FACING THE FACTS

Life Saving Victoria (LSV) is a not-for-profit organisation created as an initiative of Surf Life Saving Victoria and Royal Life Saving Society Victoria, with a mission to prevent aquatic related death and injury across all aquatic environments. Our vision is that Victorians will enjoy beaches, inland waterways and pools safely, after learning water safety, swimming and resuscitation; and that communities will be provided with safe aquatic environments through the provision of innovative, quality services and programs.

Drowning is a leading cause of death of children aged 5-14 years. In the period 2006-2011 there was a 68% increase in the 5 year average drowning rate in children aged 5-14 years compared to the 2001-2006 average (0.514 vs. 0.306 respectively). Furthermore, 14 of the drowning incidents in 5-14 year olds from 2000-2012 occurred in inland waterways. The most common activities children 5-14 years were involved in immediately prior to drowning were walking or playing near water, swimming, paddling or wading. Inland waterways, particularly rivers, have been identified as high risk locations where drowning continues to occur and urgent work is required to prevent the average increase.

Two key issues that contribute to drowning incidents in 5-14 year olds include; the lack of understanding of water safety and knowledge of the risks associated with being in and around water; and a lack of swimming ability. The 2013/2014 Victorian Drowning Report highlights that the majority of drowning deaths occurred in inland waterways (22, 47%). This represents a 62% increase in drowning deaths in inland waterways compared with the average over the previous decade. This demonstrates the need for strong water safety education programs.

OVERVIEW

LSV’s Sink or Swim program was developed in direct response to the issue of drowning incidents in 5-14 year olds and the need for inland waterway safety education. The program aims to enhance the student’s knowledge and understanding of a range of aquatic environments.

PROGRAM BENEFITS

This comprehensive water safety program:

- Empowers and supports teachers to deliver water safety education
- Can be accessed anytime, anywhere, by anyone
- Designed by teachers and water safety experts for teachers
- Content is relevant, aligned to the current Victorian curriculum and takes a positive, strengths-based approach
- Enhances the student’s knowledge and understanding of aquatic environment and promotes key water safety messages
- Aims to improve the student’s capacity to consider safer choices in aquatic environments, thereby preventing dangerous situations, accidents and drownings
- Access to engaging cross-curricular lesson plans, reporting comments and stimulus material
- Delivery options are flexible and accommodate a diverse range of students through a variety of learning styles and scaffolded lessons
- Opportunity to authenticate student’s learning by having a classroom visit from a LSV lifesaver
STAY AFLOAT
Teacher Support Guide

STEPS TO USE

1. Go to www.lsv-from-anywhere.com.au/education and register your details to access the free resource portal
2. Download the lesson plans and collect any additional resources required for the lesson including the Victorian Water Safety Guide Z-Card and Play it Safe by the Water videos located in ‘Water Safety - Resources’
3. Deliver the lesson plan as a one off lesson OR a complete unit of work
4. Organise a visit to your classroom from a LSV lifesaver

DELIVERY OPTIONS

The program and lesson plans:
- Can be delivered as part of your school’s general water safety campaign
- Can be delivered as a stand-alone lesson or taught sequentially
- Is suited to Integrated Studies and Inquiry Units
- Can be taught at discrete year levels, through cross-age tutoring or as a whole school activity
- Can be incorporated into school assemblies, tutorials, pastoral care, vertical home groups or house groups
- Can be launched or informed by an excursion and/or incursion from a local expert such as a LSV lifesaver or a local park ranger

EXAMPLE REPORTING COMMENTS

The following reporting comments may be used once students complete the unit of work:

Achievements:
- [Students name] is beginning to investigate different aquatic environments and the idea that people need to be prepared for these conditions.
- [Students name] explored the concept that daily and seasonal changes in the environment, including the weather, affect visits to aquatic environments.
- [Students name] is able to identify safe practices in the home and local aquatic environments and make good choices that will keep [himself/herself], [his/her] family and [his/her] community safe.
- [Students name] can identify people in [his/her] community who can help in a range of situations, such as lifesavers and adults, and can demonstrate basic strategies for seeking help.

Areas for Improvement:
- [Students name] is encouraged to use the water safety skills and knowledge developed and share this with a family member of friend.

PROJECT TEAM

- Michelle Royal Hebblewhite - Curriculum Consultant; Teacher and Writer
- Kate Simpson - Life Saving Victoria
- Melissa Laird - Life Saving Victoria
OVERVIEW

This document provides an overview of each lesson and the key understandings students should obtain.

FOUNDATION

Lesson 1- Water Drums
- Properties of water; How you use it and where you can find it; River dangers

Lesson 2- The Ripple Effect
- What is known about water; Student’s relationship with water; Water in the backyard

Lesson 3- Swim Between The Flags
- Beach preparation; Safety and knowledge; Role of lifesavers; Features of a beach

YEARS 1-2

Lesson 1- Ned Kelly’s River
- Aquatic Environments can change; Rescue techniques; Comparing different aquatic environments

Lesson 2- A River in the Classroom
- Currents and safety; Clothing in water; Idea of flooding and overflowing; River features

Lesson 3- Where’s the Sign? Flags this way
- Beach preparation; Beach signage; Safety and knowledge; Role of lifesavers; Features of a beach; What a patrolled beach looks like

YEARS 3-4

Lesson 1- Ned Kelly’s River
- Aquatic Environments can change; Rescue techniques; Comparing different aquatic environments

Lesson 2- Farmyard Fix and Backyard Blitz
- Rural property safety (water tanks, dams, drains, outdoor toilets etc.); Identifying different inland waterways; Visiting rivers safely

Lesson 3- Rainbow River
- River currents, Inland waterways; Attempting a rescue without getting into the water; Connection between The Rainbow Serpent and water

Lesson 4- Rock Pool Ramble
- Identity the role of lifesavers; Patrolled and unpatrolled beaches; Rip current and rock pool safety
YEARS 5-6

Lesson 1- Ned Kelly’s Green Sash
- Non-swimming and swimming rescue techniques; Approaching unfamiliar water; Possible dangers and hazards of rivers

Lesson 2- To the Rescue
- Properties and the difference between lakes, dams and rivers; Rescue items

Lesson 3- The River of Life
- Connection between the human body and rivers; Conditions and environments change

Lesson 4- The Swagman’s Billabong
- Signage in aquatic environments; What is a billabong and how it is different; Understanding of the key water safety messages

Lesson 5- The Beach – What are the Dangers?
- Rip currents; Beach dangers; Calling for help

YEARS 7-10

Lesson 1- Don’t Drink and Drown
- Effect of alcohol when in and around water; Statistical evidence of alcohol related drowning

Lesson 2- Lifejackets Save Lives
- Strategies to avoid high risk situations; Understanding and legal requirements for lifejackets; Types of Lifejackets

Lesson 3- Flood Safety
- Flood and storm water drain safety; Pollution in our waterways

Lesson 4- Inland Waterways – What are the Statistics?
- Inland waterway hazards and dangers; Rescue techniques

Lesson 5- The Beach and Rip Currents
- Beach environment; Patrolled and unpatrolled beaches; Beach information and recommendations; Rip current and black spot safety
OVERVIEW

This lesson plan has been designed to teach students about the properties of water and dangers of rivers through The Baka Tribes-People. Students will learn that rivers are important to people all over the world including The Baka people and to take care around rivers as they can be dangerous. It is important that students NEVER SWIM ALONE and know to always ask an adult if it’s safe to swim and to make sure an adult is always watching them.

WHAT YOU WILL NEED

- Sealed plastic drink bottles ½ filled with water (One per student)
- Three or more stemmed wine glasses
- Metal spoon, fork or plastic / wooden chopstick
- Large jug filled with water
- Drawing materials
- Computer/projector to play music & video links
- Search ‘African Water Drumming Traditional’ - www.youtube.com

LESSON TOPICS

1. Describing Water Properties
2. Playing with Water
3. Never Swim Alone
4. Highs and Lows

CURRICULUM CONNECTIONS

**Health and Physical Education**

**Physical, Social and Community Health**

- **Being healthy, safe and active**
  - Identify people and demonstrate protective behaviors that help keep themselves safe and healthy (VCHPEP059)

**Contributing to healthy and active communities**

- Identify actions that promote health, safety and wellbeing (VCHPEP062)

**The Arts** - Music

**Music Practices**

- Sing and play instruments to improvise, compose and practice a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (VCAMUM022)

**Respond and Interpret**

- Respond to music, communicating their preferences and discussing where and why people make and perform music (VCAMUR024)

DESCRIPTING WATER PROPERTIES
5 MINUTES

Activity

1. Ask students the following questions:
   - What is water?
   - Where can we find water?
   - When do we hear water?
   - How does it sound; look; feel; smell; taste?
   - Can water move or be moved?

2. Students respond with words; vocal or percussive sounds, and gesture.

Differentiation

For assessment purposes, teachers can scribe students' oral explanations or use a tablet/mobile device to record them. Teachers can plot the continuum of students' comprehension.

PLAYING WITH WATER
20 MINUTES

Content Information

The Baka Tribes-People visit the Congo Basin of the Central African Republic to bathe and wash clothes. They often sing as they wash and use the surface of a river to create music; they drum rhythms on the water with their cupped hands; together, they play like an orchestra or band with each person playing a different rhythmic pattern.

Activity

1. Play audio/video: Liquindi - Baka women water drumming; and water drums by Baka, Pygmies.

2. Distribute sealed plastic drink bottles ½ filled with water. Ask students to shake their bottles to get the water to move in different ways. The way objects move depend on a variety of factors. What do they observe?

3. Replay the music as students shake and splash in accompaniment, expressing the rhythm through their bodies. Ask students to describe how they feel after shaking their bottles and playing along with the water drums.

4. Whole class activity: Students form a circle and shake bottles together.

Differentiation

In two, three, four, or five groups, students can be conducted like an orchestra. Each group is signaled to take their turn to shake their bottles.

NEVER SWIM ALONE
20 MINUTES

Content Information

Rivers have dangers – tree stumps and branches we cannot see; strong fast flowing water; slippery rocks; slippery mud; Always Look Before You Leap and ask an adult to test depth and safety first. If it is okay to paddle, enter the water with an adult; stepping in; feet first; slowly.
Activity

1. Play video: African water drumming, traditional – Interpretation

2. Ask students the following questions:
   - What did you notice about the Baka people in the water? (They were never in the water alone)
   - Why is it good to go to the river with other people – adults and grown-ups?
   - What dangers might we find around rivers?
   - Who in your family could watch you near water?
   - How would we know if it was safe for us to go into the water?

3. What safe water looks like? Students create a drawing that shows them doing an activity in or near the river. Students must ensure a grown-up are watching them. They can assess how difficult they think it will be to draw this and reflect on the experience after drawing (metacognition).

Differentiation

Mural: Drawings can all be made on one length of butcher’s paper. A river can be drawn along the paper and children can sit on either side of the river to do their drawings.

HIGHS AND LOWS

15 MINUTES

Activity

1. Predicting what might happen: Add more water to the student’s bottle and ask them to predict whether the sound will be higher or lower. Tap to find out. Continue to remove or add more water and tap.

2. Using three wine glasses fill each with different levels of water. Each student is invited to play a little tune to accompany Never Swim Alone.

Differentiation

Water can also be used to wet the rim of the glass to create a hum or ringing sound.

REPORTING COMMENTS

The student has used language to describe water properties, thereby linking oral language to their understanding

The student has attempted to replicate the rhythms and sound patterns of the Baka river community.

The student has described what they have observed about the movement of the water inside the bottle.

The student has identified people in their family who can help them to stay safe.

The student has made predictions and tested them.

The student has created their own music for a given purpose.
OVERVIEW

This lesson plan has been designed to find out what the students’ relationship with water is and their understanding of different aquatic environments. Students will explore water in their home and the local area and understand that water has a variety of different uses. It is important that students understand to CHECK IT’S OK TO SWIM and to LEARN THE CONDITIONS.

WHAT YOU WILL NEED

- One large glass tank/fish bowl; or a clear plastic tub with water
- A variety of utensils including a ladle, measuring jug, whisk, straw
- Drawing materials
- Student to bring a picture of them with a friend/family member near or in any type of water (alternatively students could draw or find a picture)
- Recommended reading:

  *King Bidgood’s in the Bathtub*
  Author- Audrey Wood, Illustrator- Don Wood
  ISBN-13- 9780152054359
  Publisher- Houghton Mifflin Harcourt

LESSON TOPICS

1. What can we do with water?
2. My relationship with water
3. Backyard blitz

CURRICULUM CONNECTION

<table>
<thead>
<tr>
<th>Health and Physical Education*</th>
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<tbody>
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<tr>
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<td>✓ Identify people and demonstrate protective behaviors that help keep themselves safe and healthy (VCHPEP059)</td>
</tr>
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<td>✓ Identify actions that promote health, safety and wellbeing (VCHPEP062)</td>
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<tr>
<td><strong>Speaking and Listening - Literacy</strong></td>
</tr>
<tr>
<td><strong>Interacting with others</strong></td>
</tr>
<tr>
<td>✓ Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)</td>
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</table>

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<thead>
<tr>
<th>Science*</th>
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<tbody>
<tr>
<td><strong>Science Understanding</strong></td>
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<tr>
<td><strong>Biological Sciences</strong></td>
</tr>
<tr>
<td>✓ Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)</td>
</tr>
</tbody>
</table>

WHAT CAN WE DO WITH WATER?
20 MINUTES

Activity

1. Read a story to the students’ which has water in the book (recommended reading: *King Bidgood’s in the Bathtub*). During the story, ask the following questions:
   - What is water?
   - Where can we find water?
   - Do we need water? Who needs water?
   - Why do we need water?
   - What do we use it for?
   - What can we do with water?

2. Using the tub with water and utensils, demonstrate what we can do with water using the verbs listed below:
   - Find; Carry; Pour; Stir; Splash; Wet; Whip; Whisk; Blend; Spread; Tip; Tilt; Absorb; Mop; Slip; Blow; Shake; Push; Scull; Pull; Cup; Flick; Trail.

Differentiation

You may like to have the students come up and demonstrate each verb or brainstorm your own words using a mind map.

MY RELATIONSHIP WITH WATER
25 MINUTES

Activity

1. Show and Tell: Students share information about the picture they brought to class by describing — *Who; What; Where; When; Why; and Who again*. By identifying the last ‘Who’, students are reminded that they were not in or near water alone.

2. Class discussion: Where can we find water at our school, in the town, or on a family holiday? When have you got cold and shivery in the water? What did you do?

3. Water Walk: Take students for a walk around the school grounds and ask them to remember when they saw water. When you return to the classroom, write the list on the board and have students brainstorm three rules for their school when playing near water.

Differentiation

The lesson can be extended by asking students to bring in two photographs of the same aquatic environment taken two or more years apart. They can spot the differences.

For assessment purposes, student responses can be recorded on a tablet or mobile device.
BACKYARD BLITZ
15 MINUTES

Content Information

- Make sure there is a grown up present whenever you are in or near water and that they can supervise you with full attention.
- Keep all containers empty and stored and out of reach of children when not in use i.e. empty mop bucket and paddling pool and store away.
- Keep a lid on all outdoor containers to prevent them from collecting rainwater; keep animal water bowls away from play areas; cover drains; fill in large puddles in the driveway.
- Keep lids shut on toilets and washing machines when not in use – even if the washing machine is empty or the toilet door is closed.
- Keep pool fences and gates closed at all times. Do not leave toys floating on the pool as these attract young children who cannot swim; never leave things that small children can climb on beside the pool fence.
- Water and electricity do not mix. Do not hold an electrical item with wet hands or near water.

Activity

1. Right or Wrong? It is important to make our backyard a safe place. What type of water is in your backyard? Discuss what can be done to keep you safe near water in the backyard.

2. Students make a poster with two circles or two halves that show the Wrong thing to do and the Right thing or the Safe and the Not Safe.

For example: A child in a pool alone and a child in a pool with the parent; or a toilet with the lid open and a toilet with the lid shut.

Differentiation

After the activity, these pictures can be grouped and displayed in the classroom. Pictures might be first divided into: Water around the home; Water away from the home. They might then be divided into other categories such as drinking and washing water; water for recreation, water in our township and water in another region.

Copy the key understandings onto a blank piece of paper. Have students decorate by including drawings and take home to their parents to put on the fridge.

REPORTING COMMENTS

The student has used language to describe water properties, thereby linking oral language to their understanding.

The student has participated in class discussion about water-based experiences.

The student has identified and described an activity in an aquatic environment or near a source of water.

The student has identified safety considerations and has contributed to class discussion.

The student has demonstrated understandings of water safety messages and strategies.
OVERVIEW

This lesson plan has been designed to teach your students how they can BE AWARE and BE PREPARED for the beach. Students will learn how to identify a lifesaver and their role along with the features of a beach. It is important for students’ to know to ALWAYS SWIM BETWEEN THE FLAGS making the connection that it is the safest place to swim and what they can do if they get in to trouble in the water. They will also compare a variety of aquatic environments and understand that different environments have different conditions.

WHAT YOU WILL NEED

- Victorian Water Safety Guide Z-Card
- Drawing paper and pencils
- Sticky notes
- Beach patrol and lifesaver images - Refer to Appendix 1
- Template of a Y-Chart

LESSON TOPICS

1. Beach Preparation
2. Always Swim Between the Flags
3. Different Environments - Different Conditions
3. Picture Perfect

CURRICULUM CONNECTION

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<tr>
<td>Earth and space sciences</td>
</tr>
<tr>
<td>✓ Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (VCSSU046)</td>
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</table>

BEACH PREPARATION
20 MINUTES

Content Information

People need to BE AWARE and BE PREPARED for a visit to the beach.

Picture information: A patrolled beach is set up with: Two red and yellow flags, rescue equipment, and lifesavers on patrol. Lifesavers wear a yellow shirt and red shorts and guard the beach to protect swimmers from danger. Always Swim Between the Flags.

Activity

1. Students are to complete a Y-Chart of what they know a beach to look like, feel like and sound like.

2. Once complete, ask the students the following questions:
   - What can you tell us about the beach?
   - When did you go and who took you?
   - What was the weather like?
   - Do you think it may be different if the weather changed?

3. Using the beach patrol and lifesaver images from Appendix 1, students are shown pictures of a patrolled beach, the flags, lifesavers and lifesavers using rescue equipment and are to answer the following questions:
   - What do we need to take to the beach and why?
   - Who are these people and how are they dressed?
   - What are they doing on the beach?
   - Why do you think lifesavers put two red and yellow flags on the beach?

Differentiation

Have students bring in one item that they would take to the beach. Ask students to share this item and then discuss if there is anything missing.

DIFFERENT ENVIRONMENTS - DIFFERENT CONDITIONS
10 MINUTES

Activity

1. Ask the students whether or not the beach is different or the same as other aquatic environments they have visited – such as the river, lake, dam or swimming pool?

2. As a class, draw a table on the whiteboard which is divided and with these headings (beach, river, lake, dam, and swimming pool). Have students list the features of each and discuss. The teacher can write student responses onto sticky notes so that students can stick them onto the table.

Differentiation

Students can find images of different aquatic environments and compare by circling the things that are the same.
ALWAYS SWIM BETWEEN THE FLAGS
20 MINUTES

Content Information

If a swimmer is in trouble in the water and requires help, the swimmer is encouraged to attract attention by staying calm, raising and/or waving an arm and or/both arms, float and yell the word help.

Lifesavers always take rescue equipment with them, like the rescue tube, so that they can reach out with the tube to help the swimmer float without the swimmer needing to hold onto the lifesaver. The lifesaver always tells the swimmer not to panic. They ask the swimmer to stay calm and float. If the swimmer is not too tired, the lifesaver might even ask the swimmer to help by doing a swim-kick back to shore.

Activity

1. Build a beach: Students look at beach images from Appendix 1 and work together to collaboratively design, plan, map, and construct a beach in the classroom, using equipment, props and costumes i.e. flags, lifesavers, rescue boards.

2. Role Play: Once the beach has been built, give all students a role to play at the beach i.e. Lifesaver, family, bird etc. Select one student who will require help from a lifesaver when the word “Freeze” is called out. Encourage students to begin to play their role and call out “Freeze” when you like. The lifesaver will take a rescue tube out to the swimmer who needs help and bring the swimmer out of the water.

3. At the conclusion of the role play, check to see what the students’ learnt by asking the following questions:
   - Question 1: If you get into trouble in the water, how do you attract attention?
   - Question 2: Where should you swim at the beach?
   - Question 3: What colour are the flags you swim between at the beach?

Differentiation

They can build a beach in an afternoon by filling a clam shell with sand and surrounding it with thongs, a towel, hat, sunglasses, sunscreen, bucket and spade etc. A plastic inflatable swimming pool can be filled with foam ‘bricks’. Where time permits, they can also build a beach over several days by creating artworks and decorating the beach with shells and colourful materials. Lego figures or Barbie and Ken dolls can also go swimming between the flags. They can be dressed up as lifesavers too.

PICTURE PERFECT
10 MINUTES

Content Information

The picture should ensure the family is positioned between the flags, identified protection, weather and basic needs at a beach (sunscreen, hat, food, water etc.).

Activity

1. Family picture: Students are asked to draw a picture of their family at the beach. Even if they have never visited a beach before, they will use imagination and draw upon understandings gained from visual stimulus and discussions.
Differentiation

The teacher may like to annotate the student’s verbal description of their drawing and assemble student’s works and beach safety words (lifesavers, flags, swim, help, calm etc.) to create a Wonder Wall – perhaps placing all of the drawings between the red and yellow flags.

REPORTING COMMENTS

The student has learnt to identify lifesavers and has begun to understand their role at beaches and in the community.

The student has discussed how the environment affects them and has related this to the need for water and protection at the beach.

The student has demonstrated the ability to compare different water environments.

By participating in play and role-play, the student has explored key safety messages and practiced basic strategies for seeking help.

The student has worked with others in the class to design, plan, map, and construct a beach using diverse stimuli.

The student has used drawing and verbal explanation to share ideas and understandings about an enjoyable and safe outing to the beach.
Appendix 1

Beach Patrol Images

Where should you always swim at the beach?

If we can't see you, we can't save you.
APPENDIX

APPENDIX 1
Beach Patrol Images
APPENDIX 1
Beach Patrol Images

Version 2.0 July 2015 © Life Saving Victoria
OVERVIEW

This lesson plan has been designed to teach students about rivers and creeks through the story 'Ned Kelly's Green Sash'. It looks at how CONDITIONS CHANGE and the impact flooding can have on these changing conditions. Students will learn the importance of self-preservation and that there are safer ways to help rescue a person in trouble. It reminds students to NEVER WALK, SWIM, PLAY or DRIVE in FLOOD WATER.

WHAT YOU WILL NEED

- Colour image of Ned Kelly’s green sash - Refer to Appendix 1
- Black and white outline of Ned Kelly’s sash - Refer to Appendix 2
- Most recent Victorian Drowning Report (Available on Edu from Anywhere)
- A copy of Ned Kelly and the Green Sash

_Ned Kelly and the Green Sash_
Text © 2010 Mark Greenwood
Illustrations © 2010 Frané Lessac
Publisher - Walker Books Australia
ISBN- 9781921150876
Available for purchase from Harper Collins orders@harpercollins.com.au

LESSON TOPICS

1. KWHL – Prior Knowledge
2. Wondering Minds
3. The Green Scarf

CURRICULUM CONNECTION

**Health and Physical Education***

**Physical, Social and Community Health**

- **Being healthy, safe and active**
  - Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)

- **Contributing to healthy and active communities**
  - Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)

**English***

**Reading and Viewing - Literature**

- **Examining Literature**
  - Level 2 - Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (VCELT219)

**History***

**Historical Knowledge**

- **Community Histories**
  - The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (VCHHK063)

**YEARS 1 & 2**

**LESSON PLAN ONE**

**Ned Kelly’s River**

---

**KWHL**

15 MINUTES

**Content Information**

When Ned Kelly was about eleven years old, he rescued a seven year old boy from a flooded creek. Ned was rewarded by the boy’s family with the gift of a green sash. This sash was valued by Ned, as a bright symbol of courage, for the rest of his life. There is implicit and explicit meaning in Ned’s story that provides stimulus for discussion and learning about safety strategies, such as keeping safe near inland waterways and the different ways someone can help a person who has fallen into a creek or river. The rescue in Hughes Creek took place in the mid-1860s.

**Activity**

1. Prior Knowledge: Students to create four columns for a KWHL chart in their workbook and fill in the following using pictures or words –

   - ‘K’ what do I **KNOW** about creeks and rivers?
   - ‘W’ what do I **WANT** to know about creeks and rivers?
   - ‘H’ **HOW** can I find out about what I (we) want to know and learn?
   - The ‘L’ **LEARN** column will be filled out later in the lesson.

2. Read and show illustrations from *Ned Kelly and the Green Sash*. Briefly compare and contrast life today with life back then: Food; houses; clothes; schooling; and language.

3. Return to the KWHL: What did I **LEARN** about creeks and rivers from this part of the story?

**Differentiation**

Have students create an alternative ending to the story.

---

**WONDERING MINDS**

15 MINUTES

**Activity**

1. Read aloud the following questions for students to think about and have them select one question to respond to in their books:

   - Do you think the creek would be flowing more quickly in summer or winter?
   - At the time of the story, why do you think the creek was flowing strongly and so fast?
   - What other choices could Richard have made?
   - In the picture, Ned is calling out to Richard. What do you think he could be saying?
   - What could have happened to Richard Shelton if Ned Kelly had not been passing along the creek when Richard fell in?
   - Do you think there is a safety message in *Ned Kelly and the Green Sash*? What would that safety message be?
   - If there were lots of branches and fast-flowing water, do you think that Richard made a good choice to climb the tree in the first place? Why?

**Differentiation**

Have the students create their own question to ask the class or a class mate. Collate all the questions.
THE GREEN SCARF
30 MINUTES

Activity

1. Visualisation: Refer to the colour image of the green scarf in Appendix 1 and ask students if they think Ned Kelly’s green sash has any similarities to a river. If students do not see any similarity, ask them if they can see an elbow or a bend, like the one in the story of Ned Kelly and the Green sash.

2. Scarf outline: Using the black and white outline of the sash in Appendix 2, have students turn the outline of Ned Kelly’s sash into a picture of Hughes Creek on the day of the rescue. Students can draw, paint or paste in the outline.

Differentiation

Join all of the outlined images of the scarf and place around the walls of the classroom.

REPORTING COMMENTS

The student has identified things they have learnt about creeks and rivers from the story - the physical features and the dangers and hazards.

Through discussion and activities, the student has identified basic safety skills and strategies in the community and has described methods for recognising and avoiding harmful situations in waterways such as creeks and rivers.

The student has applied thinking strategies to organise information.

Students showed and describe their sash pictures to each other and they contributed opinions to class conversation about their own and others’ artworks.
APPENDIX 1
Ned Kelly’s Green Sash

Outline of Ned Kelly’s Green Sash
OVERVIEW

This lesson plan has been designed to give students a better understanding of water and how they can ensure they stay safe, including **WEARING A LIFEJACKET**. They will be able to describe a river and its features and identify that the water may not be clear and to always **LOOK BEFORE YOU LEAP**. Students will also learn to always go swimming with a friend and to **NEVER SWIM ALONE**.

WHAT YOU WILL NEED

- One large glass tank/fish tank or a large clear plastic tub
- Beakers or glass containers that will fit 3-6 objects
- Any objects that are heavy enough to sink (3-6 per beaker)
- Household plastic bucket and a pair of jeans or windcheater
- Scales, sticks, stones, small rocks, soil/mud

**Recommended reading:**

- *Mr Archimedes Bath*
  Author: Pamela Allen
  Publisher: Harper Collins Publishers PTY Ltd

- *Who Sank the Boat?*
  Author: Pamela Allen
  Publisher: Penguin Australia

LESSON TOPICS

1. Bath Time
2. Water – Clear or Not?
3. A River in the Classroom

CURRICULUM CONNECTION

**Health and Physical Education***

- **Physical, Social and Community Health**
  - **Being healthy, safe and active**
    - Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)

- **Contributing to healthy and active communities**
  - Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)

**Mathematics***

- **Statistics and Probability**
  - **Chance**
    - Level 1 - Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’ (VCMSP100)
    - Level 2 – Identify practical activities and everyday events that involve chance. Describe outcomes as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’ (VCMSP125)
Science*

<table>
<thead>
<tr>
<th>Science Understanding</th>
<th>Earth and Space Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (VCSSU046)</td>
<td></td>
</tr>
<tr>
<td>✓ Earth’s resources are used in a variety of ways (VCSSU047)</td>
<td></td>
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</tbody>
</table>


**BATH TIME**
25 MINUTES

**Content Information**

Lifejackets are the most important piece of safety equipment on any recreational vessel. By definition, a lifejacket covers all types as long as it is within the standards.

For more information on lifejackets and the law, please visit the following websites:


**Activity**

1. Overflowing Beaker: You will need the heavy objects and beakers filled with water for this next activity.

   Recommended reading: *Mr Archimedes Bath*

   Predict: Have students predict what they think will happen when a beaker filled with water has heavy objects placed inside

   Observe: Students then observe what happens when you fill the beakers with water and place different objects in

   Explain: Students explain what they observed and why they think it happened.

2. Do our clothes get any heavier in water? You will need the items of clothing, the scales and the large glass tank or large plastic tub filled with water for this next activity.

   Recommended reading: *Who Sank the Boat?*

   Students feel items of clothing to get a sense of their weight. Weigh items on a set of scales and record data in a table.

   Predict: Have students predict what they think will happen when the items of clothing go in the water

   Observe: Submerge clothes in the water and repeat weighing

   Explain: Students explain what they observed and why they think it happened. Discuss the importance of Lifejackets.
DIFFERENTIATION

Use different items to fill the beaker/container up e.g. rice, sticks and ice and have students explain what is happening. Is it different to water?

Students may like to draw a picture of an item which they think is of similar weight.

If you, a fellow colleague or a student have a lifejacket at home, ask them to bring it in to show the difference. It can also be used as a display.

WATER – CLEAR OR NOT
15 MINUTES

Activity

1. Describing the features of a river: Show a picture of two rivers. Students will observe and compare similarities and differences between the two rivers and visually represent their findings, with their teacher’s help, by using a Venn diagram.

Do rivers change? What if there was a drought or heavy rain? Refer back to the book for students to visualise.

2. What if you can’t see the bottom: As a whole class activity, use the glass tank and place clean stones, rocks and sticks in the clear water, having arranged the stones so that they form an uneven bed. Students to draw what they see.

Now add soil or mud until the water becomes so cloudy that the submerged stones and sticks can no longer be seen. Are the objects still there? How do we know? Students to draw what they see now. They can compare the two drawings and create their own safety messages.

DIFFERENTIATION

Have students use their hands to check the conditions of the glass tank.

Use the word bank which the students have created and put it into the ‘Word Splash’ program. Which words are used more often?

Have students create a board game using questions/scenarios relating to rivers and river safety. For example, why should we Never Swim Alone?

A RIVER IN THE CLASSROOM
20 MINUTES

Activity

1. Creating a River in the Classroom: Students are guided by their teacher as they plan the shape and pathway of a river through their classroom.

Using understandings of flooding rivers and crumbling banks, students should consider how best to cross the river. They must plan a crossing, such as a bridge (representation of a bridge), that everyone must use when crossing the river.

The river can be made quite simply – using blocks; streamers; cloth; wool; cellophane; coloured card, or two lengths of rope – or it can be more elaborate and detailed, using papier-mâché or natural materials.
Differentiation

This can be extended to include making sand bags to prevent flooding and/or rescue scenarios.

REPORTING COMMENTS

The student was able to predict, observe and explain what would happen when heavy objects get placed in a beaker filled with water.

The student understands the importance of wearing a lifejacket when boating, kayaking, jet skiing and rock fishing. They can identify the features of a type one lifejacket.

The student recognises that objects in the murky water may not be seen and that you should always *Look Before You Leap*.

The student is able to name and describe the features and properties of rivers.

The student worked collaboratively with classmates on the ‘River in the Classroom’ task.
OVERVIEW

This lesson plan has been designed to teach your students how they can **BE AWARE** and **BE PREPARED** for the beach. Students will learn how to identify a lifesaver and their role along with the features of a beach. It is important for students’ to understand that the weather changes all the time and lifesavers observe these changes on a regular basis. Students will know this is why you should **ALWAYS SWIM BETWEEN THE FLAGS** and make the connection that it is the safest place to swim. They will also compare a variety of aquatic environments and understand that different environments have different conditions.

WHAT YOU WILL NEED

- Victorian Water Safety Guide Z-Card
- Sticky notes
- Beach patrol and lifesaver images - Refer to Appendix 1
- Beach sign images – Refer to Appendix 2

LESSON TOPICS

1. Setting the Scene
2. Looking for Clues

CURRICULUM CONNECTION

### Health and Physical Education*

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<th>Physical, Social and Community Health</th>
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<tr>
<td>✓ People use science in their daily lives (VCSSU041)</td>
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### English*

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<th>Speaking and Listening - Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language variation and change</td>
</tr>
<tr>
<td>✓ Level 1 - Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (VCELA198)</td>
</tr>
<tr>
<td>✓ Level 2 - Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (VCELA234)</td>
</tr>
</tbody>
</table>

SETTING THE SCENE
20 MINUTES

Content Information

Remember, the lifesavers can see you if you are between the flags and if they can see you they can help you. No one has ever drowned while swimming between the flags!

Activity

1. What does a patrolled beach look like? Show students a picture of a patrolled beach (Appendix 1) – it is set up with flags; rescue equipment; and lifesavers on patrol.

Using the picture, ask the following questions:
- Who are these people?
- How are they dressed?
- What are they doing on the beach?
- Why do you think lifesavers put two red and yellow flags on the beach?
- Why do you think the lifesavers have put the flags here and here?
- When we go to the beach, where do you think the safest place to be in the water is?
- Who is watching out for you?

2. What’s different? Using a table, divided and with headings (beach, river, lake, dam, swimming pool), list their features and then compare them.

The teacher can write student responses onto sticky notes so that students can stick them onto the table.

Differentiation

Students can research and find their own picture of a patrolled beach and answer the same questions.

LOOKING FOR CLUES
40 MINUTES

Content Information

Items which should be taken: A map of ‘patrolled’ beaches (beaches that are guarded by lifesavers – Z-Card); bathers and towel; sunscreen; rash vest; hat; sunglasses; footwear; shelter; drinking water; food; warm clothes if the weather changes etc.

On arrival:
- Look for the red and yellow flags
- Learn the conditions and read for signs
- Check with the adult who is looking after us that it is okay to swim or paddle

If a swimmer is in trouble in the water and requires help, the swimmer is encouraged to attract attention by:
- Staying calm
- Raising and/or waving an arm and or/both arms
- Float and yell the word help
Activity

1. Being prepared for the beach:
   - What types of things would we need to take to the beach?
   - Why can’t we just take our thongs and bathers to the beach and nothing else?
   - Why would we need to take all of these extra things with us to the beach?
   - When we arrive at the beach, what should we do?

2. Beach signs: Use Appendix 2, Beach Signs, to complete the following activity. Share the information on beach signs with students? Why do we have signs?

   Go through the different types of signs and then students are to create three signs of their own. Students should choose one from each category.

Differentiation

Give students a scenario so they can practise how to call for help if they get into trouble.

Students could create a board with all of the signage for a particular beach. This is better done as a project, as it may take a significant amount of time.

REPORTING COMMENTS

The student has worked with others to graphically organise observations.

The student has listened and has participated by contributing to discussion.

The student has demonstrated understanding of a key safety message; what it means to ‘Swim Between The Flags’.

The student has demonstrated calling for help with one raised arm and a clenched fist.

The student has demonstrated clear understanding of the concept by making their own signs.
Where **should you** always **swim** at the **beach**?

If we can’t **see you**, we can’t **save you**.
In an emergency phone
000

Somewhere Beach

WARNING

- Currents
- Sudden Change of Depth
- Submerged Sandbars
- Sharks

LIFESAVING SERVICES

Lifeguards on duty when red and yellow flags are displayed.

Keep children under supervision in and around aquatic environments.

REGULATIONS

- No Bicycles
- No Removing Shellfish
OVERVIEW

This lesson plan has been designed to teach students about rivers and the importance of **NEVER SWIMMING ALONE**. It looks at how rivers may be important to different communities and how they can also be sacred meeting places for Indigenous people. Students will discover the existence and location of *The Nargun’s Den* and consider the dangers of rivers. It reminds students to **CHECK THE CONDITIONS** before swimming.

WHAT YOU WILL NEED

- Computer / Tablet
- Library books and/or pictures that relate to myths and legends
- Collect images of rivers showing features; banks, water flowing, snags etc.
- Art materials
- Recommended reading:
  - *The Ice is Coming*  
    Patricia Wrightson  
    Publisher- Macmillan Pub Co  
    ISBN- 9780689500817
  - *The Nargun and the Stars*  
    Patricia Wrightson  
    Publisher- Catnip Publishing Ltd  
    ISBN- 9781846470769

LESSON TOPICS

1. Myth or Fact  
2. Time and Place  
3. Ngrung a Narguna

CURRICULUM CONNECTION

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<tr>
<td><strong>Location and transformation</strong></td>
</tr>
<tr>
<td>✓ Level 3 – Create and interpret simple grid maps to show position and pathways (VCMMG143)</td>
</tr>
<tr>
<td>✓ Level 4 – Use simple scales, legends and directions to interpret information contained in basic maps (VCMMG172)</td>
</tr>
</tbody>
</table>
**History**

**Historical Knowledge**

*Community, remembrance and celebration*

| ✓ The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area (VCHHK072) |


**MYTH OR FACT**

15 MINUTES

**Activity**

1. What can you find out about myths? Give students 10 minutes to research myths and their purpose. Ask students to find an example of a myth and a fact.

2. Share time: Have students bring what they learnt about myths along with their example of a myth and fact and ask them to share with a friend. The friend is to try and guess which example is a myth, and which is a fact.

**Differentiation**

Students could work with a partner or small group and come up with their own facts and myths.

**TIME AND PLACE**

15 MINUTES

**Content Information**

Nearly 140 years ago, explorer Alfred William Howitt, travelled the Mitchell River by canoe accompanied by two men from the Ganai tribe who inhabited that land - Turnmile and Bunjil Bottle. Up one creek, they came to an ancient cave, fringed by stalactites. Bunjil Bottle was convinced that this was the den of the mysterious creature, the Nargun, the ‘Ngrung a Narguna’. The Nargun is a mysterious creature, a cave dweller that haunts various parts of the bush, especially the Mitchell Valley (Mitchell River National Park) in Gippsland, Victoria.

**Activity**

1. Finding the location: Give students a map of Mitchell River National Park and identify the location of the Nargun Myth.

2. Places of interest: Looking at the map, have students create their own path to get from the National Park to the Den of Nargun and include other places of interest to visit along the way.

**Differentiation**

In groups, have students create directions from their school to where the Nargun Myth is located.
NGRUNG A NARGUNA
30 MINUTES

Content Information

The Nargun is a large female mythical creature who lives in a cave behind a waterfall. The cave, called the Den of Nargun, can be found on Woolshed Creek, a small tributary of Gippsland’s Mitchell River. The cave is about one kilometre upstream from where the creek joins the river.

The Gunaikumai people who lived there would gather around their campfires and tell stories about how the Nargun would steal children who wandered off on their own to visit the creek or river. It was said the Nargun could not be harmed with boomerangs or spears; she could send them back to the person who threw them. The adults told this story to keep the children close to the campsite, and away from the sacred cave.

Howitt’s companions could not describe a Nargun, beyond that it was like a rock (wallung), and is said to be all stone except the breast, arms and hands. It inhabits caverns, into which it drags unsuspecting passers-by.

Activity

1. Describing the features of a river: Read the content information to the students and ask the following questions:
   - Do you think there is a safety message in the Nargun myth? What would that safety message be?
   - Why is it dangerous to wander off to visit the creek or river on your own, without an adult?
   - What would you do if one of your friends asked you to go to a river without an adult? Does the river in our township change or is it always the same? Same colour? Same temperature? Same amount of water? Always still? Always flowing? Different at different times of the year?

2. What do you think the Nargun looks like? Create a poster with your Nargun somewhere in it. The poster needs to warn people to Never Swim Alone and include other dangers to look out for.

Differentiation

Students form five small groups. The teacher asks a question and gives all of the groups one minute to brainstorm in their small group. The teacher will select a group to present its answer to the rest of the class.

The class will then vote, with a show of hands as to whether they think it was a correct answer. Other groups can then be asked if they would add anything to the answer or change the answer in any way. Each of the five groups will get to present two answers to the class.

This can also be run as a trivia quiz, with students at tables.

Dramatise the Nargun myth through puppetry, shadow play, clay animation, or dressing up as characters from the Nargun myth and acting out the story through role-play.

Using The Nargun and The Stars, complete a book or movie review.
REPORTING COMMENTS

Students identify the location of the Mitchell River National Park on a simple map using an alphanumeric grid.

The student has engaged in class/group discussion.

The student has confirmed particular water safety knowledge by listing some of the possible dangers associated with rivers and lakes and by answering questions.

The student has listened attentively to the Nargun myth, and has demonstrated that he/she can identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.

The student has shown and described their art work, expressing their ideas, feelings, and purpose.
OVERVIEW

This lesson plan has been designed to teach students about water which you may find on a rural property including outdoor toilets, sinks, buckets, troughs etc. It looks at how students can develop strategies to address the problems associated with water and hazards. Students are encouraged to BE AWARE AND BE PREPARED around their home when it comes to water and will be reminded to NEVER SWIM ALONE.

WHAT YOU WILL NEED

- Collect photographs of the students' backyards (where possible)
- Farmyard Fix and Backyard Blitz Information - Refer to Appendix 1

LESSON TOPICS

1. Photographic Dangers
2. City Cousin/Country Cousin

CURRICULUM CONNECTION

**Health and Physical Education***

**Physical, Social and Community Health**

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

**The Arts** - Drama

- Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (VCADRE025)

PHOTOGRAPHIC DANGERS
30 MINUTES

Activity

1. Rural Farm Dangers: Using the students pictures of their home, have them find and highlight where water is or may be.

Students are then to write down what the water is used for and what danger there may be.

2. Water Safety Poster: Students are to create a poster which they can take home and display encouraging everyone to stay safe around water.

Students must include at least 3 water safety messages.

Refer to Appendix 1 for Information regarding the use of water and possible dangers on rural properties and in backyards.

Differentiation

Have students use photos from their property and create a comic strip which includes safety messages.

CITY COUSIN/COUNTRY COUSIN
30 MINUTES

Activity

Role play: In pairs, students will have an opportunity to take on each role and deliver their safety rules; swapping after a few minutes.

Scenario:
- Let’s assume that you live on a farm.
- A relative, cousin, from the city is planning to visit – they are your age.
- They have never been to the country before.
- They think they can swim but you do not know that for certain.
- There are water dangers on the farm that your city cousin will not be aware of.
- You do not want them to get into any danger.
- When they arrive at your house, you will need to explain what the safety rules are so that they will stay safe.
- Jot down safety rules you think you would tell your cousin.
- Make sure you understand the reasons behind your safety rules.

Differentiation

This activity can be extended by forming students into groups of four. Two students play each of the cousins – one will speak and the other will perform the arm gestures. The country cousin sits on a chair and puts their hands out of the way, behind them. Another student kneels behind the chair and puts their arms through to make all the arm movements and gestures. The country cousin must not use their own arms.

The city cousin sits on a chair opposite, with the fourth student taking up a position behind their chair to do their arms. The rest of the role-play is the same as it was done previously. As they speak, the other two students provide random arm actions and gestures.
REPORTING COMMENTS

The student has responded by contributing to discussion about strategies to address the problems associated with water hazards on a rural property.

The student has re-stated the information on water dangers in the form of safety rules.

The student has communicated information about water dangers through role-play.

The student has understood the reasons behind the safety rules.
Possible Dangers and Description | What can be done to FIX these water dangers?
---|---
- Water tanks – are very deep, with steep sides, and are difficult to climb out of. They are often built on a high frame or tower.  
- Animal drinking troughs – can be difficult to climb out of (sides may be deep).  
- Animal dips – contain water with dangerous chemicals mixed in; sheep are dipped into a mixture of water and chemicals to prevent disease; both the chemicals and the water can be hazardous for humans.  
- Electrical equipment – water and electricity do not mix and may shock.  
- Irrigation channels – The water can be fast flowing and can be very cold. The banks or sides of the channel are steep and slippery and can be difficult to climb out of. If the water is unclear, it could hide submerged objects.  
- Natural lakes and ponds – lakes such as salt lakes, can appear and disappear depending on the weather; it is important not to forget about them. They can also be too shallow to dive into. Lakes and ponds can have slippery edges and a sticky, slippery bottom. They might conceal tree stumps, branches, rocks and other debris.  
- Big puddles or flooded ditches – can be slippery with hard surfaces under the water; if you slip and hit your head, you might become unconscious.  
- Dams - can be deep and the water can be very cold; the water is usually muddy and murky. Dams have very steep sides and are hard to get out of; the edges can be slippery and the bottom can be sticky.  
- Drums, buckets and outdoor containers – empty drums, buckets and containers that are left outdoors can fill with rain water. Even a couple of centimetres of water in the bottom are a danger. If someone like a toddler falls in, they may drown.  
- Drains – can be covered.  
- Outdoor toilets and sinks – empty sinks, close toilet lids, and shut the door.  
- Swimming pools – can be dangerous if children are using them without adult supervision.  
- Water tanks – tanks and wells near the house can be covered with mesh; ladders should not be left against the tower and children should not climb on the towers.  
- Animal drinking troughs – can be fitted with a lid.  
- Animal dips – keep children away when in use. Store all chemicals in their original containers, out of reach, in a locked shed or cupboard; fill in old, unused dips.  
- Electrical equipment - do not hold electrical items with wet hands or near water. Make sure equipment is switched off and unplugged when not in use.  
- Irrigation channels – can be fenced.  
- Natural lakes – can be fenced and small ponds – can be covered.  
- Big puddles or ditches – can be filled in.  
- Dams - can be fenced off, signs can be put up, a rope and buoy or flotation device can be mounted in case of an emergency.  
- Drums, buckets, outdoor containers- after heavy rain, empty all containers around the farm.  
- Drains – can be covered.  
- Outdoor toilets and sinks – empty sinks, close toilet lids, and shut the door.  
- Swimming pools - keep pool fences and gates closed at all times. Do not leave toys floating in the pool as these attract young children who may not be able to swim. Never leave things that small children can climb on beside the pool fence.  
- Prevent toddlers and young children wandering away unnoticed into farm waterways.  
- Provide young children with a safe and secure, fenced, outdoor play area.  
- Supervise young children at all times.  
- Make sure children learn water safety skills.  
- Learn and practise cardiopulmonary resuscitation (CPR).  
- Have a CPR chart on hand or visible.
OVERVIEW

This lesson plan has been designed to teach students that if caught in a river current, they should stay calm and float feet-first in a sitting position, towards the bank. It also looks at how a student can call for help if they get into trouble in the water and the best options if they needed to perform a rescue. Students will link these learnings with the Indigenous story ‘The Rainbow Serpent’. It reminds students about self-preservation and the importance of BEING PREPARED AND CHECKING THE CONDITIONS.

WHAT YOU WILL NEED

- Computer / iPad / Laptop
- Collect images of Goorialla, the rainbow serpent
- For narration of the story, search ‘The Rainbow Serpent’ www.youtube.com
- Collect images of types of inland waterways; a river, lake, dam
- Collect examples of rescue items; towel, stick, umbrella, esky, ball
- Collect examples of non-rescue items; brick, full bottles of drink etc.
- Sticky Notes
- Recommended reading:
  - The Rainbow Serpent
  - Author - Dick Roughsey
  - ISBN-139780001850163
  - Publisher - Collins

LESSON TOPICS

1. Rainbow River
2. Inland Waterways
3. To the Rescue

CURRICULUM CONNECTION

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</tr>
<tr>
<td><strong>Examining literature</strong></td>
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<tr>
<td>✓ Level 3 – Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (VCEL253)</td>
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<tr>
<td>✓ Level 4 – Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques (VCEL284)</td>
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RAINBOW RIVER
25 MINUTES

Content Information

Way back in the Dreamtime, the Australian landscape was flat. There were no trees or bushes, hills or mountains until Goorialla, the great rainbow serpent, went looking for his people. As he searched for them, he travelled across Australia, from the south to the north. His huge body pushed the flat earth up into mountains and or it dug out gorges; his tracks made all the rivers and the creeks and the lakes and the waterholes throughout the land.

Activity

1. The Rainbow Serpent: Watch the video or read the book of ‘The Rainbow Serpent’. Discuss with the students the relevance the story has to inland waterways?
2. Using the pictures from the book, have students create their own rainbow serpent.

Differentiation

Make a collage with all of the student’s rainbow serpents.

Students can create a Snakes and Waterslides game, based on Goorialla, the rainbow serpent, to consolidate water safety understanding.

INLAND WATERWAYS
15 MINUTES

Activity

1. Which picture is which? Using the images of a river, creek, lake and dam, have students distinguish between which picture is which inland waterway.
2. Group Characteristics: Once the students can identify the different inland waterways, put students into four groups – one for each waterway.

In their groups, students are to write down a characteristic of their waterway and place on the picture. Have one student per group share to the class what they came up with.

Differentiation

In groups, students create a play about going to the river for a picnic. It must include safety messages and should demonstrate the conditions/environment changing.
TO THE RESCUE
20 MINUTES

Activity

1. Rescues without getting into the water: What does it mean to rescue someone and why might you have to? What do you need to take into consideration when attempting a rescue? Remember, your safety is the most important thing!

2. Each student is to create three different ‘What if’ stories when attempting to rescue a person from the water.

Using the different rescue and non-rescue items collected (refer to the ‘What you will need’ section) as a class or in groups, have students categorise them into: Rescue and non-rescue items and give their reasoning.

Differentiation

Have students order the non-swimming rescues below (they are already in order) and explain why.

- Talk
- Reach
- Throw
- Wade
- Row

REPORTING COMMENTS

The student demonstrated their ability to listen and respond to text.

The student was able to creatively make their own idea of what a rainbow serpent looked to them.

The student could identify and explain the difference between varieties of inland waterways.

Using equipment, students learn and demonstrate non-swimming rescue techniques.
OVERVIEW

This lesson plan has been designed to teach your students how they can BE AWARE and BE PREPARED for the beach. Students will learn how to identify a lifesaver and their role along with the features of a beach. It is important for students’ to understand that the weather changes all the time and lifesavers observe these changes on a regular basis. Students will know this is why you should ALWAYS SWIM BETWEEN THE FLAGS and make the connection that it is the safest place to swim.

WHAT YOU WILL NEED

- Images of the beach, lifesavers, rescue equipment and patrols – Refer to Appendix 1
- Images of rip currents - Refer to Appendix 2
- Victorian Water Safety Guide Z-Card
- For videos of rip currents, search ‘Australian Rip Currents’ - www.youtube.com
- Collect information and images of the Blue Ring Octopus

LESSON TOPICS

1. Choosing a beach
2. Rip Current
3. Rock pool ramble

CURRICULUM CONNECTION

**Health and Physical Education***

<table>
<thead>
<tr>
<th>Physical, Social and Community Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being healthy, safe and active</strong></td>
</tr>
<tr>
<td>✓ Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)</td>
</tr>
<tr>
<td>✓ Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)</td>
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**The Arts - Visual Arts***

<table>
<thead>
<tr>
<th>Visual Arts Practices</th>
</tr>
</thead>
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<tr>
<td>✓ Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks (VCAAV026)</td>
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</table>

**Present and Perform**

| ✓ Explore different ways of displaying artworks to enhance their meaning for an audience (VCAVAP027) |

CHOOSING A BEACH
30 MINUTES

Content Information

Patrolled beaches: Anglesea (Surf), Black Rock (Bay), Chelsea Longbeach (Bay), Edithvale (Bay), Frankston (Bay), Ocean Grove (Surf), Port Campbell (Surf), Port Melbourne (Bay), Portsea (Surf), Rosebud (Bay), South Melbourne (Bay), Torquay (Surf) and Williamstown (Bay)

Unpatrolled beaches: Bells (Surf) and St Andrews (Surf)

Activity

1. Has anyone been to the beach? Using a mind map, explore student's prior knowledge by including the following information: Appearance, weather, season, changes, company, and type of beach (surf or bay). How do we know?
   Using the Z-Card, have students describe characteristics of the different types of beaches.

   Showing the images of a patrolled beach in Appendix 1, identify and explain:
   Uniform, responsibility and equipment.

2. Beaches with lifesavers: Students will refer to the map of Victorian patrolled beaches located on the Z-Card. Students are to identify if the beach is patrolled or unpatrolled and decide if it’s a surf or bay beach.

Differentiation

In what ways does the beach sound like other places you have visited – such as the river, lake, or dam? In what ways does the beach sound different?

Have students find a map of the coast on the internet and locate every beach.

RIP CURRENTS
30 MINUTES

Content Information

If you do get caught in a rip current, stay calm, conserve your energy and consider these options:

1. Raise an arm and call out to seek help
2. Float with the current. It may return you to a shallow sandbank
3. Swim parallel to the beach. You may escape the rip current

If what you’re doing isn’t working, try another option until you return to shore. Remember though; avoid rip currents by always swimming between the red and yellow flags.

Activity

1. Can you spot a rip current? Using the images of rip currents in Appendix 2, students draw what a rip may look like. They should include the five features of a rip.

   Students should practice this as a class, in groups, with a partner and on their own.

Differentiation

Have students try and create what they think a rip may be. They may like to draw or create a physical representation.
ROCK POOL RAMBLE
30 MINUTES

Content Information

Definition: A pool of sea water that is left between rocks on a beach after a wave flows back into the sea; a tidal pool on a rocky shoreline; a sea-water pool with rocks around it.

If you do not disturb the surface of the water, you may be able to see: Shells; Limpets; Mussels; Oysters; Barnacles; Sea Stars; Seaweed; Anemones; Sea Urchins; Crabs; Shrimps; Snails; Worms; Seaweed; Sponges; and much more!

Rock pools are beautiful to look at but best not touched.

Activity

1. Rock Pools: Explain what a rock pool is and how we can best look after them. Ask students what they can find in a rock pool and why we need to be careful. Spend more time discussing the blue ringed octopus and what you do if you get bitten by one.

2. Calling Triple Zero (000) - spend some time having students practicing calling triple zero in case they find themselves or a family member/friend in trouble. What will the operator say? How can they help you? Should you hang up the phone?

3. Students create their own rock pool. 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.

Differentiation

This activity can be extended with students creating a brochure to inform visitors or international tourists about the need to be careful near rock pools. Additionally, students can create a three dimensional rock pool in a shoebox, with accompanying information.

REPORTING COMMENTS

The student has listened and has participated by contributing to discussion.

The student has helped to organise information graphically, using a Venn diagram.

The student has worked collaboratively with others, to source information and make predictions.

The student has demonstrated how they would call for help if caught in a rip.

Students will verbally summarise the information about rock pools before using the sheet provided (or creating their own rock pool) to make a rock pool scene. They should try to include as much information as possible in their drawing. They can present their completed art works to each other or display them on the wall.
Where should you always **swim** at the **beach**?

If we can't **see you**, we can't **save you**.
APPENDIX

APPENDIX 2
Rip Current Images

How do you *spot* a rip current?

---

YOU CAN SURVIVE A RIPCURRENT
BY KNOWING YOUR OPTIONS

AVOID RIP CURRENTS
ALWAYS SWIM BETWEEN THE RED AND YELLOW FLAGS
IF YOU'RE CAUGHT IN A RIP CURRENT, STAY CALM, CONSERVE YOUR ENERGY AND CONSIDER THESE OPTIONS:
- **BABE AS A RAP AND CALL OUT TO SEEK HELP**
- **FIGHT WITH THE CURRENT AND REQUEST ASSISTANCE FROM THE BEACH PATROL**
- **SUMP WITH THE CURRENT AND RETURN TO THE SHORE**
- **SUMP IN PARALLEL TO THE BEACH: FOCUS YOUR STRIDES ON THE RIP CURRENT**

SEEKS THE SITUATION:
IF WHAT YOU'RE DOING ISN'T WORKING, TRY ANOTHER OPTION UNTIL YOU RETURN TO SHORE.
OVERVIEW

This lesson plan has been designed to teach students about rivers and creeks through the story ‘Ned Kelly’s Green Sash’. It looks at how CONDITIONS CHANGE including the flow, depth, debris, clarity and the temperature of the water. Students will learn the importance of self-preservation and that there are safer ways to help rescue a person in trouble. It reminds students to LOOK BEFORE YOU LEAP.

WHAT YOU WILL NEED

- Colour image of Ned Kelly’s green sash - Refer to Appendix 1
- A copy of Ned Kelly and the Green Sash:

  *Ned Kelly and the Green Sash*
  Text © 2010 Mark Greenwood
  Illustrations © 2010 Frané Lessac
  Publisher- Walker Books Australia
  ISBN- 9781921150876
  Available for purchase from Harper Collins orders@harpercollins.com.au

LESSON TOPICS

1. Storyboarding
2. What if…

CURRICULUM CONNECTION

**Health and Physical Education***

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</tr>
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<tr>
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</tr>
<tr>
<td>✓ Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)</td>
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**English***

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</tr>
</thead>
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<td><strong>Literature and context</strong></td>
</tr>
<tr>
<td>✓ Level 5 – Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (VCELT313)</td>
</tr>
</tbody>
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<th>Writing - Literature</th>
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<tr>
<td><strong>Creating literature</strong></td>
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<tr>
<td>✓ Level 5 - Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (VCELT328)</td>
</tr>
<tr>
<td>✓ Level 6 – Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (VCELT356)</td>
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</tbody>
</table>

STORYBOARDING
30 MINUTES

Content Information

Storyboards are graphic organisers. They help tell a story in the form of illustrations. The illustrations are displayed in sequence of how the events unfold. In other words, storyboarding involves drawing out a visual representation of how the action would progress.

Activity

1. Create your own storyboard: Read and show illustrations from *Ned Kelly and the Green Sash* and use the information to create a storyboard interpretation. It is important to plan what you are going to draw – with a beginning, middle and end.

2. Share time: Have their students share their story board with a friend or family member. You may even like to have them share it with a student in year prep – two.

Differentiation

Use the storyboard to create a comic strip.

WHAT IF…
30 MINUTES

Content Information

When Ned Kelly was about eleven years old, he rescued a seven year old boy from a flooded creek. Ned was rewarded by the boy’s family with the gift of a green and gold sash. This sash was valued by Ned, as a bright symbol of courage, for the rest of his life. This story provides stimulus for discussion and learning about safety strategies such as keeping safe near these inland waterways and the different ways someone can help a person who has fallen into a creek or river.

Rescuers must be able to select and adapt rescue techniques to suit:
- Their own swimming abilities
- The condition of the person in difficulty
- The rescue conditions, such as water conditions and distance to safety

In attempting any rescue, self-preservation is the key factor. To ensure maximum safety, any rescuer should consider using, in priority order, the following methods:

Non-swimming rescues:
- Talk
- Reach
- Throw
- Wade
- Row

Swimming rescues:
- Swim
- Tow (non-contact, contact)
Activity

1. What If: Ask students to think about what they think may of happened if Ned Kelly had been given the sash before Richard fell into the creek?

An image of the green sash is located in Appendix 1.

2. Consider your Options: We know that Ned Kelly was on the opposite side of the creek to where Richard Shelton had been. He made a decision to enter the water in order to rescue Richard. Have the students write down other options that were available to Ned.

3. Recreate the Story: Students are to choose one of the non-swimming rescues and use it to re-create the story. Richard will be in the same situation, you just need to change how he was rescued. Does this change your ending?

What is the best way to approach the water? What if a current takes you downstream? Teach students the ‘feet first’ floating position and have students practice. Ask students why would you be feet first?

Differentiation

Act out each of the different rescue methods.

Have students try and complete a rescue with and without talking.

REPORTING COMMENTS

The student has interpreted an event that occurred in colonial Australia in the 1800s, when Ned Kelly rescued Richard Shelton from the Hughes Creek.

The student has organised information and has planned, sequenced and retold the story, using a storyboard.

The student has described and assessed strategies for responding to situations that are potentially unsafe, risky or harmful in rivers, creeks and flood waters.

The student has understood that there are ways of staying safe near creeks and rivers and has demonstrated a feet first floating position.
APPENDIX

APPENDIX 1
Ned Kelly’s Green Sash

OVERVIEW

This lesson plan has been designed to teach students about rivers and how quickly CONDITIONS CHANGE. It looks at how rivers may be different to a dam and/or creek. They will be able to describe a river and its features and identify that the water may not be clear and to always LOOK BEFORE YOU LEAP. Students will also learn to always go swimming with a friend and to NEVER SWIM ALONE.

WHAT YOU WILL NEED

- Collect images of different types of inland waterways; A river, lake and dam
- Optional: 3 x Hula hoops (see Activity 1.1)
- Laptops or computers with access to PowerPoint software

LESSON TOPICS

1. Compare and Contrast
2. Who wants to a Millionaire?
3. Which Rescue Item?

CURRICULUM CONNECTION

Health and Physical Education*

Physical, 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

- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)

Technologies – Digital Technologies*

Data and information

- Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information (VCDTDI028)

COMPARE AND CONTRAST
15 MINUTES

Content Information

Dams are usually dug to hold water from which farm animals can drink. They are often deep and the water can be very cold. The water is usually muddy, with slippery edges and a squishy and sticky bottom.

Lakes are usually larger than dams. They are popular spots for recreation and can be cold. Winds can make the surface of a lake very choppy and can make swimming difficult. Lakes can also have slippery edges that break easily and a sticky, slippery bottom. The water is often murky and the depth is unknown.

Rivers often have muddy water that makes it difficult to see through. Natural and man-made debris flows along with river currents, making submerged objects unpredictable. It is hard to judge how deep the river is if the water is murky. Constantly moving water will change a river bed; one day the bottom is smooth but the next day a deep hole may appear. Sometimes a river flows very fast. Strong currents can easily sweep people downstream. River banks are often soft and unstable. They can be very steep and have a lot of overhang.

Activity

1. Dams, Lakes and Rivers! Students will respond to a series of images of inland waterways by identifying them as a lake, a dam, or a river.

Looking at the picture of the dam, students will be asked where they might find a dam and what it is used for.

Looking at the picture of the lake, students will be asked about the sorts of activities that can be done on or near a lake.

Looking at the river image, students will be asked what they can see before they are asked what they cannot see.

Can they see what is under the water? Can they see rocks? Can they see logs? Does that mean that there are no rocks and logs?

2. Venn Diagram: Teachers can create a three-circle Venn Diagram on the board OR put three hula hoops on the floor. Students can write on the board or can be given paper squares or cards to write on and put inside the hoops.

When the same word is used a second time, it will move its position in the Venn diagram. Students will compare and contrast different and common features. They will consider the arrangement of their answers and they will be given an opportunity to make changes.

If there are all of these problems and dangers, can we still go?

Differentiation

When there is a difference in opinion, have the students set up a class debate.

Students can create the Venn Diagram in a word document.
WHO WANTS TO BE A MILLIONAIRE?
30 MINUTES

Activity

1. Game show quiz: Students can create a PowerPoint with questions and multiple choice answers that are hot linked to another page. For example, incorrect answers go to “Bad Luck! Try Again!” and correct answers are linked to “Staying Safe!”

Alternatively, quiz cards can be created. Students can be as creative as they like and mimic a popular game show to play with classmates.

Questions and answers might be constructed around general safety at inland waterways and/or the specific dangers associated with rivers, lakes and dams.

Differentiation

You may like to set up a whole class quiz using the student who made the most creative game.

WHICH RESCUE ITEM?
15 MINUTES

Content Information

Example of rescue items includes:
- A paddle
- A long thick stick
- A closed umbrella
- Rope
- A towel
- Clothing
- A kickboard
- An inflatable beach ball
- A swimming ring
- An Esky
- A wine cask

Activity

1. Items you can use in a rescue: Now that you can identify the features of dams, lakes, and rivers, and you understand that each one has its dangers, we can begin to think about what we do if someone fell in. What is it that we could use if we don’t have a lifesaving ring handy?

Students may work alone or in groups for this activity. Students are to write every letter in the alphabet, leaving a space next to each letter. Students find examples of rescue items beginning with each letter of the alphabet.

Differentiation

Have a competition where you select a letter of the alphabet and they students have to write down as many rescue items as they can in 30 seconds. The person with the most wins!
REPORTING COMMENTS

The student has explored environmental features relating to inland waterways, has identified issues and dangers associated with these aquatic environments, and has considered possible solutions to current and future challenges.

The student has developed an understanding of the right to be safe and that self-preservation is the key factor in attempting any rescue.

By identifying dangers and strategies, the creators and the players of the quiz are demonstrating their safety knowledge.

The student is able to identify a variety of items to use during a rescue.
OVERVIEW

This lesson plan has been designed to teach students about rivers through the Italian Renaissance artist and inventor, Leonardo da Vinci. It looks at how Leonardo da Vinci used his observation of river systems and how they flowed into tributaries (creeks and streams) to help him understand the human body’s vascular system – how arteries and veins transported blood. Students will learn that rivers and the human body have a few things in common. It reminds students to LOOK BEFORE YOU LEAP.

WHAT YOU WILL NEED

- Leonardo da Vinci Sketches – Refer to Appendix 1
- Collect photographs of the Avenel Stone Bridge and the Hughes Creek from different eras, i.e. the year 1900, 1950 and 2000

LEsson TOPICS

1. Leonardo da Vinci
2. The Avenel Days
3. Imagine...

CURRICULUM CONNECTION

Health and Physical Education*

<table>
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<th></th>
</tr>
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<tbody>
<tr>
<td>Examining literature</td>
<td></td>
</tr>
<tr>
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<td>✔ Level 6 – Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (VCELT344)</td>
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</tr>
</tbody>
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Reading and Viewing - Literacy

<table>
<thead>
<tr>
<th>Interpreting, analysing, evaluating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Level 5 - Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319)</td>
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</tr>
</tbody>
</table>

| ✔ Level 6 – Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347) |  |

YEARS 5 & 6
LESSON PLAN THREE

The River of Life

LEONARDO DA VINCI
20 MINUTES

Content Information

Rivers and the human body have a few things in common – what might these be?

- Head – the top end of the river.
- Mouth – is also the word used to describe the head of the river, where it might meet and flow into the sea.
- Body – is the large main part of the river where the mouth empties into.
- Trunk – the main course of river
- Elbow – a bend in the river
- Foot – the bottom end of the river

Activity

1. The River of Life! Examine this more closely. List the possible dangers and hazards associated with rivers. Rivers and the human body have a few things in common – what might these be? Draw an outline of the human body.

Using the information images in Appendix 1 as an example, students should try to incorporate a river in the outline of the human body.

Differentiation

Create a mural of all of the outlines and place in the classroom.

THE AVENEL DAYS
20 MINUTES

Activity

1. Avenel Stone Bridge: Look at the photographs of the stone bridge over Hughes Creek in Avenel, Victoria. The bridge is located 150 metres upstream from where Ned Kelly had rescued Richard Shelton in the mid-1860s.

Compare the photographs and sort them in order of when you think the photograph was taken – from the oldest photograph to the most recent – giving reasons for your selection. What did you observe?

Differentiation

Have students write text under each photograph. Students should justify what they have written down.

LEONARDO DA VINCI
20 MINUTES

Content Information

Below is an example found in The Argus (Melbourne) on Thursday 27th November 1952 (page 3)

Avenel's fighting a flood - Worst flood in the area for 36 years raged at Avenel, near Seymour, last night. Hughes’ Creek is flooded to half a mile wide, and families living near are preparing to leave their homes. Sandbag barriers have been flung up around Mrs. A.Taylor’s home in Scobie st., Avenel. Water is a foot deep outside the house, and still rising. Dead sheep and debris from trees and farm fences are floating down the flooded creek to the Goulburn River.
Activity

1. Avenel’s Fighting Flood – Read the newspaper article outlined in the content information to the students.

2. Imagine This: Now read the following to students - Imagine that you are a resident of Avenel - perhaps living in the same street as Mrs A Taylor (see example below) or someone else on a farm property or piece of land very close to the Hughes Creek. There has been a huge downpour of rain, the water level of the Hughes Creek has risen alarmingly, and the town is expecting floods.

   Earlier, you witnessed someone falling into the Creek. You assessed the situation and you were able to perform a non-swimming rescue. The person, very grateful to be safely out of the Creek, contacted the local paper.

   The paper caught up with you and interviewed you. You were asked about what you saw, when the person fell in, and what you think caused them to fall in. You were also asked about the conditions, what the river and the banks were like at the time, and about what you used to rescue the person with.

3. Construct a newspaper article that has been written about this incident. Make sure that it contains everything you told the reporter.

   Draw upon your knowledge of the possible dangers and hazards associated with rivers and creeks and your knowledge of non-swimming rescues. Use the photographs and newspaper report as stimulus. You may also find a recent newspaper article concerning floods.

Differentiation

Role-play the news reporter turning up to the incident. You may like to use props like a microphone, TV screen. In groups, set up the scene and re-enact what happened.

REPORTING COMMENTS

The student has used geographic language to describe the physical characteristics of a river.

The student has compared content from a variety of textual sources, including photographic and print media, and has constructed an imaginative, informative, and descriptive piece of writing for a given purpose.

The student’s text has identified and described a problem that they must respond to and has demonstrated sound understandings of non-swimming rescue strategies and techniques.

The student’s text has made relevant observations about people and events within and beyond their own experience.
APPENDIX

APPENDIX 1

Leonardo da Vinci Sketches

Images below include a sketch of the river Arno in Tuscany, Italy (left) and Leonardo’s sketch of the veins of the arm. Images: http://www.internationalrivers.org/blogs/246/da-vinci-and-the-art-of-water
OVERVIEW

This lesson plan has been designed to teach students Billabongs and the connection with the song ‘Waltzing Matilda’. It looks at how Billabongs are different from other inland waterways and the dangers to be aware of. Students will learn that safety messages exist within the song and they are also reminded to CHECK IT’S OK TO SWIM and to LEARN THE CONDITIONS.

WHAT YOU WILL NEED

- Banjo Patterson’s Waltzing Matilda Lyrics – Refer to Appendix 1
- Search ‘Waltzing Matilda’ - www.youtube.com
- Collect books from the library- Banjo Patterson, Waltzing Matilda
- Beach sign example (including Informative, Precautionary and Regulatory) Refer to Appendix 2
- Peer Feedback Rubric – Refer to Appendix 3

LESSON TOPICS

1. Waltzing Matilda
2. Billabongs
3. Key Water Safety Messages

CURRICULUM CONNECTION

Health and Physical Education*

Physical, 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

- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)

The Humanities - Geography*

Geographical Knowledge

- Factors that shape places and influence interconnections
  - Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096)

*Available for use: http://victoriancurriculum.vcaa.vic.edu.au/overview/about
WALTZING MATILDA
20 MINUTES

Activity

1. What are they talking about? Listen to, and watch footage of, Banjo Patterson’s ‘Waltzing Matilda’. Sing the song with the students.

2. There are many words which have been used during the song which may not make sense. Make a list of all the words you do not know the meaning of. Next to each word put what you think it means, other words which could be similar, and the dictionary definition and then put each word into a sentence.

Differentiation

Have students recreate the song using modern words so it is easier for this generation to understand.

BILLABONGS
20 MINUTES

Content Information

Billabongs can be found all over Australia and, depending on where they are, they may have different dangers. A muddy billabong in Queensland may have crocodiles in it; a dried up billabong in Victoria that has been empty during a drought, may suddenly fill up when a river floods. Billabongs can often be very shallow and hazardous to dive or jump into. There may be submerged logs and rocks just under the surface.

Activity

1. What is a billabong? If you had been at the billabong when the swagman jumped in, what could you have done to rescue him without jumping in yourself?

After considering the dangers associated with billabongs, what non-swimming rescue techniques would you use and why?

What if there had been a sign? What types of signs might you find at an aquatic environment? Refer to an example in Appendix 2.

Differentiation

Students could research the types of signs there are and pick one of the following:

- Make a 30 second commercial based on Waltzing Matilda that delivers a safety message about billabongs / waterholes
- Re-write the lyrics to change the outcome of the story, so that the swagman is rescued
- Make a sign that could have warned the swagman of the dangers. Design, draw and cut out your own sign.
KEY WATER SAFETY MESSAGES
20 MINUTES

Content Information

Peer tutoring provides an opportunity to put knowledge into practice. It gives students a relevant and meaningful context in which to consider and clarify, and communicate their learning and understandings. They create and present works for a specific purpose.

Activity

Peer Feedback: Students are divided into three groups. One of the key safety messages will be assigned to each group:

- Never Swim Alone
- Look Before You Leap
- Swim Between The Flags

Each group must design a 3-5 minute lesson that delivers one key safety message to Years 1-2. You must prepare a verbal or written invitation and negotiate a date, time and place with the Year 1-2 teachers. You will need 30 minutes (5 minutes to set up and collect the students; 5 minutes pack up and return them; 15 minutes teaching/delivery; and 5 minutes for the rubric).

Draw on what you know about the message and consider what would work best with this age group/year level and how you can best peer-tutor. It is important not to scare the children but to empower them to stay safe. You can incorporate song, dance, role-play and ICT. Be creative!

Your audience of Year 1-2 students will provide feedback and evaluate how effectively you engaged them. What would be useful feedback to receive? A rubric template has been supplied to start you off (refer to Appendix 3). As a class, discuss and add to the rubric.

Ensure students are aware of what the Year 1-2 students have been learning about.

Differentiation

Self-reflection - Students can evaluate how they think they did with the task and compare with the feedback they received from the Years 1-2 students.

REPORTING COMMENTS

The student was able to find the meaning of unknown words.

The student is able to identify the different signs you may find at an aquatic environment.

The student engaged and captured their audience with the delivery of a key water safety message.

The student took on board the positive and constructive feedback given by peers.
The Once a jolly swagman camped by a billabong,
Under the shade of a coolibah tree,
And he sang as he watched and waited 'til his billy boiled
Who'll come a-Waltzing Matilda, with me

Waltzing Matilda, Waltzing Matilda
Who'll come a-Waltzing Matilda, with me
And he sang as he watched and waited 'til his billy boiled,
Who'll come a-Waltzing Matilda, with me

Along came a jumbuck to drink at the billabong,
Up jumped the swagman and grabbed him with glee,
And he sang as he stowed that jumbuck in his tucker bag,
You'll come a-Waltzing Matilda, with me

Waltzing Matilda, Waltzing Matilda
Who'll come a-Waltzing Matilda, with me
And he sang as he stowed that jumbuck in his tucker bag,
You'll come a-Waltzing Matilda, with me

Up rode the squatter, mounted on his thoroughbred,
Down came the troopers, one, two, three,
Whose is that jumbuck you've got in your tucker bag
You'll come a-Waltzing Matilda, with me

Waltzing Matilda, Waltzing Matilda
Who'll come a-Waltzing Matilda, with me
Whose is that jumbuck you've got in your tucker bag
You'll come a-Waltzing Matilda, with me

Up jumped the swagman, leapt into the billabong
You'll never catch me alive said he
And his ghost may be heard as you pass by the billabong
Who'll come a-Waltzing Matilda, with me

Waltzing Matilda, Waltzing Matilda
Who'll come a-Waltzing Matilda, with me
And his ghost may be heard as you pass by the billabong,
Who'll come a-Waltzing Matilda, with me
In an emergency phone 000

Somewhere Beach

**WARNING**

- Currents
- Sudden Change of Depth
- Submerged Sandbars
- Sharks

**LIFESAVING SERVICES**

Lifeguards on duty when red and yellow flags are displayed.

Please swim between the flags.

Keep children under supervision in and around aquatic environments.

**REGULATIONS**

- No Bicycles
- No Removing Shellfish
The Year 5-6 students helped me understand why I should *Never Swim Alone*

The Year 5-6 students helped me understand why I should *Look Before I Leap*

The Year 5-6 students helped me understand why I should *Swim Between the Flags*

I liked the Year 5-6 students teaching me
OVERVIEW

This lesson plan has been designed to teach your students how they can **BE AWARE** and **BE PREPARED** for the beach. Students will learn how to identify a lifesaver and their role along with the features of a beach. It is important for students to be able to demonstrate what to do if they get into trouble. Students will know this is why you should **ALWAYS SWIM BETWEEN THE FLAGS** and make the connection that it is the safest place to swim.

WHAT YOU WILL NEED

- Leonardo da Vinci Sketches – Refer to Appendix 1
- Beach Dangers Grid - Refer to Appendix 1
- Victorian Water Safety Guide Z-Card
- Most recent Victorian Drowning Report (Available on Edu from Anywhere)
- Collect information about dangerous animals at the beach including the treatment if bitten or stung for Activity 1.1
- Collect various safety campaign message examples i.e. CFA, SES, TAC

LESSON TOPICS

1. The Beach
2. Never Swim Alone
4. Safety Messages

CURRICULUM CONNECTION

**Health and Physical Education***

<table>
<thead>
<tr>
<th>Physical, Social and Community Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Being healthy, safe and active</em></td>
</tr>
<tr>
<td>✓ Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Contributing to healthy and active communities</th>
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<tbody>
<tr>
<td>✓ Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)</td>
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</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Statistics and Probability</th>
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<tr>
<td><em>Data representation and interpretation</em></td>
</tr>
<tr>
<td>✓ Level 5 – Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (VCMSP206)</td>
</tr>
</tbody>
</table>

| ✓ Level 6 – Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (VCMSP235) |

**The Arts - Drama***

<table>
<thead>
<tr>
<th>Explore and Express Ideas</th>
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</thead>
<tbody>
<tr>
<td>✓ Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations (VCADRE029)</td>
</tr>
</tbody>
</table>

THE BEACH
10 MINUTES

Content Information

Examples of dangers for each of the categories:

- Sky + People = throwing sand, throwing objects
- Sky + Animal = wasps, bees
- Sky + Environmental = sun, weather (storms), lightning
- Land + People = rubbish, glass, syringes
- Land + Animal = crabs, snakes, spiders, wasps, bees
- Land + Environmental = rocks, mud, slippery or crumbling river banks
- Water + People = boats, jet skis, surfers, windsurfers, water-skiers, fishermen
- Water + Animal = sea snakes, sharks, stingrays, jellyfish, puffer fish, stone fish, blue ringed octopus
- Water + Environmental = currents, tides, rips, waves, snags

Activity

1. Categorising Dangers: Dangers at ALL aquatic venues can be put into the categories of sky, land, water or people, animal, environmental.

Using the sample grid in Appendix 1, map further connections. Students can work independently, collaboratively, or as a whole class. They brainstorm answers for each category and write answers in the grid.

2. Data representation and Interpretation: From the data you have recorded on the grid, create a student-generated side-by-side column graph comparing the dangers of the SKY, LAND, and WATER. Describe observations.

Create another column graph comparing dangers due to PEOPLE, ANIMALS, and ENVIRONMENT. Describe observations.

How might the two graphs be interpreted and compared? Comment on the usefulness of the column graph for interpreting the data.

Differentiation

Put the data into an Excel spreadsheet and create the graph electronically.

NEVER SWIM ALONE
20 MINUTES

Content Information

Who’s looking out for you? Remember, the lifesavers can see you if you are between the flags and if they can see you they can help you.

To call for HELP:

- Stay calm
- Float
- Raising and/or waving an arm and or/both arms
- Call for help as loudly as you can
Activity

1. Who is looking out for you? When we go to the beach, where do you think the safest place to be in the water would be? When we arrive at the beach, what should we do? Students demonstrate calling for help.

2. Observant Lifesavers: How observant are you? Play this game to find out! The game is played in teams of four, one team at a time.

To start the game a team begins with one person standing, one sitting, one kneeling and one lying down. The team has two minutes to play. Team members must continuously change what they are doing (standing, sitting, kneeling, lying) BUT there must never be two people standing, kneeling, sitting, or lying, at the same time, for more than 5 seconds or the team is OUT! No one in the team is allowed to talk or physically push someone into another position. The idea is that each member of the team must be vigilant, watch what every other member of the team is doing, and respond accordingly.

If someone who was lying down stands up, the team must cooperate so that once other person lies down – but not more than one! As soon as the teacher notices that two people are doing the same thing at the same time, the teacher counts the 5 seconds silently before sending a team out. The 5 seconds allows for a reasonable transition between team members.

Differentiation

Another observation game (this can be done as a class or in small groups). Put a variety of objects in the middle of the circle. Ask a student to leave the room. Remove one item from the circle. When the student returns, they must say which item is missing.

VICTORIAN WATER SAFETY GUIDE
15 MINUTES

Content Information

Sometimes you can see a rip current but they are not easy to identify, especially on windy days, and they may have only one or two of these features:

- Discoloured brown water due to stirred up sand
- Foam on the surface of the water
- Waves breaking further out on both sides of the rip
- Debris, such as seaweed or rubbish, floating out to sea
- A rippled appearance, where the surrounding water is generally calm
- Water visibly moving at a fast speed out to sea

Lifesavers are more experienced at identifying rips; they have specific knowledge of the beach they patrol; they will position the red and yellow flags away from a permanent or an observed rip. If you are unsure about the beach conditions and there is no-one to ask, such as a lifesaver, it is best not to enter the water.

If a friend gets into trouble, get help from:

- Lifesavers
- Emergency services – dial Triple Zero (000)
- Parents and friends/Other bystanders – such as surfers, who can perform a board rescue.
Activity

1. Rip Currents…Look at the Z-Card and find the answer to this question: What is a rip current? How do you think they form?

2. “Corners” Quiz: The room is divided into four corners: A, B, C, D (or SAND, SEA, SUN, SURF). Each question has multiple choice answers. As each question is asked, students demonstrate their answer by moving to the corner which corresponds to their chosen answer.

1. If you are unsure about the beach conditions and there is no one to ask, such as a lifesaver, you should:
   a. Go into the water anyway because you know you can swim
   b. Stay out of the water because you do not want to get into trouble
   c. Ask a visiting tourist who has just arrived
   d. Test the conditions by going for a swim.

2. A rip current:
   a. Takes you out to sea but will stop at some point
   b. Takes you to the other side of the world
   c. Takes you past the horizon
   d. Is a whirlpool

3. The safest place to swim at the beach is:
   a. Where there are lots of other people
   b. Where there are no jellyfish
   c. Where there are surfers catching waves
   d. Between the lifesaving flags

4. If you get into trouble in the water you should:
   a. Raise both arms and call for help
   b. Raise one arm, wave, and call for help
   c. Raise one arm, make a fist, and call for help
   d. Stay calm, float, raise and/or wave an arm and or/both arms, call for help as loudly as you can

Differentiation

Students could create a rip using their imagination. They then need to explain this to their peers what it is they created and how it represents a rip.

SAFETY MESSAGES
15 MINUTES

Content Information

Country Cousin Scenario:

- Your city cousin lives near the beach and is a member of his / her local lifesaving club
- The city cousin, who is your age, has invited you to spend part of the summer holidays with them.
- You have never been to the beach before.
- You know you can swim but you have never swum in the sea and you know the beach has different conditions to an inland waterway
- When you arrive at the beach, your city cousin will explain the safety rules
- List all the questions you think you would need to ask your cousin.
City Cousin Scenario:

- Your cousin, who is your age, lives in the country and has never been to the beach.
- You have invited them to spend part of the summer holidays with you.
- You are a Nipper and have regularly taken part in beach-based activities and swimming competition.
- You know your country cousin can swim but surf conditions are unpredictable and there are water dangers at the beach to be aware of.
- You do not want your country cousin to get into any danger.
- When you arrive at the beach, you will explain what the safety rules are.
- List all the safety rules you think you would need to tell your cousin.

Activity

1. Safety messages which do not relate to water safety: Find a safety message that does NOT relate to water safety. Analyse the essential features of the message:
   - What does the message relate to? What is it saying and how does it say it?
   - The structure - how the words work to convey meaning
   - The sound of the message (alliteration; onomatopoeia)
   - The dynamic - Short, sharp, punchy; Thought-provoking; Literal; Emotions
   - Strong visual image or intellectual appeal
   - Who is the target audience?
   - Who would take note?

   See if you can create your own water safety message.

2. Role play: In pairs, students will have an opportunity to take on each role and deliver the beach safety rules; swapping after a few minutes.

   When the student plays the role of the country cousin, they can also ask the city cousin questions. e.g., why can’t we swim on our own? Why do we have to swim between the lifesaving flags? The city cousin should be able to answer these questions, giving reasons.

   Some students might be happy to replay their scene in front of the whole class.

Differentiation

Role-play the news reporter turning up to the incident. You may like to use props like a microphone, TV screen. In groups, set up the scene and re-enact what happened.

Use the current key water safety messages and create an image to go with it.

REPORTING COMMENTS

The student has made observations and interpreted the graphs.

The student has worked effectively as part of a team and has begun to identify some of the skills and behaviours expected of lifesavers on patrol, and lifesaving teams.

The student has communicated information about water dangers through role-play.

The student has understood the reasons behind the safety rules.

The student is able to identify other safety messages not relating to water and can adapt these messages to create an effective water safety message.
# APPENDIX 1
Beach Dangers Grid

<table>
<thead>
<tr>
<th>SKY</th>
<th>LAND</th>
<th>WATER</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>ANIMAL</th>
<th>ENVIRONMENTAL</th>
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Version 2.0 July 2015 © Life Saving Victoria
OVERVIEW

This lesson plan has been designed to teach students that alcohol and water do not mix. It looks at how males are more likely to ‘drink and drown’ than females and explains the reasons why. They will be able to analyse the most recent drowning statistics and understand the importance of the message DON’T DRINK AND DROWN. Students will also look at ways to get the message across to fellow peers and the community.

WHAT YOU WILL NEED

- Most recent Victorian Drowning Report (Available on Edu from Anywhere)
- Search Play it Safe by the Water and the ‘TAC’ for examples of recent safety campaigns – www.youtube.com.au
- Video camera or smart phone
- TV or projector equipment

LESSON TOPICS

1. Alcohol Related Drowning Deaths
2. Role Play
3. Getting the Message Across

CURRICULUM CONNECTION

**Health and Physical Education***

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<tr>
<td>✔ Level 7 &amp; 8 - Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</td>
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**Mathematics***

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<tr>
<td>✔ Level 7 - Identify and investigate issues involving numerical data collected from primary and secondary sources (VCMSP268)</td>
</tr>
<tr>
<td>✔ Level 8 - Distinguish between a population and a sample and investigate techniques for collecting data, including census, sampling and observation (VCMSP297)</td>
</tr>
<tr>
<td>✔ Level 9 - Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources (VCMSP324)</td>
</tr>
<tr>
<td>✔ Level 10 - Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (VCMSP354)</td>
</tr>
</tbody>
</table>

ALCOHOL RELATED DROWNING DEATHS
15 MINUTES

Content Information

Alcohol + Water =

- Impaired judgement – slower processing of information by the brain and the removal of inhibitions can lead to greater risk-taking behaviour.
- Impaired vision, coordination and muscle function – reduced physical capabilities increases the risk of falling overboard, becoming involved in a collision or being unable to get out of a life-threatening situation.
- Disorientation – the sudden temperature change can create an imbalance of the fluid in the inner ear, causing confusion about the direction of up and down especially at night.
- Blood vessel dilation – can increase the risk of body temperature falling which can lead to hypothermia
- Inhibited reflexes – Alcohol numbs the breathing reflex, convincing the body it can stay under the water for longer than is safe.

Activity

1. Brainstorm: Why don’t alcohol and water mix? Which gender in the 15-24 years age group do you think is at greater risk of alcohol related drowning? Why?

2. Discuss: Who is consuming alcohol where?
   - Is alcohol consumption around inland waterways - such as rivers, lakes, and dams - part of the culture in your local area/community? A large part/small part? A decreasing trend/growing trend?
   - Is there a popular spot for aquatic recreation where people gather and consume alcohol? Is this a local spot or out of town?
   - What age group is most likely to drink alcohol in or near inland waterways in your local area? What age group is likely to travel out of town to do this? Why?

What other information can you find? Have a look at the most recent drowning report and make dot points about key statistics/findings from the document.

Differentiation

Break the 2013/2014 Victorian Drowning Report into sections. Give each group of students a different section to read and write down key points and share this with the class. Students should write down each group’s comments so they have a copy.

ROLE PLAY
15 MINUTES

Activity

1. Setting the scene: Create a play from the perspective of someone who drinks and nearly drowns and of someone close to them, who sees/learns of their near-death.

The audience needs to be informed of the circumstances leading up to the incident. The play should also convey the factors that contributed to the near-drowning e.g. peer pressure, risk taking behaviour, drugs and alcohol, age and independence, unfamiliarity of the aquatic environment, lack of understanding of the dangers, poor swimming skills etc. Who; What; Where; When; Why; How.
Differentiation

Have a class debate. Is it ok to drink alcohol near water?

*Please note: Be careful and sensitive with those students who may have experienced something traumatic or stressful.

GETTING THE MESSAGE ACROSS

30 MINUTES

Activity

1. Don’t Drink and Drown: Complete a 30 second commercial targeted at 15-24 year olds which encourages the key water safety message Don’t Drink and Drown.

Have a look at recent YouTube clips from Play it Safe by the Water and the ‘TAC’ to help with ideas.

Use video cameras or smart phones to record and share with the entire class.

Differentiation

Have students write a report about when the best time this commercial should be shown, e.g. summer only, weeknights between 7:00pm and 10:00pm, duration etc.

REPORTING COMMENTS

The student has examined issues, themes, and stories from their own local area and culture as well as from the student’s own experiences.

The student has engaged in drama through experience in group classroom activities.

The student has worked in small-groups to structure drama for the particular purpose of exploring dangers associated with alcohol use in or near aquatic environments such as lakes and rivers.

The student was able to effectively deliver the key water safety message Don’t Drink and Drown to their target audience.
OVERVIEW

This lesson plan has been designed to teach students about lifejackets and their importance. It looks ways to develop prevention strategies to avoid putting themselves in a high risk situation. They will be able to understand the types of Lifejackets, their purpose and when they should be work. Students will be reminded to **WEAR A LIFEJACKET WHILE BOATING, KAYAKING, JETSKIING AND ROCK FISHING.**

WHAT YOU WILL NEED

- Most recent Victorian Drowning Report (Available on Edu from Anywhere)
- Victorian Water Safety Guide Z-Card
- Examples (where available) or images of Type 1 and Type 2 Lifejackets
- Collect examples of campaign slogans and associated imagery.

LESSON TOPICS

1. Recreational Activities
2. Types of Lifejackets
3. Slogan Design

CURRICULUM CONNECTION

Health and Physical Education*

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| Contributing to healthy and active communities |
| ✅ Level 7 & 8 - Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130) |
| ✅ Level 9 & 10 - Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149) |

Science*

<table>
<thead>
<tr>
<th>Science Understanding</th>
<th>Science as a human endeavor</th>
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</thead>
<tbody>
<tr>
<td>✅ Level 7 &amp; 8 - Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (VCSSU090)</td>
<td></td>
</tr>
</tbody>
</table>

RECREATIONAL ACTIVITIES
15 MINUTES

Content Information

Recreational watercraft activities include boating, sailing, personal watercraft (PWC), canoeing, kayaking and surfing.

Of all drowning deaths between 2000-2011 involving recreational boating or other activities where a lifejacket is required or recommended to be worn, (such as rock fishing), 78% of victims were reportedly not wearing a lifejacket.

Activity

1. Brainstorm: Refer to the Z-Card and read information about all of the recreational watercraft activities that require the use of a lifejacket.

Discuss the types of recreational watercraft activities that are popular in your local and/or neighbouring area. What typical habits of using recreational watercraft activities – daytime or night time? Conditions – rough, smooth, windy? What have you observed about the use or lack of use of lifejackets? Who is not wearing a Lifejacket? What are the risks of not wearing one in your local waterways?


Differentiation

Have a look at the *Australian Water Safety Strategy*. Do you agree with the actions? Can you propose an alternative?

TYPES OF LIFEJACKETS
20 MINUTES

Content Information

Not wearing a lifejacket has been cited as a contributing factor in many drowning incidents – particularly when it was required or recommended. Many incidents involved unexpected large waves, leaving insufficient time to put on a lifejacket. This emphasises the importance of always wearing a lifejacket when boating or rock fishing.

Activity

1. Research Lifejackets: Use the internet to research different types of lifejackets available. What level is suitable for different activities? Are they different in structure, buoyancy and colour?

2. Huddle up - Give the students the following scenario. Their boat has just capsized and they have all fallen overboard. They were all lucky enough to be wearing a lifejacket. How could you keep yourself warm? Should you stay together? How do you know everyone is there? What if you notice someone missing?

Differentiation

If you have access to lifejackets, bring them in and discuss the differences. Have students put them on with their eyes open and then with their eyes closed.

Students can create a song which talks about wearing lifejackets.
Activity

1. Creating your own slogan: Discuss examples of slogans for campaigns, i.e. *Never Swim Alone*.

Students work in small teams to design a water safety billboard that targets the need to wear lifejackets during recreational watercraft activities.

Each team must identify its target population/audience and create a profile of that group: What it wants and values; What would attract this group’s attention; Why someone would *not* wear a lifejacket. Your billboard needs to be convincing; How could your team influence the behavior of this group?

Slogan: Good slogans are short and easy to remember (punchy). Accept ideas from everyone in your team and write as many as possible so that you have lots to choose from.

Logo or Image: What do you want to convey and how? What appropriate prevention strategies would you suggest as a way of addressing Lifejacket-Related Drowning Deaths?

Select design elements - colour, mood, angle, framing, positioning.

Feedback: Ask people to vote on which slogan, image or logo has the most impact in delivering your message. Evaluate and possibly edit.

Location: Where will your billboard go in your local area? Suggest strategic locations, providing maps or map references.

Differentiation

Depending on time available, teams may source feedback from people in their local community; otherwise they may seek feedback from the class.

REPORTING COMMENTS

The student has identified outcomes of risk-taking behaviours and has evaluated harm-minimisation strategies.

In the context of the need to wear a lifejacket for certain recreational watercraft activities, the student has recognised and described the potential for peer influence on their behaviour.

The student has researched the topic and described the different lifejacket products available for different aquatic activities.

The student has worked with others to design and create a billboard in response to water related incidents in the local area or as a means of preventing water related incidents in the local area.
OVERVIEW

This lesson plan has been designed to teach students about floods and how to prepare for them while staying safe. It looks at how CONDITIONS CHANGE including the flow, depth, debris, clarity and the temperature of the water. Students will learn the importance of NEVER WALKING, SWIMMING, PLAYING OR DRIVING IN FLOOD WATER.

WHAT YOU WILL NEED

- Most recent Victorian Drowning Report (Available on Edu from Anywhere)
- Victorian Water Safety Guide Z-Card
- Article: Drowning in Stormwater Drain - Refer to Appendix 1
- Visit the following websites for additional information:
  - www.melbournewater.com.au
  - www.water.vic.gov.au
  - www.floodsreview.vic.gov.au

Additional Reading:

Swimming & Lifesaving: Water Safety for all Australians The Royal Life Saving Society (6th ed.)
ISBN: 978187589795

LESSON TOPICS

1. Floods
2. Conveying a Message
3. Storm Water Drains
4. Pollution

CURRICULUM CONNECTION

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*Available for use: http://victoriancurriculum.vcaa.vic.edu.au/overview/about
FLOODS
10 MINUTES

Content Information

Water levels can rise over a short period of time and the force of the water can break through and wash away natural and man-made banks and retainers. Flood waters in Australia travel vast distances, damaging the environment as they move through the land.

Activity

1. Flood safety: Brainstorm and map: Floods: What are the dangers? What dangers are associated with driving?

Differentiation

For further information on flooding and stormwater, including river and creek systems, drainage and catchment systems, sustainable urban development, warning systems and safety - visit the websites listed on Page 1.

CONVEYING A MESSAGE
15 MINUTES

Content Information

The reason that so many people drown during flooding is because few of them realise the incredible power of water: 15 centimetres of fast-moving flood water can knock over an adult; most vehicles can be swept away by less than 50 centimetres of running water and it only takes another 10 centimetres to do the same to pickup trucks and sport utility vehicles (SUVs).

Water crossings and stormwater drains are dangerous areas during a flood.

Many of the drownings that occur in automobiles are preventable, but too many people continue to drive around the barriers that warn you the road is flooded.

Activity

1. Creating a billboard: Imagine a billboard that shows a photograph of a vehicle caught in fast-flowing flood waters. The vehicle needs a number plate that not only relates to the scene but conveys a message about flood dangers/safety.

Combine letters, numbers and phonetics to come up with a phrase or statistic.

Example of a phrase: H20TOGO
Example statistic: 6TEECM (It only takes 60 centimetres to wash away your SUV)

Differentiation

Once you have your number plate, create the background. Include the number plate on a car in a flood.
STORM WATER DRAINS
20 MINUTES

Activity

1. Did you know….? Did you know that entering stormwater drains is not only dangerous, it is illegal?

Read the article: ‘Missing boy presumed drowned, search suspended’ (refer to Appendix 1). Write a letter to his family and friends explaining your regret, and what you will do to get the message across to others.

2. TV News Report: Imagine that someone has been rescued from a flooded stormwater drain and fined for illegally entering the drain in the first place.

You are a roving reporter, delivering a description of the events that occurred at the scene.

Use the information about floods, particularly the dangers and consequences associated with stormwater drains, in order to script your one minute story for the evening TV news.

Differentiation

Ideally, all scripts will be swapped or pooled and drawn randomly. This way, students get to hear their work delivered by someone else and can evaluate how the information came across and how this matched or differed from expectations.

Time constraints may mean that only a handful of students will present.

*Please note: Be careful and sensitive with those students who may have experienced something traumatic or stressful.

POLLUTION
15 MINUTES

Content Information

Did you know stormwater pollution is the biggest threat to our urban rivers and creeks? Each year about 500 billion litres of water containing litter and other harmful pollutants such as heavy metals, oil, organic matter and excess nutrients enters our rivers, creeks and bays via stormwater drains.

Activity

1. Doing something about it: As a class, come up with an action to keep our drains clean. You may like to allocate different tasks to students to ensure the message is taken on board by your school. You will need to get permission from your principal and think of ways to get your school on board.

Differentiation

You may like to see if there is funding available to start up this new program in your school.
REPORTING COMMENTS

The student has discussed and explained the purposes of laws relating to the illegal entry of stormwater drains.

The student has made and presented art works that represent and communicate ideas and purpose to an audience.

The student has constructed text for the purpose of a news report to position listeners to respond in particular ways.

The student has identified the need to keep our drains clean and assisted in the development of a whole school program.
Article: Missing boy presumed drowned, search suspended.

AAP General News (Australia), 12-24-2000

MELBOURNE, Dec 24 AAP - A 14-year-old boy missing after being swept into a creek in Melbourne's north on Friday is presumed drowned and a search for him has been suspended.

A police spokesman said a two kilometre search today found no trace of Brian Michael McHugh, of north suburban Thornbury, and there would be no search tomorrow.

Over the next few days police would assess whether to resume their search for the boy.

"He is missing, presumed drowned," he said.

The search, which began on Friday afternoon and continued yesterday, was suspended this morning because of high water levels in the Merri Creek, into which the drain runs.

But it later dropped by about 25cm and four police search and rescue divers resumed searching until 3.30pm.

"The divers walked through the water; nothing was found along a two kilometre stretch of the Merri creek," the spokesman said.

Brian was playing in the drain with a friend at about 5pm on Friday when the two boys were washed into the creek.

The friend managed to scramble out of the water.

Yesterday's search found Brian's backpack on the west bank of the creek near Arthuron Rd, Northcote, about 500m from where he was last seen.
OVERVIEW

This lesson plan has been designed to teach students about rivers and the hazards and risks involved. It looks at different rescue items they can use if ever they see a person in trouble in the water. They will be able to identify that they are the most important person in that situation and the importance of self-preservation. Students will be reminded to LOOK BEFORE YOU LEAP, LEARN THE CONDITIONS and NEVER SWIM ALONE.

WHAT YOU WILL NEED

- Most recent Victorian Drowning Report (Available on Edu from Anywhere)
- Victorian Water Safety Guide Z-Card
- Collect examples of items you can use to perform a rescue as props.
  - Suggested examples include: umbrella, esky, paddle, stick, towel, beach ball, swimming ring, kickboard, clothing
- Prepare scenario card sets for Activity 1.3 (see Page 5)

LESSON TOPICS

1. Defining Inland Waterways
2. Considerations
3. Rescues

CURRICULUM CONNECTION

**Health and Physical Education**

<table>
<thead>
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</tr>
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**Mathematics**

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<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>✔ Level 8 - Distinguish between a population and a sample and investigate techniques for collecting data, including census, sampling and observation (VCMSP297)</td>
</tr>
<tr>
<td>✔ Level 9 - Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources (VCMSP324)</td>
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<tr>
<td>✔ Level 10 - Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (VCMSP354)</td>
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DEFINING INLAND WATERWAYS
15 MINUTES

Content Information

Hazards and risks of inland waterways:

The environmental characteristics of inland waterways vary greatly as do patterns of usage. Environmental characteristics which influence hazards include; crumbling banks and shifting beds, strong or unpredictable currents, submerged hazards, increased turbidity and low visibility, variable water depths and cold water temperatures.


Activity

1. Representing information: Create a graph to represent the following information:

   Inland Waterway Drowning Deaths by ‘Location Category by Financial Year’, Australia 2008-09 to 2010-11 (n=318)

   - Lake / Dam / Lagoon
     - 2008-09  18
     - 2009-10  38
     - 2010-11  23
   - River / Creek / Stream
     - 2008-09  79
     - 2009-10  53
     - 2010-11  107

   What conclusions might you draw from these statistics? What strategies can you suggest to effectively address any concerning trends?

Differentiation

Use the most recent Victorian Drowning Report and compare last year’s statistics to this year. What is the trend?

CONSIDERATIONS
10 MINUTES

Activity

1. *Never Swim Alone and Look Before You Leap*: As a whole class, discuss what these key water safety messages mean to you. Why is it important?

Differentiation

Students share experience.

*Please note: Be careful and sensitive with those students who may have experienced something traumatic or stressful.*
RESCUES
35 MINUTES

Content Information

TALK - This is the safest form of rescue. A person having difficulty in the water can panic. Someone talking to them can reassure and settle the person down.

REACH - When the person in difficulty is near the edge.

THROW - When the person is too far out to reach but is in throwing distance.

WADE - If, after checking, the water is safe to enter, the rescuer may be able to wade in and reach the person with one of the objects

ROW - You may have a canoe or watercraft that can be paddled out to the person. Wearing a lifejacket will keep you safe.

Rescuers must be select and adapt rescue techniques to suit:
- Their own swimming abilities
- The condition of the person in difficulty
- The rescue conditions, such as water conditions and distance to safety.

In attempting any rescue, self-preservation is the key factor.

Activity

1. To the rescue! Create Scenario Cards in three sets: Scenario, equipment and rescue type.

Students randomly draw one card from the scenario set as well as one from the equipment set. Based on the two cards, they create the scene and demonstrate how they would use the equipment to conduct a safe non-swimming rescue. They consult the third set of cards for instructions about types of non-swimming rescues.

For example:
- Scenario: Picnic by the River; someone with reasonable swimming ability has fallen in. They are five meters from the bank but cannot get back because they have a severe cramp in their leg.
- Equipment: Beach Umbrella (the umbrella can be taken down, closed, and used to reach the victim)
- Rescue Type: Reach

Differentiation

Students are divided into small teams and given three sets of cue cards. One set has a scenario; the second set has equipment; the third set has information and step-by-step instructions about non-swimming rescues.

This activity can be done with or without props. However, props are an enhancement and can be collected in advance. See Page 1 for suggestions.

REPORTING COMMENTS

The student has used mathematics to investigate, represent and interpret statistics and health data relating to inland waterway drowning deaths.

The student was able to relate to a personal experience with a key water safety message.

With or without props, the student has demonstrated a variety of non-swimming rescue techniques.

During the rescue scenario, the student effectively communicated with their patient; giving reassurance, appropriate guidance, and delivering consistent verbal and non-verbal cues.
OVERVIEW

This lesson plan has been designed to teach students about the beach environment, including the difference between a lifesaver and lifeguard, patrolled beaches and potential dangers. It looks at how rips can be identified and what to do if they find themselves caught in one. Students will learn the importance of SWIMMING BETWEEN THE FLAGS and to NEVER SWIM ALONE.

WHAT YOU WILL NEED

- Most recent Victorian Drowning Report (Available on Edu from Anywhere)
- Art Materials: Scissors, paper and drawing materials
- Victorian Water Safety Guide Z-Card
- Images of rip currents – Refer to Appendix 1

LESSON TOPICS

1. Surf Beach Statistics
2. Drowning Blackspots

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**Being healthy, safe and active**

- Level 7 & 8 - Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)
- Level 9 & 10 - Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at risk (VCHPEP144)

**Contributing to healthy and active communities**

- Level 7 & 8 - Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)
- Level 9 & 10 - Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)

SURF BEACH STATISTICS
30 MINUTES

Content Information

Patrolled Beaches:
Anglesea, Black Rock, Chelsea, Edithvale, Frankston, Ocean Grove, Port Campbell, Port Melbourne, Portsea, Rosebud, Torquay, South Melbourne, Williamstown.

Unpatrolled Beaches:
Bells, St Andrews.

Bay Beaches:
Black Rock, Chelsea, Edithvale, Frankston, Port Melbourne, Rosebud, South Melbourne, Williamstown.

Surf Beaches:
Anglesea, Bells, Ocean Grove, Port Campbell, Portsea, St Andrews, Torquay.

Activity

1. Information: Have students look at the most recent drowning report and find out the statistics of beaches in terms of drowning.

2. Amazing Race: Teams race each other, as they trace their way around the Z-Card map, to locate each beach on the list. Team members determine if it is patrolled or unpatrolled and decide if it is a surf beach or a bay beach.

Students will refer to the Z-Card map of patrolled beaches which has been provided.

Differentiation

Students may work in small teams.

Bells Beach and St Andrews Beach do not feature on the Z-Card map – students will have to deduct that these beaches are unpatrolled.

DROWNING HOTSPOTS
30 MINUTES

Content Information

Sometimes you can see a rip current but they are not easy to identify, especially on windy days, and they may have only one or two of these features:
- Discoloured brown water due to stirred up sand
- Foam on the surface of the water
- Waves breaking further out on both sides of the rip
- Debris, such as seaweed or rubbish, floating out to sea
- A rippled appearance, where the surrounding water is generally calm
- Water visibly moving at a fast speed out to sea

Lifesavers are experienced at identifying rips; they have specific knowledge of the beach they patrol; they will position the red and yellow flags away from a permanent or an observed rip.

To call for HELP:
- Stay calm
- Float
- Raising and/or waving an arm and or/both arms
- Call for help as loudly as you can
Never try to swim through the rip back to shore – this will be like swimming on the spot in a wave pool. A rip will come to an end. When the rip finishes, swim or paddle parallel to the shore and then back in. Incoming waves can assist you back to the beach.

Avoid rip currents - Always Swim Between The Red And Yellow Flags.

Activity

1. Discuss and map: Can you find a picture of a rip on your Z-Card? How can you identify a rip current?

Refer to the images in Appendix 1.

Plan - Your brochure should be succinct and contain key safety information. What would you include and why?

Create a mini-card for the glove box or console of your family car or for your wallet.

Differentiation

Students to create a more detailed map of beaches.

REPORTING COMMENTS

The student has considered, compared and evaluated perceptions of challenge, risk and safety in relation to swimming at patrolled and unpatrolled beaches.

The student has used science inquiry skills to understand how rips are formed and how they typically behave.

The student has created a mini-card for the car or wallet, with the purpose of having a quick guide to identifying a rip and safety options if caught in one.
APPENDIX

APPENDIX 1
Rip Current Images

How do you spot a rip current?

YOU CAN SURVIVE A RIP CURRENT BY KNOWING YOUR OPTIONS

AVOID RIP CURRENTS
ALWAYS SWIM BETWEEN THE RED AND YELLOW FLAGS

IF YOU ARE CAUGHT IN A RIP CURRENT, STAY CALM, CONSERVE YOUR ENERGY AND CONSIDER THESE OPTIONS:

1. RAISE ARM AND CALL OUT TO PASSERS-BY.
2. FLOT WITH THE CURRENT. IT MAY RETURN YOU TO A SHALLOW SANDBAR.
3. SWIM PARALLEL TO THE BEACH. YOU MAY ESCAPE THE RIP CURRENT.
4. REA SSSE: THE SITUATION. IF WHAT YOU ARE DOING ISN’T WORKING, TRY A DIFFERENT OPTION UNTIL YOU RETURN TO SHORE.