



# Water safety with City of Newcastle **2021 teacher explanatory notes for Early 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.

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# EARLY STAGE 1

## ES1 outcomes and indicators addressed

Safe Living outcome: SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living

- Indicates a number of possible actions for safety
- Identifies people who keep them safe/unsafe
- Recalls and uses rules

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:

Decision making: DMES1.2 Identifies some options available when making decisions

- Nominates people who can help in particular situations

English – Speaking and Listening

ENe-1A Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction

- Contributes appropriately to class discussions
- Understands how to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns

## 1: An introduction to water safety

### Activity ES1.1 – Ask a lifeguard for help colouring-in

Activity ES1.1 is a colouring-in sheet that shows the water safety rule 'Ask a lifeguard for help'. In this activity, students colour-in the activity sheet and display their completed artwork in the classroom or submit online if learning from home. Students can also discuss in class/online where they will find lifeguards and what kinds of things a lifeguard can help them with.



### Resources

- Print outs of ES1.1 colouring-in sheet found in the student activity book and in Early Stage 1 An introduction to water safety at [newcastle.nsw.gov.au/watersafety](http://newcastle.nsw.gov.au/watersafety).
- Coloured pencils, markers or crayons.

### Procedure

1. Provide students with drawing materials and printed copies of the colouring-in sheet and ask them to colour them in.
2. Once students have completed their work, discuss (in class) where students might find a lifeguard (at a patrolled beach and at the swimming centres) and what kinds of things a lifeguard can help with. This could include:
  - If you get into trouble or you are not sure 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
3. Students can display their work in the classroom.

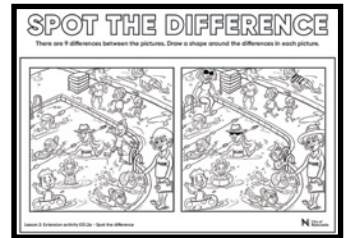
## 2: Pool safety

### Activity ES1.2 – Never swim alone colouring-in

Activity ES1.2 is a colouring-in sheet that shows the water safety rule 'Never swim alone'. In this activity, students colour-in the activity sheet and display their completed artwork in the classroom or submit online if learning from home. Students can then discuss in class/online what other water safety rules apply at the swimming centres and their backyard pools.



**ES1.2a 'Spot the Difference' extension activity:** There is an extension activity for students who complete the colouring-in sheet or who are looking for a challenge. The answers are provided below.

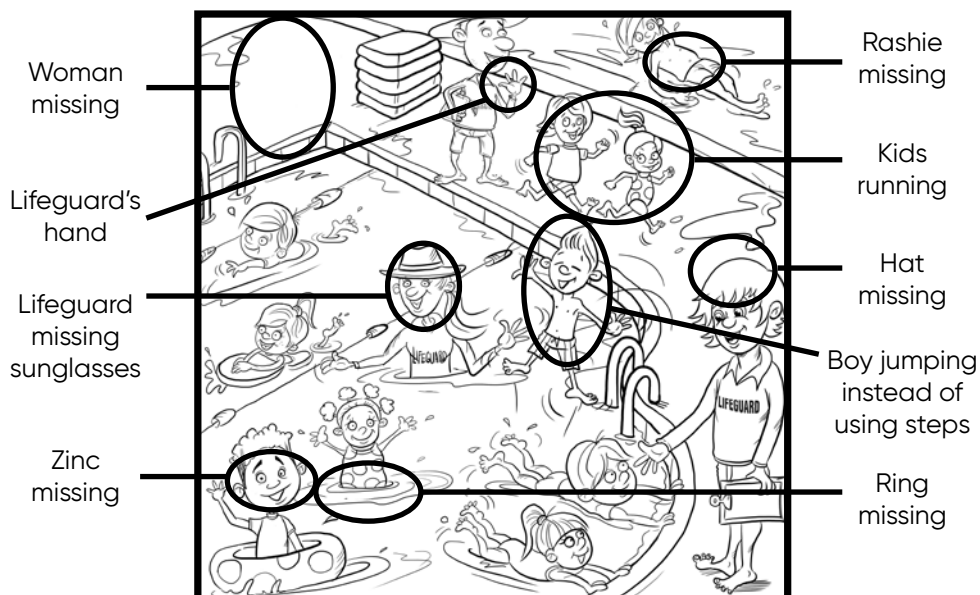


### Resources

- Print outs of ES1.2 colouring-in sheet found in the student activity book and in Early Stage 1 Pool safety at [newcastle.nsw.gov.au/watersafety](http://newcastle.nsw.gov.au/watersafety).
- Print outs of ES1.2a 'Spot the Difference' extension worksheet from the activity book (if using).
- Coloured pencils, markers or crayons.

### Procedure

1. Provide students with drawing materials and printed copies of the colouring-in sheet and ask them to colour them in.
2. Once students have completed their work, discuss (in class) what other water safety rules apply at the swimming centres and backyard pools, for example:
  - Obey the safety signs
  - Check the water depth
  - No bombing
  - Don't dive in shallow water
  - Do not run around the pool
  - Make sure the pool gate is always closed
3. Students can display their work in class.
4. Assign the '**Spot the Difference**' extension worksheet to anyone who completes their work quickly or who is looking for a challenge. Students may wish to discuss the differences and which picture shows people doing the right thing at the pool (the second image). The answers are provided here.



## 3: Beach safety

### Activity ES1.3 – Beach flags colour-by-numbers

Activity ES1.3 is a colouring-in sheet that asks students to colour-in the flags by number and identify the safest place at the beach to swim. Students colour-in the activity sheet and display their completed artwork in the classroom or submit online if learning from home. Students can then discuss in class/online what is happening in the picture and what other water safety rules apply at the beach.



**ES1.3a 'Safe swimming 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

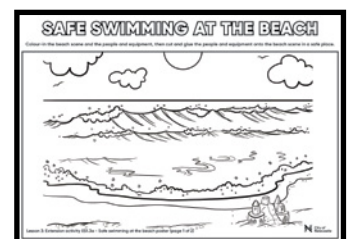
- Print outs of ES1.3 beach flags worksheet found in the student activity book and in Early Stage 1 Beach safety at [newcastle.nsw.gov.au/watersafety](http://newcastle.nsw.gov.au/watersafety).
- Coloured pencils, markers or crayons.

### Procedure

1. Provide students with drawing materials and printed copies of the worksheet and ask them to colour-in the flags and mark the safest place to swim with a tick. Finish by colouring in the rest of the picture if desired.
2. Once students have completed their work, discuss (in class) what is happening in the picture (the boy is swimming between the red and yellow flags, he is in trouble and has put his hand up and is yelling for help, the lifeguard is coming to rescue him). Talk about what other rules apply at the beach, for example:
  - Never swim alone
  - Ask a lifeguard for help
  - Obey the safety signs
  - No flags = no swim.
3. Students can display their work in class.

### Extension activity ES1.3a – Safe swimming at the beach poster

Assign the 'Safe swimming at the beach' extension activity to anyone who has completed their work or is looking for a challenge. This task will ensure the students are acquiring an understanding of what a 'safe' environment at the beach looks like. Keep the posters displayed throughout the classroom to highlight water safety.



### Resources

- Print outs of colouring-in beach landscape and illustrations (2 pages) from the student activity book and in Early Stage 1 Beach safety ES1.3a 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, in table groups 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.

## 4: Open water safety

### Activity ES1.4 – Draw a water safety sign

Using the outline for activity ES1.4 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 from the student activity book and in Early Stage 1 Open water safety ES1.4 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. If needed, use slides 25, 26, 27, 28 of the 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-avoid-slide
  - Never swim alone
  - Always check the water depth before you dive in.
2. Provide students with drawing materials and printed copies of the worksheet.
3. 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 ES1.5 – Someone's in trouble in the water!

The student activity book contains a colouring-in sheet that depicts a swimmer in trouble. In this activity, students colour-in the scene and the swimmer and answer the simple questions below in a class/online discussion.



### Resources

- Print outs of colouring-in sheet for each student found in the student activity book and in Early Stage 1 Water safety summary ES1.5 at [newcastle.nsw.gov.au/watersafety](http://newcastle.nsw.gov.au/watersafety).
- Coloured pencils, markers or crayons

### Procedure

1. Provide students with drawing materials and the colouring-in sheet from the student activity book.
2. Allow the students to look at their own sheet. Students will sequentially identify important variables in this beach scene during a class/online discussion:
  - a. **Identify the person who is in trouble** and ask students to circle the character on their worksheet. Discuss the indicators that show this person is not feeling safe (worried expression) and other factors that indicate she is in trouble (eg. unable to stand and swimming alone).  
**Colour-in this character first.**
  - b. **Relate the swimmer to her environment.** Guide students to circle/highlight the safe swimming area (between the flags) on their worksheet. Ask the students to check if the swimmer is swimming inside the flags and discuss with the class. Pose the question: is the swimmer with a buddy/friend? **Colour-in the flags.**
  - c. **Identify the person who can help the swimmer** by asking the students to circle/highlight the person on their worksheet. Discuss the options of who could help. **Colour-in the lifeguard.** Then mention an adult or someone nearby could get a lifeguard and help the swimmer in trouble.  
**Colour-in these characters.**
  - d. **Demonstrate how to get the lifeguard's attention (hand straight up and yell for help).** Support a discussion about what a student could do if he/she was in this situation (ie. swim between the flags, never swim alone, always have an adult with you).
  - e. **Finish by colouring-in the rest of the picture.**

### Classroom activity ES1.5a – Swimming statues

**This game is not in the activity booklet.** This modified game could be used as a brief activity break in class or as a dance, drama, or practical Physical Education warm up. It is based on the classic statues game, but as the coordinator, you ask students to move and freeze as safe swimmers. As with the original, students move while the music plays and stop and freeze when you pause it.

### Resources

- Music/music player as desired
- Space for students to move around safely

## Key game play elements

Discuss and demonstrate key statue poses that you may call out and then ask students to practise them. The movements listed below are deliberately different from one another to make game play/ judging easier:

- Hand up to get help – one arm straight up in the air
- Look for the lifeguard – hold one hand over brow like a visor, as if you're searching and point with the other
- Hold onto your hat – place both hands on head, as if forcing a hat down

**Safety** – Students need to be careful to give each other enough space and to keep their eyes up, focussed on where they're going at all times.

**Extension** – If your students are up to the task, you can create your own statues to add into the mix, for example they could be a flotilla of blue bottles!

## Game play

1. Put music on and ask students to move around the space as if they were swimming; you may like to specify a stroke if students are more knowledgeable
2. When you are ready, pause music and call out a pose that students need to freeze in
3. Anyone in the wrong pose, or who has failed to freeze is out of the game. While the game can be used to eliminate students, you may prefer to have students move out of the game play area for one round and then return
4. Continue playing for as long as you require.