STORIES
of the changing
BEACH

Stage 4 (Years 7 & 8)

SURF LIFE SAVING
NEW SOUTH WALES

English

Stage 4 (yr 7-8)

3-4 Weeks

"The beach has a place in everyone's story"

Story telling is part of all languages and cultures. Surf Life Saving is much more than just saving lives on the beach. A key priority for us is reaching out to all Australians through our substantial community education programs. We aim to teach all Australians how to keep themselves and their families safe at the beach.

The beach and inland waterways have many stories to tell. Through Surf Life Saving NSW Beach Safety Education Programs, we are bringing the beach to your class. Our program brings the story of both the coastline and inland waterways water safety journey. Each program has been designed to be delivered solely in Key Learning Areas or as a Cross- Curriculum learning experience. This unit focuses on delivering the key water safety message that the beach is a place for everyone to safely experience the beach, coastline and inland waterways. It also gives students an opportunity to further develop their literacy skills, address the Cross-Curriculum Priorities of the NSW Curriculum and give students to experience authentic learning by creating meaningful projects through inquiry-based tasks.

Unit overview

The beach has a place in every person's story. Each student has their story about their experience about interacting with the aquatic environment. This unit explores how students use their story to arm themselves with strategies to have hard conversations with peers and family and make well informed decisions about their safety and wellbeing around water. The learning intention is to give students strategies to prevent unnecessary drownings and practice safe behaviours at the beach.

The Secondary School program provides an engaging, interactive learning experiences supported by a range of teacher and learner resources.

- "Beach is a part of everyone's story". The beach is a place of inclusivity, energy and place to enhance your health and wellbeing.
- The beach is always changing. Plan for a safe and fun beach experience for you, your mates and family. Know the beach you are going to.
- Know your safety plan in place ready to put into action.
- Fight the "mob" mentality.
- Be self-aware of my own and mate's competency to get you and themselves out of an unsafe situation on the beach.

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

Opportunities to engage with SLSNSW (Stage 4 - English)

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

Race to the Flags Virtual Program (Years 7-9)

In this stage based, curriculum aligned virtual session, students will have the opportunity to compete in groups with their classmates, as they problem solve real life Lifesaving scenarios.
Learn more: Race to the Flags (7-9) - Beach Safety Hub

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.

Lifesaver @ My School (7-12)

Bring a Lifesaver to your school and give your students the opportunity to learn about beach and ocean safety in their own classroom and backyard. Learn more: Lifesaver @ My School (7-12) - Beach Safety Hub

Contact the Community Education Team

Beach & Coastal Safety Resource Hub Surf Life Saving NSW

✔ Secondary School Education programs and resources Secondary School Students - Surf Safety Programs (beachsafetyhub.org.au)

02 9471 8000

community@surflifesaving.com.au

NSW Syllabus outcomes by learning area

English K-10

EN4 1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4 2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4 7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4 8D identifies, considers and appreciates cultural expression in texts

Outcome 1

Engage personally with texts

✔ recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts

✔ consider and analyse the ways their own experience affects their responses to texts

✔ explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints

✔ experiment with language forms and features to compose texts for pleasure and enjoyment

Develop and apply contextual knowledge

✔ interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives

Understand and apply knowledge of language forms and features

✔ apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts

✔ recognise that vocabulary choices contribute to the specificity, abstraction and style of texts

✔ analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication

Respond to and compose texts

✔ explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener

✔ identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition

NSW Syllabus outcomes by learning area

English K-10

Outcome 2

Engage personally with texts

✔ recognise the different processes required for responding and composing in a range of forms and media

Develop and apply contextual knowledge

✔ analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication

Understand and apply knowledge of language forms and features

✔ consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context

Respond to and compose texts

✔ use prior knowledge and text processing strategies to interpret a range of types of texts

Outcome 7

Engage personally with texts

✔ explore and analyse the ways in which personal experiences and perspectives shape their responses to texts

✔ draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts

Develop and apply contextual knowledge

✔ compare and contrast texts that present alternative views of their own world

Understand and apply knowledge of language forms and features

✔ analyse and understand the ways techniques of representation in multimodal texts are used to present alternative views of the world, people, places and events

Respond to and compose texts

✔ respond to and compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it

Outcome 8

Engage personally with texts

✔ consider the ways culture and personal experience position readers and viewers and influence responses to and composition of texts

Understand and apply knowledge of language forms and features

✔ understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups

Respond to and compose texts

✔ respond to and compose texts in a range of different modes and media, recognising and appreciating cultural factors, including cultural background and perspectives

✔ explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts

Lessons

Lesson 1 - Story telling

Get Stuck In (10 mins)

Write a recount of an experience you have had or going to have in the future at the beach/river/waterway.

It needs to have a "sizzling start", chronological events, descriptive words and phrases, clear sense of emotions

Task:

Complete the tasks on the worksheet "Stories from the Beach". Write a blog post about your experience during the COVID-19 Lockdown 2020

Lesson 2 - Multimodal stories of the beach

Get Stuck in (10 Mins)

View the online exhibition - Surfers and their experiences - Jacob Stuth

Class guided meditation (10 - 15 mins)

Read the guided meditation. The Beach By: Prentiss Price, Ph.D.

Self-reflection (5 min)

Write a paragraph comparing your thoughts, mood, concentration to before the meditation

Explicit Teaching - How to write your own guided meditation about the coastal environment

Model how to use "DIY Guided Meditation Script" to plan students own guided meditation. (Teacher Resources)

Task: Fill in the DIY Guided Meditation Script Graphic Organiser to plan the writing of your guided meditation

Task: Write your first draft of your guided meditation, edit and submit to your teacher

Once you get your draft back.

Task: Write your final draft of your guided meditation and submit to your teacher either by podcast or by script

Lessons

Lesson 3 - Reflection of 50 Years of Tracks Magazine

Teacher Preparation: photocopy article: Falzon A (2020) Concepts, Cash-Flow and Cutbacks Tracks 50th Anniversary Issue 1970-2020 or upload to the class LMS with the ability for students to make comments and highlight text on PDF

Get Stuck In (10 mins)

Tracks Magazine is an iconic Australian surfing magazine. Read the article: Falzon A (2020) Concepts, Cash-Flow and Cutbacks Tracks 50th Anniversary Issue 1970-2020

Explicit Teaching (10-15 min)

Extracting "fit for purpose" evidence

Students will be journalists writing a feature article about the culture of the beach. This article is a reflection by one of the founders of Tracks magazine.

✔ Create a character profile of the writer by examining use of language tools

✔ Clarity of issues raised in the reflection

✔ extracting objective and factual information, not subjective, emotional information

✔ writing a list of "gaps" of information and research needed

Model literacy strategy - "chunking" text

Students will need 2 different coloured highlighters. You will need to model this on the white board for the first 3 paragraphs.

1. Students are to take one colour and highlight any vocabulary or terms they don't understand

2. Students are to use the margin to write a synonym for that term and highlight term in the same colour

3. Taking each paragraph seperately; in the 2nd colour highlight the key ideas

4. In the margin, write the key ideas in the paragraph (few words) - this will separate factual information and subjective ideas

Task: Chunk - Concepts, Cash-Flow and Cutbacks Tracks 50th Anniversary Issue 1970-2020

Students need to "chunk" the article on the photocopy or on the PDF upload

Lessons

Lesson 4 - Planning for researching the beach culture

Feature article: Visiting the Beach is part of everyone's story.

There is open scope as to what topics students want to cover.

Get Stuck In (10 - 15 Mins)

Using the "chunked" article: Concepts, Cash-Flow and Cutbacks Tracks 50th Anniversary Issue 1970-2020 from Lesson 3; use the key ideas to write a quick summary of the "humble beginnings" of Tracks Magazine.

Explicit Teaching - Using Feature Article Planning Sheet and Major Project Planning Sheet.

Teacher preparation: photocopy 1 copy on A3 paper Feature Article Planning Sheet.

✔ Teacher to review each part of the Feature Article Planning Sheet.

✔ Teach students to make a list of things they need to do to write a great article. (Use Major Project Planning Sheet)

Individual Tasks -

✔ Brainstorm: Visiting the Beach is part of everyone's story.

✔ Make a detailed plan to research for their feature article on the Major Project Planning Sheet (Teacher Resources)

✔ You will have 3 lessons to research, write and submit drafts to your teacher and publish.

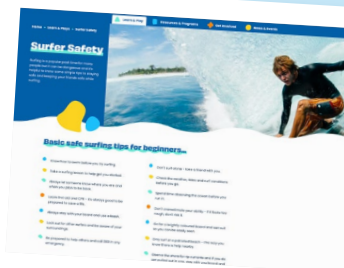## Subject Specific Resources

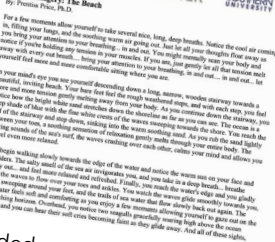Beach & Coastal Safety Resource Hub

Surf Life Saving NSW

Worksheet "Stories from the Beach"

Australian Surfing Museum online exhibition - Surfers and their experiences - Jacob Stuth

Derek's Story

Guided meditation The Beach By: Prentiss Price, Ph.D.

DIY Guided Mediation Script
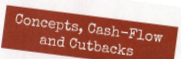
Falzon A (2020) Concepts, Cash-Flow and Cutbacks Tracks 50th Anniversary Issue 1970-2020

Samantha's story

Beach & Surf Life Saving Terminology Glossary

Resources

Other resources
- Beachsafe
- The think line
- Welcome to Surf Safety
- SLSA Rip Currents Factsheet
- Types of waves What is an ocean wave? How are waves formed at the beach?
- National Coastal Safety Report 2020
- SLSA Coastal Safety
- SLSA Youtube Channel
- The Think Line
- Royal Life Saving Australia | classroom e-learning
- National Drowning Reports
- Science of the Surf (Dr Rip - Dr Rob Brander UNSW)
- CoastSnap shoreline tracking technology app How it works - CoastSnap- Citizen Science App

- Rip Current Heroes Documentary
- Rip Current Heroes Study Guide
- Geoscience Education Centre
- Surf Life Saving NSW Acknowledgement of Country
- North Bondi SLSC Online Exhibit
- Surf Life Saving Rescue Methods - Tube, Board, IRB and Unaided Rescues
- Surf Life Saving NZ Lifeguard skills and response techniques
- Catching Waves Blog Posts
- Geoscience Australia - Coastal Erosion
- Geocaching
  - what is geocaching?
  - mapping our world geocaching activity
  - geocaching guide
  - Geocaching app
- OzCoasts - Online Coastal Information Service

- Rivers: Sharing our water Student workbook - Environment, Energy and Science Department of Planning, Industry and Environment
- Growing Old in Eora Country - Djon Mundine
- United Nations High Commissioner for Human Rights Native Title Report 2008 Chapter 6 Indigenous Peoples and Water
- Oceans Teacher Notes - CSIRO Publishing
- PLC Perth Library and Innovation Centre Yr 8 Landforms webpage
- Central Coast Scultpures
  - The Guardian
  - Central Coast Life and Style
- Jeannie Baker (Collage) (Where the Forest Meets the Sea)
  - my garden path factsheet
  - playing with collage picture book
  - circle comes to life in travelling show

- Sculpture by the Sea
  - arts and culture
  - Peter Adler Aqualand Artist Interview
  - Aqualand Artist Interview Series With Karin Van Der Molen - Youtube
- Australian National Surfing Museum
  - Surfing Australian Identity
- Surfers their stories Jacob Stuth
- National Archives of Australia - Summer's Past Online Exhibit
- Australian News and Information Bureau collection
- Between the Flags Exhibit

Resources

- [Peng C, Yamashita K, Kobayashi E (2015) An Empirical Study on the Effects of the Beach on Mood and Mental Health in Japan](#)
- [Cristina Vert, Mireia Gascon, Otavio Ranzani, Sandra Márquez, Margarita Triguero-Mas, Glòria Carrasco-Turigas, Lourdes Arjona, Sarah Koch, Maria Llopis, David Donaire-Gonzalez, Lewis R. Elliott, Mark Nieuwenhuijsen (2020) Physical and mental health effects of repeated short walks in a blue space environment: A randomised crossover study, Environmental Research, Volume 188](#)
- [The Guardian - Blue spaces: why time spent near water is the secret of happiness](#)

Scootle resources

- [Australian Disaster Resilience Knowledge Hub: Australian disasters TFL-ID M019317](#)
- [Student Wellbeing Hub: secondary student resources TFL-ID M021182](#)
- [Digital Stories of the Land TFL-ID M019609](#)
- [The world of Mickey of Ulladulla TFL-ID M025740](#)
- [Save our catchment - virtual excursion TFL-ID M025282](#)