

# Maximising Access and Inclusion

GENERAL INFORMATION



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## Acknowledgement



*Image: Painting by Nathan Patterson, a proud Wagiman man. The painting is a tribute to both the traditional custodians of the land and the role lifesaving plays in bringing together and protecting the Victorian community.*

Life Saving Victoria respectfully acknowledges the Traditional Owners of the land and waterways in which we swim, explore, play, meet and live.

We acknowledge the Bunurong People and the Wurundjeri People of the Kulin Nation on which this guide was written.

We pay our respects to Elders past and present and celebrate the stories, culture and traditions of Aboriginal and Torres Strait Islander peoples of all communities who also work and live on these lands.

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## Forward:

All children should be provided the opportunity to enjoy the water safely. It is important to consider different learning styles when setting up and delivering programs which can be impacted by:



- Age and gender
- Physical or intellectual characteristics
- Environment (weather, location, people, etc.)
- Language, literacy and numeracy
- Ethnicity
- Stage of development
- Cultural and situation factors
- Current knowledge and experience
- Learning preferences: visual, auditory, read/write, kinaesthetic

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## Program Set-up

Before the program begins, it is important to consider participant needs including those of the participant family.

### Marketing and enrolment

- ☐ Does the marketing show diversity?
- ☐ Has the program been marketed across multiple avenues; all local schools, social media, council websites, posters, direct to community groups, etc?
- ☐ Have you considered the time of day/ year around significant cultural events (i.e., Good Friday, Ramadan, etc.)?
- ☐ Is enrolment and participant information in plain language?
  - ☐ See LSV example enrolment form [here](#) and school form [here](#)
- ☐ Is the enrolment form written with inclusive language (i.e., 'parent/ guardian' rather than mother/ father, etc.)?
- ☐ Have you requested all relevant participant information (i.e., sensory, physical, language needs)?
- ☐ Have you provided concession / discounted rates for those in the community most in need?
- ☐ Are participants able to receive their rashie and cap (if applicable) ahead of time





## Program location

- ☐ Have you confirmed the Traditional Owners of the land you are delivering the program? Is the location of significant cultural significance and has this been discussed with relevant groups?
- ☐ Can all participants (and parent/ guardians/ teachers) access all program areas? Areas to consider include:
  - ☐ Carpark to program activities
  - ☐ Toilet/ change facilities
  - ☐ Activities on land and water (participants)
- ☐ Are hire arrangements required: i.e. accessible toilet, ramps/ beach matting, etc.?
- ☐ Is there shelter available to provide both cooler and warmer options? Some people are unable to regulate their body temperature, and this may be required quickly.
- ☐ Is there an area where participants, guardians, teachers and staff are able to access a quiet space? This could be in club rooms, a quiet café area, a shaded area with sensory items, etc.
- ☐ Do you have any sensory fidgets available for participants.
- ☐ For holiday programs, consider needs for parents/ guardians with additional children (i.e. prams access, nappy change, save play areas, etc.).

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## Teaching Tips

Instructors are responsible for the coordination of activities for their group of participants on the day, as well as encouraging participants to learn.

A successful Instructor is flexible and adapts activities to ensure every participant in the group, regardless of age, gender, ability, or background, is afforded the opportunity to participate and learn skills and knowledge from the Education Program.

It is the Instructor's responsibility to ensure there is a focus on inclusion and respect in all activities.

**It is also important to note that many Instructors may be new to teaching and the below can take time and experience to learn; do your best and have the participants safety and inclusion as a priority and the rest will follow!**

**Further training (see above) is recommended no matter where you are on your teaching journey, there is always something new to learn and many ways to teach!**

Activity	Suggested practices
Introductions	<ul style="list-style-type: none"><li>- Update social stories relevant to your location and share with participant families/ school ahead of the day/s.</li><li>- Check-in with the supervising teacher, parent/ guardian and participants themselves on preferred teaching styles and needs before getting started.</li><li>- Work with participant's strengths and abilities and be flexible with your activities to best suit the group and individuals.</li><li>- Introduce yourself and provide an outline for the day/ activity – use schedule boards and count downs if appropriate,</li><li>- Address the participants by their name.</li><li>- Use terms like 'children', 'everyone', rather than 'guys' / 'girls' when addressing the group.</li><li>- Allow participants time to join in on their terms.</li><li>- Build a rapport with people in your group.</li><li>- Know your content and have fun!</li></ul>
Set boundaries	<p>Set boundaries early and be clear and consistent:</p> <ul style="list-style-type: none"><li>- Share in a positive manner (i.e. "stay within the program boundary – within flags and cones" rather than "don't go outside the program boundary – flags and cones"</li><li>- Ensure boundaries are necessary i.e.:<ul style="list-style-type: none"><li>▪ Safety expectations (wearing rash vests, staying with group, keep head above water when Instructor is talking. etc.)</li><li>▪ Respect – for themselves, teacher and other students (listening to others, participating when you feel comfortable etc.)</li><li>▪ Behaviour (treating equipment appropriately, allowing others to have a turn, etc.)</li></ul></li></ul> <p>Participants may present with challenging behaviours when they are dysregulated or overwhelmed by the sensory or unpredictable environment, instructions/ demands or social aspects of the program. Whilst safety is paramount work with parents/guardians or teachers to support the child regulate with empathy. All behaviour is a form of communication.</p>

Activity	Suggested practices
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### Four stages of learning a new skill

Perceiving:	<p>When an instruction is given, the participant perceives and interprets what is required to be performed.</p> <p>Instructors can help participants by:</p> <ul style="list-style-type: none"> <li>- Using clear and specific language, avoid metaphors and jargon</li> <li>- Allowing processing time, then repeat</li> <li>- Demonstrating the skill (ensure all participants can see/ hear the demonstrations)</li> <li>- Breaking skills into smaller chunks</li> <li>- Providing examples</li> </ul>
Deciding:	<p>Once the participant has interpreted the instruction given, they decide how they are going to perform the task.</p> <p>Instructors can help participants by:</p> <ul style="list-style-type: none"> <li>- Relating the task to something they know or are interested in</li> <li>- Demonstrating the whole skill</li> <li>- Encouraging questions</li> <li>- Building on past experiences</li> </ul>
Acting:	<p>The participant performs the task by putting the instruction into action.</p> <p>Instructors can help participants by:</p> <ul style="list-style-type: none"> <li>- Providing lots of practice time</li> <li>- Repeating skills</li> <li>- Performing them regularly</li> </ul>
Feedback:	<p>The Instructor observes how the task was performed by the participant and gives feedback.</p> <p>Instructors can help by:</p> <ul style="list-style-type: none"> <li>- Giving positive and constructive feedback in a variety of ways</li> <li>- Giving feedback as close as possible after participant's performance</li> </ul>

### Additional tips to keep participants engaged

- Keep participants moving.
- Allow and encourage participants to use communication, sensory and calming items – i.e., communication boards/ images, headphones, sensory toys, fidgets, etc.
- Skills learned on one day may not be repeated the next due to processing difficulties, you may need to start from the beginning of the skill.
- Lack of eye contact or fidgeting doesn't always mean participants are not paying attention and may improve concentration for some participants.
- If safe to do so, allow participants to stay in the water when waiting their turn particularly in very hot or cold/ windy weather.
- Have distraction activities ready when there is a wait time.
- Realise wandering behaviour is common (work with participant/ parent/ guardian/ teacher on how to address this).
- Playing games where there are no 'winners' and 'losers'.
- Providing alternate choices, i.e.:
  - Encourage children not ready to participate to 'help' you carry items or set-up activities
  - Encourage children to demonstrate/ teach the group.
- Use activity modifications and extensions cards to cater activities to your group.

## Activity Modifications

Things that can make it difficult for children to participate:

- Overcrowding, chaos and noise
- Lengthy periods of waiting
- Unpredictable sensory issues or lack of sensory supports
- Over reliance on verbal instructions
- Focus on competition and pressure to perform

The program consists of activities that engage different learning styles:

- Kinaesthetic: learn best through practical activities
- Read/ Write: learn best through words
- Auditory: learn best through listening and speaking
- Visual: learn best through pictures and observing demonstrations

You have access to core lessons plans with variations and extension cards for all activity types. If something isn't working, change it up for the individual or the whole group. When using the suggested modifications or coming up with you own, consider the TREE model to be inclusive for participants with a range of abilities and understanding.

Teaching Style: Communication and delivery strategies/ideas to assist participants achieve success.

Rules: Simplifying or changing rules, then re-introduce as skill levels increase.

Equipment: Using different sizes, shapes, colours, textures and/or weights of equipment.

Environment: Varying the length, height, zones, floor, and seating/standing conditions of a activity area.

Activity	Modifications
Be Aware and Be Prepared	Ask yes or no questions and move on to open ended questions when participants are comfortable. Play a game of charades. Use magnet boards. Encourage parents/ guardians to walk around with the group
Everyday Lifesaver	For younger groups, focus on DRS. Be mindful of who you are pairing together particularly older students and check participants are comfortable being close to partners, i.e., checking airways or using bandages – practise on self. Use alternative scenarios.
Introduction to Lifesaving Education	Support participants where needed by calling out children's names yourself, rolling the ball, creating a smaller or larger circle, using a ball that is easier to catch, etc. Choose another activity: 'I went swimming and I brought...' game, 'Get to know you' bingo, Two truths and a lie, 'rock, paper, scissors, tag'. Relate back to participants interest, i.e. name the group after an aquatic animal in Minecraft.
Iron Challenge	Walk or run out and swim back. Stagger calls so one number gets a head start. If you have more than 4 per team, include 2 person rescues to even out numbers or when participants need some extra support, or buddy up older participants with younger participants.

Activity	Modifications
	Adjust distances and equipment based on skill level to make more achievable or more challenging. Always have a supervisor at the deepest point.
My Community	<p>Invite an Elder from your local Traditional Owners to speak about their connection to the waterway and land on which the program is being delivered.</p> <p>Invite Emergency Services personnel (Police, SES, CFA, etc.) to talk about their roles around water and keeping the community safe and sharing activities (i.e. dress-ups).</p> <p>Make use of magnet boards, images and signage.</p> <p>Have participants work in pairs or you lead the discussion/s with the whole group.</p>
Rescue Strategies	<p>Practise the rescue techniques on land with a rope or line in the sand/dirt to represent the 'water's edge', move into water if/when comfortable.</p> <p>Be flexible with options, some participants may have sensory aversions or inclination for particular rescue items.</p>
Safe Boarding	<p>For those participants who are unable to confidently balance themselves, assist them by holding the top of the board and pulling them through the water.</p> <p>Have alternative options available – larger or smaller boards, a foam mat, etc.</p> <p>Have participants in lifejackets if required (i.e. lack of confidence, limited shallow water, etc.)</p>
Sprints	<p>Lay down a towel or allow participants to start from a standing position if they cannot lie on the sand/ dirt.</p> <p>Set the games up so that there are no winners and losers.</p> <p>Mix up the sprints by having participants skip/crawl/ side-step/ crabwalk or run backwards.</p> <p>For younger participants or if the ground is not suitable for participants to be diving into the ground swap this out for the following extension activities:</p> <ul style="list-style-type: none"> <li>• Rocks and Rips</li> <li>• Fill the bucket (great for hot days too)</li> <li>• Relay races</li> <li>• Eggs and spoon races</li> </ul>
Staying Fit & Healthy	Stick to the basics and talk about all foods positively (i.e., occasional food), avoid labelling any choices as 'bad'. There are many reasons including religious, moral, health, sensory sensitivities, education and socioeconomic reasons why different food choices might be made.
Survival Strategies	<p>Run the activity as a game or relay trying on the lifejackets dry.</p> <p>Encourage participants to participate in the huddle while understanding this may be more difficult for some due to sensory or cultural differences.</p>
Survival Swimming	<p>Work to your participants abilities and confidence.</p> <p>Seek support from your TL or work with other groups where possible if you have varying levels of ability and confidence.</p> <p>Use floatation devices as needed (noodles, kickboards, etc.)</p> <p>Have participants in lifejackets whenever needed.</p>



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## Further training:

This document is provided in conjunction with the online and in-person program training delivered as part of your LEP partnership. Further training to ensure staff are supported to deliver inclusive programs is recommended below:

- Complete online training (details below)
- Complete a course (details below)
- Book a Professional Development session (details below)
- Provide options for staff to observe other teachers/ Instructors or visit other programs
- Ask for advice from others
- Attend workshops/ webinars
- Join industry groups on social media

For further support, the team can also be contacted on [education@lsv.com.au](mailto:education@lsv.com.au) or (03) 9767 6940.



### Online Professional Development

There are a range of online training modules to cater teaching to people with a variety of backgrounds. LSV provides free online modules to holders of an LSV Swim Teacher licence including:

- Swim Teacher – Teaching and Learning Strategies
- Swim Teaching for Participants on the Autism Spectrum (RLSSA)

These and more can be accessed in the Professional Development area at [www.lsv.com.au/training](http://www.lsv.com.au/training)



### Public Training Course

#### Teacher of People with a Disability

Prerequisite: SISCAQU024 Teach water familiarisation, buoyancy, and mobility skills and SISCAQU025 Teach water safety and survival skills, prior to enrolment/ Teacher of Swimming and Water Safety).

[Course information](#)



### In-Person Professional Development Workshop

Life Saving Victoria's team deliver customised workshops including tips and strategies to overcome challenging classes.

Complete the [form](#) or contact the Education Team to discuss.