

BEACH

WATER SKILLS FOR LIFE

DANGERS AND SAFETY RULES FOR PLACES WE SWIM

MODULE

1



SUPPORTED BY



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DANGERS AND SAFETY RULES FOR PLACES WE SWIM

DESCRIPTION

The Water Safety Code consists of four simple rules to remember when you're in, on or around water. Being prepared, children being watched by adults, understanding potential dangers around water and how to recognise them and how to stay safe in, on and around water will help students understand how they and their family can have a safe and enjoyable time around water.

ACHIEVEMENT OBJECTIVES

Health and Physical Education

Level 1

Personal Health and Physical Development

Safety and Risk Management:

Students will describe and use safe practices in a range of contexts and identify people who can help.

Movement Concepts and Motor Skills

Social and Cultural Factors:

Students will participate in games and activities and identify environments where children can play safe.

Healthy Communities and Environment

Community Resources:

Students will identify and discuss hazards in their homes, school and local environment and adopt simple safety practice.

Level 2

Personal Health and Physical Development

Safety and Risk Management: Students will identify risk and use safe practices and basic risk-management strategies.

Healthy Communities and Environment

Rights, responsibilities, and law: Students will contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

LEARNING INTENTIONS

- Four simple rules to remember when you're in, on or around water
- To listen and read the water, and act appropriately in the different types of water

SUCCESS CRITERIA

- Create a poster that either; Identifies water hazards or/ the four safety codes & other rules to follow when you're in, on or around water
- Discuss how to keep themselves and others safe using a variety of scenarios

KEY COMPETENCIES

Participating and Contributing:

- Share ideas during group and class discussions

Managing Self:

- Complete tasks on time
- Be a responsible group member

Thinking:

- Think of logical and creative ways to prepare for water safety for a range of environments in response to scenarios

Using language, symbols and texts:

- Represent your own understanding of the water safety code and water safety strategies using pictures, diagrams and text

Relating to others:

- Be a positive and helpful group member
- Communicate my ideas effectively with my group



MODULE

1

LEVEL 1/2

RESOURCES

[Water safety code Poster](#) and [Youtube Clip](#),

copies of the scenarios for each group, poster paper and drawing equipment.



ASSESSMENT ACTIVITIES

- Make a poster identifying the hazards and safety rules to follow to keep safe in the beach environment

LESSON

1

Tuning in

Introduce the watersafety code to the students by showing them this youtube clip - [Water Safety Code](#). **Ask the students:** Have you ever heard of the water safety code? Who do you think the water safety code is for? Why do you think we need a water safety code? How can the water safety code help us? What are the 4 simple rules (record these rules on paper to refer back to every lesson with the students)?

Activity: Make a Poster

Make a poster about the 4 simple water safety rules. Allow students to make their poster either digitally or by hand using images and words.

LESSON

2

Beaches

Investigate water hazards and safety measures for the beach.

Show students a picture of a beach. **Discuss** ways of being able to tell whether the beach is providing the right conditions to conduct water activities (reading the water). **Brainstorm** possible hazards people could face in this environment. Split students into groups of 3-4 and give the students the following scenario and ask them to make a safety plan to keep their whanau safe.

Assessment Activity:

Choose one of the environments where people are near water and make a poster identifying the hazards and safety rules to follow to keep safe in this environment.