

## Safety at the Beach

**WebQuest Description:** Strategies to minimise harm at the beach- exposure to the sun and in water conditions

**Grade Level:** 6-8

**Curriculum:** Health / PE

**Keywords:** acquiring, knowledge, exposure, tan, cancer

**Published On:**

**Last Modified:**

**WebQuest URL:** <http://zunal.com/webquest.php?w=410945>

### Introduction

This Webquest is intended for you to learn to minimize harm in a real life setting, at the beach. The lesson will involve you to acquire knowledge about tanning, sun exposure and safety in water conditions. This lesson will also help you to learn how to recognize harmful situations by identifying risks with sun exposure and having solutions to protect yourself. At the end of this lesson you will have the knowledge to have a safe attitude when going to the beach and therefore will find out how easy it is decrease your risk of harm. Enjoy!

### Tasks

The Beach is very much enjoyed by Australians, and it is part of the Australian culture to go to the beach on a regular basis. We are now learning the consequences of tanning and it important that we know how to protect ourselves when in the sun. It is also very important that we be aware of the safety in these water conditions at the beach. Students will get into groups of 4 for this lesson and work through the process page. Task 1: Students will answer a series of questions on beach safety Task 2: Make a preventative poster Task 3: Design a campaign

### Process

Task 1: Students to answer following question:

Q: When going to the beach for a day, what risks are being proposed?

\* Use the resource down the bottom of the page to help you answer the question Task 2: Each group will be assigned to make a preventative poster to one of the following risks:

- water levels
- water conditions
- where to swim at the beach

\* To get ideas visit these sites;

<http://www.slsa.com.au/default.aspx?s=beachsafety>

<http://www.royallifesaving.com.au/www/html/7-royal-life-saving-website-home-page.asp> Task 3: In groups of 4 students are to visit these two websites;

<http://www.cancerinstitute.org.au/>

<http://www.darksideoftanning.com.au/>

And create an advertising campaign on how to protect yourself in the sun.

Students can choose to present their campaign however they like

Eg powerpoint, poster, video, website, role-play.

Students must include the following in their campaigns-

What is a tan?

Consequences of tanning

Statistics

What types of people are more at risk?

What are some high risk environments?

How do you stay safe in the sun?

Some interesting facts.

\* Need to get ideas, one type of campaign is TV - <http://www.darksideoftanning.com.au/campaign/tvc.aspx>

# Evaluation

## Evaluation Rubric Preventative Poster

### CATEGORY

Under 5

5-7

8-10

11-13

14-15

### Information

No information. present

Little or no relevant information

1 - 2 pieces of relevant information, some information not relevant to topic, pictures missing

3-4 relevant points to topic, pictures relevant

5 or more relevant points present, good information, pictures relevant

### Appearance

No info. present

Poster too clustered or not enough information, difficult to follow information

Poster appears cluttered, difficult to read and follow

Titles mostly straight, Easy to read and follow

Neatly spaced, titles straight, cutting straight, easy to read and find information.

### Proofreading

More than 10 errors present

More than 4 errors present

3 - 4 errors in poster

1 - 2 errors in poster

No errors present

### Artistic Impression

No colour, Difficult to read

Hard to read, little colour, difficult to follow

Little colour, appears to have been put together quickly

Great appearance, Various colours,

Engaging appearance, colourful, pleasing appearance and colour

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Evaluation Rubric Advertising Campaign

## CATEGORY

Under 5

5-10

11-15

16-20

20-25

### Information

No information present

Little or no relevant information

1 - 2 pieces of relevant information, some information not relevant to topic

3-4 relevant points to topic,

5 or more relevant points present, good information

### Appearance

No information present

Difficult to follow information

Information displayed clearly

Used over 2 ways of presenting information (e.g. role play, poster, lyrics or PowerPoint)

Used over 5 resources to present information.

### Proofreading

More than 10 errors present

More than 4 errors present

3 - 4 errors in poster

1 - 2 errors in poster

No errors present

### Artistic Impression

No information present

Difficult to follow information, does not engage viewer

Engages viewer,  
Easy to follow information

Used more than one way to present information. Engages the viewer

Engaging appearance, colourful and used various ways to present information

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| Category and Score | 5                                 | 10   | 15                           | 20  | Score |
|--------------------|-----------------------------------|--|------------------------------|---|-------|
| Information        | Little or no relevant information | 1 - 2 pieces of relevant information, some information not relevant to topic | 3-4 relevant points to topic | 5 or more relevant points present, good information | 0     |
|                    |                                   |  |                              |   |       |
|                    |                                   |  |                              |   |       |
|                    |                                   |  |                              |   |       |
|                    |                                   |  |                              | Total Score   |       |

## Conclusion

At the end of this lesson you should have learnt about: - having safe attitudes at the beach, such having concern for others and your responsibility - recognising, assessing and responding to risky situations at the beach Also we should now be able to - describe ways to minimise harm in at the beach \*\*\*\*\* Next lesson you will be presenting your preventative posters and preventative campaign to the class. Look forward to seeing them!

## Teacher Page

Key Learning Area: PDHPESyllabus Outcome(s): 4.7 A student identifies the consequences of risk behaviors and describes strategies to minimize harmContent Strand: Strategies to Minimize HarmStudents learn about:acquiring knowledgethe UV protection offered by sunshades and beach canopies safe attitudes, eg concern for others, impunity, responsibilityDeveloping personal skillRecognizing, assessing and responding to risk situations

Students learn to:describe strategies to minimize harm in each of the following real life situations when exposed to the sun and in water conditionsOther Content Strands: 4.2, 4.6, 4.8

Other KLA: ICT, Literacy, Art

Duration: Whole lesson 60 minutes

Rational: This activity addresses outcome 4.7. It specifically addresses a number of the students learn about points acquiring knowledge, about safety in water conditions, sun exposure and to develop safe attitudes by recognizing their own responsibility when at the beach, developing personal skills, by learning ways to protect yourself from the suns damage and water safety, Risk situations by identifying risks with sun exposure and having solutions to protect yourself. Students use critical thinking and ICT to research on beach safety and come up with a preventative poster and campaign about beach safety. This activity can also engage a number of different learners, kin-aesthetic, reading/ writing, art and students who love to talk and discuss information.

Resources: Laptops/ computers, internet workbooks, A3 cardboard

Time

2 minutes

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5mins

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20mins

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30mins

Teacher Introduces the topic-

The beach is very much enjoyed by Australians, and it is a part of the Australian culture to visit the beach on a regular basis. We are now learning the consequences of tanning and it important that we know how to protect ourselves when in the sun. We also need to be aware of how to be safe in different water conditions at the beach

Students will get into group of 4 and use magazines to make collages on how to recognise harm.

Task 1: Students to answer following questions:

Q: When going to the beach for a day, what risks are being proposed?

\* Use the resource down the bottom of the page to help you answer the question

Task 2: Each group will be assigned to make a preventative poster to one of the following risks:

- water levels

- water conditions

- where to swim at the beach

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Students will then present their posters and campaigns in the following lesson.

Assessment

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Short Answer Response

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^ Formal Observation and Short Presentation

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Peer work. Informal assessment.

**Standards**

NA

**Credits**

NA

**Other**

NA