





Safe Water Sports Organization formed an educational program for the primary school's education, which is approved by the Ministry of Education and concerns the education and awareness of students on issues related to safety at the beach, sea, water sports and generally any activities that take place in the water.

The educational program, which includes more than 50 activities

that combine both learning and amusement, covers the basic knowledge and practices that children need to know well regarding their safety at sea (swimming, water sports) and all the activities that take place there. The activities of the program are interdisciplinary (such as arts, language, social education, geography, physics, foreign language, etc.) and can be implemented within the school's program context.

Depending on children's ages who are involved in, the program falls into two categories of activities: children aged 6-8 (that is 1st, 2nd, 3rd class of primary school) and children aged 9-11 (4th, 5th and 6th class of primary school). For the first category, that is the 1st, 2nd and 3rd class of primary school, the implementation of the activities that are listed under Unity 2 entitled "I DO WATER SPORTS" may not be considered as obligatory.

#### The basic advantages of this program are listed below:

- It is interactive because children are actively involved in the activities' implementation and they can form together the educational program
- It combines learning with amusement
- It is multidimensional because it combines various activities (Geography, Arts, Environmental Studies etc.)
- It is experiential and not only theoretical
- It uses technology in order to stimulate children's interest
- It places students in the center of the program in order to make them fully participate and not just be viewers of a presentation

All the supporting material, which addresses both teacher/instructor and students who participate in the program, is distributed through the e-learning platform of Safe Water Sports Academy (<http://e-learning.safewatersports.gr/en/normal/academy>) and can also be used in order to monitor the progress of each team by the teacher/instructor and Safe Water Sports.

The program is implemented by a group of students (preferably each class) and supervised by a teacher/instructor. The program can start at any time during the school year

and it is completed by the end of it. The voluntary contribution of the teacher/instructor, who will oversee and advise the Group of students on their activities, is considered as a prerequisite for the successful participation of the Group in the program. At the beginning, one student of the group will be elected as a Team Leader and he/she will be its representative, alongside with the Volunteer Teacher/Instructor, during the communication process with Safe Water Sports. The Volunteer Teacher/Instructor fills in the Group's online Application

Form for the program via Safe Water Sports Academy (<http://e-learning.safewatersports.gr/en/static/schools>). Applications will be accepted till February 28th of each school year. After the submission of the online form, the Teacher/Instructor will receive an email with all the required information that will be needed in order to gain access to the platform (username, password).

The results of each activity are saved and uploaded on the online platform. The goal of each Group is to accomplish at least 50% + 1 of the program's activities and at least



one activity of each thematic topic. In this case, the activity's implementation is considered as complete and successful. The "Seaguard" badge of the Program will be given to each student who is a member of the Group that participates in the Program. Safe Water Sports will award a Special Souvenir Diploma to the children-members of the Group teams and the Volunteer Teachers/Instructors who completed the Program.

Each September, the annual "Conference of Seaguards", in which 13 missions participate, (one from each region), will take place in Athens. The mission of each region will proceed from the region's school that accomplished most of the program's activities and it will consist of the Volunteer Teacher/Instructor, who was the leader of the Group alongside the student leader of the Group accompanied by his/her parents. The duration of the conference will last one day and the purpose is to exchange opinions, share experiences and best practices with the aim of continuously improving the educational program. Furthermore, a list of the schools that participated in the program will be presented every year on the online platform of the educational program, as well as a sample of the work that was completed by the participants (if they do wish).

# 1. I SWIM AT THE SEA

Students familiarize with the safety rules for swimming



## 1st activity

### Tips and Safety Rules at Sea

Students attend the presentation enriched with tips, instructions and rules concerning the safety factor both at the beach and the sea. Presentation's duration: almost 1 class hour.

Presentation

*Supporting material:*  
Power point and video via  
e-learning (SWS Academy)

*Proof of action:*  
Photo (children's backs,  
not faces)





## Presentation

## 2nd activity

### Quiz

Students reply to the quiz of the SWS Academy, which contains photos, and try to find the errors on them. The instructor chooses if the quiz will be replied by the entire classroom at the same time or by each student separately.

#### Supporting material:

Power point via e-learning (SWS Academy)

#### Proof of action:

Photo (children's backs, not faces) and record keeping of the right and wrong answers for each question.

## 5th activity

## Discussion

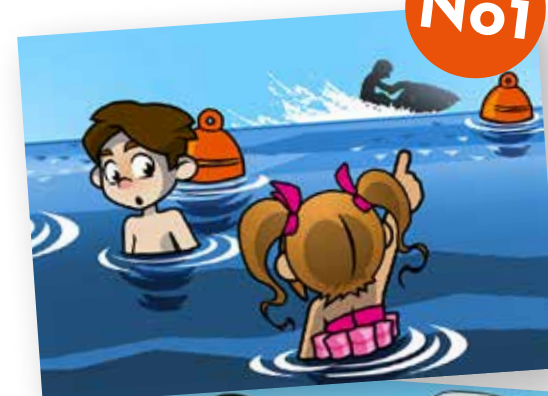
Vote for the most important safety rule concerning swimming (online at SWS academy)

Students read about the safety rules regarding swimming, discuss with each other and vote for the rule they consider as the most important.

#### Proof of action:

Results' recording in SWS Academy

No1



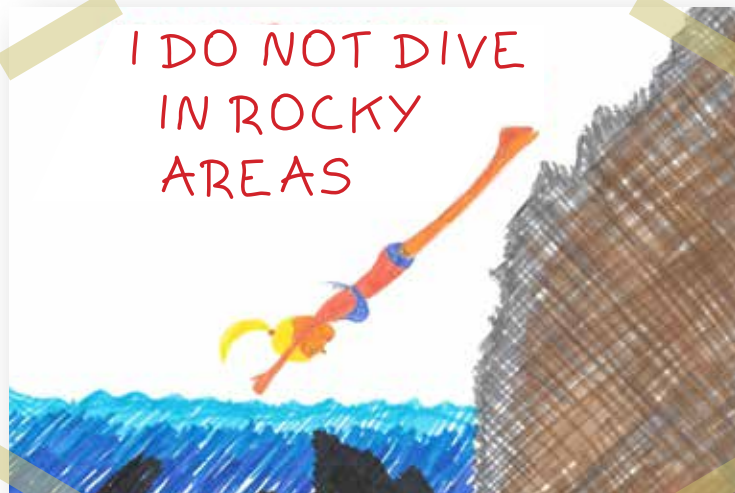
## 3rd activity

## Art Class

Illustration of safety rules on swimming and their post inside classroom

Students illustrate any safety rules on swimming that they desire and they post them inside their classroom.

I DO NOT DIVE  
IN ROCKY  
AREAS



Proof of action: Photos of the illustrated rules



## 4th activity

## Art Class-Composition

Paint or write down a sea-based hazardous story

Students either illustrate, write down on a paper or use Microsoft Word, in order to present a story that consists of 3 dangers or 3 hazardous behaviors at the sea.

#### Proof of action:

Photos of the creations or the children's compositions





## 9th activity

### SWS Board Game

Students play the SWS Board Game.

**Supporting material:** The instructions, cards and the base of the board game can be downloaded, printed, cut and used via e-learning (SWS Academy) in order to be used for the SWS Board Game.

**Proof of action:** Photos (children's backs, not faces)



## 10th activity

### Creation of a story/comics based on safe swimming

Students create their own story or their own type of comic story based on the topic of safe swimming. The story/comic should hide three (3) dangers or three (3) hazardous behaviors in the sea.

**Proof of action:** The story or the comic

## 11th activity

### When do we feel safe at sea?

Students fill in the paper form with the listed activities, which has already been printed by their instructor, put in a circle the phrases that describe what a person should do in order to feel safe at sea, and they delete the answers that indicate a dangerous behavior either at the sea or at the beach.

**Supporting material:** The paper with the activities

**Proof of action:** The completed paper forms

Όνομα: \_\_\_\_\_ Ημερομηνία: \_\_\_\_\_

**Πότε είμαστε ασφαλείς στη θάλασσα;**

Βάλτε σε κύκλο τις φράσεις που περιγράφουν τι πρέπει να κάνει κάποιος για να είναι ασφαλής στη θάλασσα και ένα «X» σε αυτές που περιγράφουν μια επικίνδυνη συμπεριφορά στη θάλασσα ή στην παραλία.

Όταν κολυμπάω, δε σπρώχνω και δε βυθίζω τους άλλους στη θάλασσα.	Κολυμπάω μόνος μου τη νύχτα.	Κολυμπάω προς τα βαθιά προσπαθώντας να κυνηγήσω τα παιχνίδια (μπάλα, στρώμα θαλάσσης, κ.ά.) που τα έχει παρασύρει ο αέρας.
Δεν κάνω βουτιές, αν δε γνωρίζω το βάθος ή τη διαμόρφωση του βυθού και αν στην περιοχή υπάρχουν βράχια και πέτρες.	Στην παραλία δεν είναι απαραίτητο να φοράω γυαλιά ηλίου, αντιηλιακό και καπέλο.	Μπαίνω στη θάλασσα μόνο αν έχουν περάσει 2-3 ώρες από το φαγητό.
Μπαίνω στη θάλασσα μόνο αν αισθάνομαι καλά. Αν έχω ρίγη ή ζαλάδα, δεν μπαίνω στη θάλασσα.	Όταν κολυμπάω, μένω μέσα στον χώρο που ορίζεται από τις σηματοδότες, αλλιώς μπορεί, αν δε με έχουν δει, να με χτυπήσουν βάρκες ή ταχύπλοα.	<del>Μπορώ να κολυμπάω, όταν οι καιρικές συνθήκες είναι κακές και σε θάλασσα με μεγάλα κύματα.</del>
Δε χρειάζεται να φοράω σωσίβιο, όταν κάνω οποιαδήποτε θαλάσσια δραστηριότητα.	Κινδυνεύω; Δε χρειάζεται να καλέσω βοήθεια. Μπορώ να τα καταφέρω μόνος μου.	Κινδυνεύω; Προσπαθώ να μείνω στην επιφάνεια και να βγω από το νερό. Αν έχω πάθει κράμπα, χαλάρω το μέρος του σώματος που πάστηκε και με αργές κινήσεις κολυμπάω προς την ακτή.
Όταν κολυμπάω, έχω πάντα παρέα και δεν απομακρύνομαι από την ακτή. Αλήθεια, έχεις σκεφτεί ότι η επιστροφή είναι περισσότερο κουραστική;	Κινδυνεύουν άλλοι: Ενημερώνω γρήγορα τον ναυαγοσώστη, για οτιδήποτε βλέπω ότι μπορεί να θέσει σε κίνδυνο τη ζωή του συνανθρώπου μας. Αν δεν υπάρχει ναυαγοσώστης, απευθύνομαι στους δικούς μου ανθρώπους για να προστρέξουν αυτοί για βοήθεια.	Στην παραλία πετάω σκουπίδια.



## 2. I SWIM AT THE SWIMMING POOL

Students are educated about the safety rules at swimming pool



### 1st activity

#### Tips and Safety Rules at Swimming Pool

Students attend the presentation enriched with tips, instructions and rules concerning the safety factor at the swimming pools.

Presentation's duration: almost 1 class hour

Presentation

*Supporting material:*

*Power point and video via e-learning (SWS Academy)*

*Proof of action:*

*Photo: (children's backs, not faces)*



Presentation

### 2nd activity

#### Quiz

Students reply to the quiz of the SWS Academy, which contains photos, and try to find the errors on them. The instructor chooses if the quiz will be replied by the entire classroom at the same time or by each student separately.

*Supporting material:*

*Power point via e-learning (SWS Academy)*

*Proof of action:*

*Photo (children's backs, not faces) and record keeping of the right and wrong answers for each question.*



#### WRONG

*Before diving into a swimming pool, reassure that there isn't any other swimmer beneath the surface of the water*

### 3rd activity

Art Class

#### Illustration of safety rules on swimming pools and their post inside classroom

Students illustrate safety rules of their choice, regarding swimming pool, and they post them inside their classroom.

*Proof of action: Photos of the illustrated rules*



*Αποδεικτικό δράσης: Φωτογραφίες των εικονογραφημένων κανόνων*

Art Class-Composition

### 4th activity

#### Paint or write down a pool-based hazardous story

Students either illustrate, write down on a paper or use Microsoft Word, in order to present a story that consists of 3 dangers or 3 hazardous behaviors at the swimming pool.



*Proof of action:  
Photos of the creations or the children's compositions*

### 5th activity

Discussion

#### Vote for the most important safety rule at a swimming pool (online at SWS academy)

Students read about the safety rules at swimming pool, discuss with each other and vote for the rule they consider as the most important.

*Proof of action:  
Results' recording in SWS Academy*



### 6th activity

Activity-Game

#### Find the errors at the swimming pool

Students try to find the errors that have been placed on a big poster that represents a swimming pool by placing a post on it. The representation of the swimming pool that can be downloaded and printed in different parts of A4 paper form, should demonstrate the final look of the pool.

*Supporting material: The posters by SWSAcademy.*

*Proof of action: Photo of the swimming pool having the posts on it.*



### 3. I DO WATER SPORTS

Students are educated about the safety rules in water sports



#### 1st activity

##### Tips and Safety Rules in Water Sports

Students attend the presentation enriched with tips, instructions and rules concerning the safety matter in water sports.

Presentation's duration: almost 1 class hour

Presentation

Supporting Material:

Power point and video via e-learning (SWS Academy)

Proof of action:

Photos (children's backs, not faces)



Presentation

#### 2nd activity

##### Quiz

##### WRONG

When doing water sports,  
I always keep a safe  
distance from swimmers in  
order not to cause  
any injuries.



Students reply to the quiz of the SWS Academy, which contains photos, and try to find the errors on them. The instructor chooses if the quiz will be replied by the entire classroom at the same time or by each student separately.

Supporting material:

Power point via e-learning (SWS Academy)

Proof of action:

Photo (children's backs, not faces) and record keeping of right and wrong answers for each question.



Research-Discussion



### 3rd activity

**Research on which type of water sport is most suitable based on children's age**

Students try to find which type of water sport is the most suitable according to their age, by evaluating all the given information that is found on the Safe Water Sports website.

*Supporting material: Safe Water Sports Website*

*Proof of action: Record keeping of the water sports and recreational activities that were studied alongside with an indication of the age limit that is permitted for each water sport, based on law.*



### 4th activity

**Vote for the most important safety rule in water sports (online at SWS academy)**

Students read about the safety rules in water sports, discuss with each other and vote for the rule they consider as the most important.

*Proof of action: Results' recording in SWS Academy*



Discussion

### 5th activity

**When do we feel safe while doing water sports?**

Students fill in the paper form with the listed activities, which has already been printed by their instructor, put in a circle the phrases that describe what a person should do in order to feel safe when doing water sports, and they delete the answers that indicate a dangerous behavior.

*Supporting material: The paper with the activities*

*Proof of action: The completed paper forms*

Όνομα: \_\_\_\_\_ Ημερομηνία: \_\_\_\_\_

**Πότε είμαστε ασφαλείς στα θαλάσσια σπορ;**

Βάλτε σε κύκλο τις φράσεις που περιγράφουν τι πρέπει να κάνει κάποιος για να είναι ασφαλής όταν κάνει κάποιο θαλάσσιο σπορ και ένα «X» σε αυτές που περιγράφουν μια επικίνδυνη συμπεριφορά.

Βεβαιώνομαι ότι η επιχείρηση που θα κάνω κάποιο θαλάσσιο σπορ έχει νόμιμη άδεια λειτουργίας.	Η ενοίκιαση θαλάσσιων μέσων αναψυχής επιτρέπεται όλες τις ώρες της ημέρας.	Κάνω θαλάσσια σπορ μόνο αν έχουν περάσει τουλάχιστον 2-3 ώρες από το φαγητό.
Απαιτείται η ύπαρξη δεύτερου ατόμου πάνω στο σκάφος, ως παρατηρητή, σε οποιοδήποτε θαλάσσιο σπορ έλκεται από ταχύπλοο.	Όταν κάνω κάποιο θαλάσσιο σπορ, ενημερώνομαι και τηρώ τις οδηγίες του εκπαιδευτή ή του υπεύθυνου της επιχείρησης.	Οδηγώ θαλάσσιο μοτοποδήλατο χωρίς να έχω άδεια ταχύπλοου από το Λιμενικό Σώμα.
<del>Κάνω θαλάσσια σπορ, ακόμα και αν δε φχαριζώ καλά κολύμβηση.</del>	Για να είμαι ασφαλής όταν κάνω κάποιο θαλάσσιο σπορ ελέγχω αν ο εξοπλισμός μου είναι σε καλή κατάσταση.	Όταν κάνω κάποιο θαλάσσιο σπορ, εάν οι καιρικές συνθήκες επιδεινωθούν, δε χρειάζεται να επιστρέψω πίσω.
Όταν κάνω κάποιο θαλάσσιο σπορ, κάνω επίδειξη ή ελιγμούς, για να εντυπωσιάσω τους φίλους μου.	Για να είμαι ασφαλής, όταν κάνω κάποιο θαλάσσιο σπορ είμαι προσεκτικός και δεν υπερεκτιμώ τις ικανότητές μου.	Για να είμαι ασφαλής, όταν κάνω κάποιο θαλάσσιο σπορ, λαμβάνω όλα τα προβλεπόμενα μέτρα ασφαλείας (σωσίβιο, κράνος, κ.ά.).
Φροντίζω να διατηρώ οπτική επαφή με το πόστο της επιχείρησης ή με την ακτή, για να μπορώ να δω αν κάποιος μου κάνει σινιάλο ή και για να με δουν σε περίπτωση που χρειαστώ βοήθεια.	Όταν κάνω κάποιο θαλάσσιο σπορ, για την είσοδο και έξοδο προς και από την παραλία, χρησιμοποιώ όποιο σημείο της παραλίας με βολεύει.	Όταν κάνω κάποιο θαλάσσιο σπορ, μπορώ να περνάω πολύ κοντά από τους κολυμβητές.



## 6th activity

### Activity-Game

### Find the errors at sea and water sports

Students try to find the errors that have been placed on a big poster which represents a beach, including swimmers who perform water sports and various activities, by placing a post on it. The representation of the beach that can be downloaded and printed in different parts of A4 paper form, should demonstrate the final look of it.

*Supporting material: The posters by SWSAcademy. The poster refers to swimming activities (suggested for ages 6-9)*

*Proof of action: Photo of the beach having the posts on it.*



### Art Class - Composition

## 7th activity

### Paint or write down a sea-based hazardous story

Students either illustrate, write down on a paper or use Microsoft Word, in order to present a story that consists of 3 dangers or 3 hazardous behaviors while doing water sports.

*Proof of action:*

*Photos of the creations or the children's compositions*

## 8th activity

### Discussion

### Vote for the most popular water sport (online at SWS academy)

Students vote for their favourite water sport.

*Proof of action:*

*Results' recording in SWS Academy*



No1





## 9th activity

Art Class

### Creation of awareness poster, PowerPoint presentation or newspaper/magazine concerning safety at sea

Students create their own posters, presentations or newspapers/magazines in order to raise awareness regarding the safety factor on each water-based activity (such as swimming or water sport), by finding the best slogan which refers to safety in the water and/or the sea and/or water sports.

*Proof of action: Photos of the posters/Power Point presentation/newspaper/magazine/slogan*

## 10th activity

Art Class

### Illustration of rules and their post inside classroom

Students illustrate the safety rules in water sports and post them inside the classroom.

*Proof of action: Photos of the illustrated rules*



## 11th activity

Written Expression

### Videos of Safe Water Sports

Students watch the videos of SWS which are chosen by the instructor. The last video which is presented is "A real-story about the importance of safety at sea by Safe Water Sports". Students express their thoughts and write down on a paper the things they wished to discuss with the student who participates in the video.

*Proof of action: The piece of paper and students' impression*





## 4. I LOOK AFTER THE BEACHES!

Students are involved in activities of awareness related to the environment's protection



Art Class

### 1st activity

Message creation for the World Environment Day & the World Oceans Day (5/6 -8/6)

Students are informed about the dangers that threaten both the environment and the oceans and become more sensitive regarding the importance of protection and care factor. Then, students create their own messages on a canson-type paperboard (40cmx-50cm).

ΚΙ ΕΣΥ ΚΙ ΕΔΩ ΚΑΙ ΟΛΟΙ ΜΑΖΙ  
ΕΛΑΤΕ ΝΑ ΣΩΣΟΥΜΕ ΤΗ ΓΗ



*Proof of action:*  
*Photos of the messages*

### 2nd activity

Creation of awareness poster for the environment's protection

Students create posters regarding the protection of the environment, which are presented on the corridors' walls or at the yard of the school.

*Proof of action:*  
*Photos of the posters*



Art Class

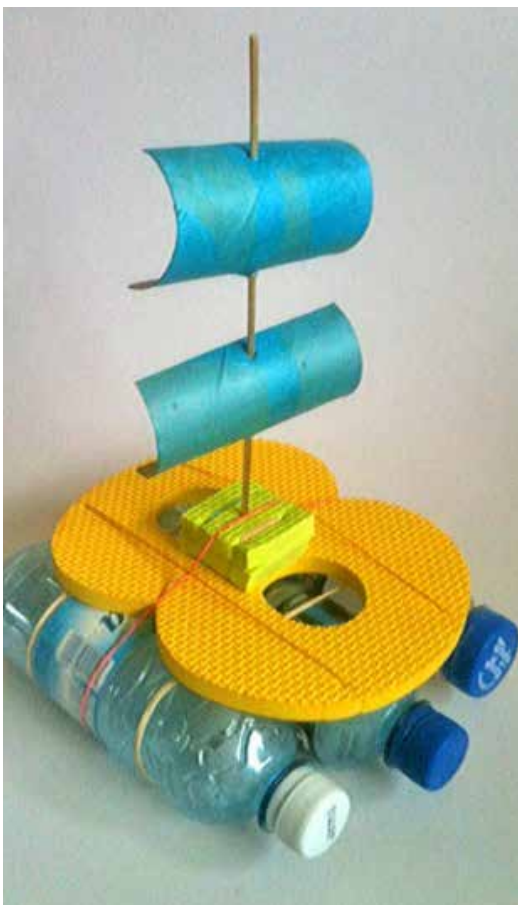
### 3rd activity

Create my own beach

Students try to reconstruct a beach in conjunction with all possible activities that may be performed at sea (such as the sand, vessels, swimming, water sports, etc.) through the use of their own materials by exploring both recyclable, if possible, and innovative objects.

*Proof of action:*  
*Photos of the creations*





#### Art Class

### 4th activity

**Sea-related constructions based on recyclable or useless materials (such as a boat that is made of a plastic bottle)**

Students choose the type of materials they consider fit the best and start building their own, original form of construction.

*Proof of action:*

*Photos of the constructions*

#### Outdoor Activity

### 5th activity

#### Beach Cleaning

Students «adopt» a beach, which they start visiting, cleaning and picking up all garbage from it. Furthermore, students discuss inside classroom about the type of the garbage they collected.

*Proof of action:*

*Photos that are taken during the activity time*



### 6th activity

**Illustration or a collage creation regarding a clean and dirty beach**

Students design and paint a beach that is clean and the bathers respect the environment. Then, students design the same beach, with the exception that there is too much garbage and that bathers do not respect the environment. Instead of the painting, students have the opportunity to design a collage too. The goal of this activity is to make students comprehend in which environment they would like to live.

*Proof of action:*

*Photos of the creations*



## 5. APPGRADE YOUR SAFETY AT SEA

Students are informed about the capabilities of Safe Water Sports app and then they inform their parents too.



### 1<sup>st</sup> activity

#### To know my country and participate in the awareness process as a volunteer

Students visit the Safe Water Sports website ([www.safewatersports.gr](http://www.safewatersports.gr)) or download the Safe Water Sports app on a portable device (such as a tablet or a mobile phone) through the instructor's guidance in order to navigate a beach. The beach can be located close to them, can be a beach they love, a beach they want to visit or a beach they have already visited. Furthermore, students find information about the selected beach such as its characteristics, its marines, the water sports rental centers etc. The selection of the location is performed either by the instructor or the children. Then, students study neighboring beaches in order to find out if the available information on the Safe Water Sports website is accurate. If changes need to be made, these are recorded. Additionally, if it is possible, the beaches that were studied can be photographed.



Search and Discussion

#### *Supporting material:*

*Safe Water Sports website or app*

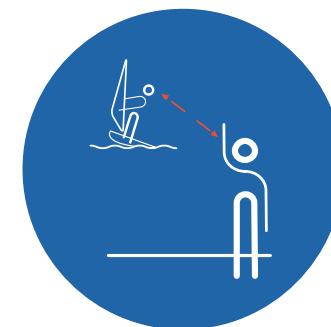
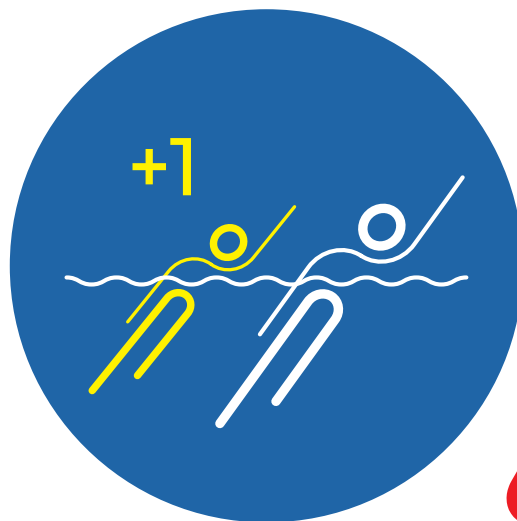
#### *Proof of action:*

*Recording of the areas and beaches that were studied, any new information that was gathered alongside with any possible photos that you can take. Depending on their quality, photos can be uploaded on the SWS website, with a caption stating the name of the school.*

## 2nd activity

### Sea Code Behaviour

Students are informed about the Sea Code Behaviour by the instructor who shows pictograms that present the basic safety rules at sea and water sports in an illustrated form. Then, the instructor prints separately the signs of the Sea Code Behaviour and the rules that correspond to each other. Finally, the instructor asks the students to match each sign with the right rule.



*Supporting material: Power Point via e-learning (SWS Academy).  
Proof of action: Students create a board presentation based on the Sea Code Behaviour, including each pictogram that is accompanied with the appropriate rule and then they take a picture of it. Additionally, students can create their own type of pictogram for any rule they wish.*



Online discussion

## 3rd activity

### Discussion with wet track athletes (Webinars)

Students participate in online discussions (webinars) which are organized by Safe Water Sports on a specific date and time and host Safe Water Sports athletes - ambassadors who will respond to any posed question. Each team has to prepare 3 questions at the maximum.

*Proof of action: Questions that are posed during the online discussion*



## Research-Discussion

## 4th activity

### SafeWaterSportsapp

Students ask their parents to download the app on their mobile phones or their tablets. Then, students have to conduct a mini interview and ask them about their impression of using the app, the availability of information and finally about the most useful category in the app based on their opinion.

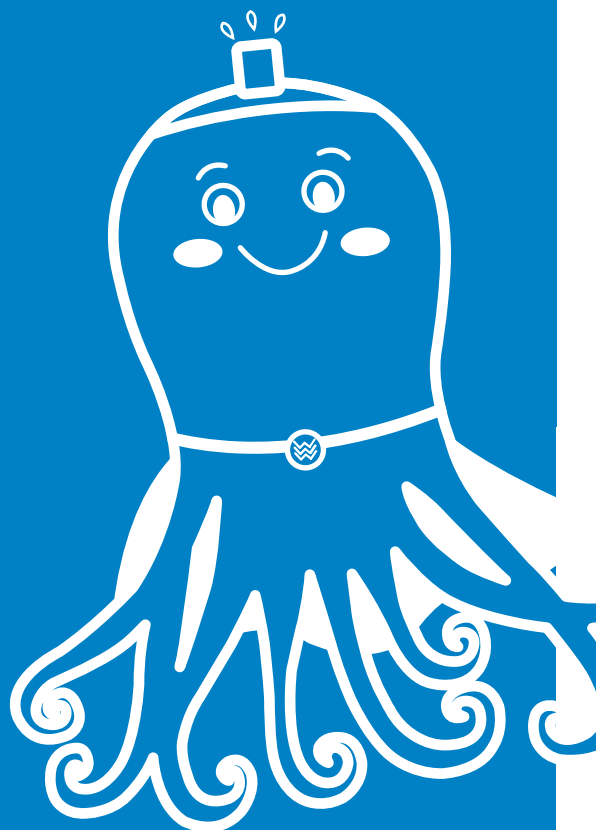
*Supporting material: PDF with instructions of the app via e-learning (SWS Academy).*

*Proof of action: Each instructor collects the data and writes down how many parents downloaded the application, indicates the number of the downloaders and specifies one factor that captured parents' attention.*



## 6. AMUSE YOURSELF AND LEARN TOGETHER WITH OCTOPUS SAFE

Students meet Octopus Safe through its book and start being involved in activities in which this character is starring.



### 1st activity

The identities of the characters in «Octopus Safe and the Three Seaguards» book

Students read the book and create the identities of «Octopus Safe and the Three Seaguards».

*Supporting material: The book which is available in SWS Academy.*

*Proof of action: Photos of the identities*

Written Expression

### 2nd activity

The cubes of Octopus Safe

The instructor explains the flow of the game and then students start playing the cubes game. Each child makes his/her own story based on the images displayed on the cubes according to their throwing.

*Supporting material: The instructor prints the spread of each cube that is downloaded from SWS Academy. Then, he connects each side (with a glue) in order to form each cube.*

*Proof of action: The stories created by students. This activity can be performed in another language too, if the teacher wishes to combine this activity with a foreign language course.*



Written Expression



Written Expression

*Proof of action: The questions accompanied by the answers of each student.*

### 3rd activity

Interview with Octopus Safe, based on the swimming topic for ages 6-9 and on water sports for ages 9-12.

Each child prepares an imaginary interview with Octopus Safe by writing down the questions and then the answers.

## 4<sup>th</sup> activity

Activity - Game

### Safe Water Sports Puzzle

Students connect the pieces of the puzzle, which the instructor has already downloaded and cut from SWSAcademy. It is advisable the pieces to be connected in a canson type paperboard in order to have more flexibility.



**Supporting material:** Download and print puzzle via e-learning (SWSAcademy).

**Proof of action:** Children's photos (with their backs) that show them participating in the activity or photos of the completed puzzle.



## 6<sup>th</sup> activity

Activity - Game

### "Music Chairs" game -

#### Water's safe, water's fun" song

Students play the "music chairs" game by listening to the song named "Water's safe, water's fun". For example, in case there are 18 students in the classroom, the instructor places 17 chairs. When the music starts, students start dancing and when it stops, they have to run in order to find an empty sit. Whoever cannot find an empty chair in order to sit down, he/she is out of the game. During each round, chairs are removed in that way so that there is a winner in the end.

**Supporting material:** The song named "Water's safe, water's fun" in SWSAcademy

**Proof of action:** Children's photos (with their backs, no faces) who participate in the activity.



## 5<sup>th</sup> activity

### Interview with Mr. Vagelis Iliopoulos, the author of the book

Students prepare three (3) questions in order to interview Mr. Vagelis Iliopoulos, the author of the book. On a specified date, students pose their questions and listen carefully to the author's answers. (webinar)

**Proof of action:** Questions posed by students.

Written Expression

## 7<sup>th</sup> activity

Activity - Game

### Water Relay Race

Students are separated into two teams. Each team has a bucket full of water. Through the use of a sponge or a plastic water cup, students start carrying water to the bucket placed across the other part. When they arrive, they drain the sponge or they empty the cup inside the bucket. Then, they return quickly to their starting point and they pass the sponge to the next co-player. The team, which carries as fast as possible the biggest amount of water from one bucket to another, wins.

**Proof of action:** Children's photos (with their backs, no faces) who participate in the activity.





## 8th activity

Technology

### Learn programming with Octopus Safe (Scratch)

Students learn all the rules by watching a video in which Octopus Safe stars and it is created via the Scratch program. Then, through the scratch program, students answer to a quiz that concerns the safety rules in water sports. The answers can be given either through the use of a keyboard or through the use of a legoWEDO - based lever created by students.

*Supporting material:* Instructions in SWSAcademy.

*Proof of action:* Photos inside classroom.



## 9th activity

Activity - Game

### Bingo

Each child holds a bingo card which shows 9 signs from the Code of Sea Behaviour. The instructor shows and explains the cards with the signs to the children. Children try to match the rule they listen to with the signs of their cards. In case the specific sign is established on their bingo card, they place an X with the marker that was initially given to them. The child, who crosses first all of the signs, wins.

*Supporting material:* The instructor downloads and prints the Bingo cards that are found in the SWSAcademy.

*Proof of action:* Children's photos (with their back, no faces) who play the game.

## 10th activity

### Unscramble the rules

The instructor shows all the cards to the children and then messes them around. Children are asked to mix each card that contains the beginning part of a rule with the right answer. Each card may apply to more than one correct answer.

The child, who finds the most right matches, wins.

*Supporting material:* The instructor downloads and prints the cards that are found in the SWSAcademy.

*Proof of action:* Children's photos (with their back, no faces) who play the game.



## 11th activity

### Memory Game

Students play the memory game based on pictograms of the Sea Code Behavior.

*Supporting material:* The instructor prints the cards of the game that can be found in SWSAcademy.

*Proof of action:* Photos of students (with their backs, no faces) who play the game.



## 12th activity

Music

### Sing or play to a musical instrument the "Water's safe, water's fun" song

Students sing and play to a musical instrument (such as flute, sticks/claves, scraper/ guiro, maracas) the song called "Water's safe, water's fun" from the Safe Water Sports album named "dive into blue".

*Supporting material:* The pentagram, which includes the musical notes alongside the lyrics of the song, can be found in the SWSAcademy.

*Proof of action:* Children's photos when they sing and play to a musical instrument.

## 13th activity

### Construction of improvised musical instruments

Students can use various objects in order to make a type of musical instrument of their choice and to compose melodies through the use of maracas, musical bottles and musical ticks.

*Proof of action: Photos of the children's creations*



#### Marakas:

Materials: a glass jar and some shells

Students get a small glass jar and since they have cleaned it, they fill it with small shells that collected during the summer period. The improvised musical instrument is ready and if students shake it, they will discover a wonderful sound that reminds them of summer. The same construction can be formed through the use of a refreshment can that may be filled with small pebbles.

#### Musical Bottles:

Materials: glass bottles of soft drinks, a tree branch and sea water  
Students collect glass bottles, they clean them and they fill them with different amounts of water. If students try to hit the filled bottles with a tree branch, they will notice that each bottle gives a distinct sound and consequently a distinctive note. The students can make various experiments in order to find out all the different sounds and musical notes.

#### Musical Throws:

Materials: Large pebbles

The students find two big pebbles from the beach and try to hit one to another. Thus, it can be observed that this sound can accompany the songs of their choice.

## 14th activity

### Dances through Safe Water Sports songs

Students dance in the rhythm of the song called "Water's safe, water's fun", or any other song, in the following ways:

**1st Option:** Children sit in a circular provision. As children listen to the first verse of the song, they pull their foot to the side with their toes pointing upwards (the so-called FLEX position). This move is repeated for 8 times. Subsequently, as children listen to the chorus of the song, they give their hands one to each other and take four steps forwards, thus closing the circle and then four steps backwards in order to open again the circle. This process is repeated throughout the chorus of the song.

**2nd Option:** During the first verse of the song, children pull their feet to the side with their toes pointing upwards (the so-called FLEX position) while at the same time they clap their hands. Then, when the chorus of the song is heard, children give their hands to each other, make three steps forward and then hit their legs tensely in order to close the circle and then three steps backwards by hitting their legs in such a way in order to open the circle again. This process is repeated throughout the chorus of the song.

*Proof of action: Photos of the children's dances*



## 15th activity

### Compose your own song

Students can compose their own song through the selection of words regarding safety at water and sea. Students are called to choose a specific number of words and write a poem. Then, the instructor may choose one poem, record it via the proposed recording program named Audacity and finally turn it into a song.



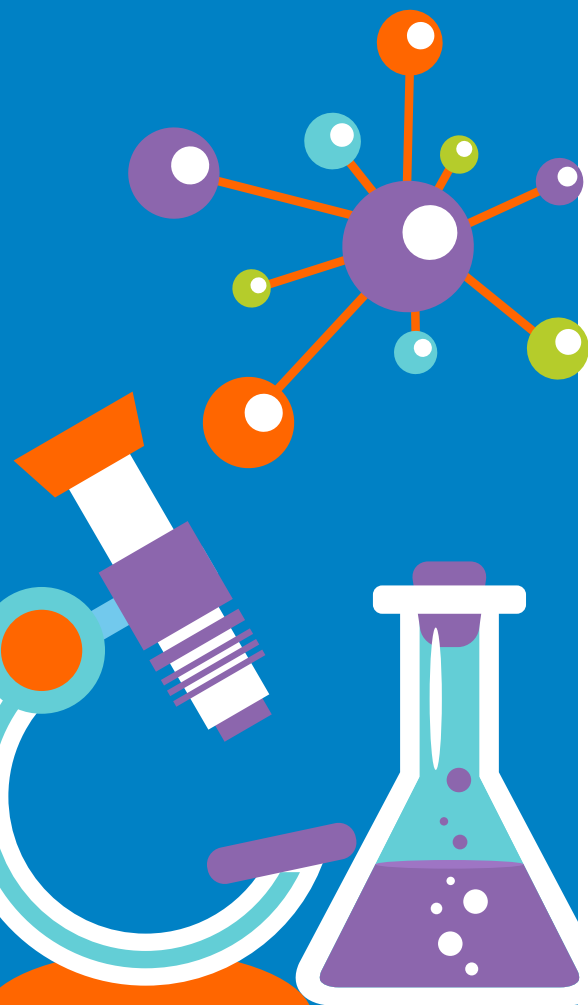
*Supporting material: Use of specific words through which the poem will be formed alongside the use of Audacity recording program.*

*Proof of action: Photos of the poem and the final song*



# 7. EXPERIMENTS

Students are involved in experiments that are related to weather and swimming.



## 1. Floating Plasticine

### Instructions

→ Fill the basin with water.  
→ Place a plasticine ball in the water. What do you notice? Why does this happen? Give the plasticine ball a boat's shape and place it in the water. What do you notice? Why does this happen? The shape of an object influences its floatation. When you changed the shape of the plasticine in order to create a boat's shape, you reduced its density. This reduction happens because you created a cavity of air in the plasticine. Now, the boat's density is less than the water's density and therefore the plasticine floats.

### Materials

• plasticine • basin • water

## 2. Solar desalination

Desalination is the removal of mainly salt water from the sea, in order to become drinkable.

### Materials

• 1 basin • 1 jar or cup • 1 jug of water  
• salt • 1 teaspoon • small clean pebbles or marbles

### Instructions

→ Make sure the experiment is done one day with sunshine.  
→ Pour about 4 teaspoons of salt into 1 liter of water. Stir well.  
→ Drain enough salt in a bowl in order to reach a height of about 5 cm.  
→ Put the jar or the cup in the middle of the water basin. Make sure that the rim of the jar surpasses the water's surface, but at the same time is lower than the rim of the bowl.  
→ Stretch the plastic film over the basin and close it tight so that the air does not come in. Place a marble in the center of the plastic film, just above the jar/cup, so that the plastic can sink in the middle of it.  
→ Place the basin under the sun. Leave it there for at least 4 hours. The more time you leave it there, the more water you will gather.  
→ It is time to open the desalinator. Remove the plastic and notice the water that has been collected in the jar.  
**What do you notice?**  
Is it salty or sweet?

## 3. Clouds - Rain (1st Option)

### Instructions

→ Fill the glass with water.  
→ On the surface of the water place some shaving foam.  
→ Throw a few drops of pastry color into the shaving foam.

**What do you notice?** The drops will pass through the foam and will move down slowly. If you wish, you can use different colors too.

Watch the video below:  
<https://www.youtube.com/watch?v=x4GePPTUAjl>

### Materials

• 1 glass • blue drops of pastry color • shaving foam



## 4. Clouds - Rain (2nd Option)

### Instructions

- Try to open a hole in the middle part of the bottle.
- Put the bottles close to each other and prop up the straw. Place the bottom part of the straw, with the aid of some plasticine, inside the hole in the middle part of the large bottle and the top part of the straw on the spout of the small bottle.
- Fill it with water.
- Put a few drops of blue color (so that water is easily identifiable).
- You will notice that the water, although the straw has an upward gradient, passes through the small bottle by the pressure which is exerted on it. At some point, the flow stops.
- Pump up a balloon. Do not truss it. Apply it on the spout of the large bottle and let it deflate. The air causes the rest of the water to pass through the small bottle. Click the following link to watch the video:  
[https://www.facebook.com/pg/thedadlab/videos/?ref=page\\_internal](https://www.facebook.com/pg/thedadlab/videos/?ref=page_internal)



### Materials

- 1 1.5 liter plastic bottle
- 1 plastic bottle of 0.5 liter
- blue drops of pastry color
- 1 straw cut
- 1 balloon
- plasticine

## 5. How is rain formed?

### Instructions

Fill the jar with very hot water up to the middle surface and cover it with the plate. Put ice cubes on the plate.

### What do you notice?

**How is the experiment related to weather?** On the cold plate, water vapor that exists in the hot air is condensed and hence water drops are formed. The same happens in the atmosphere, as the hot and humid air rises up when lower temperature exists in high atmospheric layers. Water vapor liquefies and falls down to earth in the form of rain, snow or fog.

### Materials

- 1 big jar with wide surface edge
- hot water
- ice cubes
- 1 small plate



## 6. How are clouds formed?

### Instructions

- Put some alcohol in the bottle.
- Turn it round so that the alcohol can be spread around the bottle.
- Pinch the needle (which is attached to the air pump) to the cork.
- Apply the cork to the surface edge of the bottle.
- Start blowing up the balloon. At first, nothing happens. Remove the cork.

### What do you notice? Why does this happen?

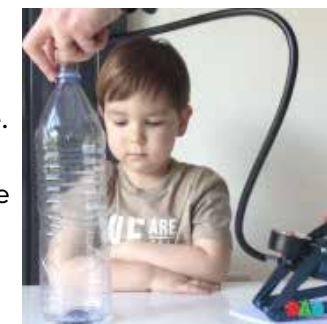
Even if you do not notice, there is vapor in the atmosphere. When we put air into the bottle with the pump, then water vapor is forced to compress. When we remove the cork, the air inside the bottle is suddenly decompressed and the temperature slightly falls. This slight drop in temperature leads water vapor to be liquefied more easily and small drops to be formed. During the experiment, alcohol is used because its molecules have weaker bonds than water and therefore can be liquefied at lower pressure. Clouds are essentially a visible set of water vapor, that is, droplets. When the hot air rises up to the atmosphere, its pressure decreases. Then, it expands and cools down and, as the temperature falls, the vapors of the atmosphere are condensed and clouds are formed.

Click the following link to watch the video:

[https://youtu.be/OJwRX-4gavYo?list=PLqChBtIXCYBdyMLL-MrS28mFyJuK\\_WhX5i](https://youtu.be/OJwRX-4gavYo?list=PLqChBtIXCYBdyMLL-MrS28mFyJuK_WhX5i)

### Materials

- 1 plastic bottle of 1.5 liters of empty alcohol
- air pump for bicycles
- 1 special needle that is suitable for puffing up balls
- 1 cork





## 7.The egg that floats

### Instructions

- Pour water into glass until it is half-full.
- Put the egg in the water. What do you notice?



- Then, add a lot of salt (about 6 tablespoons).

### What do you notice? Why does this happen?

When salt is added to the water, it becomes denser. The denser is a liquid, the easier is for an object to float on it. Thus, the egg sinks into the tap water while it floats on the salt water. Now, can you explain why do you float more easily on the sea rather than the pool?

### Materials

- an egg • water • salt • a tall glass

## 8.Homemade life-jacket

### Instructions

- Apply the materials to the figure with the rubber. Which material does it make float and sink? You may notice that the figure sinks with cotton, cloth and newspaper while it floats with cork and styrofoam.

### Why does this happen?

Cork and styrofoam trap the air bubbles and therefore these help the figure to float and not to be sunk in the sea.

### Materials

- A plastic figure (such as lego, playmobil) • Cork • Cotton • Fabric • Felizol • Newspaper • Tiny rubber • Basin filled with water

## 9. How many coins do you need to sink a boat?

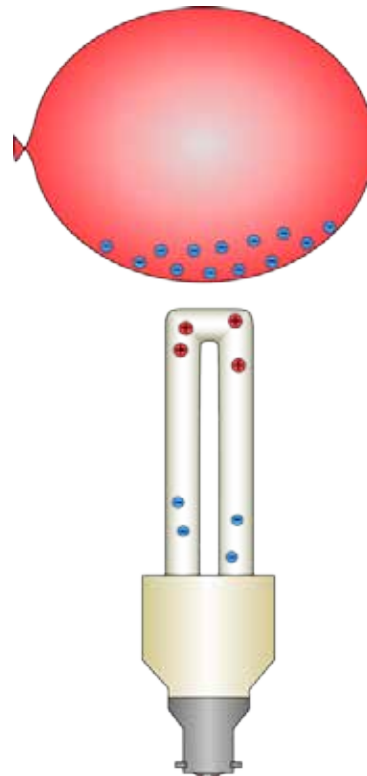
### Instructions

- Fill the basin with water.
- Create a boat by using aluminum foil. Place it on the water and check if it floats.
- Place each coin on the boat until it is sunk. How many coins did you need to achieve this?
- Alternatively, the above experiment can be transformed into a “competition” of a boat construction which is harder to be sunk.



### Materials

- aluminum foil • basin • water • coins of small and equal value



## 10. How is lightning strike formed?

### Instructions

- Turn off the lights.
- Rub the balloon on your hair for a few seconds.
- Put the balloon close to the lamp.

### What do you notice? Why does this happen?

When you rub the balloon on your hair, the balloon is charged electrically. When you put the balloon close to the lamp, the electric charge is transferred to the lamp and hence it lights up. The lightning strike is characterized as an electrical discharge during a storm. During storm, the clouds are charged electrically. When the electric charge moves through the cloud, from one cloud to the other, from the ground to the cloud or from the cloud to the ground, the lightning strike is formed!

### Materials

- 1 economy lamp • 1 balloon

## 11. Some people feel cold, some people feel too hot...

### Instructions

- Put cold water and ice cubes in a basin.
- Put hot water (not too hot) in the other basin.
- Fill a bowl with full of water in room's temperature.
- Put one of your hands in the hot water and the other in the cold water. Leave your hands inside the water for a few minutes.
- Take your hands off and immerse them in the water of the basin. **What did you feel? Why?**

Having your hand been placed in the warm water, you felt the tepid water as cold, while having your hand been placed in the cold water, you felt the tepid water as warm. Our touch does not help us to accurately assess the temperature!

### Materials

- 3 basins • hot water
- cold water and ice cubes
- water in room's temperature
- 1 towel



## 12. Why do we need a sunscreen?

### Instructions

- Spread on a small area of the paper some sunscreen and leave it under the sun for 2-3 days. **What do you notice? Why does this happen?** The point of the paper sheet where you spread the sunscreen is protected from the sun's harmful rays and it does not fade. Protect your skin too! Do not forget to put sunscreen always!

### Materials

- One sheet of dark paper or cardboard
- Sunscreen

## 13. How does a life-jacket protect us?

### Instructions

Immerse the peeled lemon into the water. **What do you notice?**

Sink the lemon with its peel.

**What do you notice?**

**Why does this happen?**

The lemon's peel traps air bubbles, as the life-jacket does and in this way it helps a person float and not to sink into the sea.



### Materials

- A small lemon with its peel and a peeled lemon
- a glass of water

## 14. How big are your lungs?

### Instructions

- Fill the bottle with full of water.
- Screw the cap on.
- Put the bowl into the basin and fill it with water (about 3/4).
- Put the bottle in the bowl, with the "neck" inside the water and remove the cap.
- Take a deep breath.
- Put the small tip of the straw into the bottle and blow all the air to the other end of the straw. In this way, you will understand how much air your lungs are capable to keep.

### Materials

- 1 empty 2 liter plastic bottle
- 1 medium bowl
- 1 basin • 1 split straw, water



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