

Life saving education programs at the beach, river, lake or pool

► 2 Hour Program plus 2 Hour Carnival

ACTIVITY DESCRIPTION



Be Aware and Be Prepared:

Participants will gain knowledge to keep safe when in and around water, particularly open water environments. Practical strategies such as identifying dangers (i.e. rip currents) and reading key safety signs will be delivered and will ensure they have the tools to 'be aware and be prepared' before visiting their local waterway.



Everyday Lifesaver:

Your students will be given the skills and opportunity to be 'Everyday Lifesavers'. They'll learn the emergency response sequence, DRSABCD, by following a variety of age-appropriate and engaging real life scenarios.



Survival Strategies:

Wearing a lifejacket, and practising important survival techniques -including the huddle, the HELP position, safely entering and exiting the water- are vital survival strategies your students can use if they find themselves in trouble in the water.



Rescue Strategies:

Rescue tubes, towels, ropes and even bike helmets are all examples of rescue items your students will have an opportunity to practice using. This will enable them to make informed decisions if ever they are required to perform a rescue.



Safe Boarding:

Body Boards are a popular activity enjoyed by many children in open waterways. Your students will learn key skills needed to stay safe, including safety equipment, how to paddle effectively, and strategies to escape LSV's own 'The Gauntlet' (simulation of a wave channel)!



Lifejacket Relays (extension of survival strategies):

Participants work cooperatively to complete a course where they must have the skills needed to quickly put on and take off a lifejacket, while ensuring it fits correctly.



Rescue Relays (extensions of rescue strategies):

Test your ability to perform a rescue under pressure by helping your team complete efficient rescues with proper technique.



Nipper Boards (extension of safe boarding):

Nipper boards are used to practice board skills that life savers use on rescue boards. In this activity, you will learn more skills to help you retrieve someone in trouble quickly!



Beach Flags/Sprints:

Running on sand is not as easy as it looks! Your students will learn the most effective way to do this and participate in a unique lifesaving sport which will provide your students with bragging rights if crowned the King or Queen of beach flags.



Ironman/Ironwoman:

Working with your team, complete the challenging Ironman/Ironwoman course that incorporates all the skills learnt throughout the program – including swimming, running, paddling, rescues, and survival techniques

Rotation Times	Group 1	Group 2	Group 3	Group 4
10.00am – 10:15am	Introduction			
10:15am – 10:35am	Be Aware and Be Prepared	Rescue Strategies	Safe Body Boarding	Survival Strategies
10:35am – 11:55am	Everyday Lifesaver	Be Aware and Be Prepared	Rescue Strategies	Safe Body Boarding
11:55am – 11:15am	Survival Strategies	Everyday Lifesaver	Be Aware and Be Prepared	Rescue Strategies
11:15am – 11:35am	Safe Body Boarding	Survival Strategies	Everyday Lifesaver	Be Aware and Be Prepared
11:35am – 11:55am	Rescue Strategies	Safe Body Boarding	Survival Strategies	Everyday Lifesaver
11:55am – 12.00pm	Introduction to Carnival Activities			
12.00pm – 12:30pm	Lunch			
12:30pm – 12:50pm	Lifejacket Relays	Rescue Relays	Nipper Boards	Beach Flags/ Sprints
12:50pm – 1:10pm	Beach Flags/ Sprints	Lifejacket Relays	Rescue Relays	Nipper Boards
1:10pm – 1:30pm	Nipper Boards	Beach Flags/ Sprints	Lifejacket Relays	Rescue Relays
1:30pm – 1:50pm	Rescue Relays	Nipper Boards	Beach Flags/Sprints	Lifejacket Relays
1:50pm – 2:20pm	Ironman/Ironwoman Challenge			
2:20pm – 2:30pm	Conclusion			

* Example of typical schedule. This is variable based on student numbers & weather

Curriculum	Junior			Intermediate		Advanced	
Year level	F	1	2	3	4	5	6
Be Aware & Be Prepared Key learning outcomes	<ul style="list-style-type: none">Understand how different dangers can hurt or harm us at a waterwayKnow where to look for safety signs, understand common symbols and know who to ask for help deciphering signsUnderstand where rips and currents are commonly found and how to avoid themIdentify common dangers in and around pools and understand supervision requirementsLearn how to spot waves that are safe or unsafe to swim in for different swimming abilitiesKnow how and when to contact emergency services			<ul style="list-style-type: none">Identify dangers near waterwayRecognise a safety sign and understand what the symbols meanIdentify dangers of strong currentsUnderstand how rips are formed, what they look like and how to avoid themUnderstand the pool environment and identity safety featuresIdentify surging, spilling, and plunging wavesIdentify who can help us and how to contact them		<ul style="list-style-type: none">Make an informed decision about if a waterway is safe to swim or recreate inThink critically about the benefits and limitations of water safety signageIdentify dangers of strong currents and rips, and how to educate and inform others of their danger.Understand the benefits of aquatic facilities to the communityMake informed decisions about which waves are best for playing, swimming, surfing and body boarding; and which waves should be avoidedIdentify who can help us in an emergency, and how our location, behaviour and other factors can help or hinder them in an emergency.	
Links to Victorian Curriculum	Identify people and actions that help keep themselves safe and healthy Identify actions that promote health, safety and wellbeing Follow rules when participating in physical activities			Practise strategies they can use when they need help with task, problem or situation at home and/or at school Recognise situations and opportunities to promote health, safety and wellbeing Identify and explore natural and built environments in the local community where physical activity can take place Identify rules and play fairly when participating in physical activities		Investigate community resources and strategies to seek help about health, safety and wellbeing Plan and practise strategies to promote health, safety and wellbeing Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges	

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Everyday Lifesaver Key learning outcomes	<ul style="list-style-type: none">• Recognise how to remain calm in an emergency• Know the steps to take in an emergency (DRS) and understand that calling Triple Zero (000) is for emergencies only• Recognise people who can help in an emergency i.e., Firefighter, Paramedic, Police Officer, Lifesaver• Understand it is most important to ensure the safety of yourself when faced with an emergency			<ul style="list-style-type: none">• Identify what is an emergency• Know the steps to take in an emergency (DRSABCD) and understand that calling Triple Zero (000) is for emergencies only• Recognise how to help others in an emergency.• Understand it is most important to ensure the safety of yourself when faced with an emergency, and then how to prioritise the safety of others• Develop knowledge and skills to provide basic first aid in an emergency		<ul style="list-style-type: none">• Identify what is an emergency, and plan an appropriate response to minor and major emergency scenarios• Know the steps to take in an emergency (DRSABCD) and instruct others on how to perform CPR verbally• Understand it is most important to ensure the safety of yourself when faced with an emergency, and then how to continuously prioritise the safety of others during an emergency• Recognise how to help others in an emergency, and understand how people’s behaviour can change in an emergency• Understanding of basic first aid, plus management of other medical conditions such as asthma, anaphylaxis and diabetes			
Links to Victorian Curriculum	<p>Identify people and actions that help keep themselves safe and healthy</p> <p>Identify actions that promote health, safety and wellbeing</p> <p>Follow rules when participating in physical activities</p>			<p>Practise strategies they can use when they need help with task, problem or situation at home and/or at school</p> <p>Recognise situations and opportunities to promote health, safety and wellbeing</p> <p>Incorporate elements of effort, space, time, objects and people in performing simple movement sequences</p> <p>Identify rules and play fairly when participating in physical activities</p>		<p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe</p> <p>Identify and practise strategies to promote health, safety and wellbeing</p> <p>Perform movement sequences which link fundamental movement skills</p> <p>Practise and apply movement concepts and strategies</p> <p>Combine the elements of effort, space, time, objects and people when performing movement sequences</p> <p>Apply innovative and creative thinking in solving movement challenges</p>		<p>Investigate community resources and strategies to seek help about health, safety and wellbeing</p> <p>Plan and practise strategies to promote health, safety and wellbeing</p> <p>Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings</p> <p>Propose and apply movement concepts and strategies</p> <p>Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences</p> <p>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities</p> <p>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges</p>	

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Rescue Strategies Key learning outcomes	<ul style="list-style-type: none">Understand how to call for help when drowning or having difficulty in the waterRecognise objects or people that could help rescue someone in trouble in the waterHow to use objects or other people to help yourself or someone else stay afloat and wait for helpDevelop a consistent throwing technique using different objectsListen & respond to the teachers' instructions during a rescue			<ul style="list-style-type: none">Identify someone who is drowning or having difficulty in the waterDevelop skills for talk, reach and throw rescuesAccurately throw lightweight objects to a target from a particular distance.Work cooperatively with a partner to complete the activity.		<ul style="list-style-type: none">Predict possible outcomes for various actions and decide which one is likely to be the most effective.Reflect on performance and identify and demonstrate ways a skill can be performed more successfully.Describe the signs of someone who is having trouble in the water and of a drowning person.Understand when to use different types of rescues.Demonstrate how to properly perform talk, reach and throw rescues.Demonstrate how to properly throw a floating object to someone who is in trouble in the water to complete a throw rescue.Work cooperatively with peers to complete the activity.		
Links to Victorian Curriculum	<p>Identify people and actions that help keep themselves safe and healthy</p> <p>Identify actions that promote health, safety and wellbeing</p> <p>Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings</p> <p>Cooperate with others when participating in physical activities</p> <p>Follow rules when participating in physical activities</p>			<p>Practise strategies they can use when they need help with task, problem or situation at home and/or at school</p> <p>Recognise situations and opportunities to promote health, safety and wellbeing</p> <p>Perform fundamental movement skills in different movement situations</p> <p>Incorporate elements of effort, space, time, objects and people in performing simple movement sequences</p> <p>Identify rules and play fairly when participating in physical activities</p>		<p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe</p> <p>Identify and practise strategies to promote health, safety and wellbeing</p> <p>Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings</p> <p>Perform movement sequences which link fundamental movement skills</p> <p>Practise and apply movement concepts and strategies</p> <p>Combine the elements of effort, space, time, objects and people when performing movement sequences</p> <p>Apply innovative and creative thinking in solving movement challenges</p>		<p>Plan and practise strategies to promote health, safety and wellbeing</p> <p>Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings</p> <p>Propose and apply movement concepts and strategies</p> <p>Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences</p> <p>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities</p> <p>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges</p>

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Survival Strategies Key learning outcomes	<ul style="list-style-type: none">• Demonstrate an ability to put on a life jacket out of the water.• Demonstrate correct fitting and removal of life jackets.• Describe an experience where a flotation device is important in lifesaving & what devices can be used if no lifejackets are available• Demonstrate the ability to float and wait for help using a buoyant aid• Describe times everyone must wear a lifejacket			<ul style="list-style-type: none">• Demonstrate an ability to put on a life jacket out of the water.• Demonstrate correct fitting and removal of life jackets.• Describe an experience where a flotation device is important in lifesaving.• Demonstrate how to properly throw a floating object to someone who is in trouble in the water.• Demonstrate the ability to float and recover to a secure position with a buoyant aid.• Understand how to choose the correct Life Jacket for different activities		<ul style="list-style-type: none">• Demonstrate ability to put on and remove life jacket in and out of water• Understand how to correctly fit own lifejacket and other's lifejackets• Identify the ideal flotation device to use in different scenarios• Successfully use different flotation objects to help preserve energy, swim, floating and revover• Understand how to perform safety checks on life jackets and choose the correct Life Jacket for different activities	
Links to Victorian Curriculum	Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings Cooperate with others when participating in physical activities Follow rules when participating in physical activities		Recognise situations and opportunities to promote health, safety and wellbeing Perform fundamental movement skills in different movement situations Incorporate elements of effort, space, time, objects and people in performing simple movement sequences Identify rules and play fairly when participating in physical activities	Identify and practise strategies to promote health, safety and wellbeing Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings Perform movement sequences which link fundamental movement skills Practise and apply movement concepts and strategies Combine the elements of effort, space, time, objects and people when performing movement sequences Apply innovative and creative thinking in solving movement challenges		Plan and practise strategies to promote health, safety and wellbeing Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings Propose and apply movement concepts and strategies Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges	

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Safe Boarding Key learning outcomes	<ul style="list-style-type: none">• Develop skills for mounting, dismounting and floating on a board independently• Listen to instructions from the teacher to practice skills in a safe way• Understand when it is safe to use a board, and how they might help us in the water• Understand how lifesavers use boards to rescue people in trouble			<ul style="list-style-type: none">• Use balance and agility to practise board skills.• Work cooperatively with peers to complete the activity.• Recognise how body boards can be used to assist a swimmer in trouble.• Demonstrate skills required to assist a swimmer in trouble.		<ul style="list-style-type: none">• Confidently paddle on a board through different types of water conditions over an extended distance• Work cooperatively with peers to complete the activity.• Demonstrate a rescue using a board, and incorporate all aspects of DRSABCD when patient recovered to land• Identify different types of board and board users, including rescue boards, stand up paddle boards and nipper boards; develop understanding of the inherent risk and danger of activities related to each type of board.		
Links to Victorian Curriculum	Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings Cooperate with others when participating in physical activities Follow rules when participating in physical activities			Recognise situations and opportunities to promote health, safety and wellbeing Perform fundamental movement skills in different movement situations Incorporate elements of effort, space, time, objects and people in performing simple movement sequences Identify rules and play fairly when participating in physical activities		Identify and practise strategies to promote health, safety and wellbeing Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings Perform movement sequences which link fundamental movement skills Practise and apply movement concepts and strategies Combine the elements of effort, space, time, objects and people when performing movement sequences Apply innovative and creative thinking in solving movement challenges		Plan and practise strategies to promote health, safety and wellbeing Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings Propose and apply movement concepts and strategies Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges