

RIP CURRENT SAFETY

Reading Safety Signs

Activity: 1

Level: 5 & 6

Overview

Safety signs at the beach give us important warnings about hazards, general information and local regulations. When we visit any beach, it is important to look for these signs, carefully read the information shown and take into consideration our own ability, in order to make the safest choice about going onto the beach. During this activity, students will view and interpret a range of symbols that might be found on signs at the beach. They will be asked to reflect on how each of these might affect their decision to go on to the beach and go swimming.

Key Understandings

- It is important to find, read and understand the warnings, information and regulations on safety signs before going on to the beach or into the water.
- Consider the hazards and your own ability to cope with the hazard if you encounter it.

Resources

- Smartboard
- Appendix A: *Sample Symbols* (to display on smartboard)
- Appendix B: *What's the Message* (One set of symbols and one sorting sheet per group)

Activity

ENGAGE

Get students thinking about their own visits to the beach by discussing:

- How often do you visit the beach?
- Who do you normally go with?
- How do you prepare for a trip to the beach?
- What do you do when you first arrive?

EXPLORE

Show students the *Sample Symbols* (Appendix A). Pose the question '*What messages do you think these symbols convey?*' Ask students to THINK (think first alone), PAIR (then discuss with a partner), SHARE (finally, share their thoughts with the group). Ask students to name some other symbols that can be found on signs in their community and draw some of these on the board. Ask them to reflect on how shapes and colours are used to convey these messages.

EXPLAIN

Watch *Video 1 – Reading Safety Signs* (www.lsv.com.au/vr)

ELABORATE

Group students in threes or fours. Give each group a set of symbols and a sorting sheet (Appendix B: *What's the Message*). They need to work together to identify what the message of each is and then sort them into the categories on the sorting sheet. Encourage students to consider their own swimming ability when making their decisions.

EVALUATE

Each group presents their finding to the whole class. Check responses against the answers sheet. Encourage students to challenge each other's responses and justify their own reasoning.

Curriculum Links



Level 5		
ENGLISH	<u>Speaking and Listening:</u> Interacting with others	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337)
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 (VCHPEP108)
Level 6		
ENGLISH	<u>Speaking and Listening:</u> Interacting with others	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)
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 (VCHPEP108)

Sample Report Comments

{Name} can now read and interpret a range of information and safety symbols found on signs at the beach. {He/She} can use this knowledge to make an informed decision about whether or not it is safe to go on to the beach or into the water.

When challenged to justify {his/her} opinion about whether a beach was safe, {Name} was able to clarify and elaborate on their point of view using information inferred from the safety signs and considering their own competency in the water.

Appendix A

Sample symbols

Look at these as a whole group and discuss what they might mean. Think about how colour and shape are used to convey the message.





WARNING: Swimming not advised



WARNING: Strong currents



INFORMATION: Lifejackets permitted

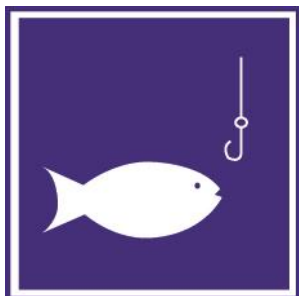
Appendix B

What's the Message?

Cut out the symbols. Discuss with your group what the message might be, then sort them using the sorting sheet.

SET 1		
		
		

SET 2



SET 3



SET 4



Sorting Sheet

Once you have worked out what each symbol means, discuss how this would affect your decision to go onto the beach or to swim. Sort the symbols below according to what you decide.

Don't go onto the beach & Don't Swim	Go onto the beach but Don't Swim	Go onto the beach & Swim

Answers



Fishing permitted



Boating permitted



Waterskiing permitted



Jetskis permitted



No glass allowed



No waterskiing



No jetskis



No boating



No diving



No fires



No swimming



No fishing



Deep hole



Submerged obstacles



Shallow water



Sharks



High surf



Strong currents



Limbs may fall



Swimming not advised



Unstable cliff



Submerged objects



Snakes



Unstable cliff edge