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 be able to demonstrate what to do if they get into trouble. 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

- Leonardo da Vinci Sketches – Refer to Appendix 1
- Beach Dangers Grid - Refer to Appendix 1
- Victorian Water Safety Guide Z-Card
- Most recent Victorian Drowning Report (Available on Edu from Anywhere)
- Collect information about dangerous animals at the beach including the treatment if bitten or stung for Activity 1.1
- Collect various safety campaign message examples i.e. CFA, SES, TAC

LESSON TOPICS

1. The Beach
2. Never Swim Alone
4. Safety Messages

CURRICULUM CONNECTION

**Health and Physical Education***

**Physical, Social and Community Health**

**Being healthy, safe and active**

✓ Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)

**Contributing to healthy and active communities**

✓ Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)

**Mathematics**

**Statistics and Probability**

**Data representation and interpretation**

✓ Level 5 – Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (VCMSP206)

✓ Level 6 – Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (VCMSP235)

**The Arts - Drama***

**Explore and Express Ideas**

✓ Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations (VCADRE029)

THE BEACH
10 MINUTES

Content Information

Examples of dangers for each of the categories:

- Sky + People = throwing sand, throwing objects
- Sky + Animal = wasps, bees
- Sky + Environmental = sun, weather (storms), lightning
- Land + People = rubbish, glass, syringes
- Land + Animal = crabs, snakes, spiders, wasps, bees
- Land + Environmental = rocks, mud, slippery or crumbling river banks
- Water + People = boats, jet skis, surfers, windsurfers, water-skiers, fishermen
- Water + Animal = sea snakes, sharks, stingrays, jellyfish, puffer fish, stone fish, blue ringed octopus
- Water + Environmental = currents, tides, rips, waves, snags

Activity

1. Categorising Dangers: Dangers at ALL aquatic venues can be put into the categories of sky, land, water or people, animal, environmental.

Using the sample grid in Appendix 1, map further connections. Students can work independently, collaboratively, or as a whole class. They brainstorm answers for each category and write answers in the grid.

2. Data representation and Interpretation: From the data you have recorded on the grid, create a student-generated side-by-side column graph comparing the dangers of the SKY, LAND, and WATER. Describe observations.

Create another column graph comparing dangers due to PEOPLE, ANIMALS, and ENVIRONMENT. Describe observations.

How might the two graphs be interpreted and compared? Comment on the usefulness of the column graph for interpreting the data.

Differentiation

Put the data into an Excel spreadsheet and create the graph electronically.

NEVER SWIM ALONE
20 MINUTES

Content Information

Who’s looking out for you? Remember, the lifesavers can see you if you are between the flags and if they can see you they can help you.

To call for HELP:

- Stay calm
- Float
- Raising and/or waving an arm and or/both arms
- Call for help as loudly as you can

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Activity

1. Who is looking out for you? When we go to the beach, where do you think the safest place to be in the water would be? When we arrive at the beach, what should we do? Students demonstrate calling for help.

2. Observant Lifesavers: How observant are you? Play this game to find out! The game is played in teams of four, one team at a time.

To start the game a team begins with one person standing, one sitting, one kneeling and one lying down. The team has two minutes to play. Team members must continuously change what they are doing (standing, sitting, kneeling, lying) BUT there must never be two people standing, kneeling, sitting, or lying, at the same time, for more than 5 seconds or the team is OUT! No one in the team is allowed to talk or physically push someone into another position. The idea is that each member of the team must be vigilant, watch what every other member of the team is doing, and respond accordingly.

If someone who was lying down stands up, the team must cooperate so that one other person lies down – but not more than one! As soon as the teacher notices that two people are doing the same thing at the same time, the teacher counts the 5 seconds silently before sending a team out. The 5 seconds allows for a reasonable transition between team members.

Differentiation

Another observation game (this can be done as a class or in small groups). Put a variety of objects in the middle of the circle. Ask a student to leave the room. Remove one item from the circle. When the student returns, they must say which item is missing.

VICTORIAN WATER SAFETY GUIDE
15 MINUTES

Content Information

Sometimes you can see a rip current but they are not easy to identify, especially on windy days, and they may have only one or two of these features:

- Discoloured brown water due to stirred up sand
- Foam on the surface of the water
- Waves breaking further out on both sides of the rip
- Debris, such as seaweed or rubbish, floating out to sea
- A rippled appearance, where the surrounding water is generally calm
- Water visibly moving at a fast speed out to sea

Lifesavers are more experienced at identifying rips; they have specific knowledge of the beach they patrol; they will position the red and yellow flags away from a permanent or an observed rip. If you are unsure about the beach conditions and there is no-one to ask, such as a lifesaver, it is best not to enter the water.

If a friend gets into trouble, get help from:

- Lifesavers
- Emergency services – dial Triple Zero (000)
- Parents and friends/Other bystanders – such as surfers, who can perform a board rescue.
Activity

1. Rip Currents…Look at the Z-Card and find the answer to this question: What is a rip current? How do you think they form?

2. “Corners” Quiz: The room is divided into four corners: A, B, C, D (or SAND, SEA, SUN, SURF). Each question has multiple choice answers. As each question is asked, students demonstrate their answer by moving to the corner which corresponds to their chosen answer.

1. If you are unsure about the beach conditions and there is no one to ask, such as a lifesaver, you should:
   a. Go into the water anyway because you know you can swim
   b. Stay out of the water because you do not want to get into trouble
   c. Ask a visiting tourist who has just arrived
   d. Test the conditions by going for a swim.

2. A rip current:
   a. Takes you out to sea but will stop at some point
   b. Takes you to the other side of the world
   c. Takes you past the horizon
   d. Is a whirlpool

3. The safest place to swim at the beach is:
   a. Where there are lots of other people
   b. Where there are no jellyfish
   c. Where there are surfers catching waves
   d. Between the lifesaving flags

4. If you get into trouble in the water you should:
   a. Raise both arms and call for help
   b. Raise one arm, wave, and call for help
   c. Raise one arm, make a fist, and call for help
   d. Stay calm, float, raise and/or wave an arm and or/both arms, call for help as loudly as you can

Differentiation

Students could create a rip using their imagination. They then need to explain this to their peers what it is they created and how it represents a rip.

SAFETY MESSAGES
15 MINUTES

Content Information

Country Cousin Scenario:

- Your city cousin lives near the beach and is a member of his / her local lifesaving club
- The city cousin, who is your age, has invited you to spend part of the summer holidays with them.
- You have never been to the beach before.
- You know you can swim but you have never swum in the sea and you know the beach has different conditions to an inland waterway
- When you arrive at the beach, your city cousin will explain the safety rules
- List all the questions you think you would need to ask your cousin.
City Cousin Scenario:

- Your cousin, who is your age, lives in the country and has never been to the beach.
- You have invited them to spend part of the summer holidays with you.
- You are a Nipper and have regularly taken part in beach-based activities and swimming competition.
- You know your country cousin can swim but surf conditions are unpredictable and there are water dangers at the beach to be aware of.
- You do not want your country cousin to get into any danger.
- When you arrive at the beach, you will explain what the safety rules are.
- List all the safety rules you think you would need to tell your cousin.

Activity

1. Safety messages which do not relate to water safety: Find a safety message that does NOT relate to water safety. Analyse the essential features of the message:
   - What does the message relate to? What is it saying and how does it say it?
   - The structure - how the words work to convey meaning
   - The sound of the message (alliteration; onomatopoeia)
   - The dynamic - Short, sharp, punchy; Thought-provoking; Literal; Emotions
   - Strong visual image or intellectual appeal
   - What does the message relate to?
   - Who is the target audience?
   - Who would take note?

See if you can create your own water safety message.

2. Role play: In pairs, students will have an opportunity to take on each role and deliver the beach safety rules; swapping after a few minutes.

When the student plays the role of the country cousin, they can also ask the city cousin questions. e.g., why can’t we swim on our own? Why do we have to swim between the lifesaving flags? The city cousin should be able to answer these questions, giving reasons.

Some students might be happy to replay their scene in front of the whole class.

Differentiation

Role-play the news reporter turning up to the incident. You may like to use props like a microphone, TV screen. In groups, set up the scene and re-enact what happened.

Use the current key water safety messages and create an image to go with it.

REPORTING COMMENTS

The student has made observations and interpreted the graphs.

The student has worked effectively as part of a team and has begun to identify some of the skills and behaviours expected of lifesavers on patrol, and lifesaving teams.

The student has communicated information about water dangers through role-play.

The student has understood the reasons behind the safety rules.

The student is able to identify other safety messages not relating to water and can adapt these messages to create an effective water safety message.
# APPENDIX

## APPENDIX 1

### Beach Dangers Grid

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<th>PEOPLE</th>
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