SWIMMING AND WATER SAFETY DRY SWIMMING LESSON 2

LEARNING INTENTION

Exploring the different types of rescue techniques whilst applying self-preservation strategies and practising the Fundamental Movement Skills (FMS) needed for an effective throw rescue.

Extending students' knowledge in reading different safety signs/symbols and identifying beach/inland safety signs.

SUCCESS CRITERIA	
	✔ I can identify where to swim at patrolled beaches
	✔ I can interpret what safety signs and symbols represent
	✔ I can assess a situation and be able to apply self-preservation techniques
	✔ I am confident in using a rope to perform an underarm throw rescue in a dry environment to transfer to the pool
	✔ As a rescuer, I can effectively communicate to the person being rescued

CONTENT DESCRIPTION	
	LEVELS 5 AND 6 CONTENT DESCRIPTIONS
	PERSONAL, SOCIAL AND COMMUNITY HEALTH
	Being healthy, safe and active • Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108) **Contributing to healthy and active communities** • Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (VCHPEP112) • Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)

CONTENT DESCRIPTION [CONTINUED]	**MOVEMENT AND PHYSICAL ACTIVITY** **Moving the body** • Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings (VCHPEM115) • Design and perform a variety of movement sequences (VCHPEM116) • Propose and apply movement concepts and strategies (VCHPEM117) **Understanding movement** • Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (VCHPEM119) **Learning through movement** • Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) • Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (VCHPEM121) • Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (VCHPEM122)
ACHIEVEMENT STANDARD	By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment. Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences. By Level 6, it is anticipated that students should be able to demonstrate the knowledge and skills identified in the Victorian Water Safety Certificate.
VENUE	School gymnasium, basketball or tennis court.

EQUIPMENT	• Red & yellow flags (beach flags) or cones that represent flags • A-Frame safety sign or a printed and laminated A3 version of safety sign (available to download on the Toolkit) • Cones or markers • Quoits or bean bags • Hoops • Line markers • Ropes • Scooter boards

LEARNING ACTIVITES 1 – 3

WARM-UP/TUNING IN	KEY QUESTIONS/TEACHING POINTS	DIAGRAMS/ASSESSMENT
UNOFFICIAL START Reading the room		
5-10 min For each Health & Physical Education lesson, have students walk through the gymnasium between the red & yellow flags (safe zone). Have sign posted (on the A-Frame) a different safety symbol each week to go through with the students prior to the roll call. Use positive reinforcement to encourage students with a sticker, badge or positive comments.	• Go through what the red & yellow flags represent at the beach. • Explain and go through safety signs/symbols at the beach. • Always look for the signs and condition report of the beach.	

LEARNING ACTIVITIES	KEY QUESTIONS/ TEACHING POINTS	DIAGRAMS/ ASSESSMENT

ACTIVITY 1 Alteration of Builders and Bulldozers, called Rescuers and Rescues

20 min

Equipment:
- Red & yellow flags (or cones)
- Red & yellow cones or a variety of equipment that can be right side up or knocked down (cones, frisbees, batons etc.)

Learning intention:
- Understand how to be safe while swimming between the flags.

Activity descriptor:

The teacher has set up the red & yellow flags (or cones) to represent the 'safe zone' throughout the gym.

The teacher scatters cones upright between the red & yellow flags.

The teacher divides the class into Rescuers (or life guards) and the Rescues (people who need to be rescued).

The job of the people who need to be rescued is to run out, pick up a cone and place it outside of the red & yellow flags in an upside-down position. This represents a swimmer in trouble.

The Rescuer (or life guard) is to save the swimmer (cone) by running out and placing it in an upright position in between the red & yellow flags. Students are not allowed to use their feet and are not allowed to hit equipment with force.

On the teacher's signal, students begin to play. Each round lasts 1-2 minutes.

Alterations/levels – Gamification:

Level 1 Have two groups be rescuers (one team rescuing red cones and the other rescuing the yellow cones), with only one extra team being the rescues who are allowed to 'knock' the cones over.

Level 2 The group that are the rescues must role play and signal for help (raise an arm with an open hand and call out to seek help) before flipping a cone.

Level 3 'Hungry, hungry, hippos' - By tying a rope to a hoop, throw and 'rescue' cones that are outside of the red & yellow flags.

Discussion questions and answers (before alterations):

Q] Who is the most important person to keep safe when you are rescuing someone?

A] Your own personal safety should remain paramount in any rescue situation. People in difficulty are often in a state of panic and could easily drag you underwater in their attempt to stay afloat.

Q] How do we signal for help if we get into trouble in the water?

A] Raise an arm with an open palm and call out to seek help.

Q] What items can be used to rescue someone if you physically cannot reach the person?

A] Rope, stick, ball that floats, Esky lid, bike helmet, etc.

Must see:
- Knowledge of rescue equipment
- Correct HELP technique
- Knowledge that self-preservation is most important

LEARNING ACTIVITIES	KEY QUESTIONS/TEACHING POINTS	DIAGRAMS/ASSESSMENT

ACTIVITY 2 Gamification

20-30 min

Equipment:

- Bean bags or alternative throwing equipment (e.g. set of quoits, hoops to throw over cones)
- Hoops to use as throwing targets
- 10-15m long ropes (number of ropes depends on class size)
- Line markers of the gym or cones

Learning intention:

- Demonstrate the Fundamental Movement Skills (FMS) needed for an effective throw rescue.

Activity descriptor:

Firstly, reiterate as to why we would use a throw rescue (if available) to rescue someone instead of getting in the water ourselves. Ensure students understand that their safety is paramount.

This activity will utilise gamification and different scenarios as the levels progress.

Level 1

Start by demonstrating the under-arm throw. Please see teaching points.

Once the teaching points have been covered, arrange students into groups (group size to depend on equipment available). The first student in each group will stand on the line with the bean bags and a hoop placed 5m away.

The first activity is to throw all bean bags into the hoop 5m away. Progress to 10m and then 15m.

You may advance the bean bag throw to smaller hoops or smaller targets or have more than one target or hoop for students to aim for.

Extension: *If you have the equipment, instead of throwing bean bags, use kick boards, balls, empty milk bottles or other equipment that can be used for a throw rescue.*

The underarm throw:

Preparation

- Stance is square to the intended direction of the throw.
- Eyes are focused on the target.
- Ball is held in the fingers of the throwing hand in front of the body.
- Extended throwing arm swings back behind the body, then forward in a full shoulder rotation.

Execution

- Opposite leg to throwing arm steps forward toward the target.
- Throwing arm swings forward with a smooth, continuous action.
- Position of ball release is appropriate to the distance from the target

Completion

- Straight throwing arm swings through in the direction of the intended target

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Must see:

- Adequate underarm throw technique

LEARNING ACTIVITIES	KEY QUESTIONS/TEACHING POINTS	DIAGRAMS/ASSESSMENT
ACTIVITY 2 (Continued) Gamification - Level 2		
Level 2 Introduce the rope as the rescue aid. Start by demonstrating how to throw the rope. Please see teaching tips. Start with the hoop 5m away for students to throw to. Then advance to 10m.	Ensure students understand the underarm throw technique. **Rope throw technique:** • **Coil** the rope evenly and steadily to avoid tangling. • **Secure** one end of the rope before throwing by placing it under your foot that stays grounded. • **Throw.** If the rope lands out of reach, recoil the rope and throw again.	**Throwing of the rope:** Must see: • Correctly recoiled rope • When the rope is thrown, ensuring students have the rope underneath their foot as an anchor • Communicate with the person (hoop) to reassure them and to explain what they are about to do • When students 'retrieve' the person, ensure students have a wide base of support and are low to the ground and are communicating to the person

LEARNING ACTIVITIES	KEY QUESTIONS/ TEACHING POINTS	DIAGRAMS/ ASSESSMENT
ACTIVITY 2 (Continued) Gamification - Level 3		

Level 3 Let's bring in scenarios.

Scenario 1: In groups of 3.

You are walking along the Murray River in Echuca, country Victoria, when you notice someone 8m away who is distressed and signaling for help. You have found an old rope that was used on a paddle steam boat. Demonstrate how you would rescue this person.

Please note: The target (or person) is the hoop.

Scenario 2: In groups of 3.

Have multiple hoops as targets for students to aim at.
One in the middle, one to the left and one to the right. EXAMPLE

You are visiting the CBD and are walking the footpath along the Yarra River when you notice someone in distress who is signaling for assistance. They are 8m away from you but they are holding onto a boat mooring, so they are not drifting away. There is a rope you can retrieve from the local rowing club, although you notice there is a strong current in the river. Answer and demonstrate the questions below:

What rescue would you use?

Answer: Rope rescue.

Where would you aim if there is a strong left to right current of the river?

Answer: You would aim left of the person for it to drift to the person.

Scenario 3: In the same groups.

Have one student 8m away on a scooter board who appears distressed while signaling for HELP and needs to be rescued.

Please note:

- As a safety precaution, reiterate to students not to have their hands on the floor to avoid the scooter board rolling over the fingers.
- Teacher supervision is required to ensure the student performing the rescue is pulling the rope gently to avoid injury (person on scooter board falling off).

Once the student is signaling for HELP, another student uses the rope to throw to the student on the scooter board and perform a throw rescue.

Rope throw to a person, with communication:

- Tell the person that something is to be thrown.
- Coil the rope evenly and steadily to avoid tangling.
- Secure one end of the rope before throwing by placing it under your foot that stays grounded.
- Throw, allowing for any wind and aim upstream in moving water. To avoid being pulled into the water, do not place any loop at the end of the rope around the wrist.
- If the rope lands out of reach, recoil the rope and throw again.
- Instruct the person on the scooter board to lay on their front or back (the same as if they were at the pool) and to hold onto the rope with both hands.
- Pull in steadily using a hand-over-hand technique observing the person being rescued.
- To avoid being pulled into the 'water', do not place the rope around the wrist, and lower the centre of gravity.
- If in danger of being pulled in, let go.

Must see:

- Effective communication
- Adequate throw technique

LESSON REFLECTION QUESTIONS/ACTIVITY	• Participants pack up, return the equipment and gather in the central teaching area.
	• Ask reflective questions based on the new skills and knowledge learnt in today's session. Refer to the success criteria listed. How has this knowledge made them safer when visiting aquatic environments?
	• Display 'success criteria badges' (pictured in document). Write what students are now confident in doing on these badges and share with students.
	• Reflect at the start of each session and have badges as a visual display.
	• Gather quick feedback from participants about the session. This is a great way to ensure they are enjoying their quality swimming and water safety experience.
	• Encourage participants and families to visit and learn about their local lifesaving clubs, aquatic centres, or other aquatic clubs, which will broaden their experience and knowledge in the area.