



Water Smart Level 2 – Years 1 and 2

Unit Summary

This unit is designed for children in Years 1 and 2 (typically aged 6-8 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. The 'Aquatic Environments' strand also requires students to watch a seven-minute video clip.

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 students about water safety around the home and includes three activities, each of which can 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, both 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
- increase their understanding of safe behaviour around water and key water safety rules including: Listen to the lifeguards, always close the pool gate, and do not push people in.

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
- explain how to behave safely around water.



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Links to the Australian Curriculum

Health and Physical Education

Personal, Social and Community Health

- Being healthy, safe and active
Practise strategies they can use when they need help with a task, problem or situation (ACPPSo17)
Recognise situations and opportunities to promote health, safety and wellbeing (ACPPSo18)
- Communicating and interacting with others for health and wellbeing
Examine health messages and how they relate to health decisions and behaviours (ACPPSo21)
- Contributing to healthy and active communities
Identify and explore natural and built environments in the local community where physical activity can take place (ACPPSo23)

Geography

- Geographical Knowledge and Understanding
The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGKoo8)

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.



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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.



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Where We Live

Introduction

There are a number of water bodies around the home environment which can potentially be dangerous for young children. Children need to be able to identify the danger and what may be a consequence of unsafe behaviour.

This section further develops the student knowledge and understanding about water safety. Students explore how they and members of their family can be safer with water in and around 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.



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Where We Live

Activity 1: Water Dangers in and Around the Home

What you will need:

- Whiteboard or butcher's paper
- Paper for drawing (A4 or A3)
- Coloured pencils or textas

As a class, brainstorm all the different rooms in students' houses. List them on butcher's paper or a whiteboard, then add common outside areas, such as the garden, shed, pool etc.

Ask students in which of these rooms/areas they might find water. How is water used in each room/area? Could this water use present a safety hazard? Discuss and list responses.

Students choose and draw one room/area in their home where water is found. Include a water hazard in the picture.

As a class, discuss the pictures. Are some rooms/areas more likely than others to have water hazards? Which ones?

Students to work with a partner to brainstorm possible solutions to the water hazards in their pictures. Share the solutions with the class. Compile a list of all the hazards and solutions.

Students to draw another picture of the same room/area, but this time illustrate the water safety solution instead of the hazard. Display all the pictures around the classroom.



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Where We Live

Activity 2: Home Water Safety Checklist

What you will need:

- Enlarged (A3) copy of ‘Activity Sheet 1 – Home Water Safety Checklist’
- Copies of ‘Activity Sheet 1 – Home Water Safety Checklist’
- Paper for drawing
- Coloured pencils or textas

Revise where water can be found in and around the home and the dangers it can present (from activity 1).

Explain to the class that you will be creating a checklist that students can use to assess how water-safe their own home is.

Display the enlarged copy of ‘Activity Sheet 1 – Home Water Safety Checklist’. Use your classroom (or another room in the school) to demonstrate how it should be completed. For example:

Room/Area	Water Hazard Found
Art Room	Sinks left full of water

Students can choose to write the water hazard that was found, or draw a picture of it.

In class, students can complete the ‘Room/Area’ column on the sheet then take their list home and ask an adult to help them complete the ‘Water Hazard Found’ column.

When students return with their completed checklist discuss the hazards identified and ask students how they could be fixed or improved.

Students to draw a small poster to show one water safety issue in their home. Ensure that a safety tip is added to the illustration.

Encourage the students to display the poster in the room/area at home where the safety issue occurred.



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Where We Live

Activity 3: Backyard Swimming Pools

What you will need:

- Copies of 'Activity Sheet 2 – Water Safety Rules at Home'
- A copy of the 'Home – Key Safety Tips' sheet
- Whiteboard or butcher's paper

Survey the class to find out how many students have a swimming pool at home, or know someone who does. Discuss the advantages and disadvantages of having a pool.

Brainstorm and list appropriate and inappropriate behaviours around a pool. Refer to the relevant rules on the 'Home – Key Safety Tips' sheet if required.

Students to complete 'Activity Sheet 2 – Water Safety Rules at Home'. You may wish to complete one sentence on the sheet as a class before students work individually to finish it.

When students have finished the activity sheet, discuss the statements and reflect on the tips on the 'Home – Key Safety Tips' sheet.



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Aquatic Environments – Swimming Pools/Aquatic Centres

Introduction

Children may be regular visitors to aquatic facilities in their local area. As their competence in water may increase, so too does the risk. Being aware of their ability as well as having a good understanding of safe behaviour is important as they increase participation in aquatic activities.

In this section we will explore in further detail, water safety at the swimming pool. Safety issues are identified and students further develop their knowledge and understanding of the key safety messages for utilising pool 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.



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Aquatic Environments – Swimming Pools/Aquatic Centres

Activity 1 – Pool Safety Rules

What you will need:

- ‘Be Water Smart at the Pool’ video clip. Available to download from ‘Supplementary Resources’ in the Water Smart Educational Toolkit in the registered schools zone of the website www.swimandsurvive.com.au (runs for approximately seven minutes)
- Enlarged (A3) copy of the ‘Pool Safety Signs’ poster
- A4 or A3 paper for drawing
- Coloured pencils or textas

Swimming pools usually have rules and signs on display. Ask students why they think it is important to have rules displayed around the pool? Show students the enlarged copy of the ‘Pool Safety Signs’ poster, discuss each of the symbols and the rules they represent.

Students to watch the seven-minute ‘Be Water Smart at the Pool’ video clip.

Discuss:

- What unsafe behaviours did you see in the video?

Scenario 1

- What was wrong with the boys performing ‘bombs’ into the pool?
- What did they change to make their behaviour safe?

Scenario 2

- What was wrong with the behaviour of the parents in the video?
- What was wrong with the behaviour of the children?
- What did the parents do differently to make their behaviour safe?

Scenario 3

- What was wrong with the boys’ behaviour while playing in the pool?
- What was the consequence of their behaviour?
- What activities can the boys do to play safely?

Revisit and discuss the rules on the ‘Pool Safety Signs’ poster.

Students to select one pool safety rule from the ‘Pool Safety Signs’ poster and create their own poster promoting the rule. Display these around the classroom.



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Aquatic Environments – Swimming Pools/Aquatic Centres

Activity 2: Pool Safety Mobile

What you will need:

- Whiteboard or butcher's paper
- Enlarged (A3) copies of 'Activity Sheet 3 – Safety at the Pool'
- Paper plates or cardboard
- Coloured pencils or textas
- Glue
- Scissors
- String

Revise the safe pool behaviours and rules discussed in activity 1.

Working in pairs, students to brainstorm the people and equipment they might find in a pool environment to help to keep them safe (e.g. lifeguards, pool noodles, kickboards etc.). List these items on the board.

Students to study the pictures and safety rules on 'Activity Sheet 3 – Safety at the Pool'. Discuss what each picture is and which rule matches it. The pictures and safety rules will be used to make a pool safety mobile.

To make the mobile:

1. Colour in the pictures from page one of Activity Sheet 3. Students can draw extra pictures to match the safety rules if they wish.
2. Cut out the pictures and the rules.
3. Stick the pictures onto a paper plate or piece of cardboard.
4. Glue a matching pool safety rule on to the back of each picture.
5. Make a hole at the top of each paper plate or piece of cardboard.
6. Thread the pieces together with a piece of string to make a mobile.
7. Display the mobiles around the classroom.



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Aquatic Environments – Beach

Introduction

Everyone enjoys a fun day at the beach and being prepared helps to make the day enjoyable and safe. Children should be made aware of what items they may need to take for a fun and safe day and what safety rules they should follow.

In this section we will explore in further detail, water safety at open water environments with particular reference to beaches. Safety issues are identified and students further develop their knowledge and understanding of the key safety messages for safe participation at the beach.

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.



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Aquatic Environments – Beach

Activity 1: Beach Safety

What you will need:

- Items that can be used to stay safe and have fun at the beach, such as sunscreen, hat, flotation aids, boogie boards, balls etc.
- Copies of 'Activity Sheet 4 – Safety Items for the Beach'
- Coloured pencils
- Whiteboard or butcher's paper

Brainstorm all the items you might need for a safe and fun day at the beach. Record students' ideas. Teacher to show items listed above to stimulate discussion. One at a time, select an item and show it to students. Ask students to decide if the item is used for fun, safety or both. Students to:

- stand with their hands in the air if they think it is for fun
- sit with their legs crossed if they think it is for safety
- sit with their hands on their head if they think it is for both.

Students complete 'Activity Sheet 4 – Safety Items for the Beach' by drawing items (e.g. sunscreen, hat, flotation aids etc.) and explaining how they can be used to stay safe at the beach.

Activity 2: Beach Rules

What you will need:

- Enlarged (A3) copies (one copy between 2 or 3 students) of the 'Water Safety Tips for the Beach' (no captions) poster
- Enlarged (A3) copy (or copies) of the 'Water Safety Tips for the Beach' poster
- Copies of 'Activity Sheet 5 – Should I or Shouldn't I?'

Display a copy of the 'Water Safety Tips for the Beach' (no captions) poster. In pairs, or groups of three, students to discuss the pictures on the poster. What do they think is happening in each picture? Discuss the students' responses.

Display (or provide for each group) a copy of the 'Water Safety Tips for the Beach' poster. Read through and discuss each of the water safety tips.

Students to complete 'Activity Sheet 5 – Should I or Shouldn't I?' by sorting the activities into the 'should do' and 'should not do' columns.



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Aquatic Environments – Rivers, Lakes and Dams

Introduction

As some children may not be familiar with these aquatic environments or visits are not on a regular basis, emphasis should be on awareness of the dangers including participation in aquatic activities. This includes understanding the characteristics of each of the different environments.

In this section we will explore in further detail, water safety at open water environments with particular reference to rivers, lakes and dams. Safety issues are identified and students further develop their knowledge and understanding of the key safety messages for safe participation at rivers, lakes and dams.

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.



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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.



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Aquatic Environments – Rivers, Lakes and Dams

Activity 1: Water Safety Billboard

What you will need:

- Enlarged (A3) copies of the ‘Water Safety Tips for Rivers, Lakes and Dams’ (no captions) poster
- Enlarged (A3) copies of the ‘Water Safety Tips for Rivers, Lakes and Dams’ poster
- Copies of ‘Activity Sheet 6 – Safety Billboard’
- Coloured pencils or textas

In pairs, students to discuss the pictures on the ‘Water Safety Tips for Rivers, Lakes and Dams’ (no captions) poster. Students to decide which of the pictures show safe activities and which show unsafe activities that could cause an accident, then circle the pictures they think show unsafe activities. Discuss students’ responses.

Make a list of the accidents that students think could happen around rivers, lakes and dams. Can they think of any that may not have been shown on the poster?

Discuss:

- Which accidents do students think would be the most common? Why?
- How could these accidents be avoided?

Display an enlarged copy (or provide a copy to each pair of students) of the ‘Water Safety Tips for Rivers, Lakes and Dams’ poster. Discuss the captions on each picture.

Students to select one rule that they think is important and create a safety billboard using ‘Activity Sheet 6 – Safety Billboard’. Display these around the classroom.

Activity 2: Inland Water Safety

What you will need:

- ‘Water Safety Tips for Rivers, Lakes and Dams’ poster
- Copies of ‘Activity Sheet 7 – Safety Tips for Rivers, Lakes and Dams’
- Paper for writing and drawing
- Lead pencils
- Coloured pencils or textas

Revise the rules on the ‘Water Safety Tips for Rivers, Lakes and Dams’ poster.

Students to complete ‘Activity Sheet 7 – Safety Tips for Rivers, Lakes and Dams’. You may wish to complete one sentence on the sheet as a class before students work individually to finish it.

Students to draw a picture of an accident occurring around a river, lake or dam and write a sentence or story (depending on age and ability) explaining what is happening in their picture. Share the stories and pictures with the class.