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
4. Picture Perfect

CURRICULUM CONNECTION

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)

Science*

Science Understanding

Earth and space sciences

- Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life (VCSSU046)

*Available for use: http://victoriancurriculum.vcaa.vic.edu.au/overview/about
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.
Swim Between the Flags

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.
Where **should you** always **swim** at the **beach**?

If we can’t **see you**, we can’t **save you**.