

Survival strategies



Lifesaving education programs

In this activity, participants will learn how to correctly fit and wear a lifejacket, along with the HELP and HUDDLE survival positions.

Outcomes:

- Demonstrate the correct putting on, fitting and removal of a life jacket
- Recognise and describe the safety features of a lifejacket
- Demonstrate the HELP and HUDDLE survival positions

Equipment:



☐ Type 1 lifejackets
(1 per participant)



☐ Type 2 lifejackets
(as examples)

Key messages:



Never swim or recreate alone
Always swim with a friend



Always wear a lifejacket
when boating or rock fishing



Know what to do in an
emergency situation



Call for help



Be aware and be prepared



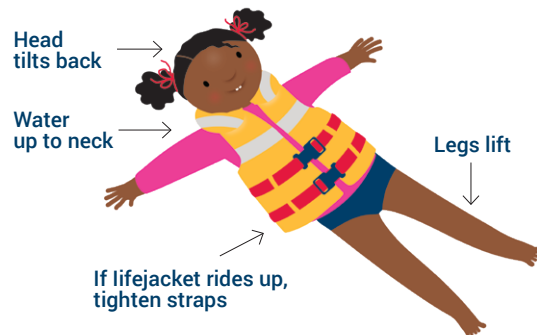
Survival strategies

Instructions:

- 1 In a group discuss what participants know about lifejackets, including the consequences of a lifejacket that is too big or too small. Discuss the difference between Type 1 and Type 2 lifejackets.
- 2 Hand out the lifejackets and have participants practise putting them on, pointing out all features:



- 3 Once all participants have their lifejackets on correctly, lead them into waist depth water and practise the floating position.



- 4 Demonstrate and practise the HELP (Heat – Escape – Lessening – Posture) position and discuss its purpose.



- 5 Demonstrate and practise the HUDDLE position and discuss its purpose.



Video demonstration



Key questions:



Q. What is the purpose of a lifejacket?

A. Lifejackets allow people to float on the water while awaiting rescue.

Q. Why are lifejackets brightly coloured?

A. Lifejackets are brightly coloured so that rescuers can spot the wearers. They also have high visibility strips and whistles attached for attracting attention.

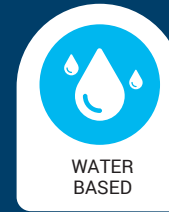
Q. Why is it better to put on a lifejacket before entering the water?

A. Accidents happen quickly. There may not be time to pick up or put on your lifejacket if you encounter a water hazard (eg: slip off rocks). It is also incredibly difficult to put on a lifejacket when in the water.

Dry modification: Relay race

Divide participants into two lines standing opposite each other with a lifejacket on the ground in front of them. On the command, the first participant will put on the lifejacket, run to the group member opposite them, take off the lifejacket and give it to the next person to put on. Continue the activity until everyone has had a go.

Safe boarding



Lifesaving education programs

Lifesavers use boards to rescue people in the water. In this activity, participants will use boards to practise the basic skills required to assist a swimmer in trouble.

Outcomes:

- Recognise how boards can be used to assist swimmers in trouble
- Develop board skills of balance, paddling and kicking
- Demonstrate the basic board skills required to assist a swimmer in trouble

Equipment:

- ☐ Body boards
- ☐ Shallow area for participants to gain confidence getting on/off the boards
- ☐ Lifejackets (only needed when using boards deeper than waist depth under supervision)

Key messages:



Never swim or recreate alone
Always swim with a friend



Swim between the flags



Know what to do in an emergency situation



Call for help



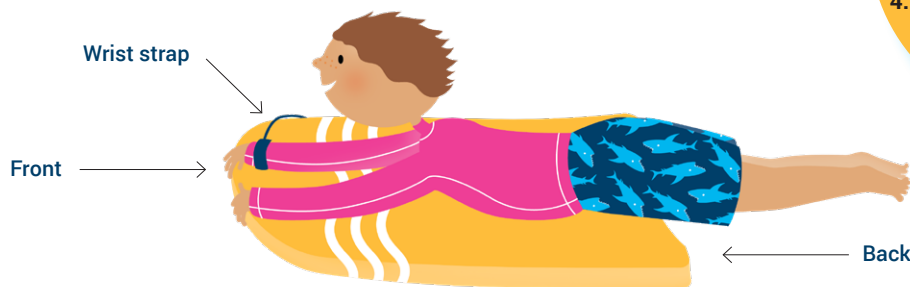
Be aware and be prepared



Safe boarding

Instructions:

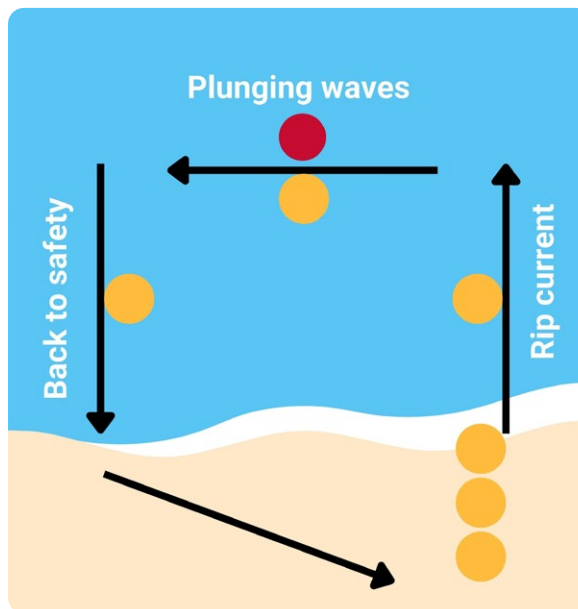
- 1 Place boards in a circle or semi-circle formation with each participant positioned next to a board.
- 2 Identify and explain the different parts of the board.



- 3 Demonstrate the following board skills, and ask participants to copy:
 - Laying down on the board in correct position
 - Paddling with both hands
 - Kicking
 - Turning
- 4 Move into shallow water and demonstrate how to safely enter with a board. Have participants practise skills they have learnt.
- 5 Have participants enter the water and practice the skills they have learned, travelling in a box formation, with instructor at deepest point, creating waves for the participants to navigate.
- 6 For inland waterways, you may need to set up in deeper water. To do this, have one instructor on a rescue board downstream of rip/current and one instructor as a catcher below. Participant must be wearing lifejacket. Participants to practice kicking and paddling against the current to calmer water and catching waves/currents back to shore.

Using a body board:

1. Position on stomach, bottom of board at waist, nose in line with wrist strap anchor.
2. Legs kick in a flutter kick motion.
3. Arms similar to freestyle - cupped hands and dig deep.
4. Lean body in the direction you wish to turn.



Video demonstration



Key questions:



Q. Why do Lifesavers use boards for rescues?

A. Rescue boards provide a fast, reliable means of reaching people and, if required, can support multiple people in the water.

Q. Why is it better to carry the board than drag it?

A. Carrying the board is faster, less resistant and quicker to jump on, when you reach the water.

Q. When is it better to drag the board?

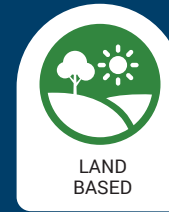
A. It may be easier to drag the board when the weather is very windy.

Variation:

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.

When two instructors are available, one positions themselves at the deepest point and the other positions themselves in the shallows/on shore

Everyday lifesaver



Lifesaving education programs

In this activity, participants will learn the emergency response sequence, DRSABCD.

Outcomes:

- Know the steps to take in an emergency (DRSABCD)
- Develop the knowledge and skills to provide basic CPR in an emergency
- Understand the importance of self-preservation in an emergency

Equipment:

- ☐ DRSABCD A-frame/poster
- ☐ Dangers (ie. toy spiders/toy snakes/toy mobile phone etc...)
- ☐ Manikins (if available) or pillow, towel or create a sand mound (anything that could represent a chest)
- ☐ Laminated picture of a defibrillator
- ☐ Cleaning products (ie. alcohol wipes)

Key messages:



Know what to do in an emergency situation



Be aware and be prepared



Call for help



Everyday lifesaver

Instructions:

- 1 Explain the importance of learning CPR.
- 2 Talk through the DRSABCD acronym, demonstrating each step as you go and asking participants to copy.
- 3 In pairs, have participants practice each step with their partner, before swapping roles to run through the practice again.
- 4 Show defibrillator (defib), explaining how it is used and where to find them.
- 5 Using items from the dangers tub as props, create a scenario for participants to practice their emergency response sequence.

The best way to keep rhythm doing CPR is to sing a song! (100-120 BPM)

Just Dance by Lady Gaga
Stayin' Alive by Bee Gees
Baby Shark by Pink Fong
Call Me Maybe by
Carly Rae Jepsen



The most important person is you!

Dangers



- Ensure the area is safe
- PPE if available

Response



Can you hear me?
Open your eyes?
What is your name?
Squeeze my hands and let go.

Send



- Place
- Problem
- People
- Progress
- Phone

Airway



- Chin lift
- Head tilt
- Recovery position
- Clear with fingers



Breathing

- Look
- Listen
- Feel



CPR



- 30 chest compressions
- 2 breaths
- Continue until help arrives

Defibrillator



- Uses electricity to shock or restart the heart

Video demonstration



Key questions:



Q. Who is the most important person in an emergency?

A. You are! Every year, people lose their lives while attempting to rescue someone in trouble. As the person on scene who is able to alert emergency services that help is required, your personal safety should be paramount!

Q. How can you protect yourself?

A. Check for dangers, wear PPE - (Personal Protective Equipment).

Q. What number should you call in an emergency?

A. 000

Extension: scenarios

Introduce real life scenarios where participants practice using DRSABCD. Examples:

- Snake bite in the bush
- Teacher collapses in the classroom
- Adult falls off ladder in backyard

Be aware and be prepared



Lifesaving education programs

In this activity, participants will gain the knowledge and skills to keep safe across a variety of different aquatic settings. Deliver this activity in two sections, focusing first on the current location and second, focusing on other types of aquatic environments.

Outcomes:

- Identify dangers in and around water, across a range of aquatic environments
- Identify safety signage and understand the symbols
- Identify people who can help us

Equipment:

- ☐ Digital device (smart phone/tablet) to look up weather and water quality
- ☐ Safety signs - both at the location, and examples from other aquatic settings (Rip current diagram, safety sign A-frame/poster etc...)
- ☐ Red & yellow flags
- ☐ Lifeguard uniforms
- ☐ Images/toys of various dangers

Key messages:



Never swim or recreate alone
Always swim with a friend



Swim between the flags



Be aware and be prepared



Never take your eyes off
children around water



Follow the pool rules
and lifeguard instructions

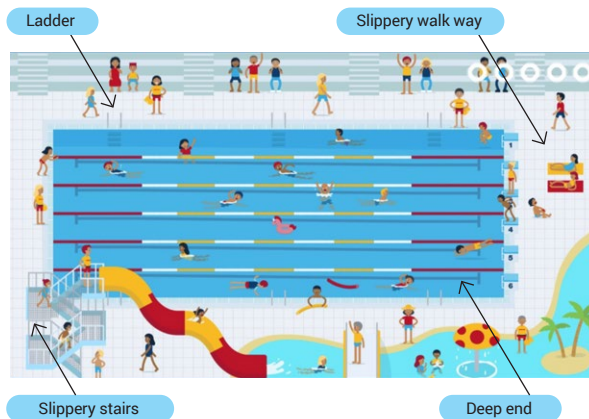


Be aware and be prepared

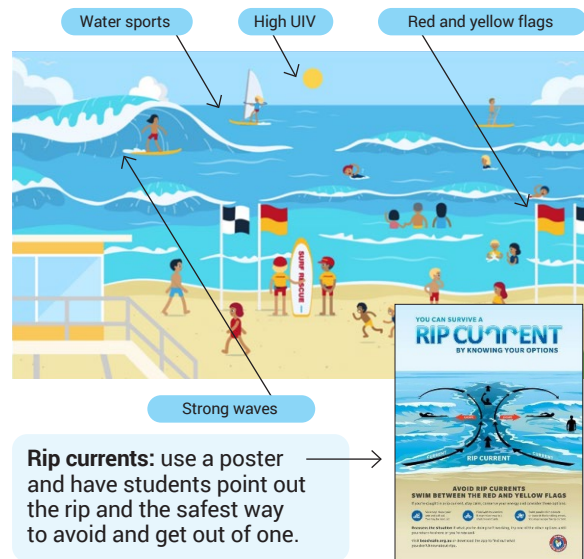
Instructions:

- 1 Discuss with participants how to be aware and be prepared. →
- 2 Walk with participants around the program area. Read the safety signs, check for emergency markers and and potential dangers or hazards.
 - ☐ Check the Beachsafe App
 - ☐ Check EPA/Local Water Quality Report
 - ☐ Check the weather and UV
 - ☐ Take an adult, phone, water, towel, hat, sunscreen.
- 3 Walk participants around your venue, pointing out as many land hazards they can (and can't) see. Is there anything they missed?
- 4 If your participants were at the waterway with their family, where would they choose to swim? Decide on the safest swimming spot, talking about why you came to this decision.
- 5 Spend a few minutes watching the water. Are there rips or currents? Is the water clean? Have each participant place a leaf in the water and watch where the current takes it.

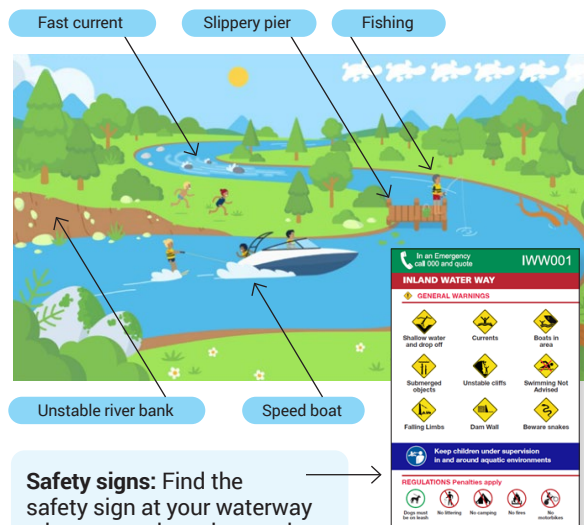
Pool (Types: home, public).



Beach



Inland waterway (Types: rivers, creeks, dams, lakes)



Video demonstration



Key questions:



Q. How can you check the conditions and dangers at an aquatic environment and identify dangers?

A. Read the signs, check venue websites (Beach Safe, EPA, BoM, SunSmart etc...), ask a lifeguard and ask an adult to check.

Q. Who must be supervising you in and around water?

A. Children under the age of 5 within arms reach of an adult, children under the age of 10 actively supervised by an adult. No one should ever swim alone.

Q. Why do signs use symbols, as well as words?

A. For international visitors, people from non-English speaking backgrounds or those who might not be able to read.

Q. Where is the safest place to swim at the beach?

A. Between the red and yellow flags.

Q. How do you stay sun safe?

A. Slip (clothes), Slop (sunscreen), Slap (hat), Seek (shade), Slide (sunglasses), Sip (water)

Variation: Charades



Have common dangers and safety signs listed on cards for participants to view. Participants work in pairs and each take turns to act out danger/safety sign without using words.

Rescue strategies



Lifesaving
education programs

In this activity, participants will practise different types of non-swimming rescue techniques, to assist someone in trouble in the water.

Outcomes:

- Demonstrate how to properly perform a Talk, Reach and Throw rescue
- Understand when to use different types of rescues

Equipment:

- ☐ Reach rescue items (one between two):
 - reach pole/pool noodle
 - cricket bat
 - umbrella
- ☐ Throw rescue items (one between two):
 - kickboard
 - lifejacket
 - eskie
 - bike helmet
 - balls
- ☐ Other everyday items that could be used for a Reach or Throw rescue

Key messages:



Never swim or recreate alone
Always swim with a friend



Be aware and be prepared



Know what to do in an emergency situation



Call for help



Rescue strategies

Instructions:

- 1 Introduce the importance of self-preservation. Discuss checking for dangers before completing a rescue, and never entering the water.
- 2 Explain and demonstrate the 3 types of non-swimming rescue techniques (Talk, Reach and Throw) and how to perform each one safely. Remind participants to secure the person at a point of safety, following each rescue.
- 3 Have participants work in pairs to practise both roles within each of the rescue techniques, switching between being the rescuer and the person in trouble.
- 4 A tow rescue is completed by trained professionals. Before practicing a tow rescue, it is important that students understand "I am the most important person".
- 5 Explain that you should never perform a tow rescue if you could also find yourself in danger.
- 6 After explaining this, practice tow rescues using a variety of different items - including a lifeguard's rescue tube. Check out the "tow rescue" extension card for instructions!

Talk

Using a loud, clear voice **talk**, calming them down and directing them to safety.



Reach

Using a long object **reach** out to them. Get low to the ground when pulling them in, so you don't fall in.



Throw

Using items that float, **throw** to the person to aid their buoyancy, and encourage them to kick back to safety.



Video demonstration



Key questions:



Q. How do you identify someone who is in trouble in the water?

- A.
- They might be calling for help
 - Struggling to keep their head above the water
 - 'Climbing the ladder'

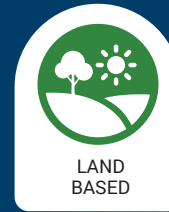
Q. What do you need to consider when making decisions about performing a rescue?

- A.
- The environment and circumstance which has caused the problem
 - The degree of urgency
 - Your own ability level
 - If the rescue can be attempted without entering the water
 - If help is available from other adults and/or emergency services

Dry modification: Dry rescues

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.

My community



Lifesaving
education programs

In this activity, participants will recognise the connection that Aboriginal and Torres Strait Islander communities have to the land and water, and look at ways to maximise local community interaction with aquatic environments.

Outcomes:

- Understand Aboriginal and Torres Strait Islander people's cultural connection to the land and waterways
- Identify barriers to community interaction with the local aquatic environment
- Explore ways to encourage greater community involvement in the local aquatic environment

Equipment:

- ☐ Digital device/projector suitable for showing the group a video
- ☐ Whiteboards & markers

Key messages:



Be aware and be prepared











My community

Instructions:

- 1 Prior to the activity, visit the Acknowledgement of Traditional Owners website to find out the name of formally recognised Traditional Owners of the land where the activity will be held.

'I begin today by acknowledging the Traditional Custodians of the land on which we <gather/meet> today, and pay my respects to their Elders past and present. I extend that respect to Aboriginal and Torres Strait Islander peoples here today.'

- 2 Begin with Acknowledging the Traditional Owners of the land.
- 3 Discuss with the group why this is an important way to start the session.
- 4 Ask participants to name other groups of people who might use the aquatic environment and feel a connection to it. Record these on a whiteboard, using the table on the right as an example.
- 5 Break participants into small groups. Invite each to choose a community from the whiteboard. Ask them to brainstorm what barriers might be preventing this community group from using/ accessing aquatic environments and some strategies which might make these environments more inviting/accessible. Use the table (right).
- 6 Share responses as a group.

Community group	Barriers	Strategies
 Aboriginal and Torres Strait Islanders	Access to pools in remote areas	Make open waterways safe to swim
 Older Australians	Getting in and out of the water	Install ramps and hoists at the pool
 People with a disability	Getting a wheelchair to the shore	Provide beach mats to roll wheelchairs
 Migrants and non-English speaking background	Not understanding water safety information	Information in multiple languages
 Families	Kids don't know how to swim	Swimming lessons
 Public transport users	Bus doesn't go to the safest beaches	Petition for new PT routes
 Teenagers	Drinking and risk taking behaviour	Education in high schools
 Sports people/athletes	Other boats and users	Lifejackets and surf etiquette education

Video demonstration



Key questions:



Q. Why is it important to acknowledge Traditional Owners and their connection to land?

A. It's a way of showing respect to the Aboriginal and Torres Strait Islander people and developing an awareness of their relationship with the land.

Q. Why is it important to be inclusive?

A. Everyone should have the opportunity to access, participate and enjoy the local aquatic environment.

Variation:

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.

Check out the extension card "caring for our waterways" for a lesson about the importance of keeping our waterways clean and safe!

Introduction to lifesaving education



Lifesaving
education programs

In this activity, participants and their parents/caregivers/guardians, will be welcomed by the Instructor, and introduced to the aquatic location and the other participants in the group.

Outcomes:

- Identify key locations/facilities around the aquatic setting
- Know how to stay safe within the aquatic setting

Equipment:

- ☐ Tub for participant's belongings
- ☐ Age group flag
- ☐ Class list with participant's names
- ☐ Permanent marker
- ☐ Inflatable beach ball or other equipment for icebreaker activities

Key messages:



Never swim or recreate alone
Always swim with a friend



Know what to do in an
emergency situation



Call for help



Be aware and be prepared



Introduction to lifesaving education

Instructions:

- 1 Prior to the activity, visit the Acknowledgement of Traditional Owners website to find out the name of formally recognised Traditional Owners of the land where the activity will be held.
- 2 Have participants stand in a circle. Encourage parents/carers/guardians to join in.
- 3 Introduce yourself, welcome participants to the aquatic location (i.e., river, lake, pool etc...) and present an Acknowledgment of Country.
- 4 Play a quick, aquatic themed 'getting to know you' game. E.g: Have participants stand in a circle and take turns introducing themselves. Using a beach ball, throw or roll the ball to someone in the circle, while saying that person's name. The receiver must then answer the question which appears on the section of the ball facing them. They then throw the ball to another participant, while calling their name. Repeat until everyone has had a turn. Participants cannot throw the ball to the same person twice in a row.
- 5 Take participants on a tour of the aquatic location and identify the important areas (i.e., toilets, first aid station and gear storage/pack-up). Briefly cover any hazards. This will be covered in more detail in the 'Be aware, be prepared' session.
- 6 Discuss the following:



Tell us something fun you did during summer.

What is your favourite place to swim?

- ☐ How to identify the group
- ☐ Always stay with the group
- ☐ Where/who to go for help
- ☐ Take adult/buddy with you to toilet
- ☐ Enter water only when Instructor is ready
- ☐ Never go out further than instructed
- ☐ Never swim deeper than your instructor

As a group, come up with a team name to help identify yourselves during the program!

Video demonstration

Check out additional activities and extension lessons here:



Key questions:



Q. How can we identify our group?

A. Rash tops, coloured caps, age group flag markers, etc...

Q. Where/who can you go to if you need help?

A. Instructors, Lifeguards, water safety personnel, parents, volunteers and/or first aid station.

Q. What should you do if you need to go to the toilet during the program?

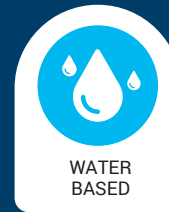
A. Always go the toilet with a parent or friend and tell your Instructor before you go.

Variation:

If you do not have access to a beach ball, try another activity. Suggestions include:

- 'I went swimming and I brought...' game
- 'Get to know you' bingo
- Two truths and a lie

Survival swimming



Lifesaving education programs

In this activity, participants will practise the skills to survive an unexpected fall into deep (open) water, including entry/exit techniques, floating, gliding, sculling and treading water.

Outcomes:

- Demonstrate the skills to survive an unexpected fall into deep (open) water, including entry/exit techniques, floating, gliding, sculling and treading water

Equipment:

- ☐ Flotation devices (i.e., lifejackets, kickboards, noodles, balls etc...)

Key messages:



Never swim or recreate alone
Always swim with a friend



Know what to do in an emergency situation



Call for help



Be aware and be prepared



Always wear a lifejacket
when boating or rock fishing



Survival swimming

Instructions:

Ensure you know your participants' skills and ability for this activity, and work with water safety personnel as required. Remind participants of safety rules and how to call for help.

1 Entering and exiting the water

- In calm, shallow water, practise entering and exiting the water, starting no higher than ankle depth. Build up to knee/waist height if/when participants are capable and confident.
 - Walk in or wade
 - Slide in
- Discuss if there are alternative areas to enter (i.e., pool edge, ladder, sand bank).



2 Floating

- Ask a participant to demonstrate floating.
- In waist deep water, encourage participants to practise floating on their back. Support with a hand under their shoulders or with a pool noodle if required.
- Practice floating with different types of flotation devices:
 - Lifejacket, kickboard or noodle, balls etc...



3 Gliding

- Demonstrate a glide to participants at your location (i.e., pushing off the side of the pool or the bottom of the shore/river). Allow all participants to have a go.



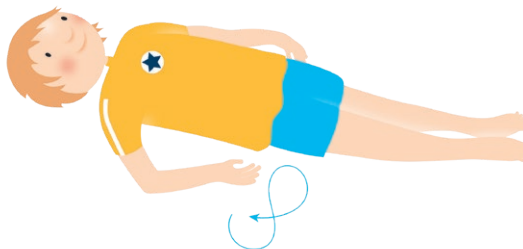
4 Treading water

- Start participants on an edge (pool edge, riverbank, chair) and get them to practice their cycling/egg beater leg action. Then add in a sculling arm action.
- Move into the water and practice treading. Position a pool noodle under the arms for support, if required.
- Practice moving or turning in different directions.



4 Sculling

- Explain and demonstrate the different sculling techniques on your back and discuss when to use different sculling techniques:
 - Head first – energy preservation.



- Feet first – to protect the head in case of objects in the water.
- Participants can first practise the hand sculling action standing still, then while floating. Position a pool noodle under their back, if required. Participants can use a kicking action to aid with propulsion, before trying without kicking.
- Start with headfirst sculling, before moving to feet first sculling for more competent participants.

Video demonstration



Key questions:



Q. Why would you use a feet first entry into deep water?

A. Diving, especially into a shallow water, brings with it the risk of injury to the face, head, neck, and spine. There may also be unseen objects under the water such as rocks, branches or even trolleys.

Q. When would you use a feet first sculling action?

A. To protect your head when there are objects in the water, or when you are travelling down a current.

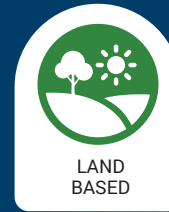
Q. Why is floating a key skill to learn?

A. It is easiest to breathe when you are on your back with your mouth clear of the water. Floating helps preserve energy.

Extension: Survival sequence

Once participants have practised all of the individual skills, they can then practise these in sequence. E.g. Enter the water safely, glide, tread water, float and then scull back to safety.

Sprints/ beach flags



Lifesaving
education programs

In this activity, participants will learn how to sprint efficiently over a short distance, which is essential when trying to help someone in an emergency situation.

Outcomes:

- Ability to follow official instruction
- Demonstrate some of the fundamental movement skills required for lifesaving

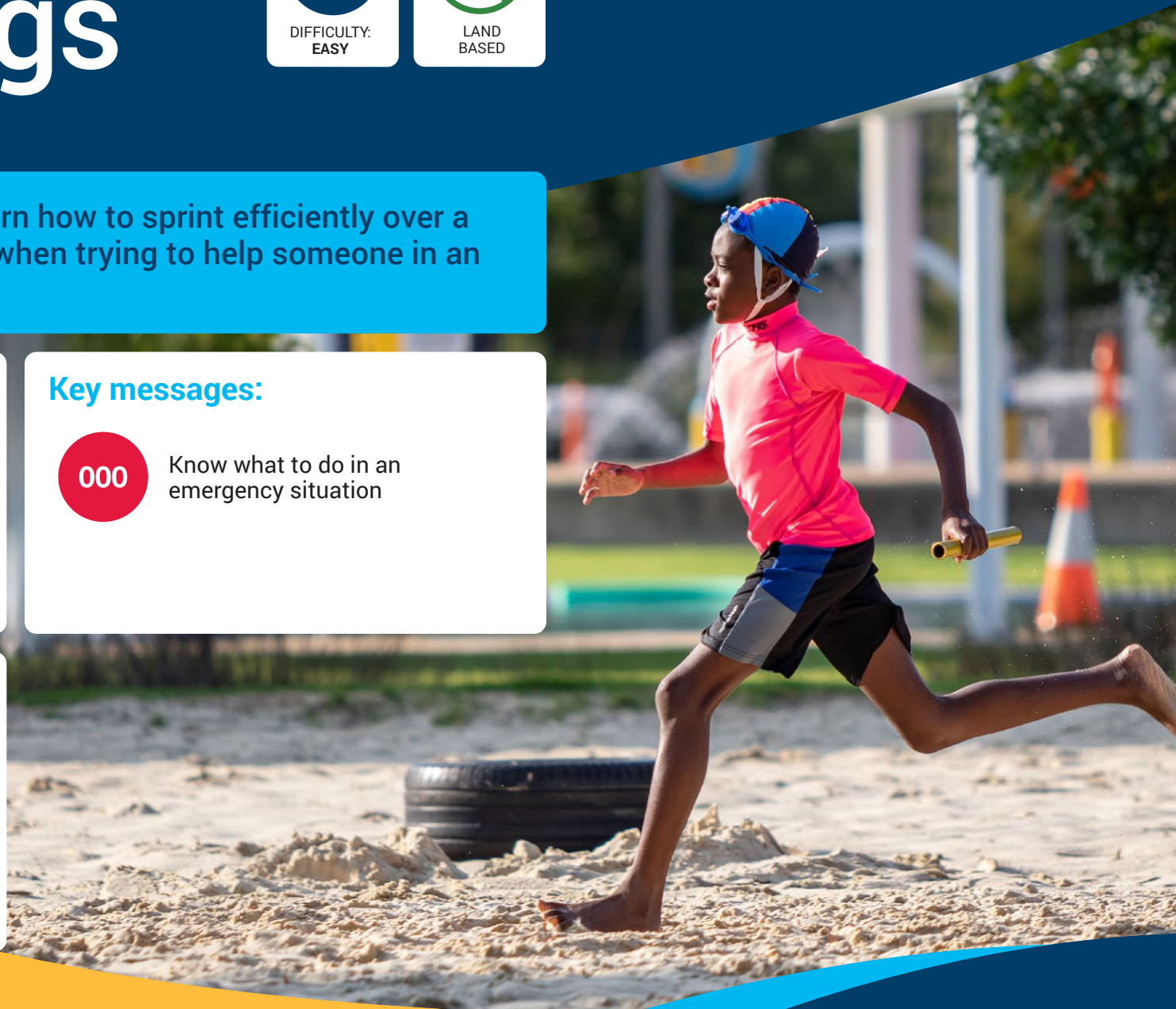
Key messages:



Know what to do in an emergency situation

Equipment:

- ☐ Cones, markers or rope
- ☐ Flags – small lengths of hose, flags, plastic tubes (to be used in suitable sandy locations only)
- ☐ Be “rescue ready”



Sprints/beach flags

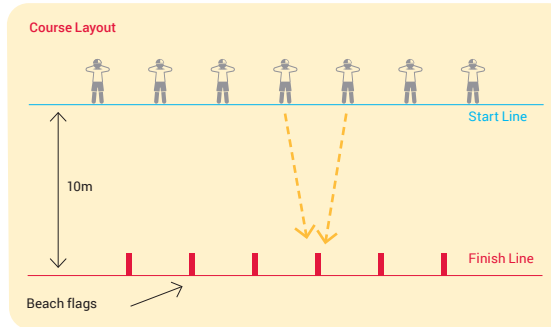
Instructions:

Complete the preparation checklist. Only conduct sprints on soft grass or sand and never around pools, where there is a risk of slipping.

Preparation

- ☐ Complete venue check
- ☐ Set up sprint/flag area
- ☐ Rake if necessary
- ☐ Explain purpose of sprint events in lifesaving
- ☐ Discuss safety considerations

- 1 Explain and demonstrate the 'standing start' technique.
- 2 Begin activity with a warm up game to trial standing start technique. Refer to the rocks and rips extension card for instructions for a fun way to warm up!

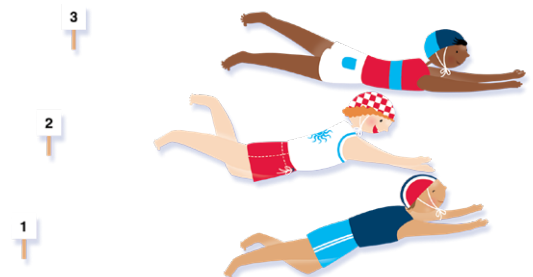


- 3 Set up a beach flags course with a start and finish line 10 metres apart. Place flags/hose pieces in the sand along the finish line.

Position participants along the start line, facing away from the finish line. Participants should:

- Lie down on their stomach with both hands under their chin and elbows facing out.
- Position toes touching the start line.
- On the command "Heads down - Go", participants get up, turn around and dive for a flag.

- 4 Remove one flag every round, so that participants are eliminated, until there is only one winner. Alternatively, allocate points for the individual that got to the flag first and progress through the round to determine who has the highest score.



Video demonstration



Key questions:



Q. Why are running events important component of lifesaving?

- A. Run events not only promote the sporting benefits of lifesaving, but ensure lifesavers keep their skills up-to-date and maintain the fitness required for conducting rescues.

Q. Why are sprints important?

- A. Being able to sprint efficiently over a short distance is essential when trying to help someone. Sprints improve running technique, speed, agility and fitness on a variety of surfaces.

Q. Why do lifesavers need to learn how to run on both sand and soft grass?

- A. Lifesavers need to have the ability to run quickly over sand to perform rescues. Barefoot running also uses different muscles to wearing shoes, so it is best to train on to build endurance.

Variation:

Mix up the sprints by having participants skip/crawl/side-step/crabwalk or run backwards.

Add a bit of fun to the beach flag event by re-positioning the flags once participants have their heads down, or keep repeating the "heads up/heads down" command, so that they can't anticipate when they will hear "Go".

If the ground is not suitable for participants to be diving into the ground swap this out for the following extension activities:

- Rocks and Rips
- Relay races
- Fill the bucket
- Eggs and spoon races

Staying fit and healthy



Lifesaving
education programs

In this activity, participants will demonstrate different physical activity and healthy habits that can help keep them fit, healthy and ready to help them enjoy various aquatic environments safely.

Outcomes:

- Understand the importance of healthy eating
- Understand the importance of keeping active
- Understand the importance of feeling safe

Key messages:



Be aware and be prepared

Equipment:

- ☐ Pictures or packaging of healthy and unhealthy foods
- ☐ Water bottles (participants should have their own)
- ☐ Whiteboards & markers
- ☐ Know your employer's policies and procedures for Safeguarding Children and Young People, particularly as some of these activities may bring up concerns for participants



Staying fit

Staying healthy



Instructions:

- 1 Discuss with participants the importance of staying active for optimal participation in aquatic activities.
- 2 Have participants stand in a circle.
- 3 One at a time, participants will pick a different aquatic activity, and show how they would warm up and prepare their body for that activity. For example, 'If I were a kayaker, I would need to stretch my back and shoulders.'
- 4 Invite participants to demonstrate other stretches they know of, to make sure all parts of the body are warmed up for the lifesaving education program activities. For example, cross body shoulder stretch, neck rolls, truck rotation, arm circles, forward lunges.

Instructions:

- 1 Discuss with participants the importance of healthy eating and staying hydrated for optimal participation in aquatic activities.
- 2 Using a range of food labels/packaging and/or images of foods, ask participants to identify where the item fits within the Healthy Eating Pyramid, and whether they would classify it as healthy.
- 3 Using the Healthy Eating Pyramid, ask participants to come up with a healthy meal, which will provide them with lots of energy before participating in aquatic activities.
- 4 Take the participants on a walk to the water tap/cooler to refill their water bottles.
- 5 Discuss with participants the importance of staying active for optimal participation in aquatic activities.

Video demonstration



Key questions:



Q. What are some foods you should eat/drink daily?

A. Fruits and vegetables, wholegrains, dairy and lots of water.

Q. Why is it important, and how often should you drink water when participating in physical activities?

A. To stay hydrated, especially when working hard and sweating, as our bodies lose water. Before activities, between activities and after activities.

Q. How much physical activity is recommended each day, for children over the age of 5?

A. Children over five years old should be physically active for at least 60 minutes, each day, for good health.

Q. Who can you talk to if you feel unsafe at an aquatic location?

A. Lifesaver/Lifeguard, Instructor, Water Safety Personnel, parents/carers.

Variation:

If you don't have access to the Healthy Eating Pyramid, participants can use whiteboards and markers to list or draw different foods, grouping them into different categories (i.e. dairy, fruits, vegetables etc...)

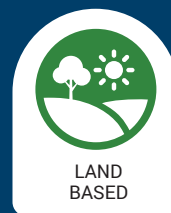
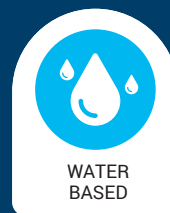


Fruit platters!

On the last day of your program, bring along a fruit platter for everyone to share at the end of the program. Talk about how eating fruit is a great way to replenish your energy in a healthy, yummy way.

Be sure to check dietary requirements with parents in case of allergies.

Iron challenge



Lifesaving
education programs

In this activity, participants will combine their running, swimming and board skills to complete an Iron relay race.

Outcomes:

- Demonstrate some of the multi-disciplinary skills required for lifesaving.
- Develop board skills of balance, paddling and kicking
- Ability to follow official instruction
- Working together as a team

Equipment:

- ☐ Buoys, cones or flag markers (use instructors as markers)
 - ☐ Lifejackets / body boards / nipper boards / rescue equipment
- * board should be chosen suitable to the size and ability of the participant

Key messages:



Know what to do in an emergency situation



Call for help



Be aware and be prepared



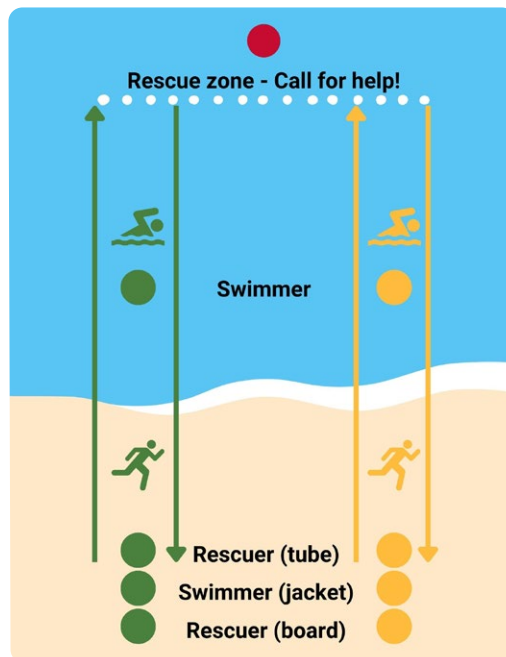
Iron challenge

Instructions:

- 1 Set up Iron challenge course, explaining each stage of the race.
- 2 Depending on numbers, divide participants into even groups and line up at the start line.
Assign each group member with a section of the course according to the skill level of participants, so that everyone can participate.
- 3 Instructor to demonstrate the iron course.
- 4 Position each team mate at their designated section.
- 5 #1 on each team runs, then swims to the "rescue zone" in front of the instructor in the water.
- 6 After #1 calls for help, #2 on each team swims with a rescue tube, and rescues #1 - returning to shore together.
- 7 #3 on each team puts a lifejacket on and swims to the rescue zone.
- 8 #4 on each team paddles on a board, and rescues #3, returning to shore together.
- 9 First team with everyone sitting down in their original spots is the winner!



Iron challenge course layout



Get adults involved!

Adults can be given jobs* during the Iron challenge to create an atmosphere that encourages and celebrates the participant's achievements:

- Cheer squad
- Referee
- The marker on land showing where students need to run to
- Take photos and videos (with media consent)
- Reset equipment between rounds
- Help put lifejackets on

**Be sure to obtain Working With Children Checks of any parent helpers or volunteers before having them join your program*

Video demonstration



Prompt questions:



Q. Why are Iron races important to Lifesaving?

A. It improves Lifesavers' fitness and endurance, while practicing navigating through different water and environmental conditions (wind, rip currents, wave conditions); essential if you are trying to help someone.

Q. Why are wading and dolphin diving useful techniques in an iron challenge?

A. These techniques help you move faster and easier through the water.

Q. What do you need to do before an iron race?

A. Organise all equipment (lifejackets, rescue tubes and boards), pick a partner to grab your equipment, check the start and finish points and check the order and course. You should also ensure all participants are aware of their role.

Variation:

- 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.
- Adjust distances and equipment based on skill level to make more achievable or more challenging. Always have a supervisor at the deepest point.