



T-A Level 01

MUST SEE ASSESSMENT GUIDE & TEACHING TIPS



ROYAL LIFE SAVING
AUSTRALIA



STRAND	SKILL OUTCOME	MUST SEE CRITERIA	TEACHING TIPS
Hazards & Personal Safety	Understand and follow safety rules for aquatic environments	<ul style="list-style-type: none">• Correctly answer questions about safety rules for different aquatic environments• Reads signs and obeys rules when in aquatic environments	<ul style="list-style-type: none">• Find out what they already know and understand about dangers and safe behaviours in different aquatic environments.• Discuss safety rules: around backyard pools, lifejacket use, water safety signs, adult supervision, safe play areas, swimming in patrolled areas, listening to lifesavers or lifeguards.• Dispel myths around drowning deaths (make sure research backs you up!)
Hazards & Personal Safety	Explore how to participate safely in a range of aquatic activities	<ul style="list-style-type: none">• Discuss and correctly answer questions on ways to participate safely in a range of aquatic activities	<ul style="list-style-type: none">• Ask what aquatic activities they participate in or are interested in learning.• Use case studies, personal experiences or scenario- based situations to highlight dangers and safe behaviours.• Discuss a range of activities: open water swimming, lifesaving, boating, watercraft, fishing, snorkelling.• Discuss ways to participate safely: never go alone, check conditions, look after your mates, take lessons first, avoid risk-taking.
Hazards & Personal Safety	Understand personal abilities and limitations that affect safety in and around water	<ul style="list-style-type: none">• Discuss and correctly answer questions relating to personal behaviours that effect personal safety in aquatic environments	<ul style="list-style-type: none">• Ask students to assess their personal aquatic abilities and limitations and think about how this may differ in various aquatic environments, conditions, and impact participation in aquatic activities.• Discuss use of alcohol and drugs, peer influences and group pressure, personal health and wellbeing, risk-taking and poor decisions.
Entry & Exit	Slide in entry and exit	<ul style="list-style-type: none">• Sit on pool edge, twist body to face away from the water (or lean body on edge)• Slowly lower the body into the water• Feel for depth and obstacles with feet• Exit by climbing out using ledge; fully extend arms to support body, place knee or foot on pool edge to lever the body out	<ul style="list-style-type: none">• Explain the different locations where a slide in entry may be used.• Practise the slide in entry in various depths of water and from different heights as they gain confidence.• Be aware that some adult students may find lowering the body or climbing out difficult due to poor muscle strength.

Flotation	Float on back for 30 seconds	<ul style="list-style-type: none"> • Float on back with relaxed body for 30 seconds • Legs near water surface • Eyes looking up, ears below surface • Recover to a secure upright position 	<ul style="list-style-type: none"> • Use a buoyant aid to provide support during the initial learning phase. Use more stable buoyant aids such as a water noodle under the body or two kickboards held underneath the arms. • Demonstrate poor head and body position and good head and body position to help understanding of buoyancy.
Flotation	Tread water for 30 seconds	<ul style="list-style-type: none"> • Tread water for 30 seconds • Use any leg action - eggbeater, breaststroke, flutter, scissor or cycling • Scull hands inward and outward • Support body in upright position with head and mouth above water surface 	<ul style="list-style-type: none"> • Use a buoyant aid to provide support during the initial learning phase especially when progressing to deep water. • Practise in standing water depth first where leg action can be performed. • Sit on a water noodle to practise sculling hands.
Swimming	Glide on front and back, kick and recover	<ul style="list-style-type: none"> • Streamline position with arms fully extended above head • Push and front glide with face in water, head in neutral position • Push and back glide with eyes looking up, ears below surface • Continuous flutter kick • Recover to a secure upright position 	<ul style="list-style-type: none"> • Initially students may be more comfortable to glide towards the edge rather than out from the edge. • Teach students how to push off from wall. • Use hoops to help with streamlining and promote distance. • Extend the distance to aim for 5-10 metres.
Swimming	Swim 10 metres freestyle with breathing	<ul style="list-style-type: none"> • Push off in streamline position • Freestyle arm action ensuring arm/hand extends back past leg and recovery is above the water • Continuous flutter kick • Face in water; slowly exhaling • Breathe regularly to the side with no lifting of the head up or forward • Distance of 10 metres 	<ul style="list-style-type: none"> • Develop strong, continuous flutter kick action before introducing arm action to provide propulsion and correct body position. • Work towards initial progression to swim 5 metres freestyle with no side breathing. • Check for regular breathing; exhaling under water and inhaling when face turned to the side – no breath holding.
Swimming	Swim 10 metres backstroke	<ul style="list-style-type: none"> • Push off in streamline position • Head in neutral position • Rudimentary backstroke arm action ensuring recovery arm is straight • Continuous flutter kick • Distance of 10 metres 	<ul style="list-style-type: none"> • Develop strong, continuous flutter kick action before introducing arm action to provide propulsion and correct body position. • Teach backstroke arms without the use of kickboards to encourage good shoulder rotation and continuous arm action.

Swimming	Swim 10 metres survival backstroke	<ul style="list-style-type: none"> • Horizontal body position on back with eyes looking up and ears in the water • Symmetrical and simultaneous leg and arm actions • Knees remain below water surface • Hands and arms remain underwater during recovery • Legs together and arms by side during glide phase • Distance of 10 metres 	<ul style="list-style-type: none"> • Explain when survival backstroke is used and the advantages of the stroke. • Practise in conjunction with breaststroke. • Practise leg action out of water.
Swimming	Swim 10 metres breaststroke kick	<ul style="list-style-type: none"> • Perform with or without buoyant aid • Horizontal body position on front • Knees bend to draw feet towards the buttocks • 'Hook' and 'V' feet at full knee flexion • Feet sweep in circular motion, ending with feet together ('whip kick') • Distance of 10 metres 	<ul style="list-style-type: none"> • Demonstrate breaststroke leg action out of water. • Aim first for correct technique in the kick rather than distance. • Be aware that some students may have difficulty with the leg action if they experience hip and knee difficulties.
Underwater Skills	Swim through a submerged obstacle	<ul style="list-style-type: none"> • Fully submerge the body under water • Exhale through mouth and nose • Open eyes underwater • Move through or under a submerged obstacle 	<ul style="list-style-type: none"> • Practise exhaling through mouth and nose separately first to feel the difference. • Initial practises should be gradual such as bobbing underwater whilst holding the edge.
Lifesaving	Respond to an emergency and perform a primary assessment	<ul style="list-style-type: none"> • Assess the emergency • Check for and remove any dangers • Assess response e.g., squeeze shoulders, give commands • Simulate calling Triple Zero (000) or request bystander to assist • Open mouth, look for obstruction, if visible roll to side and finger sweep • Tilt head and lift chin to open airway • Look, listen and feel for breathing • Place casualty in recovery position • Continue to monitor casualty 	<ul style="list-style-type: none"> • Find out if students have undertaken a CPR course previously and how long ago – this will guide the learning. • Plan dryland lesson so students can come appropriately dressed. • Highlight that family members are most likely first responders to an emergency so it's important to know what to do. • Be sensitive to students' previous emergency experiences. • Encourage students to complete a full and certified CPR or First Aid course.

Rescue	Reach rescue using a rigid and non-rigid aid	Rescue a casualty using a reach rescue: <ul style="list-style-type: none">• Assess the emergency• Provide reassurance and effective instructions to casualty• Ensure self-preservation by positioning securely e.g., lying, or kneeling down• Use rigid and non-rigid rescue aid effectively• Pull the casualty to safety• Secure casualty, ready for exit	<ul style="list-style-type: none">• Discuss what situations a reach rescue may need to be used and emphasise the importance of not getting into the water to rescue.• Discuss the rigid and non-rigid aids that may be found in different aquatic locations.• Practise using a range of rigid and non-rigid aids e.g., branch, oar, broom, pool scoop, towel and clothing.
Sequencing & Survival Skills	Perform a survival sequence to simulate an accidental entry	<ul style="list-style-type: none">• Demonstrate sequence continuously• Simulate an accidental entry• Surface and orientate body to a floating position• Remain calm• Move to a position of safety• Exit the water safely	<ul style="list-style-type: none">• Confidence in deep water, jumping in and swimming underwater should be obtained prior.• Practise each component of the sequence separately before putting it together.• Experiment with different ways to move to a position of safety.• Have competent students wear light clothing to experience a more realistic accidental entry.



T-A Level 02

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ROYAL LIFE SAVING
AUSTRALIA



STRAND	SKILL OUTCOME	MUST SEE CRITERIA	TEACHING TIPS
Hazards & Personal Safety	Understand and follow safety rules for aquatic environments	<ul style="list-style-type: none">• Correctly answer questions about safety rules for different aquatic environments• Reads signs and obeys rules when in aquatic environments	<ul style="list-style-type: none">• Find out what they already know and understand about dangers and safe behaviours in different aquatic environments.• Discuss safety rules: around backyard pools, lifejacket use, water safety signs, adult supervision, safe play areas, swimming in patrolled areas, listening to lifesavers or lifeguards.• Dispel myths around drowning deaths (make sure research backs you up!)
Hazards & Personal Safety	Explore how to participate safely in a range of aquatic activities	<ul style="list-style-type: none">• Discuss and correctly answer questions on ways to participate safely in a range of aquatic activities	<ul style="list-style-type: none">• Ask what aquatic activities they participate in or are interested in learning.• Use case studies, personal experiences or scenario- based situations to highlight dangers and safe behaviours.• Discuss a range of activities: open water swimming, lifesaving, boating, watercraft, fishing, snorkelling.• Discuss ways to participate safely: never go alone, check conditions, look after your mates, take lessons first, avoid risk-taking.
Hazards & Personal Safety	Understand personal abilities and limitations that affect safety in and around water	<ul style="list-style-type: none">• Discuss and correctly answer questions relating to personal behaviours that effect personal safety in aquatic environments	<ul style="list-style-type: none">• Ask students to assess their personal aquatic abilities and limitations and think about how this may differ in various aquatic environments, conditions, and impact participation in aquatic activities.• Discuss use of alcohol and drugs, peer influences and group pressure, personal health and wellbeing, risk-taking and poor decisions.
Entry & Exit	Step in entry	<ul style="list-style-type: none">• Look at point of entry• Step out from the edge• Flex knees slightly on entry• Relax legs when feet touch the bottom• Push off the bottom to surface	<ul style="list-style-type: none">• Confidence in deep water and swimming underwater should be obtained prior.• Check depth is suitable for entry to avoid injury.• Use a water noodle (held in the water as buoyant aid) to help build confidence of entry into deep water for initial practises.

Flotation	Float on front and back in deep water and recover	<ul style="list-style-type: none"> • Float on back with relaxed body for 30 seconds • Legs near water surface • Eyes looking up, ears below surface • Recover to a secure upright position 	<ul style="list-style-type: none"> • Practise gradually in deeper water if available i.e., waist depth, chest depth, shoulder depth etc.
Flotation	Orientate the body using rotation skills	<ul style="list-style-type: none"> • Rotate body from back to front; on the horizontal or vertical axis • Rotate body from front to back; on the horizontal or vertical axis • Use sculling actions, head and shoulder position to assist with rotation • Continuous movement between floating positions 	<ul style="list-style-type: none"> • Demonstrate each of the different movement patterns. • Emphasise the sculling actions and how head and shoulder movement aids the rotation.
Swimming	Swim 25 metres freestyle	<ul style="list-style-type: none"> • Streamline position • Continuous flutter kick • Arm pull and push phase • Aim for bent arm recovery with extended entry • Distance of 25 metres 	<ul style="list-style-type: none"> • Use front, back and side kicking drills to develop continuous and strong flutter kick. • Practise drills with and without kickboard to develop arm stroke and encourage a continuous stroke pattern. • Swim short distances often to first focus on technique rather than distance.
Swimming	Swim 25 metres backstroke	<ul style="list-style-type: none"> • Streamline position • Continuous flutter kick • Arm pull and push phase • Straight arm recovery • Shoulder rotation with head in neutral position • Distance of 25 metres 	<ul style="list-style-type: none"> • Practise backstroke drills without the use of kickboards to encourage good shoulder rotation and continuous arm action. • Single arm drills help with the arm pull and push phase. • Encourage regular breathing.
Swimming	Swim 25 metres survival backstroke	<ul style="list-style-type: none"> • Symmetrical and simultaneous leg and arm actions • Whip kick with 'hook' and 'v' and ending with legs together • Bend elbows during pull with hands not pulling/pushing past the chest • Glide, pull, breathe, kick, glide sequence • Distance of 25 metres 	<ul style="list-style-type: none"> • Swim short distances often to first focus on technique rather than distance. • Emphasise glide phase.

Swimming	Swim 25 metres breaststroke	<ul style="list-style-type: none"> • Symmetrical and simultaneous leg and arm actions • Whip kick with 'hook' and 'v' and ending with legs together • Bend elbows during pull with hands not pulling/pushing past the chest • Glide, pull, breathe, kick, glide sequence • Distance of 25 metres 	<ul style="list-style-type: none"> • Swim short distances often to first focus on technique rather than distance. • Emphasise glide phase.
Underwater Skills	Surface dive, swim underwater for at least 1 metre and recover an object from shoulder deep	<ul style="list-style-type: none"> • Surface dive head -first and feet-first in deep water • Exhale through mouth and nose • Open eyes underwater • Locate and retrieve object 	<ul style="list-style-type: none"> • Practise each component of the sequence separately before putting it together. • Retrieve more than one object to increase the difficulty of this skill.
Lifesaving	Respond to an emergency and perform a primary assessment	<ul style="list-style-type: none"> • Assess the emergency • Check for and remove any dangers • Assess response e.g., squeeze shoulders, give commands • Simulate calling Triple Zero (000) or request bystander to assist • Open mouth, look for obstruction, if visible roll to side and finger sweep • Tilt head and lift chin to open airway • Look, listen and feel for breathing • Place casualty in recovery position • Continue to monitor casualty 	<ul style="list-style-type: none"> • Find out if students have undertaken a CPR course previously and how long ago – this will guide the learning. • Plan dryland lesson so students can come appropriately dressed. • Highlight that family members are most likely first responders to an emergency so it's important to know what to do. • Be sensitive to students' previous emergency experiences. • Encourage students to complete a full and certified CPR or First Aid course.
Rescue	Throw rescue 5 metres from safety using a buoyant aid	<p>Rescue a casualty 5 metres from safety:</p> <ul style="list-style-type: none"> • Assess the emergency • Provide reassurance and effective instructions to casualty • Ensure self-preservation by positioning securely • Accurate throw of buoyant aid to casualty • Use voice and gestures to encourage the casualty to self-rescue • Secure casualty, ready for exit 	<ul style="list-style-type: none"> • Discuss what situations a throw rescue may need to be used and emphasise the importance of not getting into the water to rescue. • Discuss the buoyant aids that may be found in different aquatic locations. • Practise throwing buoyant aid on land first using a hoop as a target for accuracy. • Practise using a range of buoyant aids e.g., esky, ball, inner-tube, rescue ring, lifejacket.

Rescue	Throw rescue 10 metres from safety using a weighted and an unweighted rope	Rescue a casualty 10 metres from safety: <ul style="list-style-type: none">• Assess the emergency• Provide reassurance and effective instructions to casualty• Ensure self-preservation by positioning securely• Coil weighted and unweighted rope efficiently (quickly) and effectively (untangled)• Accurate throw of rope to casualty• Secure casualty, ready for exit	<ul style="list-style-type: none">• Demonstrate how to coil a rope.• Practise coiling and throwing a rope on land first using a hoop as a target for accuracy.• Try a scenario that involves completing rescue within a time limit of 1 minute commencing with an uncoiled and untangled rope and ending when the casualty has grasped it.
Sequencing & Survival Skills	Perform a survival sequence with a buoyant aid	Demonstrate a continuous sequence with a buoyant aid: <ol style="list-style-type: none">a) Float on back for 30 secondsb) Remain calmc) Signal for help with hand in air and shout to attract attentiond) Retrieve buoyant aid when throwne) Hold buoyant aid securelyf) Scull, float or tread water whilst holding buoyant aidg) Kick in a front or back position using buoyant aid as support to a position of safetyh) Select an appropriate exit for the environmenti) Identify personal aquatic strengths and limitations through answering questions	<ul style="list-style-type: none">• Practice each component of the sequence separately before putting it together.• Use questioning to elicit responses for assessment e.g., was the sequence challenging? could they do this in open water?



T-A Level 03

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ROYAL LIFE SAVING
AUSTRALIA



STRAND	SKILL OUTCOME	MUST SEE CRITERIA	TEACHING TIPS
Hazards & Personal Safety	Understand and follow safety rules for aquatic environments	<ul style="list-style-type: none">• Correctly answer questions about safety rules for different aquatic environments• Reads signs and obeys rules when in aquatic environments	<ul style="list-style-type: none">• Find out what they already know and understand about dangers and safe behaviours in different aquatic environments.• Discuss safety rules: around backyard pools, lifejacket use, water safety signs, adult supervision, safe play areas, swimming in patrolled areas, listening to lifesavers or lifeguards.• Bust some myths around drowning deaths (make sure research backs you up!)
Hazards & Personal Safety	Explore how to participate safely in a range of aquatic activities	<ul style="list-style-type: none">• Discuss and correctly answer questions on ways to participate safely in a range of aquatic activities	<ul style="list-style-type: none">• Ask what aquatic activities they participate in or are interested in learning.• Use case studies, personal experiences or scenario- based situations to highlight dangers and safe behaviours.• Discuss a range of activities: open water swimming, lifesaving, boating, watercraft, fishing, snorkelling.• Discuss ways to participate safely: never go alone, check conditions, look after your mates, take lessons first, avoid risk-taking.
Hazards & Personal Safety	Understand personal abilities and limitations that affect safety in and around water	<ul style="list-style-type: none">• Discuss and correctly answer questions relating to personal behaviours that effect personal safety in aquatic environments	<ul style="list-style-type: none">• Ask students to assess their personal aquatic abilities and limitations and think about how this may differ in various aquatic environments, conditions, and impact participation in aquatic activities.• Discuss use of alcohol and drugs, peer influences and group pressure, personal health and wellbeing, risk-taking and poor decisions.
Entry & Exit	Dive in entry	<ul style="list-style-type: none">• Stand on pool edge with toes over edge• Push off to extend legs• Arms fully extended, hands and head locked• Hands enter water first• Legs straight on entry• Glide and commence kicking• Steer up and end in secure upright position	<ul style="list-style-type: none">• Use progressions to prepare students for the full dive in entry, e.g., sitting dive, kneeling dive, crouching dive.• Avoid using equipment such as hoops or water noodles to dive through or over when teaching diving as unsafe.• Explain rules for diving and dangers associated with unsafe practise.

Flotation	Float, scull or tread water for 2 minutes and signal for help	<ul style="list-style-type: none"> • Interchange between floating, sculling and treading water • Keep mouth clear of water to breathe normally • Intermittently signal for help • Duration of 2 minutes 	<ul style="list-style-type: none"> • Discuss survival strategies for aquatic emergencies. • Signal for help – raise one open hand, wave above head and shout to attract attention. • Incorporate into a scenario to improve learning e.g., boat capsizes in open water.
Swimming	Swim 50 metres freestyle	<ul style="list-style-type: none"> • Streamline position • Continuous flutter kick • Effective arm pull and push phase • Bent arm recovery with extended entry • Breathing pattern established • Distance of 50 metres 	<ul style="list-style-type: none"> • Continue to use drills to improve stroke technique and efficiency. • Introduce timed swims for a sense of personal achievement (record time).
Swimming	Swim 50 metres backstroke	<ul style="list-style-type: none"> • Streamline position • Continuous flutter kick • Effective arm pull and push phase • Straight arm recovery • Shoulder rotation • Distance of 50 metres 	<ul style="list-style-type: none"> • Continue to use drills to improve stroke technique and efficiency.
Swimming	Swim 50 metres survival backstroke	<ul style="list-style-type: none"> • Symmetrical and simultaneous leg and arm actions • Effective inverted 'whip kick' • Underwater arm recovery • Glide phase • Distance of 50 metres 	<ul style="list-style-type: none"> • Continue to use drills to improve stroke technique and efficiency. • Introduce holding a buoyant aid to simulate rescuing a casualty to build endurance and develop an efficient kick.
Swimming	Swim 50 metres breaststroke	<ul style="list-style-type: none"> • Symmetrical and simultaneous leg and arm actions • Effective whip kick • Correct phases of arm action; catch and out-sweep, down and in-sweep and recovery • Correct timing • Distance of 50 metres 	<ul style="list-style-type: none"> • Continue to use drills to improve stroke technique and efficiency. • Discuss differences between survival and competition breaststroke.

Swimming	Swim 25 metres sidestroke	<ul style="list-style-type: none"> • Streamline position on side • Effective scissor kick • Arm action with one in propulsion phase, the other in recovery • Correct timing with upper leg and upper arm propulsion and recovery simultaneous • Distance of 25 metres 	<ul style="list-style-type: none"> • Demonstrate the leg action out of the water. • Practise the scissor kick using support of two kickboards. • Introduce the upper arm action first with the leg action. • Swim short distances often to first focus on technique rather than distance.
Underwater Skills	Surface dive, swim underwater for up to 3 metres and search to recover an object in deep water	<ul style="list-style-type: none"> • Submerge head or feet-first in deep water • Open eyes underwater • Swim underwater for up to 3 metres • Use hands in sweeping motion to search for object 	<ul style="list-style-type: none"> • Practise each component of the sequence separately before putting it together. • Retrieve more than one object to increase the difficulty of this skill.
Lifesaving	Respond to an emergency and perform a primary assessment	<ul style="list-style-type: none"> • Assess the emergency • Check for and remove any dangers • Assess response e.g., squeeze shoulders, give commands • Simulate calling Triple Zero (000) or request bystander to assist • Open mouth, look for obstruction, if visible roll to side and finger sweep • Tilt head and lift chin to open airway • Look, listen and feel for breathing • Place casualty in recovery position • Continue to monitor casualty 	<ul style="list-style-type: none"> • Find out if students have undertaken a CPR course previously and how long ago – this will guide the learning. • Plan dryland lesson so students can come appropriately dressed. • Highlight that family members are most likely first responders to an emergency so it's important to know what to do. • Be sensitive to students' previous emergency experiences. • Encourage students to complete a full and certified CPR or First Aid course.

Rescue	Rescue initiative scenario no more than 10 metres	<p>Rescue a casualty no more than 10 metres:</p> <ul style="list-style-type: none"> • Assess the emergency e.g., environment, distance from safety, casualty's condition • Provide reassurance and effective instructions to casualty • Ensure self-preservation by positioning securely • Use available aids effectively • Use a method appropriate for the scenario • Secure casualty, ready for exit • Explain reasons for actions taken <p>Note: Rescue methods may be any of those from previous levels.</p>	<ul style="list-style-type: none"> • This is a non-swimming rescue. • Provide different and realistic scenarios for each student. • Scenarios should include: environment (pool, lake, waterhole), conditions (windy, calm), casualty condition (non, weak, injured, unconscious), aids available etc. • Provide rescue aids that may be available at the aquatic environment of the scenario.
Sequencing & Survival Skills	Perform a survival sequence wearing light clothing	<p>Demonstrate continuous sequence wearing light clothing - shorts and t-shirt, pyjamas, or long sleeve shirt and long pants:</p> <ol style="list-style-type: none"> a) Float, scull or tread water for 2 minutes – may change from one to other b) Remain calm c) Signal for help with hand in air and shout to attract attention d) Swim survival strokes slowly for 3 minutes, changing stroke every minute e) Select appropriate exit for environment f) Reflect on actions g) Acknowledge personal aquatic strengths and limitations through answering questions 	<ul style="list-style-type: none"> • Discuss survival strategies for aquatic emergencies. • Experience wearing light clothing in shallow water first. • Practice each component of the sequence separately before putting it together. • Use questioning to elicit responses for assessment e.g., was the sequence challenging? could they do this in open water?



T-A Level 04

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ROYAL LIFE SAVING
AUSTRALIA



STRAND	SKILL OUTCOME	MUST SEE CRITERIA	TEACHING TIPS
Hazards & Personal Safety	Understand and follow safety rules for aquatic environments	<ul style="list-style-type: none">• Correctly answer questions about safety rules for different aquatic environments• Reads signs and obeys rules when in aquatic environments	<ul style="list-style-type: none">• Find out what they already know and understand about dangers and safe behaviours in different aquatic environments.• Discuss safety rules: around backyard pools, lifejacket use, water safety signs, adult supervision, safe play areas, swimming in patrolled areas, listening to lifesavers or lifeguards.• Bust some myths around drowning deaths (make sure research backs you up!)
Hazards & Personal Safety	Explore how to participate safely in a range of aquatic activities	<ul style="list-style-type: none">• Discuss and correctly answer questions on ways to participate safely in a range of aquatic activities	<ul style="list-style-type: none">• Ask what aquatic activities they participate in or are interested in learning.• Use case studies, personal experiences or scenario- based situations to highlight dangers and safe behaviours.• Discuss a range of activities: open water swimming, lifesaving, boating, watercraft, fishing, snorkelling.• Discuss ways to participate safely: never go alone, check conditions, look after your mates, take lessons first, avoid risk-taking.
Hazards & Personal Safety	Understand personal abilities and limitations that affect safety in and around water	<ul style="list-style-type: none">• Discuss and correctly answer questions relating to personal behaviours that effect personal safety in aquatic environments	<ul style="list-style-type: none">• Ask students to assess their personal aquatic abilities and limitations and think about how this may differ in various aquatic environments, conditions, and impact participation in aquatic activities.• Discuss use of alcohol and drugs, peer influences and group pressure, personal health and wellbeing, risk-taking and poor decisions.
Entry & Exit	Dive in entry	<ul style="list-style-type: none">• Stand on pool edge with toes over edge• Push off to extend legs• Arms fully extended, hands and head locked• Hands enter water first• Legs straight on entry• Glide and commence kicking• Steer up and end in secure upright position	<ul style="list-style-type: none">• Use progressions to prepare students for the full dive in entry, e.g., sitting dive, kneeling dive, crouching dive.• Avoid using equipment such as hoops or water noodles to dive through or over when teaching diving as unsafe.• Explain rules for diving and dangers associated with unsafe practise.• Progress to diving off dive block if not already experienced.

Flotation	Float, scull or tread water for 5 minutes and signal for help	<ul style="list-style-type: none"> • Interchange between floating, sculling and treading water • Keep mouth clear of water to breathe normally • Intermittently signal for help • Duration of 5 minutes 	<ul style="list-style-type: none"> • Discuss survival strategies for aquatic emergencies. • Signal for help – raise one open hand, wave above head and shout to attract attention. • Incorporate into a scenario to improve learning e.g., boat capsizes in open water. • Gradually build up to 5 minutes.
Swimming	Swim 200 metres continuously using 1 swimming stroke and 2 survival strokes	<ul style="list-style-type: none"> • Continuous swim, i.e., no stopping or standing • Swim slowly, changing strokes • 1 swimming and 2 survival strokes • Distance of 200 metres 	<ul style="list-style-type: none"> • Try different stroke combinations.
Swimming	Swim 100 metres freestyle	<ul style="list-style-type: none"> • Continuous swim, i.e., no stopping or standing • Efficient freestyle technique; streamline, continuous leg and arm action, correct timing • Distance of 100 metres 	<ul style="list-style-type: none"> • Use a variety of drills and activities to develop efficiency and build endurance. • Introduce timed swims for a sense of personal achievement (record time).
Swimming	Swim 100 metres backstroke	<ul style="list-style-type: none"> • Continuous swim, i.e., no stopping or standing • Efficient backstroke technique; streamline, continuous leg and arm action, correct timing • Distance of 100 metres 	<ul style="list-style-type: none"> • Use a variety of drills and activities to develop efficiency and build endurance. • Introduce timed swims for a sense of personal achievement (record time).
Swimming	Swim 100 metres survival backstroke	<ul style="list-style-type: none"> • Continuous swim, i.e., no stopping or standing • Efficient survival backstroke technique; streamline, symmetrical and simultaneous, glide, correct timing • Distance of 100 metres 	<ul style="list-style-type: none"> • Introduce holding a buoyant aid to simulate rescuing a casualty to build endurance and develop an efficient kick. • Use swim as a cool down activity at the end of a lesson.
Swimming	Swim 100 metres breaststroke	<ul style="list-style-type: none"> • Continuous swim, i.e., no stopping or standing • Efficient breaststroke technique; streamline, symmetrical and simultaneous, glide, correct timing • Distance of 100 metres 	<ul style="list-style-type: none"> • Use a variety of drills and activities to develop efficiency and build endurance. • Introduce timed swims for a sense of personal achievement (record time).

Swimming	Swim 50 metres sidestroke	<ul style="list-style-type: none"> • Streamline position on side • Effective scissor kick • Arm action with one in propulsion phase, the other in recovery • Correct timing with upper leg and upper arm propulsion and recovery simultaneous • Distance of 50 metres 	<ul style="list-style-type: none"> • Introduce holding a buoyant aid to simulate rescuing a casualty to build endurance and develop an efficient kick.
Underwater Skills	Tumble Turn	<ul style="list-style-type: none"> • Swim towards wall in a continuous movement • Head follows the last arm stroke • Chin tucked through the turn • Flip feet straight over the top in a tucked position • Push off wall in streamline position with arms extended • No breathing on last stroke or first stroke 	<ul style="list-style-type: none"> • Ensure water depth is suitable for somersaults. • Encourage nose bubbles during the turn phase of this skill. • Practise from a stand start to stand finish position. • Try push and glide from wall then somersault for initial practises.
Lifesaving	Respond to an emergency and perform a primary assessment	<ul style="list-style-type: none"> • Assess the emergency • Check for and remove any dangers • Assess response e.g., squeeze shoulders, give commands • Simulate calling Triple Zero (000) or request bystander to assist • Open mouth, look for obstruction, if visible roll to side and finger sweep • Tilt head and lift chin to open airway • Look, listen and feel for breathing • Place casualty in recovery position • Continue to monitor casualty 	<ul style="list-style-type: none"> • Find out if students have undertaken a CPR course previously and how long ago – this will guide the learning. • Plan dryland lesson so students can come appropriately dressed. • Highlight that family members are most likely first responders to an emergency so it's important to know what to do. • Be sensitive to students' previous emergency experiences. • Encourage students to complete a full and certified CPR or First Aid course.

Rescue	Rescue initiative scenario no more than 15 metres	<p>Rescue a casualty no more than 15 metres:</p> <ul style="list-style-type: none"> • Assess the emergency e.g., environment, distance from safety, casualty's condition • Provide reassurance and effective instructions to casualty • Ensure self-preservation throughout rescue • Use available aids effectively • Use a method appropriate for the scenario • Secure casualty, ready for exit • Explain reasons for actions taken <p>Note: Rescue methods may be any of those from previous levels and include non-contact methods.</p>	<ul style="list-style-type: none"> • This is a non-swimming rescue. • Provide different and realistic scenarios for each student. • Scenarios should include: environment (pool, lake, waterhole), conditions (windy, calm), casualty condition (non, weak, injured, unconscious), aids available etc. • Provide rescue aids that may be available at the aquatic environment of the scenario.
Sequencing & Survival Skills	Perform a survival sequence wearing light clothing	<p>Demonstrate continuous sequence wearing light clothing - shorts and t-shirt, pyjamas, or long sleeve shirt and long pants:</p> <ol style="list-style-type: none"> a) Float, scull or tread water for 2 minutes – may change from one to other b) Remain calm c) Signal for help with hand in air and shout to attract attention d) Swim survival strokes slowly for 3 minutes, changing stroke every minute e) Select appropriate exit for environment f) Reflect on actions g) Acknowledge personal aquatic strengths and limitations through answering questions 	<ul style="list-style-type: none"> • Discuss survival strategies for aquatic emergencies. • Experience wearing light clothing in shallow water first. • Practice each component of the sequence separately before putting it together. • Use questioning to elicit responses for assessment e.g., was the sequence challenging? could they do this in open water?