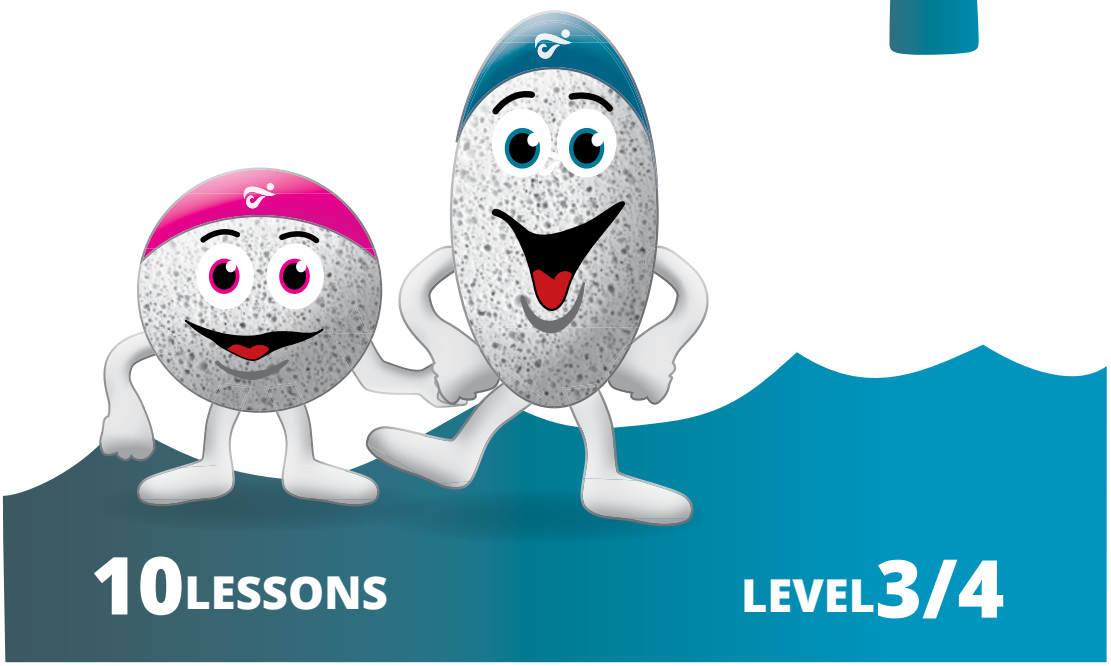
BEACH

WATER SKILLS FOR LIFE

DANGERS AND SAFETY RULES FOR PLACES WE SWIM

MODULE 1



10 LESSONS

LEVEL 3/4

Water Skills for Life

SUPPORTED BY

ACC He Kaupare. He Manaaki He Whakaora. prevention. care. recovery

Water Safety NEW ZEALAND

BEACH
WATER SKILLS FOR LIFE

MODULE 1
LEVEL 3/4

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. This will help students understand how they and their family can have a safe and enjoyable time around water.

ACHIEVEMENT OBJECTIVES

Level 3

Health and Physical Education

Personal Health and Physical Development	Movement Concepts and Motor Skills	Healthy Communities and Environment
Safety and Risk Management: Students will identify risk and their causes and describe safe practice to manage these.	**Science and Technology:** Students will participate in and describe how their body responds to regular and vigorous physical activity in a range of environments. i.e. (Hypothermia, being caught in a rip/swimming against a rip).	**Rights, responsibilities, and law:** Students will research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness (ie sun smart policies, water safety rules, how to recognise a rip or hypothermia).

Level 4

Health and Physical Education

Personal Health and Physical Development

Safety and Risk Management: Students will access and use information to make and action safe choices in a range of contexts.

Movement Concepts and Motor Skills

Science and Technology: Students will experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings (i.e. tides, waves, wetsuits, life jackets).

Healthy Communities and Environment

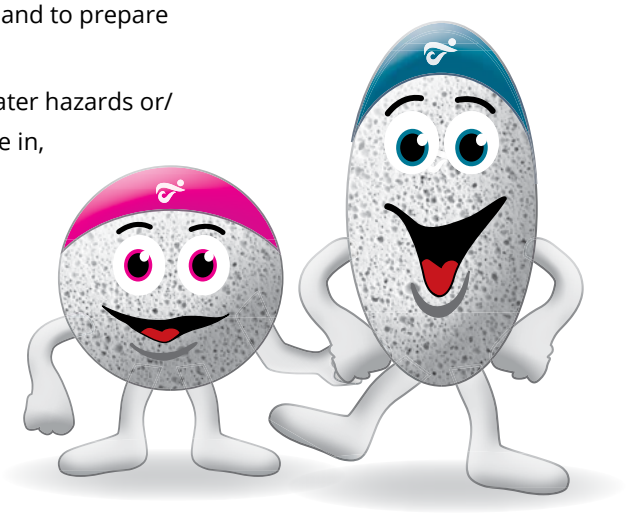
Rights, responsibilities, and law: Students will specify individual responsibility and take collective action for the care and safety of other people in their school and in the wider community.

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
- Swim between the flags

SUCCESS CRITERIA

- Create a lesson to teach the class on how to read water and to prepare safely for water activities
- Create a poster or presentation 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:

- Work collaboratively with others to research and plan a lesson
- Participate in lessons prepared by my teacher and peers

Managing Self:

- Demonstrate respect when participating in all class activities
- Manage time effectively
- Take responsibility for my own and others learning

Thinking:

- Think of ways to engage my peers in a lesson
- Using language, symbols and texts:
- Create a quiz with questions and responses (facts or true/false) related to the area I am researching
- Organise research information to present on a poster or other presentation format

Relating to others:

- Communicate ideas effectively with my peers
- Respect other people's ideas

RESOURCES

Water Safety Code, internet, digital devices, A3 sized bus stop sheets labeled with different bodies of water.

ASSESSMENT ACTIVITIES

- Create a lesson to teach the class about how to read a body of water and how to plan for water activities
- Create a poster or presentation to demonstrate understanding of the topic and to present information to the class
- Peer assessments:
  - Create a Kahoot! Quiz and use this to evaluate what classmates have learnt as a result of the lessons.
  - Assess classmates on how well they plan for a watersafe activity in response to a given scenario

LESSON 1

Tuning in

Introduce the water safety code to students and **discuss** the finer details.

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?

Brainstorm the different bodies of water and times we come into contact with water (e.g. at home). Discuss the different activities we participate in in these different environments e.g. surfing, swimming, kayaking...

Promote: remember the red and yellow flags show the safest area to swim.

Activity: Water Safety Hazards Bus Stop

The teacher will lay out A3 pieces of paper around the classroom each labeled with a different body of water. Divide students into groups of 4-6 and time them as they move to each paper to brainstorm water safety hazards for each body of water. (3-4 mins at each bus stop) Come back together as a group and discuss the hazards shared at each body of water.

Bodies of water:

- Pools
- Beaches
- Rivers
- Lakes
- Water around the house.

LESSON

2 to 4

MODULE 1

LEVEL 3/4

Finding Out/ Sorting Out

Ask students to form groups of 4-6 and give each group a body of water to focus on for their inquiry. **Explain to the students** that they will research this body of water over the coming weeks and how the water safety code applies in their environment.

The aim of their research will be to develop a lesson to teach others about how to read the body of water and/or how to prepare safely for water activities. They may use the following guide to help them:

1. Create a poster or presentation explaining how to read the water, identify the hazards and rules to follow when in or around the body of water they are investigating using the water safety code. They may use this to introduce their research to the class.
2. Create a scenario/s to give to the students to help them practise preparing for water activities e.g. Preparing to go on a fishing trip with their family.
3. Create a Kahoot! quiz to test their classmates' knowledge of their topic area.

Ask the students to develop more specific inquiry questions to investigate.

Examples of more specific questions:

- What activities do people do at the lake?
- What are some potential hazards people can face at the lake?
- How can people better prepare when going to the lake?
- How can people act appropriately/safely when going to the lake?

Researching and Collecting Relevant Information

Students to organise their own way of collecting and sorting information taking into account the following:

- Tools we will use to research
- People we can ask for help
- Where we will keep our research
- Possible ways we will present our research

Once students have collected research, they must sort through it using the following questions as a guide:

- What information helps answer my questions?
- Do I need to find out more information to answer the question?
- What are my questions now?
- How have they changed?
- What changes do I need to make to my inquiry?

LESSON 5 to 8

Going Further

CREATING A LESSON TO TEACH OTHERS ABOUT RIPS

Students must create their lesson to teach the rest of the class about how to read their chosen body of water, its hazards, and how the water safety code applies to it. The teacher and students must co-construct a criteria that all lesson resources need to have to make sure the students have a clear understanding of what is expected of them. **Discuss as a class:** What the poster needs to have? What is a good scenario? What should we have in our Kahoot! quiz?

Students spend time creating their resources using the following guiding questions:

- What information is important to share?
- Have I answered all the questions to answer my inquiry?
- Have I checked to see if my resources meet the success criteria?

Students teach the class their lessons.

LESSON 9 to 10

Making Conclusions

Discuss what has been learnt as a result of the module.
Ask students to write a reflection about what they have learnt about the water safety code and why they think it is important.
Ask a few students to read their reflections to the class.

TAKING ACTION

Ask students to plan a trip to one of the environments researched during the inquiry. They must identify the activities the class could do, potential hazards and safety measures that need to be taken.