



Teacher Resource

Swim and Survive Program

Focus Questions

Discuss the BTN Swim and Survive Program story as a class and record the main points of the discussion. Students will then respond to the following:

1. What was the main point of the BTN story?
2. About how many people drown in Australia every year?
3. What are the kids in the BTN story learning to do in their swimming lessons?
4. Why do they think it's important to have swimming lessons?
5. Complete the following sentence. At the moment, the government funds _____ of swimming lessons for all primary school aged children.
6. Explain the changes Royal Life Saving want to make to the water safety program.
7. What does RLS say all 12-year-olds should be able to do in the water?
8. Do you think kids should learn swimming at school or outside of school? Give reasons for your answer.
9. Complete the following sentence. Learning to swim can be difficult for kids living in _____ areas.
10. What do you do to stay safe when swimming?

Activity: Class Discussion

Before watching the BTN Swim and Survive Program story students, as a class, will respond to the following...

- What activities do you participate in that involve water?
- What do you do to be safe in and around water?
- How can kids learn to be more water safe?
- What are some hazards when swimming at the beach?
- What are some hazards when swimming at a pool?
- What water safety skills do you know? Make a list.
- Why is water safety important?

Activity: KWLH

After watching and discussing the BTN Swim and Survive Program story, what questions do students have and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

EPISODE 1

2nd February 2021

KEY LEARNING

Students will develop a deeper understanding of water safety skills including staying safe at the beach and swimming pool.

CURRICULUM

Health and Physical Education – Year 3 & 4

Identify and practise strategies to promote health, safety and wellbeing.

Health and Physical Education – Year 5 & 6

Plan and practise strategies to promote health, safety and wellbeing.

Health and Physical Education – Year 7 & 8

Investigate and select strategies to promote health, safety and wellbeing.



<i>What do I <u>know</u>?</i>	<i>What do I <u>want</u> to know?</i>	<i>What have I <u>learnt</u>?</i>	<i>How will I <u>find</u> out?</i>

Students will develop their own question/s for inquiry, collecting and recording information from a wide variety of sources. Students may develop their own question for inquiry or select one of the questions below.

- Why is it important for kids to learn water safety skills? Write a persuasive piece of writing explaining your reasons. What persuasive techniques can you use to promote the message about water safety?
- What are some safety devices that can be used in the water? They may be safety devices used at the beach, inland waterways or a swimming pool. Include a photograph or your own illustration of the device and label/describe its safety features.
- When did surf life saving start in Australia? Research the history of surf life saving in Australia and record your findings on a timeline.
- Why is it important to swim between the red and yellow flags at the beach? Investigate the different flags and signs which help us to be water safe. Think of a creative way to teach kids in your class about what the flags and signs mean and why they are important.
- What dangerous marine animals can be found in Australia? Plot the most common dangerous marine animals on a map of Australia. Research where each animal can be found, why it is dangerous, how people can stay safe and avoid the animal, what the symptoms are if someone is attacked and what the first aid treatment if someone is attacked.

Activity: Water safety poster

Students will pick a place, it could be the beach, a river, dam, lake or a swimming pool. Students will respond to the following questions to guide their research and then make a poster promoting water safety (including highlighting the top 5 safety risks and water safety skills).

- What are some of the water safety risks (at the beach, river or swimming pool)? What are some obvious dangers and what are some of the hidden dangers?
- Are there any dangerous marine animals in the area? If so...
 - Where can the animal be found?
 - How deadly is the animal (rating & description)?
 - How can you stay safe and avoid the animal?
 - Symptoms if someone has been attacked.
 - First aid treatment
- Is the area patrolled? If so, give a description.
- How can people be water safe in and around the area? Give some safety tips.
- Are there any safety devices that people can use to stay safe in the water?
- What can we do if we are in danger? How can we help others that are in danger?

Activity: Understanding rips

Students will watch the [How to Survive a Rip Current video](#) and answer the following questions:

1. What is the best way to avoid swimming in a rip current?
2. Why is it important to stay calm if you get caught in a rip current?
3. What should you do if you get caught in a rip?
4. Never try to swim _____ a rip.
5. What else did you learn watching this video?



Activity: Oral presentation

Students will prepare an oral presentation to teach kids about the dangers of rips, how to spot rips and how to avoid them. Students will include the following in their presentation:

- How will you present the information to your audience? Think of a creative way to present your information, for example it could be a PowerPoint presentation or a play to get your message across.
- Allow time for students discuss the topic and then ask questions.
- Reflect on the activity. What was difficult about teaching other kids and what was successful?

Activity: Mini debate or persuasive text

Students will develop a mini debate or a persuasive text for or against the following statement: “All primary school students need to learn water safety skills for swimming in pools and at the beach”.

Mini debate

- Working in pairs, students will prepare a 1-2-minute speech for a mini debate on the topic.
- One person will speak for the affirmative and the other will speak for the negative.
- Before students begin to construct their argument, ask them to record what they already know about the topic and what they would like to find out. Students then research the topic to gain a greater understanding of the issue.
- Ask students to list their arguments in point form on paper (without their partner seeing them). When they have done this, ask them to choose the five best points that will form the basis for their debate.
- Students will write in point form, their debate on cards that fit into the palm of their hand. Their debate needs to have an introduction (introducing the topic), middle (three main points) and a conclusion (restating their position). Students practise their speech and then present the mini debate to other students.

Tips for persuasive writing

- Who is your audience? For example, are you directing your argument at kids, teachers or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?

- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.

Students can use this [Read Write Think persuasion map](#) to organise the information they find.

Activity: BTN Stories

As a class watch one or more of the following BTN stories to learn about water safety. After watching any one of the BTN videos ask students to respond to the discussion questions (to find the discussion questions and teacher resources go to the related BTN Classroom Episode and download the Episode Package).



[Lifesaving Championships 2018](#)



[Beach Safety App](#)



[Compulsory Swimming](#)

Useful Websites

- [Rip Currents](#) – Surf Living Saving Australia
- [Flags and Signs](#) – Surf Living Saving Australia
- [Dangerous Marine Life](#) – QLD Government
- [Hazardous Animals](#) – Northern Beaches Council
- [The Birth of Surf Lifesaving](#) – National Museum Australia
- [Respect the River](#) – Royal Life Saving Australia
- [Royal Life Saving Australia](#)