



**SURF LIFE SAVING**  
NEW ZEALAND

# SURF SMART

YEAR 3-4 CURRICULUM SPECIFIC

HEALTH & PE, ENGLISH, SOCIAL STUDIES, THE ARTS



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These web based school resources were developed with the support of CallSouth as part of Surf Life Saving New Zealand's Public Education Programme. For further information contact Surf Life Saving New Zealand [communications@surflifesaving.org.nz](mailto:communications@surflifesaving.org.nz)

# SURF SMART

YEAR 3-4 CURRICULUM SPECIFICS

## HEALTH & PE - LEVEL 2

STRAND A AO 3

STRAND D AO 2 & 3

### Specific Learning outcomes

Students will -

- Identify a Surf Lifeguard
- Describe the Surf Lifeguard's role in keeping them safe at the beach
- Explain where it is safe to swim on the beach
- Display an understanding of five surf safe messages

## ENGLISH - LEVEL 2

STRAND - VIEWING AND PRESENTING

### Functions

- Viewing and Presenting

### Processes

- Exploring language, Thinking critically, Processing Information

STRAND - WRITTEN LANGUAGE

### Function

- Writing
- Transactional writing

### Processes

- Processing Information

STRAND - ORAL LANGUAGE

### Functions

- listening and speaking
- Interpersonal listening and speaking

### Processes

- Thinking critically, processing information

### Specific Learning outcomes

Students will

- Use verbal and visual features to communicate how to keep safe at the beach
- Explain record and present rules to keep safe at the beach

- Listen to and interact with others sharing relevant ideas about keeping safe at the beach

### Note

There is a lot of room for expansion of this plan for it to become truly integrated. If English is a focus then achievement objectives being assessed needs to be decided and relevant assessment included.

### This would include

- Time spent teaching viewing and presenting skills related to creating a poster
- Drama teaching
- Writing skills - students could write using a variety of writing functions - including sea poetry, imaginative stories, instructions, posters.
- Listening and speaking skills - questioning skills, sequencing ideas, full explanations

## SOCIAL STUDIES (LESSON 8 - SURF LIFEGUARDS)

STRAND - SOCIAL ORGANISATION

AO 1

### Specific learning outcomes

Students will -

Describe the role and function of Surf Lifeguards in our society

## THE ARTS (LESSON 9 - REINFORCING THE RULES)

STRAND - DRAMA

Developing practical knowledge

Developing Ideas in Drama

Specific learning outcome: Students will -

Explore alternative endings to a story through role play



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# SURF SMART

## YEAR 3-4 LESSON SPECIFICS

### LESSON 1

#### INTRODUCTION

##### Preparation

Tell students your next topic is Surf Smart and that they need to bring an item or items they take to the beach

##### Starter Activity

Students to bring (or teacher supply) items they take to the beach e.g. boogie board, towel, togs, goggles, lotion, hat, bucket and spade, balls etc.

In small groups (approx 5 students) sort beach items into categories and discuss reasons for sorting e.g. sun protection, fun, swimming gear, or they may sort by colour, or what equipment is made out of etc. Students to explain category and reason.

Brainstorm Class word list - beach words we know. Ensure students give their own explanation of terms - teacher to record for display.

Set up classroom display of students beach gear

### LESSON 2

#### BEACH SAFETY RULES

##### Introduction

Read Sea Secrets, by Dawn McMillan 1998

**Discussion** Pairs to Fours

**Topic** Holidays at the beach

##### Focus questions

- Why do we need to keep safe at the beach?
- How do you keep safe at the beach?
- What safety rules do you know/does your family have?

**Class Discussion** Beach Safety

- Record what we know
  - Class brainstorm
- What we want to find out
  - Guide students toward including, some safety rules, listening to the Surf Lifeguard
- How will we find out
  - Ask an expert, read books, look on internet etc
- How will we know when we have learned about keeping safe at the beach?
  - Set up some form of assessment with students, e.g. We will be able to explain 5 rules to keep us safe at the beach.

##### Note

This information needs to be displayed and referred to throughout

the unit.

##### Follow up activity

Begin large class mural of beach scene with the purpose of making a place to put students in a safe situation at the beach following the Surf Sense Rules

- day one sand and sea only

Or

- Students begin individual pictures

Or

- Create a Surf Sense book

## INTRODUCE SURF SENSE RULES

### LESSON 3

#### HAVE AN ADULT WATCH OVER YOU

##### Introduction

**Ask** "Who goes to the beach with you?" - Students to share their answer with their neighbour.

Introduce newspaper article - before reading focus students on listening for mistakes people made that caused them to be unsafe.

**Read** Mother tells of Browns Bay drowning tragedy [Appendix 7]  
<http://www.nzherald.co.nz/storydisplay.cfm?thesection=news&thesubsection=&storyID=3558027>

Class discuss

- What went wrong?
- How could the tragedy have been prevented?
- Why should we have an adult to watch us at the beach?
- Why we need rules for safety at the beach?
- Either tell students: The first rule is: Have an adult watch over you

Or

- Get students to decide what would be a sensible rule to prevent this situation and summarize their ideas to, "Have an adult watch over you."

##### Note

It is important at this stage to focus students on making positive statements as rules rather than a list of don'ts.

##### Follow up activity

Students draw their adult who goes to the beach with them, cut out their picture and place on the mural/their own picture or book. Display/or record first rule



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## YEAR 3-4 LESSON SPECIFICS

### LESSON 4

#### SWIM BETWEEN THE FLAGS

##### Introduction

Coloured image of beach flag [Appendix 2]

##### Discuss

- Where have you seen this before?
- What do these flags mean you must do?

Focus students on listening for Why the flags are at the beach

**Read** Death hides outside lifeguards' warning flags [Appendix 8]

<http://www.nzherald.co.nz/storydisplay.cfm?thesection=news&thesubsection=&storyID=3545290>

##### Discuss

- Why the flags are at the beach?
- What do the flags mean you must always do?
- Who is there to help you do the right thing?
- Either tell students: The second rule is: Swim between the flags

##### Or

- Get students to decide what would be a sensible rule to prevent this situation and summarize their ideas to, Swim between the flags.

##### Note

It is important to focus students on making positive statements as rules rather than a list of don'ts.

##### Follow up activity

- Draw two large flags and place on the beach mural/individual picture/ or surf book
- Students draw themselves swimming - cut out and place on the mural/ individual picture/ or surf book between the flags.
- Display second rule

### LESSON 5

#### KNOW YOUR LIMITS

##### Preparation

**Write up rule on board** Add to mural

**Class discussion** What does this mean to you?

Think - pair - share

##### Students to estimate

- How far they can run around the field before they have to walk.
- How long they can hold their breath
- If pool available - how far they can swim without stopping

**Tell your neighbour** Record on 'My Limits' worksheet [Appendix 9]

Students test their estimates and record results. How accurate were they?

##### Discuss

- Why do you need to know your limits at the beach?
- What things can go wrong? Encourage suggestions such as "swim out too far and too tired to swim back", "go to deep and can't touch the bottom", "be dumped by a wave and swallow water", "get caught in a rip."
- Who helps us to know our limits? - encourage answers such as our parents, Surf Lifeguards and our friends.

##### Follow up activity

**Record** My Limits at the beach

- Students to write down how they will stay safe at the beach by knowing their limits - take home and discuss with their parents/ caregivers.

### LESSON 6

#### NEVER SWIM OR SURF ALONE

**Read** 'Tina's Story' [Appendix 10]

##### Discuss

- What has Tina done wrong?
- Why should you always have someone with you when going into the water?
- What is our next sensible rule? Display rule on mural

##### Follow-up activity

With a partner, students rewrite the story highlighting what Tina should have done, include rules covered so far.

- recap rules with students before writing story. Stories can be published and shared.

### LESSON 7

#### STAY OUT IF IN DOUBT

##### Discussion

Sometimes the beach can be dangerous

Class brainstorm of dangers we know - record on the board.

Raise the question with students - If the beach or sea looks dangerous what should we do? Accept all suggestions and summarize with last rule - Stay out if in doubt

##### Activity

Small groups – look at pictures of dangerous beaches

[Appendix 11]

- Students to discuss and agree on dangers
- Use 'Doubt Document' [Appendix 12] and publish dangers under image.

# SURF SMART

## YEAR 3-4 LESSON SPECIFICS

The beach can be dangerous sometimes. We can see... student's list dangers from picture... which might not be safe so we 'Stay Out if in Doubt'

Display work or students to keep in Surf Sense book.

### Follow up activity

Print out 'Swim and Survive' [Appendix 13] Students to complete the sign to warn people of dangers at the beach.

## LESSON 8

### SURF LIFEGUARDS

**Read** Junior Journal Story Beach Watch

[Learning Media item 23676 Surf lifesaving clubs and beach patrols are a vital part of the New Zealand summer lifestyle. In this book, Sarsha, a newcomer to surf lifesaving, is introduced to the activities involved in her local club. The book includes information about water safety. Reading age 7-9. The Maori version of this story is 'Tutei Tiro Moana' (item 23741) in the Kawenga Korero series. 0 478 23676 X (ISBN)]

**Discuss** Role of a Surf Lifeguard.

### Focus questions

- How can we recognise a Surf Lifeguard?
- What is their job?
- How can they help us?
- What special equipment do they have?

### Note

If students have questions which can't be answered from the story - look back to list from lesson one -

- How can we find out information? Ask an expert - at this stage, students either, write an email to the nearest Surf Life Saving Club with questions, or invite in an expert, or organise visit to a Surf Life Saving Club.

### Follow up activity

Work in groups on Surf Lifeguard pictures for mural - use correct colours. Write a job description or sentences to describe how Surf Lifeguard's helps us and publish with mural.

## LESSON 9

### REINFORCING THE RULES

Go over safety rules learned so far.

Drama warm-ups [Appendix 5]

Put children into small groups (approx 4-5)

**Role plays** Hand out following scenarios to small groups.

Students to role play situation outline then replay doing the right thing highlighting the surf sense rule.

- You and your friend are at the beach body boarding between the flags, you paddle out deep to catch a big wave, then lose your board and find you can't touch the bottom - what happens? What should you have done? (Know your limits)
- You are camping with your family at the beach. You wake up early and no one wants to go for a swim with you, you go by yourself - what happens? What should you have done? (Never swim or surf alone)
- You begin swimming in a patrolled area with a flagged section. After some time you notice that you are no longer between the flags and have got out too deep - what happens? What should you have done? (Swim between the flags)
- You and a friend are playing on the beach. You get hot and decide to go for a swim; there is no one else around. You start swimming out to sea with your friend and start to get tired, you swallow some water. When you try to stand up but can't touch the bottom. (Have an adult watch over you)

### Assessment task

#### Make a surf smart poster.

Students to make a surf safety poster/or brochure which has the purpose of showing children where to swim, what a life guard looks like, and how to keep safe at the beach

Refer students back to lesson 2 rubric - how will we know when we have learned about keeping safe on the beach.

When poster is completed share with buddy class - use the peer assessment sheet [Appendix 14] which the buddy can complete.