OVERVIEW

This lesson plan has been designed to teach students about rivers and creeks through the story ‘Ned Kelly’s Green Sash’. It looks at how CONDITIONS CHANGE including the flow, depth, debris, clarity and the temperature of the water. Students will learn the importance of self-preservation and that there are safer ways to help rescue a person in trouble. It reminds students to LOOK BEFORE YOU LEAP.

WHAT YOU WILL NEED

- Colour image of Ned Kelly’s green sash - Refer to Appendix 1
- A copy of **Ned Kelly and the Green Sash**:

  *Ned Kelly and the Green Sash*
  Text © 2010 Mark Greenwood
  Illustrations © 2010 Frané Lessac
  Publisher- Walker Books Australia
  ISBN- 9781921150876
  Available for purchase from Harper Collins orders@harpercollins.com.au

LESSON TOPICS

1. Storyboarding
2. What if...

CURRICULUM CONNECTION

**Health and Physical Education***

<table>
<thead>
<tr>
<th>Physical, Social and Community Health</th>
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<tbody>
<tr>
<td><strong>Being healthy, safe and active</strong></td>
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<tr>
<td>✓ Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</td>
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<td><strong>Contributing to healthy and active communities</strong></td>
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<tr>
<td>✓ Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)</td>
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**English***

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<tr>
<th>Reading and Viewing - Literature</th>
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<tr>
<td><strong>Literature and context</strong></td>
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<tr>
<td>✓ Level 5 – Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (VCELT313)</td>
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<th>Writing - Literature</th>
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<td><strong>Creating literature</strong></td>
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<td>✓ Level 5 - Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (VCELT328)</td>
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<td>✓ Level 6 – Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (VCELT356)</td>
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STORYBOARDING
30 MINUTES

Content Information

Storyboards are graphic organisers. They help tell a story in the form of illustrations. The illustrations are displayed in sequence of how the events unfold. In other words, storyboarding involves drawing out a visual representation of how the action would progress.

Activity

1. Create your own storyboard: Read and show illustrations from *Ned Kelly and the Green Sash* and use the information to create a storyboard interpretation. It is important to plan what you are going to draw – with a beginning, middle and end.

2. Share time: Have their students share their story board with a friend or family member. You may even like to have them share it with a student in year prep – two.

Differentiation

Use the storyboard to create a comic strip.

WHAT IF…
30 MINUTES

Content Information

When Ned Kelly was about eleven years old, he rescued a seven year old boy from a flooded creek. Ned was rewarded by the boy’s family with the gift of a green and gold sash. This sash was valued by Ned, as a bright symbol of courage, for the rest of his life. This story provides stimulus for discussion and learning about safety strategies such as keeping safe near these inland waterways and the different ways someone can help a person who has fallen into a creek or river.

Rescuers must be able to select and adapt rescue techniques to suit:
- Their own swimming abilities
- The condition of the person in difficulty
- The rescue conditions, such as water conditions and distance to safety

In attempting any rescue, self-preservation is the key factor. To ensure maximum safety, any rescuer should consider using, in priority order, the following methods:

Non-swimming rescues:
- Talk
- Reach
- Throw
- Wade
- Row

Swimming rescues:
- Swim
- Tow (non-contact, contact)
Activity

1. What If: Ask students to think about what they think may of happened if Ned Kelly had been given the sash before Richard fell into the creek?

An image of the green sash is located in Appendix 1.

2. Consider your Options: We know that Ned Kelly was on the opposite side of the creek to where Richard Shelton had been. He made a decision to enter the water in order to rescue Richard. Have the students write down other options that were available to Ned.

3. Recreate the Story: Students are to choose one of the non-swimming rescues and use it to re-create the story. Richard will be in the same situation, you just need to change how he was rescued. Does this change your ending?

What is the best way to approach the water? What if a current takes you downstream? Teach students the ‘feet first’ floating position and have students practice. Ask students why would you be feet first?

Differentiation

Act out each of the different rescue methods.

Have students try and complete a rescue with and without talking.

REPORTING COMMENTS

The student has interpreted an event that occurred in colonial Australia in the 1800s, when Ned Kelly rescued Richard Shelton from the Hughes Creek.

The student has organised information and has planned, sequenced and retold the story, using a storyboard.

The student has described and assessed strategies for responding to situations that are potentially unsafe, risky or harmful in rivers, creeks and flood waters.

The student has understood that there are ways of staying safe near creeks and rivers and has demonstrated a feet first floating position.
APPENDIX

APPENDIX 1
Ned Kelly’s Green Sash