

SINK OR SWIM

YEARS 7 - 10

LESSON PLAN FIVE

Beach Safety and Rip Currents

OVERVIEW

This lesson plan has been designed to teach students about the beach environment, including the difference between a lifesaver and lifeguard, patrolled beaches and potential dangers. It looks at how rips can be identified and what to do if they find themselves caught in one. Students will learn the importance of **SWIMMING BETWEEN THE FLAGS** and to **NEVER SWIM ALONE**.

WHAT YOU WILL NEED

- o Most recent Victorian Drowning Report (Available on Edu from Anywhere)
- o Art Materials: Scissors, paper and drawing materials
- o Victorian Water Safety Guide Z-Card
- o Images of rip currents – Refer to Appendix 1

LESSON TOPICS

1. Surf Beach Statistics
2. Drowning Blackspots

CURRICULUM CONNECTION

Health and Physical Education*

Physical, Social and Community Health

Being healthy, safe and active

✓	Level 7 & 8 - Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)
✓	Level 9 & 10 - Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144)

Contributing to healthy and active communities

✓	Level 7 & 8 - Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)
✓	Level 9 & 10 - Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)

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

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SURF BEACH STATISTICS

30 MINUTES

Content Information

Patrolled Beaches:

Anglesea, Black Rock, Chelsea, Edithvale, Frankston, Ocean Grove, Port Campbell, Port Melbourne, Portsea, Rosebud, Torquay, South Melbourne, Williamstown.

Unpatrolled Beaches:

Bells, St Andrews.

Bay Beaches:

Black Rock, Chelsea, Edithvale, Frankston, Port Melbourne, Rosebud, South Melbourne, Williamstown.

Surf Beaches:

Anglesea, Bells, Ocean Grove, Port Campbell, Portsea, St Andrews, Torquay.

Activity

1. Information: Have students look at the most recent drowning report and find out the statistics of beaches in terms of drowning.
2. Amazing Race: Teams race each other, as they trace their way around the Z-Card map, to locate each beach on the list. Team members determine if it is patrolled or unpatrolled and decide if it is a surf beach or a bay beach.

Students will refer to the Z-Card map of patrolled beaches which has been provided.

Differentiation

Students may work in small teams.

Bells Beach and St Andrews Beach do not feature on the Z-Card map – students will have to deduct that these beaches are unpatrolled.

DROWNING HOTSPOTS

30 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 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.

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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Never try to swim through the rip back to shore – this will be like swimming on the spot in a wave pool. A rip will come to an end. When the rip finishes, swim or paddle parallel to the shore and then back in. Incoming waves can assist you back to the beach.

Avoid rip currents - *Always Swim Between The Red And Yellow Flags.*

Activity

1. Discuss and map: Can you find a picture of a rip on your Z-Card? How can you identify a rip current?

Refer to the images in Appendix 1.

Plan - Your brochure should be succinct and contain key safety information. What would you include and why?

Create a mini-card for the glove box or console of your family car or for your wallet.

Differentiation

Students to create a more detailed map of beaches.

REPORTING COMMENTS

The student has considered, compared and evaluated perceptions of challenge, risk and safety in relation to swimming at patrolled and unpatrolled beaches.

The student has used science inquiry skills to understand how rips are formed and how they typically behave.

The student has created a mini-card for the car or wallet, with the purpose of having a quick guide to identifying a rip and safety options if caught in one.

APPENDIX

APPENDIX 1 Rip Current Images



EDUCATION
FROM ANYWHERE



**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:

- RAISE AN ARM AND CALL OUT TO SEEK HELP.
- FLOAT WITH THE CURRENT. IT MAY RETURN YOU TO A SHALLOW SANDBANK.
- SWIM PARALLEL TO THE BEACH. YOU MAY ESCAPE THE RIP CURRENT.

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