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

<table>
<thead>
<tr>
<th>Health and Physical Education*</th>
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<tbody>
<tr>
<td><strong>Physical, Social and Community Health</strong></td>
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<tr>
<td><strong>Being healthy, safe and active</strong></td>
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<tr>
<td>🍾 Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)</td>
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<tr>
<td><strong>Contributing to healthy and active communities</strong></td>
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<tr>
<td>🍾 Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</td>
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<tr>
<th>Science*</th>
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<tr>
<td><strong>Science Understanding</strong></td>
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<td>Science as a human endeavor</td>
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<td>🍾 People use science in their daily lives (VCSSU041)</td>
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<td><strong>Speaking and Listening - Language</strong></td>
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<td>Language variation and change</td>
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<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>
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<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>
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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.

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.
APPENDIX

APPENDIX 1
Beach Patrol Images
APPENDIX

APPENDIX 1
Beach Patrol Images

Version 2.0 July 2015 © Life Saving Victoria
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