

SINK OR SWIM

YEARS 7 - 10

LESSON PLAN TWO

Lifejackets Save Lives

OVERVIEW

This lesson plan has been designed to teach students about lifejackets and their importance. It looks ways to develop prevention strategies to avoid putting themselves in a high risk situation. They will be able to understand the types of Lifejackets, their purpose and when they should be worn. Students will be reminded to **WEAR A LIFEJACKET WHILE BOATING, KAYAKING, JETSKIING AND ROCK FISHING.**

WHAT YOU WILL NEED

- Most recent Victorian Drowning Report (Available on Edu from Anywhere)
- Australian Water Safety Council (AWSC) <http://www.watersafety.com.au/> - Search for the document titled: *Australian Water Safety Strategy 2012-15*
- Victorian Water Safety Guide Z-Card
- Examples (where available) or images of Type 1 and Type 2 Lifejackets
- Collect examples of campaign slogans and associated imagery.

LESSON TOPICS

1. Recreational Activities
2. Types of Lifejackets
3. Slogan Design

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)
<i>Contributing to healthy and active communities</i>	
✓	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)

Science*

Science Understanding

Science as a human endeavor

✓	Level 7 & 8 - Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (VCSSU090)
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*Available for use: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

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RECREATIONAL ACTIVITIES

15 MINUTES

Content Information

Recreational watercraft activities include boating, sailing, personal watercraft (PWC), canoeing, kayaking and surfing.

Of all drowning deaths between 2000-2011 involving recreational boating or other activities where a lifejacket is required or recommended to be worn, (such as rock fishing), 78% of victims were reportedly not wearing a lifejacket.

Activity

1. Brainstorm: Refer to the Z-Card and read information about all of the recreational watercraft activities that require the use of a lifejacket.

Discuss the types of recreational watercraft activities that are popular in your local and/or neighbouring area. What typical habits of using recreational watercraft activities – daytime or night time? Conditions – rough, smooth, windy? What have you observed about the use or lack of use of lifejackets? Who is not wearing a Lifejacket? What are the risks of not wearing one in your local waterways?

Use the Australian Water Safety Council, *Australian Water Safety Strategy 2012-15*, p.32 for further information.

Differentiation

Have a look at the *Australian Water Safety Strategy*. Do you agree with the actions? Can you propose an alternative?

TYPES OF LIFEJACKETS

20 MINUTES

Content Information

Not wearing a lifejacket has been cited as a contributing factor in many drowning incidents – particularly when it was required or recommended. Many incidents involved unexpected large waves, leaving insufficient time to put on a lifejacket. This emphasises the importance of always wearing a lifejacket when boating or rock fishing.

Activity

1. Research Lifejackets: Use the internet to research different types of lifejackets available. What level is suitable for different activities? Are they different in structure, buoyancy and colour?

2. Huddle up - Give the students the following scenario. Their boat has just capsized and they have all fallen overboard. They were all lucky enough to be wearing a lifejacket. How could you keep yourself warm? Should you stay together? How do you know everyone is there? What if you notice someone missing?

Differentiation

If you have access to lifejackets, bring them in and discuss the differences. Have students put them on with their eyes open and then with their eyes closed.

Students can create a song which talks about wearing lifejackets.



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SLOGAN DESIGN

25 MINUTES

Activity

1. Creating your own slogan: Discuss examples of slogans for campaigns, i.e. ***Never Swim Alone.***

Students work in small teams to design a water safety billboard that targets the need to wear lifejackets during recreational watercraft activities.

Each team must identify its target population/audience and create a profile of that group: What it wants and values; What would attract this group's attention; Why someone would *not* wear a lifejacket. Your billboard needs to be convincing; How could your team influence the behavior of this group?

Slogan: Good slogans are short and easy to remember (punchy). Accept ideas from everyone in your team and write as many as possible so that you have lots to choose from.

Logo or Image: What do you want to convey and how? What appropriate prevention strategies would you suggest as a way of addressing Lifejacket-Related Drowning Deaths?

Select design elements - colour, mood, angle, framing, positioning.

Feedback: Ask people to vote on which slogan, image or logo has the most impact in delivering your message. Evaluate and possibly edit.

Location: Where will your billboard go in your local area? Suggest strategic locations, providing maps or map references.

Differentiation

Depending on time available, teams may source feedback from people in their local community; otherwise they may seek feedback from the class.

REPORTING COMMENTS

The student has identified outcomes of risk-taking behaviours and has evaluated harm-minimisation strategies.

In the context of the need to wear a lifejacket for certain recreational watercraft activities, the student has recognised and described the potential for peer influence on their behaviour.

The student has researched the topic and described the different lifejacket products available for different aquatic activities.

The student has worked with others to design and create a billboard in response to water related incidents in the local area or as a means of preventing water related incidents in the local area.