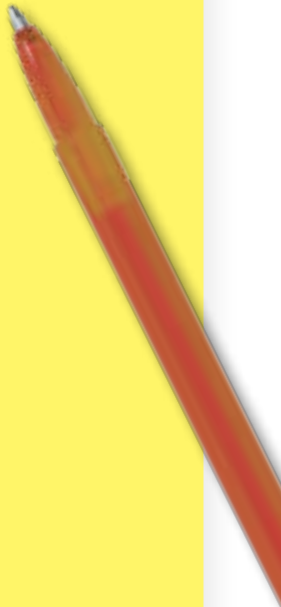# BE YOUR BEST SELF

Stage 5 English
(Years 9 & 10)

SURF LIFE SAVING
NEW SOUTH WALES

English

Stage 5 (yr 9-10)

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 strategies 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 5 - 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

EN5 1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5 2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

EN5 4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5 5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

Unit Content

✔ Experiencing the beach through the eyes of others by hearing their stories

✔ Explicit modelling of literacy strategies

✔ Self-Reflection and creating a mantra for success - Achieving Greatness vs Brilliance

✔ Discussion - "The beach is a part of everyone's story to be your best self"

Outcome 1

Engage personally with texts

✔ appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts

Develop and apply contextual knowledge

✔ analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning

✔ analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts

✔ explore real and imagined (including virtual) worlds through close and wide reading and viewing of increasingly demanding texts

Respond to and compose texts

✔ identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage

✔ create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues

Outcome 2

Engage personally with texts

✔ consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference

Develop and apply contextual knowledge

✔ evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view

Respond to and compose texts

✔ use increasingly sophisticated processes of representation to respond to and compose complex spoken, written, visual, multimodal and/or digital texts for a wide range of purposes and audiences, considering and evaluating the effect of the technology

NSW Syllabus outcomes by learning area English K-10

✔ interpret and evaluate the effectiveness of information and ideas conveyed in diagrammatic representation, e.g. charts, graphs, timelines and surveys

✔ apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension

✔ use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user

Outcome 3

Engage personally with texts

✔ appreciate and value the ways language concepts, ideas and information can be shaped and transformed for new and different contexts

✔ analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style

Develop and apply contextual knowledge

✔ apply existing knowledge, skills and understanding about language to access and express increasingly complex information and ideas for new purposes, audiences and contexts

Respond to and compose texts

✔ creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts and explain the differences emerging as a result of such adaptations

✔ locate, select, synthesise and creatively use information, ideas and arguments from texts to compose new texts

✔ recognise different uses of visual texts, media and multimedia, including the internet, eg browsing the web to locate information, using the internet to communicate socially or professionally, watching a documentary to gain knowledge and/or pleasure

Outcome 4

Engage personally with texts

✔ investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts

Develop and apply contextual knowledge

✔ compare ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural, social, technological and workplace contexts

✔ understand how language use can have inclusive and exclusive social effects, and can empower or disempower people

Understand and apply knowledge of language forms and features

✔ critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts

Respond to and compose texts

✔ formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living

✔ pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts

Lessons

During this unit, students will be using "Get Stuck In" time to explore the impact the beach or experience has had on their life.

Task 1:

Explicit Teaching (10 - 15 mins)

Model Literacy strategy - "chunking".

Class discussion points:

✔ impression of blog post

✔ credibility of the blog post

✔ define "synonym"

✔ model the procedure of "chunking" (question 5 task) - You may need to model an exemplar

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Classroom Tasks

✔ Students to read Health Benefits of Surfing for Body and Mind - Blog extract and comprehension questions

✔ Students to construct a meaningful summary of the health benefits of surfing

Extension: Watch TED Talk - The Joy of Cold Surfing

In a paragraph; explain a life lesson Chris Burkard learned from photographing cold water surfing

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Task 2:

Get Stuck in (10 mins)

Seeds of Greatness - Gary Guerryn

Watch the video Seeds of Greatness

✔ What are the key messages from the video?

✔ Which key message strongly resonates with you? Why?

✔ Explain the difference between "Brilliance and Greatness".

Explicit Teaching (10 - 15 mins)

Model Literacy strategy - How to create an infographic

Explain the terms:

✔ analogy

✔ mantra for life (show examples from Meme's)

Classroom Task

Re-watch the video "Seeds of Greatness".

✔ Add any further detail to your Get Stuck In task

✔ Create an infographic to explain Gary Guerryn's key messages in the video "Seeds of Greatness" (There are lots of apps that do this). Use your notes from the Get Stuck In task to help you.

✔ Describe an analogy to explain similar key messages to "Seeds of Greatness". Create an infographic to express this analogy.

Extension: Develop "mantra" to achieve "greatness" (Catch line) - Create a meme for this mantra.

Task 3:

Get Stuck in (10 mins)

Read the article

"The community program helping young migrants and refugees learn to navigate Newcastle's iconic beaches" and respond to the questions

Explicit Teaching (10 - 15 mins)

- ✔ Model Literacy Strategy: Research Method: Interview
- ✔ Writing "skeleton" and detailed notes
- ✔ Writing a Review

Classroom Tasks

You will be writing a review of the podcast: What the Surf?! 40 Years of Women in Life Saving (Play from 14 min 50 Seconds) for your local newspaper - Episode 4

- ✔ Make "skeleton" notes of the extract of the podcast and interview with Jenny Kenny. As it is playing.
- ✔ Review your "skeleton" notes. Create detailed notes that will be useful for your Review.
- ✔ Write a review of the podcast "What the Surf?! - 40 Years of Women in Life Saving"

Extension:

Find and listen to a podcast that reviews the History of Women in another sport.

Task 4:

Get Stuck in (10 mins)

Use the Beach safe website or app to write a detailed description of the hazards at Bar Beach (2 paragraphs). You may want to "chunk" the text.

Hint: Look not at just the Hazards Section on the webpage.

Explicit Teaching (15-20 mins)

- ✔ Model Literacy Strategy: Synthesis of data from multiple sources. Emphasis on synthesising "fit for purpose data" ie. general hazards on Bar Beach
- ✔ Beachsafe - discussion of where to find the information about Hazards on Bar beach. Underline parts of the text/key words and inferences.
- ✔ 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 Bar Beach?
- ✔ what are the important subheadings or key words in the text?
- ✔ what information is not valuable to finding hazards at Bar Beach?

Classroom Tasks

Beach Report: Construct a Beach Report for Bar 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.
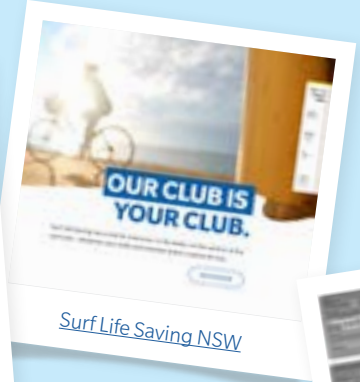
Suggested Assessment:

Scaffolded Extended Response

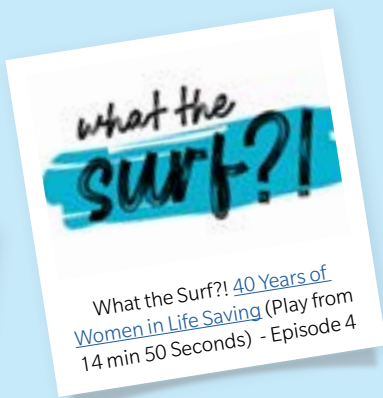"The Beach is a part of everyone's story to be your "best self".
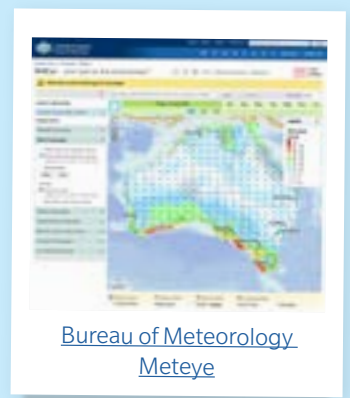
Subject Specific Resources

What the Surf?! [40 Years of Women in Life Saving](#) (Play from 14 min 50 Seconds) - Episode 4

[Bureau of Meteorology Meteye](#)

Daily Beach Report

You may want to have each student or pairs collect the data and present this each day. You may also want to record the beach conditions data on the spreadsheet "Daily Beach Conditions Recording Sheet".

TASK: Fill in the template "Beach Report" each day using the resource to create a Daily Beach Report. The information you will need to collect from the websites and webcam of the beach of your choice is:

* **Name of Beach**
* **Air Temperature**
  hot, warm, cool
* **Water Temperature**
  hot, warm, cool
* **Wind Conditions**
  Windy, small breeze, still
* **Wave and swell Height**
  large, small, choppy, slight swell, still water, plunging, spilling, surging waves
* **UV prediction**
* **Why would you go or not go to this beach today?**
* **Forecast for tomorrow**

TASK: Each day students can record the beach conditions data on the spreadsheet.

[Download Daily Beach Report Instructions](#)

[Beach & Coastal Safety Resource Hub](#)

[Surf Life Saving NSW](#)

[Surf Life Saving Australia Fact Sheets](#)
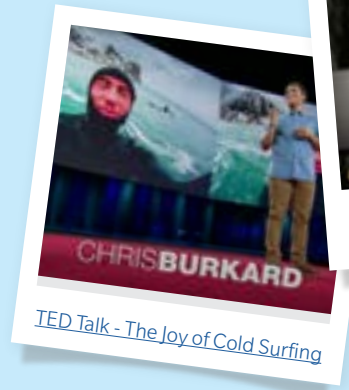
[The English Literary Techniques Toolkit for The HSC](#)

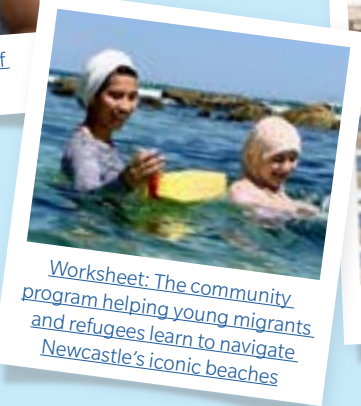[Blog extract and comprehension questions](#)

Daily Beach Report

Create a Beach Report for your local or chosen beach. Make sure you use describing words.
* www.coastalwatch.com.au
* www.willyweather.com.au
* www.magicseaweed.com
* www.bom.gov.au
* www.coastalwatch.com

[Download Daily Beach Report worksheet](#)

[Glen Guerryn - "Seeds of Greatness"](#)

[TED Talk - The Joy of Cold Surfing](#)
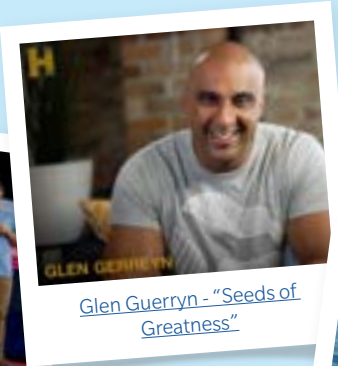
[Worksheet: The community program helping young migrants and refugees learn to navigate Newcastle's iconic beaches](#)
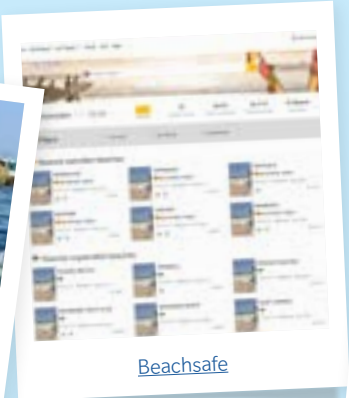
[Beachsafe](#)

[Willy Weather](#)

[Download Daily Beach Conditions Recording Sheet](#)

Resources

Extract Chapters and hubs - Coastal Management

- Jacaranda Education
- Oxford Publishing
- Geography Pods (brief overview activities)
- Coastal Management High School Study Guide is produced by Refraction Media for the NSW Office of Environment and Heritage and School of Civil and Environmental Engineering, UNSW Sydney
- Coastal Management

Other Resources

- The English Literary Techniques Toolkit for The HSC
- Blog extract and comprehension questions
- TED Talk - The Joy of Cold Surfing
- Gary Guerryn - "Seeds of Greatness"

- What the Surf?! 40 Years of Women in Life Saving (Play from 14 min 50 Seconds) - Episode 4
- The 7 Types of Toxic Friendships - Is your BFF bad for your health?
- Toxic Friendships - Worksheets #TeachingResourcesComponent
- Lifesaving Victoria VR Google Expedition
- Drowning Deaths among Aboriginal and Torres Strait Islander Peoples 2008/9 to 2018/2019 Report
- Rip Current Heroes Documentary
- Rip Current Heroes Study Guide
- 3 ways to Build resilience - TEDx talks
- COAST AUSTRALIA - Botany Bay to the Shoalhaven (History Channel - 2017)
- GIS: Spatial Map View (make Topographic map)

- ABC - BEHIND THE NEWS Coastal Erosion - 18/02/2020 https://clickv.ie/w/mCcp and Interactive Videos
- Coastal Erosion - Geoscience Australia -
- SBS One - Coast: Arran to Gretna
- Coastal Management Challenges
- Managing the Dorset Coast: Conflicts, Challenges and Opportunities - and Teachers Notes
- Field Studies Council: Bringing Environmental Understanding to All - Coasts (Norfolk, UK)
- Extreme Weather: Coastal Flooding and Teachers Notes
- Geography Pods (brief overview activities) (UK examples)
- Which coastal erosion solution is the right one for your beach
- Overview of soft coastal protection solutions - Atlantic Network for Coastal Risks Management

- Cooper, J. A. G., and J. Mckenna. “ Working with Natural Processes: The Challenge for Coastal Protection Strategies; The Geographical Journal, vol. 174, no. 4, 2008, pp. 315-331. JSTOR, Accessed 21 Dec. 2020.
- Eliot, M., 2016: Coastal sediments, beaches and other soft shores. CoastAdapt Information Manual 8, National Climate Change Adaptation Research Facility, Gold Coast

Scootle resources

- Student Wellbeing Hub: secondary student resources TFL-ID M021182