

**LEARNING INTENTION** To explore and identify local waterways, beach rips and beach safety along with identifying beach/inland safety signs.

## SUCCESS CRITERIA

- ✓ I can identify different bodies of water in my local community
- ✓ I can identify where to swim at patrolled beaches
- ✓ I can interpret what safety signs and symbols represent
- ✓ I can identify a RIP and know how to escape one
- ✓ I can differentiate what equipment can be used for a reach and/or a throw rescue
- ✓ I have knowledge in a 'flutter kick' and 'breaststroke arms'

## CONTENT DESCRIPTION

### LEVELS 5 AND 6 CONTENT DESCRIPTIONS

#### PERSONAL, SOCIAL AND COMMUNITY HEALTH

##### Being healthy, safe and active

- Plan and practise strategies to promote health, safety and wellbeing ([VCHPEP108](#))

##### Contributing to healthy and active communities

- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities ([VCHPEP112](#))
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment ([VCHPEP113](#))

**CONTENT  
DESCRIPTION  
[CONTINUED]**

**MOVEMENT AND PHYSICAL ACTIVITY**

**Moving the body**

- Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings ([VCHPEM115](#))
- Design and perform a variety of movement sequences ([VCHPEM116](#))
- Propose and apply movement concepts and strategies ([VCHPEM117](#))

**Understanding movement**

- Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences ([VCHPEM119](#))

**Learning through movement**

- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities ([VCHPEM120](#))
- Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges ([VCHPEM121](#))
- Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities ([VCHPEM122](#))

**ACHIEVEMENT  
STANDARD**

By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.

Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.

By Level 6, it is anticipated that students should be able to demonstrate the knowledge and skills identified in the Victorian Water Safety Certificate.

**VENUE**

School gymnasium, basketball or tennis court.

## EQUIPMENT

- Red & yellow flags (beach flags) or cones that represent flags
- A-Frame safety sign or a printed and laminated A3 version of safety sign (available to download on the Toolkit)
- Cones or markers
- Cut outs provided – rescue objects, safety signs/symbols and four corner safety cut outs (laminated)
- Success criteria badges (laminated)
- RIP poster
- Scooter boards
- TheraBands (optional)
- Crash mat

## LEARNING ACTIVITIES 1 – 3

### WARM-UP/TUNING IN

### KEY QUESTIONS/TEACHING POINTS

### DIAGRAMS/ASSESSMENT

#### UNOFFICIAL START Reading the room



5-10  
min

For each Health & Physical Education lesson, have students walk through the gymnasium between the red & yellow flags (safe zone).

Have sign posted (on the A-Frame) a different safety symbol each week to go through with the students prior to the roll call.

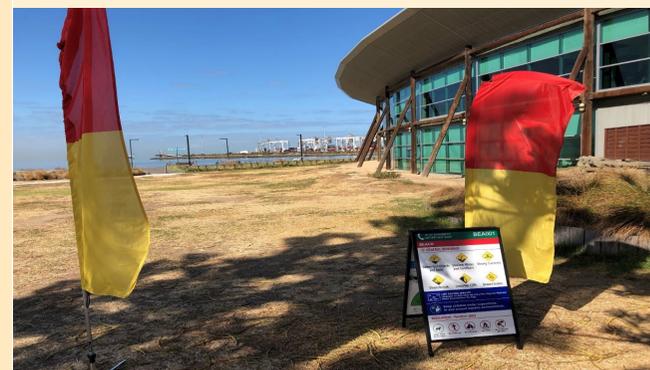
Use positive reinforcement to encourage students with a sticker, badge or positive comments.

- Discuss what the red & yellow flags represent at the beach.
- Explain and show safety signs/symbols at the beach.
- Encourage students to always look for the signs and condition report when visiting the beach.
- Identify local bodies of water close to your school/ local community, such as:  
Port Phillip Bay, Melbourne Water Recreation Area (Dandenong Stadium) and Tirhatuan Wetlands.

**Ask the students if they know of anywhere else.**

**Q] Would you see signs at these water ways?**

**A] Yes**



**ACTIVITY 1 Rip relay**



20 min

**Level 1**

**Activity descriptor**

Have students run in the same pattern as shown in the diagram. Do not give them any prompt questions or hints – let them explore their own learning.

After having them run through 3 times, ask the key questions provided.

**Key questions and answers:**

**QJ** When we are at the beach and a body of water moves in the same pattern as you were running, what is this called?

**AJ** A rip.

**QJ** What is a rip?

**AJ** Rips are strong currents of water flowing away from shore through the surf zone.

**QJ** What do you do if you are stuck in a rip?

**AJ** Stay calm, conserve your energy and consider the options of: raise an arm and call out to seek help, float with the current (the way you are running) as it may return you to a shallow sandbank, or swim parallel to the beach.

**QJ** How do you spot a rip?

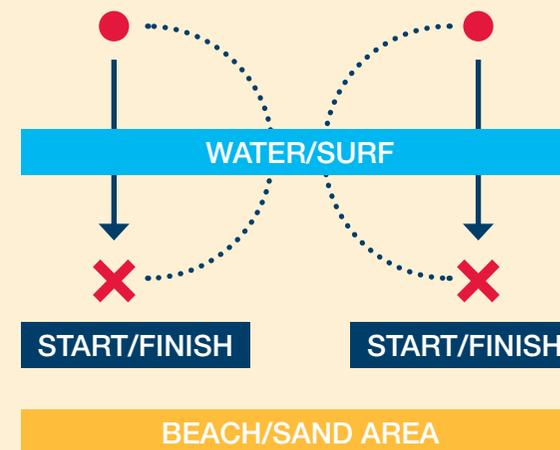
**AJ** Sometimes they are difficult to spot. 70% of people cannot. They can behave and flow in different ways. Therefore, you MUST swim between the red & yellow flags. Show students the rip poster.

**Information from:**

<https://beachsafe.org.au/surf-safety/ripcurrents>

**Extension activity:**

- Explain that rips flow outwards at a fast speed (students could experience this by running fast around the pattern).
- When they are running back to the start line, have students role play waves or rough sea.



**Must see:**

- Understanding the way in which a rip flows by the direction they are running

## LEARNING ACTIVITIES

## KEY QUESTIONS/TEACHING POINTS

## DIAGRAMS/ASSESSMENT

### ACTIVITY 1 Rip relay continued

#### Level 2

#### Rip/Current rescue run (mix and match)

Cut out and laminate the pictures of rescue equipment provided.

Students line up in one line at the START line. Have the images of rescue equipment placed at the start for the students to look at. At the other end of the space, place the headings 'throw' and 'reach'.

On the whistle, students (one at a time) must take one image and place it at the other end under the correct heading based on their understanding about reach and throw rescues.

Once they have placed a reach rescue item or a throw rescue item, students run back to the start line to tag the next student in line.

Please note: Some items can overlap to be used for both a reach rescue or a throw rescue.

At the start of this activity, explain to students that numerous items can be used as rescue tools and sometimes they can be used for both a reach rescue and a throw rescue. Do not give away answers yet.

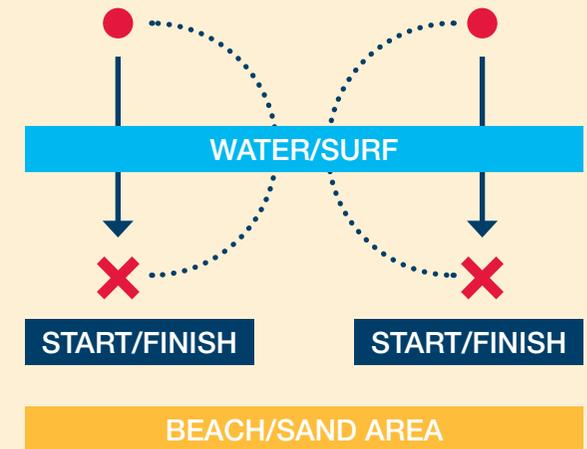
#### At the completion of the relay go through the answers and ask:

- What items have you said can be used for a throw rescue?
- What other items can you think of?
- Could a brick be used for a throw rescue? Why not?
- What items have you said can be used for a reach rescue?
- What can be used for both?

Discuss with your students that the most important person to take care of in a rescue is yourself.

Ensure they are using the below self-preservation techniques:

- Talk, reach, throw, wade, row, swim, non-contact tow, contact tow.



#### Must see:

- Ability to differentiate between what can be used for a throw rescue, reach rescue or both

**LEARNING ACTIVITIES****KEY QUESTIONS/TEACHING POINTS****DIAGRAMS/ASSESSMENT****ACTIVITY 1 Rip relay continued****Level 3****Safety sign run (mix and match)**

Cut out the safety sign/symbol pictures provided and laminate. Ensure you have separated the name of the sign/symbol from the actual image.

Students line up in one line at the START line. Have the images of signs/symbols placed at the start for the students to look at. At the other end of the space, place the descriptors/names of these signs.

On the whistle, students (one at a time) must take one image and place it at the other end under the correct name based on their understanding about safety signs and symbols.

Once they have placed an image under its descriptor, students run back to the start line to tag the next student in line.

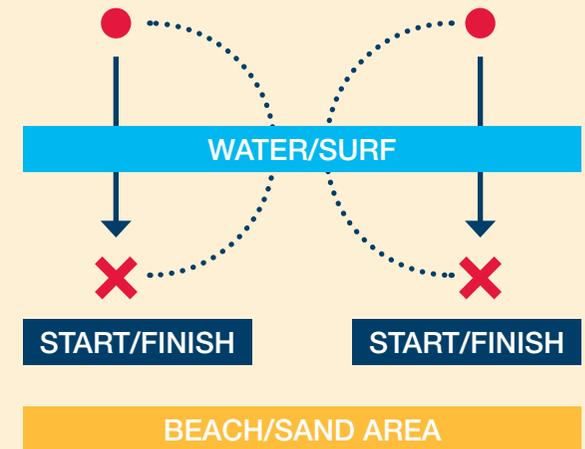
**Prompt questions and answers:**

**Q]** Where would you find these signs/symbols?

**A]** At any aquatic waterway.

**Discussion with students.**

- Ensure EVERYTIME you visit the beach, river or inland waterway you take notice and read the signs/symbols on the safety sign.
- Review the A-Frame safety sign (or laminated poster) and remind students that this sign is where they will find safety information at a waterway.

**Must see:**

- Understanding of what safety signs/symbols represent at the beach

## LEARNING ACTIVITIES

## KEY QUESTIONS/ TEACHING POINTS

## DIAGRAMS/ASSESSMENT

### ACTIVITY 2 Four corner safety



15  
min

#### Gym set up

Label each corner of the gym as **Detect the dangers, signal for help, spot the rip** and **safe entries**. Posters provided.

#### Level 1

- On the teacher's whistle and instruction, all students run to the same corner of the gym and read through the posters.
- E.g. If teacher yells "Spot the rip", students run to the rip and discuss what a rip is (draw on previous knowledge).
- If "HELP" is called, all run over and practise the correct way to signal for help (i.e. Raise an arm with an open palm and call out to seek help).
- At the 'Safe Entries' corner, go through the different methods of entries into the water.
- At the 'Detect the Dangers' corner, students identify all potential dangers in the image.

#### Level 2 Scatter run

- The teacher will yell "GO". Students to choose which corner to go to. Students read the signs aloud and complete the task at that corner.
- Teacher will repeat the command "GO" and students run to an alternate corner, read and complete task.
- Repeat this four times so that students visit all four corners.

#### Level 3 Role play

- Students scatter run again.
- At each station, students must role play to practise the experiences and methods explained at each corner.

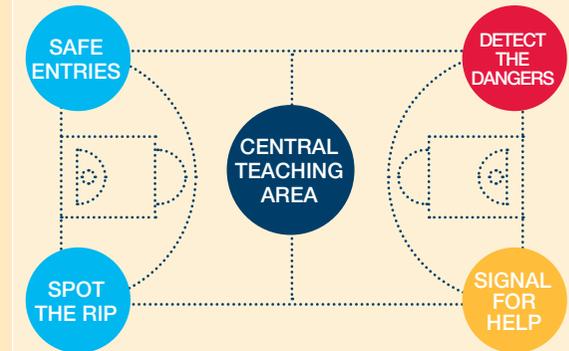
**Extension:** At the 'safe entries' corner, if available set up a high jump/crash mat for students to physically practise their safe entries.

#### Level 4 Teacher scenario

- Teachers (or another student) act out the role play scenarios that were practised in Level 3.
- Other students (audience) must run to the correct corner of the gym that connects to that scenario.

Ensure you are familiar with the **HELP** signal along with identifying rips and safe entries.

Answers are also provided for your convenience.



#### Must see:

- Understanding of what safety signs/symbols represent at the beach

## LEARNING ACTIVITIES

## KEY QUESTIONS/TEACHING POINTS

## DIAGRAMS/ASSESSMENT

### ACTIVITY 3 (Extra activity if time permits) 'Dry' swimming, flutter kick relay



15  
min

**Please note:**

As a safety precaution, reiterate to students not to have their hands on the floor to avoid the scooter board rolling over the fingers.

Students stand along the sideline of the basketball court in relay groups. Each group will have a scooter board (relay groups will be determined by the number of scooter boards available).

In this relay, students will be 'swimming on their front' using a flutter kick technique and modified 'breaststroke arms'.

They must flutter kick whilst using a modified breaststroke arm to travel across the floor towards a cone, around the cone, and travel back before tagging the next person in line.

**Extension:** To increase difficulty and to make it more realistic, use TheraBands around the legs of students. This can represent the resistance of water.

**In order to achieve the Victorian Water Safety Certificate, students must demonstrate the ability to:**

- Swim competently for a continuous distance of 50 metres.

**Must see:**

**Legs:**

- Long legs
- Pointed toes
- Small fast kicks

**Arms:**

- Arms out in front, straight, back of hands together
- 'Scoop the water and bring hands to arm pits'

## LESSON REFLECTION QUESTIONS/ACTIVITY

- Participants pack up, return the equipment and gather in the Central Teaching Area.
- Ask reflective questions based on the new skills and knowledge learnt in today's session. Refer to the success criteria listed. How has this knowledge made them safer when visiting aquatic environments?
- Display 'success criteria badges' (pictured in document). Write what students are now confident in doing on these badges and share with students.
- Reflect at the start of each session and have badges as a visual display.
- Gather quick feedback from participants about the session. This is a great way to ensure they are enjoying their quality swimming and water safety experience.
- Encourage participants and families to visit and learn about their local lifesaving clubs, aquatic centres, or other aquatic clubs, which will broaden their experience and knowledge in the area.