

# Rip Current Safety

## Activity 2: Spotting and Avoiding Rip Currents

View the 'Rip Current Safety – Spotting and Avoiding Rip Currents' video tour at [www.lsv.com.au/vr](http://www.lsv.com.au/vr)



### Key Learning

During this lesson, students will become familiar with the features to look for to identify some common rip currents and discuss how best to avoid these hazards. Students will then use collage to create a beach scene, using paper to represent the identifying features of a rip current that they have learnt about.



### Resources

- Smartboard
- Appendix A: *Strong current symbol* (to display on smartboard)
- Appendix B: *Current thinking* (one copy for each student)
- Appendix C: *Rip current photos* (to display on smartboard)
- A variety of different coloured and textured paper
- A3 white paper



### Engage

- Challenge students to draw the 'Strong Current' symbol from memory. Display Appendix A: *Strong current symbol* on the smartboard for students to check their work against.
- Explain that this symbol can indicate that rip currents are present at a beach.



### Curriculum

#### Health and Physical Education – Personal, Social and Community Health

*Being healthy, safe and active*  
Levels 5 & 6

- Plan and practise strategies to promote health, safety and wellbeing ([VCHPEP108](#))

#### Visual Arts – Visual Arts Practices

*Level 5 & 6*

- Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks ([VCAVAV030](#))



## Explore

- Give each student a copy of Appendix B: *Current thinking*. Read each statement aloud to the class and ask students to mark their current thinking on the lines. It is important that students use the same colour for each line, as they will need to repeat the activity with a different colour in Lesson 4 to show how their thinking has changed.



## Explain

- Watch Video 2 – Spotting an Avoiding Rip Currents ([www.lsv.com.au/vr](http://www.lsv.com.au/vr))



## Elaborate

- As a whole group look at Appendix C: *Rip current photos* on the smartboard. Ask students to identify the rip current in each photo. Challenge students to justify their answer by pointing out which common features they can see (e.g. There are not many breaking waves or there is a path of darker water).



## Evaluate

- Give each student a piece of white A3 paper and ask them to use the coloured paper to create a collage of the beach. Encourage them to reflect on the common features of a rip current and think about how they might use the paper to represent this (e.g. rip, cut, fold, scrunch etc.). Remind them that every rip current looks different and only one or two of these features might be visible. These will be shared at the beginning of Lesson 3.
- Students may also create their collage artwork using an online program if one is available.

## References

Science of the Surf. *Rip of the Month*, <http://www.scienceofthesurf.com/ripom.html> [viewed 31 August 2021]

Appendix A  
Strong Current Symbol



## Appendix B Current Thinking

Use a coloured pen or pencil to mark your current thinking on each line. In Lesson 4, repeat the activity with a different colour to show how your thinking has changed.

I understand how a rip current works.



Agree

Disagree

Only weak swimmers drown in rip currents.



Agree

Disagree

I could spot a rip current at the beach.



Agree

Disagree

If I got stuck in a rip current, I would know what to do.



Agree

Disagree

## Appendix C Rip Current Photos

### Photo 1

October 2017, Stanwell Park, NSW (Photo courtesy of Dr Rob Brander, Science of the Surf)



**Photo 2**

February 2017, Watipinga Beach, SA (Photo courtesy of Shane Daw, Surf Life Saving Australia)



**Photo 3**

June 2016, North Cronulla Beach, NSW (Photo courtesy of Beth Noel, Sutherland Shire Council)

