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*

Physical, Social and Community Health

**Being healthy, safe and active**

✓ 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 - Visual Arts*

Visual Arts Practices

✓ Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks (VCAVAV026)

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 1
Beach Patrol Images
APPENDIX
APPENDIX 1
Beach Patrol Images

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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'RE CAUGHT IN A RIP CURRENT, STAY CALM, CONSERVE YOUR ENERGY AND CONSIDER THESE OPTIONS:

- **Swim Parallel To The Shore**
- **Throw A Line**
- **Float With The Current**
- **Swim To A Safe Spot**

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