency. Discuss and guide students to include the following in their newspaper article:
 - A headline/interesting title
 - A byline (the author's/student's name)
 - A lead paragraph that highlights what the story is about (the who, what, when, where, why)
 - The safety rules/measures that were/were not applied in the situation (how did the group of boys get into a risky situation? How did the rescuer ensure his own safety and the safety of the victim?). Students should elaborate to create paragraphs recounting the rescue.
 - Quotes from the hero made to the author (statements around the identified risk and how it turned into an emergency)
 - A conclusion that highlights the safety measures that should have been applied
 - An image and image caption.
6. If desired, students can develop and publish their writing using a computer or writing book.

5: An introduction to resuscitation

Activity S2.5 – Design a resuscitation poster

Using the outline for activity S2.5 in the activity book, students design a poster that explains the key steps for resuscitation that are outlined in Video 5. The aim is to introduce students to resuscitation so that they start to become familiar with it.



Variation of activity: Students may wish to design their poster on the computer using available presentation/design software rather than drawing it on the outline provided.

S2.4a extension activity – continued: On completion of this activity, students can continue to work on their water safety recount if desired.

Resources

- Print outs of the poster outline found in the student activity book and in Stage 2 – An introduction to resuscitation S2.5 at newcastle.nsw.gov.au/watersafety.
- Coloured pencils or markers.
- Optional: City of Newcastle’s water safety presentation **slide 26** found in the teacher resources at newcastle.nsw.gov.au/watersafety.

Procedure

1. Use slide 26 of City of Newcastle water safety presentation to remind the students of the acronym DRSABCD and what it stands for. You may wish to display this acronym online or write it on the board so students can see each step as they work:
 - **Danger** – Make sure there is no danger to yourself, others and the patient.
 - **Response** – Check for response (ask name, squeeze shoulders). No response – send for help. Response – make comfortable, monitor.
 - **Send** – Send for help – Call triple zero (000) for an ambulance or ask another person to call for help.
 - **Airway** – Open airway/mouth and check for foreign material present. If present – place in recovery position and clear airway with finger.
 - **Breathing** – Check for breathing (look, listen, feel). Not normal – start CPR. Normal – place in recovery position and monitor.
 - **Compression/CPR** – Start CPR – 30 chest compressions followed by 2 breaths. Continue CPR until help arrives.
 - **Defibrillation** – Attach defibrillator (AED) as soon as available and follow the voice prompts.
2. Provide students with drawing materials and printed copies of the poster outline.
3. Ask students to create a poster that could be displayed on the fence in their backyard pool to show people how to resuscitate someone. They should use the acronym DRSABCD to clearly outline the steps taken. They may like to include other important water safety messages on their posters, like never swim alone, shut the pool gate and learn to swim.
4. Once complete, students can display their posters on the classroom wall.
5. If desired, students can continue to work on their water safety recount from extension activity S2.4a.