10 LESSON SURVIVAL SWIMMING PROGRAM
ADDITIONAL ACTIVITIES AND SCENARIOS

Victoria State Government

Life Saving Victoria

The activities below support the teaching of the following core skill and knowledge areas:

Survival Strategies – Lifejackets

Danger Identification & Open Water Hazards

Basic Emergency Response (DRSA)

SURVIVAL STRATEGIES - LIFEJACKETS

In Australia, lifejacket laws differ from state to state; however, in Victoria it is a legal requirement on all but a few recreational vessels to carry an appropriate size and type of lifejacket for each person on board. Children under 10 years of age must wear a Type 1 (Level 100+) lifejacket when in an open area of a vessel that is underway. Lifejackets must also be stored or placed to allow quick and easy access and be in good condition and working order (Maritime Safety Victoria, 2016).

MORE INFORMATION:
Maritime Safety Victoria

http://www.wearalifejacket.vic.gov.au/lifejacket-laws

RLSSA

Swimming & Lifesaving Manual (6th edition)

ACTIVITY 1

Purpose and features of a lifejacket

Purpose:
Help students understand what a lifejacket is.

Discuss:
Purpose of a lifejacket:
- Buoyancy, keep mouth and nose above water, could also be used in a rescue.

Demonstrate:
Features of a Type 1 (Level 100+):
- Designed for the highest level of safety and for use on open waters, these lifejackets provide extra buoyancy, and have a collar that keeps the wearer's head above the water, even if unconscious. They are brightly coloured so that rescuers can spot the wearers. They may also have high visibility strips and whistles attached. Most lifejackets will have a zip at the front and additional belts that clip together.

If available, show students a Type 2 (Level 50) and Type 3 (Level 50S) lifejacket and discuss similarities and differences in features:

### Features of a Type 2 (Level 50):
- A Level 50 lifejacket is designed to keep a conscious person afloat, it's suitable for boating on sheltered waters, where help is generally close at hand. These lifejackets are considered to be more comfortable than a foam Level 100+ lifejacket and its bright colours make search and rescue easier.

Features of a Type 3 (Level 50S):
- The Level 50S range has the same buoyancy characteristics of Level 50 lifejackets, but without the highly visible colours. These lifejackets provide great comfort and style. Best used where help or the shoreline is nearby.

Discuss:
When children must wear a lifejacket and discuss different types of aquatic recreation activities.
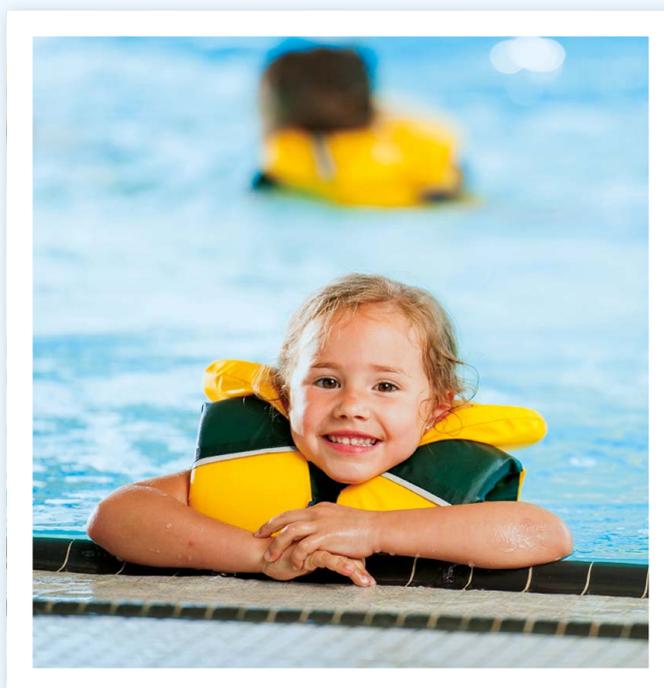
ACTIVITY 2

Correctly fitting and wearing a lifejacket

Purpose:

Help students learn how to correctly fit and wear a lifejacket.

Demonstrate:

How to correctly fit a lifejacket – what happens if it is too big? Too small?

How to correctly put on and take off a lifejacket:

- A great tip to teach is; 'Zip, Clip, and Rip (tighten gently)!'

Practise:

In pairs, students practise putting on a lifejacket on poolside. Check each lifejacket is fitted correctly before students enter the water.

Demonstrate:

How to enter the water safely while wearing a lifejacket – slide-in entry.

Practise:

Students practise a slide-in entry and then once in the water, students feel what it is like wearing a lifejacket both in a floating position and while vertically treading water. Then, allow students time to 'play' and experiment different movements wearing and using the lifejacket as a buoyant aid. For example, sit on it in water, lie on it, paddle and kick while sitting or lying on it; Move faster, slower, backwards, sideways, arms only, legs only, as well as practising recovering to stand while wearing a lifejacket etc.

Discuss:

How they feel with a lifejacket compared to if they were not wearing a lifejacket.

Practise:

A range of safe entries (entry type dependent on student ability and confidence in deep water) and may include; Slide-in entry; Step-in entry; Compact Jump.

Extension:

Have students practise putting a lifejacket on and off while in the water. Practise first in standing depth and progress to deep water (depending on ability and confidence in deep water). Have the students work in pairs, practising their team work and communication skills.

ACTIVITY 3

The HELP position

Purpose:

Help students learn a survival strategy for if they are alone in the water.

Discuss:

The purpose of the position:

- The HELP position stands for; Heat – Escape – Lessening – Posture.
- The position is used to delay heat loss by protecting the areas that lose heat most quickly, being the head, chest and groin.
- The HELP position is used when an individual is unable to swim to safety and may be waiting for a longer period of time before being rescued.

Demonstrate:

The HELP position:

- With a lifejacket on, draw the knees towards the chin, keeping the legs together. Press both arms against the side of the knees. Keep the head (mouth and nose) out of the water.

Practise:

The HELP position in the water individually.

Discuss:

How long the students think they could stay in the HELP position. What if they were in open water, how would it be different (water temperature; wind; waves; time of day etc.)?

ACTIVITY 4

The HUDDLE position

Purpose:

Help students learn a survival strategy for if they are in a group in the water.

Discuss:

The purpose of the HUDDLE position:

- The HUDDLE position uses the same principles as the HELP position, however is an effective survival strategy when there is a small group of people.
- The HUDDLE position enables the group to stay together, which is especially important in open water, while also making them more visible as a group to rescuers.
- The HUDDLE position is also valuable for companionship, particularly in times of stress such as an emergency situation.

Demonstrate:

The HUDDLE position:

- With a lifejacket on, link arms with the next individual, creating a circle and then each individual forms the HELP position.
- Stay close to one another to minimise heat loss

Practise:

The HUDDLE position in the water as one group or in smaller groups.

Discuss:

Once students are comfortable in the water, discuss:

- What would the students do if there were individuals in the group without a lifejacket – Where would these individuals be placed (in between individuals wearing a lifejacket)?

Extension:

Try the following:

- Scenario: Set the scene - A boat has sunk and it is night time. Thankfully, everyone has a lifejacket on. Have students work as a team and form a HUDDLE position. Then, ask the students to number off (to ensure they can keep track of each other). Remove an individual from the HUDDLE and ask students to number off again – this time showing a person is missing. Discuss with the students what they would do next? How will they find the person (use their voice 'are you out there?') – would they go as a group to find the individual?

- Scenario: Set the scene – A boat has sunk and the students can see land. Thankfully, everyone has a lifejacket on. Have the students work as a team to decide what they should do. They may form a HUDDLE position or they may decide to 'swim for shore'. Encourage them to swim continuously (wearing the lifejackets) for 25m to 100m. Which stroke is best/easiest/ conserves the most energy? Is it difficult or easy to swim in a lifejacket? Discuss these factors while treading/ floating mid-way through the distance swim. Add in 'waves and currents' by moving the water with kickboards etc.

- Using a blow-up boat, kayak, pool mat or blow up pool, have students practise getting in and out of the craft wearing a lifejacket.

DANGER IDENTIFICATION & OPEN WATER HAZARDS

ACTIVITY 5

Different aquatic environments

Purpose:

Help students to understand the differences between different aquatic environments.

Discuss:

A range of aquatic environments and places where there is water – Where could the students find water at home/ at school/ in their community/ on holidays?

- Beaches, pools (home/public), rivers, lakes, dams, creeks, baths, toilets, buckets of water; irrigation channels, animal troughs, puddles etc.
- Print and laminate pictures of different aquatic environments/places and use as visual aids to guide discussion, using local images where possible.

Discuss:

The similarities and differences between these aquatic environments/places.

ACTIVITY 6

Identifying dangers and hazards

Purpose:

Help students to identify and avoid dangers and hazards before swimming and recreating in, on, and around water.

Discuss:

Examples of dangers and hazards found in the range of aquatic environments discussed in Activity 1.

- Currents, rip currents, murky or muddy water, slippery riverbanks, rapidly rising waters in urban waterways (or roads) during and after rainfall, rocks, sticks and debris, animals, the sun, lightning, syringes and rubbish etc.

Discuss:

How to check for dangers and hazards before swimming or entering a range of aquatic environments.

- Read the safety signs; check the depth; check for currents; safe entries; ask a local or an adult or lifeguard; check the conditions including weather, wind and water quality.

WEBSITES TO ASSIST:

Vic Emergency
http://emergency.vic.gov.au/prepare/

Bureau of Meteorology
http://www.bom.gov.au/

Beachsafe
https://beachsafe.org.au/

EPA
http://www.epa.vic.gov.au/

Teaching Tip:

An engaging way to explain dangers and hazards is to collect a box of items/toys or have pictures of dangers and hazards and use these as visual aids.

ACTIVITY 7

Reading safety signs

Purpose:
Help students to identify, read and understand safety signs before swimming and recreating in, on, and around water.

Discuss:
Features of safety signs and where safety signs are located.

- A safety sign has multiple purposes and the symbols located on the sign identify the type of information the public needs to read and understand. For example, they can be informative (symbols are blue/square); they can give warnings (yellow/diamond/ triangle) or provide regulatory messages (white with red line through/circle).
- Signs are everywhere! There are traffic signs, signs at the entry to beaches and on river banks, at the pool, at the shopping centre etc.

Teaching Tip:
Print and laminate pictures of different signs and symbols to use as visual aids to guide discussion, using local images where possible.

ACTIVITY 8

Safety walk 'n' talk

Purpose:
Help students to identify dangers and hazards and read safety signs before swimming and recreating in, on, and around water.

Discuss:
While walking around pool deck/aquatic facility/ program venue discuss;

- How many potential dangers and hazards can the students identify?
- What types of safety signs can the students see? What do these mean?

ACTIVITY 9

Checking the depth

Purpose:
Help students learn how to check the depth of the water before safely entering.

Demonstrate:
Using a stick or pole, put it in the water and feel for the ground.

Practise:
Students practise checking the depth

Discuss:
The following scenarios:

- When/where would this be important?
- How deep is it and what does this mean for a safe entry?
- Does it feel smooth or are there rocks, rubbish, trees, sticks, seaweed etc.?
- Emphasise that in open water environments, i.e. beaches, rivers and lakes, conditions can change very quickly, as well as from day to day and season to season, so caution is required.

Demonstrate:
If there is a shallow water entry area, demonstrate how to walk in the water feeling with your feet to check the depth – What are they feeling for?

Practise:
Students practise walk in entry feeling with their feet

ACTIVITY 10

Checking for water temperature

Purpose:

Help students understand the effect of water temperature on the body, particularly when swimming in open waterways such as rivers, lakes and the beach.

Equipment:

Fill two buckets of water; one with cold tap water (and ice cubes if available) and one with pool water.

Practise:

Have students put their hands in the buckets to compare water temperature and describe the difference between the two, imagining the cold water is the ocean or a river.

Discuss:

What effect would there be if their whole body was immersed in the cold/icy water?

- Breathing rate increases, heart rate increases, body temperature decreases, hypothermia.

What impact would cold water have on survival time and what could you do to survive cold water immersion?

- Survival time would decrease. To survive: Wear a lifejacket; Stay calm, control breathing rate; Avoid swimming or active movement; avoid putting the head under water and adopt the HELP or HUDDLE position.

ACTIVITY 11

Checking for currents

Purpose:

Help students identify a current so they can check conditions before swimming.

Practise:

With students standing out of the water on poolside, then while in the water, the teacher creates a current (fast and slow moving) by pushing the water with a kickboard. Have students use objects (i.e. kickboards) to throw in to the 'current'.

Discuss:

- Which direction is the water moving, and how fast or slow is it moving?
- Does it change speeds? Could it be different speeds on the surface of the water compared to along the bottom, i.e. near the river/lake floor?
- How could they check if at a river? By throwing leaves or sticks into the water then watching them travel in the current.
- Why is this important?

ACTIVITY 12

Slippery riverbank

Purpose:

Help students understand the importance of hazards that are not always in water. A high percentage of drowning incidents occur when a person is playing near water and unexpectedly falls in.

Equipment:

Lay foam pool mats, covered securely with a plastic tarpaulin (if available), on the edge of the pool so that they are half in and half out of the water. Wet the surface of the plastic so that it creates a 'slippery river bank'.

Practise:

Have the students perform a safe entry by sliding in on their stomachs, feet first and one at a time. Then in partners, have one student 'fall in' (by entering the water safety on stomach, pretending to fall in) the river from the slippery bank and respond (float, tread water, call for help!). Their partner must now respond using rescue strategies (talk, reach, throw). Allow the casualties to feel how difficult it is to try and climb out/exit the water via the slippery bank.

ACTIVITY 13

Currents & rip currents

Purpose:

Help students identify, avoid and escape rip currents.

Equipment:

Print and laminate pictures of rip currents and use as visual aids. More information on rip currents at https://beachsafe.org.au/surf-ed/ripcurrents.

Discuss:

Features of currents: a body of water moving in a definite direction. Currents are found in open water environments such as rivers, whereas rip currents are at beaches.

Discuss:

How to identify a rip current:

- Fewer breaking waves
- A rippled appearance, surrounded by calmer water
- Deeper, darker-coloured water
- Foamy or sandy water floating away from the shore
- Seaweed or rubbish floating away from the shore

Discuss:

How to avoid currents/rip currents:

- Read the safety signs
- Swim at a patrolled beach between the red and yellow flags where there are lifesavers
- Check the conditions

Discuss:

How to escape a rip current: If caught in a rip current, stay calm, conserve your energy and consider these options:

- Raise an arm and call out for help
- Float with the current. It may return you to a shallow sandbank.
- Swim parallel to the beach. You may escape the rip current.
- If what you're doing isn't working, try another option until you return to shore.

Practise:

See Activities 14 and 15.

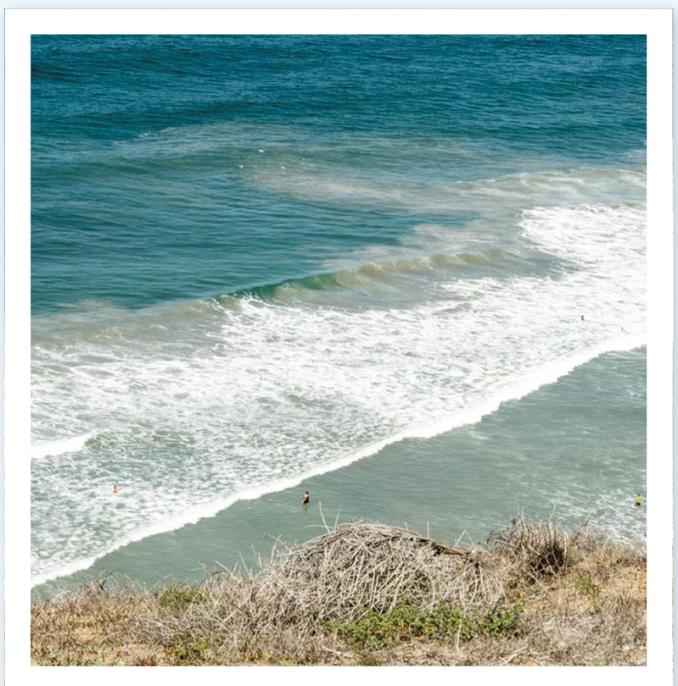## ACTIVITY 14

Whirlpool

Purpose:

Help students understand how a current feels and to practise escaping currents.

Practise:

In waist depth water, have students form a circle holding hands. When instructed, have the students start to move in the same direction. Increase the speed by running and feel how the water moves faster and faster like a current.

- Create the whirlpool again; however, this time, when instructed, the students turn around and try and run in the opposite direction, against the current. Discuss how difficult this is and why it is important to not swim against a current. Either go with the flow, or swim away from the circle. Try this exercise again.
- Create the whirlpool; however, this time, when instructed, the students stop running and take their feet off the bottom and float. Discuss how it feels to go with the current. Practise calling for help while floating in the current.

ACTIVITY 15

The rapid river

Purpose:
Help students understand open waterways and how currents, waves and rough water feel while swimming.

Equipment:
One kickboard per student.

Practise:
In waist deep water, students line up in two parallel lines and face one another, about 2m apart. When instructed, the students use their kickboard to push the water forward and backward to create rough and choppy water.

One or two at a time, the students navigate their way down the middle, from one end to the other by:
- Walking through the rough water unaided
- Swimming with a kickboard as a flotation aid
- Using survival strokes without any aid
- Floating feet first (what they would do if caught in a strong river current)

Discuss:
The following:
- How easy/hard this was to complete?
- What is the best stroke in these conditions?
- How could they avoid these conditions all together?

ACTIVITY 16

Swimming in a murky river or dam

Purpose:
Help students understand what murky or muddy water is like and why this could be a danger.

Equipment:
Use black lycra to make blindfolds.

Safety:
Active supervision is paramount for this activity

Practise:
In the shallow end of the pool, have students swim a short distance while wearing the blindfold, rotate vertically in the water, then try and get back to starting point. Have other students practise their communication by directing them to a point of safety. This activity could also include a search and rescue activity using feel/touch and items on bottom of pool.

ACTIVITY 17

Weed bed

Purpose:
Help students understand features of swimming in open water including seaweed.

Equipment:
Simulate seaweed by attaching strips of garbage bags/shower curtains to a bread crate (weighed down by dive bricks) or a hoop.

Practise:
Have students swim and walk through the seaweed - How does this feel?

Teaching Tip:
Add jellyfish made out of rubber gloves filled with water.

Boating safety

Purpose:

Help students understand the importance of wearing lifejackets when boating, kayaking, canoeing and jet skiing.

Equipment:

Use a blow-up boat, kayak, pool mat or blow up pool.

Practise:

Have students practise getting in and out of the craft.

- Practise with and without lifejackets.
- Add in role plays using HELP and HUDDLE positions.
- Use oars, paddles (or noodles) for reach rescue/ wade rescues.
- See page XX for more information on lifejackets.

BASIC EMERGENCY RESPONSE (DRSA)

Information and a basic life support flowchart can be found on the Australian Resuscitation Council (ARC) website - http://resus.org.au/guidelines/flowcharts-3/.

Please note:
The information below is current at the time of publication. It is recommended that users of this resource check the above website to ensure the most up to date practice.

Teaching Tips

- Download the basic life support flowchart and use as a visual teaching aid. This is also a great handout for students to take home and use to complete Lesson 9's Homework Task.

- This is a 'dry' activity and a space big enough for students to lie down is required.

- Pool deck can be a hard, cold surface and it is recommended that pool mats or towels be placed on the ground before students lie down. A great tip is for rescuers to kneel on kickboards where required.

- While explaining and demonstrating the DRSA steps, use manikins if available, or use two students to practically demonstrate. Teachers of Swimming and Water Safety should not demonstrate the steps directly on students.

- Work through each of the DRSA steps below with the group. Try not to spend too much time on each individual step, as the best learning can be done while practising and repeating all steps in a sequence and through practical scenario-based learning.

D = DANGERS

Teaching Tip:
An engaging way to explain dangers and hazards is to collect a box of items or have pictures of dangers and hazards and use these as props to place around the casualty.

Discuss:
'Emergencies' – What are some emergencies that could happen: At home? At school? On holiday?

- Illness (heart attack/stroke/asthma attack), car accident, drowning incident, house fire, sports collision, electrocution etc.

Discuss:
Using the emergencies above – What are examples of dangers and hazards?

- Cars, animals (snake/shark etc.), electrical wires, fire, glass, chemicals/gas, rip currents, syringes etc.

Demonstrate:
One student is the casualty (lies down) and another student demonstrates checking for dangers: walks around the casualty, looks, listens, smells (for gases).

Discuss:
Why it is important to identify dangers and hazards – Who is most important in any emergency?

- Before any rescue attempt, a rescuer must check for dangers and hazards to the:
1. Rescuer (themselves)
2. Bystanders (other people)
3. Casualty
- Dangers and hazards should be removed from the situation, or if unsafe to do so, get help immediately (See S= Send).

Practise:
Students practise in pairs.

R = RESPONSE

Demonstrate:

How to check if the casualty is responsive; kneel down beside the casualty, hold both their hands, use the acronym COWS to ask four questions:

- Can you hear me?
- Open your eyes?
- What's your name?
- Squeeze my hands – let go!

Practise:

Students practise in pairs.

S = SEND

Demonstrate:

How to send for help

Discuss:

The following:

- If there is no response (or someone is seriously injured), it is important to 'send for help' as quickly as possible.
- Who in the community can help us?
  > Emergency Services (Police, Fire, Ambulance), adult/parent, lifesaver/lifeguard
- What is the telephone number to call for the emergency services?
  > Triple Zero (000)

Practise:

In pairs, students practise making phone calls to the emergency services, ensuring they provide the operator (their pair) with the following important information:

- Exact location of emergency, including street address or cross-road
- Phone number of the rescuer
- Number of casualties
- Details of emergency
- Important – Ensure students understand that they should not hang up the phone until the operator advises them to.

A = AIRWAYS

Demonstrate:

How to check the airways. The airways are checked while the casualty is on their back.

Practise:

In pairs, students practise checking the airways by:

- Putting one hand on the casualty's forehead
- With the other hand, use the pistol grip on the casualty's chin to open the mouth
- Tilt the head back gently to open up the airways
- Look for foreign material in the mouth (vomit, water, seaweed, food)
- Remove any foreign material from the mouth by scooping

Recovery Position

If the casualty responds, breathing is present or to clear the airways if there is evidence of foreign matter, i.e. the casualty vomits after an aquatic-related incident, place the casualty on their side following these steps:

- Extend the casualty's far arm at a right angle to their body
- Lift and bend the near leg
- Roll their body away from the rescuer, on to their side, while supporting the near hip and shoulder
- Flex the top hip and knee about 90 degrees
- Place the top forearm over the bottom elbow
- Tilt the head back and supporting the jaw, with the face turned slightly towards the ground
- Stay with the casualty until help arrives

Emergency Role Play Scenarios

Once students have learnt the DRSA steps, practise all steps in a sequence and in a scenario. After each scenario, have the students reflect on what worked and what they would do differently.

Teaching Tip:

If there are scenarios whereby not all students are involved, ensure to engage these students as observers. Teachers should allocate these students specific scenario participants to observe. In the debrief following a scenario, the observers would then be able to offer comments/suggestions. This is a very good way to have the non-participants actively involved as learners.

Scenarios provided in this program are just examples and Teachers of Swimming and Water Safety are encouraged to develop scenarios most relevant and engaging to their students and their local aquatic environments.

Teaching tip:

It's important to allow students to problem solve by inputting to scenarios. Leaving scenarios open-ended so that students must work as a team and problem solve to reach safe outcomes is also encouraged. Incorporate opportunity for students to 'problem solve' by inputting to scenarios and also be leaving scenarios (For example: one

scenario to students could be "use the equipment around you to find a way to get the group together and then move the whole group from one side of the pool/lane/area to the other; everyone must reach a point of safety". After the activity discuss who decided what, what water safety/survival factors where considered, which ones where used, did everyone feel safe etc. etc. etc.).

To develop an emergency role play scenario:

- Use leading introductions like:
- Imagine if…
- Let's pretend that…
- What would happen if…
- What would you do if…

Structure scenarios should include:

Skills - What skills or knowledge are you practising?

Where - What type of aquatic environment/ environment are you in?

What - What is the activity being undertaken?

Situation - What is the emergency?

Key Messages - What safety message/s are you teaching?

Reflection - What did the students do well? What would they do differently?

Repetition - Repeat the scenario

Extension Activities

- Teach the additional steps in the emergency response flow chart: Breathing; CPR; Defibrillation.
- Include scenarios that incorporate in-water activities, including falling in, calling for HELP and rescue strategies.
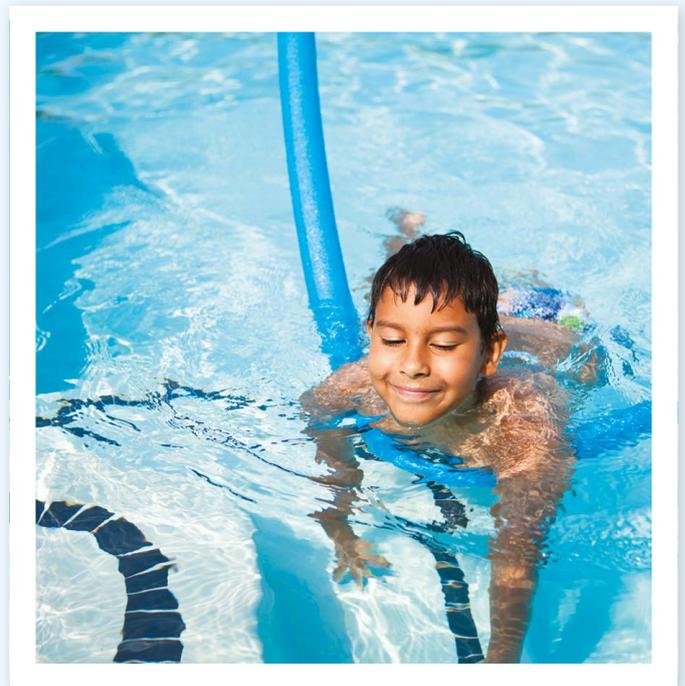
SCENARIOS

Why use scenarios to teach?

Using real life scenarios in lessons can help students relate learnt skills to real life situations. By combining and practicing skills in a scenario situation, students are equipped with skills and knowledge to assist in an emergency situation.

What to include in scenarios:

- Include skills revision of the emergency response sequence (DRSA)
- Spend some time revising other skills areas if needed, i.e. calling for HELP and rescues.

Instructions:

1. Pick a scenario below and read out the details.

2. The children need to respond to prevent the emergency and/or respond to the emergency using all the skills and knowledge they have learnt.

3. Have the children work in pairs or small groups.

4. Invite parents and adults who are present to join in this session by observing the scenarios and listening to how their children would respond.

5. Remember to debrief at the end and the key safety messages – prevention is the key.

6. The scenarios are just examples and the Coach may alter these or create their own. It is important that these are engaging to the children and relevant to the region/aquatic environments where they live.

SCENARIO	LOCATION	ACTIVITY	EMERGENCY	QUESTIONS TO ASK	KEY MESSAGES
1	**Beach**	Picnic with family.	Parents and brothers/sisters want to go swimming, but it looks sea looks dangerous.	What do you need to check? What should you tell them?	Never swim alone; Swim between the flags/at a patrolled beach with lifeguards; Read the safety signs; Tell parents/adults no- stop them entering the water.
2	**Beach**	Picnic with family.	Parents and brothers/sisters ignore your warning and go swimming in the sea. Someone gets caught in a rip current.	How do you help? How do you keep you and others safe? Who else could help?	Never swim alone; Swim between the flags/at a patrolled beach with lifeguards; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue.
3	**Beach**	Playing with friends.	Friends go swimming and one friend didn't listen to your warnings and gets caught in a rip current. You have rescued him, but he is unconscious.	How do you help? How do you keep you and others safe? Who else could help?	Never swim alone; Swim between the flags/at a patrolled beach with lifeguards; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue, but always use; DRSA.
4	**Lake**	Day trip with family, decide to stop for a swim.	Older brother gets stuck in the muddy bank.	How do you help? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs.
5	**Lake**	Day trip with family, decide to stop by the roadside and have lunch and adults are having drinks (alcohol).	Father wants to go swimming and take young children in the water.	What do you tell him? Why is this dangerous?	Don't drink alcohol and then swim; Never swim alone; Always check the conditions before swimming.
6	**Lake**	Day trip with family, decide to stop for a swim.	The water is muddy and brown. Everyone thinks it is shallow, but it actually goes shallow to deep very quickly – multiple people are in trouble and need your help.	How do you help? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue.

SCENARIO	LOCATION	ACTIVITY	EMERGENCY	QUESTIONS TO ASK	KEY MESSAGES
7	**Lake**	Day trip with family, decide to stop for a swim.	It is a very hot day and lots of families are bathing and playing in the water. A child has fallen in and is found floating unconscious.	How do you help? How could this have been prevented?	Always supervise children around water; Never swim alone; Always check the conditions before swimming; Read the safety signs; DRSA.
8	**Irrigation Channel**	Playing with friends beside the channel.	Friend didn't realise the banks of the channel / rocks were slippery and fell in.	How do you help? How could this have been prevented?	Always check the conditions before swimming; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue.
9	**Dam**	You are watching your friends play in the water to cool off.	There has been heavy rain upstream in the mountains and all of a sudden, the water rises quickly, and it is now too deep to touch the bottom. One/two/three friends need your help. One may be unconscious.	How do you help? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs; Rescues - Talk rescue first, throw rescue or pull rescue, DRSA.
10	**Lake**	You and your friends are missing school and have found a blow up boat.	All of a sudden, the blow-up boat pops and deflates!	What do you do? How do you stay safe? How do you help your friends? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue
12	**River**	You and your friends found a canoe and have taken it on the river.	All of a sudden, the canoe starts to fill with water and sink! The currents are carrying you all very fast downstream.	What do you do? How do you stay safe? How do you help your friends? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs; Rescues - Talk rescue first, throw rescue or pull rescue.
14	**River mouth / Entry to ocean**	Swimming and playing with friends.	You get caught in strong currents where the river meets the ocean.	What do you do? How do you stay safe? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs; Rescues - Talk rescue first, throw rescue or pull rescue.
17	**School**	Playing cricket.	The ball hits someone in the head hard and they fall down.	What do you do?	DRSA
18	**Home**	Family time.	Older family member gets chest pains and collapses.	What do you do?	DRSA