

# SURVIVAL SWIMMING PROGRAM 5 LESSON PLANS



# 5 LESSON PLAN LESSON 1

DAY 1 OF 5

45 mins

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

SUGGESTED EQUIPMENT		LEARNING INTENTIONS		
<ul style="list-style-type: none"> <li>Noodles</li> <li>Kickboards</li> <li>Toys/Rings</li> </ul>		<ul style="list-style-type: none"> <li>Enter and exit the water safely</li> <li>Move through the water</li> <li>Change direction</li> <li>Submerge</li> <li>Introduction to floating and recovering</li> </ul>		
CORE SKILLS & KNOWLEDGE		SKILLS EXTENSION	ADDITIONAL ACTIVITIES	TIME
<b>Entries and Exits</b> <ul style="list-style-type: none"> <li>Slide in and climb out</li> <li>Walk in and walk out</li> </ul> <b>Under Water</b> <ul style="list-style-type: none"> <li>Submersion and blowing bubbles</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>Move in the water                             <ul style="list-style-type: none"> <li>&gt; Walk and run</li> <li>&gt; Jump</li> <li>&gt; Turn and rotate</li> </ul> </li> <li>Kick on front and back</li> </ul> <b>Flotation</b> <ul style="list-style-type: none"> <li>Back float and recover</li> <li>Front float and recover</li> </ul>	<b>Under water</b> <ul style="list-style-type: none"> <li>Recover an object from shoulder depth water/ deep water</li> </ul> <b>Swimming</b> <ul style="list-style-type: none"> <li>Gliding and torpedos</li> <li>Survival backstroke</li> <li>Breaststroke</li> <li>Freestyle</li> </ul> <b>Flotation</b> <ul style="list-style-type: none"> <li>Rotation (front-back-front)</li> </ul>	<ul style="list-style-type: none"> <li>Emergency scenarios</li> <li>Different aquatic environments</li> </ul>	30 mins
EMERGENCY ROLE PLAY			TIME	
<b>SCENARIO</b> 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?		<b>MUST SEES</b> 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.	10 mins	
WATER SAFETY Q&A			TIME	
<b>QUESTION</b> When visiting the beach, where should you always swim? What other flags might you see at the beach?		<b>ANSWER</b> 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).	4 mins	
WORKBOOK ACTIVITY			TIME	
<b>HOMEWORK:</b> Lesson 1 of the workbook			1 min	

# 5 LESSON PLAN LESSON 2

# DAY 2 OF 5

45 mins

**AIM:** To attract attention and use movement, whilst maintaining a position of safe breathing and conserving energy. 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>Float and recover to standing</li> <li>Glide /torpedo and recover to standing</li> </ul>	<ul style="list-style-type: none"> <li>Attract attention</li> <li>Read and understand safety signs</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> <li>Back float and recover</li> <li>Front float and recover</li> </ul> <b>Flotation</b> <ul style="list-style-type: none"> <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>Lifesaving</b> <ul style="list-style-type: none"> <li>Call for HELP</li> </ul>	<b>Flotation</b> <ul style="list-style-type: none"> <li>Tread water</li> </ul> <b>Under water skills</b> <ul style="list-style-type: none"> <li>Surface dive, move for a distance and recover an object</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>Survival backstroke</li> <li>Breaststroke</li> <li>Freestyle</li> </ul> <b>Hazards and personal safety</b> <ul style="list-style-type: none"> <li>Safety walk'n'talk</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>		<b>MUST SEES</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		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>		<b>ANSWER</b>			
List three ways you can check it is safe to swim in the lake.		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

# 5 LESSON PLAN LESSON 3

DAY 3 OF 5

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). To be able to move through water in different directions to safety.

SUGGESTED EQUIPMENT	LEARNING INTENTIONS
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<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>Swim on front and back</li> </ul>
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CORE SKILLS & KNOWLEDGE	SKILLS EXTENSION	ADDITIONAL ACTIVITIES	TIME
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<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Entries and exits</li> <li>Submersion and breathing</li> <li>Back float and recover</li> <li>Front float and recover</li> </ul> <p><b>Flotation</b></p> <ul style="list-style-type: none"> <li>Sculling- head first</li> <li>Treading water</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Swim on back</li> <li>Swim on front</li> <li>Rotation - roll from front to back to front, while moving</li> </ul>	<p><b>Flotation</b></p> <ul style="list-style-type: none"> <li>Sculling- feet first</li> <li>Sculling- Rotation</li> <li>Eggbeater kick</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Survival backstroke</li> <li>Survival breaststroke</li> <li>Freestyle</li> </ul> <p><b>Under water</b></p> <ul style="list-style-type: none"> <li>Surface dive &amp; steering activities – move through/past obstacles in the water</li> </ul>	<ul style="list-style-type: none"> <li>Emergency scenarios</li> </ul> <p>30 mins</p>
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EMERGENCY ROLE PLAY	TIME
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<p><b>SCENARIO</b></p> <p>You are at the pool and suddenly realise you are out of your depth - what should you do?</p>	<p><b>MUST SEES</b></p> <p>1. Stay calm, 2. Float, scull and tread water, 3. Wave, 4. Call for HELP!</p>	<p>10 mins</p>
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WATER SAFETY Q&A	TIME
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<p><b>QUESTION</b></p> <p>Who do you call in an emergency? What number do you call in an emergency?</p>	<p><b>ANSWER</b></p> <p>Police, Fire, Ambulance – Triple Zero (000)</p>	<p>4 mins</p>
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WORKBOOK ACTIVITY	TIME
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<p><b>HOMEWORK:</b> Lesson 3 of the workbook</p>	<p>1 min</p>
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# 5 LESSON PLAN LESSON 4

DAY 4 OF 5

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

- Noodles
- Kickboards

## LEARNING INTENTIONS

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

## CORE SKILLS & KNOWLEDGE

### Revision

- Entries and exits
- Front and back float
- Sculling
- Swim on front and back and rotate

### Entries and Exits

- Recover from a fall in entry
- Compact jump

### Lifesaving

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

### Rescue

- Talk, reach and throw (5m from edge) rescues - Completed both as rescuer and casualty

### Swim in clothes

- Dressed in clothes;
- Enter and exit the water safely
- Float, scull and tread water
- Swim on front and back
- Safely remove clothes

## SKILLS EXTENSION

### Swimming

- Sidestroke - scissor kick.
- Freestyle with head out of water
- Practice a combination of strokes by setting the students challenges

### Flotation

- Perform a combination of skills in sequence -surface dive, tread water, float & scull

### Lifesaving

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

### Survival sequence

- Complete sequence in clothes

## ADDITIONAL ACTIVITIES

- Emergency scenarios
- Checking depth
- Scenarios
- Identifying dangers and hazards
- Basic emergency response

## TIME

30 mins

## EMERGENCY ROLE PLAY

### SCENARIO

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?

### MUST SEES

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.

## 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 4 of the workbook

## TIME

1 min

# 5 LESSON PLAN LESSON 5

# DAY 5 OF 5

45 mins

**AIM:** 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. The emphasis is to understand the risks associated with open water and how to keep themselves and others safe.

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	
<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>Entries and exits</li> <li>Float, scull and tread water</li> <li>Swim on front and back</li> </ul> <p><b>Hazards and personal safety</b></p> <ul style="list-style-type: none"> <li>Discuss hazards found in a range of aquatic environments</li> <li>What is a current?</li> </ul>		<p><b>Entries and exits</b></p> <ul style="list-style-type: none"> <li>Stride entry</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Practice a combination of strokes by setting the students challenges</li> </ul> <p><b>Flotation</b></p> <ul style="list-style-type: none"> <li>Lifejackets:                             <ul style="list-style-type: none"> <li>&gt; Why are lifejackets important?</li> <li>&gt; Wearing correctly- zip, clip, rip (tighten)</li> <li>&gt; HELP position and HUDDLE position</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Perform a combination of skills in sequence -surface dive, tread water, float, scull</li> <li>Complete sequence in clothes</li> </ul>	<ul style="list-style-type: none"> <li>Emergency scenarios</li> <li>Currents and rip currents</li> <li>Scenarios</li> <li>Identifying dangers and hazards</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>		<b>MUST SEES</b>			
You are playing in the river when conditions suddenly change, the current is taking you downstream - what do you do?		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>		<b>ANSWER</b>			
What should you do if you get caught in a river current?		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	