These worksheets are mainly aimed at swimmers from stage 4; however, they could also be used with swimmers from Stage 1 to promote pool rules and water safety. We also have worksheets available for beginners with activities aimed at a younger age as well as activity sheets based on dance, gymnastics and trampolining which we can also send to you by request.

We encourage parents/guardians to get involved with helping their child to think about why each rule helps to keep them safe.

Don’t forget to share any completed work with us on our social media pages or even bring in to show your instructors when our swimming lessons recommence.

If you have any questions in regard to these worksheets or regarding swimming lessons, please contact rebecca.truman@chesterfield.gov.uk
SWIMMING WORDSEARCH

Words to find

Backstroke  Fun  Splash
Breaststroke  Glide  Star
Bubbles  Goggles  Swim
Butterfly  Jump  Swimsuit
Diving  Kick  Trunks
Frontcrawl  Pencil  Tuck
Float  Rocket
### Word finder

**Swimming pool**

Find words in a swimming pool beginning with......

<table>
<thead>
<tr>
<th>P</th>
<th>S</th>
<th>M</th>
<th>L</th>
</tr>
</thead>
</table>

Any other words starting with remaining letters — w, i, n, g, o.

**Complete these sentences**

*My swimming pool has ..........*
*I like my pool because ..........*
*I keep safe at the pool by ..........*
POOL SAFETY

This worksheet is aimed at swimmers who have some existing knowledge of pool rules.

1. Can you draw a line to match the signs to what they mean?

   No diving

   No running

   No food or drink

   This is how deep the water is here

   No pushing

2. Why is it safest to swim at a pool where there is a lifeguard on duty?

   Circle the correct answer; a, b or c

   a) So the lifeguard can tell you jokes to make you laugh
   b) So the lifeguard can keep an eye on you and can help you if you get into trouble
   c) So you can go swimming on your own without having to tell an adult
3. What should you do if you hear the lifeguard blow their whistle or an alarm sounding?

Part A: Circle the correct answer; a, b or c

First you should:
  a) Stop what you are doing straight away
  b) Finish finding your sinker on the bottom and then stop
  c) Ignore it and carry on with what you are doing, it’s probably for someone else

Part B: Circle the correct answer; a, b or c

After that you should:
  a) Ask your friend what is happening
  b) Shout over and ask the lifeguard what is happening
  c) Stay quiet and wait for instructions from the lifeguard or swimming teacher

4. Can you write down 2 things you should **ALWAYS** do when you visit the swimming pool to keep yourself and others safe?

1. __________________________________________________________
2. __________________________________________________________

5. Can you write down 2 things you should **NEVER** do when you visit the swimming pool to keep yourself and others safe?

1. __________________________________________________________
2. __________________________________________________________
6. What do you think is the most important reason to tie long hair back or wear a swimming cap in the water? (circle 1 answer)

   a) long hair takes a long time to dry when wet – it stays dry much better tied up or in a swim cap
   b) long hair can be dangerous worn down – it can stick to your face covering your eyes, mouth and nose and make it hard to take a breath of air

7. When is ok to run on the poolside? (circle 1 answer)

   a) If your friend does it with you
   b) If you hear an alarm sounding
   c) Never
   d) If you want to get to the shower quickly after your lesson

8. What reason may the lifeguard blow their whistle and ask you to stop doing something? (circle 1 answer)

   a) Because they want to stop you from having fun
   b) Because they think you are doing something which could be dangerous
   c) Because they want to test if their whistle works
Hidden dangers in open (outdoor) water

There are lots of different types of water we come across all the time, some of these are shown in the pictures above.

These include rivers, canals, lakes, the sea, reservoirs, ponds, quarries, dams, swimming pools and many more.....some of them are safe places to go for a swim and some are not.

A good rule to follow to keep you SAFE

ALWAYS SWIM WHERE THERE IS A LIFEGUARD IS ON DUTY
They can help you if you get in trouble in the water!
In hot weather people are often tempted to go for a swim to cool off. However, there can often be hidden dangers in open (outdoor) water we can’t always see. These could include:

**Water temperature** – open water is much colder than water in a swimming pool, even in the summer. Cold water can make your muscles stop working properly which makes it very hard to swim, even for strong swimmers.

**Tides & currents** – in lakes and the sea, waves and rip currents can be dangerous. In rivers and streams currents can be fast flowing, you can’t always spot them as they are sometimes fastest under the water. Strong tides and currents can knock you off your feet and sweep you away, even if you are a strong swimmer.

**How clean the water is** – in open water there are often animals living in and around the water which means there could be harmful bacteria (germs) and micro-organisms (teeny-tiny bugs) in the water even if it looks quite clean. These can make you feel poorly if they end up in your mouth and nose. Swimming pool water is treated with a chemical called chlorine, it doesn’t hurt us but it kills any germs that may be in the water.

**Underwater dangers** – If you can’t see to the bottom then you don’t know what is under the water. In open water there could be things like sharp rocks, soft mud and weeds as well as rubbish which could hurt or trap you.

**Different water depths** – In open water there are not usually any signs to tell us the depth of the water. It can often go from shallow to deep very quickly and without warning which can make it dangerous particularly for non-swimmers and weaker swimmers. Swimming pools have clear signs telling you how deep the pool is at certain points.

**Linked task** – Ask your grown up to read you the story ‘A Warm Summer’s Day’. See if you can answer the questions asked through the story.
Follow the 4 KEY WATER SAFETY messages to stay safe in and around water:

1. ALWAYS SWIM IN A SAFE PLACE
   Choose somewhere where there is a lifeguard on duty, the water is clean, you know how deep it is, the water is not too cold, make sure to follow rules, safety signs and flags.

2. ALWAYS SWIM WITH AN ADULT
   NEVER swim on your own. If you are older and allowed to go swimming with a friend always make sure you tell/ask permission from your responsible adult if you plan to go swimming.

3. IF YOU FALL IN, FLOAT, BREATHE, RELAX
   Floating or sculling on your back in a star position is best as it keeps your mouth clear of the water and you can shout for ‘HELP’, try not to panic as this could make you sink under the water.

4. IF SOMEONE ELSE IS IN TROUBLE, CALL 999/112
   This will alert the emergency services that someone needs their help. You can also shout loudly for HELP! NEVER GET IN THE WATER YOURSELF TO TRY AND HELP, you could end up in the same trouble.

HOW to help someone in trouble

Remember to ALWAYS keep yourself safe; do not stand too close to the water and NEVER get in to the water.

Once you have called 999 or 112:

- Try to keep the person calm, tell them help is on the way
- If you have something that floats - throw it to them, ask them to hold onto it, this can help them to float
- Encourage them to kick their legs towards the side if they can
- If you have something long try to reach out to them with it, make sure you lay down flat on your tummy so you do not get pulled in the water.
Task 1 – can you think of some items you might have with you or that may be nearby that would **float** and draw them in the box below:

**Throw something that floats** - a few examples you can draw to get you started – a football, a life ring.

Task 2 – can you think of some items you might have with you or that may be nearby that would be **long enough to reach with** and draw them in the box below:

**Reach with something long** - a few examples you can draw to get you started – a long branch from a tree, a long dog lead.
**Task 3** – In the boxes below show how you would follow the **4 key water safety** messages.

<table>
<thead>
<tr>
<th>Draw where you would go swimming</th>
<th>Draw who you like to go swimming with</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Always swim in a safe place</strong></td>
<td><strong>Always swim with an adult</strong></td>
</tr>
<tr>
<td>Draw what you would do if you slipped and fell into the canal</td>
<td>Draw how you can help someone in trouble, make sure you are safe!</td>
</tr>
<tr>
<td><strong>If you fall in, float, breathe, relax</strong></td>
<td><strong>If someone else is in trouble, call 999/112</strong></td>
</tr>
</tbody>
</table>

Make sure to bring these in and show your teacher when we are back swimming. 😊
A Warm Summer’s Day

It was a warm sunny day during the school summer holidays. Ben, John, and Edward were looking for something fun to do for the day, and they decided that a big bike ride would be great fun on such a nice day. After cycling what felt like miles under the hot sunshine, the boys decided they needed to take a break somewhere they could cool off and have a drink. They leaned their bikes up against a big tree by the river and sat under the tree for shade whilst they got their drinks out of their rucksacks.

After having a big gulp from his bottle, Ben said: “I’ve got a great idea, let’s go for a swim in the river.”

**Question: Why did the boys want to go into the water?**

The water looked calm and still, but John said: “My mum has always told me that it’s dangerous to swim in water with no lifeguards.” The other boys laughed! “Don’t tell me you’re scared?” they said.

“No! I’m not scared, I was just saying!” replied John quickly, as he felt a little silly for saying it now Ben and Edward were laughing at him.

“It’s fine, look how calm the water is,” said Ben. “I bet people swim in here all the time and we’re all good swimmers! Come on...let’s get in!” and off he jumped into the river. Not wanting to be left out, the other two boys quickly followed.

**Question: Why did the boys think it was ok to go into the water?**

When they first got into the water with a big splash, the cold water took their breath away, but after a little while they started to forget how cold it was as they were having so much fun splashing each other, laughing and joking. Suddenly Ben and John noticed that Edward was nowhere in sight. Thinking that he was messing around they called his name. “Edward! Edward! Very funny!” they shouted, “Stop messing around!”

A few minutes passed and there was still no sight of their friend. Now the boys started to worry, as they couldn’t work out where Edward could have gone. They climbed up the bank and out of the river to see if they could see him. In the distance they caught a glimpse of what they thought could have been Edward further down the river.

**Question: How do you think the two boys felt at this point?**

Sudden panic and fear ran through Ben and John’s bodies, and they ran as fast as they could along the river bank to where they thought they had spotted their friend but by the time they got there he was nowhere to be seen. In a panic John shouted to Ben “What are we going to do?”
Discuss with your child:

• **What they should have done if they had wanted to go swimming?** (Ask a parent/adult to take them somewhere safe to swim such as the swimming pool)

• **What steps the boys should take in the story now they realise their friend is in danger?** (Get help by calling 999 or getting an adult. DO NOT go into the water and put themselves in danger)

  “We’ll have to get in...he may be under the water!” Ben said to John.

So the boys got back into the river but this time it wasn’t just cold, there was a current pushing against them too. They struggled to stay on their feet, catching their legs on weeds and old bottles someone had thrown into the river, and their arms scraped against sharp branches leaving cuts and scratches all over them.

  “We have to get out!” shouted John to Ben. After struggling back up the river bank they made it to dry land. John ran to his rucksack where he had a mobile phone, and he immediately called Edward’s dad. “He’s lost, we got into the river for a swim and now he’s gone” he cried. “Where are you?” asked Edward’s dad. “I’m not sure...somewhere along the river” said the boy. “I’ll be straight there, keep looking for him” said the father.

As soon as the call with John was finished, Edward’s dad called 999 straight away. The emergency services arrived at the river even before Edward’s dad could get there, and they started searching for Edward.

Eventually Edward was found further down the river where the current had pushed him to, and luckily he had managed to climb out where the water became shallow, but he was too cold and tired to get back to where the boys had gone into the river. The emergency services gave Edward some first aid, and then they took him to the hospital.

After one night in hospital Edward was allowed home. He realised how lucky he was that he managed to get out of the water when he did, and what a bad idea going into the river for a swim was in the first place, because unlike at the swimming pool and at the beach, there were no lifeguards or adults there to help him when he needed it.

A couple of weeks later the weather was still hot, and the boys wanted to go for a swim. This time they went to the swimming pool, and although Edward was a bit scared at first, remembering what happened in the river, he knew that the lifeguards where watching him and keeping him safe, and they all had a great time.
CREATE A SEQUENCE OF 3 FLOATING SHAPES

Task 1 – In the 3 boxes below:

1. **Think of 3 different floating shapes** you could make with your body in the water (these could be shapes learned in class e.g. star, pencil or tuck floats or you could get creative and invent your own)
2. **Write down** in each box the name of the floating shape
3. **Write down** if you will be on your front or back
4. **Draw** in each box what you body will look like when you do the floating shape.

Bring this to show your teacher and try out your sequence in the swimming pool once we are back swimming. 😊
Task 2 – Practical movement task – making a sequence

Watch the video clip of our swimming teacher demonstrating what to do for this task.

➢ Make sure you have space available and take care when moving around.
Task 1
Pick 8-10 different movement skills that you like to do in the pool from the examples below:
(Try and pick at least 2 skills from each heading)

Floating shapes
- star
- pencil
- tuck
- think of your own shape

Sculling
- head first sculling on front
- head first sculling on back
- feet first sculling on front
- feet first sculling on back
- stationary scull (stay on the spot sculling)

Rotations (turns)
- log roll
- forward roll
- backward roll
- tuck and turn from front to back
- tuck and turn from back to front
- tub turn on back

Write down which skills you have picked here:
Task 2
In this box draw and write down how you could order the movement skills you have picked to make them into a sequence.
(there is an example sequence on the next page)

Bring this to show your teacher and try out your sequence in the swimming pool once we are back swimming. ☺
Example sculling sequence

1. Star float on back (5 seconds)
2. Pencil float on back (5 seconds)
3. Head first scull on back (10 seconds)
4. Log roll onto front into log roll onto back (2 seconds)
5. Feet first scull on front (5 seconds)
6. Log roll onto front (1 second)
7. Stationary scull on back (5 seconds)
8. Tuck up on back, tub turn full turn round (5 seconds)
BEACH WATER SAFETY

For younger children this subject can be completed with the help of an adult, older children may be able to read and work through the tasks independently.

Introduction

The seaside is a fun place to spend time with your family and friends, have fun, paddle, swim and do lots of other fun activities. However, sometimes the weather conditions or other reasons can mean it is dangerous to go swimming in the sea or even play on the beach.

To help keep yourself and your family and friends safe at the beach:

- **Always** take note of any flags flying and what they mean, read any safety signs and follow the advice of lifeguards
- **Never** go into the water without asking permission/telling your responsible adult first
- **Always** swim between the flags where there is a lifeguard watching the water
- **Do not** take inflatables out on the sea if it is windy, and be careful when you do take them out that you do not drift out too far
• Complete the following tasks and then share what you know about water safety with others, to help them stay safe too!

Get to know your beach flags

• Have you ever seen coloured flags flying at the entrance to the beach or on the shoreline (where the beach meets the sea)?
• Would you know what the different flags mean?

Below are some flags that you may see on the shoreline or at the entrance to the beach:
In the box below are descriptions of what all the different flags on the page before mean.

**Task 1** – Can you match each flag to what it means? (You can try and work it out yourself or research it on the internet – ask your adult to help).

| A) Lifeguards on duty – swimming area in between the flags |
| B) Diving in progress |
| C) Water sports zone – **DO NOT** swim here |
| D) Offshore winds – do not take inflatables out on the sea |
| E) **DANGER** – high risk – **DO NOT** enter the water |
| F) **CAUTION** – medium risk - advised not to enter the water |
| G) **VERY DANGEROUS** – water closed to the public |
| H) Marine pests (jellyfish etc) present in the water – take care |

**Task 2** – In the box below draw a picture of the beach and the sea. Can you include some of the flags you have learnt about in your picture?
**Understand why it could sometimes be dangerous**

There are sometimes reasons which can mean it is dangerous to go swimming in the sea or even play on the beach, even if you are a really strong swimmer.

In the table below the first column lists reasons that can make it dangerous to be in the sea or on the beach. The second column is the reason why it could be dangerous.

**Task 3** – Can you match up each danger to the correct reason why it could be dangerous? (The first one has been done as an example for you).

<table>
<thead>
<tr>
<th>Danger</th>
<th>Reason it could be dangerous</th>
</tr>
</thead>
<tbody>
<tr>
<td>If it is very cold</td>
<td>they could sting or hurt you</td>
</tr>
<tr>
<td>If there are strong currents</td>
<td>this can make your muscles weak and your body start to shiver, it can stop you from being able to move/swim properly</td>
</tr>
<tr>
<td>If there is a risk of the tide coming in quickly</td>
<td>there is no one who is trained to help if you get into trouble</td>
</tr>
<tr>
<td>If it is very windy</td>
<td>they could pull you out to sea or under the water</td>
</tr>
<tr>
<td>If there are big waves</td>
<td>it dangerous to take out inflatables on the sea, as you can get blown away from the shore quickly</td>
</tr>
<tr>
<td>If there are marine pests in the water</td>
<td>these can sweep you off your feet</td>
</tr>
<tr>
<td>When there is no lifeguard on duty</td>
<td>water will conduct electricity, so if lightning strikes the water you could be seriously hurt or worse</td>
</tr>
<tr>
<td>There is a thunderstorm</td>
<td>you could become trapped on the beach with no escape</td>
</tr>
</tbody>
</table>
Remember: at the beach to **ALWAYS** take notice of the flags, read any safety signs and listen to the lifeguards it will help you to stay safe.

If you see anyone else in trouble **NEVER** get in yourself to try and help. Alert the lifeguards or ring 999 or 112 and ask for the coastguard 

**Beach Lifeguards**

- In the UK, beach lifeguards work for the Royal National Lifeboat Institute (RNLI).
- They are easily to spot as they wear red shorts and yellow tops.
- **In 2018 RNLI lifeguards assisted 32,207 people and saved 118 lives.**

Why not find out more about the amazing work the RNLI lifeguards do, the lifeboats they use or where your nearest lifeguarded beach is by visiting the following website (ask grow up’s help or permission first):


**Independent stretch and challenge task (optional) –** Use the RNLI website to research a topic of your choice based around water safety. Create a poster it should include some facts about your chosen topic.