

# 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



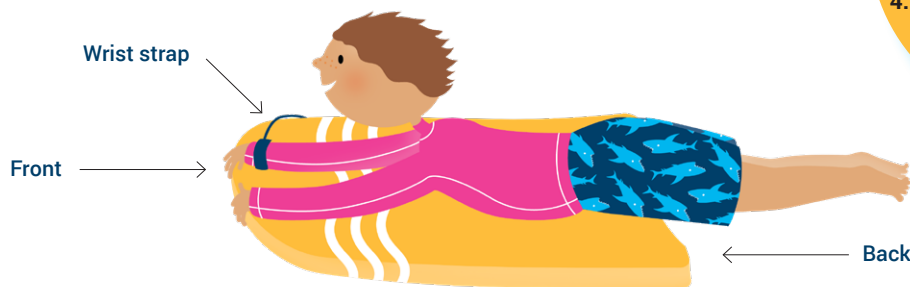
Be aware and be prepared



# Safe boarding

## Instructions:

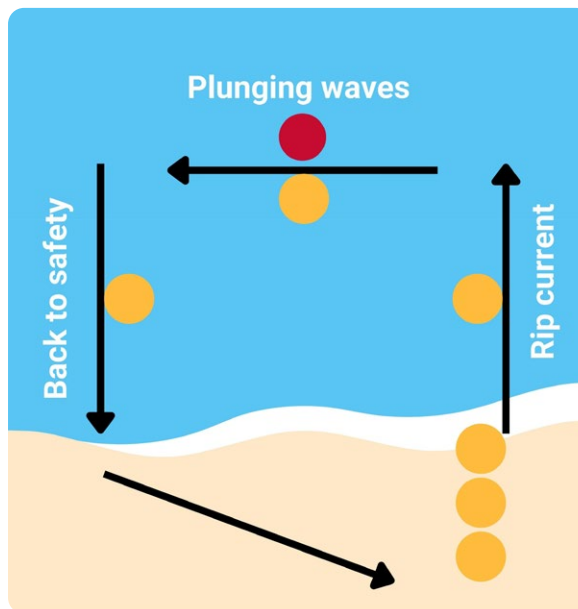
- 1 Place boards in a circle or semi-circle formation with each participant positioned next to a board.
- 2 Identify and explain the different parts of the board.



- 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

# 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

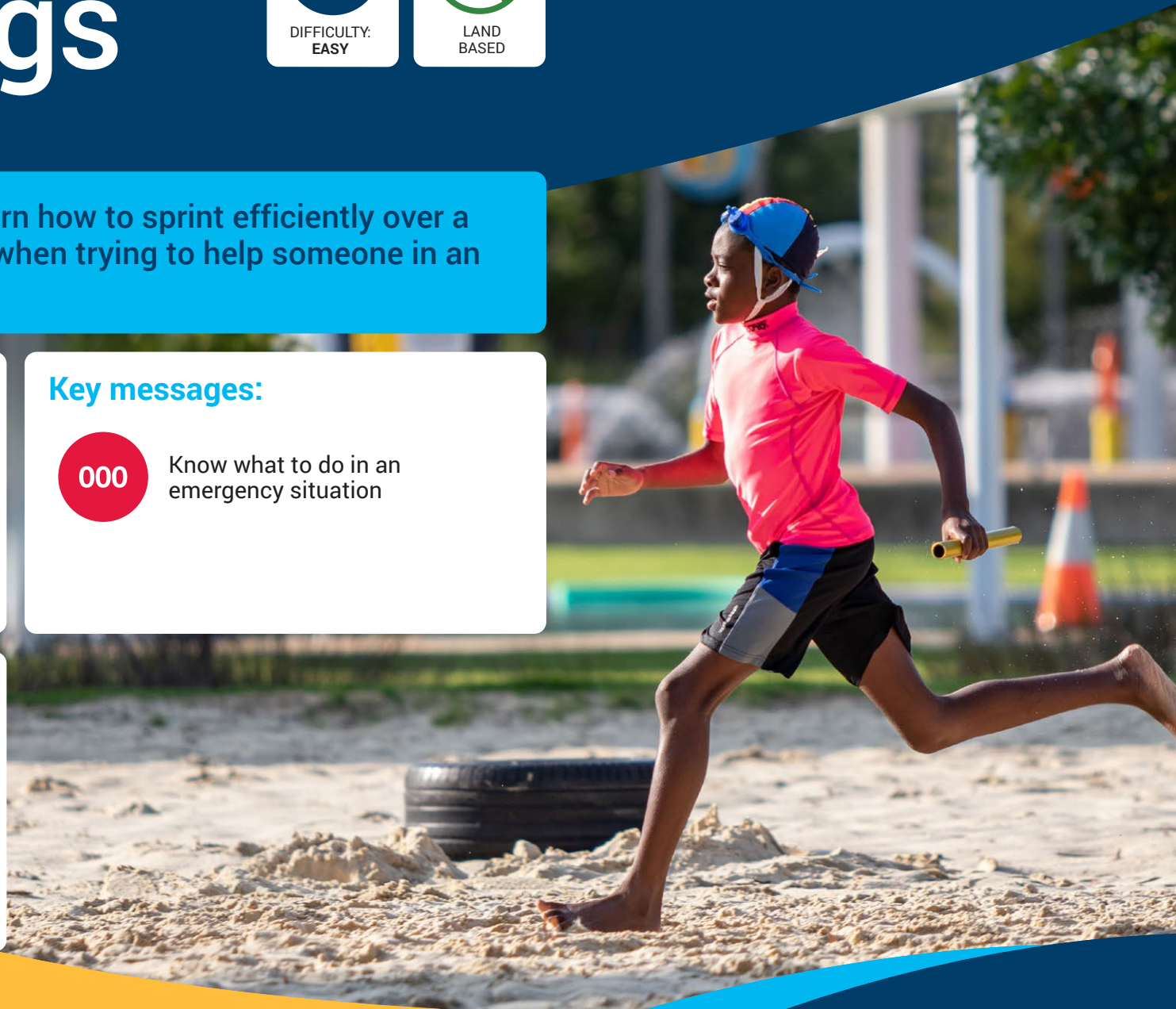
## Key messages:



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

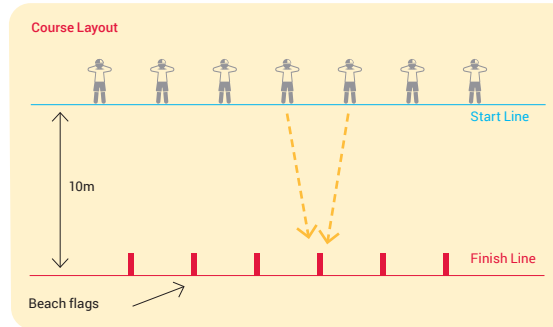
## Instructions:

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!

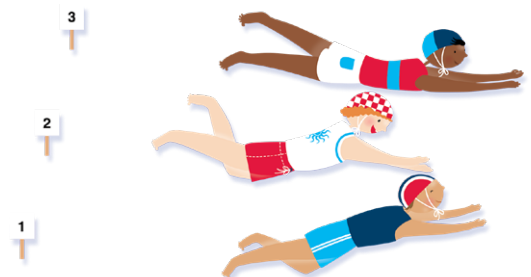


- 3 Set up a beach flags course with a start and finish line 10 metres apart. Place flags/hose pieces in the sand along the finish line.

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:

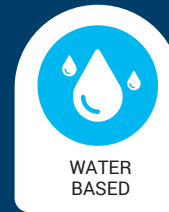
Mix up the sprints by having participants skip/crawl/side-step/crabwalk or run backwards.

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

# 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



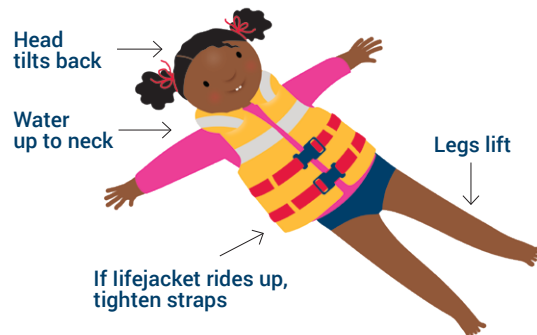
# Survival strategies

## 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?**

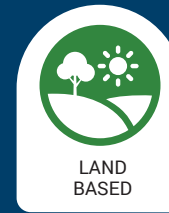
A. Accidents happen quickly. There may not be time to pick up or put on your lifejacket if you encounter a water hazard (eg: slip off rocks). It is also incredibly difficult to put on a lifejacket when in the water.

## 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.



# 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

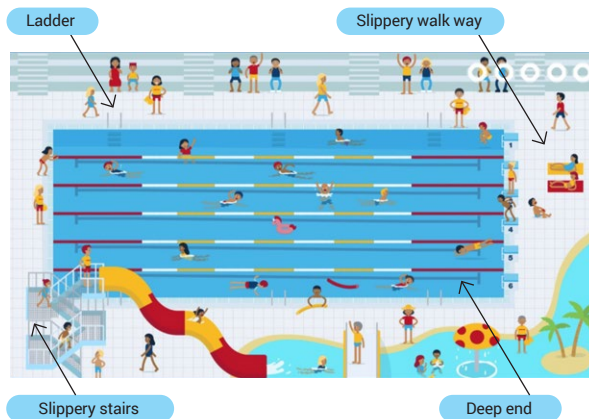


# Be aware and be prepared

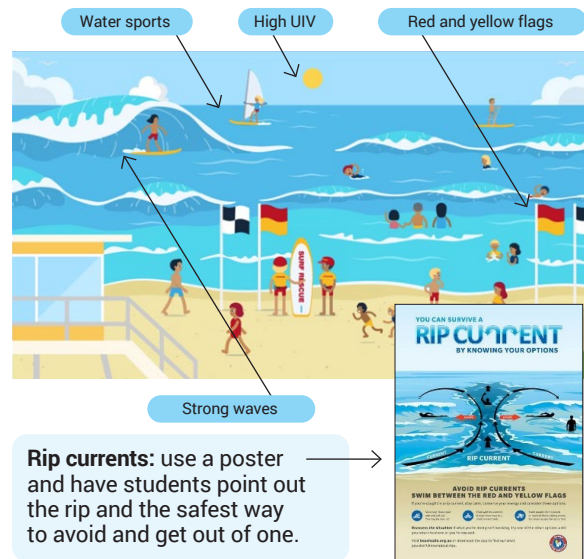
## Instructions:

- 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.

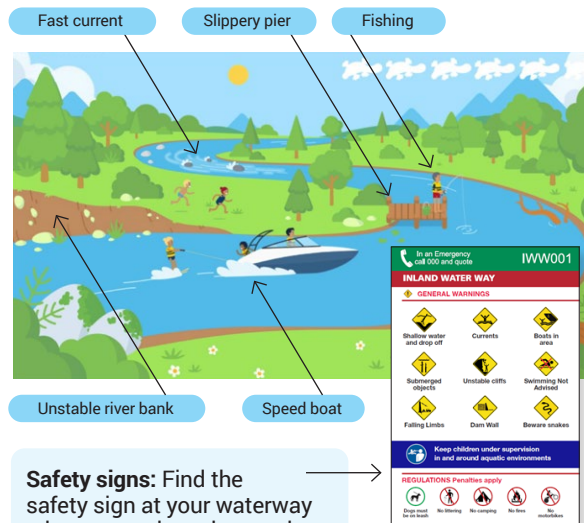
## Pool (Types: home, public).



## 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.



# 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

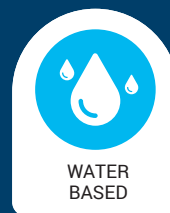
## Extension: scenarios

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



# 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





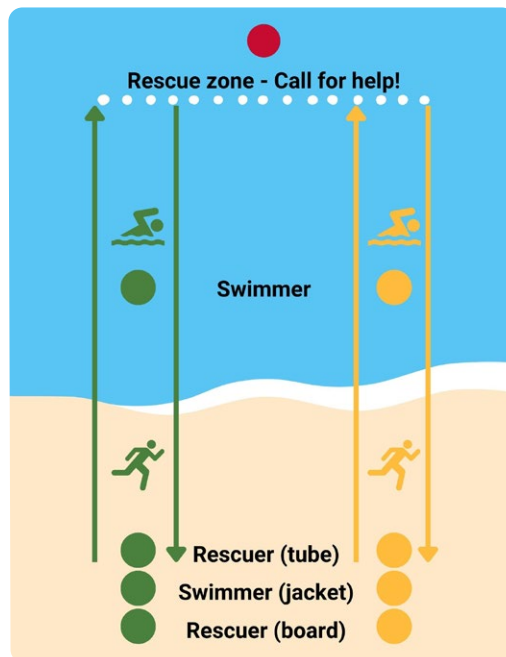
# Iron challenge

## 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.

# 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.