



Water safety with City of Newcastle **2020 teacher explanatory notes for Stage 3**

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; 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 3

S3 outcomes and indicators addressed

Safe Living outcome: SLS3.13 Describes safe practices that are appropriate to a range of situations and environments

- Demonstrates ways to improve unsafe environments
- Plans how to take responsibility for their own safety and that of others, eg swim only in safe places
- Identifies individuals and services in the community that help protect their wellbeing

Personal Health Choices: PHS3.12 Explains the consequences of personal lifestyle choices

- Makes judgements on the reliability of information from different sources eg websites

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: COS3.1 Communicates confidently in a variety of situations
 - Presents an opinion with confidence
 - Designs and produces a multimedia presentation detailing group findings about a health issue

Lesson 1: An introduction to water safety

Activity S3.1 – Water safety crossword

Students fill in the missing words to reveal the water safety messages and complete the crossword. This is a quick and fun activity to get students thinking about water safety before they complete the subsequent lessons.



Resources

- Video 1: An introduction to water safety in Newcastle, found in Stage 3 Lesson 1 at newcastle.nsw.gov.au/watersafety.
- Print outs of S3.1 crossword found in the student activity book and in Stage 3 Lesson 1 at newcastle.nsw.gov.au/watersafety.
- Pencils or pens.

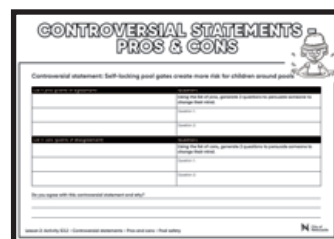
Procedure

1. Students should watch Video 1 on water safety before completing this activity.
2. If in class, provide students with writing materials and printed copies of the crossword. Ask them to fill in the missing words to reveal the water safety messages that allow them to complete the crossword. If doing the activity at home, students can download, print and complete.

Lesson 2: Pool safety

Activity S3.2 – Controversial statements - Pros and cons

In this activity, students are presented with a controversial statement about pools and asked to identify the pros (points of agreement) and cons (points of disagreement). The idea of this task is to broaden the students' knowledge and to consider both sides of an argument when forming beliefs about water safety. Students will require some guidance, so classroom or online discussion is recommended and outlined in the procedure below.



Resources

- Video 2: Pool safety, found in Stage 3 Lesson 2 at newcastle.nsw.gov.au/watersafety.
- Print outs of the controversial statements (pool) worksheet found in the student activity book and in Stage 3 Lesson 2 at newcastle.nsw.gov.au/watersafety.
- Pens.

Procedure

1. Students should watch Video 2 on pool safety before completing this activity.
2. If in class, make a 2 column table on the board with the headings 'Pros' and 'Cons'.
3. In the classroom or online, guide a class discussion around the controversial statement: **Self-locking pool gates create more risk for children around pools.**
4. Once there are some responses, ask students to independently list 2 to 3 pros and 2 to 3 cons for the controversial statement on their worksheet.
5. Explain how students can generate a question to convince the reader to change their mind. Model a question to students so that they understand the second part of the task.
6. Students then generate their own questions to persuade someone to change their mind on the topic. If working in the classroom, students may work in pairs or small groups for this task, due to the high level of rigor.
7. Students can then indicate whether they agree with the controversial statement and briefly outline why on their worksheet.

Lesson 3: Beach safety

Activity S3.3 – Controversial statements – Pros and cons

As in the previous activity, students are presented with a controversial statement and asked to identify the pros (points of agreement) and cons (points of disagreement). This activity will help build on the learning from the previous lesson, providing another opportunity for students to consider both sides of an argument when forming beliefs about water safety. Again, classroom or online discussion is recommended and outlined in the procedure below.

The worksheet is titled "CONTROVERSIAL STATEMENTS - PROS & CONS". It features a table with two main columns: "PROS" and "CONS". Each column has several rows for students to write their responses. Below the table, there is a section for "Generate a question to convince the reader to change their mind" and a section for "Indicate whether you agree with the controversial statement and why". The worksheet also includes a small illustration of a beach scene and a logo for the City of Newcastle.

Resources

- Video 3: Beach safety, found in Stage 3 Lesson 3 at newcastle.nsw.gov.au/watersafety.
- Print outs of the controversial statements (beach) worksheet found in the student activity book and in Stage 3 Lesson 3 at newcastle.nsw.gov.au/watersafety.
- Pens.

Procedure

1. Students should watch Video 3 on beach safety before completing this activity.
2. If in class, make a 2 column table on the board with the headings 'Pros' and 'Cons'.
3. In the classroom or online, guide a class discussion around the controversial statement: **My friend is trying to convince me to swim outside the red and yellow flags, but I should stay with her so she is not swimming alone.**
4. Once there are some responses, ask students to independently list 2 to 3 pros and 2 to 3 cons for the controversial statement on their worksheet.
5. Remind students how they can generate a question to convince the reader to change their mind. Model a question to students so that they understand the second part of the task.

- Students then generate their own questions to persuade someone to change their mind on the topic. If working in the classroom, students may work in pairs or small groups for this task.
- Students can then indicate whether they agree with the controversial statement and briefly outline why on their worksheet.

Lesson 4: Open water safety

Activity S3.4 – Create an open water safety sign

Using the outline for activity S3.4 in the activity book, students design a sign that tells people how they can be safe in or around open water. This could be a behaviour that they must display or a hazard that they need to be aware of.



S3.4a 'Drowning safety presentation' extension classroom activity: There is an extension activity that can be assigned to the whole class or just to students who complete activity S3.4 quickly and are looking for a challenge. This activity requires group work over a number sessions. The resources required and procedure are outlined below.

Resources

- Video 4: Open water safety found in Stage 3 Lesson 4 at newcastle.nsw.gov.au/watersafety
- Print outs of the safety sign outline found in the student activity book and in Stage 3 Lesson 4 at newcastle.nsw.gov.au/watersafety.
- Coloured pencils or markers.

Procedure

- Watch Video 4 on open water safety to get students thinking about the kinds of hazards or dangers that can exist around open water and how they can stay safe.
- If in class, provide students with drawing materials and printed copies of the worksheet. If working at home, students can download, print and complete.
- Ask students to choose a rule that keeps them safe in or around open water and draw a safety sign that could be displayed near a river, lake, creek, dam or even a stormwater channel 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: shallow water, submerged rock or other objects, fast moving water, dangerous current, no swimming.

Extension classroom activity S3.4a – Drowning safety presentation

In this activity, students create and share a multi-media presentation based on a real world scenario. To do this, students work in groups and group members imagine themselves in the role stated. As a group, students research information and organise it to fulfil the scenario. They then share this presentation with the class. The group presentations must reinforce the 4 key water safety rules: ask a lifeguard for help, never swim alone, put your hand up if you get in trouble and swim between the flags.



This task will take a number of 1 hour sessions as students will need time to research, compile, create and share. You may wish to continue the activity after lesson 5 and beyond.

Resources

- Devices for students to create their presentations (eg. iPads, laptops, desktop computers)
- Access to appropriate software (eg. iMovie, PowerPoint) or websites (eg. Prezi)
- Internet access
- Print outs of the worksheet found in the student activity book and in Stage 3 Lesson 4 at newcastle.nsw.gov.au/watersafety.

Scenario option 1

Imagine your school is hosting a visiting school from another country who is not accustomed to swimming at beaches and in pools in a warm climate like here in Australia. Your school project is to create a presentation that will inform the visiting group about **water safety**. You are required to create graphic slides (that could be printed and used as wall art) with simple phrases, images and/or videos that reinforce water safety awareness. For example, providing a skit/video/comic of a **risky situation** with a given **solution**. Use the **4 key water safety rules** on these slides. A summary of the websites/resources you could access to learn about water safety should also be included.

Scenario option 2

Imagine you are a Head Lifeguard in your local community and you are meeting with an ex-farmer who has just purchased a public pool and has no experience running a pool. Your assigned job is to brief him on how to **prevent drownings** and keep his clients **safe around the water**. You could have an introduction slide to address **drowning prevention**, which can be read out to the client (your class). This section should cover safe behaviours, pool fencing, safety signage and supervision. To emphasise safety around water you could depict a **risky situation** (using pictures/videos/written description) and provide a **solution** for your client. It is required to provide slides outlining the essential rules and steps taken when presented with a 'risky situation'. A summary of the websites/resources you could access to learn about water safety should also be included.

Procedure

1. Put students into groups and give each one access to a computer and water safety resources, such as those on the City of Newcastle website, Royal Life Saving Australia, KidsSafe and/or Kids Alive.
2. Students should begin by taking notes on the information they find to be relevant that can be linked with the water safety rules, and organise it with the scaffold in the student activity book.
3. Groups will use the information they have gathered to create a presentation on the computer or tablet. The presentation should inform the host school or client about: the issue of drowning, the 4 safety rules, how to prevent drowning and recognising a 'risky situation' with a provided solution. For example, supervising children playing in a backyard pool. Students will use the checklist in their worksheet to ensure they have included all required elements in their presentation.
4. Students share their presentations with their class using a Smartboard or projection screen.

Variation of activity: To present their findings to the class, students may choose to role play based on the scenario.

Lesson 5: An introduction to resuscitation

Activity S3.5 – Design a resuscitation poster

Using the outline for activity S3.5 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.

S3.4a extension classroom activity – continued: On completion of this activity, students can continue to work on their drowning safety presentation if desired.

Resources

- Video 5: Resuscitation found in Stage 3 Lesson 5 at newcastle.nsw.gov.au/watersafety
- Print outs of the poster outline found in the student activity book and in Stage 3 Lesson 5 at newcastle.nsw.gov.au/watersafety.
- Coloured pencils or markers.
- Optional: City of Newcastle's water safety presentation **slide 31** found in the teacher resources at newcastle.nsw.gov.au/watersafety.

Procedure

1. Watch Video 5 An introduction to resuscitation to get students familiar with resuscitation and the steps involved.
2. If needed, use slide 31 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.
3. If in class, provide students with drawing materials and printed copies of the poster outline. If working at home, students can download, print and complete.
4. 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.
5. Once complete, students can display their posters on the classroom wall or submit online if working from home.
6. If desired, students can continue to work on their drowning safety presentation (see S3.4a).