

VISITING A SWIMMING POOL

Levels: 3 & 4

Activity: 1

Overview

Between 2002/03 and 2014/15 in Australia, there were an average of 474 people per year admitted to hospital following a non-fatal drowning and an average of 285 fatal drownings. It is very important for children to understand safety expectations and potential hazards before entering any aquatic environment. During this lesson, students will identify some of the hazards at the local swimming pool and become familiar with safety expectations in and around the water.

Resources

- Smartboard
- Butcher's paper
- Appendix A: *Pool Rules*

Activity

ENGAGE

Together on the Smartboard look at the website for your local swimming pool. Find out what facilities are available and what the aquatic environment looks like. Display an image of the centre on the Smartboard.

EXPLORE

In small groups, ask students to list as many potential hazards as they can find in five minutes. Encourage them to think about the physical environment as well as the activities that are taking place within it.

EXPLAIN

Invite groups to share their suggestions and compile a list of these hazards. Now display Appendix A: *Pool Rules* on the Smartboard. Emphasise the importance of following safety guidelines within an aquatic environment. Explain that each of these rules is about either safety or being respectful of others within a shared space.

ELABORATE

In small groups, students need to draw a large Venn diagram on their butcher's paper. They should label one of the circles *SAFETY* and the other *RESPECT*. They then need to discuss each of the pool rules and decide whether the rule is about safety or being respectful or both, and place it accordingly in their Venn diagram.

EVALUATE

As a whole group, go through the list of rules. Ask small groups to share where they placed each rule in their Venn diagrams and explain why. For each rule, reflect back on the list of potential hazards and discuss:

- Does this rule address any of these hazards?
- Can you think of any more rules that might be needed to address the hazards?

Curriculum Links



Victorian Curriculum

Foundation–10

Level 3		
HEALTH AND PHYSICAL EDUCATION	<u>Personal, Social and Community Health: Being healthy, safe and active</u>	Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)
Level 4		
HEALTH AND PHYSICAL EDUCATION	<u>Personal, Social and Community Health: Being healthy, safe and active</u>	Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)

Sample Report Comments

{Name} was able to identify potential hazards within a local aquatic environment. {He/She} has become familiar with pool safety guidelines and understands the need to respect the rights of others within this shared environment.

References

Royal Lifesaving Victoria. *Fact Sheet No. 31: Non-Fatal Drowning*, https://www.royallifesaving.com.au/_data/assets/pdf_file/0018/19350/RLS_FactSheet_31_Non-Fatal-Drowning.pdf [viewed 24 March 2019]

Appendix A

Pool Rules

It is important to understand the safety expectations at the pool so that we can help to keep others and ourselves safe. Here is an example of some common pool rules:

- 1. Children under the age of 10 years must be supervised by an adult.**
- 2. Appropriate swimwear must be worn at all times.**
- 3. No animals allowed.**
- 4. No smoking or alcohol allowed.**
- 5. Inappropriate language is not permitted.**
- 6. No running.**
- 7. No pushing.**
- 8. No backflips or bombs.**
- 9. No diving if the depth is less than 1800mm.**
- 10. Scooters and skateboards are not allowed.**