

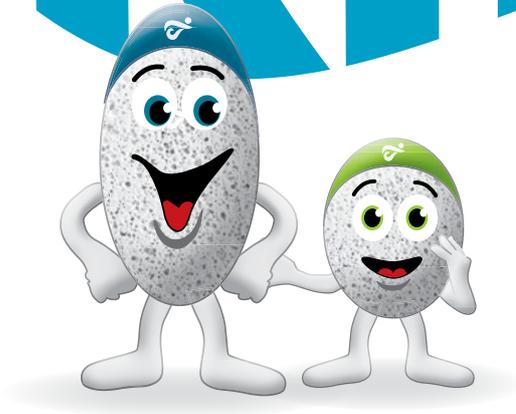
# BEACH

WATER SKILLS FOR LIFE

# RIPS

MODULE

# 2



SUPPORTED BY



He Kaupare. He Manaak  
He Whakaora.  
prevention. care. recovery



# RIPS

## DESCRIPTION

New Zealand beaches can give us some of our best memories but can also create some potential risks with rips creating more rescues and emergencies than any other beach accident. In this module, students learn the importance of how to recognise rips and other potential dangers caused by currents before they enter the water and what steps to take if ever caught in a rip current.

## ACHIEVEMENT OBJECTIVES

### Health and Physical Education

#### Personal Health and Physical Development

##### Safety and Risk Management:

Safety and Risk Management:  
Students will describe and use safe practices in a range of contexts and identify people who can help.

#### Movement Concepts and Motor Skills

##### Challenges and Social and

**Cultural Factors:** Students will participate in games and activities and identify environments where children can play safe.

#### Healthy Communities and Environment

##### Community Resources:

Students will identify and discuss hazards in their homes, school and local environment and adopt simple safety practices.

## LEARNING INTENTION

- Understand what a rip is
- What to do if you get caught in a rip
- Know your ability

## SUCCESS CRITERIA

- Recall a few signs of a rip
- Rip current escape strategies
- Understanding 'landmarking'

Note: Not all rips are dangerous – (Surfers use rips to get out the back)

## KEY COMPETENCIES

### Participating and Contributing

- Share ideas with the class
- Give all activities a go

### Managing Self:

- Ask for help when needed
- Listen carefully to instructions
- Complete activity tasks in the given time
- Bring swimming togs and towel on necessary days

### Thinking:

- Remember the signs of a rip
- Apply rip escape strategies to a hypothetical context (drawing/explain a picture)

### Using language, text and symbols:

- Draw a picture of themselves using rip escape strategies and explain it to the class
- Identify a rip in a range of images using the signs of a rip

### Relating to others:

- Explain ideas clearly to others
- Respect others' ideas

## RESOURCES

Enlarged image of a rip current, assortment of images showing different rips, youtube clip: Surf Safety Tips: How to Spot a Rip, modelling book, paper, drawing equipment, flutter boards, pool noodles, water skills website: Floating on the water

<https://www.ripcurrentsafety.com/school-study-guide>



## LESSON

## 1

## What a rip looks like

**Class discussion:** Explain to the students that they will be learning about rips at the beach. **Ask the students:** What is a rip? Have you seen or been in a rip before? Do you know anyone who has been caught in a rip? What does a rip look like?



**Show students** an enlarged image of a [rip current](#). **Ask** them to identify where they think it is safest to swim and why. **Explain to students** which part of the image is the rip. **Ask the students** what they can see is different about the rip compared to the rest of the sea. Use a modelling book to record information and ideas. Add to the list of rip signs anything that is missing from the list below.

**Signs of a rip:**

- Calm stretches of water between waves
- Deeper and darker water
- Discoloured or murky brown water
- Fewer waves breaking in among areas of white water
- Like a river within the sea
- Sometimes you can see or feel ripple pattern in the sand beneath you
- Debris floating out to sea

**Activity: Identifying a rip**

Split the students into pairs or groups. Give the students an assortment of images of different rips. Ask the students to identify and discuss where they think the rips are in each image and why. Each group can report their findings back to the class.

## LESSON

## 2

## What is a rip?

**Review** learning from the previous lesson (located in the modelling book). Ask the students: What does a rip do? How would you know if you were caught in a rip?

**Explain** to students that a rip is a current of water that moves away from the shore. They happen with breaking waves either side and move very quickly.

**Discuss** the term 'Landmarking' with the students. Explain landmarking as identifying an object on land which is aligned with where they are swimming. If they notice this landmark moving away from where they are then they must make their way back to align with the landmark again.

### Activity: How to survive a rip

**Watch the video** [Surf safety tips: how to spot a rip](#) and ask the students to identify the key messages about what to do if caught in a rip current. **Record** students ideas in the modelling book. Ask the students to draw a picture of what they would do if they were stuck in a rip and explain their drawing to the teacher/class.



LESSON

**3**  
**to**  
**5**

# Floating

## Dry land explanation

**Explain** to the students that they will be practising/ learning to float on their backs to help prepare them with the skills they will need to survive a rip. **Ask the students:** Who already knows how to float on their back? Who has tried to float on their back but finds it difficult? Use this information from the students to make use of students who have the skill already so they can model what it looks like to other students when in the pool, and which students will need extra support. Have flutter boards or pool noodles available to assist with those students who feel uncomfortable about trying to float. **Practise** floating position using flutterboard (hug the flutterboard with the curved part sitting under the chin) or noodles (wrap the pool noodle over the shoulders and hold onto it with hands) on dry land so students get a feel for what it will be like in the pool.

## In the water

**Floating:** Have students enter the pool safely. **Ask the students** who can float demonstrate for the students who cannot. Allow students to try floating unassisted. For those less confident provide them with a flutter board or pool noodle. **Encourage students** to practice. Gradually decrease supports as necessary until students can float confidently on their back. Use the resource on the [water skills for life website](#) to assist. Additional resources: [Water Safety for Children](#) and [Watersense Booklets](#).

## LESSON

## 6

## Wrap up

**Discuss** the overall learnings from this module. **Ask the students:**

What is a rip? What are the signs of a rip? What should you do if you are in a rip? How do you prevent yourself from being trapped in a rip?

**Discuss** the importance of always swimming within arms reach of an adult and to swim within their ability – know what their swimming capabilities are to avoid risky situations that could lead to getting into trouble.

**Possible future actions:**

A trip to the beach with lifeguards to practise rip safety.

