

Rock Pool Ramble

Water Safety Watch & Learn episode: [Rock Pool Ramble](#)

Duration: 12 minutes 53 seconds

Video link: <https://youtu.be/JsYqWLSGsT0>

Watch the full episode with your class, then complete activities below. [Click here](#) for more episodes.

LEVELS 3 & 4



Key Learning



In this lesson, students will be learning about how to stay safe when visiting a beach and what different activities we can do there. We will also be conducting a science experiment to test how lifejackets work.



Video Summary Questions

- 1 Who can we see actively patrolling the area between the red and yellow flags at a patrolled beach?
- 2 Where can we find the beach safety signs? What do these signs tell us?
- 3 What different activities can we do at a beach?
- 4 How do we keep creatures in rock pools safe?
- 5 Why do we need to wear lifejackets while rock fishing?



Activity: Rock Pool Research

- As a class, discuss what a rock pool is and how we can best look after them. Ask students what they can find in rock pools and why we need to be careful.
- Students are to create their own rock pool using various materials available. They can simply draw and colour in, or they could make it 3D by sticking on objects which represent different things in a rock pool.
- Students are to annotate their artwork to identify each creature and object in their rock pool. Students will also explain any dangers in their rock pools.
- Additionally, students can create a three-dimensional rock pool in a shoebox, with the same annotations and accompanying information outlined above.
- *Extension:* Research blue ringed octopus and create a brochure to inform visitors or international tourists about the need to be careful near rock pools.



Curriculum

Health and Physical Education – Physical, social and Community Health

Being healthy, safe and active

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ([VCHPEP090](#))
- Identify and practice strategies to promote health, safety and wellbeing ([VCHPEP091](#))

Visual Arts

Visual arts practices

- Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks ([VCAVAV026](#))

Mathematics – Measurement and Geometry

Location and transformation

- Level 3 - Create and interpret simple grid maps to show position and pathways ([VCMMG143](#))
- Level 4 - Use simple scales, legends and directions to interpret information contained in basic maps ([VCMMG172](#))

Science

Physical sciences

- Forces can be exerted by one object on another through direct contact or from a distance ([VCSU064](#))

Analysing and evaluating

- Compare results with predictions, suggesting possible reasons for findings ([VCSIS070](#))



Activity: Plan a Beach Excursion

- **Materials needed:** Printouts of Google Maps page (not provided) showing beach and school location (or another chosen location if school is too far from the beach).
- As a class, use Google Maps to locate the closest beach to your school or, if a beach is too far away from your location, ask students to plan their journey to the beach from another location i.e. a train station or a group of shops close to a beach.
- Discuss the features of the map as a class i.e. main roads, local streets, walking tracks, train or tram lines.
- Share the map with students and discuss grid references. Students will then rule lines over their map and add letters and numbers to develop a grid map. Ask students to identify the grid references on their map for their starting point and the beach.
- Students will then plan a safe way to get to the closest beach from the selected location. They will use the grid map to record their route to the beach. Students may choose to travel in a school bus along main roads, take public transport and/or following walking tracks or footpaths.
- Students are to include a key to show the compass direction. They may also include a scale reference.



Activity: Orange Experiment

- Note: This activity will be completed during the 'Water Safety Watch & Learn' episode.
- Students complete a 'Predict, Observe, Explain' sheet while watching the video (see page 3 for worksheet).
- **Predict:** Pause the video when cued and provide students with some time to write and draw a prediction for what will happen in this experiment.
- **Observe:** Watch the remainder of the experiment and allow students to write and draw what they observed in the experiment. Students 'think, pair, share' with a classmate to discuss whether their prediction was correct.
- **Explain:** As a class, recall what was discussed in the video about what was happening in the experiment. Students will then write and draw an explanation about why one orange floats and the other sinks. Encourage students to make connections with their understandings about lifejackets.
- Students can then write further discoveries and wonderings (questions) they may have about the experiments or lifejackets.

What are you testing?

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Predict

What do you think will happen?
Why do you think that will happen?

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Observe

Record your observations.
What actually happened?

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Explain

Explain your results.
Why did this happen?

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