

BE YOUR BEST SELF

Stage 5 PDHPE
(Years 9 & 10)



SURF LIFE SAVING
NEW SOUTH WALES



PDHPE

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 - 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

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)



02 9471 8000



community@surflifesaving.com.au



NSW Syllabus outcomes by learning area

PDHPE K-10

PD5 1 assesses their own and others' capacity to reflect on and respond positively to challenges

PD5 3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5 5 appraises and justifies choices of actions when solving complex movement challenges

PD5 6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5 7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5 9 assesses and applies self-management skills to effectively manage complex situations

PD5 10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts



Unit Content

- ✓ Self-Reflection - Who can you trust to keep you safe around water and can your friends trust you?
- ✓ Types of toxic friendships
- ✓ Profile of Mick Fanning (Professional Surfer) using the "mob" to make the beach inclusive for all and to overcome his personal mental health challenges
- ✓ Setting SMART goals to further develop leadership and trust
- ✓ Case Study: Drowning Deaths of Aboriginal Torres Strait Islander Peoples analysis 2008/09 to 2018/19
- ✓ Creating a safety plan for visiting the beach and responding to emergency situations safely. Students are mentored whilst creating their safety plan for assessment.

- ✓ Case Study: Rip Current Heroes
- ✓ Students create potential "real-world" safety scenarios based on their immediate peer group. Students will script "hard conversations" and strategies to look after themselves and their mates at the beach.



NSW Syllabus outcomes by learning area

PDHPE K-10

Outcome 1

Health, Wellbeing and Relationships

How can I be the best version of me and support the identity of others?

- ✓ evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples
 - analyse how norms, stereotypes and expectations may influence individual and group identity
 - examine how diversity and gender are represented in the media and communities, and investigate the influence these representations have on identity

- critically analyse how individuals have an impact on the identity of others
- analyse how aspects of identity can have an impact on health, safety and wellbeing
- reflect on personal values in relation to a range of health issues and assess their impact on attitudes and behaviours
- ✓ examine and refine interpersonal skills and actions to take greater responsibility in relation to their own health, safety and wellbeing
 - demonstrate an assertive position on a situation, dilemma or decision by expressing thoughts, opinions and beliefs while acknowledging the feeling of others

What factors enhance inclusivity, equality and respect in relationships?

- ✓ investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships
 - describe rights and recognise responsibility to others in a variety of relationships
 - discuss the components of inclusive and equal relationships,
 - practise and evaluate their ability to use interpersonal skills to develop and maintain respectful and inclusive relationships
 - assess the factors that influence inclusivity, equality and respect in relationships

- ✓ investigate how the balance of power influences the nature of relationships and propose actions to build and maintain relationships that are respectful
 - describe how forms of power are used in a variety of relationships
 - examine the impact of power, conflict and cooperation in different settings including school, friendship groups, home and workplace

NSW Syllabus outcomes by learning area

PDHPE K-10

Outcome 2

Healthy, Safe and Active Lifestyles

What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?

- ✓ plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk
 - practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations,

- formulate a safety plan to meet the needs of a challenging situation, listing choices and consequences and making a decision about the best choice for their own health, safety or wellbeing
- propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts
- demonstrate and advocate appropriate strategies to keep themselves safe while supporting others in various situations

Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?

- ✓ analyse situations where external influences may have an impact on their ability to make healthy and safe choices
 - describe pro-social behaviour expectations in social situations and examine how these can influence decisions, behaviours and actions
 - investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing
- ✓ explore community perceptions around mental health and discuss the influence they have on their own and others' health, safety and wellbeing



Lessons

Self-Reflection:

Who are your trusted people in your network - personal qualities (power of positive relationships)

[Trust Me: Worksheet](#) (self-reflection)

10 min

Task:

[The 7 Types of Toxic Friendships - Is your BFF bad for your health?](#)

Choose the appropriate worksheets for your cohort

[The 7 types of toxic friendships](#)

Task: Complete the "Using urban blue spaces to benefit health and wellbeing" task (Google form and PDF). [Click here for downloadable and printable worksheet.](#)

Watch: #60 Mins - Mick Fanning interviews

Before viewing

Class discussion:

- ✓ What is a "mob mentality"? - behaviours and actions of "the mob"
- ✓ How can the negative behaviour be changed to positive behaviour?

How is our beach inclusive?

"[Deep Blues](#)" and "[Reach out to your mates](#)" (Mental Health)

#60 Mins Australia - [The man who saved Mick Fanning](#)

After viewing

Class discussion:

- ✓ Impressions of Mick Fanning interviews
- ✓ Personal qualities of Mick Fanning as a leader despite his personal challenges
- ✓ How does the beach become a place of inclusivity?

Task:

Individual Response (250 words - 3/4 of A4 page)

- ✓ What leadership qualities do I have?
- ✓ What are the qualities do I want to develop further to build the trust others have in me?
- ✓ Strategy for developing those qualities (SMART goals)

Small group lead prepared class discussion:

Case Study: Health and Wellbeing Aboriginal and Torres Strait Islander Peoples Drowning Deaths

Teacher Preparation: Divide the text and relevant graphics of each age group or location among small groups.

Lessons

Students are to create 3 discussion points relating to the text and graphics they are given as the initial stimulus. Discussion should be centred around:

- ✓ Issue for that age group
- ✓ Evidence
- ✓ Potential strategy for improving the rate of drowning deaths

Extract: [Drowning Deaths among Aboriginal and Torres Strait Islander Peoples 2008/9 to 2018/2019 Report](#)

Lessons

Individual task: Detailed Beach Report. 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.

beachsafe.org.au

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?

Classroom 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 (e.g. Google Classroom) or collection for local beaches.

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

Watch: Rip Current Heroes Documentary

[Rip Current Heroes Documentary](#)

From Rip Current Heroes Study Guide (Teaching Resources):
Teacher Preparation: Photocopy Student Activities page 24-27

Task: During the Documentary Student Activities page 23 (Templates to be completed)

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.

Lessons

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

Resources

Subject specific resources

- ✓ [Trust Me Circles of Trust](#)
- ✓ [The Wave Amazing Health Benefits](#)
- ✓ [Lifesaving Volunteers to the Rescue](#)
- ✓ [Beach & Coastal Safety Resource Hub](#)
- ✓ [Surf Lifesaving NSW](#)
- ✓ [The 7 types of toxic friendships](#)
- ✓ [The 7 types of toxic friendships Teaching Resources Component](#)
- ✓ [Deep Blues](#)
- ✓ [Reach Out](#)
- ✓ [#60 Mins Australia - The man who saved Mick Fanning](#)
- ✓ [Drowning Deaths among Aboriginal and Torres Strait Islander Peoples 2008/9 to 2018/2019 Report](#)
- ✓ www.bom.gov.au
- ✓ Beachsafe.org.au

- ✓ [The think line](#)
- ✓ [Rip Current Heroes Documentary](#)
- ✓ [Rip Current Heroes Study Guide](#)
- ✓ [Assessment Notice PDHPE – Beach Safety Plan](#)

Other Resources

- ✓ [The English Literary Techniques Toolkit for The HSC](#)
- ✓ [Blog extract and comprehension questions](#)
- ✓ [TED Talk - The Joy of Cold Surfing](#)
- ✓ [Gary Guerry - "Seeds of Greatness"](#)
- ✓ [Worksheet: refugee-community-program.docx "The community program helping young migrants and refugees learn to navigate Newcastle's iconic beaches"](#)
- ✓ [What the Surf?! 40 Years of Women in Life Saving \(Play from 14 min 50 Seconds\)](#)
- ✓ [Lifesaving Victoria VR Google Expedition](#)
- ✓ [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](#)
- ✓ [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](#)

Scoutle resources

- ✓ [Student Wellbeing Hub: secondary student resources TFL-ID M021182](#)