

Unit Outline: Early Stage 1

Unit Overview

This unit delves into the amazing world of the beach, ocean and inland waterways and lays a foundational knowledge of coastal and inland water environment safety. Explore the features of our waterways and coastlines, uncover hazards and learn how to keep safe and mitigate risks all while having fun and enjoying all that our amazing natural environments have to offer. The Australian coastline and waterways are beautiful, and every part of the aquatic environment has a function. The aquatic environment has been a source of creativity for many centuries; building both curiosity and innovation. The "Creatures - Big and Small" that live within these environments all have unique features. Some of these features are as a protection from predators and these may also be a hazard to humans. Humans are the key to ensuring the marine environment is cared for, understood and respected to ensure that it is conserved for future generations.

Focus

Beach, Ocean and Inland Waterways

Duration

3 weeks

Key Messages

✓ FI AGS+

- F Find the red and yellow flags and swim between them,
- L Look for and read the safety signs,
- A Ask a lifesaver or lifeguard for safety advice,
- G Go swimming with an adult,
- S Signal for help when you get into trouble in the water
- + Dangers of rip currents
- ✓ If you are not sure if a marine creature or plant is a hazard, look from a distance and don't touch it
- ✓ Humans can use the aquatic environment to inspire research, creativity and innovation.
- ✓ The aquatic environment needs to be looked after so future generations can enjoy it.

Notes

This unit can be delivered with Surf Lifesaving NSW incursion & virtual session program.

This unit embraces and explores Aboriginal Learning Principles through using the Shared Text: "Right Under Your Nose" episode from "Little J and Big Cuz" Series (NITV).





About Surf Life Saving NSW

Surf Life Saving New South Wales (SLSNSW) is the peak water safety, drowning prevention and rescue organisation in NSW and one of the largest volunteer-based community service organisations in Australia. Today the organisation encompasses a range of diverse activities – lifesaving services, community education, surf sports, member development and training, all which contribute to the primary purpose to save lives and meet our target of zero preventable deaths and injuries on NSW beaches.

Why have we created this resource?

Our mission is simple; save lives, create great Australians and build better communities. In order to do this, we want to provide you, our schools, teachers and students with the best possible programs, resources and opportunities to engage with us and learn about water safety, the beach and coastal environments. This resource has been created to help you integrate beach and coastal safety information and broader water safety activities and our programs into your lesson plans in an easy and simple way. We want to ensure our communities understand beach and ocean safety, but we also want to make sure that we provide opportunities to do so in a fun, engaging and relevant way. We hope that this resource will support our mission to equip all communities with the confidence, knowledge, resources & tools to prevent drownings & create safe, fun, welcoming & enjoyable beach side experiences.

Creating a quality teacher resource

We understand the unique challenges that our teachers face and the difficulty in finding quality resources and content in line with the curriculum. In order to bring our teachers a quality resource that they can easily integrate into their classrooms we have utilized the expert skills of highly trained and experienced teachers to develop and build this resource. We will continue to annually review, amend and add to this resource and as part of this process we will value the feedback from all teachers. If you would like to provide your feedback, recommendations or comments regarding this resource please contact us at community@surflifesaving.com.au Thank you.



Opportunities to engage with SLSNSW (Early Stage 1)

This unit outline includes opportunities to bring the content to life by engaging with one of our offered programs, depending on your school location and your availability, you can choose from a number of programs to suit your needs. For further information and assistance with any of the below please contact us at community@surflifesaving.com.au

Lifesaver @ My School Incursion

Bring a lifesaver to your school via our "Lifesaver @ my school" incursion. Our primary school program will focus on keeping safe at the beach and near inland waterways through fun and interactive games and activities.

Beach & Ocean Explorers

Bring a lifesaver into your classroom via our virtual sessions. Our early stage 1 virtual session "Creatures Big & Small" invites your students to come and explore the ocean and beach with a real lifesaver and learn about the amazing creatures that live within. We will explore the animals from within the deep ocean along with creatures that lurk inside our coastal rock pools.

Find out more about Beach & Ocean Explorers

Engage with your local SLSNSW area program

If your school is located in a coastal area there may be a local run program by one of our SLSNSW Clubs or Branches. You can always contact your local club to find out more or contact us and we can put you in touch with the right person.



Contact the Community Education Team



Beach & Coastal Safety Resource Hub Home - Surf Life Saving NSW

- ✓ Primary School education programs and resources: <u>Primary Schools Beach & Ocean</u> <u>Safety Programs (beachsafetyhub.org.au)</u>
- ✓ Creatures Big & Small: Explore the beach & ocean with a real lifesaver and learn about creatures (beachsafetyhub.org.au)

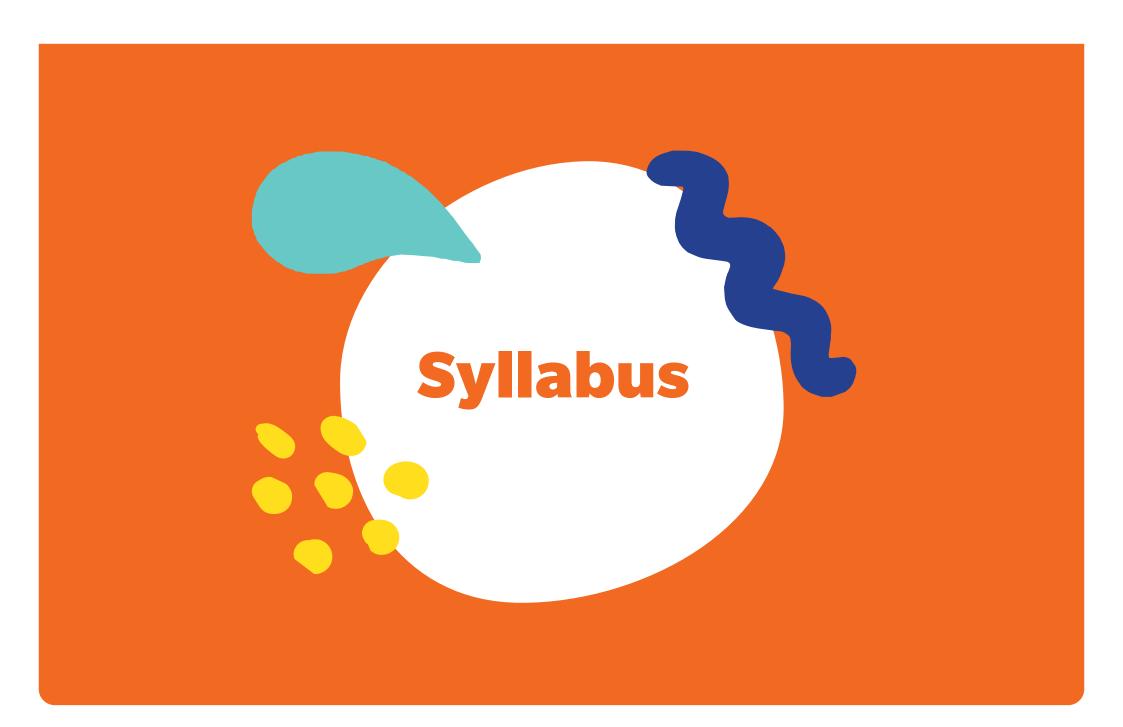


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ENe-2A

Composes simple texts to convey an idea or message.

ENe-5A

Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling.

ENe-10C

Thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts.

ENe-11D

Responds to and composes simple texts about familiar aspects of the world and their own experiences.

Content

Writing and representing 1

Develop and apply contextual knowledge:

- ✓ drawing on their experience of language and texts, begin to understand that writing and representing can be used to convey an idea or message
- ✓ share writing with others for enjoyment
- ✓ develop an awareness of issues relating to the responsible use of digital communication 4 =

Understand and apply knowledge of language form and features:

✓ know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)

Respond to and compose texts:

- ✓ create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)
- identify and use words around the classroom and in books during writing
- compose texts using some sight words and known words
- ✓ compose texts on familiar topics using pictures and graphics to support their choice of words

Key Enquiry Questions

How do we develop and apply contextual knowledge? How do we respond to, read, view and compose texts?



Content continued

Thinking imaginatively and creatively

Engage personally with texts:

- ✓ respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)
- ✓ share picture books and digital stories for enjoyment and pleasure

Develop and apply contextual knowledge

- understand that imaginative texts can be composed for a range of audiences and purposes, using a range of media
- ✓ engage with and appreciate the imaginative use of language through storytelling

 ♠ ♠

Respond to and compose texts

- ✓ use imagination to represent aspects of an experience using written text, drawings and other visual media
- ✓ respond to a range of imaginative and creative texts, including visual media

Expressing themselves

Engage personally with texts

- engage with a variety of simple texts and be.g.in to understand that readers draw on their own knowledge to make meaning and enhance enjoyment

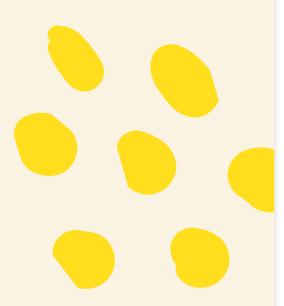
Develop and apply contextual knowledge

✓ recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

Respond to and compose texts

- compare and connect own experiences to those depicted in stories
- use visual, multimodal and digital processes to represent simple aspects of home and community life

- ✓ respond to texts that depict aspects of home and community life, e.g. short films and digital texts
- ✓ respond to Dreaming stories, e.g. stories from local Aboriginal and Torres Strait Islander communities
- ✓ respond to literature and a variety of other texts from a range of storytellers and cultures, using picture books and online sources ♥ ■ ●
- ✓ read and discuss stories that reflect students' social and cultural groups ‡ ★ ♥ ●



GEe-1

Identifies places and develops an understanding of the importance of places to people.

GEe-2

Communicates geographical information and uses geographical tools.

Content

People Live in Places

Important places

- ✓ investigate the importance of places they live in and belong to, for example: (ACHGK002, ACHGK004)
- ✓ discussion of why places are special and how people care for them F ♣ 🕆
- ✓ explanation of why people need to take care of places → ☼

Aboriginal and Torres Strait Islander places

- ✓ investigate the Country/Places important to Aboriginal or Torres Strait Islander Peoples, for example: (ACHGK003) ₩
- ✓ identification of an Aboriginal or Torres Strait Islander site, Country or Place ∜
- ✓ discussion of why the site, Country or Place is important ⊕

Locating places

- ✓ investigate how the location of places can be represented, for example: (ACHGK001)
- ✓ location of familiar and local places on maps M ST ■
- ✓ description of the location of places

Key Enquiry Questions

What places are like?
What makes a place special?
How can we look after the
places we live in?



CA VAES1.1

Makes simple pictures and other kinds of artworks about things and experiences.

CA VAES1.4

Communicates their ideas about pictures and other kinds of artworks.

CA MUES 1.1

Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.

CA DRAES1.1

Uses imagination and the elements of drama in imaginative play and dramatic situations.

CA DAES1.1

Participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities.

Content

Visual Arts

- ✓ Think about themselves as artists in their artmaking (within a limited understanding of the artist's function)
- Make drawings, paintings, sculptures etc about things of interest to them and their experiences
- ✓ Use a variety of media, techniques and tools to create different effects
- Describe the properties of drawings, paintings, sculptures etc, what they are about and what they are made from
- Describe the properties of some media, tools and techniques and how they can be used to create interesting effects

Drama

- ✓ participate in imaginative play by taking on basic roles
- work with other students and the teacher to develop dramatic situations in the drama forms of improvisation, movement, mime and storytelling
- encounter drama elements, e.g. tension, contrast and symbol as part of their active engagement in the drama.

Dance

- travel and stop with attention to movement, stillness, care and safety in the designated dance space
- ✓ travel around the general dance space, maintaining personal space
- ✓ perform basic movement, demonstrating control, e.g. changing speeds, using various body parts in a variety of combinations, whole body locomotor and non-locomotor sequences, various follow-the leader sequential warm-ups
- ✓ use contrasting expressive qualities in movement for a dance, e.g. big, heavy, slow elephants in contrast to tiny, quick, light flies.

Key Enquiry Questions

How do we communicate our ideas using pictures, colour, sound, body movement and expression?



Pde-2

Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe.

Pde-6

Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity.

Pde-9

Practices self-management skills in familiar and unfamiliar scenarios.

Key Enquiry Questions

What makes me unique?
How can we care for and include
each other? What choices can help
make me safe, supported and active?
What helps us to stay healthy and
safe? How do we make healthy
and safe choices in different
situations?

Content

Health, Wellbeing and Relationships

What makes me unique?

- participate in a range of activities and explore which ones they enjoy and what makes them enjoyable
- ✓ identify ways they can use their strengths to help themselves and others to stay safe in various situations
- ✓ recognise that people have different thoughts, feelings and responses to different situations

How can we care for and include each other?

- identify and describe emotional responses people may experience in different situations, for example: (ACPPS005)
- identify and describe different emotions, e.g. people who are happy, sad, anxious, excited, tired, angry or confused
- ✓ recognise emotional responses and experiences that can indicate unsafe situations, e.g. scared, worried
- ✓ recall and share emotional responses to different situations
- ✓ practise interpersonal skills to interact positively with others, for example: (ACPPS004)

- practise interpersonal skills to be an effective group member, e.g. express needs, wants and feelings appropriately, active listening, selfcontrol, sharing and helping
- ✓ recognise how it feels to be included in activities
- ✓ share ideas about people who care for them, e.g. parents/carers
- ✓ identify people that can help in different situations, e.g. when injured, hurt, upset, sad or worried about a family member or a friend

Healthy, Safe and Active Lifestyles

What choices can help make me safe, supported and active?

- make connections between feelings, thoughts, body reactions and body language, for example:
 - Communicate thoughts and feelings about safe and unsafe situations and compare how characters in stories think, feel and react in different situations
- participate in games and physical activities and recognise how it can benefit their mental health, e.g. increased self-esteem, feeling calm and relaxed

Content continued

What helps us to stay healthy and safe?

- identify safe and positive health practices and display actions that promote health, safety and wellbeing, for example: (ACPPS006)
- ✓ identify preventive strategies that enhance health, e.g. sun protection
- describe how individuals help one another to stay healthy and safe in various environments, for example:
- ✓ recognise that media present messages which may be true or false
- ✓ practise interpersonal skills when participating in various activities, for example:
- demonstrate a number of skills and actions for safety, e.g. assertiveness, refusal skills, telling, persistence
- identify choices to enhance environmental safety, e.g. obey warning signs and signals, not touching dangerous objects

How do we make healthy and safe choices in different situations?

- discuss different ways that the community and built environments support people and help to keep them safe, e.g. fences around playgrounds
- ✓ practise ways of seeking help in a range of different scenarios, e.g. call 000 during an emergency, use No-Go-Tell when feeling unsafe
- recognise safety symbols and procedures for their own and others' safety in various water environments, e.g. never swim alone; swim between the red and yellow flags
- ✓ identify contextual factors that influence safety, e.g. family, peers, media, environment
- describe how Aboriginal people stay safe on-Country, for example:
 - Identify customary Aboriginal walking tracks in the local community or region and discuss the health benefits associated with caring for Country

PDHPE Prepositions

Focus on educative purposes

- ongoing, developmentally appropriate and explicit learning about health, safety, wellbeing and participation in physical activity
- learning opportunities to create, practise, apply and evaluate the knowledge, understanding, skills, values and attitudes needed to live healthy, safe and active lives

Take a strengths-based approach

possess strengths, capacities and capabilities that can be supported and developed to improve their own and others' health, safety, wellbeing and participation in physical activity

Develop health literacy

- ✓ interactive dimension requires more advanced knowledge, understanding and skills to actively and independently engage with a health issue and to apply new information to changing circumstances
- critical dimension the ability to selectively access and critically analyse health information from a variety of sources to take action to promote health, safety, wellbeing and participation in physical activity for themselves and others

Include a critical inquiry approach

develop skills in researching, analysing, applying and appraising knowledge in health and movement contexts

PDHPE Content Strands

Healthy, Safe and Active Lifestyles

- identify safe and positive health practices and display actions that promote health, safety and wellbeing
- describe how individuals help one another to stay healthy and safe in various environments
- demonstrate a number of skills and actions for safety
- identify choices to enhance environmental safety
- ✓ identify a number of possible skills and strategies to stay safe and be supportive
- discuss different ways that the community and built environments support people and help to keep them safe
- ✓ practise ways of seeking help in a range of different scenarios
- recognise safety symbols and procedures for their own and others' safety in various water environments
- ✓ understand and follow road safety procedures
- ✓ identify contextual factors that influence safety
- describe how Aboriginal people stay safe on-Country
- ✓ identify themes in Aboriginal stories that teach children how to stay safe

PDHPE Skill Domains

Decision-making and problem-solving

- ✓ information-gathering
- ✓ finding solutions to problems
- ✓ analysis

Help Seeking

- ✓ recognising when help is needed
- ✓ accessing support and support networks

Communication

- ✓ verbal and nonverbal communication
- ✓ listening, eg active
- ✓ expressing feelings
- ✓ giving and receiving feedback
- ✓ assertiveness

Leadership and advocacy

- ✓ influencing and persuading
- ✓ restorative practices
- ✓ networking

Social awareness

- ✓ respecting difference and diversity
- ✓ contributing to their community

Ste-1WS-S

Observes, questions and collects data to communicate ideas.

Ste-3LW-ST

Explores the characteristics, needs and uses of living things.

Ste-4MW-ST

Identifies that objects are made of materials that have observable properties.

Ste-6ES-S

Identifies how daily and seasonal changes in the environment affect humans and other living things.

Key Enquiry Questions

What do notice about living things? How can living things be used to meet our needs?
How can daily and seasonal changes affect the environment?

Content

Working Scientifically

Planning and conducting investigations

- record observations using drawings, simple digital recording methods, oral descriptions and/or simple visual representations (ACSIS011)
- work cooperatively with others to investigate ideas

Communicating

✓ share observations and ideas based on guided investigations (ACSIS012)

Questioning and predicting

- ✓ pose questions about familiar objects and events
- respond to questions about familiar objects and events (ACSIS014)

Processing and analysing data

- ✓ engage in discussions about observations
- ✓ represent ideas based on results of investigations (ACSIS233)

Living World

Characteristics and basic needs of living things

- ✓ recognise that living things have basic needs including air, food and water (ACSSU002)
- compare the basic needs of some plants and animals
- ✓ participate in guided investigations to identify living things and the external features of plants and animals in the local environment ScIT → o*
- ✓ communicate findings of observations of living things in their environment ScIT → o*

Earth and Space

Changes in the environment

- ✓ observe, ask questions about and describe changes in objects and events (ACSHE013) ScIT o°



Core Lesson 1 – 25 mins

Writing and representing ACELA1758

Shared Text: Episode <u>"Right Under Your Nose"</u> Little J and Big Cuz (NITV)

Questioning

- ✓ Likes/Dislikes about the text
- ✓ What made Nanna, Little J and Big Cuz go to the Beach?
- ✓ What did Little J and Big Cuz learn whilst at the beach?
- ✓ How did Little J and Big Cuz feel when they learned new things at the beach?

Resources

- ✓ Teacher Resources
- ✓ Episode "Right Under Your Nose" Little J and Big Cuz (NITV)
- ✓ List of Common Sight Words for Early Stage 1 or Foundation students
- ✓ Template for recount, character profile and report. Refer to <u>NSW Dept of</u> Education - Literacy - Ideas Early Stage 1

Core Lesson 2 – 70 mins

Thinking imaginatively and creatively ACELT1577

Task: Informative Recount

Explicit Teaching of features of a recount

- Introduction
- ✓ What happened first?
- ✓ Next?
- ✓ Then?
- ✓ Last?

Think/share/pair an event that happened to them/their family or friend at the beach/river/dam. Have them sit face to face and chat.

Think/share/pair their favourite event in the episode "Right under their Nose" of Little J and Big Cuz.

Written Recount: Use key words, phrases or sentences to recount their favourite event in the episode "Right under their Nose" of Little | and Big Cuz

Resources

Informative Recount scaffold or template



Core Lesson 3 – 20-30 mins

Thinking imaginatively and creatively ACELT1577

Task: Character Profile

Create a character profile of Little J, Big Cuz, Nanna or Ole' Dog

Include:

- ✓ Name
- ✓ Personal qualities
- ✓ What did they learn from their visit to the beach?

Task: Information Report

This could be integrated with the Science Seasons Collage task

- Describe the beach/river/dam in each season. (eg. Summer/Winter; Dry/Wet, Harvest/Growth etc)
- Students are to write sentences to construct a paragraph. Use Kindergarten Common Sight Words, effective grammatical patterns and sentence punctuation. Encourage students to use expressive adverbs and adjectives.

Describe:

- ✓ temperature
- ✓ wind/rain
- sensory features of the beach/river/dam (smell, feel, taste, hear, see)

Refer to the Science Seasons Collage task

Resources

Activity Sheet: Create a Character Profile





Homework

Read supplementary texts relating to experiences at the beach, river or dam for enjoyment (refer to resources list)



Core Lesson 70 mins

Planning and conducting investigations ACSIS011

Group TASK (2 or 3): Poster Part 1 - Features of aquatic environments

This could be integrated with the Creative Arts task

Each group is to create a poster of different aquatic environments.

- ✓ Coastal beach
- ✓ Inland river
- Dam
- ✓ coastal rock platform

Features of poster

- Flora
- Fauna
- ✓ landscape features (flat, steep, meanders etc)
- ✓ types of soil (sand, mud, rocks, sandstone etc)
- water chemical makeup (ice, running water, cold, warm, salty, fresh

Students need to label their poster with the correct features. (These words could be displayed in the classroom)

Resources

A1 cardboard or similar, craft materials, blank labels white (features) another colour (hazards), colours - poster







Core Lesson 5 - 30-45 mins

The School of Fish -

Use the Smiling Minds meditation - Smiling Starfish (3 mins)

The Mirror Game

- ✓ Form a circle and be warming up their whole body from head to toe. One at a time ask students to choose a warm-up movement that other students can copy. Encourage students to keep their actions simple and clear. Each movement can be repeated about eight times. Move around the circle and make sure everyone has a chance to lead a warm-up movement.
- ✓ Watch the Underwater Dance video with students
- ✓ Divide the class into pairs and have each pair decide who is student A and who is student B. The mirror acts as a reflection, trying to move exactly the same way at the same time as the other student. Encourage leading students to try a range of movements including experimenting with big, small, wide, narrow, circles, straight lines, movement up high, or down low; keeping their movements simple, slow and steady and to try to use different body parts, such as hands, fingers, shoulders, feet, or the whole body.
- After a few minutes have students swap over the leader role.

Broken Mirrors

Introduce the concept of contrast or opposites.

- ✓ Demonstrate the activity with a student leader (the teacher is the mirror).
- ✓ The leader makes a shape, but the mirror (now a bit broken) alters it.
- ✓ Try contrasting size. If the leader is performing a big shape, the mirror will perform a small shape. Try three or four different shapes.

Resources

Download the free **Smiling Mind app**

<u>Underwater Dance video</u>

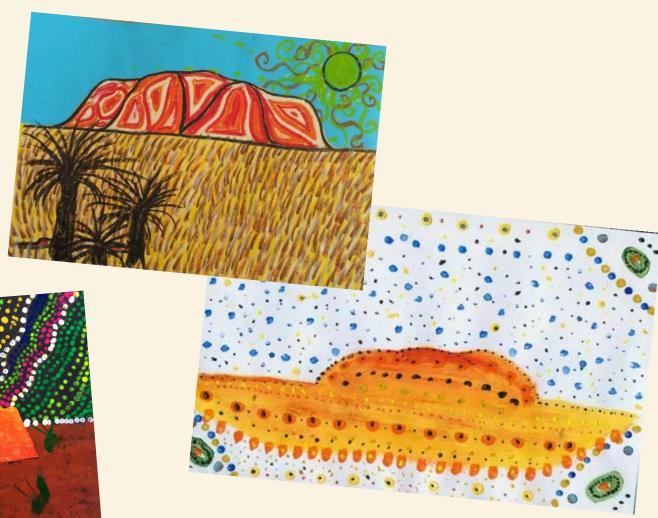


Geography

Draw and label features of a named location e.g. Uluru









Core Lesson 1 – 30-45 mins

Writing and representing ACELA1758

TASK: Picture Book

Create a book of the activities you enjoy when you visit the beach, river or dam.

Students are to

- ✓ Illustrate the activities they enjoy when they visit the beach
- ✓ Write a sentence explaining their illustration eg. "When I go to the beach/river/dam, I like to ... or I enjoy (activity) ... when I go to the beach/river/dam"

(Use Kindergarten Common Sight Words)

Resources

A3 paper folded to make a booklet or Google slide for each activity.



Core Lesson 2 – 20-30 mins

Thinking imaginatively and creatively ACELT1577

TASK: Stories from Cape York Country

Play Adventures at Thompson's Creek (Kuku Yalanji language)

Play Adventures at Thompson's Creek (English language)

Class Discussion or in small groups: Create cards or google slides to recount the story sequence.

Resources

- ✓ <u>Cape Treasures</u> is a collection of animations and group stories by children from four communities in Cape York told in English and in local Indigenous Language
- Teachers Guide Cape Treasures is a collection of animations and group stories by children from four communities in Cape York told in English and in local Indigenous Language
- Adventures at Thompson's Creek (Kuku Yalanji language)
- Adventures at Thompson's Creek (English language)

Homework

Read supplementary texts relating to experiences at the beach, river or dam for enjoyment (refer to resources list)



Activity

Create an alternate ending to their favourite event at the beach



Core Lesson 3 – 20-30 minutes

TASK: Character Profile

Group TASK (2 or 3): Poster Part 2 - Hazards of aquatic environments

This can be integrated with PDHPE

Using your poster from Week 1 Core Lesson 4 label the potential hazards in your aquatic environment in different colours:

- ✓ slipping on moss
- ✓ body temperature too cold
- ✓ Irukandji jellyfish
- ✓ blue bottles
- ✓ blue-ring octopus
- ✓ rip currents
- ✓ not being able to swim in strong currents
- ✓ feet caught in reeds

Resources

Poster from Week 1 Core Lesson 4



Core Lesson 4 – 70 mins

Detective: Who else has been to my favourite place?

TASK 1 (complete this lesson in sentences or as artwork)

✓ List the activities that take place at your favourite place. e.g. BBQ's, surfing, paddle boarding, play on playground, swimming, jumping off wharf

Humans leave clues that they have interacted with the environment.

✓ List the clues that tell us that humans have been to your favourite place e.g. fishing line and bait rubbish, footprints, ice cream rubbish, tyre hanging off the tree, boat ramp, long grass has bike tracks, graffiti, Aboriginal Rock Art, stories about the place e.g. Annie and the Waves, Aboriginal Stories



TASK 2

How do I feel at my favourite place?

- On the Emoji design worksheet or as a class on the interactive whiteboard, draw an emoji for at least 10 of the listed feelings:
- happy, loved, sad, thankful, excited, grateful, fantastic, silly, festive, cool, relaxed, worried, chilled, positive, joyful, alone, proud, angry, sick, delighted, tired, teary, lucky, hungry, bored, peaceful, super, bad, special, irritated, fed up, furious, safe, scared, awful, hurt.
- ✓ Either tick (feel good) or cross (doesn't feel good) below each emoji to articulate how the student feels at their favourite place

Resources

- ✓ Activity Sheet: Emoji Design
- ✓ Flight or fight (Anxiety)
- ✓ Combatting Anxiety strategies
- Explanation of Aboriginal and Torres Strait Islander connection to Country.

Videos:

- ✓ Connection to country
- ✓ What's the relationship
- ✓ You can't ask that ABCTV Ep 1 Indigenous

 (Aboriginal and Torres Strait Islander perspective)



Core Lesson 5 – 45-60 minutes

TASK Discovering underwater shapes

Watch the Underwater Shapes video.

- ✓ Instruct students to walk freely and slowly in the space. Call out a number from one to eight and ask students to quickly and quietly move into groups of that size. When the groups are formed instruct students to work together to make a group shape of an underwater object or animal.
- ✓ Have students freeze as they complete their group shape. Then, instruct students to move out of their groups and spread out so that they can't touch anyone else. Students are to make individual shapes while you continue to call out the names of underwater objects or animals. Guide students by calling out the phrase: 'Make the shape of ...' and then select the object or animal with adverbs (e.g. wide, long, curvy, spiky, stinky etc)

The Underwater Mural

- ✓ Make some space available as a performance space. Select six students to perform and ask the remainder of the class sit on the floor facing this space.
- ✓ Instruct students to imagine shapes they might find underwater. One by one, ask the six students you have selected to name a shape or creature and place themselves in the picture. When they have placed themselves, ask them to freeze in the shape until a complete picture or mural has been developed. Guide students to use very different shapes and levels.

Bring the mural to life

On a signal, ask students to bring their shape to life for 10 seconds. Guide and provide suggestions to students, such as: 'If you are seaweed, you might wriggle in the current. If you're a whale, you might open your mouth very wide.'



Core Lesson 6 – 45-60 mins

My Favourite People

Explicit teaching/Class discussion

Discuss the types of people you can go to when you have negative feelings

- ✓ inner circle (family/friends)
- ✓ outer circle (community members/acquaintances)

TASK Create a network hand

Everyone needs to have people they can go to when they feel unsafe, unsure, lost, upset, injured.

Preparation: Students put a painted handprint onto A4 paper. Cut out the handprint and give back to the student.

- ✓ In the palm of their handprint students will write their name.
- On three of their fingers, students will write name of the people they can go to when they are unsure, emotional etc
- On the other two fingers, students write who they can go to in the community

Using my network

Explicit teaching/Class discussion:

How do I get help when I am not with my parent/carer or person I am meant to be with? Discuss potential scenarios e.g. lost in the shopping centre, being followed home after being at neighbours' house, mum and dad injured

- Ring Triple Zero from any phone. How to describe a location - address, known landmark, what is around them
- Refer the Emergency Helpers booklet to discuss who emergency services are and what they will ask on the phone

Resources

- ✓ A4 paper for each student
- ✓ Emergency Contact Card Students
- ✓ Police Education School Safe booklet
- ✓ Emergency Helpers Teachers guide
- ✓ Emergency helpers flashcards

Core Lesson 7 - 60 mins

TASK

- ✓ Provide a copy of the NSW Police Education School Safe booklet for each student
- ✓ Students to complete the booklet

Resources

✓ NSW Police Education School Safe booklet

Optional Activites

You will need parental/carer involvement

✓ Ask the parents to write the student's name, Primary Carer's phone number and residential address.

TASK

- Students are to make up a card that is in their school bag with their emergency details.
- Emergency Card

Meditation

Practice some strategies to combat anxiety. (You may want to do the meditation used in Creative Arts)





Core Lesson 1 – 70 mins

Writing and representing ACELA1758

Shared Text: Annie and the Waves by Louise Lambeth

Pre- reading questioning:

- 1. What things can you see on the front cover that may tell you who the characters are?
- 2. What things are similar or different at the place you swim to that on the front cover?
- **3.** Read the shared text for enjoyment from the start of the story page 2. Do not read the last page.

Class discussion

Recount and display chronologically the events Annie was involved in on the timeline on the class board. Focus on the events to highlight the key beach safety messages:

FLAGS+

- **F** Find the red and yellow flags and swim between them,
- L Look for and read the safety signs
- A Ask a lifesaver or lifeguard for safety advice,
- G Go swimming with an adult
- 5 Signal for help when you get into trouble in the water
- + Dangers of rip currents

Have students draw emoji on the design template.

Whole Class Activity

Emotions Tracker: On the class timeline; have students place emoji to highlight Annie's emotional journey. Examples- Happy, excited, unsure, enjoy, celebration, safe, quiet, shy, friendly, sad, naughty, frightened, scared, worried, calm.

Resources

- Annie and the Waves video book reading with author Louise and lifesavers Grace & Liam
- Emoji Design template.

Core Lesson 2 – 20-30 mins

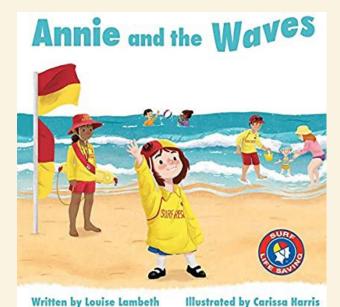
Thinking imaginatively and creatively ACELT1577

TASK

Complete the Worksheet – Help Annie be Safe at the Beach (modified version of the questions on the last page of the shared text: Annie and the Waves)

Resources

- ✓ Worksheet Help Annie be Safe at the Beach
- Annie and the Waves video book reading with author Louise and lifesavers Grace & Liam



Core Lesson 2 - 30-40 mins

TASK Class Discussion: What are the seasons in the year?

This can be integrated with the English Informative Report task

- ✓ Record on the class board the types of seasons e.g. weather, growing seasons, sporting seasons
- ✓ Watch "5 Seasons 2004: Everything has a season" (as students are watching the clip, document key words to describe the seasons and what happens in each season)
- ✓ Create a collage of the features of each season: The five seasons of the Nunggubuyu people as described in the clip and notes on the class board

Resources

✓ 5 Seasons 2004: Everything has a season - Curator, Teachers and transcript notes

Scootle resources

✓ 5 Seasons, 2004: <u>Everything has a cycle</u> TFL-ID R7708













Core Lesson 3 - 30-45 mins

TASK (This task can be linked to the PDHPE "Your Favourite Place" task)

Your Favourite Place

Draw and label your favourite outside place with natural and man-made features, and the people you like to spend time with at your favourite place.

Title: Name of Location

Labels:

- ✓ people who you share the place with
- ✓ flora
- fauna
- ✓ type of environment e.g. rainforest, grassland, scrub
- ✓ types of water ways e.g. river, beach, dam, underground waterway

Extension: Label the features with the actual location e.g. Murray River, Bent's Basin and/or Aboriginal name

Resources

- Explanation of Aboriginal and Torres Strait Islander connection to Country. <u>Excellent videos</u>
- Explanation of Aboriginal and Torres Strait Islander naming of places
- ✓ You Can't Ask That ABCTV Ep 1 Indigenous (Aboriginal and Torres Strait Islander perspective)





Core Lesson 4 – 45-60 minutes

TASK Underwater Mural

These tasks could be integrated with the Science Poster

Show a short film, pictures and/or media depicting underwater scenes (e.g. Blue Planet II: The Prequel) 5:05min

- Whilst watching, write or draw on the Your Underwater Shapes worksheet 4 shapes or animals that they may want to paint or draw. List colours in the boxes as well.
- ✓ Show an exemplar of a picture of a marine animal and draw the shapes on the drawing that make up the outline
- Explain the class artworks will form a mural on the wall of the classroom
- ✓ Discussion: (record on the white board)
- ✓ What animals, shapes and colours did you see in the film?
- ✓ How could you use common shapes eg. triangle, circle to create an outline for drawing or painting an aquatic animal?

Distribute art paper for drawing marine animal in pencil first then paint/colours/pastels.

Once the class has finished, create the class mural on the wall.

Resources

- ✓ Art paper, pencils, paints
- ✓ Blue Planet II: The Prequel
- ✓ Worksheet: Your Underwater Shapes
- Exemplars of drawing marine animals



Dance Your Socks Off School of Fish



Your Underwater World

You made underwater shapes with your body. Now draw your four favourite shapes.

Shape one	Shape two
	Shape four

What's next?

Draw some of the creatures you saw under the water on Your Underwater World Template.

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Core Lesson 5 – 20-30 mins

TASK Keeping Safe at the Beach

Task: Who are the people that look after you at the beach?

Draw and label the people who keep you safe at the beach.

Prompts:

- ✓ What do they wear? Red/yellow uniform; hat; sunscreen; rescue tube
- ✓ Where will they be?

Parents - within arm's reach in the surf/river/pool

Lifesavers - near the flags/waters edge/under tent

Resources

- ✓ Flags Activity Worksheet
- ✓ <u>Cancer Council Primary school resources</u>
- ✓ You've Gotta Be SunSmart Jay Laga'aia
- ✓ Sid the Seagull advertisement
- ✓ Activity Sheet: Keeping Safe at the Beach FLAGS match worksheet











Optional Activity

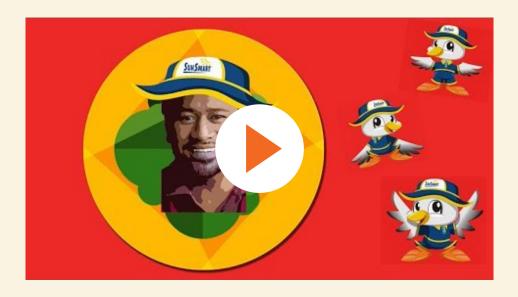
How do I dress at the beach to keep safe?

- ✓ Play the video: Slip, Slop, Slap, Seek, Slide
- ✓ dress classroom dolls sun safe hat, pretend sunscreen, sleeves, rashie etc
- ✓ draw sun safe person

Resources

- ✓ Song
- ✓ <u>Sid the Seagull advertisement</u>
- ✓ Activity Sheet: How do I dress at the beach?



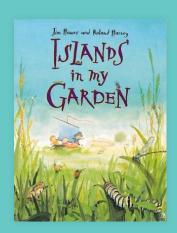




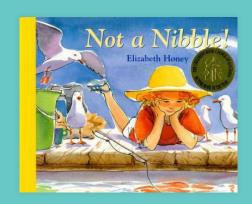




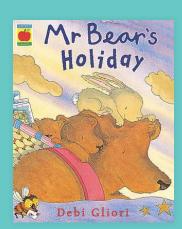
The Boy on the Beach by Niki Daly



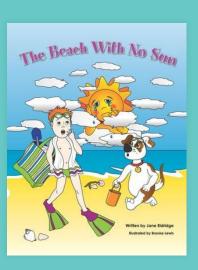
Islands in my Garden
by Jim Howes



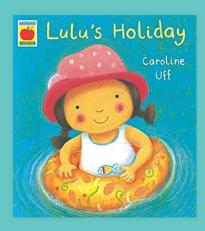
Not a Nibble
by Elizabeth Honey



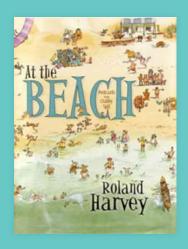
Mr Bear's Holiday by Deb Gilori



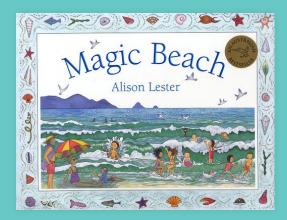
The Beach with No Sun by Jane Eldrige



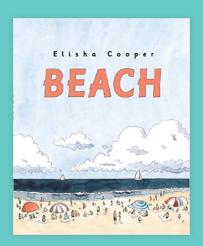
Lulu's Holiday by Caroline Uff



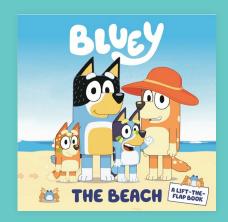
At the Beach by Ronald Harvey



Magic Beach by Alison Lester



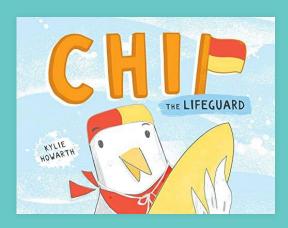
Beachby Elisha Cooper



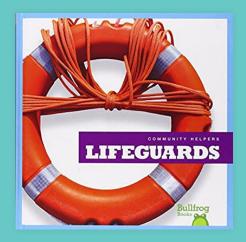
Bluey: The Beach
by Bluey



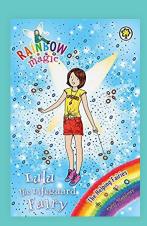
Stella, Star of the Sea (Stella and Sam) by Marie-Louise Gay



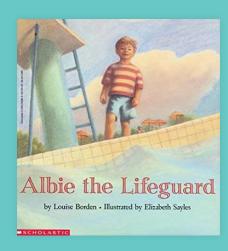
Chip the Lifeguard by Kylie Howarth



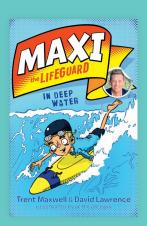
Lifeguards Community Helpers
by Rebecca Pettiford



Lulu the Lifeguard Fairy
by Daisy Meadows



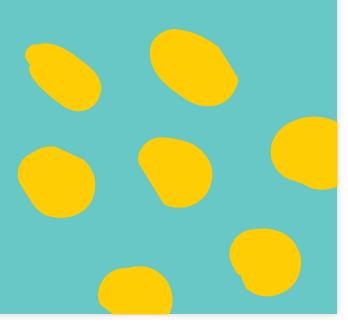
Albie the Lifeguard by Louise Borden



Maxi the Lifeguard: In Deep Water
by Trent Maxwell

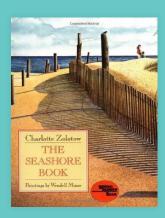


The Lifeguard by Casey Kopcho

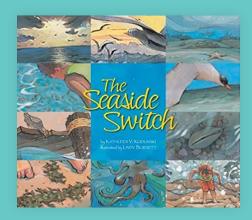




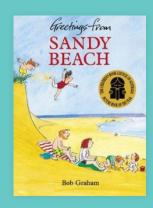
<u>Beaches</u> by Gray Malin Enterprises Inc



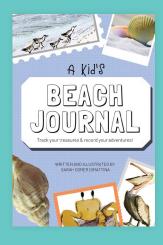
The Seashore Book by Charlotte Zolotow



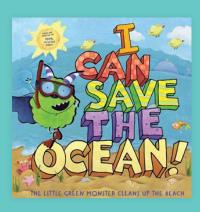
The Seaside Switch by Kathleen V. Kudlinski



Greetings from Sandy Beach by Bob Graham



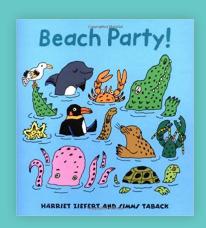
A Kid's Beach Journal by Sarah Osmer Dimattina



I Can Save the Ocean! The Little Green

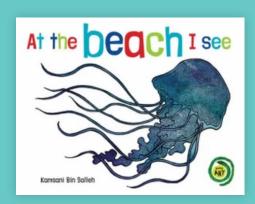
Monster Cleans Up the Beach

by Alison Inches

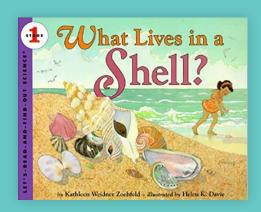


Beach Party!

by Harriet Ziefert and Simms Tabac



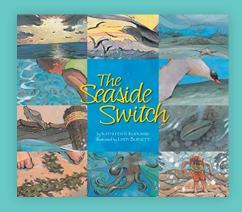
At the Beach I See: Young Art by Kamsani Bin Salleh



What Lives in a Shell? by Kathleen Weidner Zoehfeld



The Big Book of the Blue by Yuval Zommer



<u>The Seaside Switch</u> by Kathleen V. Kudlinsk





Epic swim, Dude, so gimme some fin! TFL-ID M018734

Fuse Education Resource



5 Seasons, 2004: Everything has a cycle TFL-ID R7708



Mary River Turtles swimming

TFL-ID R9603



How is a frog able to swim in trees? TFL-ID M012740

Rainforest Alliance Resource



Observing a platypus TFL-ID M015416



<u>Learning some Warrgamay</u> <u>words TFL-ID M018104</u> ABC Education Resource



Echidna the Survivor, 1995: Spike the monotreme TFL-ID R7356





<u>8 Way Framework of Aboriginal</u> Learning



Explanation of the importance of connection to Country (Aboriginal and Torres Strait Islander Education)



Effective reading in the Early Years of School



NSW Dept of Education - <u>Literacy -</u> deas Early Stage 1



Cape Treasures is a collection of animations and group stories by children from four communities in Cape York. They are told in English and in local Indigenous Language



<u>Teachers Guide - Cape Treasures</u> is a collection of animations and group stories by children from four communities in Cape York. They are told in English and in local Indigenous Language



Explanation of Aboriginal and Torres
Strait Islander naming of places



You Can't Ask That - ABCTV Ep 1 Indigenous (Aboriginal and Torres Strait Islander perspective)



Police Education School Safe booklet



<u>Emergency Helpers Teachers guide</u>



Animated Series ABCKids: Teacher Resources



Annie and the Waves by Louise Lambeth