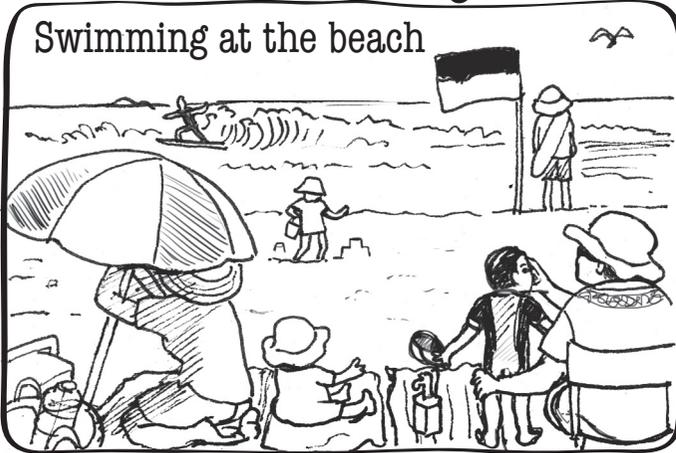


# Water Safety



# Water Safety

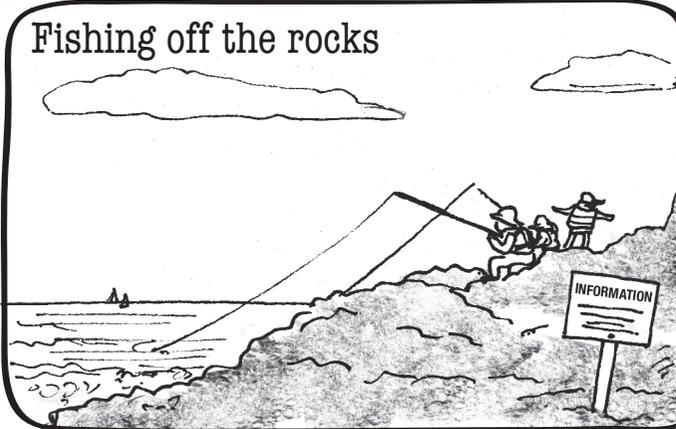
## Swimming at the beach



## Key Messages:

- Always swim between the flags
- Watch out for yourself and others – Always pay close attention to children you are supervising in or near water
- Read the safety signs/listen to the life guards
- Watch out for hazards: tides, waves, rips and currents, holes.

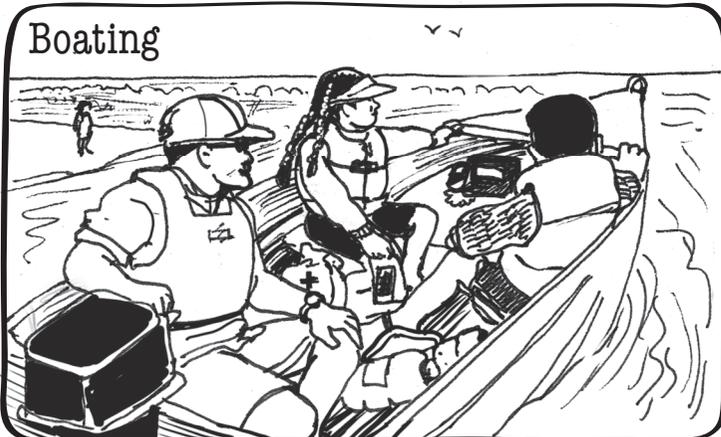
## Fishing off the rocks



## Key Messages:

- Wear a life jacket
- Wear shoes
- Check swell and tide information
- Never fish in rough or large sea
- Never turn your back on the sea
- Read warning signs.

## Boating



## Key Messages:

- Wear life jackets
- The skipper is responsible for the safety of everyone on board
- Communications – take two separate waterproof ways of communicating
- Marine weather – Check the local marine weather forecast before you go
- No alcohol.

## Water safety – ideas for using the sequence story

**Note for Tutors:** Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 15 of this document.

**Warm-up:** Discuss with your learner any water related activity that they partake in. When did they last go? What did they do?  
Introduce the idea of water safety. What problems can arise when swimming, fishing or boating?

### Focus on key vocabulary (see page 15 for suggested vocabulary)

Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level), or brainstorm words with the learner (Higher level)

### Question stories (see page 20 for suggested questions)

Ask a series of questions relating to the sequence. The learner's answers can guide them to retell or write the story of sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

### Key messages – reading

There are photocopiable vocabulary words and pictures on pages 16 and 17. Cut them out and match them together with your learner.

Read through the Key Messages. Make sure your learner understands the meaning.

Discuss why these messages are important: E.g. "*Always swim between the flags*" because the lifeguards know where the rips are and will put the flags away from the rips. The lifeguard posts are just in front of the flags

#### Key Messages:

- Always swim between the flags*
- Watch out for yourself and others – Always pay close attention to children you are supervising in or near water*
- Read the safety signs/listen to the life guards*
- Watch out for hazards: tides, waves, rips and currents, holes.*

### Jumbled pictures (speaking)

Cut the pictures up and jumble them up. White out the titles. Cut out the titles on page 24. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture match the pictures and key

messages to the titles and put them in order and tell the story. This allows for good recycling of vocabulary.

### **Jumbled sentences – reading (see page 23 for photocopiable text)**

Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips.

Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.

### **Kim's game (speaking or writing class game)**

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

### **Point of view**

Rewrite the text from one person's point of view (for example Sarah or Hannah)

### **Gapped text**

Gap out some words in the text on page 18 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner's needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)  
*Suzanne and Hannah take their 2 youngest children down to the \_\_\_\_\_. They see the \_\_\_\_\_. that says they should swim between the \_\_\_\_\_. for safety. A lifeguard is indicating to a surfer that he must \_\_\_\_\_. over to the safe area between the flags. The children are \_\_\_\_\_. about being at the beach.*
- "grammar" words: e.g. prepositions  
*Suzanne and Hannah take their 2 youngest children down \_\_\_\_ the beach. They see the sign that says they should swim \_\_\_\_ the flags \_\_\_\_ safety. A lifeguard is indicating \_\_\_\_ a surfer that he must swim \_\_\_\_ to the safe area \_\_\_\_ the flags. The children are excited \_\_\_\_ being \_\_\_\_ the beach.*
- articles  
*Suzanne and Hannah take their 2 youngest children down to \_\_\_\_ beach. They see \_\_\_\_ sign that says they should swim between \_\_\_\_ flags for safety. \_\_\_\_ lifeguard is indicating to \_\_\_\_ surfer that he must swim over to \_\_\_\_ safe area between \_\_\_\_ flags. \_\_\_\_ children are excited about being at \_\_\_\_ beach.*

### **Listening practice: True/false**



Say some sentences about the pictures, some true, some false: e.g. *Suzanne and Hannah are both in the water* (True) *There are three children in the water* (False)

There are three possible activities here:

1. The learner simply says *true* for the true ones and *false* for the false ones.
2. The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
3. The learner says *true* for the true ones and corrects the false ones: e.g. *No, there are two children in the water*. In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

## **Dialogues**

1. Imagine what the people in each picture are saying. Write short dialogues
2. Imagine one of the parents is chatting with a work colleague about the weekend. Write a dialogue

## Extension activities

### Water safety

The theme of this sequence story is improving new Kiwis' awareness of key water safety messages. The best resource for this is [Watersafety.org.nz](http://Watersafety.org.nz) which elaborates on the Key Messages included in this story. Discuss these with your learner. There are also a number of videos on this site which you could watch together.

### At the Beach

Show your learner some pictures of NZ surf beaches and ask where the safest place to swim is:

- Between the red and yellow flags on the 80 busiest beaches patrolled by [Surf Life Saving New Zealand](http://Surf Life Saving New Zealand) in the summer.
- Not in the area of calm water as this will be a rip current

If your learner is likely to visit a surf beach, you can download [this poster](#) which discusses rips - what they are and how to survive if you are caught in one.



You can also watch a video [using green dye to illustrating the current in a rip.](#)

Learners unfamiliar with surf beaches might not be aware of the irregular patterns of waves, with stronger waves coming on every 7<sup>th</sup> wave – so might need reminding about being within arm's reach of small children even if they are standing in shallow water or by the water's edge.

Discuss possible hazards at beaches (which will be identified on warning signs). You can cut out the titles below and match them to the signs,



<b>Boating area</b>	<b>Large breaking waves</b>
<b>Shallow water</b>	<b>Strong rips/currents</b>
<b>Strong winds</b>	<b>Submerged objects/rocks</b>
<b>Sudden drop-off / Deep shelving beach</b>	<b>Unstable cliffs / Unstable dunes</b>

Explanations of the above hazard signs can be found on the [Find a Beach website](#), along with other safety information

### **Fishing off the rocks**

More detailed information on [fishing safety](#) from Watersafe New Zealand:

- Learn to swim to survive – if you fall in, you have a higher chance of surviving
- Check the marine weather forecast including the swell, tide and wind strength and direction
- Get to know the area you will be fishing, listen to advice and obey all warning signs
- Leave detailed information – tell someone responsible where you are going and when you are due to return.
- Never fish alone, make sure you always take a buddy with you

- Take and wear a lifejacket
- Take at least two methods of communication, such as mobile phone and VHF radio

### Rock fishing

- Wear a lifejacket
- Pay particular attention to swell and tide information.
- Never fish in exposed areas during rough or large seas
- Spend at least ten minutes observing the sea conditions before approaching the rock ledge
- Never turn your back on the sea
- Pay attention to warning signs
- Never fish from wet rocks where waves and spray have obviously been sweeping over them.

[This video from Fishing in Godzone](#) illustrates the safety rules – watch it with your learner.

Is your learner aware of the fishing rules and allowances in NZ? Find out the local rules on the [Ministry for Primary Industries website](#).

Take a trip to a fishmongers and identify the different types of fish and seafood. How do you cook them? How do you know if they are fresh? Exchange some tips and then check your answers on [this video from Food Secret](#).

### **Boating:**

Watersafe NZ has a [fuller explanation of the five rules](#) of the boating safety code:

1. Life Jackets  
Boats, especially ones under six metres in length, can sink very quickly. Wearing a life jacket increases your survival time in the water.
2. Communications  
Take two separate waterproof ways of communicating so we can help you if you get into difficulties.
3. Marine Weather  
New Zealand's weather can be highly unpredictable. Check the local marine weather forecast before you go and expect both weather and sea state changes.
4. Avoid Alcohol

Safe boating and alcohol do not mix. Things can change quickly on the water. You need to stay alert and aware.

#### 5. Skipper Responsibility

The skipper is responsible for the safety of everyone on board and for the safe operation of the boat. Stay within the limits of your vessel and your experience.

Further information for recreational skippers can also be found on [Marine New Zealand](#)

They have a [list of resources and publications](#) that you can use with your learner, including an illustrated worksheet on [essential safety equipment](#)

### Hide and Seek

Can you name the safe boating essentials below?



## Answers:

1. Anchor
2. Torch
3. Knife
4. Oar
5. Rope
6. EPIRB (Emergency Position-Indicating Radio Beacon)
7. Lifejacket
8. Boat hook
9. Flare
10. Bucket
11. VHF radio
12. Fire extinguisher
13. First aid kit

When you have matched the item to the description, you can play a guessing game:

Tutor: What do you wear to help you float in the water?

Learner: a life jacket

You could also visit a marine supplier shop and locate each item.

Marine NZ also offers [a free safe boating pack](#) which includes a waterproof bag for a cellphone.

Brainstorm what your learner would do [in case of an emergency](#). What if a member of the family fell overboard? Watch [this video](#) and discuss the instructions. Suggest your learner practice the manoeuvre next time they go out in the boat.

Does your learner know how to make a [Mayday call](#)? Practice this together. You will need to look at a map of your local marine area so that you can work out likely locations that your learner will visit.

Visit the [Coastguard site](#) and discuss the benefits of membership (if you have to be rescued you don't have to pay - Non-Coastguard Members are asked to make a contribution to the cost of assistance of \$280.00 per hour).

Practice filling in a [trip form \(free from Watersafe\)](#) with your learner:

COMMUNICATE WITH THE 2 MINUTE FORM

Enter your boat details on this side as a permanent record and use the back of this form each time you go to sea. Give it to a friend or relative to stick on their fridge. If you fail to return they should call their local Police Station or Coastguard. In an emergency dial 111.

---

Name: \_\_\_\_\_

---

Boat Name/Number: \_\_\_\_\_

---

Length: \_\_\_\_\_

---

Colour:                      Hull                      Deck

---

Sail:                              Rig                      Number

---

Engine:                       Inboard/Outboard/HP

Flares:                       Yes                       No

Communications Equipment:

VHF                       EPIRB                       CELL

---

Radio Call Sign: \_\_\_\_\_

---

Cell Phone: \_\_\_\_\_ *Keep it dry. Keep it on you!* \_\_\_\_\_

---

Vehicle Reg: \_\_\_\_\_

---

Trailer Reg: \_\_\_\_\_

ENTER TRIP DETAILS OVER...

## Other water safety

Depending on your learner's situation you may also want to discuss other water safety rules – for [under fives](#), [pools](#) and [rivers](#).

If your learner has toddlers, you might like to walk around the house together identifying any possible hazards

## Sun safety

Visit the [Sunsmart website](#) to discuss the main rules of sun safety:

- **Slip** into a long-sleeved shirt and into the shade. Generally, fabrics with a tighter weave and darker colours will give you greater protection from the sun. Some clothing is sold with a UV radiation Protection Factor (UPF) rating. Clothing with a UPF of 50+ offers superior protection and could be an ideal choice for outdoor workers.
- **Slop** on plenty of broad-spectrum (filters both UVA and UVB rays) sunscreen with a Sun Protection Factor (SPF) of at least 30. Apply sunscreen at least 20

minutes before going outdoors and reapply every two hours. Reapply more frequently if sweating or swimming.

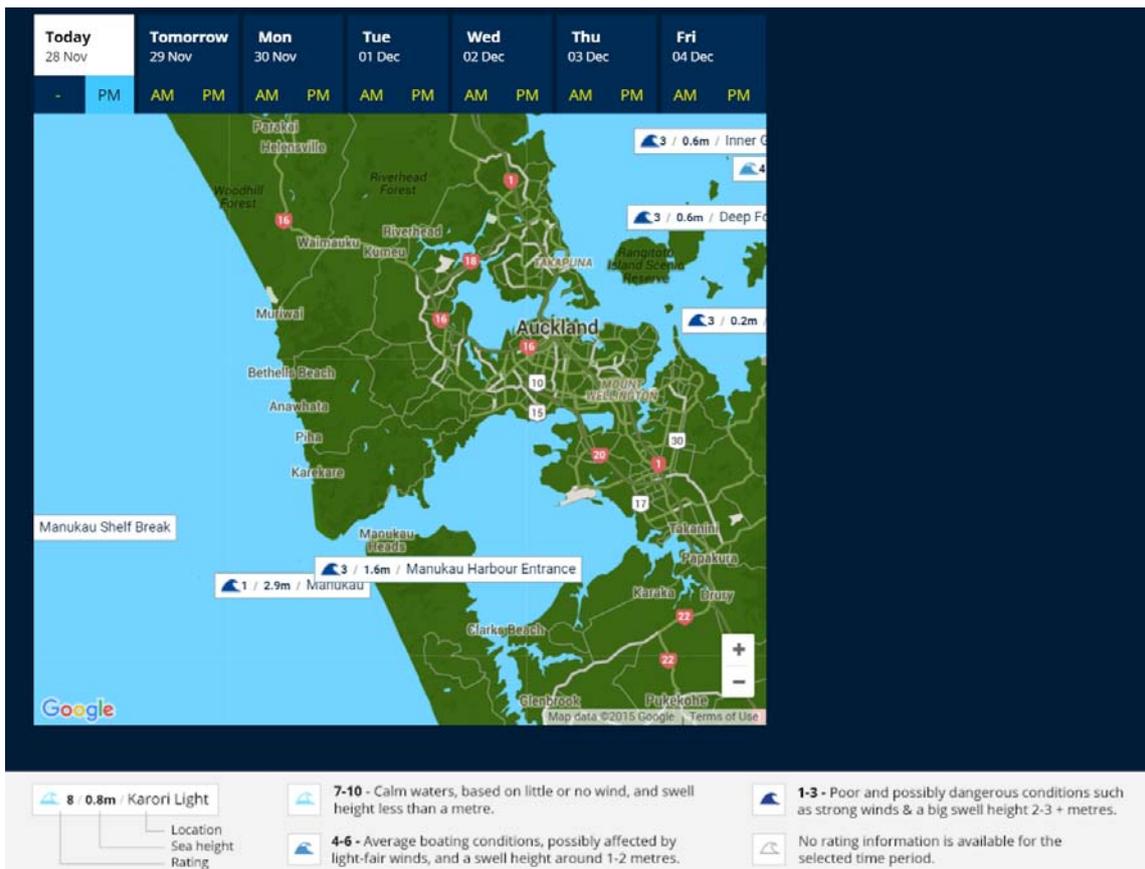
- **Slap** on a hat with a wide-brim or a cap with flaps. This will help reduce the risk of sunburn to your face, ears and neck. These are the most common places where we get sunburnt.
- **Wrap** on a pair of close-fitting sunglasses. When buying sunglasses, look for the words 'good UV protection' on the label or swing tag.

## Weather forecast for boaties

Visit [New Zealand MetService](#). Select "*Marine and Surf*" and then "*boating*". Find your local area.

Look at the map and help your learner locate the key information. Make sure your learner understands the key information - waves, swell, wind direction etc,

Decide whether today is a good day to go boating. Which is the safest area? Which is the best day this week?

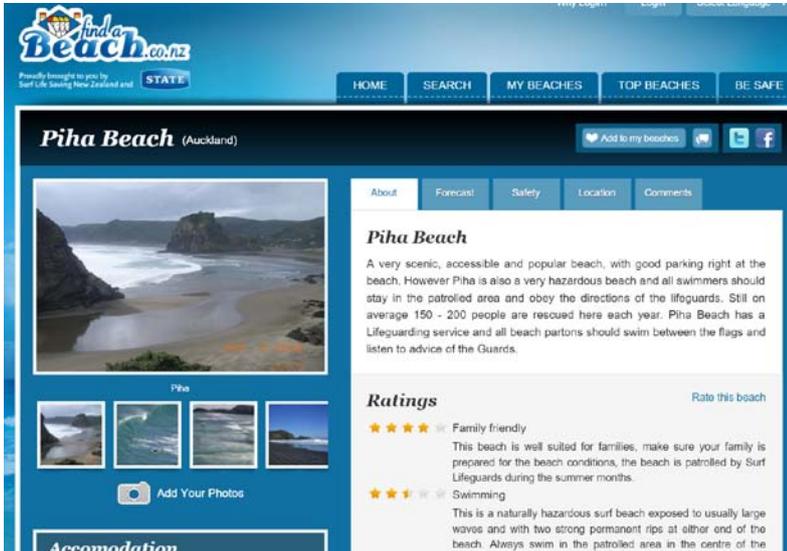


Do the same for *the surf and beach forecast* – what conditions do you expect at your local beach?

Your learner can download [the MetService App](#) for their phone so that they can receive updated information as they are out and about.

## Find a beach

Visit the [Find a Beach website](#) for safety information on all New Zealand beaches. Explore the beaches close to where your learner lives.



Discuss which would be the best beach for an outing for your learner. Look at the forecast and decide whether it is a good day for a visit. How safe is the beach on that particular day?

You could also plan a visit to the beach – take a picnic, explore the rockpools, build a sandcastle.

## Picnics

Discuss good food for picnics. Swap some recipes.

Google “New Zealand picnic food” for some tried and tested ideas.

Discuss food safety for picnics and in the summer – more info on [foodsmart.govt.nz](#). There is also a section on [collecting shellfish](#).





## **Water Safety – Suggested vocabulary and text**

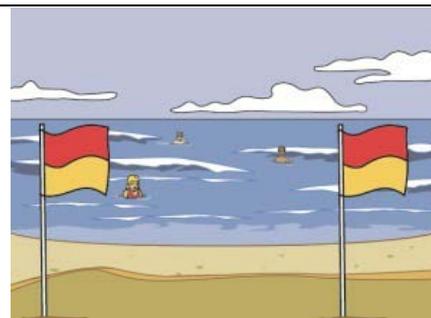
**Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story* on page 3 of this document.**

### **Target Vocabulary (see page 3 for instructions)**

neighbour, chat, fence, be up to (something), head, plan, suggest, get ready, pack, picnic, fishing rod, bait, catch a fish, go fishing, bucket, spade, towel, blanket, sun umbrella, shade, beach chair, flask, esky/chilly bin, (weather) forecast, first aid kit, sunscreen, spot, protect, rocks, edge, sunburn, sandcastle, excited, swimmers/togs, life jackets, flag, between, lifeguard, indicate, surfer, trailer, row, engine, pay attention, keep an eye on, watch out for, safety, warning, dangerous, sign, hazard, tide, wave, rip, current, hole, swell, boat ramp, skipper, responsible, on board (boat/plane), supplies, communication, waterproof, marine, alcohol

**Essential vocabulary for Key Messages (See page 3 for instructions)**

<b>tides</b>	<b>lifeguard</b>	<b>supervise children</b>
<b>safety sign</b>	<b>between the flags</b>	<b>a rip</b>
<b>waves</b>	<b>a hole</b>	<b>life jacket</b>
<b>skipper</b>	<b>swell</b>	<b>rough sea</b>
<b>warning sign</b>	<b>communications</b>	<b>marine forecast</b>





## **Basic Story**

### **Page 1**

#### Getting ready to go to the beach

It's Saturday morning. Suzanne and her neighbour, Hannah, are chatting over the fence. They are both getting ready to go to the beach with their families because the weather is lovely. Suzanne's family are planning to have a picnic at the beach and go fishing. Hannah's family are going to Papamoa Beach and taking their boat out. Hannah suggests that Suzanne's family join them at Papamoa Beach. Suzanne agrees and asks if Hannah has checked the weather forecast. Hannah tells her she has and that it will be fine and sunny all day with no wind. Both families pack what they need into their cars and head off to the beach.

When the families arrive at the beach...

Suzanne and Hannah take their 2 youngest children down to the beach. They see the sign that says they should swim between the flags for safety. A lifeguard is indicating to a surfer that he must swim over to the safe area between the flags. The children are excited about being at the beach.

Suzanne's husband takes his 2 older children to the rocks. They are wearing shoes to protect their feet from the rocks. They are also wearing lifejackets for safety, and sun hats to protect them from the sun. The father is carrying some fishing rods, an esky and a backpack. His daughter is carrying a fishing rod and a bucket. His son is climbing over the rocks. The children are excited about going fishing with their dad.

Hannah's husband takes his 2 older children out on their boat. He has parked the trailer up on the hill. He has checked the marine forecast. His son rows the boat as his dad climbs into the boat. His daughter sits at the front of the boat. They are all wearing lifejackets for safety. They are also wearing hats to protect them from the sun. The children are excited about going out on the boat with their dad.

### **Page 2**

#### Swimming at the beach

Pic 1

Suzanne and Hannah find themselves a spot on the beach. Suzanne puts up the sun umbrella while Hannah puts sunscreen on her son. They are all wearing sun hats to protect them from the sun. They watch a surfer surfing a wave. A lifeguard is standing beside the flag watching the surfers and swimmers in the water. A little boy is playing on the beach in front of them. He is building a sandcastle with his bucket and spade.

Pic 2

Suzanne and Hannah take the children into the water for a swim. They hold onto their children carefully. The children have fun playing the water. They stay between the flags. The lifeguard keeps an eye on them.

### Fishing off the rocks

Pic 1

Suzanne's husband and older children are fishing off the rocks. They have read the sign that says some important information about fishing on the rocks. They have found a good spot to sit while they fish which is well away from the water's edge for safety.

Pic 2

The boy takes a fish out of the esky. The children chat excitedly about the fish they have caught. They sit on the rocks while their dad is still fishing. Their dad keeps an eye on the waves for safety.

### Boating

Pic 1

When the water is deep enough, Hannah's husband starts the engine on the boat and they head out to sea. He is the skipper and is responsible for everyone on board the boat. They have many supplies on board such as a first aid kit, water and a mobile phone. Everyone is wearing a lifejacket.

Pic 2

They find a good fishing spot and sit in the boat and fish for a while. The son calls his mum and lets her know they will be back at the boat ramp in an hour. The father keeps an eye on the weather and the sea for safety.

## Questions for "Question stories" (see page 3 for instructions)

### Page 1

#### Getting ready to go to the beach

- How many people are in the picture?
- Where are they?
- What's the weather like?
- Who is talking?
- What are they talking about?
- What are Suzanna's family doing today?
- What is Suzanne holding?
- What is her husband doing?
- What are they packing into the car?
- Where are Hannah's family going today?
- What is Hannah's husband doing?
- Has anyone checked the weather forecast?
- What will the weather be like today?
- How do they all feel?

#### When the families arrive at the beach...

#### Beach

- Who goes to the beach?
- What does the sign say?
- What is the lifeguard doing? Why?
- What do you think Suzanne and Hannah will do next?

#### Rocks

- Who goes to the rocks?
- What are they carrying?
- What are they wearing?
- What do you think they will do next?

#### Boat

- Who is in the boat?
- What are they wearing?
- What can you see in the background?
- What is the father doing?

What is his son doing?  
 Why are they not using the engine?  
 Do you think someone has checked the marine forecast?  
 What do you think they will do next?

### Swimming at the beach

Pic 1 How many people can you see in the picture?  
 What is Suzanne doing? Why?  
 What is Hannah doing? Why?  
 What is the child in front of them doing?  
 Who is standing next to the flag?  
 Is there anyone in the water?

Pic 2 What are the women and their children doing?  
 Why are the women holding onto their children?  
 Why are they standing between the flags?  
 Are the children having fun? How do you know?

### Fishing off the rocks

Pic 1 Where are the father and children?  
 What are they doing?  
 Why are they not sitting closer to the water?  
 Do you think they have read the sign?  
 What do you think the sign says?

Pic 2 Is the sea rough?  
 What is the father doing?  
 What are the children doing?  
 How do they feel?  
 Are they still wearing lifejackets? Why?  
 Are they wearing hats? Why?

### Boating

Pic 1 Who is in the picture?  
 Is the boy still rowing?  
 Who is responsible for everyone in the boat?  
 Are they still wearing lifejackets? Why?  
 Why the children holding on?

What equipment can you see in the boat?

Pic 2 What are they doing now?

Is the sea rough?

Who do you think the boy is talking to?

Why is he telling someone when they will be back?

Who is keeping an eye on the sea?

Do you think anyone has checked the marine forecast?

**Descriptions for "Jumbled sentences" (See page 4 for instructions)**

**Photocopy and cut up**

Suzanne and Hannah's families prepare for a day at the beach.
Suzanne and Hannah arrive at the beach.
Suzanne's husband and 2 older children head to the rocks.
Hannah's husband and 2 older children have just got on their boat.
Suzanne and Hannah are sitting on the beach with their children.
Suzanne's husband and 2 older children are fishing off the rocks.
Suzanne's husband keeps an eye on the sea while he is fishing. The children talk about the fish they have caught.
Hannah's husband and 2 older children are heading out to sea on their boat.
Hannah's husband and daughter are fishing while her son calls her on the mobile phone.

**Descriptions for "Jumbled pictures" (See page 3 for instructions)  
Photocopy and cut up**

<b>Swimming at the beach</b>	<b>Fishing off the rocks</b>
<b>Boating</b>	<b>Getting ready to go to the beach</b>