

SINK OR SWIM

YEARS 3 & 4

LESSON PLAN THREE

Rainbow River

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 in to 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

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)

English*

Reading and Viewing - Literature

Examining literature

✓	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 (VCELT253)
✓	Level 4 – Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (VCELT284)

*Available for use: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

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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.

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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.