



# T-A Level 03

## MUST SEE ASSESSMENT GUIDE & TEACHING TIPS



ROYAL LIFE SAVING  
AUSTRALIA



STRAND	SKILL OUTCOME	MUST SEE CRITERIA	TEACHING TIPS
Hazards & Personal Safety	Understand and follow safety rules for aquatic environments	<ul style="list-style-type: none"><li>• Correctly answer questions about safety rules for different aquatic environments</li><li>• Reads signs and obeys rules when in aquatic environments</li></ul>	<ul style="list-style-type: none"><li>• Find out what they already know and understand about dangers and safe behaviours in different aquatic environments.</li><li>• Discuss safety rules: around backyard pools, lifejacket use, water safety signs, adult supervision, safe play areas, swimming in patrolled areas, listening to lifesavers or lifeguards.</li><li>• Bust some myths around drowning deaths (make sure research backs you up!)</li></ul>
Hazards & Personal Safety	Explore how to participate safely in a range of aquatic activities	<ul style="list-style-type: none"><li>• Discuss and correctly answer questions on ways to participate safely in a range of aquatic activities</li></ul>	<ul style="list-style-type: none"><li>• Ask what aquatic activities they participate in or are interested in learning.</li><li>• Use case studies, personal experiences or scenario- based situations to highlight dangers and safe behaviours.</li><li>• Discuss a range of activities: open water swimming, lifesaving, boating, watercraft, fishing, snorkelling.</li><li>• Discuss ways to participate safely: never go alone, check conditions, look after your mates, take lessons first, avoid risk-taking.</li></ul>
Hazards & Personal Safety	Understand personal abilities and limitations that affect safety in and around water	<ul style="list-style-type: none"><li>• Discuss and correctly answer questions relating to personal behaviours that effect personal safety in aquatic environments</li></ul>	<ul style="list-style-type: none"><li>• Ask students to assess their personal aquatic abilities and limitations and think about how this may differ in various aquatic environments, conditions, and impact participation in aquatic activities.</li><li>• Discuss use of alcohol and drugs, peer influences and group pressure, personal health and wellbeing, risk-taking and poor decisions.</li></ul>
Entry & Exit	Dive in entry	<ul style="list-style-type: none"><li>• Stand on pool edge with toes over edge</li><li>• Push off to extend legs</li><li>• Arms fully extended, hands and head locked</li><li>• Hands enter water first</li><li>• Legs straight on entry</li><li>• Glide and commence kicking</li><li>• Steer up and end in secure upright position</li></ul>	<ul style="list-style-type: none"><li>• Use progressions to prepare students for the full dive in entry, e.g., sitting dive, kneeling dive, crouching dive.</li><li>• Avoid using equipment such as hoops or water noodles to dive through or over when teaching diving as unsafe.</li><li>• Explain rules for diving and dangers associated with unsafe practise.</li></ul>

Flotation	Float, scull or tread water for 2 minutes and signal for help	<ul style="list-style-type: none"> <li>• Interchange between floating, sculling and treading water</li> <li>• Keep mouth clear of water to breathe normally</li> <li>• Intermittently signal for help</li> <li>• Duration of 2 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss survival strategies for aquatic emergencies.</li> <li>• Signal for help – raise one open hand, wave above head and shout to attract attention.</li> <li>• Incorporate into a scenario to improve learning e.g., boat capsizes in open water.</li> </ul>
Swimming	Swim 50 metres freestyle	<ul style="list-style-type: none"> <li>• Streamline position</li> <li>• Continuous flutter kick</li> <li>• Effective arm pull and push phase</li> <li>• Bent arm recovery with extended entry</li> <li>• Breathing pattern established</li> <li>• Distance of 50 metres</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use drills to improve stroke technique and efficiency.</li> <li>• Introduce timed swims for a sense of personal achievement (record time).</li> </ul>
Swimming	Swim 50 metres backstroke	<ul style="list-style-type: none"> <li>• Streamline position</li> <li>• Continuous flutter kick</li> <li>• Effective arm pull and push phase</li> <li>• Straight arm recovery</li> <li>• Shoulder rotation</li> <li>• Distance of 50 metres</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use drills to improve stroke technique and efficiency.</li> </ul>
Swimming	Swim 50 metres survival backstroke	<ul style="list-style-type: none"> <li>• Symmetrical and simultaneous leg and arm actions</li> <li>• Effective inverted 'whip kick'</li> <li>• Underwater arm recovery</li> <li>• Glide phase</li> <li>• Distance of 50 metres</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use drills to improve stroke technique and efficiency.</li> <li>• Introduce holding a buoyant aid to simulate rescuing a casualty to build endurance and develop an efficient kick.</li> </ul>
Swimming	Swim 50 metres breaststroke	<ul style="list-style-type: none"> <li>• Symmetrical and simultaneous leg and arm actions</li> <li>• Effective whip kick</li> <li>• Correct phases of arm action; catch and out-sweep, down and in-sweep and recovery</li> <li>• Correct timing</li> <li>• Distance of 50 metres</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use drills to improve stroke technique and efficiency.</li> <li>• Discuss differences between survival and competition breaststroke.</li> </ul>

Swimming	Swim 25 metres sidestroke	<ul style="list-style-type: none"> <li>• Streamline position on side</li> <li>• Effective scissor kick</li> <li>• Arm action with one in propulsion phase, the other in recovery</li> <li>• Correct timing with upper leg and upper arm propulsion and recovery simultaneous</li> <li>• Distance of 25 metres</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the leg action out of the water.</li> <li>• Practise the scissor kick using support of two kickboards.</li> <li>• Introduce the upper arm action first with the leg action.</li> <li>• Swim short distances often to first focus on technique rather than distance.</li> </ul>
Underwater Skills	Surface dive, swim underwater for up to 3 metres and search to recover an object in deep water	<ul style="list-style-type: none"> <li>• Submerge head or feet-first in deep water</li> <li>• Open eyes underwater</li> <li>• Swim underwater for up to 3 metres</li> <li>• Use hands in sweeping motion to search for object</li> </ul>	<ul style="list-style-type: none"> <li>• Practise each component of the sequence separately before putting it together.</li> <li>• Retrieve more than one object to increase the difficulty of this skill.</li> </ul>
Lifesaving	Respond to an emergency and perform a primary assessment	<ul style="list-style-type: none"> <li>• Assess the emergency</li> <li>• Check for and remove any dangers</li> <li>• Assess response e.g., squeeze shoulders, give commands</li> <li>• Simulate calling Triple Zero (000) or request bystander to assist</li> <li>• Open mouth, look for obstruction, if visible roll to side and finger sweep</li> <li>• Tilt head and lift chin to open airway</li> <li>• Look, listen and feel for breathing</li> <li>• Place casualty in recovery position</li> <li>• Continue to monitor casualty</li> </ul>	<ul style="list-style-type: none"> <li>• Find out if students have undertaken a CPR course previously and how long ago – this will guide the learning.</li> <li>• Plan dryland lesson so students can come appropriately dressed.</li> <li>• Highlight that family members are most likely first responders to an emergency so it's important to know what to do.</li> <li>• Be sensitive to students' previous emergency experiences.</li> <li>• Encourage students to complete a full and certified CPR or First Aid course.</li> </ul>

Rescue	Rescue initiative scenario no more than 10 metres	<p>Rescue a casualty no more than 10 metres:</p> <ul style="list-style-type: none"> <li>• Assess the emergency e.g., environment, distance from safety, casualty's condition</li> <li>• Provide reassurance and effective instructions to casualty</li> <li>• Ensure self-preservation by positioning securely</li> <li>• Use available aids effectively</li> <li>• Use a method appropriate for the scenario</li> <li>• Secure casualty, ready for exit</li> <li>• Explain reasons for actions taken</li> </ul>	<ul style="list-style-type: none"> <li>• This is a non-swimming rescue.</li> <li>• Provide different and realistic scenarios for each student.</li> <li>• Scenarios should include: environment (pool, lake, waterhole), conditions (windy, calm), casualty condition (non, weak, injured, unconscious), aids available etc.</li> <li>• Provide rescue aids that may be available at the aquatic environment of the scenario.</li> </ul>
		<p>Note: Rescue methods may be any of those from previous levels.</p>	
Sequencing & Survival Skills	Perform a survival sequence wearing light clothing	<p>Demonstrate continuous sequence wearing light clothing - shorts and t-shirt, pyjamas, or long sleeve shirt and long pants:</p> <ol style="list-style-type: none"> <li>a) Float, scull or tread water for 2 minutes – may change from one to other</li> <li>b) Remain calm</li> <li>c) Signal for help with hand in air and shout to attract attention</li> <li>d) Swim survival strokes slowly for 3 minutes, changing stroke every minute</li> <li>e) Select appropriate exit for environment</li> <li>f) Reflect on actions</li> <li>g) Acknowledge personal aquatic strengths and limitations through answering questions</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss survival strategies for aquatic emergencies.</li> <li>• Experience wearing light clothing in shallow water first.</li> <li>• Practice each component of the sequence separately before putting it together.</li> <li>• Use questioning to elicit responses for assessment e.g., was the sequence challenging? could they do this in open water?</li> </ul>