Stage 3 (Year 5 and 6) Learn to Swim

Scope and sequence summary

Students will think imaginatively, creatively, interpretively and critically about information and ideas and identify connections between texts when responding to and composing texts.

Focus text:	*Tin can used as a floatation device in learn-to-swim class, Domain Baths*, ca 1930s, Sam Hood. Photograph taken at Domain Baths in Sydney at a learn to swim class
Text type:	black and white photograph

Resources (URL from Library's online collection):

http://acms.sl.nsw.gov.au/album/albumView.aspx?acmsID=153765&itemID=823966

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Key activity/ies for learning
• discussion questions • research and interview • creative thinking activity • patent description: factual writing • composing a slogan • representation: advertising poster

Student Learning Activity
Background information for students: This photograph was taken at a learn to swim class at the Domain Baths in the 1930s by Sydney photographer Sam Hood. The Domain Baths was a public pool that was open to the sea. **Who was Sam Hood?** The photographs of Sam Hood are an important part of the photographic collection of the State Library of New South Wales. Sam Hood (1872-1953) was a Sydney photographer and photojournalist. His career as a photographer began in the late nineteenth century. He took many photographs of ships entering Sydney Harbour that he sold as ship portraits to the visiting crews. Some people believe he photographed every ship entering Sydney Harbour in a career of over sixty years. Sam Hood opened his first studio in 1899. Throughout his career he continued the usual work of commercial photographers such as photographing family portraits, weddings and even funerals.

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In 1918 he opened a studio on Pitt Street in Sydney. Sam Hood expanded his business into press photography, supplying photographs to the many newspapers published in Sydney at this time.

Sam Hood's long career spanned significant changes in the history of photography. When he began his career photographs were rarely published by newspapers and most images were hand drawn illustrations made by engravers.

From the mid 1930s newspapers began to employ their own photographers and with fewer commissions Sam Hood expanded into commercial photography and advertising. He took many important photographs of Sydney buildings in the 1930s and 1940s.

He also had extensive contacts in the theatre and entertainment industry and took many photographs of celebrities and stars. Sam Hood also took many important images of sporting events and the social history of New South Wales.

The State Library of New South Wales acquired a collection of negatives from Sam's daughter Gladys Hood in 1973. The collection includes nearly 50 000 images of his work.

A number of his cameras and accessories are also included in this acquisition.

Click on the link below to see a photograph of Sam Hood outside his Pitt Street studio.

http://www.flickr.com/photos/statelibraryofnsw/4382941931/

Activity 1: Creative thinking - inventing a new approach flotation device

Background:

During the 1930s when Sam Hood took this photograph Australia was experiencing the Great Depression. It was a time of great economic hardship for many people.

Large numbers of people were unemployed and people had to make do with what they had. Having little money meant they had to be resourceful.

Before the availability of commercially produced flotation devices the use of a tin can as a flotation device was quite common in Australia.

These tin cans had a screw top lid that sealed them. They were often used for storing liquids such as petrol or kerosene.

In his memoir *Romulus, My Father* the Australian philosopher Raimond Gaita writes of learning to swim in a dam using a sealed tin can as a flotation device.

The very first flotation devices that are known were inflated animal skins or animal bladders. There are stone carvings from Assyria from ca 800 BC that show soldiers swimming while holding on to an inflated goat skins.

In the days of wooden ships people needing flotation devices would probably cling to items of wreckage that floated when a ship broke up. This might include pieces of wood, barrels and other floating items from the ship.

Once iron ships were built there was little wreckage that shipwrecked people could use as a flotation device. Norwegian sailors of iron ships were the first to carry blocks of cork as a life preserver or flotation device. The thick spongy bark of the cork tree floats extremely well and is used to make corks for wine bottles.

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The development of iron ships in the mid nineteenth century resulted in the first life vests being patented in the 1840s. Early flotation vests or belts tended to use cork, a type of plant material called kapok or a very light form of wood called balsa to keep the wearer afloat. Balsa is sometimes used for making model planes.

The first inflatable life jackets did not appear until during World War II. They were known as "Mae West's" because when they were inflated with air and worn around the chest the wearer then resembled the body of a well-known actress.

Synthetic foam flotation devices were not available until the 1960s.

Modern inflatable vests often include a whistle, warning light and the gas cylinder to automatically fill it with air.

In the 1930s there were no rules or government regulations about the use and manufacture of flotation devices. Nowadays there are strict rules about how they must be made, used and when they should be worn.

Discussion Questions:

- How did you learn to swim?
- Where did your lessons take place?
- Who taught you to swim?
- What types of flotation devices did you use to learn to swim?
- Were any of these objects not designed to be used as flotation devices for people learning to swim?
- Make a list of these flotation devices and share them with the group.
- When might you have to wear a flotation device? List some situations where people might be required by law to wear or have a flotation device with them.

Research and Interview: Talk to your parents, grandparents or relatives or neighbours who belong to a different generation to you. Make notes in response to the following interview questions:

- How old were you when you learnt to swim?
- How did you learn to swim?

- Where did you learn to swim?
- Who taught you to swim?
- Where did you used to swim as a child?
- Did you ever use a flotation device?
- What sorts of flotation devices did you use?
- How has learning to swim changed since you were a child? How is it the same?

Share your findings with the group.

Flotation Device: Brainstorming for creativity activity

In Sam Hood's photograph an old tin can was cleverly used to create a flotation device for a young swimmer.

Make a list of other materials or methods you could use to construct a flotation device for a young person learning to swim.

Write each new approach or object that could be used on a new line.

You might like to use the handout provided.

Try to brainstorm at least twenty objects or ways to help the child float.

There are no right or wrong answers.

Just try to write down as many ideas as you can in a given period of time.

NB: Please do not try any of these methods at home!

In contemporary Australia there are strict safety standards for any object that is sold or used as a flotation device. Things were very different in the 1930s! Always swim when you are being supervised by an adult. Never enter the water alone.

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Completing the list of twenty ideas:

This activity is ideally completed individually under timed conditions (perhaps 3-4 minutes).

It may also be completed by small groups. The Reflection activity works best when students complete the task individually.

Reflection:

Look over your list. Circle one idea that you think MOST people in the group might have. Share this with a group.
Make a tally on the board to see which idea was shared by the greatest number of people in the group.

Look over your list. Circle one idea that you think that NOBODY ELSE will have. Share this with the group and see if this is the case.

Make a list of ideas on the board that only one person in the room has come up with for this task.

Where on your list do you think the most original or creative ideas might be found? Is this at the top, middle or end of your list?
Share your findings with the group.

Where on your list do you think the most obvious or commonly shared ideas might be found? Is this at the top, middle or end of your list?
Share your findings with the group.

What might this activity have helped you realise about the process of coming up with new ideas or thinking creatively?

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Activity 2: Writing a Patent Description

People who come up with ideas for new inventions will often obtain the patent for it.

A patent is granted by a government for a fixed period of time. It means that the owner of it can prevent others from copying their idea.

The patent is granted in return for the inventor making public their idea in a written description.

Anyone can go to a patent office and look at a description of all the inventions that have received a patent.

A patent protects a person's idea or intellectual property.

A patent can be granted for any invention that solves a technological problem. The invention might be a process (such as removing salt from sea water) or product (such as a flotation device).

Etymology: the word patent comes from the Latin word *patere*, which means "to lay open."

A patent is granted when the inventor makes their idea available to the public.

The first patent was granted in 500 BC in the Greek city of Sybaris in Italy.

The first flotation device to be patented was the invention of Napoleon Edouard Guerin of New York. He was issued a patent for "Improvement in Buoyant Dresses or Life-Preservers" on November 16, 1841.

Mr. Guerin's design was for a double layered jacket, waistcoat, or coat made of cotton fabric that could hold up to 20 litres of grated cork. The cork in the waistcoat would keep the wearer afloat. His patent even included the design for the tool to grate the cork!

Writing Activity:

Imagine you are applying for a patent for your idea for a new flotation device.

Choose from your brainstorming list what you believe is your best or most creative idea for a flotation device.

Write a description of your idea for a flotation device for your patent application.

In your writing you should:

- give your invention a name
- describe the appearance and features of your flotation device
- outline the materials used to make it
- describe what problem your invention solves
- explain how it solves this problem

You might also include a labelled sketch of your flotation device.

Include a caption for this illustration.

Activity 3: Advertising Poster

Design a poster advertising your idea for a flotation device.

Include the following elements in your poster:

- a brand name for your flotation device
- an image of your flotation device
- a brief description of some of its key features.
- a slogan for your flotation device in your poster.
- benefits of your flotation device

Your poster is intended to persuade people to buy and use your flotation device.

What is a slogan?
Definition and etymology

slogan: noun

A slogan is a short phrase or group of words that might be used in marketing or in a religious or political context to express an idea.

A slogan is usually a phrase or one or two short sentences.

Slogans can be written, visual or spoken. Sometimes they are chanted.

The word slogan is an Anglicized (turned into an English word) version of the Scottish word *sluagh ghairm tanmy*, meaning a war cry.

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The most common form of slogan is that used in advertising.

Slogans that are used for marketing or advertising are called taglines in the USA and strap lines in the United Kingdom.

In Japan they are called catch-copy because they are intended to catch people's attention and make them remember a product or service.

The purpose of an advertising slogan is to communicate the benefits of a product or service and to persuade people to buy it.

Slogans are called pay-offs in Italy for this reason.

Features of an advertising slogan

- informs the reader or viewer about the benefits of the product or service for the buyer.
- distinguishes the product from that produced by rival companies
- simple and concise
- witty and has a sense of personality
- catchy or hard to forget
- friendly and easy to believe
- makes the reader or viewer feel an emotion
- inspires a need or desire to buy the product

Language features of an advertising slogan

- euphonious- musical or pleasant sounding (easy to say)
- alliteration (repetition of the consonant sound)
- assonance (repetition of a vowel sound)
- antithesis (when two opposites are used in a sentence for contrasting effect e.g. "Many are called but few are chosen". "It was the best of times, it was the worst of times."

- puns (words with one or more meanings) or wordplay
- brevity (brief and uses few words)

Before you begin:

Make a list of advertising slogans for products or services that you regularly buy or use.

Often the slogan is included on the packaging of products.

You might consider the slogans for:

- breakfast cereals
- soft drinks
- fruit and vegetables
- banks and financial institutions
- chocolate bars
- computers and technology companies
- airlines
- car manufacturers
- fashion labels or clothing companies
- sporting codes or teams

Write down a list of slogans for a range of products and services.

Discuss how they might include the features of slogans outlined above.

Use these slogans as a model for your own writing.

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Old Domain Baths, 1881, E f B

(The identity of this artist remains elusive. The painted signature and date on the work are not entirely clear and may have been transcribed incorrectly.)

Crowds of children learning to swim, 1930's , Sam Hood

http://acms.sl.nsw.gov.au/item/itemLarge.aspx?itemID=7771

Men swimming at the Domain baths, 1930's, Sam Hood

http://acms.sl.nsw.gov.au/item/itemLarge.aspx?itemID=7578

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Eight divers make an aerial pattern as they leave the high tower, Domain Baths, 1930's, Sam Hood

http://acms.sl.nsw.gov.au/item/itemLarge.aspx?itemID=43649

NSW Syllabus for the Australian Curriculum: English K-10

OUTCOMES

A student**:**

- communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and feature EN3-1A

- composes, edits and presents well-structured and coherent texts EN2-2A

- uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies EN3-3A

- uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies EN3-6B

- thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts EN3-7C

- identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts EN3-8D

CONTENT

Students:

EN3-1A

Understand and apply knowledge of language forms and features

- use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts

Respond to and compose texts

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- plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1700, ACELY1710) 👥 💬🖥
- use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) 👥 🖥
- discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience

EN3-2A

Engage personally with texts

- understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas
- experiment and use aspects of composing that enhance learning and enjoyment

Understand and apply knowledge of language forms and features

- plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures,language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714) 🖥🖥\

Respond to and compose texts

- compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues ⚓

EN3-3A

Develop and apply contextual knowledge

- understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) 🖥

Understand and apply knowledge of language forms and features

- understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)

EN3-5B

Develop and apply contextual knowledge

- identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts
- discuss how the intended audience, structure and context of an extended range of texts influence responses to texts

Understand and apply knowledge of language forms and features

- identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701) 🌸

EN3-6B

Understand and apply knowledge of vocabulary

- understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

Respond to and compose texts

- select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts
- experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail

EN3-7C

Engage personally with texts

- recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning
- interpret events, situations and characters in texts
- think critically about aspects of texts such as ideas and events

Understand and apply knowledge of language forms and features

- understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) 🧩

EN3-8D

Understand and apply knowledge of language forms and features

- identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations

Respond to and compose texts

- discuss and explore moral, ethical and social dilemmas encountered in texts 🧩 ⚖

Learning Across the Curriculum

General Capabilities:

- creative and critical thinking
- literacy
- personal and social capability
- intercultural understanding
- information and communication technology capability

Areas of important learning:

- civics and citizenship

Content and Text Requirements

In each year of Stage 3 students must study examples of:

- visual texts
- media, multimedia and digital texts

Across the stage, the selection must give student experience of:

- a wide range of cultural, social and gender perspectives, popular and youth cultures
- an appropriate range of digital texts, including film, media and multimedia
- every day and community texts

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