

# RIP CURRENT SAFETY

## Getting Help

Activity: 1

Level: 5 & 6

### Overview

There are many different hazards at the beach, rip currents being one of the most dangerous. It is important to always read the safety signs and consider your own ability to make a safe decision to swim or not. In the event of an emergency, there are a number of things that you can do to help others in trouble. During this lesson, students will learn what to do if they see someone in trouble in the water. They will apply what they have learnt over the past four lessons to make decisions about which beaches would be safest to swim at given the conditions on the day, considering their own knowledge and ability.

### Key Understandings

- Always swim between the red and yellow flags and never swim alone
- If you see someone in trouble in the water:
  - Stay calm, pause and make a plan
  - Tell the lifesavers or lifeguards (if they are on duty)
  - If there are no lifesavers or lifeguards:
    - Remember that your own safety comes first!
    - Call Triple Zero (give them accurate location details)
    - Look for someone who could help (e.g. a surfer, someone in a boat or on a jet ski or an adult)
    - Consider your own ability – if you can swim out to help, always take something that floats, i.e. a body board or surf board

### Resources

- Smartboard
- Students' *Current Thinking* reflections from Lesson 2 – *Spotting and Avoiding Rip Currents*
- Computer access for students

### Activity

#### ENGAGE

Give students back their *Current Thinking* sheets from Lesson 2 - *Spotting and Avoiding Rip Currents*. Ask them to complete the activity again with a different colour. As a whole group discuss:

- Did your thinking change? If so, how?
- What have you learnt?
- Next time you go to the beach, is there anything that you might do differently?

#### EXPLORE

As a whole group discuss:

- Have you ever witnessed or been involved in an emergency situation?  
*\*Please Note; This may be a sensitive topic for students. It may be confronting and could cause distress. It is important for teachers to be aware of potential discussions prior to the lesson.*
- Where did it happen?
- How did you feel?
- What did you do?

In pairs ask students to discuss what they could do to help if they saw someone in trouble in the water at the beach. Then come back together as a whole group and share some of their suggestions.

## EXPLAIN

Watch *Video 4 – Getting Help*

## ELABORATE

Together look at the [Beachsafe](#) website and search for a beach. This could be a nearby beach or a beach that students may have visited on holidays. Together, read through the important information, paying particular attention to:

- Whether it is patrolled or unpatrolled
- Hazard warnings
- Information symbols
- Current conditions and how these might change

Ask students to consider this information as well as their own ability and make a decision about whether they would swim at that beach today. Encourage them to justify their decision.

## EVALUATE

Students can now use the [Beachsafe](#) website to look for nearby beaches or beaches they have visited. They need to analyse the current conditions and safety information for each beach and make a decision about whether or not they would swim there today. They should also consider which conditions may change and what might they look for that can cause conditions to change, i.e. wind and temperature. They can then create a map that displays their choices using [MapMaker Interactive](#). They can add shapes, text and photos to their map. For each beach, students should include:

- A photo
- Their decision – Swim or Don't Swim
- Three pieces of information that support their decision

## Curriculum Links



Level 5		
DIGITAL TECHNOLOGIES	<u>Data and Information</u>	Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information ( <a href="#">VCDTDI028</a> )
HEALTH AND PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Plan and practise strategies to promote health, safety and wellbeing ( <a href="#">VCHPEP108</a> )
Level 6		
DIGITAL TECHNOLOGIES	<u>Data and Information</u>	Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information ( <a href="#">VCDTDI028</a> )
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## Sample Report Comments

{Name} has a good understanding of the common hazards at beaches, in particular the danger that rip currents pose to swimmers. {He/She} can consider the current conditions, hazard warnings and {his/her} own ability to make a safe decision about whether to swim.

## References

Surf Life Saving. *Beachsafe*, <https://beachsafe.org.au/> [viewed 9 June 2018]

National Geographic. *MapMaker Interactive*, <https://mapmaker.nationalgeographic.org/> [viewed 9 June 2018]