

Kangaroo BEACH

SERIES 2 RESOURCE



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ABOUT THE SERIES

Welcome back to Kangaroo Beach, a spectacular sunny paradise and summer home to four super-keen young lifeguard cadets. Joey Pounce is a wannabe-hero lifeguard, platypus Gemma is a mini-marine biologist, wombat Neville is an expert sandcastle digger and worrier, and koala Frizzy is an all-singing, all-dancing, all- fabulous performer extraordinaire. Every dazzling day is an action-packed adventure for the four furry friends, whether training to be lifeguards, mastering new water sports, discovering the marvels of the ocean, or keeping others safe.

Under the guidance of returning grown-up lifeguards Bondi, Sandy and Big Trev, they're gaining imperative water safety skills that will help keep themselves and other beachgoers safe, and in this series the young marsupials are also training their own students: the Junior Junior Cadets!

This season appeals to young audiences all over the world by exploring the wonders of water play – on the beach, in the sea, in swimming pools, rivers and rock pools – while empowering them with an essential message about water safety in every episode. Behind the scenes, SLSA (Surf Life Saving Australia) members Shane Daw, Jamie Findlay and Belinda Cooper provide essential water safety advice for the series as water safety consultants.

The complete series - including the clips referred to in this resource - is available to download from the ACTF Shop.



USING THIS RESOURCE

The *Kangaroo Beach Series 2* resource is a classroom-based water safety education tool for Foundation – Year 2 students and teachers. The resource contains eight lesson plans to use alongside school swimming lessons, as part of class inquiries into health and safety, or to address Health and Physical Education curriculum content in an engaging way. Lesson plans correspond to key learning areas in the National Swimming and Water Safety Framework, addressing Hazards and Personal Safety, Entries and Exits, Flotation, Swimming, Underwater, Lifesaving, Rescue, and Survival Sequence.

Each lesson:

- Identifies a relevant *Kangaroo Beach* episode and water safety message.
- Links to the relevant Framework skills.
- Lists conceptual vocabulary for teachers to clarify with children as needed, depending on the English language skills of their student cohort.
- Provides comprehension questions with corresponding time stamps.
- Includes a choice of three different follow-up activities, related to the themes and target skills. These activities incorporate curriculum content drawn from English, Science, Drama and Media Arts.

To view the clips suggested in this resource, click on the timecodes provided in the PDF. Alternatively, the complete series (including the clips featured in this resource) is available to purchase in the ACTF Shop.

The *Kangaroo Beach Series 2* resource provides opportunities for students to strengthen their understanding of foundational water safety concepts, skills and behaviours, empowering them to contribute to their own safety.

The ACTF welcomes feedback from teachers who have used and adapted our learning resources. To share feedback, please contact education@actf.com.au.



LESSON 1:

HAZARDS AND PERSONAL SAFETY

Water Safety Message:

Don't leave water in kiddie pools or bathtubs.

Water Safety Skill:

Identify hazards in aquatic environments at or near the home. Identify hazards in a range of aquatic environments.

Water Safety Vocabulary

EMPTY (ADJ): FILLED WITH NOTHING, OPPOSITE OF FULL.

DRAIN (VERB): TO REMOVE THE WATER FROM SOMETHING OUT THROUGH A HOLE, MAKING IT EMPTY.

PLUG (NOUN): SOMETHING SOLID THAT FITS PERFECTLY INTO A DRAIN/HOLE, BLOCKING IT SO IT CANNOT DRAIN.

CHECK (VERB): LOOK AT; TAKE NOTICE OF.

HAZARD (NOUN): A DANGER.

Watch: 'SURF CLUB SLEEPOVER'

Gemma hosts a 'No Sleep Sleepover' at the Surf Club with fun games for the cadets to play, including racing little boats in a tub of water. Everyone learns the importance of properly draining water from objects around the home, because undrained water can pose a danger to children.

WATER SAFETY QUESTIONS

Q1: What should you do to the water in a bath, tub or mini pool as soon as you are done with it?

A1: Drain the water out so that it does not cause danger to little ones. [\(04:13 - 05:16\)](#)

Q2: Why does Frizzy stir the water in the tub with an oar? What happens to the boats?

A2: She makes a whirlpool. This force makes the boats move. [\(04:41\)](#)

Q3: What are the two reasons that the pool fills up again, even after Neville drains it?

A3: He puts the plug back in, and the tap is dripping. [\(05:21\)](#)

Q4: Where should you put a plug when it is not being used?

A4: Out of reach of any children. [\(09:12 - 09:55\)](#)

Q5: Why should you never leave toys at the bottom of an empty bath or pool?

A5: They can block the plug hole from draining until the bath is totally empty, and they might attract little children to play where it isn't safe. (See Additional Resources for further information.)

FOLLOW-UP ACTIVITIES

Identify: Activity Sheet - Water safety at home.

Explain: Explain to a partner what the words on the this activity sheet mean.

Act: Have a draining race. Work in groups to fill a plastic bottle with water then discuss the fastest way to drain the bottle. Would the water drain faster by making an extra hole in the bottle? Is there another way? Estimate how long it will take your group, then time yourself using a stopwatch or iPad timer. How might you move the bottle to make the water come out faster? Try it again, this time moving the bottle in a circle, like Frizzy does with the boats in the tub. How does that help?

Note: Do this activity over some grass or plants that will soak up the water.



LESSON 2:

SAFE ENTRIES AND EXITS**Water Safety Message:**

If you don't feel safe, don't do it.

Water Safety Skill:

Identify safe areas for entering and exiting shallow water. Enter and exit the water safely in a range of environments of aquatic environments.

Water Safety Vocabulary

MURKY (ADJ): DARK AND DIRTY, OPPOSITE OF CLEAR.

CLEAR (ADJ): EASY TO SEE THROUGH, OPPOSITE OF MURKY.

SAFE (ADJ, NOUN): WHEN YOU FEEL SAFE, IT MEANS YOU ARE NOT WORRIED THAT ANYTHING BAD WILL HAPPEN TO YOU.

PROFESSIONAL (NOUN): PERSON WHO HAS SPECIAL TRAINING TO DO A CERTAIN JOB.

Watch: 'JUMPING JOEY'

Roadie challenges Pounce by announcing himself as the Jumping King, which will not do! Roadie pushes Pounce to jump off higher and higher things until they reach Stingray Rock. The other cadets must help Pounce realise that if he doesn't feel safe, he shouldn't jump.

Water Safety Questions

Q1: What does Sandy remind Neville about jumping into water when he is feeling nervous?

A1: If you don't feel safe, don't do it. (00:50 - 02:22)

Q2: What are some of the water dangers that the cadets encounter through Reef and Roadie's jumping game?

A2: Water that is murky so they cannot judge its depth properly. Water that is so cold that it gives them a fright and stops them from swimming properly. (03:50, 04:37)

Q3: What should you NOT jump off?

A3: Piers, bridges, rocks and cliffs. It's not safe; too many things could go wrong (09:50)

Q4: What safe actions do lifeguards Bondi and Sandy demonstrate when they help the cadets in this episode?

A4: They remind the cadets that it's okay to not participate if they don't feel safe.

They don't drive their boat among the rocks because it doesn't feel safe. They put lifejackets on the cadets before they get in the boat.

Q5: How can you safely enter shallow water?

A5: Use a ladder or steps to enter slowly and have an adult nearby.

FOLLOW-UP ACTIVITIES

Identify: Activity sheet - Stay calm and float.

Can be completed in conjunction with this short additional *Kangaroo Beach* resource, 'Stay Calm and Float' available on:

- Youtube - <https://youtube.com/watch?v=Lkqh3ULJDa0&feature=share>
- ABC iView - <https://iview.abc.net.au/video/CH1922H005S00>

Explain: What could you say if someone tries to pressure you into doing something in the water that scares you? Discuss with a partner then share to the group.

- This doesn't feel safe.
- If it's doesn't feel safe, don't do it!
- I better get an adult first.
- There are too many things that could go wrong here!
- I might hurt myself.
- I know that if something doesn't feel right, I should always think again.

Act: Act out (on dry land) a safe entry to a body of water.

Foundation:

- Use stairs and enter slowly.
- Use ladder and enter backwards.

or

- Sit on pool edge.
- Twist your body to face the wall.
- Slowly lower body into the water.
- Feel for depth and obstacles with your feet.
- Keep holding onto pool edge.

Students in Years 1 and 2 might choose to demonstrate the above, or could attempt the step-in entry, stride-in entry, compact jump or fall-in entry from the National Benchmarks for Swimming and Water Safety Education (see Additional Resources).

LESSON 3:

FLOATATION

Water Safety Message:

There are different types of floating. You should always have a swim buddy. Never swim without an adult. Know your limits.

Water Safety Skill:

Tread water using your legs so that your head stays above water and your arms are free to call for help. Identify rules for safe behaviour in a range of aquatic environments.

Water Safety Vocabulary

FLOAT (VERB): TO LIE ON YOUR BACK ON THE SURFACE (TOP) OF THE WATER.

SUPERVISE (VERB): TO WATCH A PERSON TO MAKE SURE THEY ARE SAFE.

SKILL (NOUN): SOMETHING YOU CAN DO WELL.

TECHNIQUE (NOUN): A SPECIAL WAY OF DOING SOMETHING.

SYNCHRONISED SWIMMING, 'SYNCHRO'(NOUN): A SPORT WHERE A GROUP OF SWIMMERS DO DANCE MOVES IN THE WATER TO MUSIC, WEARING COSTUMES.

EGGBEATER (NOUN): A KITCHEN TOOL FOR BEATING EGGS (STIRRING THEM VERY FAST).

Watch: 'SPLASHDANCE'

The cadets watch Wanda and Big Trev perform a synchronised swimming routine and Gemma is inspired to practice! But without her friends to help her, Gemma pushes her limits too far.

Water Safety Questions

Q1: Big Trev teaches the cadets the 'egg-beater technique'. What does this look like, and how does it help you float safely?

A1: You circle your legs in the water like an eggbeater so you can keep your head above water. Your legs do the work, leaving your arms free to wave for help or grab onto something. [\(02:06\)](#)

Q2: Why shouldn't you swim without an adult nearby to supervise?

A2: If you get into trouble, there is no one to help. [\(03:27 - 03:44, 05:10 - 06:34, 07:31 - 9:37\)](#)

Q3: How does Gemma raise the alarm once she knows she is in trouble in the water?

A3: She yells, 'Help!' really loudly! [\(08:12\)](#)

FOLLOW-UP ACTIVITIES

Identify: Activity Sheet - Never swim without an adult.

Explain: Make up a catch phrase or slogan to explain to others how the egg-beater technique works. For example, 'Feet go round and round when you can't touch the ground' or 'grab with your hands, get onto safe land'.

Act: Make up an 'on land' synchronised swimming routine. You might like to use the *Kangaroo Beach* songs available on ABC iview or YouTube.



LESSON 4: SWIMMING

Water Safety Message:

Practice makes perfect.

Water Safety Skill:

Identify personal aquatic strengths and limitations.

Water Safety Vocabulary

DIVE (VERB): TO GO HEADFIRST INTO WATER WITH YOUR ARMS OVER YOUR HEAD.

POP [UP] (VERB): TO PUSH YOUR HEAD UP THROUGH THE WAVES (FROM UNDER THE WATER IN THIS EXAMPLE).

ROLL (VERB): TURNING OVER AND OVER.

SKILL (NOUN): SOMETHING YOU CAN DO WELL.

MASTER (VERB): TO HAVE CONTROL OVER A SKILL; TO BE VERY GOOD AT A SKILL.

LEG ROPE: A ROPE THAT GOES FROM YOUR SURFBOARD TO YOUR ANKLE TO STOP THE BOARD GETTING LOST IN WATER.

Watch: 'MASTER OF THE WAVES'

Pounce is frustrated when Ghërkin learns a tricky new swimming skill more quickly than him. The cadets encourage everyone else at Kangaroo Beach to 'do something new for you day' to support Pounce.

Water Safety Questions

Q1: What new skill is Pounce trying to learn?

A1: He is trying to learn how to pop his rescue board over a wave, or to roll it under a wave. [\(00:48 - 05:00\)](#)

Q2: How does Pounce stay safe when learning this new skill?

A2: He is being taught by trained lifeguards and he is always being supervised by adults. He's not practising alone or just with friends.

Q3: Why does Ferdinand get into trouble in the water?

A3: He forgets to attach his leg rope. [\(08:08 - 08:28\)](#)

Q4: When Ferdinand calls out for help and waves his arms, does Pounce try to save him on his own?

A4: No, he calls for help from a trained adult first. [\(08:26 - 09:52\)](#)

FOLLOW-UP ACTIVITIES

Identify: Activity sheet - Swimming goals with Pounce.

Explain: Tell a partner what Pounce learns about mastering new skills in this episode. This might include the messages: No one does it the first time; it takes practise; it doesn't matter if you look silly at first; it doesn't mean you can't do something, it just means you haven't mastered it yet.

Act: Organise a 'Do Something New Day' (or week) in your class!



LESSON 5:

UNDER WATER**Water Safety Message:**

Know your limits.

Water Safety Skill:

Submerge the body and exhale (blow bubbles) in the water. Reflect on actions and acknowledge aquatic strengths and limitations.

Water Safety Vocabulary

TIDE (NOUN): THE WAVES THAT MOVE IN AND OUT AT THE BEACH TWICE A DAY. THE TIDE CHANGES HOW DEEP THE WATER IS.

FLAGS (NOUN): THE RED AND YELLOW FLAGS SHOW THE SAFE AREA OF THE BEACH.

DUNK (VERB): TO PUT YOUR FACE/HEAD UNDER WATER QUICKLY.

BREATHE (VERB): INHALE AIR INTO THE LUNGS (AND THEN BLOW IT OUT, DEPENDING ON WHAT SKILL YOU ARE DOING).

FILL (VERB): TO USE UP ALL THE SPACE IN SOMETHING (IN THIS EXAMPLE, FILL ALL THE SPACE IN YOUR CHEEKS WITH AIR).

BLOW (VERB): TO PUSH AIR OUT THROUGH YOUR LIPS.

BUBBLES (NOUN): WHAT YOU MAKE WHEN YOU BLOW THROUGH YOUR MOUTH OR NOSE WHEN YOUR FACE IS DUNKED UNDERWATER.

Watch: 'KING KANGA'

King Kanga – legend of Kangaroo Beach – is back for the day and ready to teach the cadets everything he knows. A keen Pounce follows him everywhere and soon learns that he may not be able to do everything he used to.

Water Safety Questions

Q1: What does Sandy tell Phillipa is the first step in learning to swim?

A1: Dunking your face. [\(01:09\)](#)

Q2: Why does Bondi need someone to move the red and yellow flags?

A2: He notices that the tide is going out. The part of the beach that is safe for swimming is changing. [\(04:46\)](#)

Q3: What mistakes does King Kanga make when he tries to save Ghërkinn's hat?

A3: He thinks he is a better swimmer than he is. He doesn't listen to the advice from Bondi, who is also a trained lifeguard. He goes into the water for a rescue without taking something that floats. [\(06:16 - 07:34\)](#)

Q4: How does Pounce get the idea to get King Kanga to help the Junior Junior Cadets?

A4: He sees a picture of King Kanga teaching Big Kev to swim when he was 'Little' Kev and realizes that King Kanga is good at teaching little ones. [\(08:38\)](#)

Q5: What do the little birds fill their cheeks with before they put their faces in the water?

A5: Air. [\(09:18, 10:06\)](#)

FOLLOW-UP ACTIVITIES

Identify (Worksheet): Breathe, Fill, Bubbles. Draw a picture to match the three words that help the Junior Junior Cadets learn to put their faces underwater.

Explain: Is King Kanga still a hero? Why? Tell a partner then report their answer back to the group.

Act: Blowing Race. You will need a straw for each person and something light, like a pompom, a cotton ball or a ping pong ball. Mark a start and finish line with masking tape or chalk or try blowing your item from one end of a table to the other. Make sure you don't touch your object with the straw: you have to use the air in your lungs!



LESSON 6: LIFE SAVING

Water Safety Message:

How to spot someone who is drowning.

Water Safety Skill:

Identify how to get help. Identify people and actions to help in an aquatic emergency. Recognise and support an emergency.

Water Safety Vocabulary

TRAINING (NOUN): SPECIAL LESSONS THAT CAN TEACH A PERSON SKILLS.

TEAM (NOUN): A GROUP OF PEOPLE WHO WORK WELL TOGETHER.

SWIMMER IN DISTRESS (PHRASE): A SWIMMER IS WHO IS NOT SAFE, WHO IS SCARED AND FINDING IT HARD TO SWIM.

DANGER (NOUN): DANGER IS SOMETHING THAT CAN HURT YOU.

PANIC (VERB): A SUDDEN STRONG FEELING OF BEING SCARED. A SWIMMER IN DISTRESS MIGHT PANIC.

TIRED (ADJ): NEEDING TO REST.

DROP, DROPPING (VERB): FALLING DOWN.

PADDLING (VERB): SWIMMING BY SLOWLY MOVING YOUR ARMS AND LEGS, WHILE YOUR HEAD IS ABOVE THE WATER.

STRUGGLING (VERB): TRYING HARD TO DO SOMETHING DIFFICULT.

ON THE LOOKOUT (PHRASE): TO WATCH CAREFULLY, TO CHECK.

SIGNS (NOUN): THINGS THAT YOU HAVE TO WATCH CAREFULLY TO SEE/NOTICE.

Watch: 'SUPER ROO'

Pounce role-plays as lifeguard Super Roo, and gets Gemma and Neville involved too, but it soon goes awry when the costumes aren't made for water. Pounce learns that you don't have to be a superhero to be a hero. Meanwhile, Frizzy helps Wanda to make a Big Thing.

Water Safety Questions

Q1: Why don't all swimmers in trouble call out or wave their arms?

A1: They might have swallowed water. They might have panicked and forgotten to call out. Their arms might be too tired. (05:40 - 07:26, 09:30 - 10:37)

Q2: Is every water emergency 'action-packed and noisy'?

A2: No, NOT every rescue is action packed and noisy. It might look like quiet struggling instead. (05:40 - 07:26, 09:30 - 10:37)

Q3: What are the small signs that you might see in a swimmer in trouble?

A3: Their face might drop below the water. They might move their arms like they are climbing a ladder. (05:40 - 7:26, 09:30 - 10:37)

Q4: What safe thing do Gemma and Pounce do when they see the giant beach ball coming?

A4: They radio the lifeguards for help. (08:29 - 09:29)

FOLLOW-UP ACTIVITIES

Identify: Activity sheet - Fill in the Blanks.

Explain: Explain to a partner why trained adults like Bondi and Sandy are the right people to offer help in a water emergency. For example:

- They have special training to look out for dangers in the water.
- They are always ready to rescue someone.
- They know how to work as a team.
- They can spot the small signs that a swimmer is in trouble.

Act: Swimmer in trouble. Work in small groups to practice looking for signs that a swimmer might be in trouble. Use a long piece of cloth to demonstrate the waves. Take it in turns to hold the 'waves' and move them, to be the swimmer in trouble, and to be the people on land who call for help. The swimmers will need to use the information from Water Safety Questions above to make it clear they are in trouble. The people on land will need to get the attention of adults.



LESSON 7: RESCUE

Water Safety Message:

Never keep the pool gate open.

Water Safety Skill:

Identify people and actions to help in an aquatic emergency. Rescue a person using a non-swimming rescue technique with non-rigid aid.

Water Safety Vocabulary

OPEN (ADJ): SOMETHING THAT'S NOT CLOSED OR BLOCKED UP.

CLOSED (ADJ): NOT OPEN, SHUT.

SWIMMER IN DISTRESS (PHRASE): A SWIMMER IS WHO IS NOT SAFE, WHO IS SCARED AND FINDING IT HARD TO SWIM.

CALM (NOUN): RELAXED AND SAFE.

FLOAT (VERB): TO LIE ON YOUR BACK ON THE SURFACE (TOP) OF THE WATER.

PULL (VERB): TO MOVE SOMETHING TOWARD YOURSELF, OPPOSITE OF PUSH.

GRAB (VERB): TO HOLD, WITH YOUR HANDS.

Watch: 'PHILIPPA'S POOL PARTY'

The cadets are planning an epic surprise pool party for Phillipa's birthday but when things get out of hand, they forget the golden pool rule: keep the gate shut.

Water Safety Questions

Q1: What are Bondi and Sandy's three rules for safe fun at the pool?

A1: No running. Never swim without an adult. Always keep the pool gate shut. (02:15, 09:32)

Q2: When Neville and Frizzy bring a watermelon and an ice sculpture in through the pool gate, what else happens?

A2: Philippa also slips in the gate. (04:00 - 04:38)

Q3: What are some reasons why Pounce decided to leave the gate open?

A3: It's tricky to open and he gets frustrated. He gets teased by Roadie for being slow. He feels under pressure to act quickly because Frizzy is worried the surprise will be ruined. (05:43 - 06:42)

Q4: What happens when the gate is left open?

A4: The little ones can get into the pool area, and they fall in. (07:11, 09:32)

Q5: How do the Junior Cadets help to save Philippa and her young friends without getting into the pool themselves?

A5: They tell them to stay calm and float. They throw things from the edge of the pool – a float bar, a surfboard and a towel – to hang on to. (07:56 - 08:23)

FOLLOW-UP ACTIVITIES

Identify: Activity sheet - Make the pool safe.

Explain: Show your activity sheet to a partner and explain the pool safety ideas you have included.

Act: Pounce wedges the pool gate open when Roadie tells him to. Have a partner pretend to be Roadie and try to convince you to open the pool gate. Pretending to be Pounce, practise saying no to Roadie's unsafe suggestion in different ways. For example:

- No, that's not a smart idea.
- No, if I do that, anyone could get in.
- No, it's meant to be tricky to stop little kids getting in.
- No, it doesn't matter if it takes a long time to get inside! It's better to be safe than quick.



LESSON 8:

SURVIVAL SEQUENCE

Water Safety Message:

Know your limits around the water.

Water Safety Skill:

Perform a survival sequence to simulate an accidental entry. This includes being able to return to the surface and orientate to a floating position.

Water Safety Vocabulary

TIRED (ADJ): NEEDING TO REST.

LIMIT (NOUN): THE POINT WHERE YOU MUST STOP; YOU CANNOT GO ANY FURTHER OR FOR ANY MORE TIME BECAUSE YOUR BODY IS TOO TIRED.

PROVE (VERB): SHOW YOUR SKILLS TO ANOTHER PERSON.

FLOAT(VERB): TO LIE ON YOUR BACK ON THE SURFACE (TOP) OF THE WATER.

BREATHE (VERB): TAKE AIR INTO THE LUNGS AND THEN BLOW IT OUT.

RIP (NOUN): A STRETCH OF TURBULENT WATER IN THE SEA.

MUCK AROUND WITH (PHRASE): TO BEHAVE IN A SILLY OR CARELESS WAY.

Watch: 'REALLY REAL RESCUES'

The hit show 'Really Real Rescues' is filming a special on the cadets at Kangaroo Beach. However, the cadets try too hard to look on cool on camera and end up in awkward situations. Embarrassed, the cadets do everything to prove that they are not babies.

Water Safety Questions

Q1: What is a rip?

A1: A rip is a narrow, powerful current that pulls water away from the beach and out to sea. Rip currents are dangerous because they can pull swimmers away from the beach into deeper water.

Q2: Why does Pounce swim into the rip?

A2: He is embarrassed about appearing clumsy and wants to prove how fast he is for the 'Really Real Rescues' show. [\(05:32\)](#)

Q3: What happens to Pounce next?

A3: He becomes exhausted from swimming in the rip and nearly drowns. (Viewers might notice that he starts to move his arms like he's climbing a ladder.)

Q4: What does Pounce do to save himself from drowning?

A4: He calls for help. He treads water. With help from Bondi, he floats on his back and takes deep breaths. [\(06:22 - 07:19\)](#)

FOLLOW-UP ACTIVITIES

Identify: Activity sheet - Safety sequence words.

Explain: Gemma tells Pounce that pushing himself into danger is 'a terrible idea.' What could you say to a friend if they want to do something dangerous just to prove that they are brave or strong? Discuss with a partner then share with the group. For example:

- Don't risk it, you could end up in serious trouble.
- No, it's not worth it!
- You don't need to prove anything.
- You shouldn't play around with dangerous stuff.
- Stick to your limits.
- Forget about what other people think.

Act: When Phillip and Snappy fall into the water, they don't remember the five water safety steps. Can you act out a pretend sequence of falling into water and performing the steps you need to stay safe and get rescued?

1. Pop your head up from underwater.
2. Float on your back.
3. Breathe.
4. Stay calm.
5. If you can, move slowly towards something that will help you, like a floatie or the edge of the pool.

The Survival Swimming Sequence video listed in Additional resources may help you to practise these skills on dry land.



Name _____

Date _____

Water safety at home

It is fun to play with pools or tubs of water at home. After playing, you should always drain the water and keep the plug out of reach of children. Find the water safety words below!

F	Z	Z	T	F	W	V	O	T	G	D	L
U	E	D	H	P	L	A	Y	U	U	H	J
L	M	R	D	R	A	I	N	B	J	D	I
L	P	I	V	V	W	A	T	E	R	B	P
B	T	P	O	W	T	E	Y	K	R	A	L
U	Y	S	A	F	E	T	Y	X	L	T	U
K	H	O	M	E	R	H	Y	D	C	H	G
C	C	F	U	N	D	A	L	L	D	E	J

BATH
DRAIN
DRIP
EMPTY

FULL
FUN
HOME
PLAY

PLUG
SAFETY
TUB
WATER



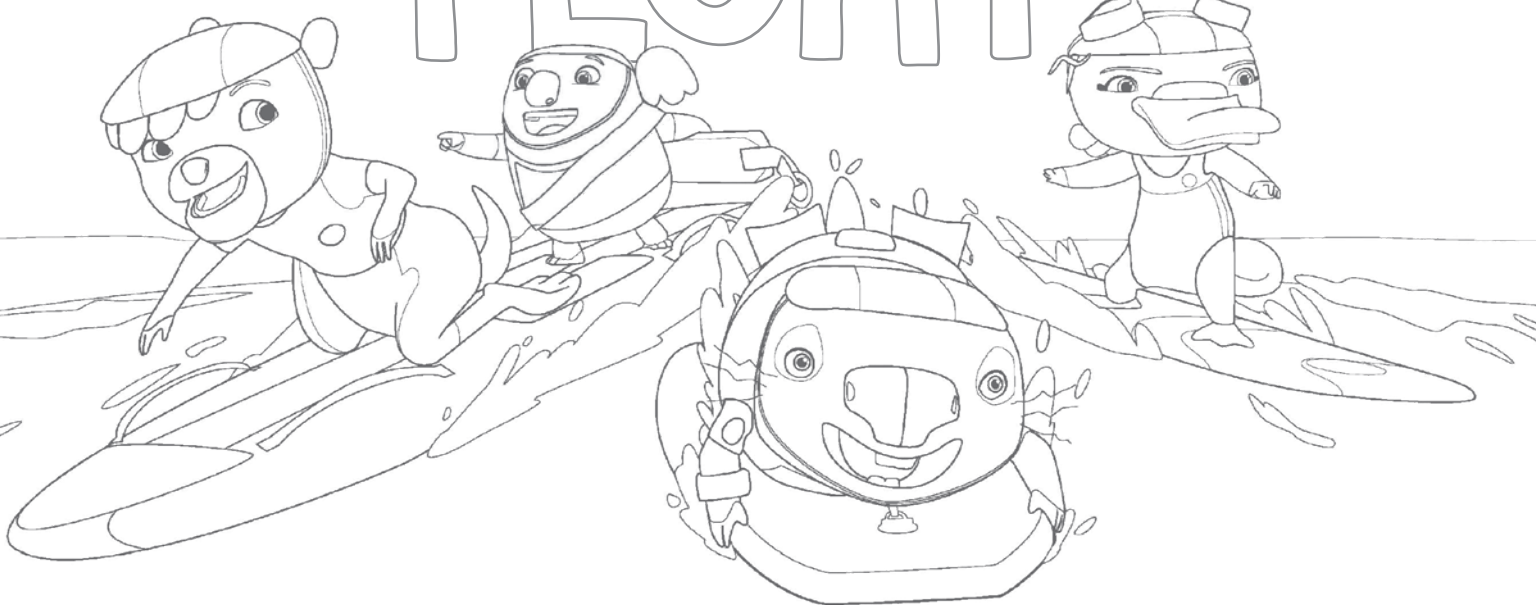
Name _____

Date _____

Stay calm and float

If you accidentally fall into water, take the cadets' advice.

STAY
CALM
AND
FLOAT

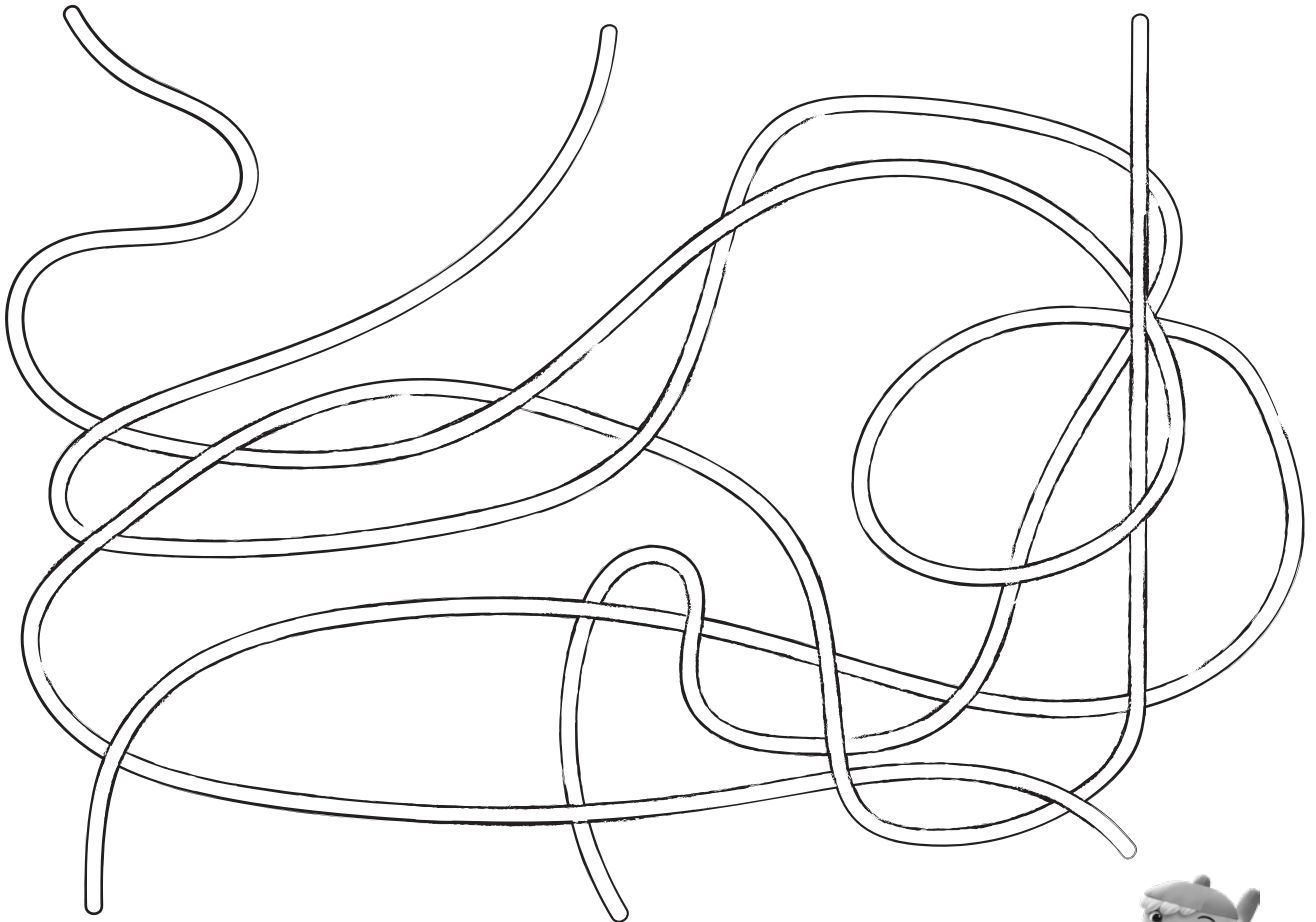


Name _____

Date _____

Never swim without an adult

Which member of the team is supervising which junior cadet?



Name _____

Date _____

Swimming goals with Pounce

Pounce wants to know what you are getting better at!

Draw or write your answers.

I'm good at ...

I'd like to get better at...

Some grown-ups who
can help me improve are...



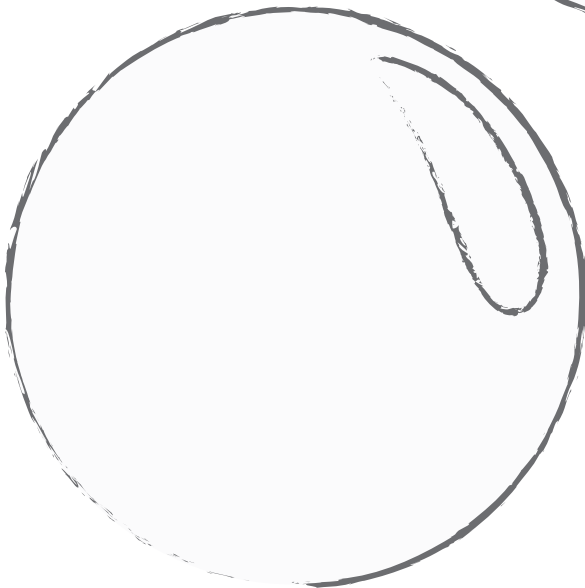
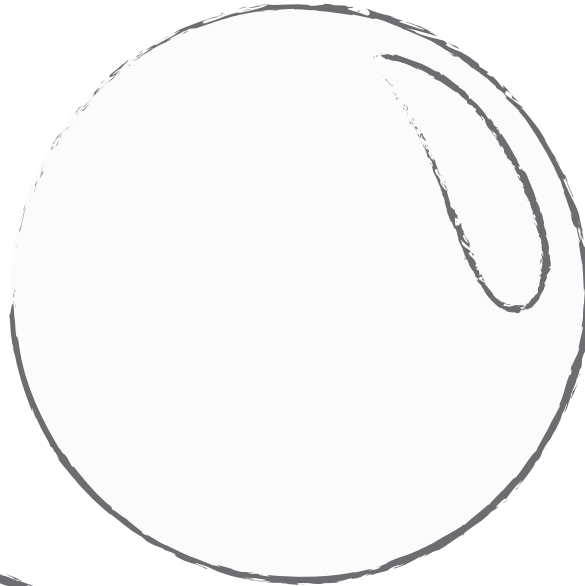
Name _____

Date _____

Breathe, fill, bubbles

Draw a picture to match the three steps that help the Junior Junior Cadets learn to put their faces underwater.

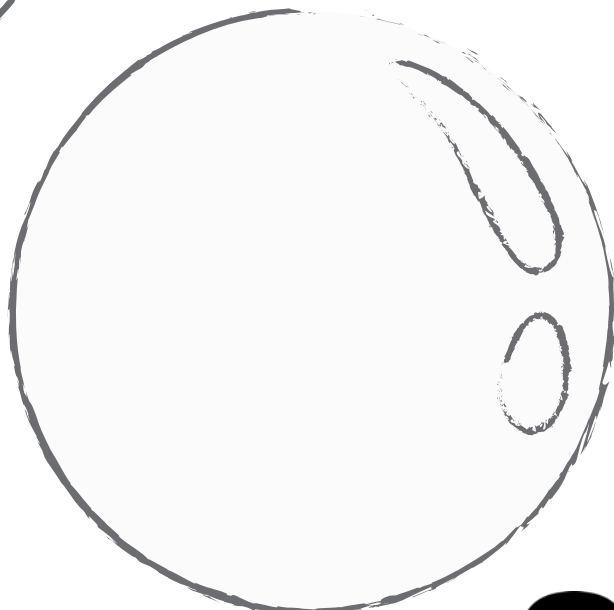
BREATHE



FILL



BUBBLES



Name _____

Date _____

Fill in the blanks

Help Gemma finish the sentences using words from the word box.

lookout

training

tired

drop

signs

arms



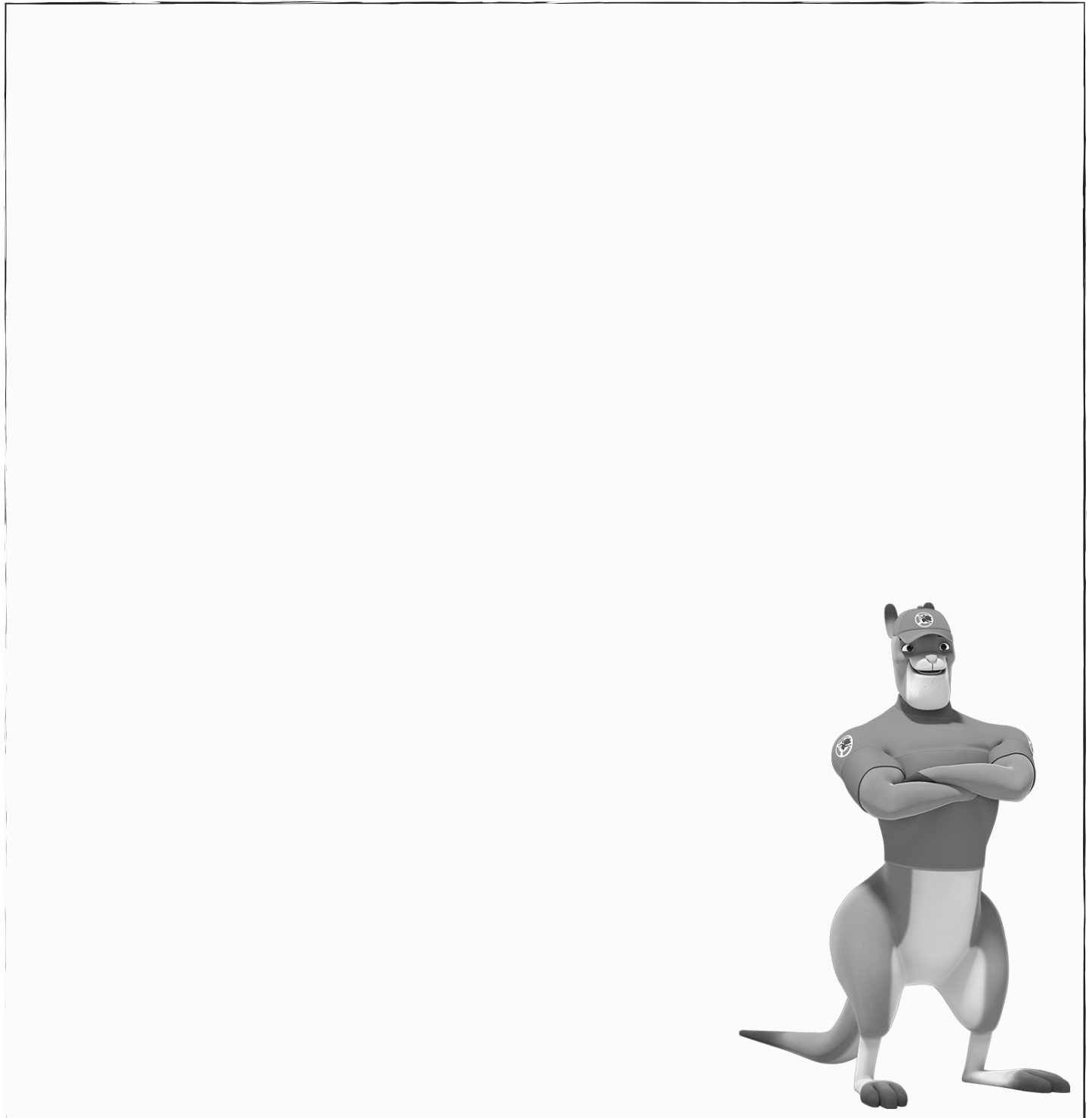
1. Lifeguards do a lot of _____ .
2. Be on the _____ for a swimmer in distress.
3. A struggling swimmer might be too _____ to call for help.
4. Their face might _____ below the water.
5. They might move their _____ like they are on a ladder.
6. Call for help from an adult if you see _____ of a swimmer who is panicking.

Name _____

Date _____

Make the pool safe

To keep young children safe, the pool gate should always be closed. What are some other ways to stay safe at the pool? Create a safety poster with words and pictures below.

A large empty rectangular box for creating a safety poster. In the bottom right corner of this box, there is a cartoon kangaroo character wearing a cap and a tank top, standing with its arms crossed.

Name _____

Date _____/_____/_____

Safety sequence words

Help Neville match the word to the picture.



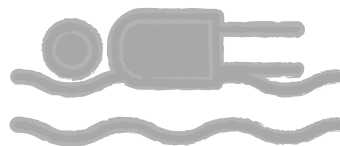
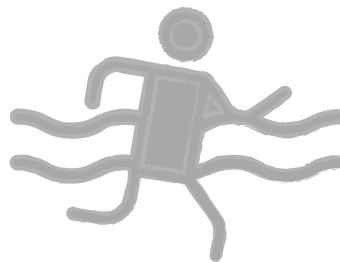
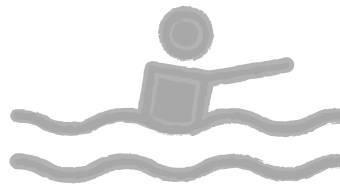
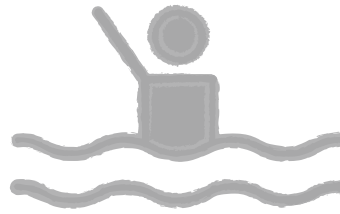
float

help

tread water

reach and grab

breathe



Solutions:

Spot the difference.
It is fun to play with pools or tubs of water at home. After playing, you should always drain the water and keep the plug out of reach of children. Find the water safety words below!

F	Z	Z	T	F	W	V	O	T	G	D	L
U	E	D	H	P	L	A	Y	U	U	H	J
L	M	R	D	R	A	I	N	B	J	D	I
L	P	I	V	V	W	A	T	E	R	B	P
B	T	P	O	W	T	E	Y	K	R	A	L
U	Y	S	A	F	E	T	Y	X	L	T	U
K	H	O	M	E	R	H	Y	D	C	H	G
C	C	F	U	N	D	A	L	L	D	E	J

BATH	FULL	PLUG
DRAIN	FUN	SAFETY
DRIP	HOME	TUB
EMPTY	PLAY	WATER

Australian

Activity Sheet 1

Never swim without an adult.
Which member of the team is supervising which junior cadet?

Australian

Activity Sheet 3

Safety sequence words.
Help Neville match the word to the picture.

help	
reach and grab	
tread water	
float	
breathe	

Australian

Activity Sheet 8

AUSTRALIAN CURRICULUM LINKS

	Foundation	Year 1 & 2
Health and Physical Education	<p>Practise personal and social skills to interact respectfully with others (AC9HPFP02)</p> <p>Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)</p> <p>Identify health symbols, messages and strategies in their community that support their health and safety (AC9HPFP06)</p> <p>Experiment with different ways of moving their body safely and manipulating objects and space (AC9HPFM02)</p> <p>Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active (AC9HPFM03)</p>	<p>Practise personal and social skills to interact respectfully with others (AC9HPFP02)</p> <p>Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)</p> <p>Identify health symbols, messages and strategies in their community that support their health and safety (AC9HPFP06)</p> <p>Experiment with different ways of moving their body safely and manipulating objects and space (AC9HPFM02)</p> <p>Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active (AC9HPFM03) Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02)</p> <p>Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05)</p> <p>Investigate a range of health messages and practices in their community and discuss their purposes (AC9HP2P06)</p> <p>Practise fundamental movement skills and apply them in a variety of movement situations (AC9HP2M01)</p> <p>Participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable (AC9HP2M03)</p>
English	<p>Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school (AC9EFL08)</p> <p>Respond to stories and share feelings and thoughts about their events and characters (AC9EFLE02)</p> <p>Retell and adapt familiar literary texts through play, performance, images or writing (AC9EFLE05)</p> <p>Interact in informal and structured situations by listening while others speak and using features of voice including volume levels (AC9EFLY02)</p> <p>Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently (AC9EFLY05)</p>	<p>Year 1: Recognise the vocabulary of learning area topics (AC9E1LA09)</p> <p>Discuss literary texts and share responses by making connections with students' own experiences (AC9E1LE02)</p> <p>Orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools (AC9E1LE05)</p> <p>Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions (AC9E1LY02)</p> <p>Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures (AC9E1LY05)</p>

	Foundation	Year 1 & 2
English		<p>Year 2: Experiment with and begin to make conscious choices of vocabulary to suit the topic (AC9E2LA09)</p> <p>Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions (AC9E2LY02)</p> <p>Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning (AC9E2LY05)</p> <p>Create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace (AC9E2LY07)</p>
Science	<p>Pose questions and make predictions based on experiences (AC9SFI01)</p> <p>Engage in investigations safely and make observations using their senses (AC9SFI02)</p> <p>Share questions, predictions, observations and ideas with others (AC9SFI05)</p>	<p>Year 1: Describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects' motion and shape (AC9S1U03)</p> <p>Pose questions to explore observed simple patterns and relationships and make predictions based on experiences (AC9S1I01)</p> <p>Suggest and follow safe procedures to investigate questions and test predictions (AC9S1I02)</p> <p>Year 2: Pose questions to explore observed simple patterns and relationships and make predictions based on experiences (AC9S2I01)</p> <p>Suggest and follow safe procedures to investigate questions and test predictions (AC9S2I02)</p> <p>Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary (AC9S2I06)</p>
Media Arts	<p>Explore how and why the arts are important for people and communities (AC9AMAFE01)</p> <p>Community awareness: Describe the ways they are connected, and can contribute to their community groups</p> <p>Communication: Develop positive communication skills by initiating, joining or contributing to conversations</p> <p>Decision-making: Identify choices that meet the needs of themselves and others when making decisions</p>	<p>Explore where, why and how people across cultures, communities and/or other contexts experience media arts (AC9AMA2E01)</p> <p>Community awareness: Describe how they contribute to their communities and how others care for and assist them</p> <p>Communication: Use a range of skills to enhance verbal and non-verbal communication</p> <p>Decision-making: Practise individual and group decision-making</p>

ADDITIONAL RESOURCES

ACTF SHOP:

<https://actf.com.au/shop>

Download the *Kangaroo Beach* series or special.

KANGAROO BEACH WEBSITE:

<https://www.kangaroobeach.tv/>

Find activity sheets and short video clips related to the series.

KIDS ALIVE:

<https://kidsalive.com.au/>

A partner organization of Royal Life Saving Australia.

LIFE SAVING VICTORIA – SCHOOL SWIMMING AND WATER SAFETY TOOLKIT:

<https://lsv.com.au/toolkit/>

Guidance, resources and activities to teach water safety in the classroom or at home.

NATIONAL BENCHMARKS FOR SWIMMING AND WATER SAFETY EDUCATION:

https://www.royallifesaving.com.au/___data/assets/pdf_file/0017/32192/RLS_SwimWaterSafety_NatBenchmarks-Assessment.pdf

Safe entries and exits.

NATIONAL SWIMMING AND WATER SAFETY FRAMEWORK:

<https://www.royallifesaving.com.au/educate-participate/swimming/national-swimming-and-water-safety-framework>

Access Royal Life Saving Australia's complete framework and additional resources.

WATER SAFETY AT HOME:

https://www.royallifesaving.com.au/act_archive/stay-safe-active/locations/water-safety-at-home

Guidance on removing water safety hazards from the home.

SURVIVAL SWIMMING SEQUENCE – KIDS ALIVE DO THE 5:

<https://www.youtube.com/watch?v=gA5mHeWCpIE>

Five steps to help swimmers in distress stay safe until rescued.

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