

**STORIES**

of the changing

**BEACH**

Stage 4 (Years 7 & 8)



SURF LIFE SAVING  
**NEW SOUTH WALES**



PDHPE

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](mailto:community@surflifesaving.com.au)



## **Opportunities to engage with SLSNSW (Stage 4 - PDHPE)**

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](mailto: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](#)

### **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](#)

### **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** **Surf Life Saving NSW**

- ✓ Secondary School Education programs and resources Secondary School Students - Surf Safety Programs ([beachsafetyhub.org.au](http://beachsafetyhub.org.au))



**02 9471 8000**



**[community@surflifesaving.com.au](mailto:community@surflifesaving.com.au)**



# NSW Syllabus outcomes by learning area

## PDHPE K-10

**PD4 2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

**PD4 5** transfers and adapts solutions to complex movement challenges

**PD4 6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

**PD4 9** demonstrates self-management skills to effectively manage complex situations

**PD4 10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

### PDHPE Propositions

A strengths-based approach in PDHPE encourages students to draw on their own and others' strengths, capacities, capabilities and resources to develop the knowledge, understanding, skills, values and attitudes they require to make healthy, safe and active choices to improve their own and others' health, safety, wellbeing and participation in physical activity.

PDHPE focuses explicitly on the value of movement, physical activity, physical literacy and physical education. It concentrates on developing the movement skills and concepts students need to participate in physical activities with confidence and competence.

The knowledge, understanding, skills, values and attitudes students develop through movement in PDHPE will allow them to:

- ✓ develop an understanding of how and why we move and how we can improve physical performance
- ✓ experience challenges and opportunities to enhance a range of personal and social skills and behaviours that contribute to healthy, safe and active lifestyles
- ✓ participate in ongoing physical activity across their lifespan to achieve positive health outcomes.

PDHPE provides opportunities for students to enhance their ability to gain access to, understand and use health information and services to promote and maintain health, safety, wellbeing and participation in physical activity.

- ✓ functional dimension - researching and applying information relating to knowledge and services to respond to a health-related question
- ✓ 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.

# NSW Syllabus outcomes by learning area

PDHPE K-10

A critical inquiry approach supports students to:

- ✓ develop skills in researching, analysing, applying and appraising knowledge in health and movement contexts
- ✓ recognise that values, behaviours, priorities and actions related to health, safety, wellbeing and participation in physical activity reflect varying contextual factors and influence the way people live
- ✓ develop an understanding that individuals and groups have diverse interests in relation to health practices and physical activity participation and therefore require different approaches and strategies.

## PDHPE Content Strands

The strand Health, Wellbeing and Relationships focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.

Students evaluate factors that shape identity and propose strategies to improve their own and others' wellbeing. They investigate the impact of changes and transitions on relationships and how empathy and ethical decision-making can contribute to respectful relationships. Students reflect on emotional responses in a variety of situations and develop skills to manage and respond to unsafe situations.

The strand Movement Skill and Performance focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences.

The strand Healthy, Safe and Active Lifestyles focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

# NSW Syllabus outcomes by learning area

PDHPE K-10

## PDHPE Skill Domains

Self-management (S) skills provide students with the ability to feel greater control over their behaviour, manage and cope in stressful situations and take personal responsibility for their actions. Self-management skills include decision-making, problem-solving and help-seeking skills which are important for managing healthy, safe and active lives.

Self-management skills help develop a student's capacity to be confident, independent, optimistic and resilient. These skills enable students to become self-aware and develop and refine self-monitoring and self-evaluative behaviours.

Interpersonal skills (I) develop a student's capacity to effectively relate to and interact with other people. Building skills in negotiation, refusal, conflict management and being able to confidently express feelings supports students to build and manage relationships that are caring and respectful.

Movement skills (M) enable students to engage in and enjoy the benefits of regular, vigorous physical activity. Developing fundamental and tactical movement skills in PDHPE provides students with the opportunity to acquire and master a range of movement skills, understand the health benefits of movement, and have the skills and dispositions to participate in a lifetime of physical activity as confident, competent and creative movers.

Students should be provided with opportunities to explore movement challenges and develop movement skills from a variety of contexts such as rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics and lifelong physical activities.



# NSW Syllabus outcomes by learning area

PDHPE K-10

## Movement Skill and Performance

### How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?

- ✓ participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing
- ✓ practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments
- ✓ participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts

- ✓ demonstrate movement skills through a range of experiences, including rhythmic and expressive movement, individual/group/team physical activities, initiative/challenge physical activities, aquatics, and lifelong physical activities
- ✓ participate in a range of swimming activities and rescue skills
- ✓ demonstrate and explain how the elements of space, time, objects, effort and people can enhance movement sequences
- ✓ explain how changes to movement concepts, skills and tactics can improve performance

### How can I make decisions to adapt to changing circumstances in different movement contexts?

- ✓ evaluate and justify reasons for decisions and actions when solving movement challenges
- ✓ evaluate and justify the movement concepts, skill, strategies and tactics selected in response to movement challenges
- ✓ identify factors that enable them to achieve success in movement activities and explain how these factors can be transferred to other movement contexts
- ✓ demonstrate to others approaches taken to solve movement challenges
- ✓ identify strategies and tactics that are similar and transferable across different movement contexts

### How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?

- ✓ practise and apply interpersonal skills when undertaking a range of roles in physical activities
- ✓ participate in initiative/challenge physical activities designed to develop teamwork, cooperation and problem-solving
- ✓ adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes
- ✓ apply an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group

# NSW Syllabus outcomes by learning area

PDHPE K-10

- ✓ participate in physical activities including competitive and non-competitive, individual and team activities and evaluate the degree to which they meet their needs and interests
- ✓ modify rules and scoring systems to allow for fair play, safety and inclusive participation
- ✓ recognise potential safety concerns and select appropriate responses when engaged in physical activities
- ✓ develop scoring systems to assess movement performances consistently and fairly
- ✓ apply behaviours that illustrate ethical and inclusive behaviours for other students during physical activity
- ✓ modify rules, equipment or scoring systems to allow all participants to enjoy and succeed

## Health, Wellbeing and Relationships

### What skills and strategies can be used to promote inclusivity, equality and respectful relationships?

- ✓ describe how rights and responsibilities contribute to respectful relationships
- ✓ recognise various types of relationships and their role in a person's life
- ✓ describe rights and responsibilities required in different relationships
- ✓ discuss the characteristics of respectful relationships
- ✓ discuss ethical behaviour in relationships and recommend actions to promote their own and others' health and safety
- ✓ discuss how gender stereotypes can have an impact on rights and responsibilities in relationships
- ✓ investigate the benefits of relationships and examine their impact on their own and others' health, safety and wellbeing
- ✓ examine how culture and relationships with family and peers can influence people's attitudes, behaviours, decisions and actions in different situations
- ✓ analyse how behaviours, actions, and responses to situations can change depending on who they are with
- ✓ understand and apply online and social protocols to enhance relationships and protect their own safety and wellbeing
- ✓ explore skills and strategies needed to communicate and engage in relationships in respectful ways
- ✓ practise communication skills that establish and maintain respectful relationships in an online and offline environment and describe how these
- show respect (or not) for self and others, e.g. reporting inappropriate behaviour
- ✓ investigate personal, social and cultural factors that influence the way individuals respond emotionally to different situations and propose strategies for managing these
- ✓ practise being respectful, sympathetic and empathetic to different viewpoints and plan alternative ways to respond to others
- ✓ discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power
- ✓ discuss the influence of family, media and peer attitudes to power in relationships
- ✓ explore how influences

# NSW Syllabus outcomes by learning area

PDHPE K-10

## Healthy, Safe and Active Lifestyles

### What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?

- ✓ recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations:
- ✓ propose strategies individuals and others can use to make safe and informed decisions
- ✓ discuss safe and unsafe use of technology and develop strategies to promote their own and others' health, safety and wellbeing
- ✓ examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios: at a party, chatting or sharing information online, travelling alone, getting in a car with a drunk driver, swimming at night, experiencing unwanted sexual behaviour, feeling depressed
- ✓ investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity
- ✓ explore their own and others' values and beliefs towards issues of discrimination
- ✓ investigate the impact of contextual factors on young people, including Aboriginal and/or Torres Strait Islander Peoples
- ✓ research how stereotypes and prejudice are challenged in local, national and global contexts
- ✓ discuss how challenging and resisting stereotypes can help young people to be themselves
- ✓ describe how pro-social behaviour, respecting diversity and challenging racism and discrimination are inclusive ways of supporting and enhancing individual and community health, safety and wellbeing
- ✓ plan and implement inclusive strategies to promote health and wellbeing and to connect with their communities
- ✓ identify and research local resources and environments where individuals and groups can connect as a community through participation in physical and social activities
- ✓ describe the skills, strengths and strategies required to contribute to inclusive communities and implement strategies to challenge prejudicial and discriminatory views of diversity within the community
- ✓ refine interpersonal skills through undertaking a range of roles when participating and planning physical activities
- ✓ apply ethical and inclusive strategies to promote the health and wellbeing of themselves and others

## NSW Syllabus outcomes by learning area

PDHPE K-10

### **How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity?**

- ✓ propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing
- ✓ recognise the importance of trusting their own feelings, thoughts and reading of different situations
- ✓ analyse how emotions, strengths and decision-making can affect outcomes in different scenarios
- ✓ explore the impact of stress and coping on mental health
- ✓ practise ways to communicate concerns about health, safety and wellbeing to a variety of support people
- ✓ examine and develop strategies for safe practices in outdoor environments

## Lessons

### Inclusive Surf Sports

#### Small Group Brainstorm:

What do we know about surf sports?

- ✓ Types of Surf Sports
- ✓ Events
- ✓ Equipment
- ✓ Organisations

#### Individual Research Activity:

Investigate a competitive surf sport e.g. surfing, nippers, ocean swimming

- ✓ What equipment do you need?
- ✓ How do you play?
- ✓ Rules
- ✓ Scoring
- ✓ How could you train to perform well at this sport?

#### Case Study:

Nippers and Surf Lifesaving competitive sport

#### Small group task:

Investigate a land-based carnival event held by Surf Life Saving NSW.

- ✓ What equipment do you need?
- ✓ How do you play?
- ✓ Rules
- ✓ Scoring
- ✓ How could you train to perform well at this sport?

You will be demonstrating to the class how to participate in the event.

#### Watch:

[ABC News - Sharkies Nippers Program for all Kids](#)

#### Small group task:

For the event you demonstrated to the class; design a modification to the event in order for people with a disability to participate. You will be demonstrating how to the class how to participate in the event with a modification.

#### Small Group Activity:

Aboriginal Water Game - Yiri

- ✓ [Play Yiri](#)

## Lessons

### Having a Safe Beach Experience

#### Individual task:

- ✓ Detailed Beach Report (also in English (Bar Beach, Newcastle) and Geography). You may want to concentrate on local beaches or geographical area.

Use the [Beach safe website](#) or app to write a detailed description of the hazards at a selected beach (2 paragraphs) or under subheadings.

#### Hint:

Look not at just the Hazards Section on the webpage.

#### Explicit Teaching (15-20 mins)

Beachsafe - discussion of where to find the information about Hazards on a selected beach.

[Willy weather](#) - key parts that would give the data that is “fit for purpose” (look for the data at the bottom of the page for trends and historical data for each heading)

#### [BOM Meteye](#)

(In the pop up on landing page click on see text views for location>Current and Past weather label (right side)

#### Explicit questioning:

- ✓ Which apps/webpages are “fit for purpose” to find hazards at your selected beach?
- ✓ what are the important subheadings or key words in the text?
- ✓ what information is not valuable to finding hazards at your selected beach?

#### Tasks

Beach Report: Construct a Beach Report for your selected beach for today’s conditions and 3-day forecast. It can either be completed for a written or video media. Students can use the scaffold provided.

#### Extension:

As a class upload reports to the class LMS page (eg. Google Classroom) or collection for local beaches.

## Lessons

#### Class Discussion:

What are the clues for seen and unseen hazards - patrol, signage, wind, where flags are situated, surfers, swimming alone, submerged objects, marine stingers, people’s behaviour, competency for surf survival?

#### Watch:

The [Think Line stories video](#) clips

#### Self-Reflection

Write a paragraph detailing

- ✓ What are the key messages from the video?
- ✓ Which key message strongly resonates with you? Why?

## Lessons

### Task:

Go to

- ✓ [Lifesaving Victoria VR Google Expedition](#) - go the section "Rip Current Safety"
- ✓ [Surf Life Saving NSW](#)
- ✓ [Beachsafe](#)

Review the videos and text.

Create an Information Brochure, Infographic, Animation or other Community Education method to explain the key ideas in each video.

### Class discussion:

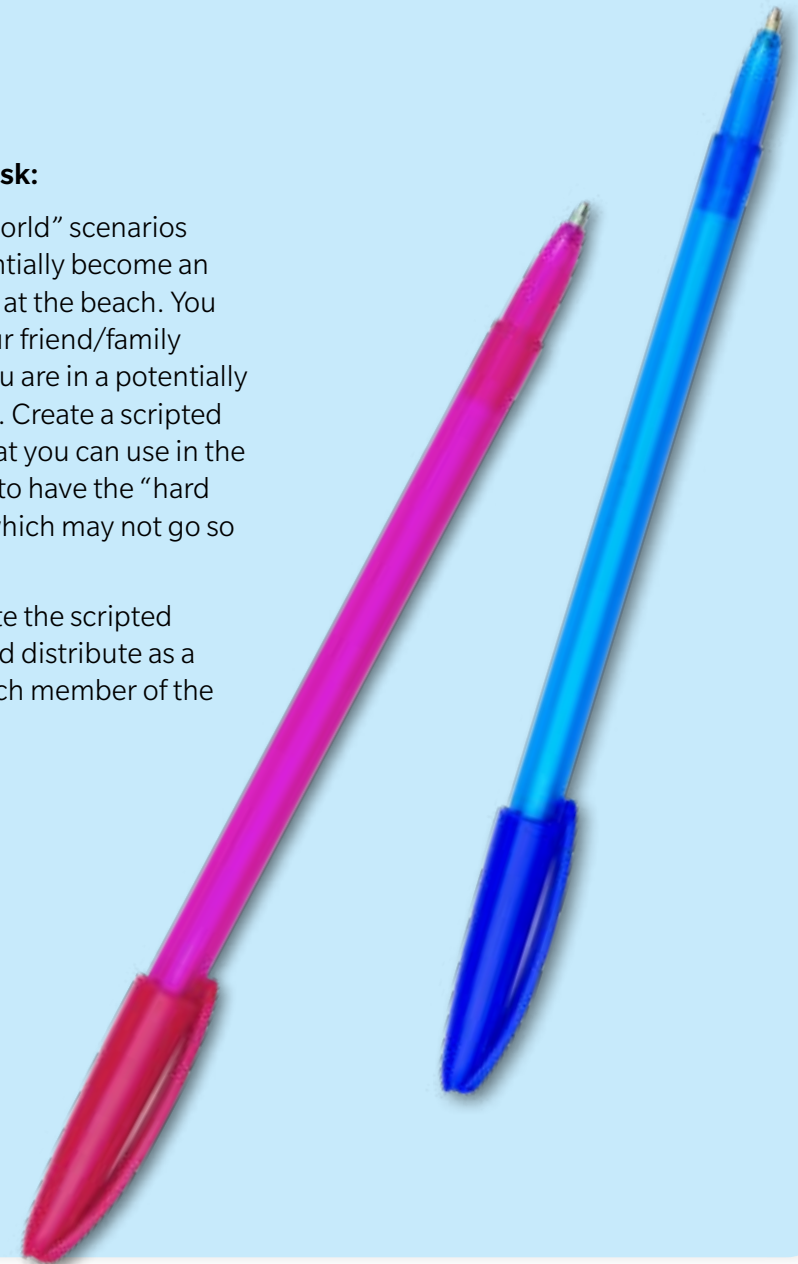
Having hard conversations about your and your mate's safety

- ✓ What are some barriers to having an honest "hard" conversation with your friend?
- ✓ How can you make the hard conversation with your friend easier?
- ✓ What strategies could you use to help you have the "hard conversation" with your friend?
- ✓ If the conversation is not going well, how can you continue the "hard conversation"?
- ✓ "real world" scenarios (in the context of your class culture) that may occur eg. looking after multiple younger siblings at beach/river, non-competent swimmer, first time at the beach, rough conditions, swimming during party on the beach, where to swim/surf/fish, disengaging from group antisocial behaviour

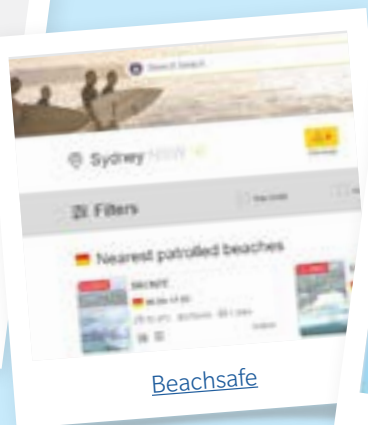
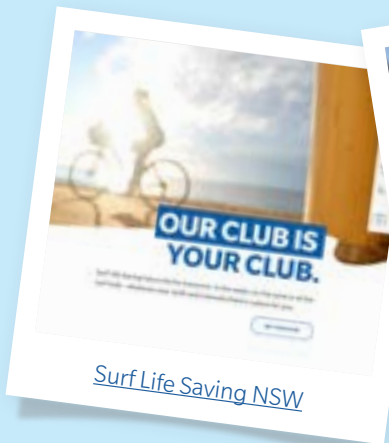
### Small Group Task:

Create 3 "real-world" scenarios that could potentially become an unsafe situation at the beach. You discuss with your friend/family member that you are in a potentially unsafe situation. Create a scripted conversation that you can use in the event of having to have the "hard conversation" which may not go so well.

Teacher to collate the scripted conversation and distribute as a reference for each member of the class



# Subject Specific Resources





## 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](#)
- ✓ [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 Sculptures](#)
  - [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](#)

### Scoutle 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](#)

