AUCKLAND *CITY*

Supporting Sea Safety Week
30 October - 5 November 1995

AUCKLAND *CITY* A Vision for **Sea Safety**

Auckland - A City On Two Harbours

Auckland City is proud to support Sea Safety Week in schools. Teachers have an opportunity to use Sea Safety Week to provide learning experiences for their students in line with the Social Studies and Science curricula. We have provided some suggestions on how to produce a Sea Safety Vision for the future and on how to make it happen. We hope these ideas will stimulate the talented students of our region to come up with valuable scientific information and socially helpful suggestions. Sea Safety Week student projects might win two nights at Shakespeare Lodge for the class. Even better they could save lives!

THE SEA SAFETY KIT

First, examine the posters and other materials provided in the Sea Safety Week package.

A FUTURE VISION FOR SEA SAFETY

The class might begin by creating a "vision statement" for a body of water near their school, for example the Hauraki Gulf. It could be a list of specific conditions they would like to see when they are adults in the year 2010. The goals should be things they can measure and monitor over future years, to watch progress toward the vision.

To develop a vision for the future, students gather information about existing conditions in the area they choose to study, and how those conditions are changing from year to year. This way targets can be set for future conditions. For example, suppose the class discovers there are 25 accidental drownings in their chosen area per year. Their vision for the year 2010 could be that there will be no deaths by accidental drowning in that area.

SEA SAFETY TODAY

To start, the students might list all the types of "accidents" they can think of. They might then vote on what they estimate to be the ten most common of these which occur in or around their chosen body of water. They could also list what they believe are the ten types of accidents which most often result in very serious injury or death in the study area.

Quantifying the estimates

Next, students find the actual numbers of different types of accident in their chosen area over, for example, the last ten years. The challenge for the class is to discover who holds the information they need and how to identify which are the most common and the most serious accidents. Networking and creating a database. The class might find it useful to network with other schools who are working on the same problem. This could be done on INTERNET if your school is on-line. The students could search for, or even create, a database on marine accidents, why they happen, what sorts of people are involved and if accidents are becoming more or less frequent. Does such a database already exist? Does it co-ordinate all the different types of accidents or are there different databases for different types of accidents (jellyfish stings, boating accidents, acute sunburn cases, falling off slimy rocks etc)?

Concentrate on one activity

Students could work on just one kind of marine activity - such as windsurfing, jet skiing, dinghy sailing, commercial fishing, diving etc. Selecting a single maritime activity might enable the class to find data on the numbers of people doing the activity, or the number of hours spent doing the activity, over a period of years. This could be graphed against the number of accidents arising from the activity, to show trends in Sea Safety.

Concentrate on one type of accident

Students could concentrate on one particular type of accident, for example injuries caused by sea creatures. How many people are injured by sea creatures each year in their chosen body of water? What kinds of sea creatures were involved? What did the victims do that resulted in their injury (handling stingrays in a net? swimming with stinging jellyfish? handling spiny fish? eel bites?).

Safety of sea creatures

Students may like to consider the safety of creatures which live in the sea.

How many dolphins, seabirds or other sea creatures are accidentally killed or injured each year? Are there links between human behaviour which causes personal injury, and human attitudes or behaviour that sometimes result in injury to the creatures that inhabit the sea?

Graphing the vision

Once students know the realities of Sea Safety today, and have collected historical data, they can graph the results. For example a bar graph showing the number of times a particular type of accident occurred over a period of ten years. They can then plot a line to their "vision of the future" year and set some target numbers for the years between. , Each year the same group of students could add the actual accident figures to the graph (or a new class could continue their work). They will discover if their vision is going to be realised.

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A Vision for **Sea Safety**

Finding the causes

Students might list how people's attitudes and actions contribute to marine accidents. Are there common causes? Such as mixing rough seas and high speed? Is there some underlying way of thinking or acting that results in the most common accidents? Like showing off? Are there some basic things people should do to prevent personal injury? Such as never going to sea alone? Compare the students' ideas with the material in the Sea Safety Kit. Can the class come up with any important ideas that should be included in next year's kit?

Strategies for realising the vision

The data collected by students which illustrates accident trends can help the wider community to understand the problem and want to help resolve it. The class could use the information they collect to come up with ten different ways to convince people to change their behaviour to avoid marine accidents. The class may develop a specific campaign to reach a particular audience - say, the most accident-prone age group.

Public awareness

Students may like to work with Watersafe Auckland Incorporated, the Water Safety Council or the Maritime Safety Authority in conducting a public opinion poll on Sea Safety issues. Knowing how people think about Sea Safety will help the students to understand the particular problem they are working on. The people who are surveyed might be asked if they agree with the "vision of the future" that the class has created, and whether they think it can realistically be achieved.

Evaluating achievement

Students could show how effective public awareness exercises have been by putting the dates of specific campaigns (eg. Sea Safety Week 1995!) on the graph along with the accident statistics. If the public awareness programme was successful the graph will show declines in accident numbers in following years.

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