



T-A Level 04

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">• Correctly answer questions about safety rules for different aquatic environments• Reads signs and obeys rules when in aquatic environments	<ul style="list-style-type: none">• Find out what they already know and understand about dangers and safe behaviours in different aquatic environments.• 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.• Bust some myths around drowning deaths (make sure research backs you up!)
Hazards & Personal Safety	Explore how to participate safely in a range of aquatic activities	<ul style="list-style-type: none">• Discuss and correctly answer questions on ways to participate safely in a range of aquatic activities	<ul style="list-style-type: none">• Ask what aquatic activities they participate in or are interested in learning.• Use case studies, personal experiences or scenario- based situations to highlight dangers and safe behaviours.• Discuss a range of activities: open water swimming, lifesaving, boating, watercraft, fishing, snorkelling.• Discuss ways to participate safely: never go alone, check conditions, look after your mates, take lessons first, avoid risk-taking.
Hazards & Personal Safety	Understand personal abilities and limitations that affect safety in and around water	<ul style="list-style-type: none">• Discuss and correctly answer questions relating to personal behaviours that effect personal safety in aquatic environments	<ul style="list-style-type: none">• 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.• Discuss use of alcohol and drugs, peer influences and group pressure, personal health and wellbeing, risk-taking and poor decisions.
Entry & Exit	Dive in entry	<ul style="list-style-type: none">• Stand on pool edge with toes over edge• Push off to extend legs• Arms fully extended, hands and head locked• Hands enter water first• Legs straight on entry• Glide and commence kicking• Steer up and end in secure upright position	<ul style="list-style-type: none">• Use progressions to prepare students for the full dive in entry, e.g., sitting dive, kneeling dive, crouching dive.• Avoid using equipment such as hoops or water noodles to dive through or over when teaching diving as unsafe.• Explain rules for diving and dangers associated with unsafe practise.• Progress to diving off dive block if not already experienced.

Flotation	Float, scull or tread water for 5 minutes and signal for help	<ul style="list-style-type: none"> • Interchange between floating, sculling and treading water • Keep mouth clear of water to breathe normally • Intermittently signal for help • Duration of 5 minutes 	<ul style="list-style-type: none"> • Discuss survival strategies for aquatic emergencies. • Signal for help – raise one open hand, wave above head and shout to attract attention. • Incorporate into a scenario to improve learning e.g., boat capsizes in open water. • Gradually build up to 5 minutes.
Swimming	Swim 200 metres continuously using 1 swimming stroke and 2 survival strokes	<ul style="list-style-type: none"> • Continuous swim, i.e., no stopping or standing • Swim slowly, changing strokes • 1 swimming and 2 survival strokes • Distance of 200 metres 	<ul style="list-style-type: none"> • Try different stroke combinations.
Swimming	Swim 100 metres freestyle	<ul style="list-style-type: none"> • Continuous swim, i.e., no stopping or standing • Efficient freestyle technique; streamline, continuous leg and arm action, correct timing • Distance of 100 metres 	<ul style="list-style-type: none"> • Use a variety of drills and activities to develop efficiency and build endurance. • Introduce timed swims for a sense of personal achievement (record time).
Swimming	Swim 100 metres backstroke	<ul style="list-style-type: none"> • Continuous swim, i.e., no stopping or standing • Efficient backstroke technique; streamline, continuous leg and arm action, correct timing • Distance of 100 metres 	<ul style="list-style-type: none"> • Use a variety of drills and activities to develop efficiency and build endurance. • Introduce timed swims for a sense of personal achievement (record time).
Swimming	Swim 100 metres survival backstroke	<ul style="list-style-type: none"> • Continuous swim, i.e., no stopping or standing • Efficient survival backstroke technique; streamline, symmetrical and simultaneous, glide, correct timing • Distance of 100 metres 	<ul style="list-style-type: none"> • Introduce holding a buoyant aid to simulate rescuing a casualty to build endurance and develop an efficient kick. • Use swim as a cool down activity at the end of a lesson.
Swimming	Swim 100 metres breaststroke	<ul style="list-style-type: none"> • Continuous swim, i.e., no stopping or standing • Efficient breaststroke technique; streamline, symmetrical and simultaneous, glide, correct timing • Distance of 100 metres 	<ul style="list-style-type: none"> • Use a variety of drills and activities to develop efficiency and build endurance. • Introduce timed swims for a sense of personal achievement (record time).

Swimming	Swim 50 metres sidestroke	<ul style="list-style-type: none"> • Streamline position on side • Effective scissor kick • Arm action with one in propulsion phase, the other in recovery • Correct timing with upper leg and upper arm propulsion and recovery simultaneous • Distance of 50 metres 	<ul style="list-style-type: none"> • Introduce holding a buoyant aid to simulate rescuing a casualty to build endurance and develop an efficient kick.
Underwater Skills	Tumble Turn	<ul style="list-style-type: none"> • Swim towards wall in a continuous movement • Head follows the last arm stroke • Chin tucked through the turn • Flip feet straight over the top in a tucked position • Push off wall in streamline position with arms extended • No breathing on last stroke or first stroke 	<ul style="list-style-type: none"> • Ensure water depth is suitable for somersaults. • Encourage nose bubbles during the turn phase of this skill. • Practise from a stand start to stand finish position. • Try push and glide from wall then somersault for initial practises.
Lifesaving	Respond to an emergency and perform a primary assessment	<ul style="list-style-type: none"> • Assess the emergency • Check for and remove any dangers • Assess response e.g., squeeze shoulders, give commands • Simulate calling Triple Zero (000) or request bystander to assist • Open mouth, look for obstruction, if visible roll to side and finger sweep • Tilt head and lift chin to open airway • Look, listen and feel for breathing • Place casualty in recovery position • Continue to monitor casualty 	<ul style="list-style-type: none"> • Find out if students have undertaken a CPR course previously and how long ago – this will guide the learning. • Plan dryland lesson so students can come appropriately dressed. • Highlight that family members are most likely first responders to an emergency so it's important to know what to do. • Be sensitive to students' previous emergency experiences. • Encourage students to complete a full and certified CPR or First Aid course.

Rescue	Rescue initiative scenario no more than 15 metres	<p>Rescue a casualty no more than 15 metres:</p> <ul style="list-style-type: none"> • Assess the emergency e.g., environment, distance from safety, casualty's condition • Provide reassurance and effective instructions to casualty • Ensure self-preservation throughout rescue • Use available aids effectively • Use a method appropriate for the scenario • Secure casualty, ready for exit • Explain reasons for actions taken <p>Note: Rescue methods may be any of those from previous levels and include non-contact methods.</p>	<ul style="list-style-type: none"> • This is a non-swimming rescue. • Provide different and realistic scenarios for each student. • Scenarios should include: environment (pool, lake, waterhole), conditions (windy, calm), casualty condition (non, weak, injured, unconscious), aids available etc. • Provide rescue aids that may be available at the aquatic environment of the scenario.
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"> a) Float, scull or tread water for 2 minutes – may change from one to other b) Remain calm c) Signal for help with hand in air and shout to attract attention d) Swim survival strokes slowly for 3 minutes, changing stroke every minute e) Select appropriate exit for environment f) Reflect on actions g) Acknowledge personal aquatic strengths and limitations through answering questions 	<ul style="list-style-type: none"> • Discuss survival strategies for aquatic emergencies. • Experience wearing light clothing in shallow water first. • Practice each component of the sequence separately before putting it together. • Use questioning to elicit responses for assessment e.g., was the sequence challenging? could they do this in open water?