

LEARNING ABOUT RIPS



SUPPORTED BY



waterskills.org.nz

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 they ever caught in a rip current.

ACHIEVEMENT OBJECTIVES

Health and Physical Education

Personal Health and Physical Development

Safety and Risk Management:

Students will access and use information to make and action safe choices in a range of contexts.

Movement Concepts and Motor Skills

Science and Technology:

Students will experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings (i.e. tides, waves, wetsuits, life jackets).

Healthy Communities and Environment

Rights, responsibilities,

and law: Students will specify individual responsibility and take collective action for the care and safety of other people in their school and in the wider community.

LEARNING INTENTION

- Understand what a rip is
- Understand best position to look for a rip
- Understand what causes a rip
- How to identify a rip and where rips are commonly found
- What to do if you get caught in a rip
- Know your ability

SUCCESS CRITERIA

- Demonstrate the ability to recognise a rip
- Rip current escape strategies – 3 Rs
- Understand what a longshore current is
- Understanding ‘landmarking’
- Understanding tides

KEY COMPETENCIES

Participating and Contributing

- Participate in all group and class discussions.
- Actively engage in all lessons
- Make a resource to share knowledge with the wider community

Managing Self

- Manage time effectively
- Stay focused and on task to ensure I am an effective group member

Thinking

- Be critical of information that is read on the internet
- Decide whether the information found is relevant to New Zealand
- Transfer skills to real life situations e.g. reading the beach for rips

Using language, text and symbols

- Use research skills to identify key information essential to rips e.g. skimming, scanning, analyzing, synthesising
- Produce an engaging resource to present key information to others

RELATING TO OTHERS

- Actively listen to my group members
- Communicate my ideas effectively to others

RESOURCES

[Rip poster](#), true/false rip statements, key vocabulary organiser, internet, devices e.g. iPads, Chromebooks, Smart TV/display board, Google Apps Suite, [The 3 Rs](#) sheet, <https://ripcurrentsafety.com/school-study-guide>



ASSESSMENT ACTIVITIES

- Create an engaging resource to inform other students about the signs of a rip, causes of a rip and rip escape strategies.
- Class discussions
- Pool floating activities
- Reading the beach for rips

LESSON

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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 the [rip poster](#). **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.



Inform students that the best position to look for a rip is from up high so if they can, they need to find somewhere elevated to view the sea from when assessing the beach for a rip.

Activity: Signs of a Rip

Split the students into groups of 3. Give the students an assortment of true and false statements that are signs of a rip. Ask them to sort these into what they think are true signs of a rip and false signs of a rip. Students will present their ideas to the class and justify their decisions.

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
- Narrow body of water flowing out to sea
- Sometimes you can see or feel ripple pattern in the sand beneath you
- Debris floating out to sea

Not signs of a rip:

- Crashing waves
- Slow flowing water
- Water rushing inland
- Water sucking downwards

LESSON

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Finding Out/Sorting Out

People all over New Zealand get caught in rips every year. There is a need for people to be aware of the signs of a rip, the causes of a rip and how to survive/ escape a rip. The purpose of this module is to research this information and transform it into an interesting resource that the school and wider community can access.

Ask students to organise themselves into groups of 4-6 to conduct their inquiry. **Ask the students** to develop more specific inquiry questions to investigate. Explain that they will create a resource to inform the wider class.

Examples of more specific questions:

- What is a rip?
- What are the parts of a rip?
- What causes rips?
- What are the signs of a rip?
- How do you survive or escape a rip?

Activity: Key Vocabulary Investigation

Give the students the following words to investigate:

- Longshore current
- Landmarking
- Tide
- Buoyancy
- Feeder current
- Swash
- Backwash
- Rip tide
- Rip current
- Undertow (not a rip current)
- The 3 Rs (rips)

Once students have researched the meaning of these words, discuss them with the students and ask them what they think these words have to do with rips. For example, students struggle to relate landmarking to rips and why it is important. You could explain that 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.

Researching and Collecting Relevant Information

Students to organise their own way of collecting and sorting information taking into account the following:

- Tools we will use to research
- People we can ask for help
- Where we will keep our research
- Possible ways we will present our research

Provide students with a list of websites that may assist them with their research questions such as:

<https://surflifesaving.org.nz/stay-safe/beach-hazards/rips>

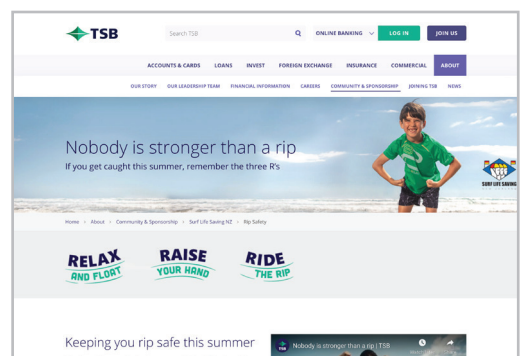
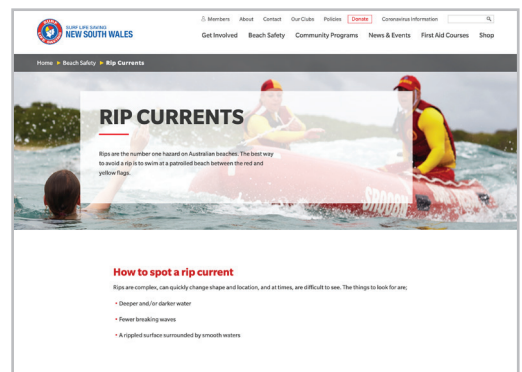
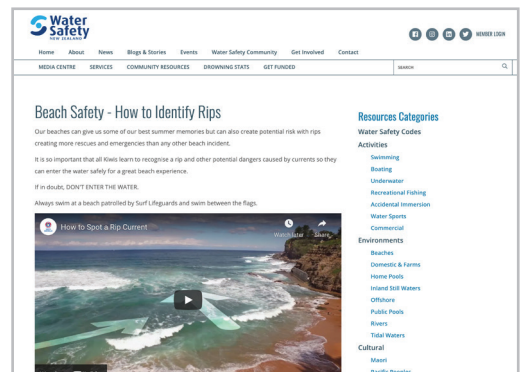
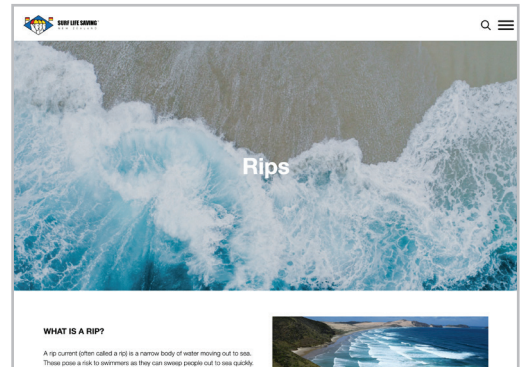
<https://watersafety.org.nz/Rips>

<https://surflifesaving.com.au/rip-currents>

<https://tsb.co.nz/community-sponsorship/surf-life-saving-nz/rip-safety>

Once students have collected research, they must sort through it using the following questions as a guide:

- What information helps answer my questions?
- Do I need to find out more information to answer the question?
- What are my questions now?
- How have they changed?
- What changes do I need to make to my inquiry?



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Going Further

Creating a resource to teach others about rips

Students must decide on the type of resource they will create to present key information about rips. Show students examples of engaging resources that are easy for kids to understand e.g. video, infographic, poster, flash cards. Discuss the features each of the resources have and how they are interesting for kids to look at e.g. use of images, colours, text, humour...

The teacher and students must co-construct a criteria that all resources need to have to make sure the students have a clear understanding of what is expected of them.

Students spend time creating their resources using the following guiding questions:

- What information is important to share?
- Have I answered all the questions to answer my inquiry?
- Have I checked to see if my resource meets the success criteria?

Students present their resources to both the school and wider community and collect feedback to better improve their resource for next time (a simple google form could assist with this).

Activity: Floating in a rip

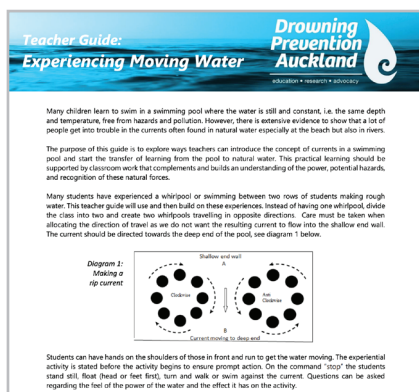
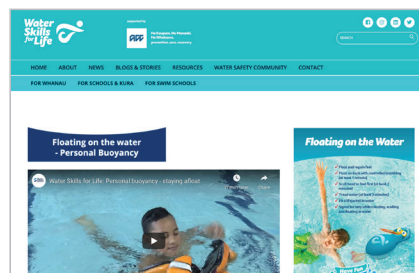
Use the resources on the <https://waterskills.org.nz> and <https://dpanz.org.nz/courses/water-safety-for-children> to teach students to float. Introduce students to <https://surflifesaving.org.nz/stay-safe/beach-hazards/rips>.

Whirlpool: Get the students to create a current in the pool by making a whirl pool. Ask all students to run in a circle in the same direction until the current is moving on its own.

Ask students to practise **The 3 Rs** in the current to see how it may feel to float when stuck in a rip. **Ask students** to attempt swimming against the current and describe the effects this has on their body. Inform students that the main reason people die in a rip is due to panic and exhaustion – this is why staying calm and floating is the best option.

<https://www.dpanz.org.nz/wp-content/uploads/2020/09/>

[Teacher-Guide-Experiencing-Moving-Water.pdf](#).



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Making Conclusions

Discuss the feedback we've received from the community about our resources. **Review** the module with the class and discuss overall learnings from it. **Ask** the students to recall:

- What causes a rip
- The signs of a rip and best position to look for a rip
- Rip escape strategies
- What not to do if stuck in a rip

Taking Action

- Plan a trip to the beach with local lifeguards to learn more about rips and beach safety
- Practise looking for rips at the local beaches from higher ground

