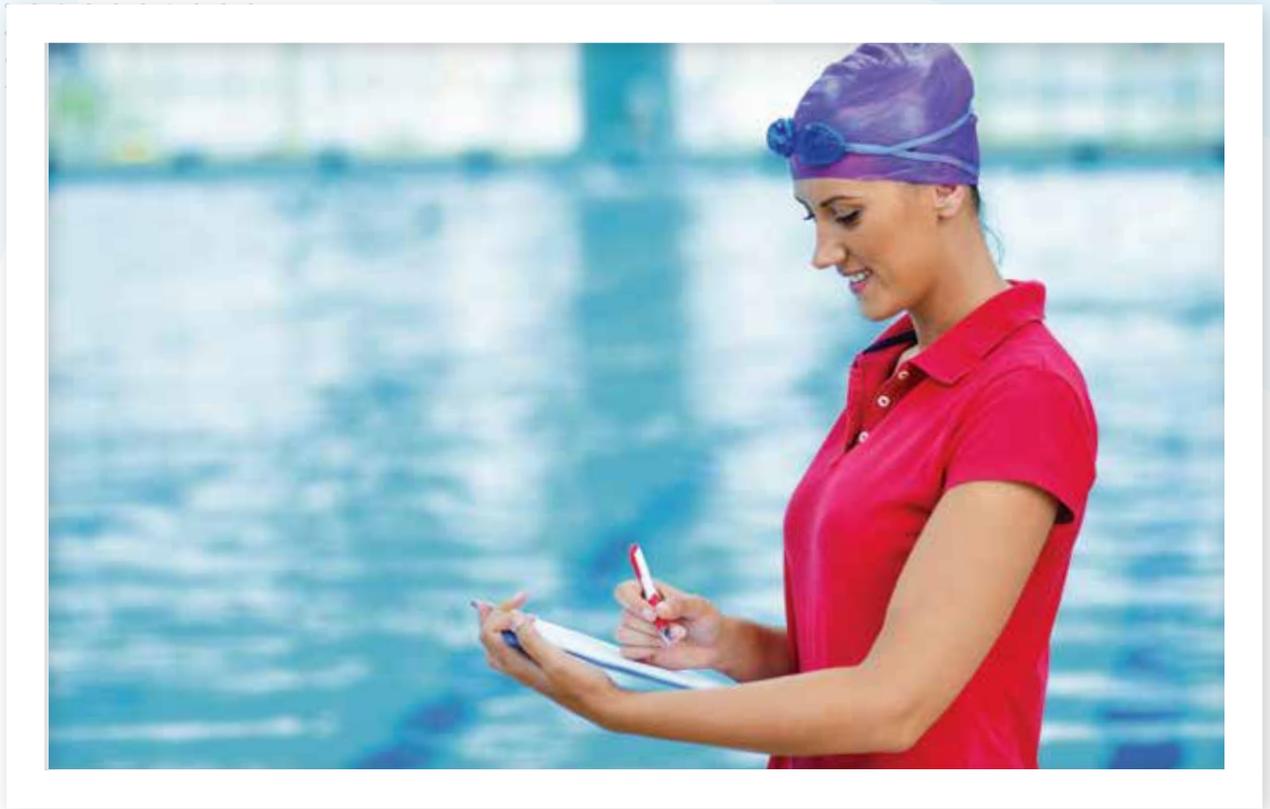


# 10 LESSON SURVIVAL SWIMMING PROGRAM LESSON PLANS



# LESSON 1

# DAY 1

45 mins

**AIM:** To develop confidence in water, together with an understanding of how to safely enter and exit variety a of aquatic environments (e.g. pools, beaches, rivers and lakes).

## SUGGESTED EQUIPMENT

- Noodles
- Kickboards
- Toys/Rings

## LEARNING INTENTIONS

- Enter and exit the water safely
- Move through the water
- Change direction
- Submerge

## CORE SKILLS & KNOWLEDGE

### Entries and Exits

- Slide in and climb out
- Walk in and walk out

### Under Water

- Submersion and blowing bubbles

### Swimming

- Move in the water
  - > Walk and run
  - > Jump
  - > Turn and rotate

## SKILLS EXTENSION

### Under water

- Recover an object from shoulder depth water/ deep water

### Swimming

- Gliding and torpedos

## ADDITIONAL ACTIVITIES

- Emergency scenarios
- Different aquatic environments

## TIME

30 mins

## EMERGENCY ROLE PLAY

### SCENARIO

You are at the beach and want to go for a swim - where do you swim? How do you enter the water safely? Waves are coming quickly - what do you do?

### MUST SEES

Always swim between the red and yellow flags where the Lifesavers can see you, Stay in the shallow water, never swim alone, turn back to the wave as they splash.

## TIME

10 mins

## WATER SAFETY Q&A

### QUESTION

When visiting the beach, where should you always swim? What other flags might you see at the beach?

### ANSWER

Always swim between the red and yellow flags where the Lifesavers can see you. (Discuss with students who sets up the flags, why, where and when).

## TIME

4 mins

## WORKBOOK ACTIVITY

**HOMEWORK:** Lesson 1 of the workbook

## TIME

1 min

# LESSON 2

# DAY 2

45 mins

**AIM:** To identify hazards in a range of aquatic environments (e.g. pools, beaches, rivers and lakes) so as to keep themselves and others safe. To be able to float or propel oneself away from danger in an emergency situation.

SUGGESTED EQUIPMENT		LEARNING INTENTIONS		
<ul style="list-style-type: none"> <li>Hazard pictures</li> <li>Safety signs</li> <li>Noodles</li> </ul>	<ul style="list-style-type: none"> <li>Kickboards</li> <li>Hoops</li> </ul>	<ul style="list-style-type: none"> <li>Identify dangers and hazards in a range of aquatic environments</li> <li>Read and understand safety signs</li> </ul>	<ul style="list-style-type: none"> <li>Float and recover to standing</li> <li>Glide /torpedo and recover to standing</li> </ul>	
CORE SKILLS & KNOWLEDGE		SKILLS EXTENSION	ADDITIONAL ACTIVITIES	TIME
<b>Revision</b> <ul style="list-style-type: none"> <li>Entries and exits</li> <li>Submersion and breathing</li> </ul> <b>Hazards and personal safety</b> <ul style="list-style-type: none"> <li>Local hazard identification (Safety Walk 'n' Talk)</li> </ul> <b>Flotation</b> <ul style="list-style-type: none"> <li>Back float and recover</li> <li>Front float and recover</li> <li>Rotation (front-back-front)</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>Gliding on front and back (no kicking)</li> <li>Kick on front and back</li> </ul> <b>Under water skills</b> <ul style="list-style-type: none"> <li>Surface dive</li> </ul>	<b>Under water</b> <ul style="list-style-type: none"> <li>Surface dive, move for a distance and recover an object</li> </ul> <b>Flotation</b> <ul style="list-style-type: none"> <li>Tread water</li> </ul>	<ul style="list-style-type: none"> <li>Emergency scenarios</li> <li>Identifying dangers and hazards</li> <li>Safety walk'n'talk</li> <li>Checking depth</li> <li>Checking water temperature</li> <li>Reading safety signs</li> </ul>	30 mins
EMERGENCY ROLE PLAY				TIME
<b>SCENARIO</b> You are visiting a lake you have never been to before. How do you know it is safe to swim? The water gets very deep, very quickly - what do you do?		<b>MUST SEES</b> Read the safety signs, check the weather, ask a local, swim in the designated swimming zone, check for hazards (currents, wildlife, etc.), check the depth before entering.		10 mins
WATER SAFETY Q&A				TIME
<b>QUESTION</b> List three ways you can check it is safe to swim in the lake.		<b>ANSWER</b> Read the safety signs, check the weather, ask a local, swim in the designated swimming zone, check for hazards (currents, wildlife, etc.), and ensure you don't swim alone.		4 mins
WORKBOOK ACTIVITY				TIME
<b>HOMEWORK:</b> Lesson 2 of the workbook				1 min

# LESSON 3

# DAY 3

45 mins

**AIM:** To attract attention and use movement, whilst maintaining a position of safe breathing and conserving energy. To be able to move through water in different directions to safety.

SUGGESTED EQUIPMENT		LEARNING INTENTIONS		
<ul style="list-style-type: none"> <li>Noodles</li> <li>Kickboards</li> </ul>		<ul style="list-style-type: none"> <li>Sculling</li> <li>Tread water and experience different water depths</li> <li>Attract attention</li> <li>Identify someone who needs help</li> </ul>		
CORE SKILLS & KNOWLEDGE		SKILLS EXTENSION	ADDITIONAL ACTIVITIES	TIME
<b>Revision</b> <ul style="list-style-type: none"> <li>Entries and exits</li> <li>Float</li> <li>Glide</li> <li>Kick on front and back</li> </ul> <b>Flotation</b> <ul style="list-style-type: none"> <li>Sculling- feet first and head first</li> <li>Treading water</li> </ul>	<b>Lifesaving</b> <ul style="list-style-type: none"> <li>Call for HELP!</li> <li>Casualty recognition- identify a person in trouble in the water</li> </ul>	<b>Flotation</b> <ul style="list-style-type: none"> <li>Eggbeater kick</li> </ul> <b>Under water</b> <ul style="list-style-type: none"> <li>Somersaults- forwards and backwards</li> </ul> <b>Swimming</b> <ul style="list-style-type: none"> <li>Dolphin kick</li> </ul>	<ul style="list-style-type: none"> <li>Emergency scenarios</li> </ul>	30 mins
EMERGENCY ROLE PLAY				TIME
<b>SCENARIO</b> You are at the pool and suddenly realise you are out of your depth - what should you do?		<b>MUST SEES</b> 1. Stay calm 2. Float, scull and tread water 3. Wave 4. Call for HELP!		10 mins
WATER SAFETY Q&A				TIME
<b>QUESTION</b> What 4 things should you do if you find yourself in danger in the water?		<b>ANSWER</b> 1. Stay calm 2. Float, scull and tread water 3. Wave 4. Call for HELP!		4 mins
WORKBOOK ACTIVITY				TIME
<b>HOMEWORK:</b> Lesson 3 of the workbook				1 min

# LESSON 4

# DAY 4

45 mins

**AIM:** To understand the importance of survival strokes in aquatic emergencies and when to use them (i.e. different aquatic environments, conditions, distance and duration).

SUGGESTED EQUIPMENT		LEARNING INTENTIONS		
<ul style="list-style-type: none"> <li>Noodles</li> <li>Kickboards</li> </ul>		<ul style="list-style-type: none"> <li>Swim on back (survival backstroke)</li> <li>Swim on front (breaststroke)</li> <li>Rotation - Roll from front to back to front while moving</li> </ul>		
CORE SKILLS & KNOWLEDGE		SKILLS EXTENSION		ADDITIONAL ACTIVITIES
<b>Revision</b> <ul style="list-style-type: none"> <li>Entries and exits</li> <li>Front and back float</li> <li>Sculling</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>Swim on back - survival backstroke</li> <li>Swim on front - breaststroke</li> <li>Rotation - roll from front to back to front, while moving</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>Sidestroke- scissor kick.</li> <li>Head out of water freestyle</li> <li>Practice a combination of strokes by setting the students challenges</li> </ul>	<b>Flotation</b> <ul style="list-style-type: none"> <li>Perform a combination of skills in sequence -surface dive, tread water, float, scull</li> </ul>	<ul style="list-style-type: none"> <li>Emergency scenarios</li> </ul>
				30 mins
EMERGENCY ROLE PLAY				TIME
<b>SCENARIO</b> You are playing on a large inflatable in a lake. The conditions are very windy and you fall off. The inflatable blows away - what do you do?		<b>MUST SEES</b> <b>1. Stay calm 2. Float, scull and tread water 3. Wave 4. Call for HELP! Do not try to swim after the inflatable. Use a survival stroke to get to safety.</b>		10 mins
WATER SAFETY Q&A				TIME
<b>QUESTION</b> Name two survival swimming strokes and explain why these are important in an emergency situation.		<b>ANSWER</b> Survival backstroke, survival breaststroke and sidestroke. In an emergency; you may need to be in the water and swim for a long time. These strokes conserve energy and warmth when done slowly. They enable a high level of propulsion, they enable you to see where you are going (to land, the edge, the casualty, etc.) and they enable your mouth and nose to be kept out of the water to allow continuous breathing.		4 mins
WORKBOOK ACTIVITY				TIME
<b>HOMEWORK:</b> Lesson 4 of the workbook				1 min

# LESSON 5

# DAY 5

45 mins

**AIM:** To further understand the importance of survival strokes in aquatic emergencies and when to use them (i.e. different aquatic environments, conditions, distance and duration).

SUGGESTED EQUIPMENT		LEARNING INTENTIONS			
<ul style="list-style-type: none"> <li>Noodles</li> <li>Kickboards</li> </ul>		<ul style="list-style-type: none"> <li>Swim on the back (survival backstroke)</li> <li>Swim on the front (breaststroke)</li> <li>Rotation - roll from front to back to front while moving</li> </ul>			
CORE SKILLS & KNOWLEDGE		SKILLS EXTENSION	ADDITIONAL ACTIVITIES	TIME	
<b>Revision</b> <ul style="list-style-type: none"> <li>Entries and exits</li> <li>Float</li> <li>Scull and tread water</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>Swim on back - survival backstroke</li> <li>Swim on front - breaststroke</li> <li>Roll from front to back to front, while moving</li> </ul>	<b>Entries and exits</b> <ul style="list-style-type: none"> <li>Stride entry</li> <li>Compact jump</li> </ul> <b>Swimming</b> <ul style="list-style-type: none"> <li>Practice a combination of strokes by setting the students challenges</li> </ul>	<b>Flotation</b> <ul style="list-style-type: none"> <li>Perform a combination of skills in sequence surface dive, tread water, float, scull</li> </ul>	<ul style="list-style-type: none"> <li>Emergency scenarios</li> <li>Currents and rip currents</li> </ul>	30 mins
EMERGENCY ROLE PLAY				TIME	
<b>SCENARIO</b> You are playing in the river when conditions suddenly change, the current is taking you downstream - what do you do?		<b>MUST SEES</b> Stay calm; conserve your energy and float or scull, travelling feet first (to see where you are going and make sure not to bump your head on submerged rocks/snags). Try to work your way to the edge and grab hold of something, i.e. an overhanging branch or tree. Wave an arm and call for HELP!		10 mins	
WATER SAFETY Q&A				TIME	
<b>QUESTION</b> What should you do if you get caught in a river current?		<b>ANSWER</b> Stay calm; conserve your energy and float or scull, travelling feet first (to see where you are going and make sure not to bump your head on submerged rocks/snags). Try to work your way to the edge and grab hold of something, i.e. an overhanging branch or tree. Wave an arm and call for HELP!		4 mins	
WORKBOOK ACTIVITY				TIME	
<b>HOMEWORK:</b> Lesson 5 of the workbook				1 min	

# LESSON 6

# DAY 6

45 mins

**AIM:** To prepare students for accidental entry (i.e. slips, trips and falls) into (open) water, so they know how to recover from a fall-in entry and move to a point of safety. As a rescuer, know how to identify a person who needs assistance and how to rescue them safely.

## SUGGESTED EQUIPMENT

### Everyday' rescue items. Eg:

- Esky
- Ball
- Rope

## LEARNING INTENTIONS

- Safely enter and exit deep water
- Identify someone needing help in the water and perform a safe talk, reach and throw rescue.

## CORE SKILLS & KNOWLEDGE

### Revision

- Entries and exits
- Float, scull and tread water
- Call for HELP!

### Entries and exits

- Recover from fall-in entry -From face down, roll on to back or rotate to wall, float and tread water, move to a point of safety to secure self, climb out to exit
- Compact jump (deep water)

### Under water

- Surface dive, swim underwater and recover to standing

### Lifesaving

- Self-preservation - Who is most important in an emergency?
- Recognise someone in trouble

### Rescue

- Using the items students brought from home- talk, reach and throw (5m from edge) rescues - Completed both as rescuer and casualty

### Flotation

- Float using 'everyday' items (a football) to replicate real life scenarios

## ADDITIONAL ACTIVITIES

- Scenarios
- Identifying dangers and hazards
- Basic emergency response

## TIME

30 mins

## EMERGENCY ROLE PLAY

### SCENARIO

You are playing on a jetty when you accidentally fall in -what could you do? What if a friend falls in - what could you do?

### MUST SEES

**1. Stay calm 2. Float, scull and tread water 3. Wave 4. Call for HELP! Use object around to perform an out of water rescue – do not entre the water – call for HELP!**

## TIME

10 mins

## WATER SAFETY Q&A

### QUESTION

List four items you could use in a reach or throw rescue to help someone in trouble in the water.

### ANSWER

May include: rope, tree branch, pole, ball, Esky, clothing, rescue tube, kickboard, towel, rescue ring.

## TIME

4 mins

## WORKBOOK ACTIVITY

**HOMEWORK:** Lesson 6 of the workbook

## TIME

1 min

# LESSON 7

# DAY 7

45 mins

**AIM:** To prepare students for aquatic activities such as boating, kayaking and lifesaving. The emphasis is to understand the risks associated with open water and how to keep themselves and others safe.

## SUGGESTED EQUIPMENT

### Everyday' rescue items. Eg:

- Noodles
- Kickboards
- Life jackets
- Blow up boats

## LEARNING INTENTIONS

- Know when to wear a lifejacket and how to wear one correctly
- Know what to do if a boat/canoe/jet ski/kayak capsizes
- Identify, avoid and escape currents (beach and river).

## CORE SKILLS & KNOWLEDGE

### Revision

- Entries and exits
- Float, scull and tread water

### Flotation

- Lifejackets:
  - > Why are lifejackets important?
  - > Wearing correctly- zip, clip, rip (tighten)
  - > HELP position and HUDDLE position
- Survival sequence
- With a lifejacket and without a lifejacket

### Hazards and personal safety

- Discuss hazards found in a range of aquatic environments
- What is a current?
- How to identify and avoid currents
- How to escape currents

## SKILLS EXTENSION

### Rescue

- Reach/throw rescue with the lifejacket as the buoyant aid
- Swimming
- Sidestroke

## ADDITIONAL ACTIVITIES

- Emergency scenarios
- Life jackets
- Boat safety
- Currents and rip currents

## TIME

30 mins

## EMERGENCY ROLE PLAY

### SCENARIO

You are out boating with your family. The boat capsizes 25/50m from shore - what do you do?

### MUST SEES

Huddle together, place elderly, children or injured people in the middle of the huddle. Always stay together- holding hands or linking arms. Use survival strokes to head to shore.

## TIME

10 mins

## WATER SAFETY Q&A

### QUESTION

What are four things you must do before going out on a boat, jet ski or canoe/kayak?

### ANSWER

Check the weather, read safety signs, always have someone else to accompany you and/or tell someone where you are going, including what time to expect you back, and always wear a lifejacket.

## TIME

4 mins

## WORKBOOK ACTIVITY

**HOMEWORK:** Lesson 7 of the workbook

## TIME

1 min

# LESSON 8

# DAY 8

45 mins

**AIM:** To prepare students for an (open water) aquatic emergency requiring a combination of survival swimming and water safety skills to get to safety.

SUGGESTED EQUIPMENT		LEARNING INTENTIONS		
<ul style="list-style-type: none"> <li>Noodles</li> <li>Kickboards</li> </ul>	<ul style="list-style-type: none"> <li>Clothes to swim in</li> </ul>	<ul style="list-style-type: none"> <li>Experience the feeling of swimming in clothes</li> <li>Move through water to a point of safety, using a combination of survival skills</li> </ul>		
CORE SKILLS & KNOWLEDGE		SKILLS EXTENSION	ADDITIONAL ACTIVITIES	TIME
<b>Revision</b> <ul style="list-style-type: none"> <li>Entries and exits</li> <li>Float, scull and tread water</li> <li>Swim on front (breaststroke)</li> <li>Swim on back (survival backstroke)</li> </ul>	<b>Survival sequence</b> Dressed in clothes, students need to: <ul style="list-style-type: none"> <li>Recover from a fall in entry; face down, rotate on to back</li> <li>Float, scull and tread water for 1 minute</li> <li>Swim 25m to a point of safety and secure self</li> <li>Climb out to exit</li> </ul> Practice the survival sequence with and without clothes (in bathers)	<b>Survival sequence</b> <ul style="list-style-type: none"> <li>Working towards the Victorian Water Safety Certificate minimum standard</li> </ul>	<ul style="list-style-type: none"> <li>Emergency scenarios</li> <li>Slippery river bank</li> <li>Rapid river</li> <li>Weed bed</li> <li>Currents and rip currents</li> </ul>	30 mins
EMERGENCY ROLE PLAY			TIME	
<b>SCENARIO</b> You are at the beach with your family, but there are no red and yellow flags and the water looks rough - should you go swimming? What conversation would you have with the adults in your family? You see someone swimming who is caught in a rip current - what could you do?		<b>MUST SEES</b> Check for safety signs. Do not enter the water if conditions look dangerous.  Call for HELP!, dry rescue strategies – talk, reach, throw using items available.	10 mins	
WATER SAFETY Q&A			TIME	
<b>QUESTION</b> Describe two options to escape a rip current.		<b>ANSWER</b> Stay calm, conserve energy, wave an arm and call for HELP! Consider these options: float with the current - it may return you to shallow sandbank; or swim parallel to the beach - you may escape the rip current. Re-assess the situation - if what you're doing isn't working, try another option until you return to shore.	4 mins	
WORKBOOK ACTIVITY			TIME	
<b>HOMEWORK:</b> Lesson 8 of the workbook			1 min	

# LESSON 9

# DAY 9

45 mins

**AIM:** To prepare students to respond to an emergency both in aquatic and everyday settings (i.e. school and home).

## SUGGESTED EQUIPMENT

- Kickboards

### 'Everyday' rescue items. Eg:

- Esky
- Ball
- Rope

## LEARNING INTENTIONS

- Perform basic emergency response (DRSA)
- Identify someone needing help in and out of the water

## CORE SKILLS & KNOWLEDGE

### Revision

- Entries and exits
- Rescue strategies- talk, reach, and throw rescues

### Lifesaving

- Emergency response (DRSA)  
Learn out of the water, Dangers, Response, Send for Help, Airways

## SKILLS EXTENSION

### Survival sequence

- Practice the survival sequence without clothes (in bathers)

## ADDITIONAL ACTIVITIES

- Emergency scenarios
- Slippery river bank
- Rapid river
- Weed bed
- Currents and rip currents
- Basic emergency response

40 mins

## SCENARIOS

Where	Activity	Emergency
School oval	Playing cricket	The ball hits someone in the head hard and they fall down. What do you do?
Home	Dinner time	Older family member gets chest pains and collapses. What do you do?
Backyard pool	Playing in the backyard	Someone has been pulled out of the pool unconscious. What do you do?
Beach	Playing with friends	Wave knocks friend over and they are unconscious but breathing. What do you do?

## WATER SAFETY Q&A

### QUESTION

Who do you call in an emergency? What number do you call in an emergency?

### ANSWER

Police, Fire, Ambulance – Triple Zero (000)

4 mins

## WORKBOOK ACTIVITY

**HOMEWORK:** Lesson 9 of the workbook

1 min

# LESSON 10

# DAY 10

45 mins

**AIM:** To prepare students to swim and play safely in a range of aquatic environments. To prepare students for an (open water) aquatic emergency requiring a combination of survival swimming and water safety skills to avoid danger, and to respond if an emergency occurs.

## SUGGESTED EQUIPMENT

- Clothes to swim in
- Noodles
- Kickboards

## LEARNING INTENTIONS

- To respond to an emergency in, on or around water, in a range of aquatic environments

## CORE SKILLS & KNOWLEDGE

### Revision

- Entries and exits
- Float, scull and tread water
- Swim on front (breaststroke)
- Swim on back (survival backstroke)

### Final swimming assessment

- 50m continuous swim (any stroke)

## SKILLS EXTENSION

### Final swimming assessment

- Students should swim 25m freestyle and 25m of any other stroke

### Survival sequence

- Working towards the Victorian Water Safety Certificate minimum standard

## ADDITIONAL ACTIVITIES

- Emergency scenarios
- Slippery river bank
- Rapid river
- Weed bed
- Currents and rip currents
- Basic emergency response

## TIME

30 mins

## SCENARIOS

### Where

### Activity

### Emergency

Lake	Playing on a boat/ canoe	It capsizes. What do you do?
River	Swimming across the river	The water gets really cold and dark quickly. It's scary! What do you do?
Swimming Pool	Playing with friends	Being silly and someone pushes you in. What do you do?
Beach	Swimming with sibling	Caught in a rip current. What do you do?

## WATER SAFETY Q&A

### QUESTION

Who do you call in an emergency? What number do you call in an emergency?

### ANSWER

Talk/reach/throw. In any rescue, self-preservation is most important. The rescuer should know their own ability and attempt a rescue where they do not enter the water. Getting help from an adult and the emergency services is also important.

## TIME

4 mins

## WORKBOOK ACTIVITY

**HOMEWORK:** Lesson 10 of the workbook

## TIME

1 min