

# SINK OR SWIM

YEARS 5 & 6

## LESSON PLAN FOUR

The Swagman's Billabong

### OVERVIEW

This lesson plan has been designed to teach students Billabongs and the connection with the song 'Waltzing Matilda'. It looks at how Billabongs are different from other inland waterways and the dangers to be aware of. Students will learn that safety messages exist within the song and they are also reminded to **CHECK IT'S OK TO SWIM** and to **LEARN THE CONDITIONS**.

### WHAT YOU WILL NEED

- Banjo Patterson's Waltzing Matilda Lyrics – Refer to Appendix 1
- Search 'Waltzing Matilda' - [www.youtube.com](http://www.youtube.com)
- Collect books from the library- Banjo Patterson, Waltzing Matilda
- Beach sign example (including Informative, Precautionary and Regulatory) Refer to Appendix 2
- Peer Feedback Rubric – Refer to Appendix 3

### LESSON TOPICS

1. Waltzing Matilda
2. Billabongs
3. Key Water 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)
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###### *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)
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#### The Humanities - Geography\*

##### Geographical Knowledge

###### *Factors that shape places and influence interconnections*

✓	Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096)
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\*Available for use: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

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### The Swagman's Billabong

## WALTZING MATILDA

20 MINUTES

### Activity

1. What are they talking about? Listen to, and watch footage of, Banjo Patterson's 'Waltzing Matilda'. Sing the song with the students.
2. There are many words which have been used during the song which may not make sense. Make a list of all the words you do not know the meaning of. Next to each word put what you think it means, other words which could be similar, and the dictionary definition and then put each word into a sentence.

### Differentiation

Have students recreate the song using modern words so it is easier for this generation to understand.

## BILLABONGS

20 MINUTES

### Content Information

Billabongs can be found all over Australia and, depending on where they are, they may have different dangers. A muddy billabong in Queensland may have crocodiles in it; a dried up billabong in Victoria that has been empty during a drought, may suddenly fill up when a river floods. Billabongs can often be very shallow and hazardous to dive or jump into. There may be submerged logs and rocks just under the surface.

### Activity

1. What is a billabong? If you had been at the billabong when the swagman jumped in, what could you have done to rescue him without jumping in yourself?

After considering the dangers associated with billabongs, what non-swimming rescue techniques would you use and why?

What if there had been a sign? What types of signs might you find at an aquatic environment? Refer to an example in Appendix 2.

### Differentiation

Students could research the types of signs there are and pick one of the following:

- Make a 30 second commercial based on *Waltzing Matilda* that delivers a safety message about billabongs / waterholes
- Re-write the lyrics to change the outcome of the story, so that the swagman is rescued
- Make a sign that could have warned the swagman of the dangers. Design, draw and cut out your own sign.

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LESSON  
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The  
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## KEY WATER SAFETY MESSAGES

20 MINUTES

### Content Information

Peer tutoring provides an opportunity to put knowledge into practice. It gives students a relevant and meaningful context in which to consider and clarify, and communicate their learning and understandings. They create and present works for a specific purpose.

### Activity

Peer Feedback: Students are divided into three groups. One of the key safety messages will be assigned to each group:

- ***Never Swim Alone***
- ***Look Before You Leap***
- ***Swim Between The Flags***

Each group must design a 3-5 minute lesson that delivers one key safety message to Years 1-2. You must prepare a verbal or written invitation and negotiate a date, time and place with the Year 1-2 teachers. You will need 30 minutes (5 minutes to set up and collect the students; 5 minutes pack up and return them; 15 minutes teaching/delivery; and 5 minutes for the rubric).

Draw on what you know about the message and consider what would work best with this age group/year level and how you can best peer-tutor. It is important not to scare the children but to empower them to stay safe. You can incorporate song, dance, role-play and ICT. Be creative!

Your audience of Year 1-2 students will provide feedback and evaluate how effectively you engaged them. What would be useful feedback to receive? A rubric template has been supplied to start you off (refer to Appendix 3). As a class, discuss and add to the rubric.

Ensure students are aware of what the Year 1-2 students have been learning about.

### Differentiation

Self-reflection - Students can evaluate how they think they did with the task and compare with the feedback they received from the Years 1-2 students.

## REPORTING COMMENTS

The student was able to find the meaning of unknown words.

The student is able to identify the different signs you may find at an aquatic environment.

The student engaged and captured their audience with the delivery of a key water safety message.

The student took on board the positive and constructive feedback given by peers.

# APPENDIX

## APPENDIX 1

### Waltzing Matilda Lyrics



EDUCATION  
FROM ANYWHERE



## Waltzing Matilda Lyrics

The Once a jolly swagman camped by a billabong,  
Under the shade of a coolibah tree,  
And he sang as he watched and waited 'til his billy boiled  
Who'll come a-Waltzing Matilda, with me

Waltzing Matilda, Waltzing Matilda  
Who'll come a-Waltzing Matilda, with me  
And he sang as he watched and waited 'til his billy boiled,  
Who'll come a-Waltzing Matilda, with me

Along came a jumbuck to drink at the billabong,  
Up jumped the swagman and grabbed him with glee,  
And he sang as he stowed that jumbuck in his tucker bag,  
You'll come a-Waltzing Matilda, with me

Waltzing Matilda, Waltzing Matilda  
Who'll come a-Waltzing Matilda, with me  
And he sang as he stowed that jumbuck in his tucker bag,  
You'll come a-Waltzing Matilda, with me

Up rode the squatter, mounted on his thoroughbred,  
Down came the troopers, one, two, three,  
Whose is that jumbuck you've got in your tucker bag  
You'll come a-Waltzing Matilda, with me

Waltzing Matilda, Waltzing Matilda  
Who'll come a-Waltzing Matilda, with me  
Whose is that jumbuck you've got in your tucker bag  
You'll come a-Waltzing Matilda, with me

Up jumped the swagman, leapt into the billabong  
You'll never catch me alive said he  
And his ghost may be heard as you pass by the billabong  
Who'll come a-Waltzing Matilda, with me

Waltzing Matilda, Waltzing Matilda  
Who'll come a-Waltzing Matilda, with me  
And his ghost may be heard as you pass by the billabong,  
Who'll come a-Waltzing Matilda, with me

# APPENDIX

## APPENDIX 2 Beach Sign Example



EDUCATION  
FROM ANYWHERE



In an emergency phone  
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**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

# APPENDIX

## APPENDIX 3 Peer Feedback Rubric



EDUCATION  
FROM ANYWHERE



Name \_\_\_\_\_ Date \_\_\_\_\_

Feedback on learning key water safety messages. Colour or Circle:

The Year 5-6 students helped me understand why I should  
***Never Swim Alone***



The Year 5-6 students helped me understand why I should  
***Look Before I Leap***



The Year 5-6 students helped me understand why I should  
***Swim Between the Flags***



I liked the Year 5-6 students teaching me

