MARINE CREATURES
Shark-aware checklist

OBJECTIVE

Apply environmental knowledge to assess site safety and mitigate risk.

Working in teams, analyse the Beach Safety Hub's data regarding shark behaviour and habitat. Your goal is to understand how the natural environment influences when and where sharks are more active.

TEAM TASK

Develop a Water Entry Checklist for a group beach picnic.

List three environmental factors your group must visually inspect before anyone enters the water. For each item, cite the specific fact that supports your check.

Factor 1: .....

Fact: .....

Factor 2: .....

Fact: .....

Factor 3: .....

Fact: .....

EXAMPLE

Check: Water clarity.

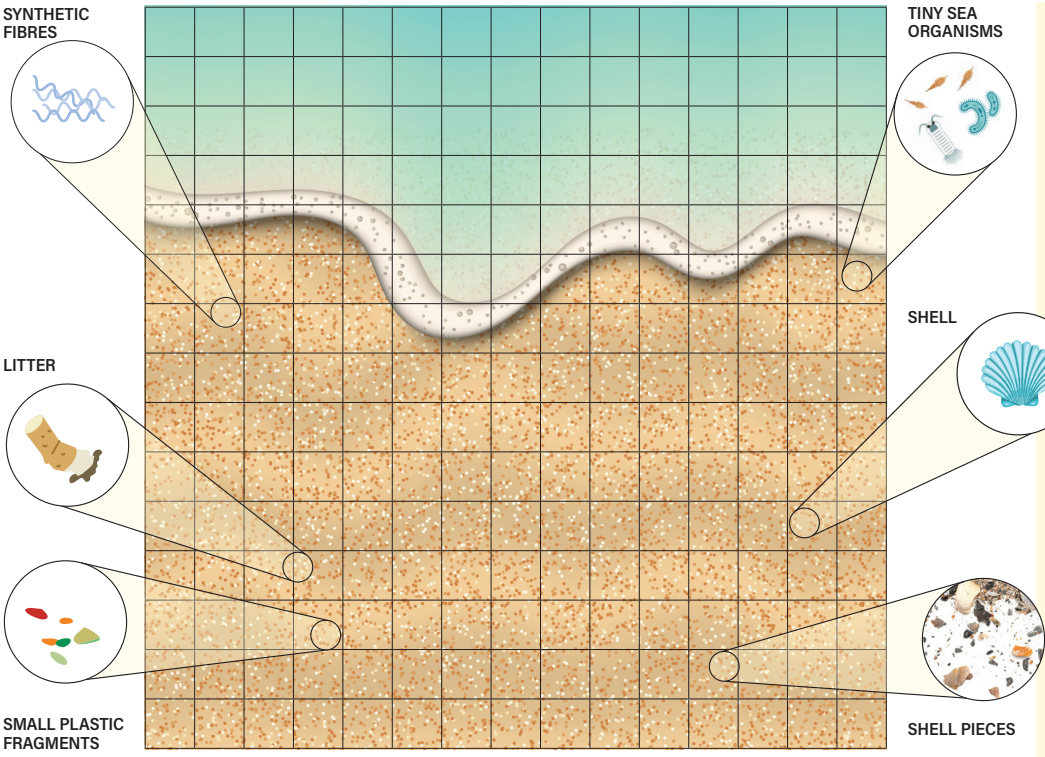
Fact: Many shark species are more active in murky or turbid water, often following heavy rain.

SUSTAINABILITY
Microplastic audit

OBJECTIVE

Use scientific sampling methods to quantify environmental pollutants.

Microplastics are a significant threat to marine ecosystems. In this activity, you will perform a grid search to identify and categorise synthetic pollutants.



TASK

1. **Analyse:** Use the provided grid sample image to help upi mark out a 30x30cm grid in the sand..
2. **Identify:** Refer to the visual key to distinguish between synthetic fibres, fragmented plastic, shells, and organic litter.
3. **Tally:** Record your findings in the data table below.
4. **Calculate:** Determine the estimated total of human-made particles per square metre ($1m^2$).

PARTICLE TYPE	TALLY / COUNT	POSSIBLE SOURCE (eg clothing, packaging)
Synthetic fibres		
Fragmented plastic		
Shells		
Organic litter		

RIPS & SAFETY
The escape plan

OBJECTIVE

Compare and contrast tactical swimming strategies for escaping a rip current.

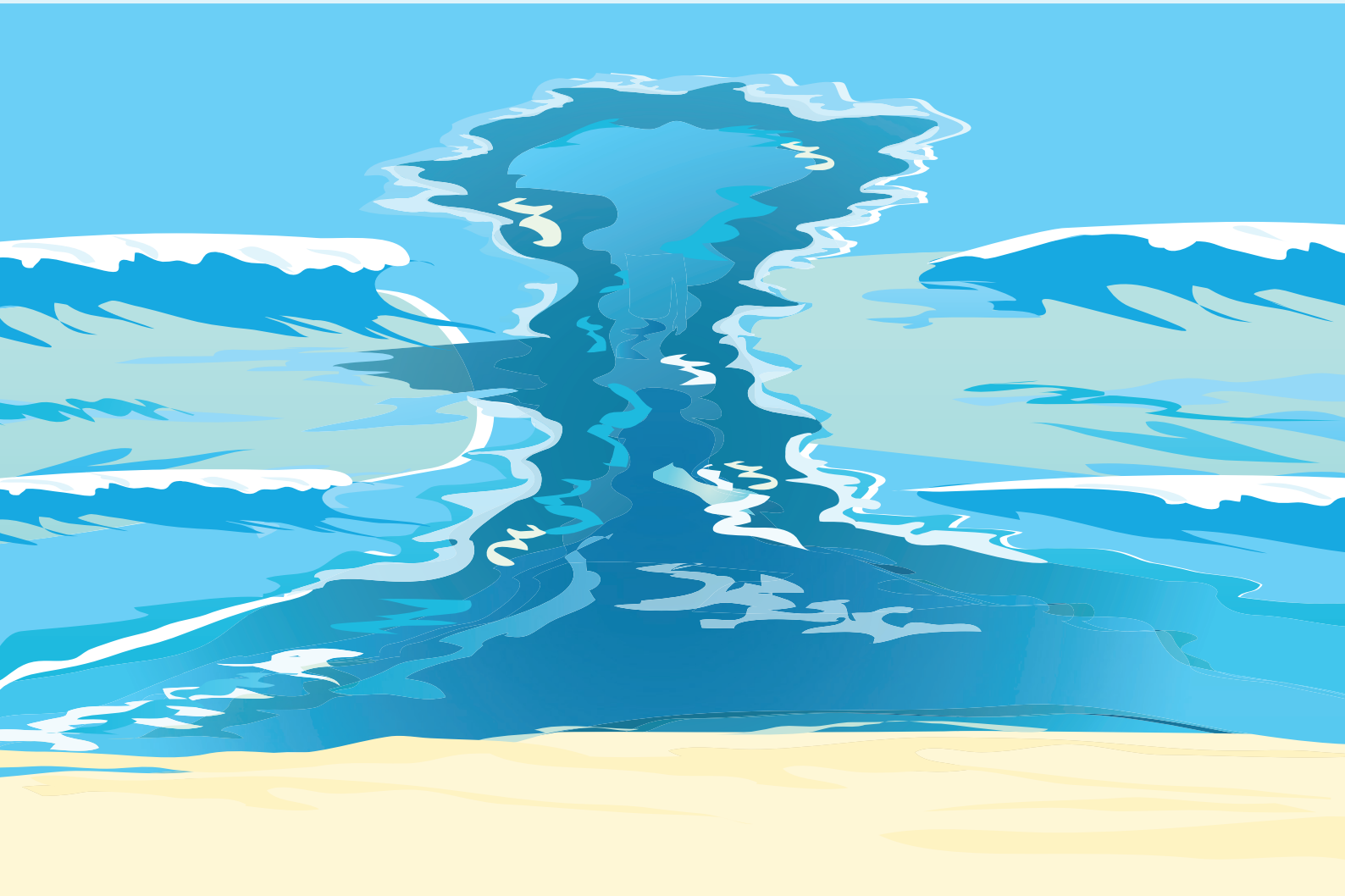
When caught in a rip, panic is the greatest danger. Understanding the geometry of the current allows you to conserve energy and return to shore safely.

TASK

Using the provided aerial image of a rip current, map out the two primary escape strategies:

- **Strategy A (Parallel):** Use a red marker to sketch the route where you swim parallel to the shore to exit the current.
- **Strategy B (Floating/recirculation):** Use a blue marker to sketch the route where you remain afloat and allow the current to carry you to the head of the rip where it dissipates.

Group discussion: Which strategy would your team select if the surf was particularly heavy? Justify your choice based on energy conservation and distance from the shore.



ROLE OF LIFESAVERS
Beyond the flags

OBJECTIVE

Align volunteer experiences with professional career development and certifications.

Volunteering with Surf Life Saving New South Wales (SLSNSW) provides more than community service—it builds a skills passport recognised by employers worldwide.

TASK

1. **Selection:** Check the volunteer roles that align with your personal interests (e.g. Patrol member, Drone operator, First Aid officer, Youth mentor).
2. **Research:** Identify the formal Australian certifications linked to these roles, such as the Certificate II in Public Safety (Aquatic Rescue) or Advanced First Aid.
3. **Goal setting:** Complete the 'My career goal' section below.

My career goal: .....

Skill 1 to develop: .....

Skill 2 to develop: .....