YEARS 7 - 10

LESSON PLAN FOUR

Inland Waterways – What are the Statistics?

OVERVIEW

This lesson plan has been designed to teach students about rivers and the hazards and risks involved. It looks at different rescue items they can use if ever they see a person in trouble in the water. They will be able to identify that they are the most important person in that situation and the importance of self-preservation. Students will be reminded to **LOOK BEFORE YOU LEAP, LEARN THE CONDITIONS and NEVER SWIM ALONE.**

WHAT YOU WILL NEED

- Most recent Victorian Drowning Report (Available on Edu from Anywhere)
- Victorian Water Safety Guide Z-Card
- Collect examples of items you can use to perform a rescue as props. Suggested examples include: umbrella, esky, paddle, stick, towel, beach ball, swimming ring, kickboard, clothing
- Prepare scenario card sets for Activity 1.3 (see Page 5)

LESSON TOPICS

1. Defining Inland Waterways
2. Considerations
3. Rescues

CURRICULUM CONNECTION

Health and Physical Education*

Physical, Social and Community Health	
Being healthy, safe and active	
✓	Level 7 & 8 - Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)
✓	Level 9 & 10 - Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (VCHPEP144)
Contributing to healthy and active communities	
✓	Level 7 & 8 - Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)
✓	Level 9 & 10 - Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)

Mathematics*

Statistics and Probability	
Data representation and interpretation	
✓	Level 7 - Identify and investigate issues involving numerical data collected from primary and secondary sources (VCMSP268)
✓	Level 8 - Distinguish between a population and a sample and investigate techniques for collecting data, including census, sampling and observation (VCMSP297)
✓	Level 9 - Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources (VCMSP324)
✓	Level 10 - Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (VCMSP354)

*Available for use: http://victoriancurriculum.vcaa.vic.edu.au/overview/about

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DEFINING INLAND WATERWAYS

15 MINUTES

Content Information

Hazards and risks of inland waterways:

The environmental characteristics of inland waterways vary greatly as do patterns of usage. Environmental characteristics which influence hazards include; crumbling banks and shifting beds, strong or unpredictable currents, submerged hazards, increased turbidity and low visibility, variable water depths and cold water temperatures.
(Australian Water Safety Council, *Australian Water Safety Strategy 2012-15*, p.22)

Activity

1. Representing information: Create a graph to represent the following information:

Inland Waterway Drowning Deaths by 'Location Category by Financial Year', Australia 2008-09 to 2010-11 (n=318)

- Lake / Dam / Lagoon
  - 2008-09 18
  - 2009-10 38
  - 2010-11 23
- River / Creek / Stream
  - 2008-09 79
  - 2009-10 53
  - 2010-11 107

What conclusions might you draw from these statistics? What strategies can you suggest to effectively address any concerning trends?

Differentiation

Use the most recent Victorian Drowning Report and compare last year's statistics to this year. What is the trend?

CONSIDERATIONS

10 MINUTES

Activity

1. Never Swim Alone and *Look Before You Leap:* As a whole class, discuss what these key water safety messages mean to you. Why is it important?

Differentiation

Students share experience.

*Please note: Be careful and sensitive with those students who may have experienced something traumatic or stressful.

SINK OR SWIM

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RESCUES

35 MINUTES

Content Information

TALK - This is the safest form of rescue. A person having difficulty in the water can panic. Someone talking to them can reassure and settle the person down.

REACH - When the person in difficulty is near the edge.

THROW - When the person is too far out to reach but is in throwing distance.

WADE - If, after checking, the water is safe to enter, the rescuer may be able to wade in and reach the person with one of the objects

ROW - You may have a canoe or watercraft that can be paddled out to the person. Wearing a lifejacket will keep you safe.

Rescuers must be select and adapt rescue techniques to suit:

- Their own swimming abilities
- The condition of the person in difficulty
- The rescue conditions, such as water conditions and distance to safety.

In attempting any rescue, self-preservation is the key factor.

Activity

1. To the rescue! Create Scenario Cards in three sets: Scenario, equipment and rescue type.

Students randomly draw one card from the scenario set as well as one from the equipment set. Based on the two cards, they create the scene and demonstrate how they would use the equipment to conduct a safe non-swimming rescue. They consult the third set of cards for instructions about types of non-swimming rescues.

For example:

- Scenario: *Picnic by the River*; someone with reasonable swimming ability has fallen in. They are five meters from the bank but cannot get back because they have a severe cramp in their leg.
- Equipment: Beach Umbrella (the umbrella can be taken down, closed, and used to reach the victim)
- Rescue Type: Reach

Differentiation

Students are divided into small teams and given three sets of cue cards. One set has a scenario; the second set has equipment; the third set has information and step-by-step instructions about non-swimming rescues.

This activity can be done with or without props. However, props are an enhancement and can be collected in advance. See Page 1 for suggestions.

REPORTING COMMENTS

The student has used mathematics to investigate, represent and interpret statistics and health data relating to inland waterway drowning deaths.

The student was able to relate to a personal experience with a key water safety message.

With or without props, the student has demonstrated a variety of non-swimming rescue techniques.

During the rescue scenario, the student effectively communicated with their patient; giving reassurance, appropriate guidance, and delivering consistent verbal and non-verbal cues.