






Life saving education programs in the classroom	
Activity description	
	<p>Be aware and be prepared:</p> <p>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.</p>
	<p>Everyday lifesaver:</p> <p>Your students will be given the skills and opportunity to be 'Everyday Lifesavers'. They'll learn the first 3 steps of the emergency response sequence (DRS), by following a variety of age-appropriate and engaging real life scenarios.</p>
	<p>Survival strategies:</p> <p>Students will learn how and when to wear a lifejacket properly. They will also learn about the important job lifejackets play in avoiding drowning accidents, and why it is important to always wear the appropriate lifejacket depending on your situation!</p>
	<p>Rescue strategies:</p> <p>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.</p>
	<p>*My community</p> <p>Swimming is ingrained in Australian culture. In this activity, we will look at the different social and cultural connections that we have with local waterways in our everyday life – including learning about volunteer Lifesavers, waterway pollution and the dangers of risk-taking behaviour.</p>

**My community includes activities that talk about real-life drowning accidents and risk-taking behaviour such as alcohol/drug use and pier jumping. This content will only be delivered to secondary students unless otherwise requested.*

Extra details:

- A standard session length is 1 hour (we can change this upon request). Program leaders will generally spend about 10 minutes on each lesson and activity. This will be modified depending on how the lessons are being received by students. We recommend no longer than 45-minute sessions for kinder, preschool and foundation ages.
- Activities will be adjusted depending on year level and base water safety knowledge. We will gather these details in the weeks prior when [confirming the program with this form](#).
- If you have swimming lessons, school camps or any other water activity excursions coming up, let us know! We can cater our messages to your school's upcoming events.

The program space:

LSV's program leaders can be flexible to make their programs work in any area that is appropriate to seat all participants. We commonly work in the following settings:



Classroom/general purpose room

- Activities will generally use 1 or 2 volunteers as participants to demonstrate activities, instead of full group activities.
- Activities tailored to be engaging and interactive for all students through questions, discussions, and partner activities.



School gym/hall

- More space for physically active lessons to be delivered.
- Ability to have full group participation (depending on group size and space)



Curriculum	Junior			Intermediate		Advanced	
Year level	F	1	2	3	4	5	6
Be Aware & Be Prepared <i>Key learning outcomes</i>	<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 identify 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		Practise strategies they can use when they need help with task, problem or situation at home and/or at school	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe		Investigate community resources and strategies to seek help about health, safety and wellbeing	
	Identify actions that promote health, safety and wellbeing		Recognise situations and opportunities to promote health, safety and wellbeing	Identify and practise strategies to promote health, safety and wellbeing		Plan and practise strategies to promote health, safety and wellbeing	
	Follow rules when participating in physical activities		Identify and explore natural and built environments in the local community where physical activity can take place	Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing		Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment	
Everyday Lifesaver <i>Key learning outcomes</i>						Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges	
	<ul style="list-style-type: none">Recognise how to remain calm in an emergencyKnow the steps to take in an emergency (DRS) and understand that calling Triple Zero (000) is for emergencies onlyRecognise people who can help in an emergency i.e., Firefighter, Paramedic, Police Officer, LifesaverUnderstand 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 emergencyKnow the steps to take in an emergency (DRSABCD) and understand that calling Triple Zero (000) is for emergencies onlyRecognise 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 othersDevelop 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 scenariosKnow the steps to take in an emergency (DRSABCD) and instruct others on how to perform CPR verballyUnderstand 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 emergencyRecognise how to help others in an emergency, and understand how people’s behaviour can change in an emergency	

Links to Victorian Curriculum				<ul style="list-style-type: none">Understanding of basic first aid, plus management of other medical conditions such as asthma, anaphylaxis and diabetes
	Identify people and actions that help keep themselves safe and healthy	Practise strategies they can use when they need help with task, problem or situation at home and/or at school	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	Investigate community resources and strategies to seek help about health, safety and wellbeing
	Identify actions that promote health, safety and wellbeing	Recognise situations and opportunities to promote health, safety and wellbeing	Identify and practise strategies to promote health, safety and wellbeing	Plan and practise strategies to promote health, safety and wellbeing
	Follow rules when participating in physical activities	Incorporate elements of effort, space, time, objects and people in performing simple movement sequences	Perform movement sequences which link fundamental movement skills	Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings
		Identify rules and play fairly when participating in physical activities	Practise and apply movement concepts and strategies	Propose and apply movement concepts and strategies
			Combine the elements of effort, space, time, objects and people when performing movement sequences	Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences
			Apply innovative and creative thinking in solving movement challenges	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
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.

<p><i>Links to Victorian Curriculum</i></p>	<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>
<p>Survival Strategies <i>Key learning outcomes</i></p>	<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. • 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 • Understand how to perform safety checks on life jackets and choose the correct Life Jacket for different activities
<p><i>Links to Victorian Curriculum</i></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>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 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>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>

	Cooperate with others when participating in physical activities Follow rules when participating in physical activities	Identify rules and play fairly when participating in physical activities	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	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
My Community <i>Key learning outcomes</i>	<ul style="list-style-type: none"> Recognise why it is important to listen to lifesavers and emergency services Identify strategies to help reduce pollution in waterways. Recognise the cultural and spiritual importance of a local waterway to Indigenous Australians 		<ul style="list-style-type: none"> Recognise how volunteer lifesavers and other emergency services keep our communities safe Recognise what an unhealthy waterway may look like and why they can be dangerous to swim in. Confidently present an Acknowledgment of Country to others and understand their importance. 	<ul style="list-style-type: none"> Recognise different pathways to become a volunteer lifesaver or contribute to a local pool/Life Saving Club Demonstrate different behaviour changes that could contribute positively to a local waterway's health. Have the ability to research independently traditional owners of any waterway in Victoria.
<i>Links to Victorian Curriculum</i>	<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>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>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>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>