



SLSNSW
Stage 1 Unit
Outline

SURF LIFE SAVING
NEW SOUTH WALES



Unit Outline: 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

- ✓ **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,
 - 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.



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 (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 [Primary Schools Beach & Ocean Safety Programs](#) 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 these session by visiting [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: [Primary Schools Beach & Ocean Safety Programs \(beachsafetyhub.org.au\)](https://beachsafetyhub.org.au/primary-schools-beach-ocean-safety-programs)
- ✓ Creatures Big & Small: [Explore the beach & ocean with a real lifesaver and learn about creatures \(beachsafetyhub.org.au\)](https://beachsafetyhub.org.au/explore-the-beach-ocean-with-a-real-lifesaver-and-learn-about-creatures)



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Syllabus

Outcomes

EN1 1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations

EN1 2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers

EN1 5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1 8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter

EN1 10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

EN1 11D responds to and composes a range of texts about familiar aspects of the world and their own experiences

Key Enquiry Questions

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



Content

Speaking and listening 1

Develop and apply contextual knowledge

- ✓ understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)  

Respond to and compose texts

- ✓ engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) 
- ✓ describe in detail familiar places and things
- ✓ use a comment or a question to expand on an idea in a discussion
- ✓ contribute appropriately to class discussions

Writing and representing 1

Develop and apply contextual knowledge

- ✓ understand how planning, composing and reviewing contribute to effective imaginative, informative and persuasive texts
- ✓ experiment in all aspects of composing to enhance learning and enjoyment
- ✓ develop an awareness of issues relating to the responsible use of digital communication  

Content continued

Understand and apply knowledge of language forms and features

- ✓ understand the process of planning, drafting and publishing imaginative, informative and persuasive texts

Respond to and compose texts

- ✓ plan, compose and review simple imaginative, informative and persuasive texts on familiar topics
- ✓ compose texts supported by visual information (e.g. diagrams and maps) on familiar topics
- ✓ create events and characters using different media that develop key events and characters from literary texts (ACELT1593) ⚙️
- ✓ compose a range of written forms of communication, including emails, greeting cards and letters 📧
- ✓ experiment with publishing using different modes and media to enhance planned presentations 📺

Reading and viewing 2

Develop and apply contextual knowledge

- ✓ recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts

- ✓ identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic
- ✓ understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, e.g. comparing fairy tales

Respond to, read and view texts

- ✓ select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice

Thinking imaginatively and creatively

Engage personally with texts

- ✓ engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses
- ✓ respond to a wide range of texts through discussing, writing and representing
- ✓ Respond to and compose texts
- ✓ recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) 📺 ⚙️
- ✓ predict and discuss ideas drawn from picture books and digital stories
- ✓ express a range of feelings in response to a text

Expressing themselves

Develop and apply contextual knowledge

- ✓ recognise simple ways meaning in texts is shaped by structure and perspective
- ✓ respond to texts drawn from a range of cultures and experiences (ACELY1655) 🌐 🗺️ 🙌 🏠

Respond to and compose texts

- ✓ compose simple print, visual and digital texts that depict aspects of their own experience 📺
- ✓ discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) 🗺️ ⚙️
- ✓ discuss the place of Dreaming stories in Aboriginal and Torres Strait Islander life 🙌 🌐
- ✓ identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories 🙌
- ✓ respond to a range of texts, e.g. short films, documentaries and digital texts, that include issues about their world, including home life and the wider community 📺 🌿 🌐

Outcomes

GE1 1 describes features of places and the connections people have with places

GE1 2 identifies ways in which people interact with and care for places

Key Enquiry Questions

- ✓ What are the features of, and activities in, places?
- ✓ How can we care for places?
- ✓ How can spaces within a place be used for different purposes?
- ✓ How are people connected to places?
- ✓ What factors affect people's connections to places?

Content

Features of places

- ✓ investigate features of places and how they can be cared for, for example: (ACHGK005) 🌿
- description of the natural and human features of places **ST VR** 🏠
- discussion of the natural features of places identified in Aboriginal Dreaming stories and/or creation accounts of the Torres Strait 🖐️
- consideration of how a place can be cared for e.g. a park, farm, beach, bushland 🌿 🗑️ 🚶

Weather and seasons

Students:

- ✓ investigate the weather and seasons of places, for example: (ACHGK006)
- description of the daily and seasonal weather patterns of a familiar place 🏠
- comparison of the daily and seasonal weather patterns of places **GS** 📊
- examination of how various cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars **VR** 🖐️ 🗑️ ⚙️
- discussion of how weather can affect places and activities e.g. leisure, farming ⚡

People and Places

Australian places

- ✓ investigate places across a range of scales within Australia, for example: (ACHGK010)
 - identification that places exist across a range of scales e.g. personal, local, national **M VR**
- ✓ investigate people's connections and access to places, for example: (ACHGK013)
 - discussion of why people visit other places **GS** 📊
 - identification of factors influencing people's accessibility to places e.g. distance **M** ⚙️
- ✓ investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example: (ACHGK010, ACHGK011, ACHGK012) 🖐️
- ✓ discussion of Aboriginal and Torres Strait Islander Peoples' connections with land, sea and animals of their place 🖐️ ⚖️ 🌐

Outcomes

PD1 2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations

PD1 6 understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity

PD1 7 explores actions that help make home and school healthy, safe and physically active spaces

PD1 9 demonstrates self-management skills in taking responsibility for their own actions

PD1 10 describes and practices interpersonal skills to promote inclusion to make themselves and others feel they belong

Key Enquiry Questions

- ✓ How does my uniqueness shape who I am?
- ✓ How do we grow and change over time?
- ✓ How can we be inclusive and respectful?
- ✓ How can I be responsible for my own, and others' health, safety and wellbeing?
- ✓ How can I act to help make my environments healthy, safe and active?
- ✓ What influences my decisions and actions to be healthy, safe and physically active?

Content

Health, Wellbeing and Relationships

How can we be inclusive and respectful?

- ✓ describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong, for example: (ACPPS019)
 - identify groups people belong to and why they are important, eg support from family, friends and cultural groups  
 - explore kinship as an important part of Aboriginal and Torres Strait Islander cultures    
 - demonstrate an understanding of what it means to be inclusive and respectful to others, eg peers, people with disability  
- ✓ identify and practise physical and emotional responses that account for their own and others' feelings, for example: (ACPPS020)
 - identify the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses  
 - understand how a person's reaction to a situation can affect others' feelings   

Healthy, Safe and Active Lifestyles

How can I be responsible for my own, and others' health, safety and wellbeing?

- ✓ describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018)
 - recognise safe choices for a variety of situations, eg not sharing information online, walking on the footpath, safe places to cross the road  
 - describe feelings, reactions and warning signs that can help them recognise safe or unsafe situations, eg excitement, feeling anxious, fear   
 - predict outcomes of personal choices in order to make safe decisions   
 - recognise situations that require help from emergency and other support services and demonstrate what to do in an emergency   

Content continued

How can I act to help make my environments healthy, safe and active?

- ✓ practise strategies they can use to support their own and others' health, safety and wellbeing, for example: (ACPMPO30)
 - describe preventive practices to improve health and safety, eg wear protective clothing and equipment, sun protection 
 - use positive communication to encourage others and express appreciation when others give help 
 - recall people they can contact to support themselves and others, eg phone numbers of organisations, emergency organisations 
 - demonstrate help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded or require assistance, eg No-Go-Tell 

- ✓ explore actions and opportunities to promote and celebrate healthy, safe and active living, for example:
 - describe places set aside in the community and at school for play and consider how people use them 
 - describe and demonstrate what is needed to travel safely, eg cross at pedestrian crossings, ride on the footpath 
 - explore actions to stay safe in a range of water environments, eg safe places to swim 
 - explain how rest, mindfulness and sleep are important actions for their own health and wellbeing 

What influences my decisions and actions to be healthy, safe and physically active?

- ✓ examine contextual factors that influence their own and others' decisions and behaviours, for example: (ACPPSO21)
 - recognise and discuss how cultural knowledge, practices and customs are used to pass on health information from one generation to the next 
 - explore media health messages and slogans and describe the decisions and behaviours they encourage 

PDHPE Propositions

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, e.g. 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

Outcomes

CA VAS1.1 makes artworks in a particular way about experiences of real and imaginary things

CA MUS1.1 sings, plays and moves to a range of music, demonstrating an awareness of musical concepts

CA DRAS1.1 takes on roles in drama to explore familiar and imagined situations

CA DAS1.1 performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement

CA DAS1.2 explores and selects movement using the elements of dance to make dance express ideas, feelings or moods

Key Enquiry Questions

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



Content

Music

- ✓ moves to music maintaining a constant beat, identifying structure, identifying changes in pitch
- ✓ plays music using body percussion, percussion instruments and self-made sound sources to explore the concepts of duration, dynamics, tone colour and structure
- ✓ explores simple aspects of musical concepts in their singing, playing and moving activities

Drama

- ✓ expresses an understanding of the shared fiction of the drama by stepping-into-role to enact a situation and stepping out-of-role to reflect on the action

Dance

- ✓ identifies safe dance practice in warm-ups, moves with care in the designated dance space and with respect for individual personal space
- ✓ uses a range of body parts and shapes with expressive intention
- ✓ uses movement with control, confidence, awareness of skilful techniques and a range of expressive qualities
- ✓ presents simple movement combinations in a dance devised by the teacher

- ✓ uses the elements of dance to explore movement ideas based on a theme
- ✓ shows imagination in selecting movement following exploration
- ✓ engages with a stimulus to create sequences using the elements to express a theme
- ✓ repeats and refines a movement pattern
- ✓ works collaboratively with a partner, in small groups and as a class member to explore and select movement to express ideas, feelings and moods

Visual Arts

- ✓ explores narrative devices by creating comic strips and illustrated stories derived from their experience and imaginative and other events in their lives, drawing on ideas from artworks, cartoons, illustrated books and other books, videos and films
- ✓ investigates details of objects, places and spaces and other living things (eg windows and doorways in old or new buildings, the shapes of shadows, patterns of shells, animals kept in captivity or in the wild)
- ✓ talks about significant features and relationships within their artworks, referring to such things as size, scale, proportion, colour

Outcomes

ST1 1WS S observes, questions and collects data to communicate and compare ideas

ST1 4LW S describes observable features of living things and their environments

ST1 10ES S recognises observable changes occurring in the sky and on the land and identifies Earth's resources

Key Enquiry Questions

What are the external features of living things?

How can we improve a local environment to encourage living things to thrive?

How do living things change as they grow?

How do humans use plants and animals?

Content

Working Scientifically

Planning and conducting investigations

- ✓ record observations accurately and honestly using observational drawings, labelling, informal measurements and digital technologies (AC SIS026, AC SIS039)

Processing and analysing data

- ✓ represent information using drawings and simple tables, including digital representation methods (AC SIS027, AC SIS040)

Living Things

External features of living things

- ✓ describe the external features of a variety of living things (AC SSU017) 📖
- ✓ identify and group plants and animals using their external features, for example:

SciT SysT 📖 ⚙️

- native and introduced plants and animals
- worms, insects, fish, reptiles, birds and mammals

Living things live in different places

- ✓ identify that living things live in different places that suit their needs (AC SSU211) 🌐 🇦🇺

Earth and Space

Changes in the sky and on the land

- ✓ identify how seasonal changes in our daily lives affect living things SciT 📖 🌱 ⚙️ 📖
- ✓ observe, ask questions about and describe changes in objects and events (AC SHE021, AC SHE034) SciT ⚙️ 📖

Earth's resources

- ✓ identify and explore the use of a variety of Earth's resources including water and soil (AC SSU032) 🌱 ⚖️ 📖 🇦🇺

WEEK 1

A central white speech bubble containing the text "Teaching, Learning and assessment" is surrounded by decorative elements: a teal teardrop shape to the top left, a blue wavy line to the top right, and a cluster of orange dots to the bottom left.

**Teaching,
Learning and
assessment**

Core Lesson 1 – 25 mins

Writing and representing ACELA1758

Shared Text: Episode "[Right Under Your Nose](#)" 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 [NSW Dept of 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 J 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 AC SIS011

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

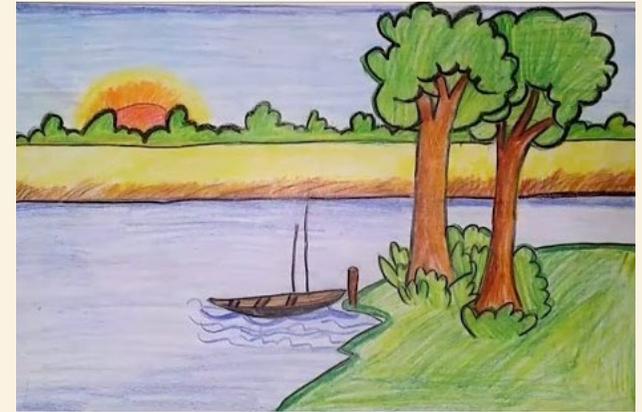
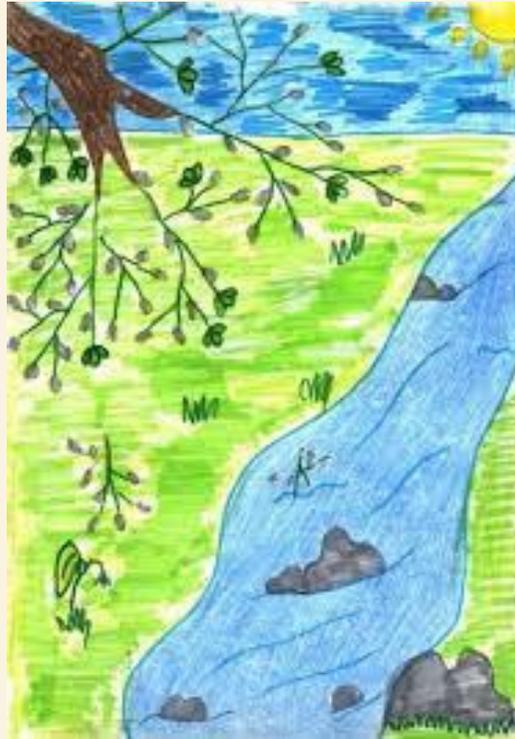
Features of poster

- ✓ 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

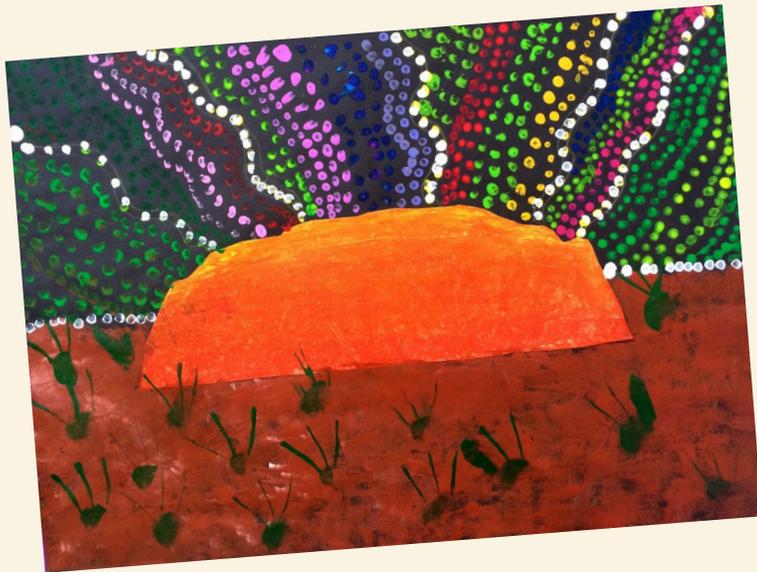
Download the free [Smiling Mind app](#)

[Underwater Dance video](#)



Geography

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



A graphic with a yellow background. In the center is a white speech bubble containing the text 'Teaching, Learning and assessment' in orange. To the left of the bubble is a teal teardrop shape. To the right is a blue wavy line. At the bottom left of the bubble are several orange dots of varying sizes.

**Teaching,
Learning and
assessment**

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

- ✓ [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
- ✓ [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

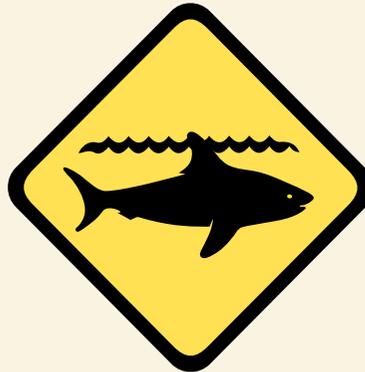
This can be integrated with PDHPE

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 \(Anxiety\)](#)
- ✓ [Combating 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.

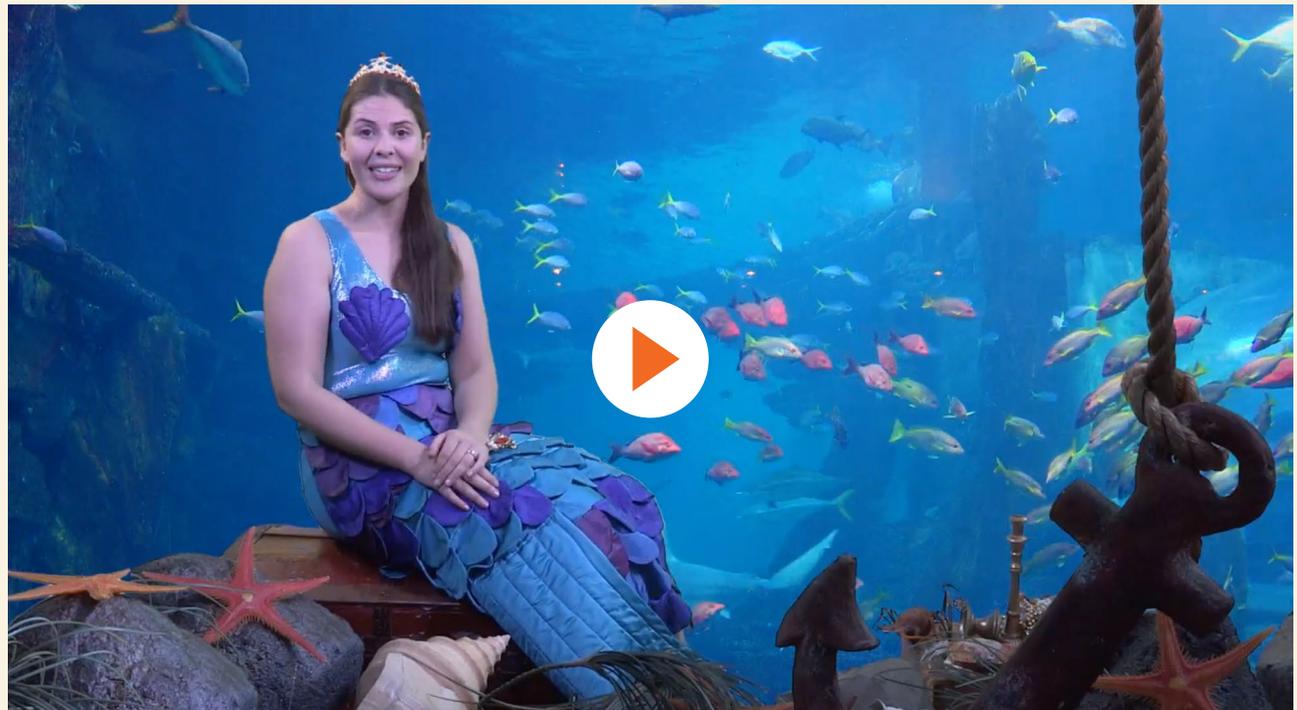
- ✓ Instruct students to walk freely and slowly in the space. Call out a number from one to eight and ask students to quickly and quietly move into groups of that size. When the groups are formed instruct students to work together to make a group shape of an underwater object or animal.
- ✓ Have students 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 Activities

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)



A graphic with a yellow background. In the center is a white circle containing the text 'Teaching, Learning and assessment' in orange. To the left of the circle is a teal teardrop shape. To the right is a blue wavy line. At the bottom left of the circle are several orange dots of varying sizes.

**Teaching,
Learning and
assessment**

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
- S** - 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](#) by Louise Lambeth
- ✓ Annie and the Waves video book reading
- ✓ Emoji Design template.

Core Lesson 2 – 20-30 mins

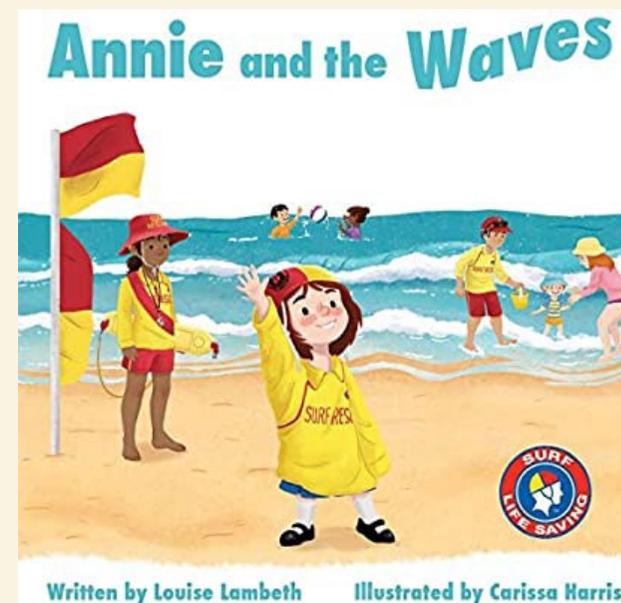
Thinking imaginatively and creatively ACELT1577

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](#) by Louise Lambeth



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

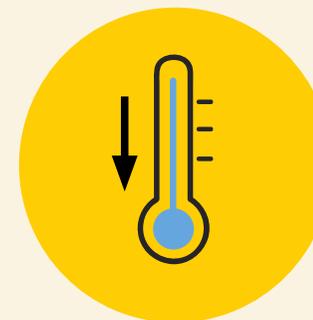
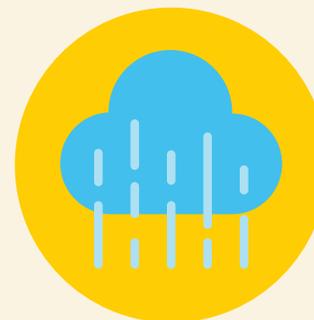
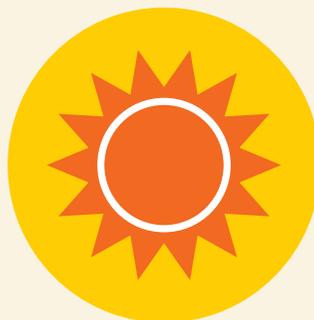
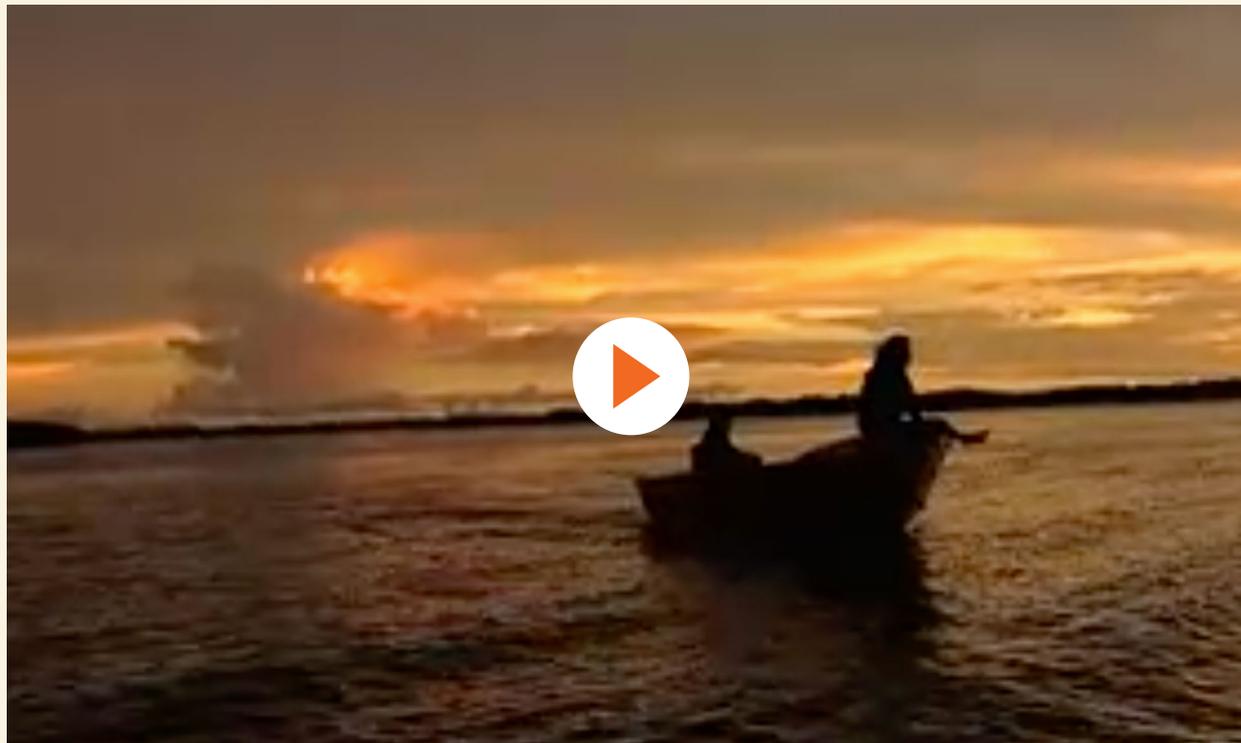
- ✓ Record on the class board the types of seasons e.g. weather, growing seasons, sporting seasons
- ✓ Watch "5 Seasons 2004: Everything has a season" (as students are watching the clip, document key words to describe the seasons and what happens in each season)
- ✓ Create a collage of the features of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

Scoutle resources

- ✓ 5 Seasons, 2004: [Everything has a cycle](#) 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. [Excellent videos](#)
- ✓ [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 three	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
- ✓ [Cancer Council Primary school resources](#)
- ✓ [You've Gotta Be SunSmart – Jay Laga'aia](#)
- ✓ [Sid the Seagull advertisement](#)
- ✓ Activity Sheet: Keeping Safe at the Beach FLAGS match worksheet



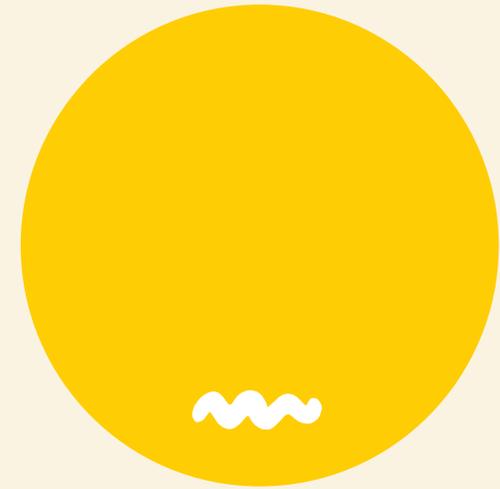
Optional Activity

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

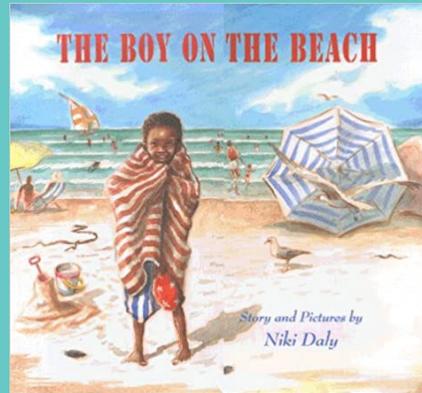
Resources

- ✓ [Song](#)
- ✓ [Sid the Seagull advertisement](#)
- ✓ Activity Sheet: How do I dress at the beach?

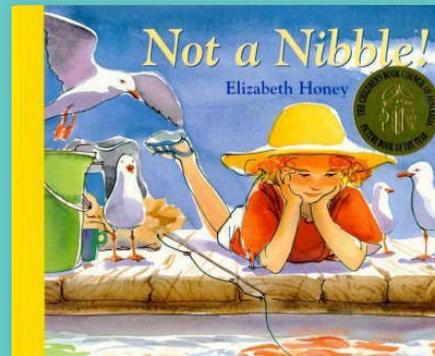




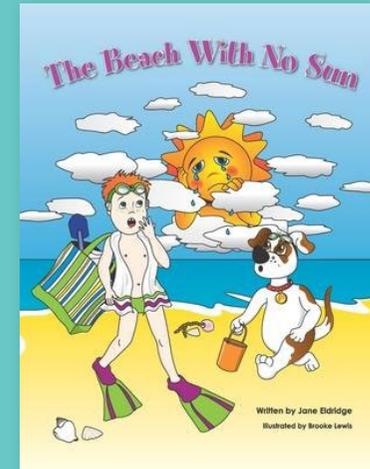
Resources



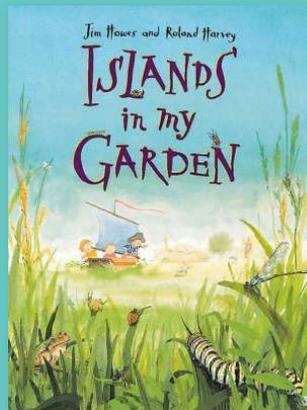
The Boy on the Beach
by Niki Daly



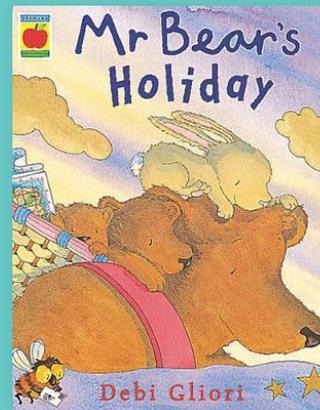
Not a Nibble
by Elizabeth Honey



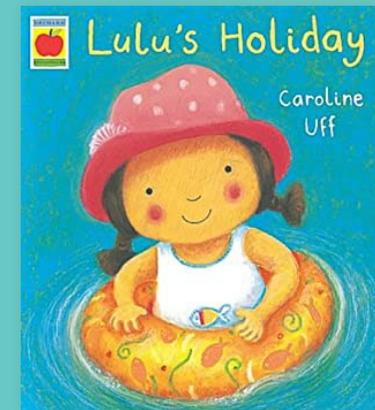
The Beach with No Sun
by Jane Eldridge



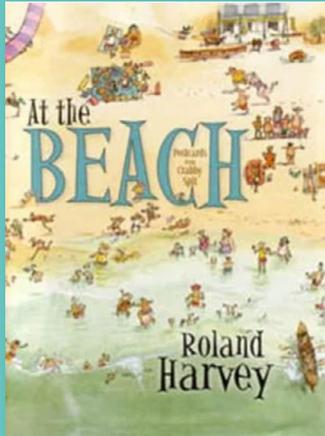
Islands in my Garden
by Jim Howes



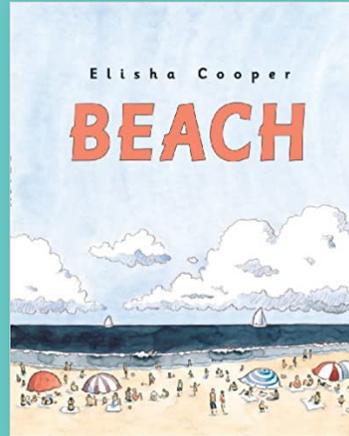
Mr Bear's Holiday
by Deb Gilori



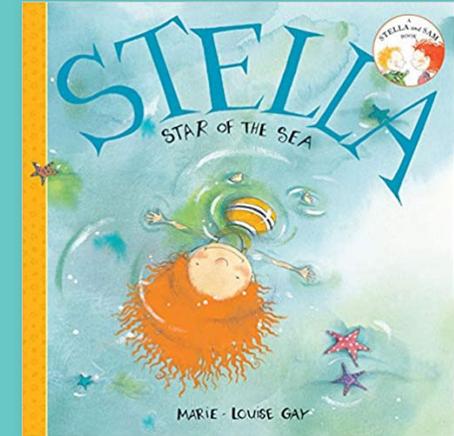
Lulu's Holiday
by Caroline Uff



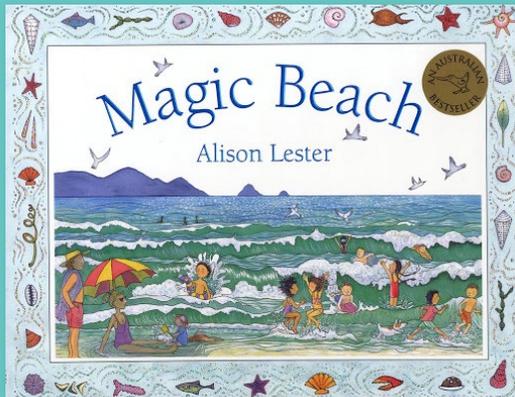
At the Beach
by Ronald Harvey



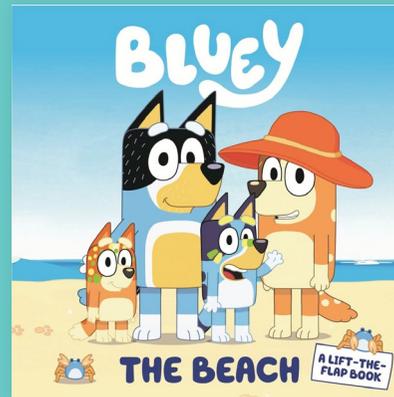
Beach
by Elisha Cooper



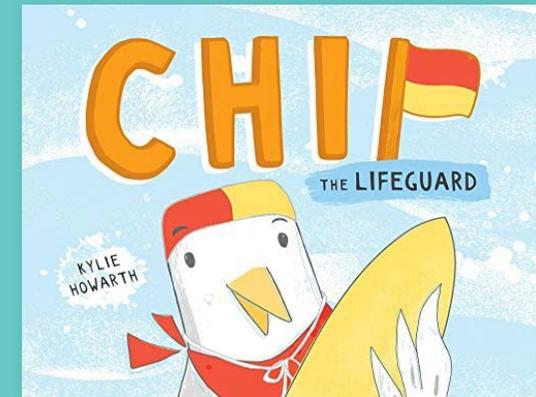
Stella, Star of the Sea (Stella and Sam)
by Marie-Louise Gay



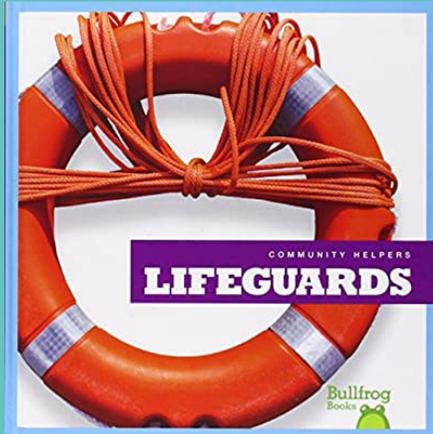
Magic Beach
by Alison Lester



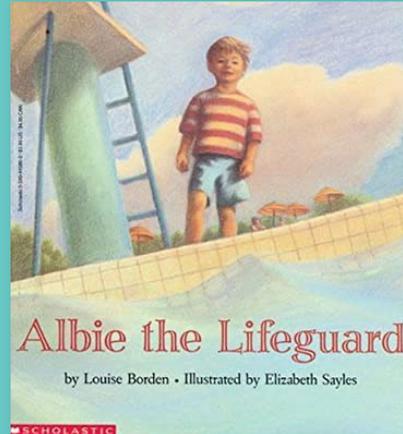
Bluey: The Beach
by Bluey



Chip the Lifeguard
by Kylie Howarth



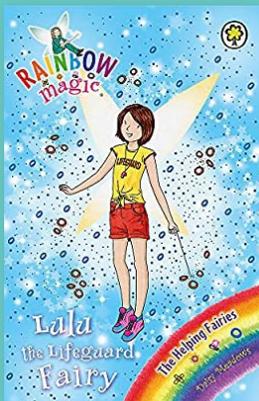
Lifeguards Community Helpers
by Rebecca Pettiford



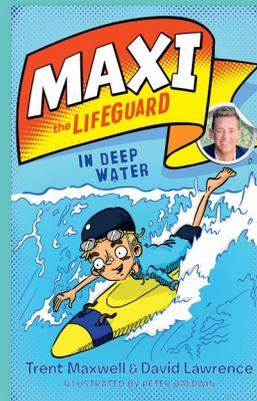
Albie the Lifeguard
by Louise Borden



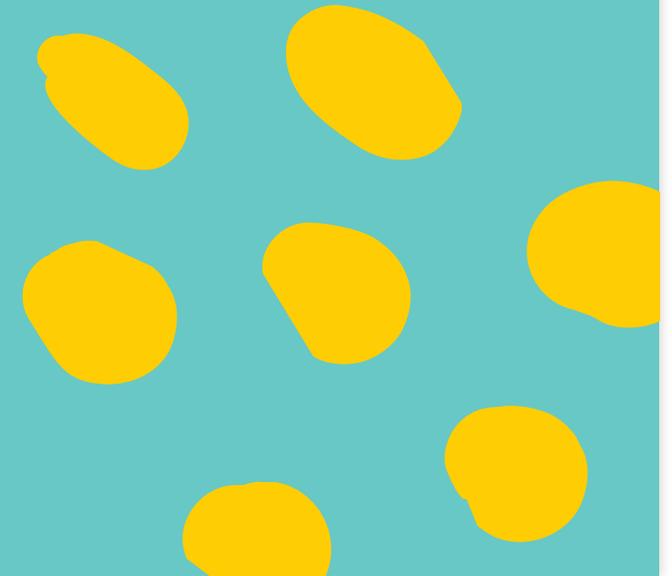
The Lifeguard
by Casey Kopcho



Lulu the Lifeguard Fairy
by Daisy Meadows

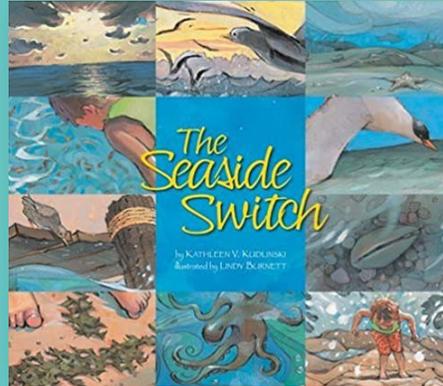


Maxi the Lifeguard: In Deep Water
by Trent Maxwell

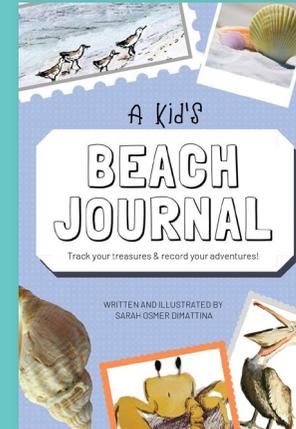




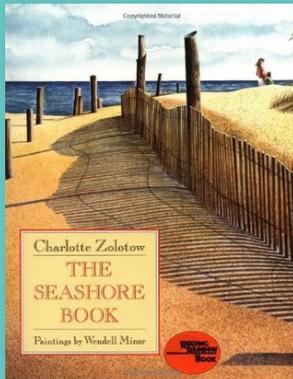
Beaches
by Gray Malin Enterprises Inc.



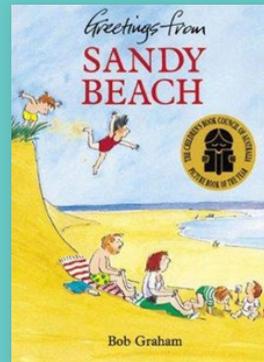
The Seaside Switch
by Kathleen V. Kudlinski



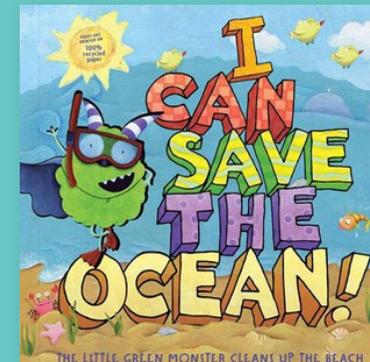
A Kid's Beach Journal
by Sarah Osmer Dimattina



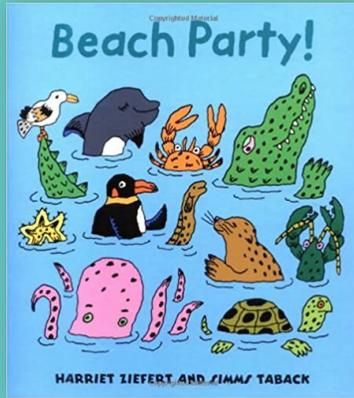
The Seashore Book
by Charlotte Zolotow



Greetings from Sandy Beach
by Bob Graham

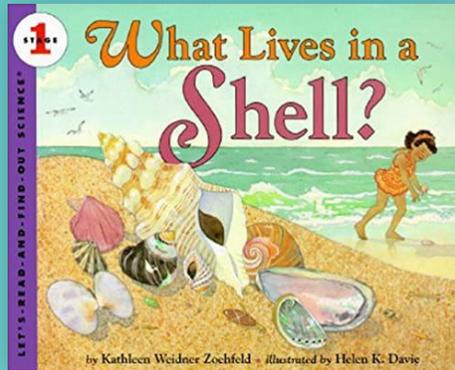


I Can Save the Ocean! The Little Green Monster Cleans Up the Beach
by Alison Inches



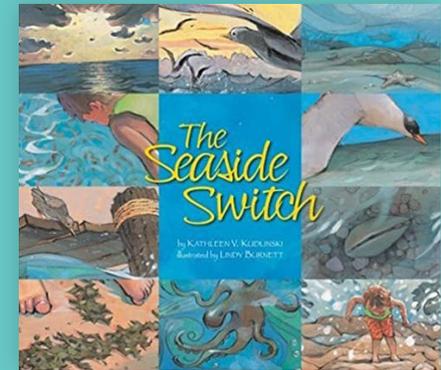
Beach Party!

by Harriet Ziefert and Simms Taback



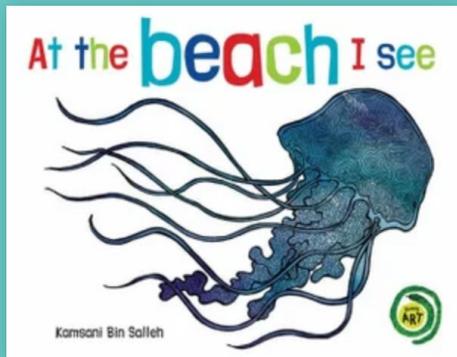
What Lives in a Shell?

by Kathleen Weidner Zoehfeld • illustrated by Helen K. Davis



The Seaside Switch

by Kathleen V. Kudlinski



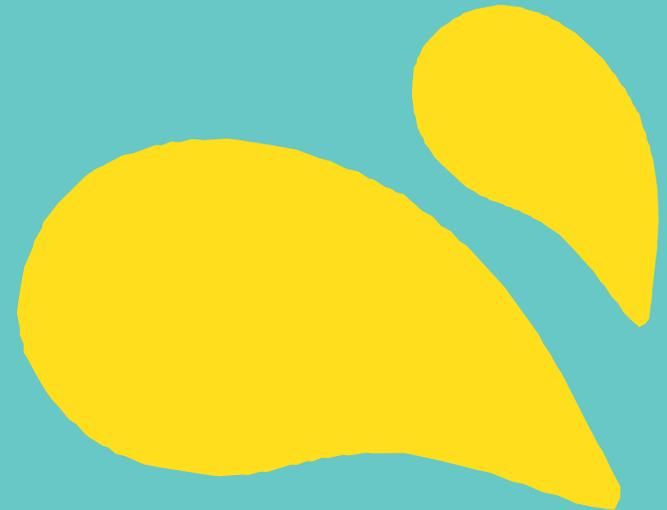
At the Beach I See : Young Art

by Kamsani Bin Salleh



The Big Book of the Blue

by Yuval Zommer





Epic swim, Dude, so gimme some fin! [TFL-ID M018734](#)

[Fuse Education Resource](#)



5 Seasons, 2004: Everything has a cycle [TFL-ID R7708](#)

[Australian Screen Resource](#)



Mary River Turtles swimming [TFL-ID R9603](#)

[Australian Museum Resource](#)



How is a frog able to swim in trees? [TFL-ID M012740](#)

[Rainforest Alliance Resource](#)



Observing a platypus [TFL-ID M015416](#)

[ABC Education resource](#)



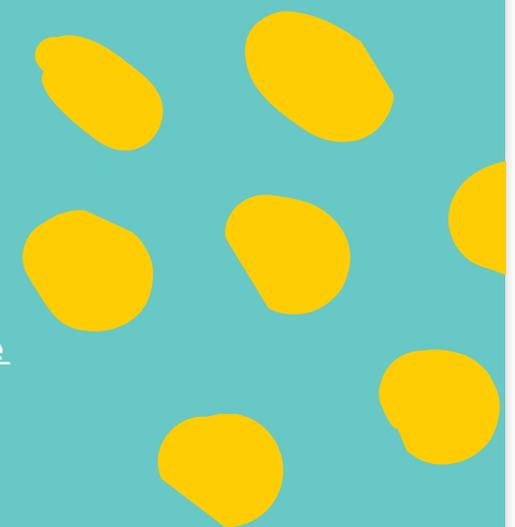
Learning some Warrgamay words [TFL-ID M018104](#)

[ABC Education Resource](#)



Echidna the Survivor, 1995: Spike the monotreme [TFL-ID R7356](#)

[Australian Screen Resource](#)





[8 Way Framework of Aboriginal 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 - Literacy - Ideas 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



[Teachers Guide - 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



[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](#)



[Emergency Helpers Teachers guide](#)



[Animated Series ABCkids : Teacher Resources](#)



[Annie and the Waves by Louise Lambeth](#)