

# **The EAL Water Safety Resource**

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A Resource for Integrating Water Safety Information  
with Additional Language Skill Development



## Acknowledgements

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## **Note to Instructor:**

This curriculum resource has been written for use with learners in Stage 1 of the Canadian Language Benchmarks. The purpose is to raise awareness about water safety issues. This includes water safety at the beach, on boats, in the home and at public and private swimming pools. The resource is also intended to foster independence and confidence in the ability to understand and communicate oral and written water safety messages. The various activities are designed to meet the needs, levels and styles of individual learners.



# **Introduction**

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## **Note to Instructor:**

Here are a few ideas on how to use the following pages.

The activities in this chapter can be extended from the writing of one word to the writing of sentences.

Verb tenses can be changed when asking questions about the pictures.

Charades can be played by having one learner act out a sport and getting the other learners to guess. For example: question - "What am I doing?" (while pretending to row a canoe)

The remaining learners use the vocabulary from the summer and winter sports pages to guess the answer.

Enlarge the pictures for classroom use to introduce or review a topic.

## Writing

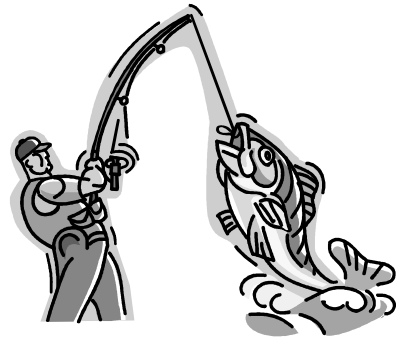
Look at the picture.

Write the name of the sport **under** the picture.

- |                |            |           |
|----------------|------------|-----------|
| • canoeing     | • fishing  | • skating |
| • water skiing | • swimming | • diving  |



1. canoeing



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



# Name the Summer Sports

Look at the pictures.  
Write a sentence.

- diving
- canoeing
- fishing
- swimming
- water skiing



1. He is fishing.

---



2. \_\_\_\_\_

---



3. \_\_\_\_\_

---



4. \_\_\_\_\_

---



5. \_\_\_\_\_

---

## Writing

Look at the pictures.

Write the words below the pictures.

- |                  |                  |                 |
|------------------|------------------|-----------------|
| • figure skating | • playing hockey | • speed skating |
|------------------|------------------|-----------------|

1.



2.



3.



## Speaking and Writing

Ask questions to your friends. **Do you like...**

If your friend **likes** the sport, write his/her name in the box.

1	...swimming?	2	...diving?	3	...boating?
_____		_____		_____	
_____		_____		_____	
4	...water skiing?	5	...fishing?	6	...sailing?
_____		_____		_____	
_____		_____		_____	
7	...water sliding?	8	...canoeing?	9	...rowing?
_____		_____		_____	
_____		_____		_____	

Answer:            Yes, I do.            or            No, I don't.

## Speaking and Writing

Ask questions to your friends. **Do you like...**

If your friend **doesn't like** the sport, write his/her name in the box.

1	...swimming?	2	...diving?	3	...boating?
_____		_____		_____	
_____		_____		_____	
4	...water skiing?	5	...fishing?	6	...sailing?
_____		_____		_____	
_____		_____		_____	
7	...water sliding?	8	...canoeing?	9	...rowing?
_____		_____		_____	
_____		_____		_____	

Answer:            Yes, I do.            or            No, I don't.

# Writing and Speaking

Talk about five things you learned.

For example:

- Five people like swimming.
- Nobody likes rowing.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



# **Chapter 1**

---

## Personal Flotation Devices & Lifejackets

## **Note to Instructor:**

Here are a few more ideas on how to use the following pages.

Bring in a lifejacket or personal flotation device (PFD). Have the learners try it on.

Go through the vocabulary:

- try it on
- do up the zipper
- too big / too small
- ties
- large collar
- grab strap

Write the Match Exercise (page 13) on cards. Cut them so the name is on one half and the meaning on the other. Play a game by putting the correct name with the meaning.

Have learners make their own word search then exchange with a partner.

Take a field trip to a local store that sells PFDs.

The Canadian Red Cross and The Lifesaving Society have posters and pamphlets for the learners.

The listening exercises or dialogues can be (pre) recorded.

## A Good PFD (personal flotation device)



Red Cross Infant Vest (20 - 30 lbs)

## Whistle




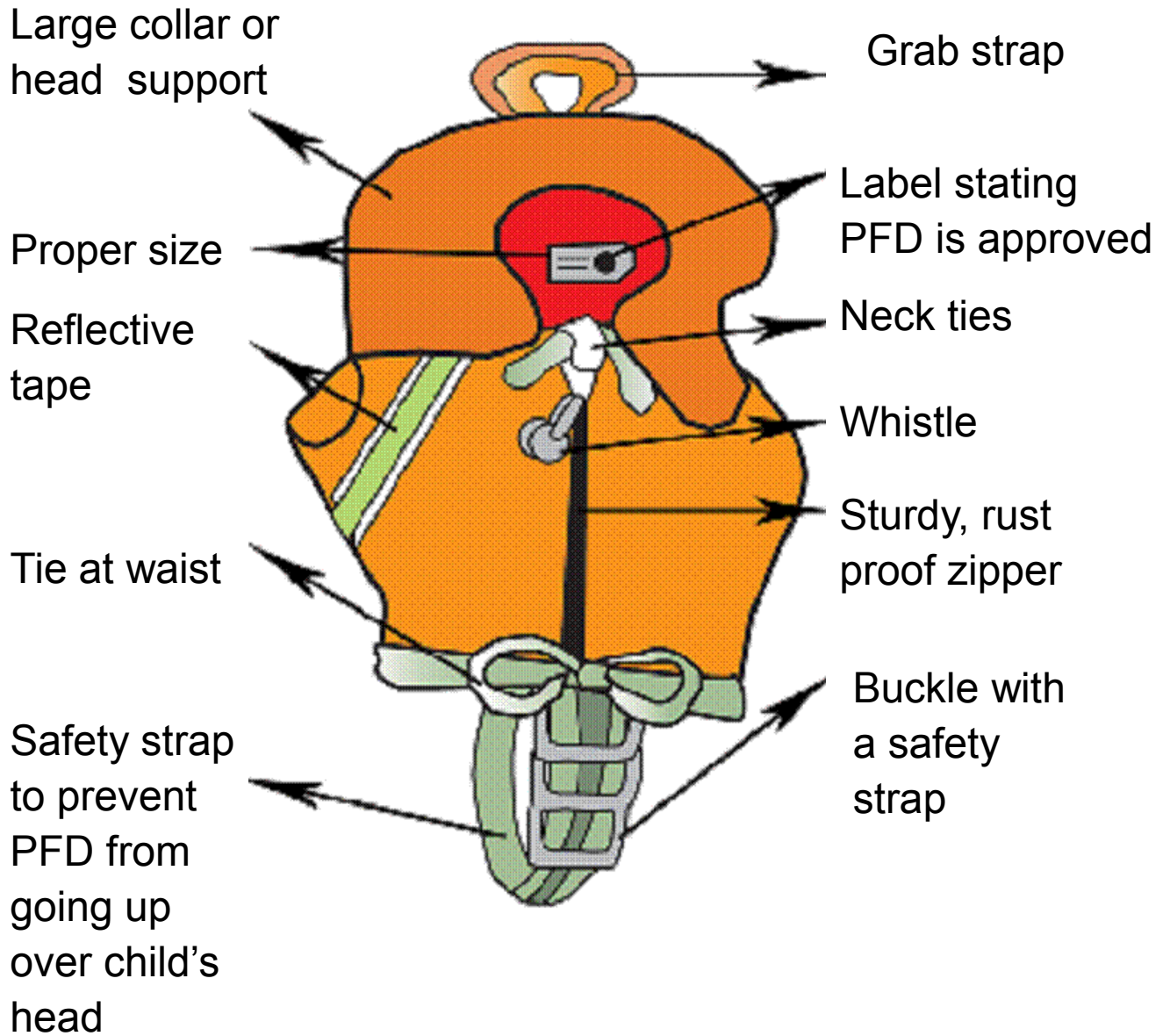
MODEL/MODELE	CATALOGUE NUMBER/NUMERO DE CAT.
	SIZE TAILLE :
MASS/RANGE OR CHEST SIZE: MASSE OU TOUR DE POITRINE :	MINIMUM BUOYANCY: FLOTTABILITE MINIMALE :
<p>APPROVED BY DEPARTMENT OF TRANSPORT CANADA, OR          APPROUVE PAR CANADIAN COAST GUARD, DEPARTMENT          OF FISHERIES AND OCEANS          APPROUVE PAR TRANSPORTS CANADA, OU          APPROUVE PAR LA GARDE COTIERE CANADIENNE,          MINISTERE DES PECHEES ET OCEANS</p>	
<p>CAUTION: <b>LOOK FOR ANY WARNINGS, CAUTIONS          OR NOTICES ON THIS LABEL.</b>          AVERTISSEMENT: <b>VERIFIEZ SI L'ETIQUETTE COMPORTE          UNE MISE EN GARDE.</b>          NOTICE TO PARENTS: <b>UN AVERTISSEMENT OU UN AVIS QUELCONQUE.</b>          AVIS AUX PARENTS: <b>UN AVERTISSEMENT OU UN AVIS QUELCONQUE.</b></p>	
<p>THIS PFD IS DESIGNED TO BE WORN. WEAR IT!          CE VETEMENT EST CONCU POUR VOTRE SECURITE. PORTEZ-LE!</p>	
Manufactured by/Fabrique par :	
<p>NAME OF TESTING LABORATORY          NOM DU LABORATOIRE D'HOMOLOGATION</p>	
<p>ORANGE, RED AND YELLOW COLOURED PFDs ARE RECOMMENDED FOR HIGHER          VISIBILITY.          LES VETEMENTS DE COULEUR ORANGE, ROUGE OU JAUNE SONT RECOMMANDES POUR          UNE MEILLEURE VISIBILITE.</p>	

Photo of life jacket courtesy of Mustang Survival

Life jacket label courtesy of Transport Canada



## A Good PFD (personal flotation device)



*Image used with permission from the Canadian Red Cross.*

## Matching

PFD = personal flotation device

Write the correct numbers on the line.

- |                             |                |   |
|-----------------------------|----------------|---|
| 1. proper size              | _____          | to hold onto to help a person               |
| 2. whistle                  | _____          | reflects in the dark                        |
| 3. large collar             | _____          | to stop a child from falling out of the PFD |
| 4. reflective tape          | <u>1</u> _____ | fits  |
| 5. grab strap               | _____          | strong and won't rust                       |
| 6. D.O.T. approved          | _____          | to support the head                         |
| 7. safety strap             | _____          | tested and safe                             |
| 8. sturdy, rustproof zipper | _____          | to blow for help                            |

## Listening

### Buying a PFD

---

- Clerk: Can I help you?
- Customer: Yes, do you sell PFDs or lifejackets?
- Clerk: Yes, we do. Come with me and I'll show you.
- Customer: Thanks.
- Clerk: Here they are. What exactly are you looking for?
- Customer: I'd like to buy a PFD for my 7 year old and it must be approved by the Department of Transport or the Canadian Coast Guard.
- Clerk: O.K. Let's see. This one is approved by the Department of Transport. It has a buckle with a safety strap, neck and waist ties and a large collar for head support.
- Customer: That sounds good. May I try it on my son to see if it fits him?
- Clerk: Yes, of course.
- Customer: This one is good. I see it has a strong zipper and a large collar. I'll buy this one.

## Word Search

q	w	z	e	r	t	y	u	i	o	p	a	s	d	f	g
h	j	i	k	l	z	b	u	c	k	l	e	x	c	v	b
n	m	p	q	s	a	f	e	t	y	s	t	r	a	p	w
e	r	p	r	o	p	e	r	s	i	z	e	t	y	u	i
o	p	e	a	s	l	a	r	g	e	c	o	l	l	a	r
d	h	e	a	d	s	u	p	p	o	r	t	f	g	h	j
k	l	z	x	c	v	b	n	g	m	q	w	e	r	t	y
u	i	o	p	a	t	s	d	r	f	g	h	j	k	l	z
c	z	i	p	p	e	r	n	a	p	p	r	o	v	e	d
q	w	e	r	t	e	y	u	b	i	o	p	a	s	d	f
g	h	j	t	l	s	z	x	s	c	v	b	n	m	q	w
e	r	t	i	u	i	o	p	t	w	h	i	s	t	l	e
p	s	a	e	f	g	h	j	r	k	l	z	x	c	v	b
n	m	q	s	e	r	t	y	a	u	i	o	p	a	s	d
f	g	h	h	j	k	l	z	p	x	c	v	b	n	m	q
w	r	e	f	l	e	c	t	i	v	e	t	a	p	e	e

Find and circle the words.

**In a PFD, look for these important parts:**

- |                 |                 |                     |
|-----------------|-----------------|---------------------|
| 1. zipper ✓     | 5. large collar | 9. whistle          |
| 2. buckle       | 6. approved     | 10. reflective tape |
| 3. safety strap | 7. ties         | 11. grab strap      |
| 4. proper size  | 8. head support |                     |



# **Chapter 2**

---

## Swimming Pools

## **Note to Instructor:**

The reading exercises could be presented in different ways.

- (a) The teacher reads the first paragraph and then has students ask questions about vocabulary. For example: “What does \_\_\_\_\_ mean?”
- (b) Enlarge a diving picture to have the students use the vocabulary they already know.
- (c) The students read the first paragraph and ask questions about vocabulary or pronunciation. For example: “How do you pronounce \_\_\_\_\_?”
- (d) The students can circle new words or verbs, etc.

After reading and understanding a passage, use the cube (pattern found at the back of this book) to have the students ask and answer their own questions in pairs or groups.

Bring in a city map. Find the main streets, the school, their street or favourite park.

Get a class set of Leisure Guides. There are more city pools than shown on this resource. Contact the City of Winnipeg, Community Services Department for more information.

Take a field trip to an indoor public pool. Arrange for a tour.

Ask for the local pool admission prices and public swim times.

Use the blank calendar for each student to fill in their own schedules.

Enlarge the picture on page 44 and make sentences with the help of students. The new vocabulary can be taught with the help of the picture. Colour the picture for added interest.

## Reading

### Diving

Hi. My name is Kerem and I'm in grade 5. Last winter I took swimming lessons at a city pool. I wanted to learn to swim and dive. My instructor was a fun person and made me laugh.

I want to tell you about my first dive off a diving board. I was nervous. I had to remember many things. I had to think about my legs, my knees, my arms, my elbows, my back and my head.

I went on the board. I looked in the water for other swimmers. I didn't want to dive on anyone. I was ready. I remembered what I was taught. I had to swim away from the diving board after I dove. I dove. I did it!

### Words

•swimming lessons	•city pool
•instructor	•dive
•diving board	•nervous
•remember	•taught

## Writing

Answer the questions.

1. Who is diving?

---

2. What did he take?

---

3. Where did he take swimming lessons?

---

4. When did he take swimming lessons?

---

5. Why did he take swimming lessons?

---



## Writing

Now you make the questions.

1. \_\_\_\_\_?

Kerem took swimming lessons.

2. \_\_\_\_\_?

Kerem is in grade five.

3. \_\_\_\_\_?

at a city pool.

4. \_\_\_\_\_?

He wanted to learn to swim and dive.

5. \_\_\_\_\_?

He felt nervous.

## Reading

### Diving Board Rules

My name is Sinan. I'm eight years old. I go to the swimming pool on weekends to practice diving. There are many things to remember. I wait for the person ahead of me to dive. There can be only one person on the diving board at a time. Then it is my turn. I go on the diving board. I look out for other swimmers around and under the diving board. I don't want to dive on anyone. I dive, then swim away from the diving board. Diving is fun.

### Words

- around
- away from
- practise
- under
- wait
- swimming pool
- on
- ahead

## Writing

Answer the questions.

1. Who likes diving?

---

2. What did Sinan dive?

---

3. Where does a diver look before diving?

---

4. How many people can be on a diving board at a time?

---

5. What do you do before diving?

---

6. Where do you swim after diving?

---

**When do you dive? When it is safe.**

## Reading

Choose True or False

True

False

- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
| 1. You must remember many things when you dive.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. You can dive into unknown water.   | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. You must look for other swimmers around and under the diving board before you dive.  | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. There can be many people on the diving board at one time.                            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. You must wait for the person ahead of you to dive before you go on the diving board. | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. When you finish diving you can stay and swim near the diving board.                  | <input type="checkbox"/>            | <input type="checkbox"/> |

# City of Winnipeg map



## Reading or Listening

Look at the map of the City of Winnipeg. Follow the directions.

1. Put an X on north.
2. Circle south.
3. Underline west.
4. Cross out east.
5. Put an **A** on central.
6. Use your red pencil to draw Portage Ave.
7. Use your blue pencil to draw McPhillips.
8. Use your green pencil to draw Pembina.
9. What street do you live near? \_\_\_\_\_
10. Put an **x** on the map where you live.
11. What part of Winnipeg do you live in?  
North, south, east or west?
12. When you are between south and east, you live in the southeast. Write southeast on your map.
13. When you are between south and west, you live in the southwest. Write southwest on your map.
14. When you live in the middle of the city, you live in the centre or central part.

## Reading and Writing

### Map of Indoor Pools (page 27)

Questions.

1. How many numbers are on the map?

---

2. What is the biggest number on the map?

---

3. What numbers are in the circle?

---

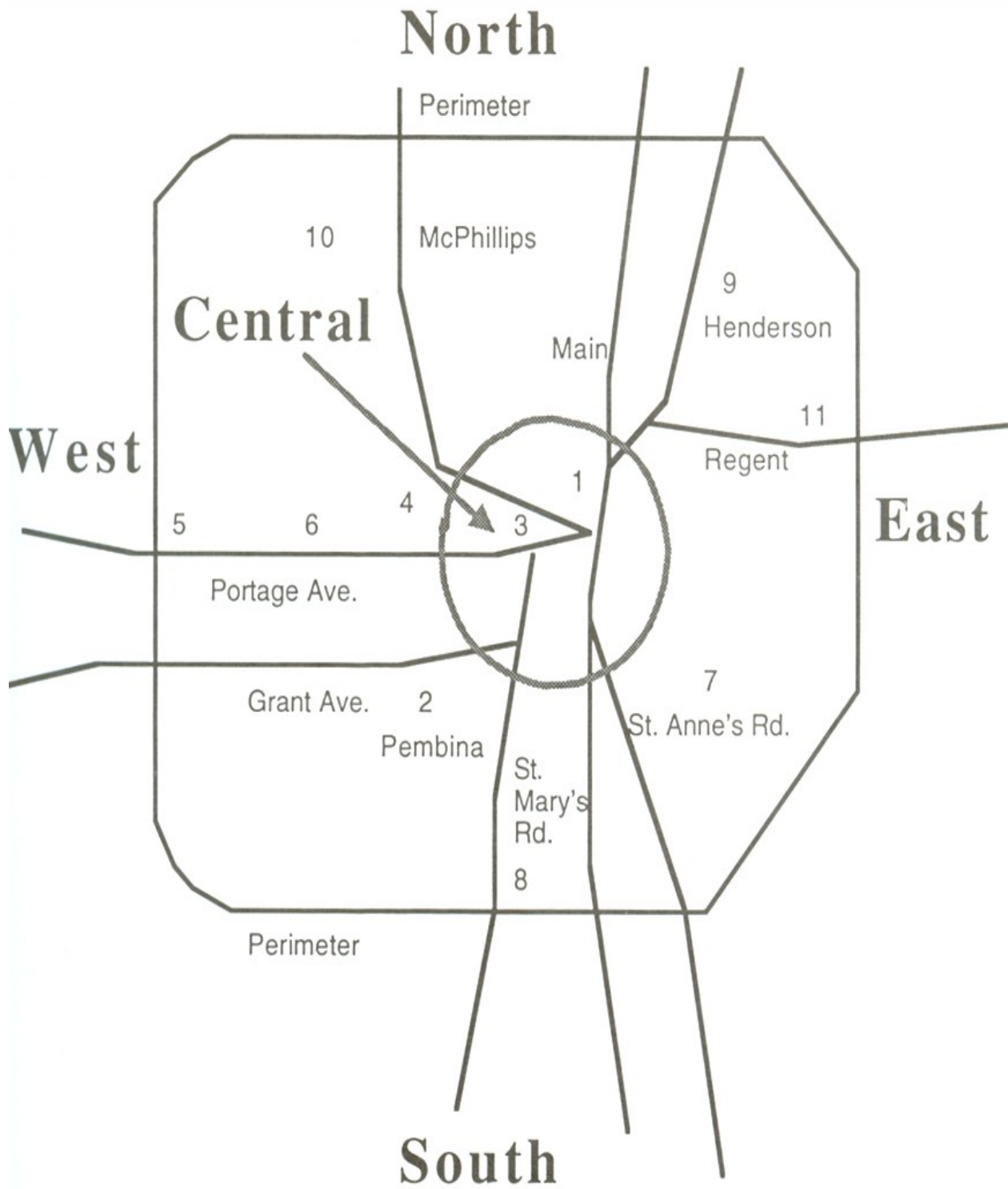
4. What numbers are in the west?

---

5. What number is in the south?

---

# Map of the City of Winnipeg's Indoor Pools





## **Telephone and Address List**

### **Winnipeg Public Indoor Pools**

You can get information about any of these swimming pools by phoning **311**.

#### **Central**

1. North End Centennial Pool is at 90 Sinclair street.
2. Pan-Am Pool is at 25 Poseidon Bay.
3. Sherbook Pool is at 381 Sherbrook street.
4. Cindy Klassen Recreation Complex is at 999 Sargent Avenue.

#### **Southwest**

5. St. James Centennial Pool is at 644 Parkdale street.
6. St. James Civic Centre Pool is at 2055 Ness Avenue.

#### **Southeast**

7. Bonivital Pool is at 1215 Archibald Street.
8. Margaret Grant is at 685 Dalhousie Drive.

#### **North**

9. Elmwood Kildonan Pool is at 909 Concordia Avenue.
10. Seven Oaks Pool is at 444 Adsum Drive.
11. Transcona Centennial Pool is at 1101 Wabasha street.

## Speaking and Listening

- You need
- (a) Telephone and address list (page 28)
  - (b) Map of Indoor pools (Page 27)

Look at your telephone and address list.

The number 1 is North End Centennial Pool

Now look on your map.

Find number 1.

Ask and answer questions with a partner.

For example:

1. What's number 1 on the map?

Answer: It's North End Centennial Pool.

2. What's the address?

Answer: It is at 90 Sinclair street.

With a partner ask and answer questions.

## Reading and Speaking and Listening

## Gap 1

Look at the Map of Indoor pools (page 27) and the Telephone and Address list (page 28). Answer the questions.

1. You live near Pembina and Grant.

What's the nearest indoor public pool.

Answer: Pan-Am Pool

What's the address?

Answer: 25 Poseidon Bay

2. Listen to you partner and find the answer.

3. You live near the Perimeter and Pembina.

Where's the nearest indoor public pool?

Answer: Margaret Grant

What's the address?

Answer: 685 Dalhousie Drive

4. Listen to you partner and find the answer.

5. You live near Regent.

Where's the nearest indoor public pool?

Answer: Transcona Centennial Pool

What's the address?

Answer: 1101 Wabasha Street

## Reading and Speaking and Listening

## Gap 2

Look at the Map of Indoor pools (page 27) and the Telephone and Address list (page 28). Answer the questions.

1. You live near perimeter and McPhillips.

What's the nearest indoor public pool.

Answer: Seven Oaks Pool.

What's the address?

Answer: 444 Adsum Drive.

2. Listen to you partner and find the answer.

3. You live near the Perimeter and Portage Ave.

Where's the nearest indoor public pool?

Answer: St. James Centennial Pool

What's the address?

Answer: 644 Parkdale street

4. Listen to you partner and find the answer.

5. You live in central (downtown) Winnipeg.

What are the two pools near your home?

Answer: North End Centennial Pool and Sherbrook pool

## Indoor Swimming Pools

General admission (Effective Sept. 1, 2009)

	Single admission	10 visits	20 visits	30 visits	3 months
Child	\$2.39	\$21.00	\$37.59	\$49.14	\$44.37
Youth	\$3.73	\$32.87	\$61.11	\$75.60	\$69.21
Adult	Prime: \$5.42  Non Prime: \$4.21	\$47.78	\$85.05	\$111.83	\$100.59
Senior	Prime: \$5.42  Non Prime: \$4.21	\$47.78	\$85.05	\$111.83	\$80.83

\* All fees include GST. Princes subject to change without notice. (Source: <http://www.winnipeg.ca/cms/recreation/admissionrates.stm>)

## Indoor Swimming Pools

### General Admission

	Single Admission
Child	\$2.39
Youth	\$3.73
Adult	Prime: \$5.42 Non Prime: \$4.21
Senior	Prime: \$5.42 Non Prime: \$4.21

A child is 12 years old or younger.

A youth is between 13 and 17 years old.

An adult is from 18 to 64 years old.

A senior is 65 years and older.

(Source: <http://www.winnipeg.ca/cms/recreation/admissionrates.stm>)

**Lower rates (cheaper)**

**Non prime hours (not busy times)**

<b>Lower rates for adults and seniors</b>	
<b>During non prime hours</b>	
<b>All Area pools</b>	<b>Pan Am Pool</b>
Monday to Friday: 9:00—11:30 a.m.	Monday to Friday: 8:30—11:30 a.m.
and	and
1:00—4:00 p.m.	1:30—3:30 p.m.

Look at the **Indoor Swimming Pools** page, on page 33.

Look at the chart above. Answer the questions.

1. How much does it cost for an adult at 9 a.m. Monday?

It costs \$4.21.

2. How much does it cost for an adult at 4:30 p.m. Tuesday? \_\_\_\_\_

3. How much does it cost for an adult at 10 a.m. Thursday? \_\_\_\_\_

4. How much does it cost for a senior at 11:45 p.m. Friday? \_\_\_\_\_

## Listening

### Going to a Public Swim

Pool Staff: May I help you?

Mom/Dad: Yes, we'd like to go swimming. How much does it cost for my family?

Pool Staff: A child is \$2.39 each, and adults are \$5.42 each, but our family rate is \$10.72.

Mom/Dad: Great. I'll buy a family pass.

Pool Staff: Okay. That'll be \$10.72. Our fees include GST. You can swim until closing at 8:30 p.m.

Mom/Dad: Thanks.



## Listening

### Learning about the Public Pool

Pool Staff: May I help you?

Mom/Dad: Yes, I've bought our family pass, but where are the change rooms?

Pool Staff: The ladies' is this way and the men's that.

Mom/Dad: Thanks. I have one more question. What do we do with our coats and clothes while we're swimming.

Pool Staff: There are lockers. Put your belongings inside the locker, then put 25 cents in the slot. Turn the key and pull it out. Please pin the key to your bathing suit, not your towel. When you unlock your locker, you'll get your quarter back. Don't forget to have a shower before entering the pool.

Mom/Dad: Okay. Thanks.

## **Listening**

### Registering for Swimming Lessons

Pool Staff: May I help you?

Mom/Dad: I'd like to register my son in swimming lessons.

Pool Staff: What level is he in?

Mom/Dad: I don't know. He's never had swimming lessons.

Pool Staff: An Instructor/Guard can watch your son swim at any public swim. Ask the Instructor/Guard to watch your son. He or she will tell you which level is best for him.

Mom/Dad: How much does this cost?

Pool Staff: The evaluation is free. You only pay the general admission fee to swim. That's \$2.39 per child and \$3.73 per youth.

Mom/Dad: That's wonderful. Thanks for your help.

Pool Staff: You're welcome. See you soon.

## Reading and Speaking and Listening      Gap game

Work in groups of two.

1. Find three times that you can go swimming with your partner.

<b>on</b> Monday	<b>on</b> Tuesday	<b>on</b> Wednesday	
<b>on</b> Thursday	<b>on</b> Friday	<b>on</b> Saturday	<b>on</b> Sunday

Partner **A** has the Pan-Am Pool Schedule.

Partner **B** has the calendar.

Example:

Partner **A**: Can you go swimming on Friday the 18th?

Partner **B**: Let me check my calendar. (Pause) Yes, that's okay. What time do you want to go?

Partner **A**: How about 4 o'clock?

Partner **B**: Great! See you then.

**OR**

Partner **A**: Can you go swimming on Tuesday the 8th?

Partner **B**: Let me check my calendar. (Pause) I'm sorry, I can't. Maybe another time.

**Swim and Fitness Facility Admission Rates (effective September 1, 2009)**

	<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
<b>Main tank</b>	10:00 am- 5:00 pm	6:00 am - 9:00 am 11:30 am - 9:00 pm	6:00 am - 9:00 am 11:30 am - 9:00 pm	6:00 am - 9:00 am 11:30 am - 9:00 pm	6:00 am - 9:00 am 11:30 am - 9:00 pm	6:00 am - 9:00 am 11:30 am - 9:00 pm	10:00 am - 5:00 pm
<b>Training tank</b>	10:00 am- 5:00 pm	9:00 am - 4:00 pm	9:00 am - 4:00 pm	9:00 am - 4:00 pm	9:00 am - 4:00 pm	9:00 am - 4:00 pm	12:00 pm- 1:00 pm
<b>Kiddie Pool</b>	10:00 am- 5:00 pm	11:30 am- 5:00 pm	11:30 am- 5:00 pm	11:30 am- 5:00 pm	11:30 am- 5:00 pm	11:30 am- 5:00 pm	10:00 am- 5:00 pm

Source: [http://winnipeg.ca/cms/recreation/pdfs/swim%20schedules/pan%20am\\_summer.pdf](http://winnipeg.ca/cms/recreation/pdfs/swim%20schedules/pan%20am_summer.pdf)

**Calendar****Gap**

<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
		1 Birthday party 4—7	2	3 Go to library	4 No school today	5 Swim lessons 9:30—10 am
6 Visitors coming 1- 4 pm	7	8 Parent Teacher interview	9	10	11 Birthday party	12 Swim lessons 9:30 - 10 am
13 Go to friends	14	15	16 Doctor appointment	17 No school today	18	19 Swim lessons 9:30 - 10 am
20 Visit museum	21	22	23	24	25 Dentist 4 pm	26 Swim lessons 9:30 - 10 am
27	28	29 Go to library 3:30 pm	30 Help at school			

# Writing and Speaking

## Part 1

**on** Monday

**at** (3 o'clock)

Write three sentences about when you are going swimming.

For example:

We're going swimming on Friday the 18th **at** 4 o'clock.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Write these days and times on your calendar.

Tell the class when you are going swimming.

**Write the days in the correct places and make your own calendar**

•Wednesday •Friday •Monday •Saturday •Tuesday •Thursday •Sunday

Sunday									

## **Reading and speaking**

Practise accepting and refusing invitations.

### Accepting an Invitation: Example 1:

Esma: How about going swimming tomorrow morning?

Fatima: That's a good idea. What time do you want to go?

Esma: How about 10?

Fatima: Sounds good. See you at 10.

### Accepting an Invitation: Example 2:

Jack: Let's do something.

Paul: How about swimming?

Jack: Good idea. I've got a pool schedule. Let's see. There's swimming from 2:45 to 5 this afternoon.

Paul: Great! Let's go.

### Refusing an Invitation:

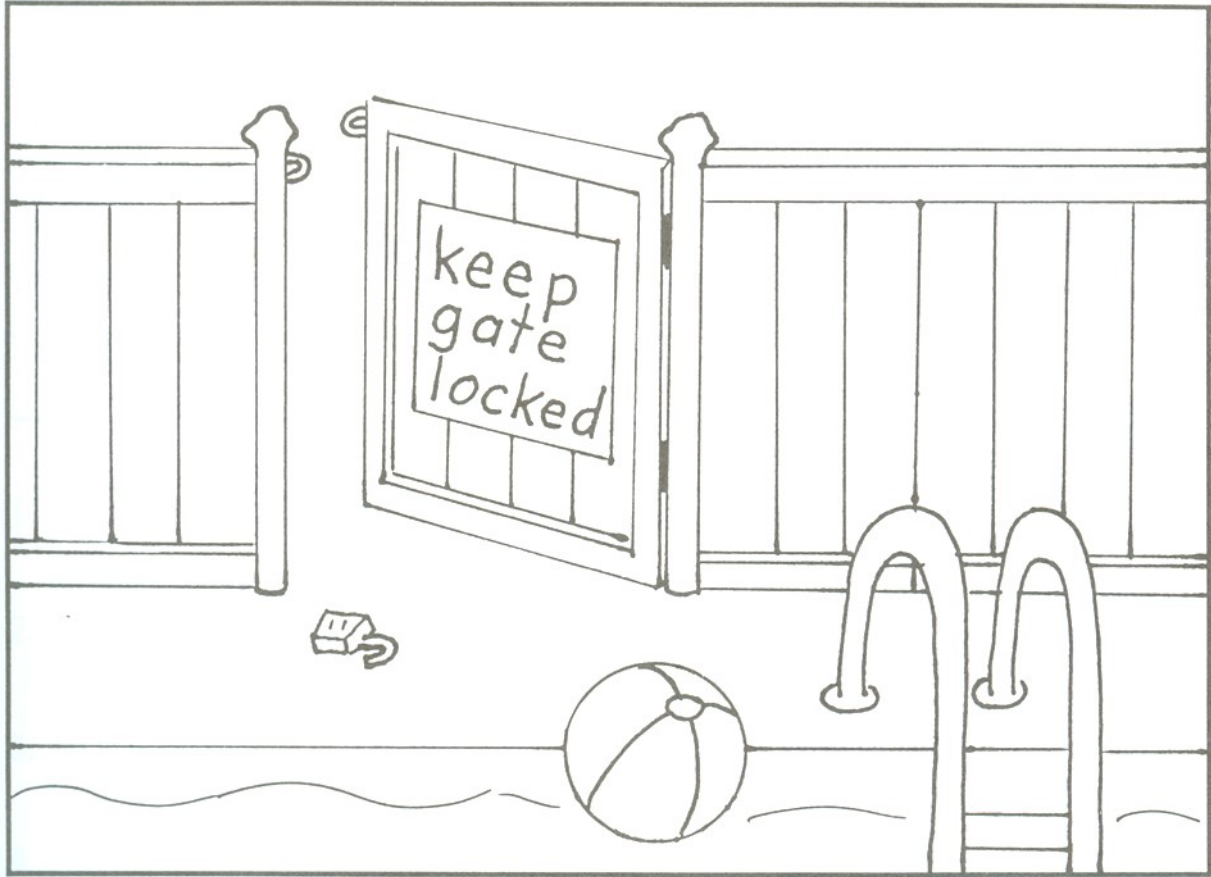
Lara: How about going swimming this afternoon?

Ann: I'm sorry, I can't. I'm going to the dentist.

Lara: That's okay. Maybe another time.



## The Open Gate !



- dangerous
- gate
- pool
- lock
- private
- supervised
- fence

## Reading and Writing

Fill in the Blanks.

- |             |              |
|-------------|--------------|
| • dangerous | • private    |
| • gate      | • fence      |
| • pool      | • supervised |
| • locked    | • too        |

1. All children near water need to be \_\_\_\_\_.
2. Private pools must have a \_\_\_\_\_ around them.
3. The fence is \_\_\_\_\_ low.
4. The gate has to be \_\_\_\_\_.
5. Always keep the \_\_\_\_\_ closed.
6. Without an adult a pool is \_\_\_\_\_ for a child.
7. There are public and \_\_\_\_\_ pools.
8. A \_\_\_\_\_ can be a fun place for a child and parents when used safely.



# **Chapter 3**

---

## Beaches

## **Note to Instructor:**

Use vocabulary to talk about the weather (today's, yesterday's, and tomorrow's).

Bring in a thermometer.

Talk about weather in the learners' first countries:

- no snow
- hot / very hot

Look at the weather channel and discuss Manitoba's weather.

Enlarge pictures and colour them to help vocabulary. For example, there is a large picture of a 'drop off' in the appendix.

Ask learners what rules they have when they are near water.

Make a chart to write rules as they are learned.

Use newspaper articles about water safety.

Bring in inflatable toys. These are especially dangerous because they give a false sense of security.

Use the newspaper articles to ask how an accident could have been prevented. For example:

- a) take children away from water if you can't supervise them (even for a few seconds); or
- b) give verbal directions to another care giver.

Look at missing children posters.

Extend exercises to include descriptions of clothing / bathing suits and colours.

Use the question cube from the appendix.

## Writing

Look at the picture.

Write the correct word **under** the picture.

• cloudy

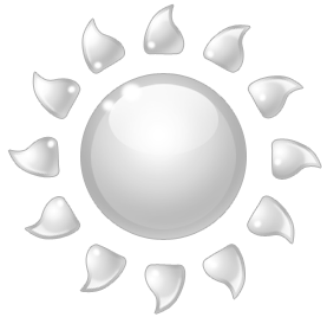
• windy

• sunny

• rainy

• stormy

• snowy



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

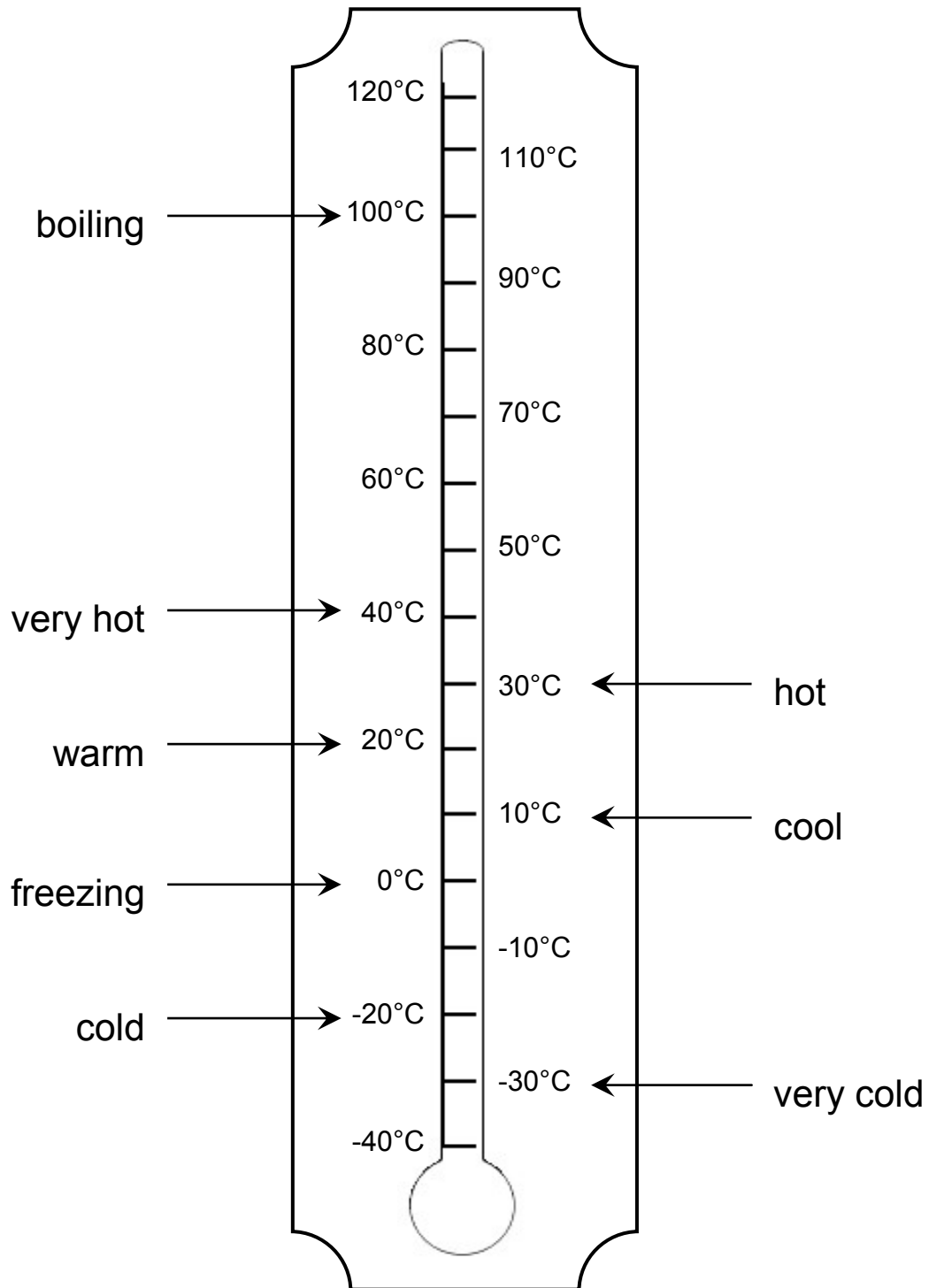


5. \_\_\_\_\_



6. \_\_\_\_\_

# Thermometer (Celsius)



## Writing

Read the temperatures. Complete the sentences.

• boiling	• warm	• very hot
• cold	• hot	• very cold
• freezing	• cool	

TEMP     -20°C     1. It's cold.

TEMP     100°C     2. \_\_\_\_\_

TEMP     30°C     3. \_\_\_\_\_

TEMP     -30°C     4. \_\_\_\_\_

TEMP     0°C     5. \_\_\_\_\_

TEMP     -20°C     6. \_\_\_\_\_

TEMP     40°C     7. \_\_\_\_\_

TEMP     10°C     8. \_\_\_\_\_

## Writing

Look at the temperatures. Complete the sentences.

• boiling	• warm	• hot
• cold	• hot	• freezing

**+20°C**

1. It's \_\_\_\_\_

**+5°C**

2. It's \_\_\_\_\_

**+100°C**

3. It's \_\_\_\_\_

**0°C**

4. It's \_\_\_\_\_

**+30°C**

5. It's \_\_\_\_\_

**-20°C**

6. It's \_\_\_\_\_



## Writing

Write your own story.

Example:

The weather is hot. The temperature is +29°C. It is sunny.

1.

---

---

2.

---

---

Write about today's weather.

3.

---

---

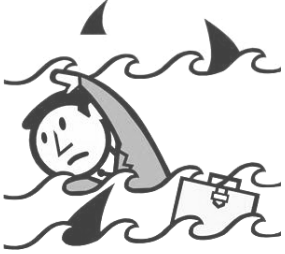

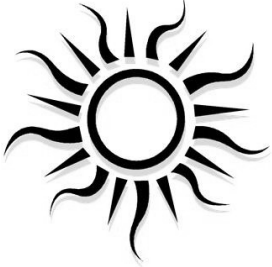

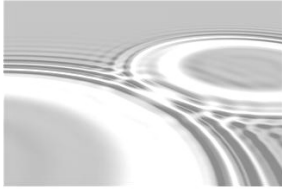

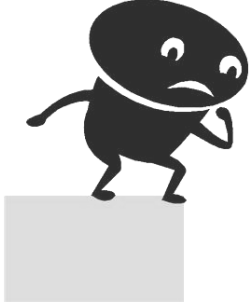

## Matching

Find the opposites. Write the correct numbers on the line.

- |    |                               |       |                                  |
|----|-------------------------------|-------|----------------------------------|
| 1. | known water                   | _____ | deep water                       |
| 2. | cloudy water<br>(murky water) | _____ | slow water                       |
| 3. | hot water                     | _____ | unknown water<br>(strange water) |
| 4. | fast water                    | _____ | rough water                      |
| 5. | shallow water                 | _____ | cold water                       |
| 6. | calm water                    | _____ | clear water                      |

# Matching

Draw an arrow from the word to the picture.

1. 	deep shallow	2. 
3. 	hot cold	4. 
5. 	clear cloudy (murky)	6. 
7. 	known unknown	8. 

## Writing

“No water sports when...”

Write the correct word.

1. The \_\_\_\_\_ is too strong.
2. The \_\_\_\_\_ is too strong.
3. The \_\_\_\_\_ is too dark.
4. The \_\_\_\_\_ are too high.



wind



current



night



waves

## Listening

### Stop!

---

- Child: Can I go swimming now?
- Parent: I'm happy you asked. This is very important to remember: It's dangerous to go in the water by yourself.
- Child: My swimming instructor told me to ask permission to go into the water.
- Parent: Permission is a big word for you. Do you know what it means?
- Child: Yes. It means to ask if it's all right to do something.
- Parent: Very good. Let's go swimming together. Do you know a word that means an adult watching you?
- Child: I can't remember. What is it?
- Parent: Supervision. Supervision is when an adult is watching you very carefully.
- Child: Come on. I'll show you how I swim.

## Listening

Look!

---

Child: I want to go swimming now.

Parent: I will check the water for problems.

Child: What will you check for?

Parent: I will ask about currents and undertows. Currents are very fast moving parts of the water. They can pull you away from safe swimming places. Undertows can pull you under the water. They are below the top of the water.

Child: Can they pull you under the water?

Parent: Yes, undertows will even pull a very strong man under.

Child: Can you see an undertow or current?

Parent: No, but we will ask a person who knows this water. I will look for a drop off, rocks and weeds.

Child: What's a drop off?

Parent: A drop off is when the bottom goes down very fast. They are in swimming pools and beaches.

Child: Can I go in after you check?

Parent: You must remember something. Are you wearing your PFD?

Child: Here it is. Will you help me do up the zipper and buckles?

Parent: Sure.

## Listening

### Go Slow!

---

Parent: I see you're wearing your PFD. Good for you. Let's go swimming. The safest swim is with an adult who knows how to swim. I'll come swimming with you.

Child: My swimming instructor called that a buddy.

Parent: Yes, to be safe everyone swims with a buddy. A buddy is a friend in the water. Hold my hand and we'll go in together.

Child: The water is cold today.

Parent: Yes, it is. I like it because it is calm and clear. Today we will swim in this area. We will not go past here.

## Reading

### THE DAILY NEWSPAPER

---

#### Never take your eyes off your child



Yesterday at Falcon Lake, a two year old boy drowned. He sat near the edge of the water with his beach ball. His mother turned to get some sunscreen out of her beach bag. She looked away for only a short time. When the mother looked for her son, she couldn't see him. She screamed, "Please help, I can't see my son." A man ran into the water. Several minutes later the man found the little boy but it was too late to save him. The mother begged others to learn from her mistake and never take your eyes off your children around water.

- |               |             |              |
|---------------|-------------|--------------|
| • drowned     | • near      | • edge       |
| • looked away | • turned    | • screamed   |
| • watched     | • sunscreen | • beach ball |



## Writing

Answer the questions.

1. Who is in this story?

---

2. What happened?

---

3. Where did it happen?

---

4. When did it happen?

---

5. Why did it happen?

---

6. How can we help prevent drowning accidents?

---

## Writing and Reading

Choose one of the following activities.

Write about the water safety rules.

- |                |            |           |
|----------------|------------|-----------|
| • canoeing     | • fishing  | • boating |
| • water skiing | • swimming | • diving  |

### My Summer

My name is \_\_\_\_\_.

Next summer, I want to go \_\_\_\_\_.

Some of the water safety rules are \_\_\_\_\_

---

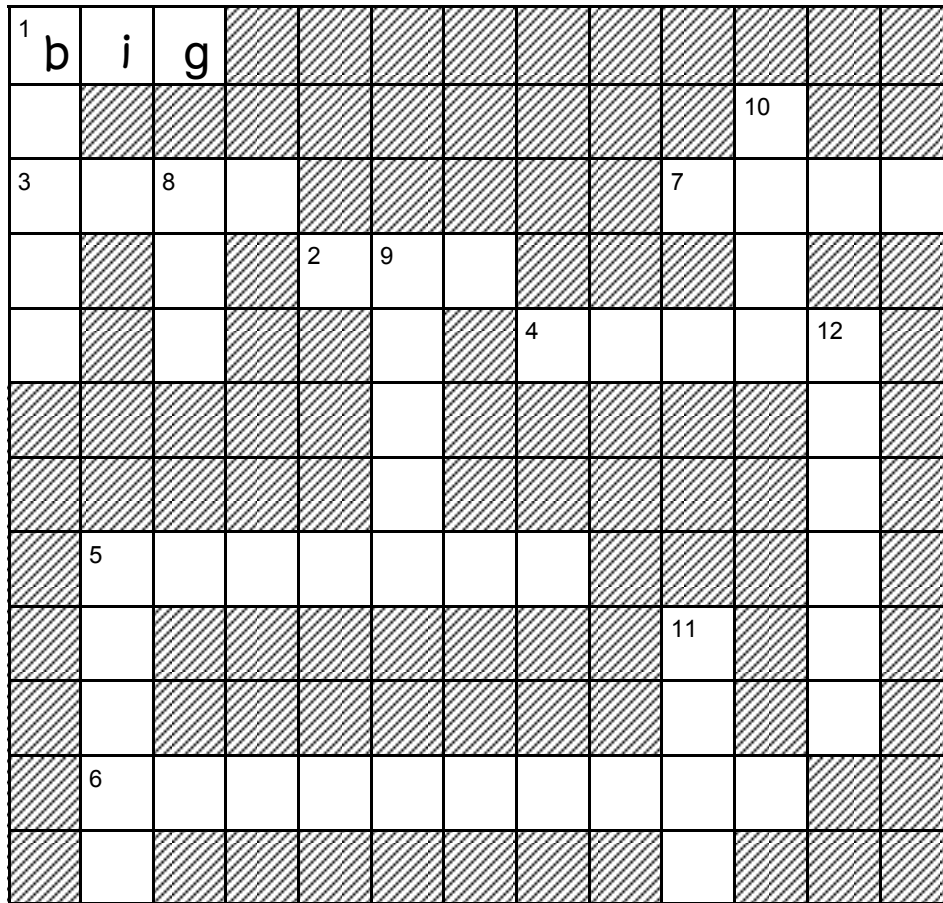
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---

Please read this story to the class.

# Crossword Puzzle



## ACROSS

1. Don't swim after eating a big meal.
2. Don't swim when the weather is \_\_\_\_\_ .
3. Before you swim, check the bottom fro a \_\_\_\_\_ off.
4. Don't swim when the \_\_\_\_\_ are high.
5. Don't swim in water with a strong undertow or \_\_\_\_\_ .
6. A young child must wear a \_\_\_\_\_ in and near the water.
7. Don't swim when the \_\_\_\_\_ is strong.

## DOWN

1. Always swim with a \_\_\_\_\_ .
5. Stay near your \_\_\_\_\_ in the water.
8. Don't push people \_\_\_\_\_ docks or rafts.
9. Don't swim long distances \_\_\_\_\_ .
10. Don't \_\_\_\_\_ into unknown water.
11. Never dive into water without knowing how \_\_\_\_\_ it is.
12. Think about \_\_\_\_\_ when in and around water.

Answers in the Appendix.

## Describing People

Look at the words. Complete the sentences.

• thin

• heavy

• average weight



1. He's \_\_\_\_\_.



2. He's \_\_\_\_\_.

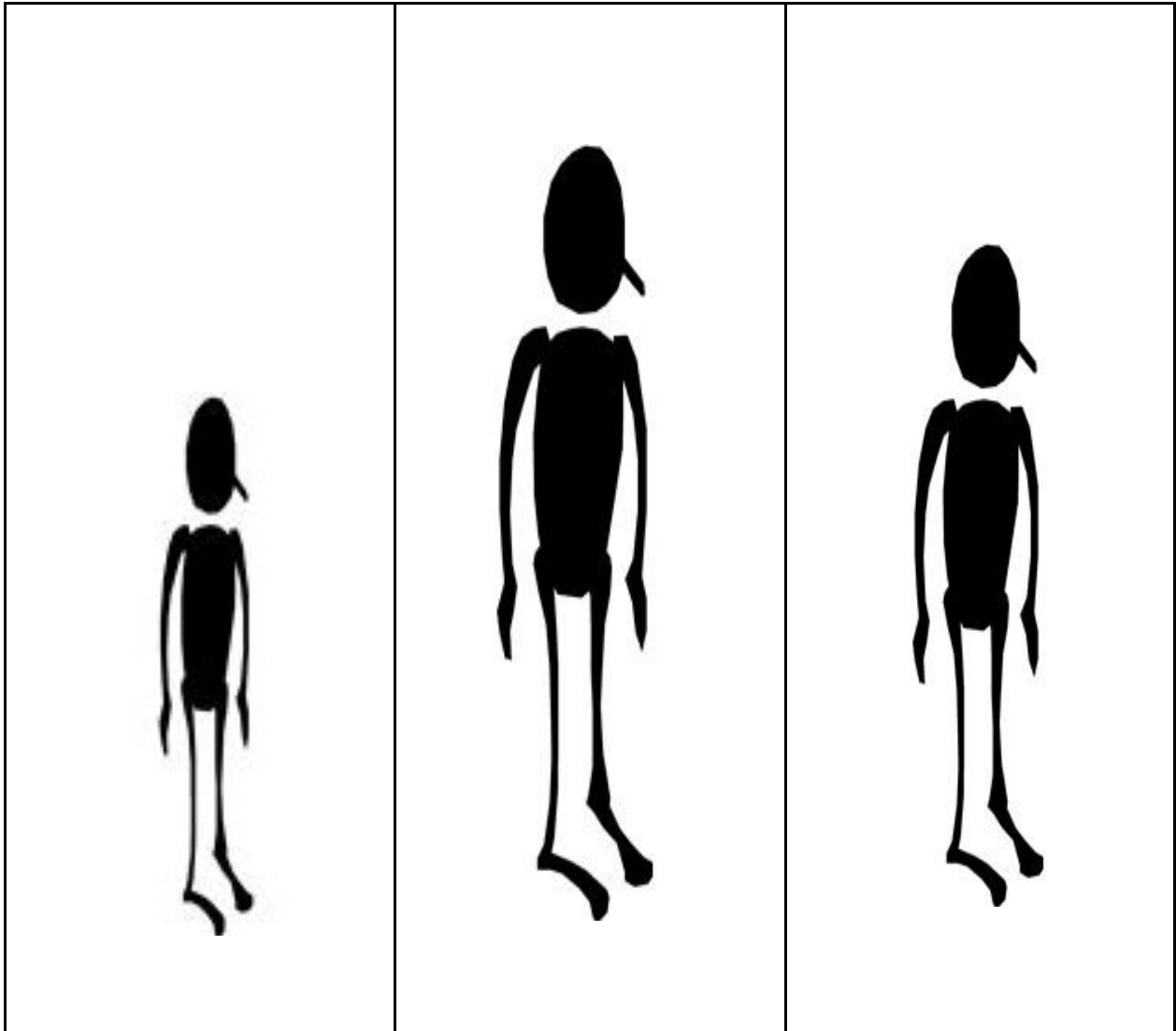


3. She's \_\_\_\_\_.

## Describing People

Look at the words. Match the height words with the pictures.

• tall                      • short                      • average height



1. \_\_\_\_\_                      2. \_\_\_\_\_                      3. \_\_\_\_\_

## Describing People

Look at the words. Complete the sentences.

• elderly

• young

• middle aged



1. She's \_\_\_\_\_.



2. They're \_\_\_\_\_.



3. They're \_\_\_\_\_.

## Matching and Writing

Match the hair words with the pictures.

- |                         |                      |
|-------------------------|----------------------|
| • long and wavy         | • short and straight |
| • bald with a moustache | • short and curly    |



1. \_\_\_\_\_



2. \_\_\_\_\_



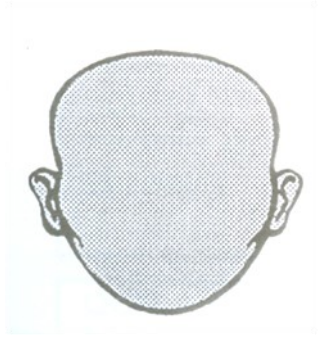
3. \_\_\_\_\_



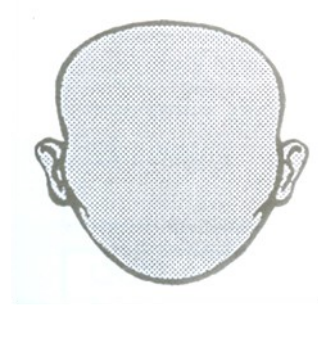
4. \_\_\_\_\_

## Reading and Drawing

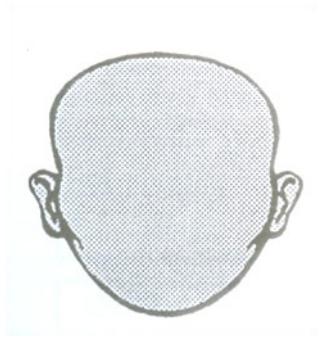
Read the description. Draw the hair.



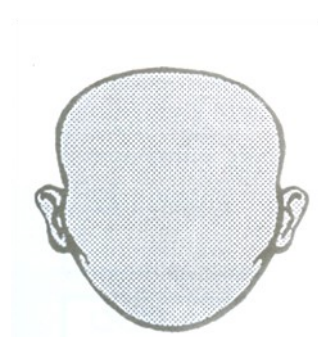
1. short and curly



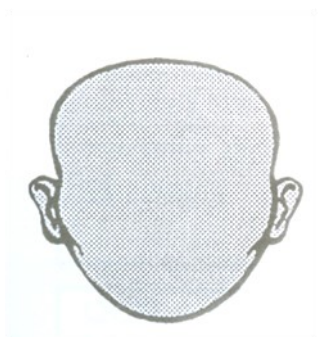
2. bald with a beard



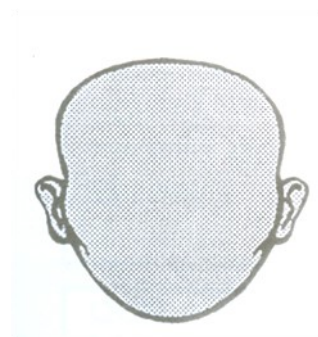
3. long and straight



4. short and wavy



5. long and curly

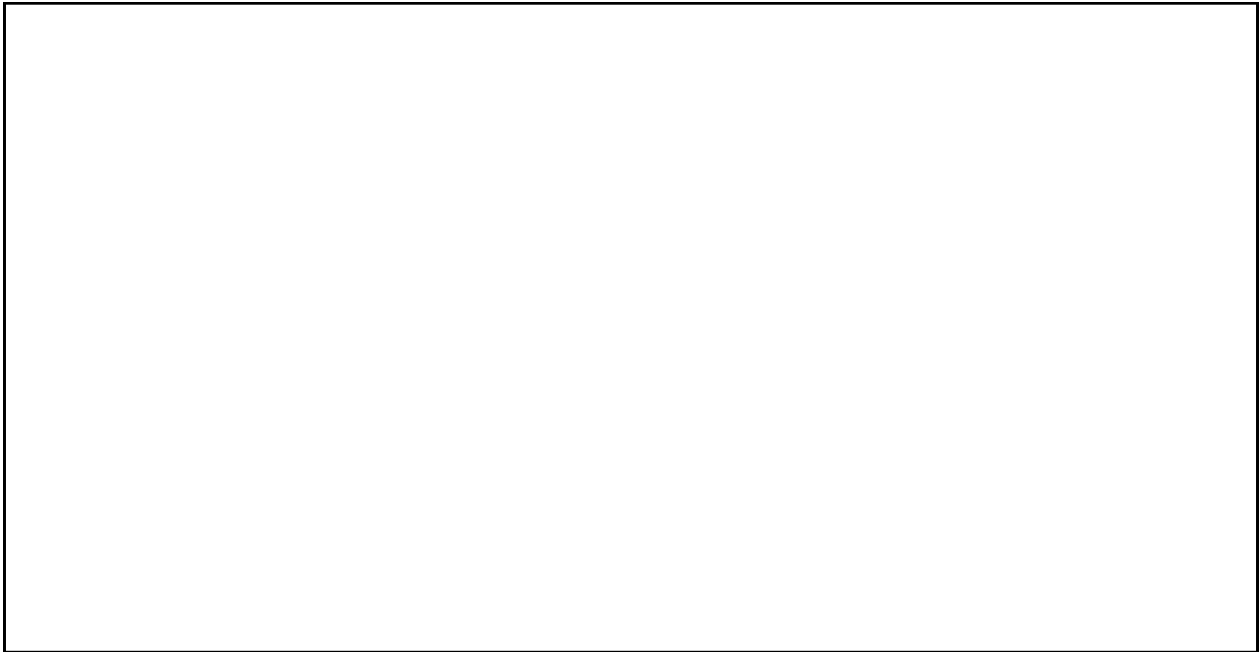


6. medium length and wavy



## Speaking

Give a description to the lifeguard. Draw a picture of a friend.



Circle the correct words to describe your friend.

### “My friend is missing!”

He She	is	tall average height	and	heavy. average weight. thin.
-----------	----	------------------------	-----	------------------------------------

He She	is	young. middle aged. elderly
-----------	----	-----------------------------------

He She	is	20 50 _____ 70	years old.
-----------	----	----------------------	------------

He She	has	dark blond _____	hair.
-----------	-----	---------------------	-------

## Writing and Speaking Part 1

### Write about a classmate.

Circle the correct words to describe your classmate.

He She	is	young. middle aged. elderly.			
He She	is	tall average height short	and	heavy. thin. average weight.	
He She	has	short long medium length	and	curly wavy straight	hair.

### Part 2

### Read about a classmate.

Read the description of your classmate to the class.  
Can your classmates guess who you are describing?

## Listening

### At the Beach 1

Dad:	HELP! I CAN'T FIND MY SON!
Lifeguard:	When did you last see him?
Dad:	About five minutes ago.
Lifeguard:	Where was he?
Dad:	Over there in the water.
Lifeguard:	Okay, don't panic. Stay calm.
(with megaphone)	EVERYONE CLEAR THE WATER.

This is a picture of a megaphone.



## Listening

### At the Beach 2

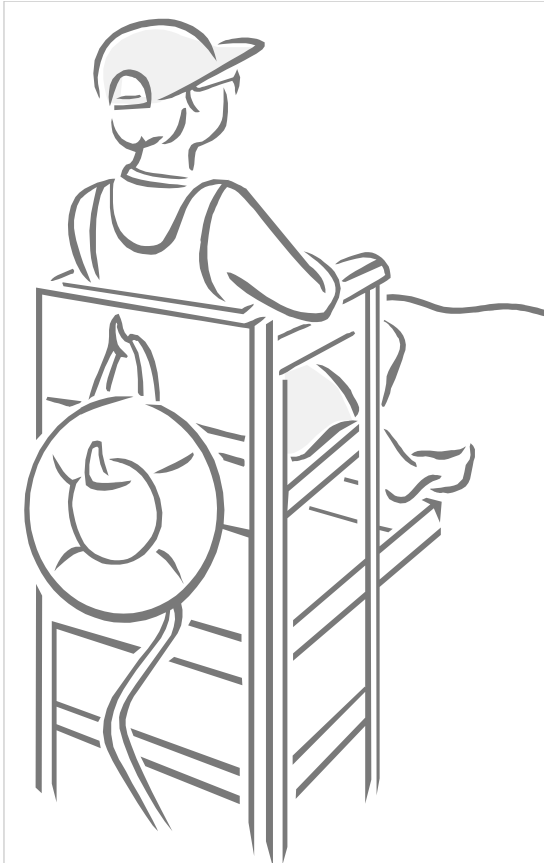
Mom:	HELP! I CAN'T FIND MY DAUGHTER!
Woman:	When did you last see her?
Mom:	About ten minutes ago.
Woman:	Where was she?
Mom:	On the beach beside the umbrella.
Woman:	What does she look like?
Mom:	She is six years old. She is average weight and average height. Her hair is long and straight.
Woman:	Okay, we'll look for her.

## Reading

### THE DAILY NEWSPAPER

---

#### Dangerous inflatable toys



Yesterday afternoon at Grand Beach, an eight year old girl drowned. Cindy Brown, of Winnipeg, played in the water with her air mattress while her father sat on the beach.

“I decided to set up my umbrella. When I finished I could not see my daughter,” said Mr. Brown to the reporter. “I called for help. Soon, Cindy was found face down in the water. A man tried to save her life but it was too late,” he sobbed.

Inflatable things are unsafe toys in the water. This is the fifth drowning this season.

- |                |          |              |
|----------------|----------|--------------|
| • dangerous    | • sobbed | • inflatable |
| • air mattress | • toy    | • reporter   |
| • face down    | • decide | • set up     |

## Writing

Answer the questions.

1. Where did this story happen?

---

2. Who was at Grand Beach yesterday?

---

3. What did Mr. Brown do?

---

4. When did this drowning happen?

---

5. How can we help prevent drowning accidents?

---



# Chapter 4

---

## Boating

## **Note to Instructor:**

The headings are only guidelines. A reading could be used for a listening activity, and a writing could be used as a speaking activity.

Enlarge the pictures on page 76. Cut and paste each picture onto cardboard (from cereal or cracker boxes). Place these safety equipment cards face down and have a student choose a card. This student will act out the name of the picture by pretending to paddle a boat, blow a whistle or use a flashlight.

Play a game called “What am I doing?” A student chooses a safety equipment picture and asks, “What am I doing?” The student proceeds to act out the picture card while students try answering the question.

Bring in an empty bleach container (cut like the one on page 76), a flashlight, a whistle, a PFD, a paddle and a first aid kit. Choose an item and ask the students why we need it in a boat.

Bring in a first aid kit. What’s in a first aid kit. Keep your first aid kit closed when asking this question. Take the items out of the kit as the students name them.

Write a list of items in the first aid kit such as: bandages; gauze, antiseptic wipes, scissors and medicated cream.

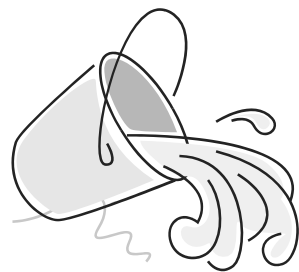
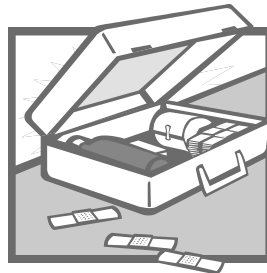
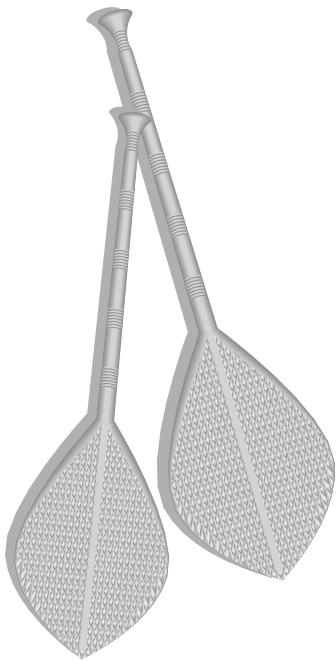
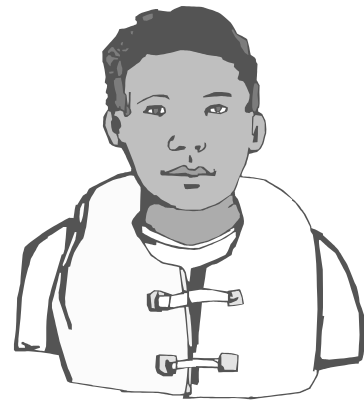
Have the students study some of the items found in a first aid kit. Place a cloth over these items and see how many the students can remember.

Use the cube.



# When you go boating...

Circle the safety equipment you need to take boating.



Tell your partner what you will take boating.

## Reading

### Water Skiing

My name is Melike and I will be thirteen in November. Today is the best day of my life. Every July, my family visits our friends' cottage in the Whiteshell. They have a motor boat! I love to water ski.

Everyone helps carry the safety equipment to the boat. We each wear our PFDs. My dad carries the paddles. My mom takes the first aid kit. I carry the bailer and a whistle. Our friend brings the sunscreen.

One adult drives the boat. The other adult watches me. My mom helps me in the water. I am so happy. I got up on skis the first try this summer.

- |                       |           |                 |
|-----------------------|-----------|-----------------|
| • motor boat          | • got up  | • first aid kit |
| • water ski           | • cottage | • bailer        |
| • safety<br>equipment | • PFD     |                 |
|                       | • paddles |                 |

## Writing

Write the correct answer.

- whistle
- PFDs
- bailer
- watches
- visits
- paddles
- first aid kit
- motor boat
- water ski
- safety equipment

1. Every July, Melike's family \_\_\_\_\_ their friends' cottage.
2. They have a \_\_\_\_\_.
3. Melike wants to \_\_\_\_\_.
4. Everyone helps carry the \_\_\_\_\_ to the boat.
5. They all wear their \_\_\_\_\_.
6. Her dad carries the \_\_\_\_\_.
7. Her mom carries the \_\_\_\_\_.
8. She carries the \_\_\_\_\_ and the \_\_\_\_\_.
9. One adult drives the boat. The other adult \_\_\_\_\_



# **Chapter 5**

---

Winter Rivers, Lakes & Ponds

## **Note to Instructor:**

The Harbour Master, Canadian Red Cross and Lifesaving Society have excellent pamphlets on rivers, lakes and ponds in the spring and fall. The pictures are excellent.

Measure 4 inches or 10 centimetres vertically to show how thick ice must be for a person to go on it safely.

## Reading

### Taric Loves Skating

---

My name is Tarik. I am six years old. I love to skate in the winter. There is a pond near my home. I want to skate today. The weather is cold. The pond looks good for skating. I see a sign at the edge of the pond.



That sign tells me to stay off the ice. I stay safe. I stay off the ice. I can go on the pond when the ice is thick. It is too thin today. I can go skating when the ice is 4 inches thick and the sign is gone.

- |            |         |        |
|------------|---------|--------|
| • skate    | • ice   | • near |
| • stay off | • thick | • edge |
| • thin     | • pond  | • sign |
| • danger   |         |        |

## Writing

Fill in the blanks.

1. Tarik is \_\_\_\_\_ years old.
2. He loves \_\_\_\_\_ in the \_\_\_\_\_ .
3. There is a \_\_\_\_\_ near his home.
4. The weather is \_\_\_\_\_ .
5. Tarik sees a \_\_\_\_\_ at the edge of the pond.
6. The sign says \_\_\_\_\_ .
7. The sign means \_\_\_\_\_ .
8. The ice is \_\_\_\_\_ today.
9. You can go skating when the ice is \_\_\_\_\_ .

## Writing

Choose the correct question word.

• who      • what      • where      • when      • why

1.  likes to skate?

---

2.  does he love to do in the winter?

---

3.  does he skate?

---

4.  does he skate?

---

5.  is he not going skating today?

---



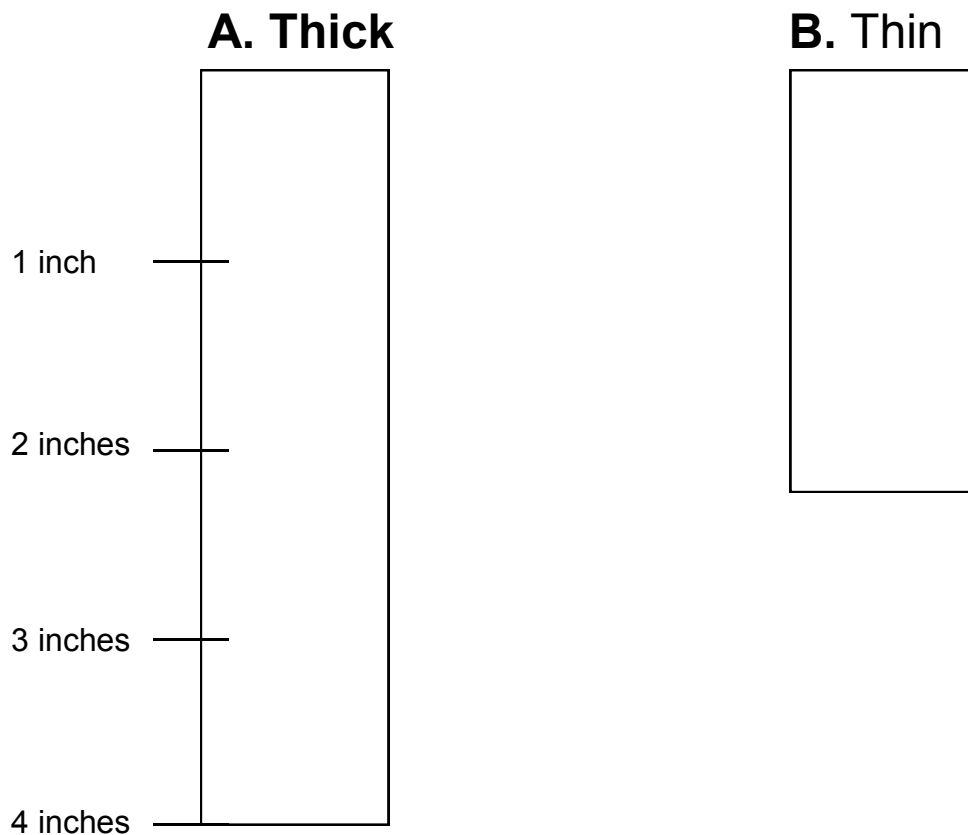
## Reading

### Thin Ice

---

Skaters must choose their outdoor skating rinks carefully. Skating on a frozen pond, lake or river is safe only when the ice is thick.

Never skate on thin ice. Ice that is less than 4 inches or 10 centimetres thick is too dangerous.



Which ice is safe to skate on, A or B? Why?

---



# **Chapter 6**

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Kitchens & Bathrooms

## **Note to Instructor:**

Review temperature and thermometers, especially boiling. Boiling water can be found in many places.

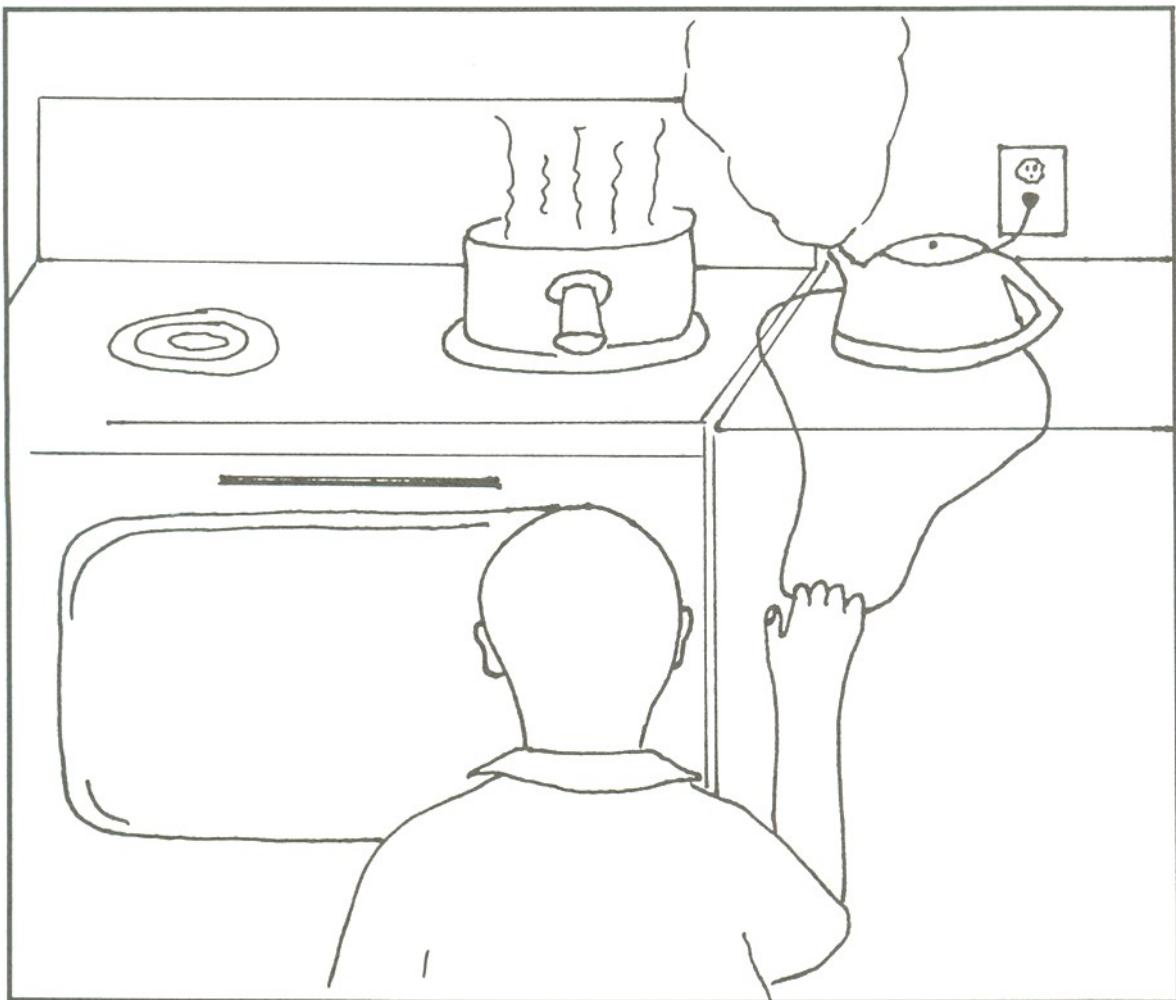
Use the picture of the child in the bath. Review supervision and what to do if the care giver needs to leave while the child is in the bath (see page 47).

Enlarge pictures and colour them. What vocabulary do the students already know?

## Speaking

Talk about the picture.

- Kettle
- Outlet
- Stove
- Handle
- Cord
- Boiling
- Steam
- oven



## Writing

Look at the picture on page 87.

Fill in the blanks.

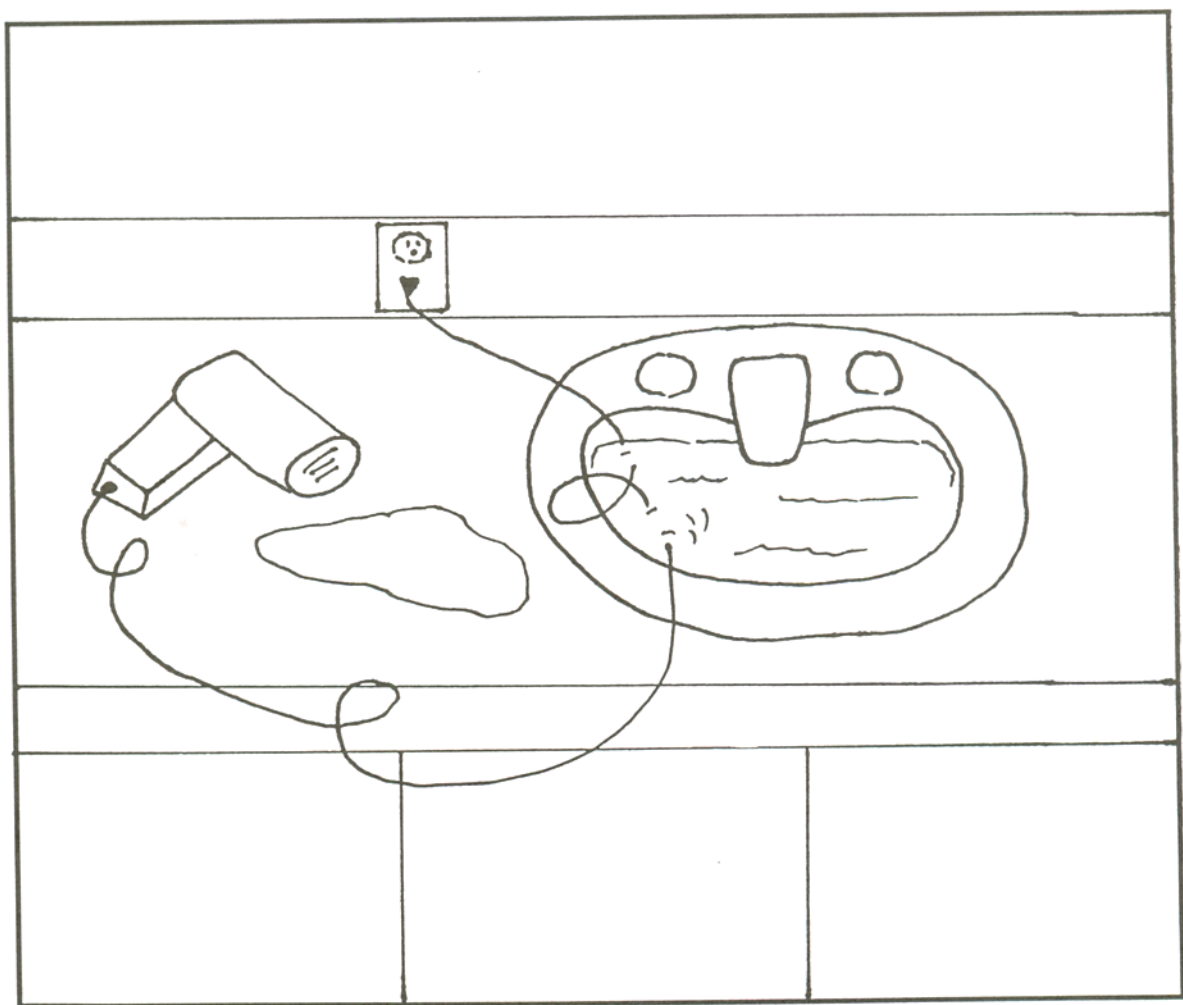
• behind      • in front of      • under      • on

1. The child is \_\_\_\_\_ the oven.
2. The outlet is \_\_\_\_\_ the kettle.
3. The child is \_\_\_\_\_ the pot handle.
4. The pot is \_\_\_\_\_ the stove.

## Speaking

Talk about the picture.

- Sink
- Hair dryer
- Counter
- Wet
- Plugged in
- Electricity



## Writing

Look at the picture on page 89.

Fill in the blanks.

- |      |           |          |      |
|------|-----------|----------|------|
| • in | • between | • beside | • on |
|------|-----------|----------|------|

1. The cord is \_\_\_\_\_ the water.
2. The hair dryer is \_\_\_\_\_ the sink.
3. The faucet is \_\_\_\_\_ the taps.
4. The hair dryer \_\_\_\_\_ the counter.



# **Appendix**

---

Pictures, Activities & Games



# Listening

## Warnings

---

1.

Lifeguard: The waves are too high. You can't swim today.

Swimmer: Thanks for telling me.

2.

Lifeguard: A storm is coming. Get out of the water.

Swimmer: Okay.

3.

Lifeguard: Don't swim outside the buoys. It's too dangerous.

Swimmer: Okay, thanks.

## Listening

### More Warnings

---

4.

Local man: The current is too strong for swimming.

Swimmer: Thanks for telling me.

5.

Lifeguard: No running. The pool deck is too slippery.

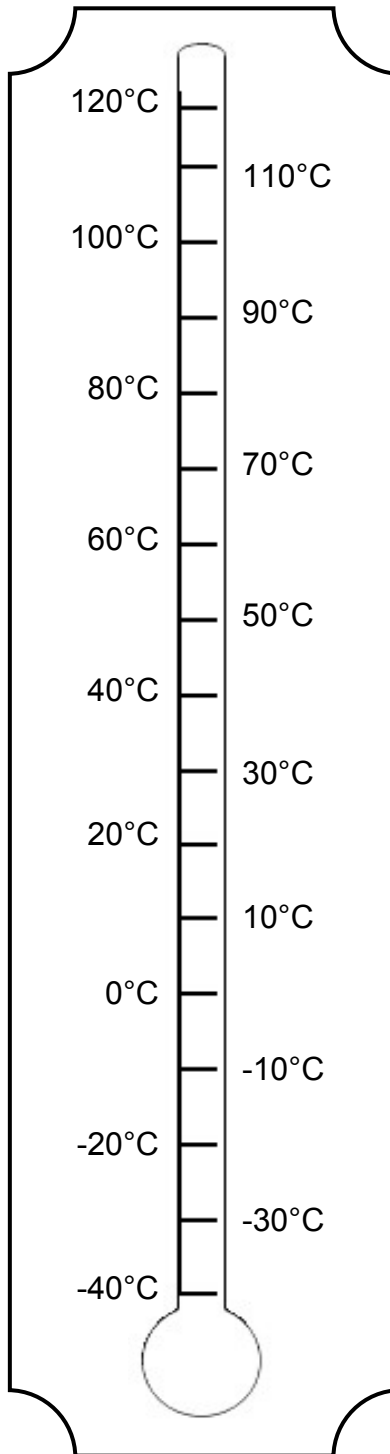
6.

Mother: The island is too far away to swim to.

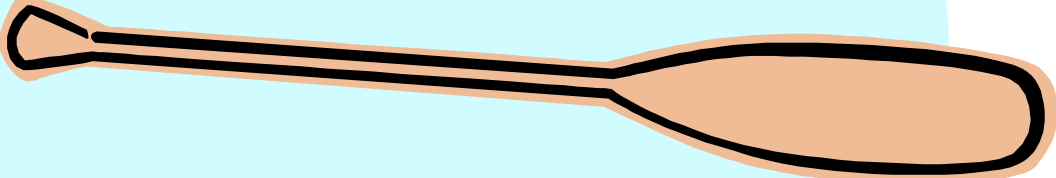
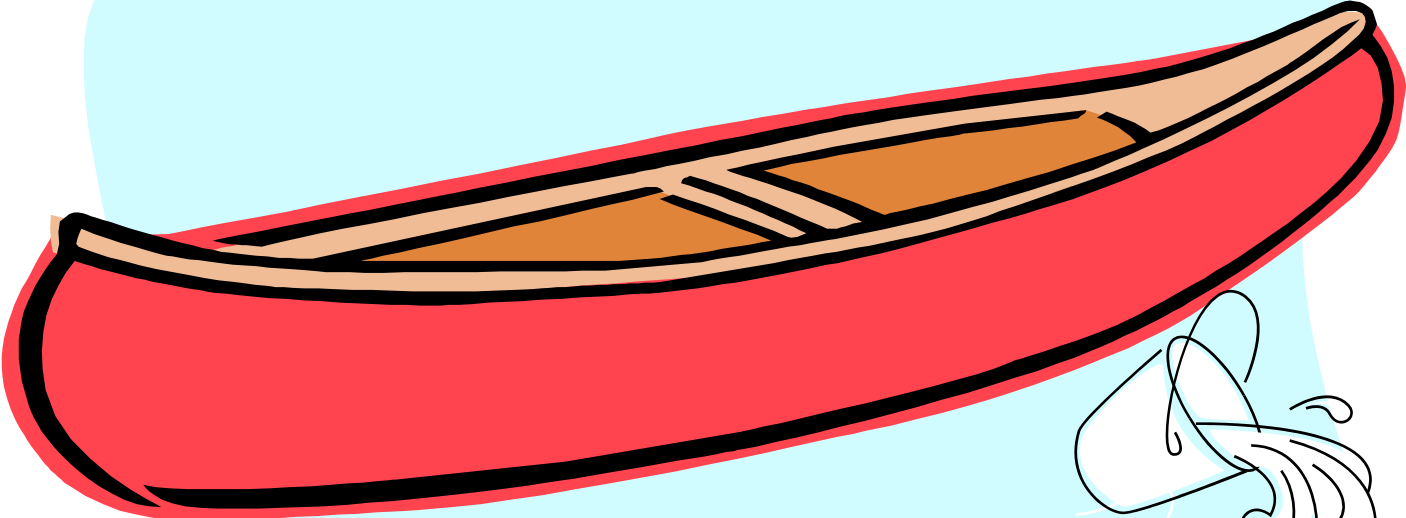
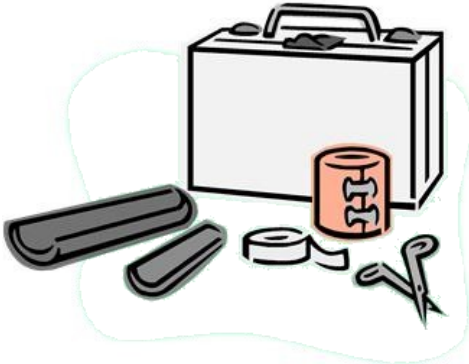
7.

Lifeguard: There is a drop off beside the dock.

# Thermometer (Celsius)



# Safety Equipment



# Bathtub



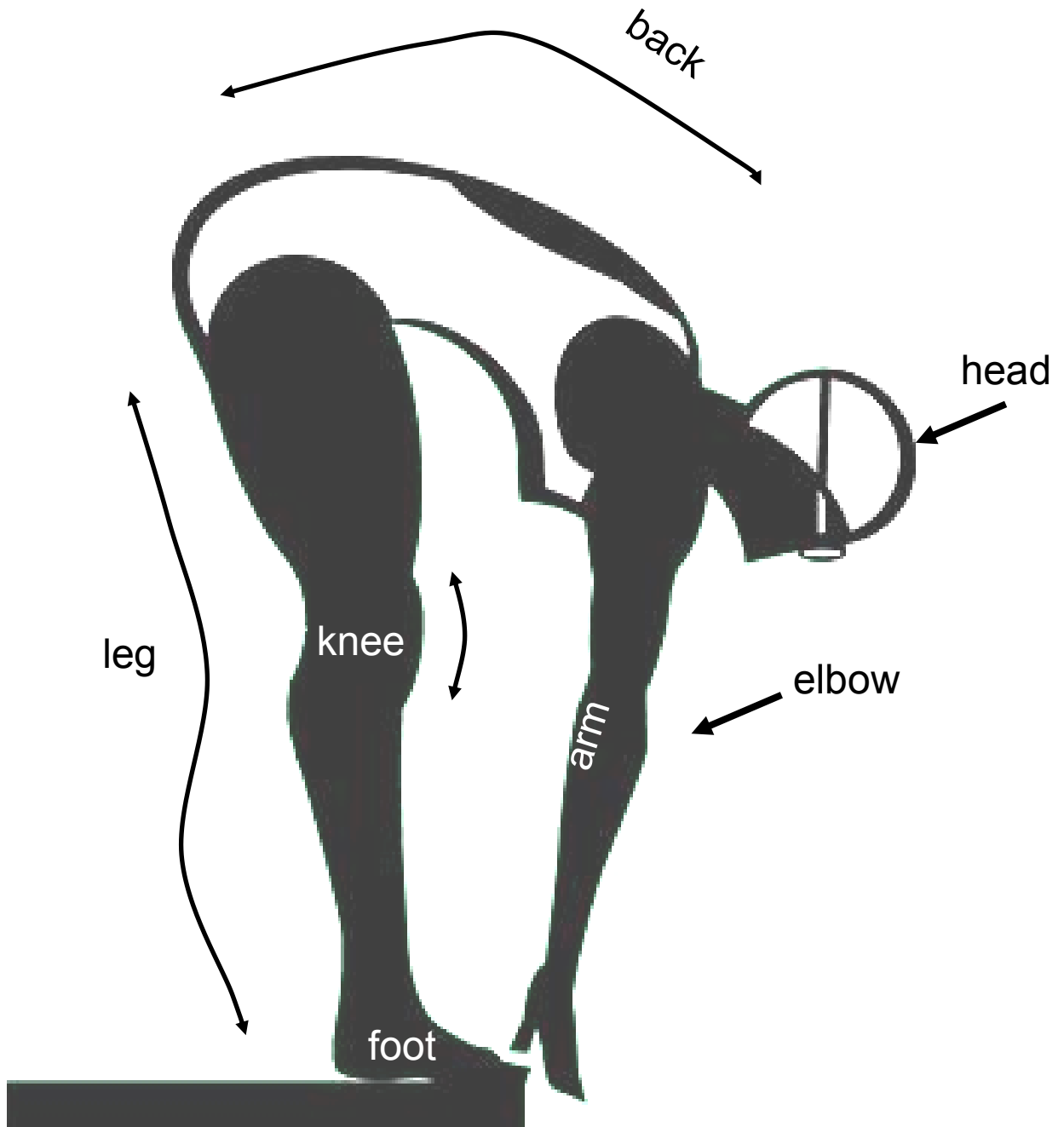
# Drop Off



# Dock



# Body Parts



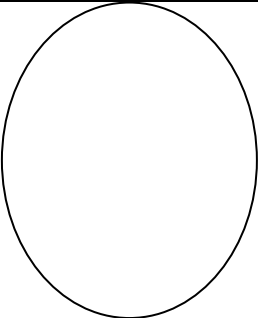


# Beach Game

**START**

You checked for drop offs. **GO AHEAD TWO.**

Congratulations! You're in the water with your child. **GO AHEAD FIVE.**



There's a strong undertow. **GO BACK ONE.**

Your young child is playing near the water without a PFD. **GO BACK TWO.**

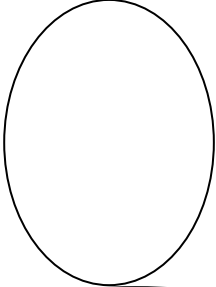
You're sleeping on the beach. Where is your child? **GO BACK FOUR**

You bought a PFD for everyone. **GO AHEAD FIVE.**

Get out of the water. There's a storm coming. **GO BACK THREE.**

You dove into the water without knowing how deep it was! **GO BACK TWO.**

**Free Space**

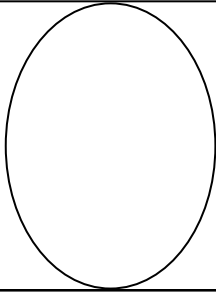


You're swimming with a buddy. Good for you. **GO AHEAD TWO.**

You checked the bottom of the swimming area for drop offs. **GO AHEAD THREE.**

You're wearing a PFD. **GO AHEAD TWO.**

Great! You joined a swimming class. **GO AHEAD ONE.**



There's lightning! Get out of the water and off the beach. **GO BACK ONE.**

Well done! You registered your child in swimming classes. **GO TO FINISH.**

**FINISH**

## Game Cards

Cards to be used for games, paid and individual work.

<b>safe</b>	<b>dangerous</b>
<b>near</b>	<b>far</b>
<b>unknown</b>	<b>known</b>
<b>over</b>	<b>under</b>
<b>in</b>	<b>out</b>

## Game Cards

Cards to be used for games, paid and individual work.

<b>cloudy</b>	<b>clear</b>
<b>deep</b>	<b>shallow</b>
<b>calm</b>	<b>rough</b>
<b>strong</b>	<b>weak</b>
<b>fast</b>	<b>slow</b>

## Game Cards

Cards to be used for games, paid and individual work.

<b>sharp</b>	<b>dull</b>
<b>float</b>	<b>sink</b>
<b>hot</b>	<b>cold</b>
<b>conscious</b>	<b>unconscious</b>
<b>thick</b>	<b>thin</b>

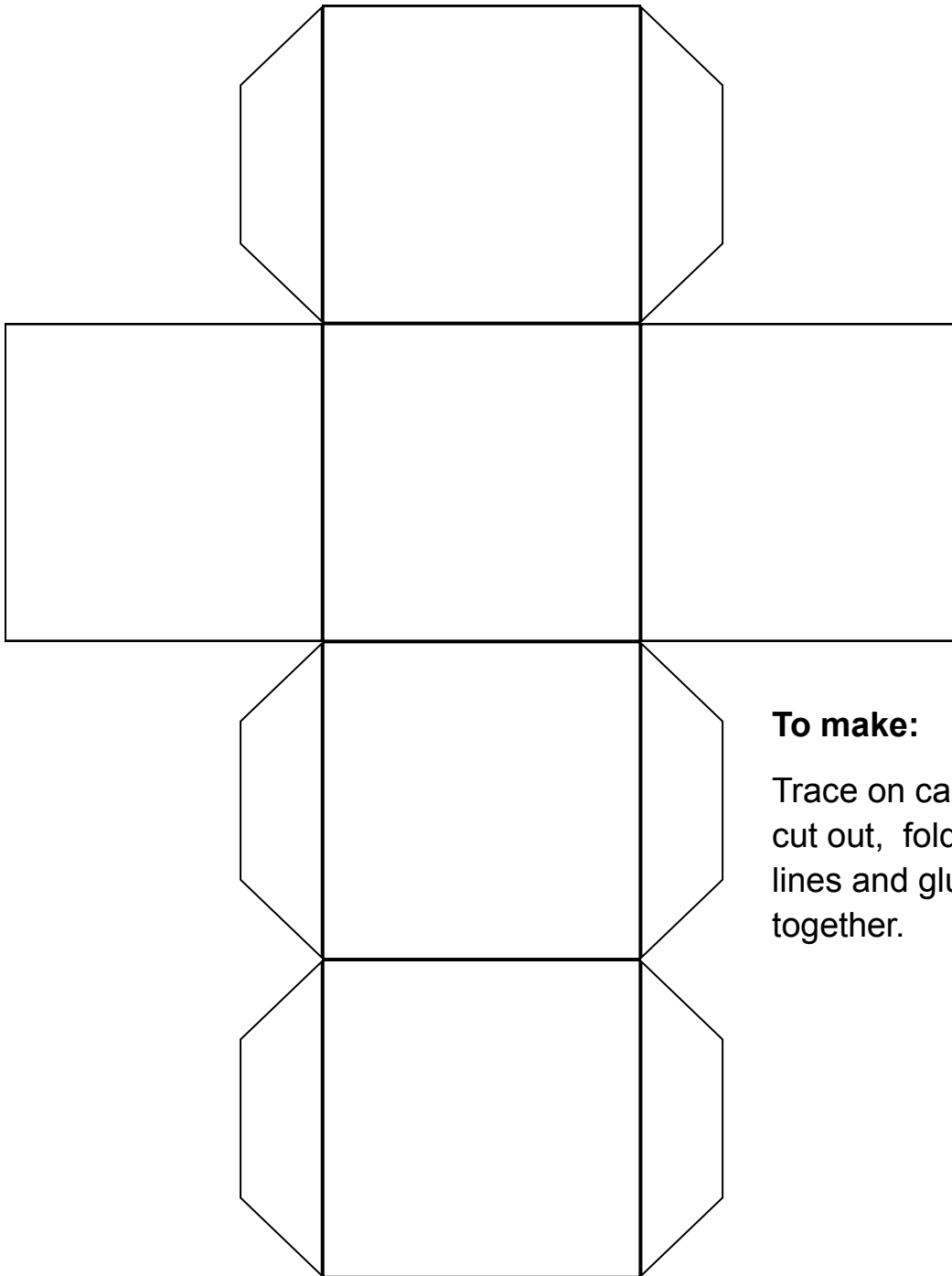
## Game Cards

Cards to be used for games, paid and individual work.

<b>whistle</b>	<b>grab strap</b>
<b>safety strap</b>	<b>buckle</b>
<b>reflective tape</b>	<b>approved</b>
<b>large collar</b>	<b>zipper</b>
<b>ties</b>	<b>proper size</b>

## QUESTION CUBE

An example of how to use it: Write a different question word (who, what, where, when, why and how) on each face of the cube. A student can toss the cube and make a question about a reading passage or dialogue using the word that has come up.



### **To make:**

Trace on cardboard,  
cut out, fold along  
lines and glue  
together.