



Teacher Resource

Swim Safety

Focus Questions

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

1. What is another name for junior life savers?
2. What activities do the junior life savers do? Name 1-2.
3. What percentage of kids finishing primary school aren't meeting the national swimming and water safety standards?
4. How long should kids be able to tread or float in water according to the government guidelines?
5. What colour flags should you swim between at the beach?

Activity: Personal Response

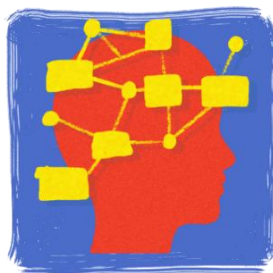
Respond to the BTN Swim Safety story as a class. Students will complete one or more of the following incomplete sentences:

- Swim safety is important because...
- This story made me wonder...
- I was surprised to learn that...

Activity: Class Discussion

Discuss the information raised in the BTN Swim Safety story. Record the main points of the discussion on a mind map. Here are some questions to guide the discussion:

- What activities do you participate in that involve water?
- What are some hazards when swimming at the beach?
- What are some hazards when swimming at a pool?
- Why is water safety important?
- Do you think it is important to learn to swim, even if you don't go to the pool or beach often? Explain your answer.
- What factors might prevent someone from learning to swim?
- Whose responsibility is it to teach children to swim? Explain your answer.
- What questions do you have about this story?



EPISODE 31

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KEY LEARNING

Students will learn more about water safety and create an education campaign about why it's important to learn to swim.

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.

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.

Investigate community resources and ways to seek help about health, safety and wellbeing.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Swim Safety story. Here are some words to get them started.

WATER SAFETY	HAZARD	LIFESAVER
CURRENT	RIP	FLOATATION

Activity: Swim Safety Research

Students will develop their own question/s to research about swim safety. Below are some questions to get students started.

Questions to Research

- Why is it important for kids to learn water safety skills? Write a persuasive piece of writing explaining your reasons.
- What factors might prevent someone from learning how to swim? What are some solutions to these?
- How can understanding water conditions, like rip currents, help prevent accidents?
- 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.
- What are some hazards when swimming in the beach? For example: rip currents, large waves, rock fishing or diving off a jetty. Choose one to investigate in more detail. Identify the hazard, tips for avoiding the hazard, and give advice to help people if they encounter the hazard. Use images, diagrams, videos and/or photos to help explain your answers.
- What is the role of a lifesaver? How do you become a lifesaver? What is the difference between lifesavers and lifeguards? Write some questions you would like to ask a lifesaver. As a class organise to meet and interview a lifesaver to learn more about beach safety.

Activity: Education Campaign

Students will design a public education campaign to raise awareness about the importance of learning to swim. Students will need to think about their campaign's aim, target audience, and the value of raising awareness at their school. Students can use the following guidelines when researching, planning, and creating their swim safety campaign.

Step 1: Research & Learn

Use the internet to do some research to learn more about and why it's important to know how to swim.

- Why is swim safety important for people of all ages?
- How does learning to swim reduce the risk of drowning?
- What are some tips for staying safe in different water environments – beaches, pools, river or dam?
- How can you encourage kids to learn to swim?

Step 2: Define

Before creating your campaign, you will need to do some pre-planning.

- What is the specific issue or problem that your campaign will deal with?
- Who is your target audience?
- What is the purpose of your campaign?
 - To persuade your audience
 - To help your audience understand an issue.
 - To encourage your audience to act.
 - To encourage your audience to adopt a behaviour/habit?
- What is the message of your campaign?

Step 3: Plan

Before creating your campaign materials think about the following:

- What type of media platform will you use in your campaign? For example, information poster, flyer, short film.
- Will you include a slogan for your campaign?
- What visuals will you use to communicate your message? For example, colours, images, logos.

Step 4: Design & Create

Write a strategy for your campaign, including:

- Purpose
- Key message
- Audience
- Media Platform
- Launching your campaign

Create your campaign materials using your preferred media platform. Write your slogan and create any logos or images to be included.

Step 5: Communicate

Students will present their campaigns and then evaluate the success of their campaign.

- Rehearse your campaign presentation
- Launch your campaign with an audience
- Evaluate – How effective was your campaign?
- Reflect – What did you like about this activity?

Activity: Understanding Rips

Rip currents occur on most Australian beaches and are one of the biggest hazards for swimmers. Students watch the two videos below and answer the questions to learn how to spot a rip and what to do if you get caught in a rip. They can then create a safety checklist to share that teaches kids about rip currents.

Watch the [How to Spot a Rip Current](#) and answer the following questions:

- Rip currents are easy to spot. True or false?
- What percentage of people can't spot a rip current?
- How are rips formed?
- What are the things to look for when spotting a rip?
- What should you do before you go in the water?
- If the beach is patrolled, swim between...
- What else did you learn watching this video?



Watch the [How to Survive a Rip Current](#) and answer the following questions:

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



Useful Websites

- [Swimming Safety](#) – BTN Newsbreak
- [40% of children leaving primary school have not achieved national benchmark](#) - Royal Life Saving Australia
- [Swim and Survive Program](#) – BTN
- [Classroom Resources](#) - Royal Life Saving Australia
- [Beach Safety](#) – BTN
- [Nippers](#) – Surf Life Saving SA