

# LIFESAVING VOLUNTEERS TO THE RESCUE

**Level:** 3 & 4

**Activity:** 1

## **Overview**

The world looks very different from above, so the pilot of the Westpac Lifesaver Rescue Helicopter uses GPS to navigate to the rescue site. During this activity, students will become familiar with the important features of maps and create a simple map of their school. They will use a grid reference system to give the location of a hidden object for a classmate to find.

## **Resources**

- Smartboard
- Appendix A: *What does your world look like from above?*

## **Activity**

### ENGAGE

As a whole class watch the [Treasure Hunt](#) video. Ask students to listen out for directional language and make a list of these words on the board after the video. Use the [Rainforest Map](#) activity as a whole class to practise using a grid reference system to describe locations. Ask students:

- How are the mountains represented?
- What types of aquatic environments can you see? How are they represented?
- What do you think the different shades of green represent?

### EXPLORE

Students now create their own maps of the school (use Appendix A: *What does your world look like from above?*)

### EXPLAIN

Ask students:

- What are the important features that help us read maps? (Look again at the [Rainforest Map](#))
- Does your map have a legend/title/north point? Have you included a grid reference system?
- What symbols have you used to represent the different locations within our school?

Students pair up and offer their partner three suggestions about how their map could be improved.

### ELABORATE

Students choose a location within the school to hide their 'treasure' (this could be a note or a small object). They need to pair up with another student and give their partner the grid reference of their hidden object. Each student can then hunt for their partner's 'treasure'!

### EVALUATE

Discuss with the class:

- Did you find the object?
- What helped/hindered your effort?
- When might you need to use a map in real life?
- Why do you think the pilot would use a GPS rather than a map to find the rescue location?

## Curriculum Links



Level 3		
MATHEMATICS	<u>Measurement and Geometry:</u> Location and transformation	Create and interpret simple grid maps to show position and pathways ( <a href="#">VCMMG143</a> )
GEOGRAPHY	<u>Geographical Concepts and Skills:</u> Data and information	Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point ( <a href="#">VCGGC075</a> )
		Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance ( <a href="#">VCGGC076</a> )
Level 4		
MATHEMATICS	<u>Measurement and Geometry:</u> Location and transformation	Use simple scales, legends and directions to interpret information contained in basic maps ( <a href="#">VCMMG172</a> )
GEOGRAPHY	<u>Geographical Concepts and Skills:</u> Data and information	Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point ( <a href="#">VCGGC075</a> )
		Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance ( <a href="#">VCGGC076</a> )

### Sample Report Comments

{Name} was able to visualise the layout of their school from above. {He/She} created a map of their school and included the appropriate features, such as a legend, title and north point.

{Name} can use a simple grid reference system to describe and find locations on a map.

### References

ABC Splash & Suitcase Murphy, 2014. *Treasure Hunt*. [online video] Available at: <http://education.abc.net.au/home#!/media/1566306/treasure-hunt> [Accessed 7 April 2018].

ABC Education, 2003. *Welcome to the Rainforest*, [http://education.abc.net.au/res/i/L350/li\\_001\\_gv\\_006/index.html](http://education.abc.net.au/res/i/L350/li_001_gv_006/index.html) [viewed 27 March 2018].



# LIFESAVING VOLUNTEERS TO THE RESCUE

**Level:** 3 & 4

**Activity:** 2

## **Overview**

We all have a responsibility with regards to our personal safety in and around the water. However, in the event of an accident or emergency, there are others that are trained to help us. Hayden is a volunteer lifesaver and rescue swimmer for the Westpac Lifesaver Rescue Helicopter Service. He is just one of the many people whose job it is to help protect us when we are in and around the water. Often these people volunteer their time for these important jobs! In this lesson, students will reflect on the importance of volunteers in their own school and local communities.

## **Resources**

- Smartboard
- Markers
- Butcher's paper
- Filming equipment

## **Activity**

### ENGAGE

As a class, look at [Volunteer Lifesavers](#) on the Life Saving Victoria website to find out about the volunteer lifesavers on Victorian beaches. Ask students which Victorian beaches they swim at most frequently (or beaches they would like to visit one day). Look in the 'Patrolled Locations' section on the website to see whether the lifesavers are volunteers.

### EXPLORE

Team challenge: Split the class into two groups and have them line up single file facing a whiteboard. Give the first student of each team a different coloured whiteboard marker. Pose the question 'What volunteers have you seen in the local community?' Give teams 2 minutes to discuss before beginning the challenge. Start a timer for 2 minutes. The first student of each team writes an example of a volunteer on the board and then hands the marker to the next student in their team. They may not repeat any suggestions from either their own or the other team. The team with the most examples at the end of two minutes wins!

### EXPLAIN

As a whole class discuss:

- Why do we need volunteers?
- What skills are needed to be a volunteer?
- What personal attributes do volunteers usually have?
- Who are the volunteers in our school community?

### ELABORATE

In pairs or small groups, students choose someone who volunteers at their school. They need to plan and film an interview with their chosen volunteer. The interview should contain at least 10 questions. They will be presenting this interview to another class at their school. Encourage them to consider their audience when planning their questions so that their interview is not just informative but also interesting!

### EVALUATE

Students present their video interviews to another class (to be negotiated with the teachers involved).

Note: If filming equipment is not available, the volunteer could be invited in to perform the interview live!

## Curriculum Links



Level 3		
ENGLISH	<u>Writing: Creating texts</u>	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose ( <a href="#">VCELY266</a> )
	<u>Speaking and Listening: Interacting with others</u>	Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume ( <a href="#">VCELY276</a> )
CIVICS AND CITIZENSHIP	<u>Citizenship, Diversity and Identity</u>	Investigate why and how people participate within communities and cultural and social groups ( <a href="#">VCCCC006</a> )
Level 4		
ENGLISH	<u>Writing: Creating texts</u>	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ( <a href="#">VCELY299</a> )
	<u>Speaking and Listening: Interacting with others</u>	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements ( <a href="#">VCELY308</a> )
CIVICS AND CITIZENSHIP	<u>Citizenship, Diversity and Identity</u>	Investigate why and how people participate within communities and cultural and social groups ( <a href="#">VCCCC006</a> )

### Sample Report Comments

{Name} can explain the important role of volunteers in the local and school communities as well as the personal attributes that are often characteristic of these people.

{Name} considered both the audience and purpose in order to plan and conduct an interesting and informative interview of a volunteer at their school.

{Name}'s interview was logical and sequential. {He/She} spoke clearly and confidently, using appropriate expression and intonation.

### References

Life Saving Victoria. *Volunteer Lifesavers*, [https://lsv.com.au/life\\_saving\\_services/volunteer-lifesavers/](https://lsv.com.au/life_saving_services/volunteer-lifesavers/) [viewed 27 March 2018]

# LIFESAVING VOLUNTEERS TO THE RESCUE

**Level:** 3 & 4

**Activity:** 3

## **Overview**

There are lots of different ways to communicate. During the expedition we saw Hayden using hand signals to communicate with the dispatcher. During this lesson, students will reflect on the different forms of communication that they use. They will experiment with using hand signals and gestures to effectively convey a message.

## **Activity**

### ENGAGE

Get students attention by clapping. Without talking, use hand signals and gestures to instruct them to stop what they are doing, move to the floor, sit down and listen. Ask them:

- How did I just communicate with you?
- Was it the most effective form of communication I could have chosen? Why/why not?
- Can you think of a time when talking might not be an appropriate or effective way to communicate?

Brainstorm on the board different modes of communication and ask students to come up and circle the forms of communication they use most often.

### EXPLORE

Ask students to think about what messages Hayden might have needed to convey to the dispatcher during the rescue. Ask them to suggest some hand signals that he could have used to give these messages. In small groups, students discuss which types of communication might be most useful to signal for help if you got into trouble in the water or if you saw someone else in trouble. Students then role play this scenario in their groups.

### EXPLAIN

Ask a few groups to perform their role-plays for the class and discuss the communication that was used and whether it was effective.

### ELABORATE

Students write a brief message (one or two sentences) and work out a way to communicate this using only body language, gestures and hand signals.

### EVALUATE

Ask students to pair up and share their message. They will know they have been successful if their partner can work out their message! Swap partners and repeat.

## Curriculum Links



Level 3		
HEALTH AND PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ( <a href="#">VCHPEP090</a> )
Level 4		
HEALTH AND PHYSICAL EDUCATION	<u>Personal, Social and Community Health:</u> Being healthy, safe and active	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ( <a href="#">VCHPEP090</a> )

## Sample Report Comments

{Name} understands that there are different ways to communicate. {He/She} has experimented with different forms of communication and can use non-verbal strategies to effectively convey a message.

{Name} identified and rehearsed different ways to signal for help in an emergency situation.

# LIFESAVING VOLUNTEERS TO THE RESCUE

**Level:** 3 & 4

**Activity:** 4

## **Overview**

In an emergency situation, like those that the Westpac Lifesaver Rescue Helicopter attends, it is important for emergency services to arrive at the location as quickly as possible. GPS is usually used to find the fastest and most direct route. Using cardinal directions is another effective way to describe and find a location. During this lesson, students will familiarise themselves with the compass rose and use a large-scale map to experiment with giving and following directions.

## **Resources**

You will need:

- A large, open space – use chalk to draw a copy of the *Town Map* (see appendix A) on the ground.

## **Activity**

### ENGAGE

Gather around the chalk copy of the *Town Map* that has been drawn on the ground. Get students thinking by asking:

- Look at the compass. Which arrow points north-west?
- Find the school. What are its coordinates? (i.e. C3)
- If I travelled directly north of the school what would I find? How many steps would it take me to get there? What are my coordinates now?
- Stand at H5. Where are you? Move three steps south-east. Where are you now? What are your coordinates?
- If I start at the fire station, in which direction must I travel to get to the hospital?

Note: Ask individual students to stand 'in the map' and move around to answer the questions.

### EXPLORE

Ask students to plan a route from a location of their choice to another location. They should write their instructions out step by step. For example:

1. *Start at the school*
2. *Move 3 steps north*
3. *Move 1 step east*
4. *Move 3 steps north-east*
5. *Move one step east*

Once they have written their instructions, they can swap with a partner. Students should check each other's directions by going 'into the map'.

### EXPLAIN

As a whole class discuss:

- What did you need to think about?
- What was challenging/easy?
- If you had to give some advice to someone else completing this activity, what would it be?



### ELABORATE

Ask students to locate the pool and each of the emergency services (fire, police, ambulance/hospital) and to give the coordinates of each. Ask them to describe the general direction from the pool to each of these services. Students now need to work with their partner to find the shortest possible route for each of the emergency services to reach the pool. Find out who had the shortest route for each one. Ask these pairs to come 'into the map' and model their directions.

### EVALUATE

Discuss as a group:

- What is the closest aquatic environment to our school? Which is closest to your home?
- Where are the emergency services located in our town?
- If there was an emergency, how would you call for help?
- How long do you think it would take for help to arrive?
- What would these emergency services need to consider when planning their route to an emergency?

Level 3		
MATHEMATICS	<u>Measurement and Geometry:</u> Location and transformation	Create and interpret simple grid maps to show position and pathways ( <a href="#">VCMMG143</a> )
GEOGRAPHY	<u>Geographical Concepts and Skills:</u> Data and information	Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point ( <a href="#">VCGGC075</a> )
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**Sample Report Comments**

{Name} has a good understanding of compass directions. {He/She} can give and follow clear, sequential instructions and use cardinal directions to find and describe locations on a simple map.

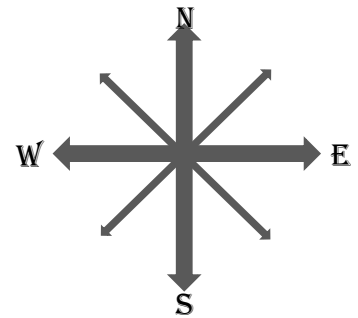
{Name} can use a simple grid reference system to describe and find locations on a map.

{Name} can describe the location of some aquatic environments in the local community.

## Appendix A

### Town Map

Use chalk to draw this map on the ground. It should be large enough that a student can stand inside the squares. Make sure you include the compass!



J					café 1					
I	park 1		pool				theatre			
H			café 2		park 2					
G						shop 1				
F		police station				town hall				
E					library		shop 2	hospital		
D										
C			school	park 3			park 4			
B			shop 3			fire station				
A						café 3	museum			
	1	2	3	4	5	6	7	8	9	10