

Swim and Survive – Level 5

No.	ACTIVITY SUMMARIES	TIME REQUIRED (hours)
HEALTH AND PHYSICAL EDUCATION	1 Aquatic Recreation Investigate and analyse aquatic recreation environments	3
	2 Recognising an Aquatic Emergency Identify the characteristics of a person in difficulty in the water.	1
	3 Self Preservation During Rescue Discuss the importance of protecting self in an emergency.	1
	4 Aquatic Rescues Investigate and analyse methods used to rescue a person in difficulty.	1-2
	5 Project	3
STUDY OF SOCIETY AND THE ENVIRONMENT	1 Identifying Key Waterways Research undertaken and report written on features of aquatic environments. For example, rivers/creeks, oceans/beaches and lakes/dams.	2-3
	2 Similarities and Differences of Key Waterways Completion of a table outlining similarities and differences of waterways. Information shared by groups.	1
	3 Research into Waterways Use Over time Investigation into a water environment discovering its uses over time. Research presented as a timeline.	2-3
	4 Current Uses of Waterways Analysis of the issues/conflicts surrounding the current uses of a local waterway.	2
	5 Risks Involved in Using Waterways Development of a safety table which outlines the uses of a water environment, the risks involved and safety hints for users.	2
	6 Project Using all information gathered from previous activities, students design a 'Users Guide' to a water environment.	2

Water Safety: Health and Physical Education

People are drawn to water because it is a source of curiosity, fun and enjoyment. There are many water environments in Australia that provide us with a variety of aquatic activities. These activities may include swimming, sailing, water skiing, fishing, boating, wind surfing, surfing and body surfing. Water environments available to us include open water and surf beaches, rivers, lakes, dams and creeks, back yard pools and aquatic fun parks. These aquatic environments can provide dangerous and hazardous situations even when safe practice is used.

During teenage years further dangers can be created due to an increase in risk taking behaviours. Consumption of alcohol, drug taking and peer pressure can all cause individuals, particularly in this age group, to increase the risks they take when participating in activities around aquatic environments.

Refer to the following Key Safety Tips as an emphasis during each activity.

Key Safety Tips for in and around the home

- Supervision by an adult around water (pools, spas, toilets, buckets and wading pools, dams, water tanks, troughs, sheep dips and irrigation channels)
- Swimming pools and spas – gates closed
- Always enter the water safely – use steps or ladders
- Safe play around water – never push people in
- Remove toys from swimming pools – young children are attracted to toys
- Buckets and wading pools – empty when not in use
- Toilets – seats down
- Washing machines – lids down

Key Safety Tips for Swimming Pools/ Aquatic Centres

- Always swim with an adult or friend
- Read and obey pool signs and lifeguards giving advice to swimmers
- Check depth markings on the side of the pool to see where it is best to swim or dive
- Stay clear of deep water unless you can swim well
- Make sure the water is clear before jumping in
- Do not run around the pool edge
- Use safe play activities

Key Safety Tips for the Beach

- Always swim with an adult or friend – never swim alone
- Swim between the red and yellow flags. This is the safest part of the beach and is patrolled by lifeguards
- Keep a watch on a reference point on the beach to avoid drifting too far away from the selected swimming area
- Obey lifeguards – leave the water when asked
- Don't enter the water – if you have any doubts about your ability to cope with the conditions
- Swim parallel to and not away from the shore when you swim long distances
- Swimming at the beach after dark means that you can't be seen if you get into difficulty

Key Safety Tips for Inland Waters

- Always swim with an adult – never swim alone
- Beware of slippery banks – don't walk close to, or run along the edge/bank.
- Check the water before entering or diving – for hazards and depth
- Read and obey notices and signs before entering
- Beware of boats using the waterway – avoid swimming near boat ramps or in areas set aside for boating
- Before entering – check for presence and strength of current and unknown area for hazards
- Before diving – check depth and presence of any snags, sandbanks, weeds, rocks or other hazards
- Enter cold water slowly
- If trapped in quicksand – spread the body's weight by lying flat on the surface, and move by slow arm and leg action
- If caught in a fast flowing river, rapids or storm water drain – float feet first in a half sitting position

Water Safety: Health and Physical Education

Key Safety Tips for Fishing

- Always fish with an adult
- Always wear a Personal Flotation Device (PFD)
- Check for hidden rocks or sudden drop-offs when wading
- Wear shoes with good grip – be careful of slippery rocks with moss and weed on them
- Watch for changes in weather and tides
- Never turn away from the sea – a wave may knock you over
- Never mix fishing and alcohol

Key Safety Tips for Boating

- Never go boating alone
- Everyone always wears a Personal Flotation Device (PFD)
- Don't stand up in the boat
- Check weather conditions – make for shore if bad weather threatens
- Always let someone know where you are going and what time you will return
- Wear and take appropriate spare clothes
- Boat should stay away from swimming areas, rocks and other craft
- Never mix boating and alcohol
- Ensure your boat has emergency equipment and stow safely
- Follow traffic rules
- Learn and practice capsize and person overboard drills
- Do not overload the boat
- Keep weight low and centred when leaving a boat

Activity 1 – Aquatic Recreation

- Using the sheet provided, complete an analysis of aquatic environments that may be used for recreation including features and hazards.
- Evaluate the choices people make in selecting a 'facility' for recreational use considering hazards and the consequent level of safety of the activity.
- This activity can be completed individually, in pairs or small groups, or through whole class discussion.
- Information can be sourced from the Royal Life Saving website or from the Swimming and Lifesaving manual and Bronze Medallion DVD.

Activity 2 – Recognising an Aquatic Emergency

In an aquatic emergency, it is vital that a rescuer be able to identify a person in difficulty in order to be able to successfully assist them.

- Using activity sheet 2, review case studies of rescue scenarios then identify the characteristics of a person in difficulty, including the non-swimmer, weak swimmer and the swimmer with an injury.
- Consider:
 - Facial expressions
 - Body position in the water
 - Clothing/attire
 - Communication issues
 - Environmental factors (eg. Affect of currents, waves, cold water)
- This activity may be completed through whole group discussion or through independent study.

Activity 3 – Self Preservation during Rescue

- Students review the case studies:
 - Person drowns trying to save someone else
 - Rescuer having to be rescued
- As a group, discuss the principles of self-preservation and the implications of not adhering to the principles when performing a rescue.
- Identify techniques that may be used to minimise risk to the rescuer in an aquatic emergency.

NB. Case studies available. To be printed from the website.

Extension Activity:

- Students complete one of the following to promote the importance of self-preservation:
 - Safety poster
 - Newspaper article
 - Article for school newsletter

Water Safety: Health and Physical Education

Activity 4 – Aquatic Rescues

- Investigate and analyse rescue techniques considering:
 - The type of person in difficulty (non swimmer, weak swimmer, or injured swimmer)
 - The environment they are in (lake/dam, river, beach/surf)
 - The equipment needed / available
 - The level of safety for the rescuer
- This activity is best suited to small group work, with each group investigating different combinations of variables.
- Each group then presents their findings to the class (eg: display, short talk, poster, matrix).

Activity 5 – Project

- Identify agencies responsible for the safety of others in aquatic environments.
- Students investigate one agency including the:
 - Mission
 - Scope of responsibility (eg. preventative actions, research, emergency response)
 - Membership (ie: who can join the organization)
 - Training required
 - Contact details
- Agencies may include:
 - The Royal Life Saving Society Australia
 - Surf Life Saving Australia
 - Australian Water Safety Council
 - Police
 - Ambulance
 - Water Police
 - The Royal Volunteer Coast Guard
 - State Emergency Service
 - Government Agencies (eg. Marine Board, Environmental Protection Agency)

Equipment Required

- HAPE master sheets, Activities 1 and 2
- Case Studies

Internet Access

Swimming and Lifesaving manual and Bronze Medallion DVD.
(contact the RLSSA branch in your state)

Water Safety: Study of Society and the Environment

Activity 1 – Identifying Key Waterways

- Students are divided into pairs.
- Each pair chooses an aquatic environment from:
 - Rivers/Creeks
 - Oceans/Beaches
 - Lake and Dams

Ensure that each topic is covered by an equal number of groups.

- Each group is to investigate from the material on the website and the school’s library the following information:
 - The key features of the aquatic environment. For example, what does it look like, what are its natural features, how it was created, what is its source.
 - Who are the users of this environment, both native inhabitants and human.
- Each pair is then to present a brief written report outlining their answers to the above questions.

Activity 2 – Similarities and Differences

- Students are to form groups of three, with one expert from each topic. One student from an oceans/beach group, one from rivers/creeks and one member from lakes and dams.
- Each expert shares their knowledge with the other group members and the group is given a table of similarities and differences to complete.
- The similarities and differences are discussed as a class.

Activity 3 – Research into Waterway Use – Past and Present

- Students may complete this activity as individuals, pairs or in small groups.
- Investigate a water environment and how its uses have changed over time. This could be a local river, lake, bay or ocean. Research this environment’s uses, both commercial and recreational as far back in history as possible. You could also include Aboriginal uses if significant.
- Students are to present the information as a timeline.

Activity 4 – Current Uses

- Brainstorm uses of natural or built water environments. This could be a local water environment.
- It may be useful to organise an excursion to a local water environment that has different groups using it.
- As a class discuss who the current users are and what they are using it for. For example, recreational uses, local industry and government.
- Discuss any conflict between the different groups as a result of the different uses.
- Draw up a table of advantages and disadvantages for each of the different uses.
- Students are to discuss whether they believe each activity should be allowed and explain why or why not.
- This can be written or oral discussion.

Activity 5 – Risks Involved

- Using the information discussed in Activity 4, choose one aquatic environment.
- Students are to complete a safety table that outlines:
 - Water use
 - Risks involved
 - Safety hints
- For example, *Beach environment*

Water use	Risks involved	Safety hints
Ocean fishing	Being washed away by large waves	Stay away from slippery rocks and wear appropriate footwear

Activity 6 – Project

- Using all the information gathered during previous activities, students are to design a ‘Users Guide’ to a water environment of their choice.
- This ‘Users Guide’ should include:
 - features of the environment
 - who uses the environment
 - the uses of the environment
 - the risks associated with the environment
 - how to use the environment safely
- An excursion could be organised to support the completion of the project.

Equipment Required

(Activities 1 – 6)

- Internet/Computer access
- Library
- SOSE Masters sheets, Activities 2 and 5
- Coloured pencils and textas
- Poster paper
- Key Safety Tips for Beaches, Rivers, Lakes and Dams, Fishing and Boating

Extension Activities

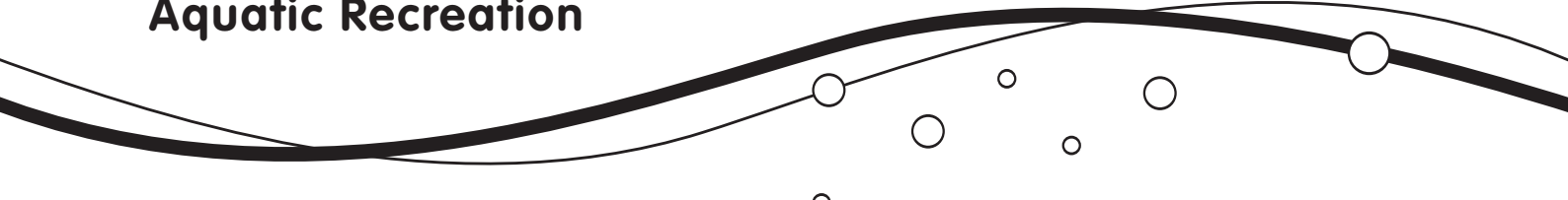
Refer to Royal Life Saving website for Test Yourself Quiz for Deep End, Water Safety Tips for Deep End and Gamezone for Deep End.

Excursions to water environments covered by students.

Assessment Criteria

Refer to the appropriate Learning Outcomes Chart provided.

Aquatic Recreation



Complete an analysis of aquatic environments that may be used for recreation including features and hazards.

AQUATIC 'FACILITY'	FEATURES Why do we visit this environment?	RECREATIONAL USES What do we do there?	HAZARDS
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Lakes and Dams

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Rivers

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Beach and Surf

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Swimming Pools

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Home

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Other:

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Other:

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Name:

Class:



Case Studies

Accepting Responsibility

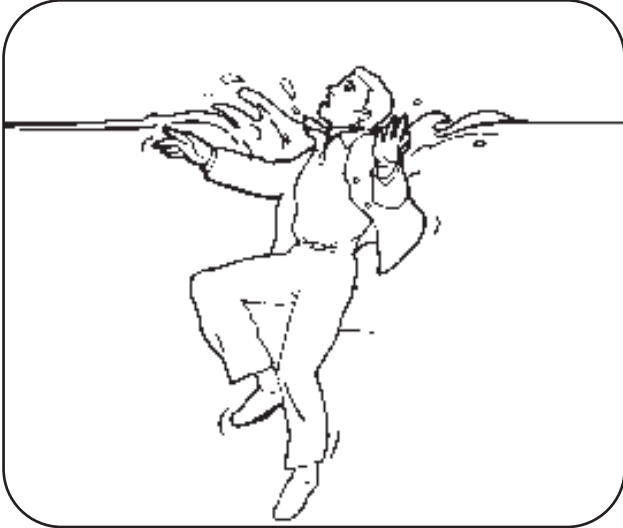
A 14 year old girl has been praised for her bravery and quick thinking following an incident yesterday. Tracey was sitting on the beach with her mother when she saw her young brother in difficulty in the water. Mother and daughter raced to the waters edge; Tracey managed to reach her brother and helped him to shore, where she comforted him. Her mother got into difficulty while trying to assist, and was brought to safety by some bodyboarders nearby.

Self Preservation

An 18 year old man and his 16 year old brother rescued a young child in very challenging flood conditions recently. The 10 year old child was clinging to a tree after being washed off the roof of a car. The young man saw the child in difficulty and called to his brother to grab a rope from his car. He secured one end of the rope to the tow bar of his car and the other end around his waist. Before wading into the cascading water he picked up a tree branch that had been washed up by the water. The child was brought to safety and treated for hypothermia. The young men have been congratulated on their clear thinking and prompt actions.

Recognising an Aquatic Emergency

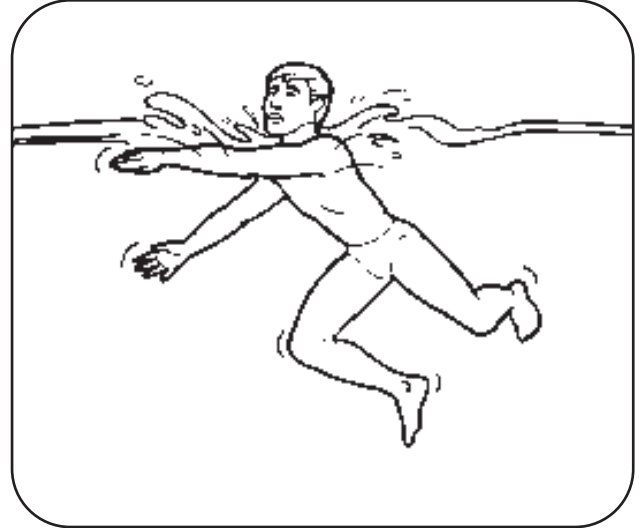
Identify common characteristics of a person in trouble in the water.



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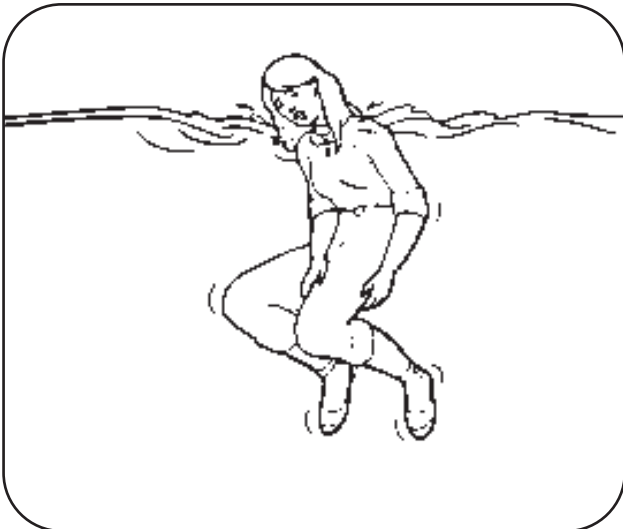
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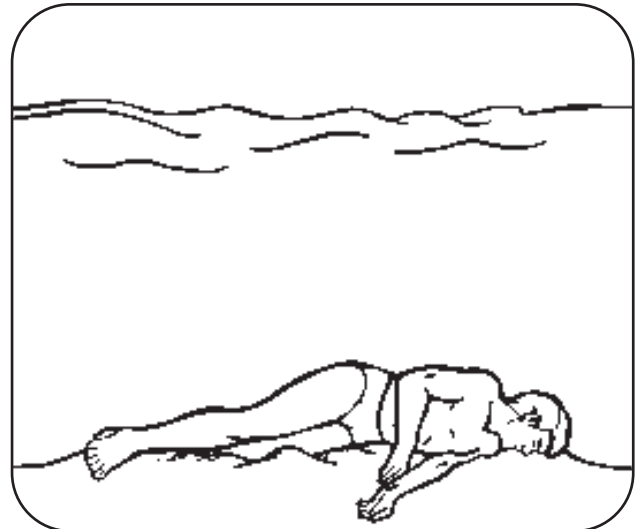
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Case Studies

Drowning while Performing Rescue

An 18 year old drowned yesterday while trying to save his sister and three of her friends. The group had been swept into a rip after being knocked over by heavy surf. The young man was watching from the beach and ventured into the water to rescue the group. Very soon, he too was struggling and slipped beneath the surface within sight of the group.

Rescuer being Rescued

A young woman is being treated for shock and minor injuries following a boating accident yesterday. The woman was fishing from an aluminium boat with friends when she noticed a man in a dingy signalling for help about 15 metres away. Wanting to assist the man, she entered the water and started to swim towards the dinghy, but was quickly overcome by the cold water. The young woman was rescued shortly afterwards by her friends in the 'tinny' who then went to the aid of the man in the dinghy, where they found he had run out of fuel.

Similarities and Differences

In groups complete the table by identifying the similarities of, and differences between, each water environment.

SIMILARITIES

DIFFERENCES

Oceans/Beaches

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Rivers/Creeks

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Lakes/Dams

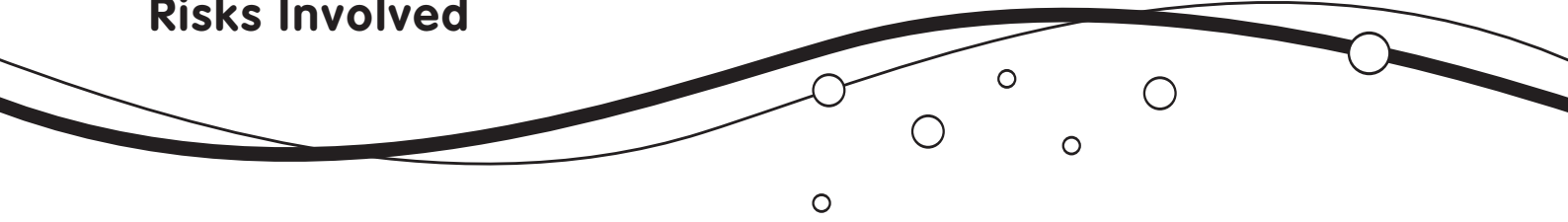
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Name:

Class:



Risks Involved



In groups complete the table by identifying the risks involved in each water environment.

WATER USE	RISKS INVOLVED	SAFETY HINTS
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Oceans/Beaches

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Rivers/Creeks

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Lakes/Dams

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Name:

Class:

