

Life saving education programs for SDS & Specialist Schools

► 2 Hour Program

ACTIVITY DESCRIPTION



Introduction / Be Aware and Be Prepared:

Before heading into their activities, your students will be greeted by our staff and given some key water safety rules & messages to ensure a safe and smooth day! We will ensure everyone knows how to call for help, to never swim alone and to make sure they stay within our designated program area.



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)!



Beach Sport:

Running and playing sport on the beach comes with it's own challenges that you don't experience on grass or a hard floor. In this rotation, participants will use their gross motor skills to play beach soccer and/or beach cricket..



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.)!

Rotation Times	Group 1	Group 2	Group 3	Group 4
10.00am – 10:20am	Introduction & Be Aware and Be Prepared			
10:20am – 10:40am	Beach Sport	Safe Body Boarding	Rescue Strategies	Survival Strategies
10:40am – 11:00am	Survival Strategies	Beach Sport	Safe Body Boarding	Rescue Strategies
11:00am – 11.10pm	Break			
11:10am – 11:30am	Rescue Strategies	Survival Strategies	Beach Sport	Safe Body Boarding
11:30am – 11:50am	Safe Body Boarding	Rescue Strategies	Survival Strategies	Beach Sport
11:50am – 12:00pm	Conclusion & Goodbye			

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

Curriculum	Level A (Towards Foundation)	Level B (Towards Foundation)	Level C (Towards Foundation)	Level D (Towards Foundation)
Be Aware & Be Prepared Key learning outcomes	<ul style="list-style-type: none"> Understand how different dangers can hurt or harm us at a waterway Know where to look for safety signs, understand common symbols and know who to ask for help deciphering signs Understand where rips and currents are commonly found and how to avoid them Identify common dangers in and around pools and understand supervision requirements Learn how to spot waves that are safe or unsafe to swim in for different swimming abilities <p>Know how and when to contact emergency services</p>	<ul style="list-style-type: none"> Identify dangers near waterway Recognise a safety sign and understand what the symbols mean Identify dangers of strong currents Understand how rips are formed, what they look like and how to avoid them Understand the pool environment and identify safety features Identify surging, spilling, and plunging waves Identify who can help us and how to contact them 	<ul style="list-style-type: none"> Identify dangers near waterway Recognise a safety sign and understand what the symbols mean Identify dangers of strong currents Understand how rips are formed, what they look like and how to avoid them Understand the pool environment and identify safety features Identify surging, spilling, and plunging waves Identify 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 in Think critically about the benefits and limitations of water safety signage Identify dangers of strong currents and rips, and how to educate and inform others of their danger. Understand the benefits of aquatic facilities to the community Make informed decisions about which waves are best for playing, swimming, surfing and body boarding; and which waves should be avoided Identify 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	<p>Identify self (self-awareness) (VCHPEP001)</p> <p>React to significant people (VCHPEP003)</p> <p>React to people and sensory experiences (VCHPEP004)</p> <p>Experience health and safety actions (VCHPEP006)</p>	<p>Identify significant people and communicate when they feel safe/unsafe (VCEHPEP017)</p> <p>Practise basic skills of personal care and communicate basic needs, likes and dislikes and experience the social skills of turn taking and sharing (VCHPEP018)</p> <p>Express their feelings, needs, likes and dislikes (VCHPEP019)</p> <p>Participate in a variety of health, safety and wellbeing actions (VCHPEP020)</p>	<p>Identify and name members of immediate family and demonstrate safety awareness, respond to safety instructions and identify safe and unsafe places and items in the environment (VCHPEP031)</p> <p>Practise personal hygiene, independence skills and social skills including taking turns (VCHPEP032)</p> <p>Explore their feelings and practice expressing their needs, likes and dislikes using simple communication tools (VCHPEP033)</p> <p>Practise a variety of health, safety and wellbeing actions (VCHPEP034)</p>	<p>Identify what they can do (VCHPEP043)</p> <p>Demonstrate an understanding of different kinds of relationships and identify some private places and safe and unsafe places or situations (VCHPEP045)</p> <p>Practise personal skills of self-care, hygiene and independence and practise social skills to interact with others (VCHPEP046)</p> <p>Explore what actions promote health, safety and wellbeing (VCHPEP048)</p> <p>Explore play in outdoor settings and the natural environment (VCHPEP049)</p>

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Beach Sport Key learning outcomes	<ul style="list-style-type: none"> Practice a variety of skills used in sports such as soccer, cricket, volleyball and Australian football Understand how different surfaces (sand, grass, dirt etc.) react differently when we run on them Compete as a team in a way that is fun and inclusive Recall a number of different locations that are safe to play sport at – like the beach, park, backyard or school 		<ul style="list-style-type: none"> Refine motor skills of kicking, throwing, hitting a bat, catching and running to participate in a game Adapt running technique to efficiently run over different surfaces Compete cooperatively as a team, working towards a common goal Suggest what games might be safe and suitable for different locations (ie. Beach cricket, beach soccer, water polo, diving), and what might be considered dangerous. 	<ul style="list-style-type: none"> Efficiently use motor skills to participate in beach sport games, and adapt skills to suit their environment Practice running from sand, to water, to sand during activities – simulating a rescue attempt Display sportsmanship and a positive manner towards teammates and opposition during a sport game. Teach others how to play different sport safely in and around the water.
Links to Victorian Curriculum	<p>React as body parts are moved and named (VCHPEP002)</p> <p>React to people and sensory experiences (VCHPEP004)</p> <p>Experience play activities (VCHPEP007)</p>	<p>Identify some major body parts (VCHPEP016)</p> <p>Participate in a variety of health, safety and wellbeing actions (VCHPEP020)</p> <p>Engage in structured play activities (VCHPEP021)</p>	<p>Identify major body parts and stages of life (VCHPEP030)</p> <p>Practise personal hygiene, independence skills and social skills including taking turns (VCHPEP032)</p> <p>Practise a variety of health, safety and wellbeing actions (VCHPEP034)</p> <p>Participate in structured play in various settings (VCHPEP035)</p>	<p>Identify what they can do (VCHPEP043)</p> <p>Identify the major parts of the body by their names and sequence images of major stages of life (VCHPEP044)</p> <p>Practise personal skills of self-care, hygiene and independence and practise social skills to interact with others (VCHPEP046)</p> <p>Explore what actions promote health, safety and wellbeing (VCHPEP048)</p> <p>Explore play in outdoor settings and the natural environment (VCHPEP049)</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 water Recognise objects or people that could help rescue someone in trouble in the water How to use objects or other people to help yourself or someone else stay afloat and wait for help Develop a consistent throwing technique using different objects Listen & respond to the teachers' instructions during a rescue 		<ul style="list-style-type: none"> Identify someone who is drowning or having difficulty in the water Develop skills for talk, reach and throw rescues Accurately 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 self (self-awareness) (VCHPEP001)</p> <p>React as body parts are moved and named (VCHPEP002)</p> <p>React to significant people (VCHPEP003)</p> <p>React to people and sensory experiences (VCHPEP004)</p> <p>Experience health and safety actions (VCHPEP006)</p> <p>Experience play activities (VCHPEP007)</p>	<p>Identify significant people and communicate when they feel safe/unsafe (VCHPEP017)</p> <p>Practise basic skills of personal care and communicate basic needs, likes and dislikes and experience the social skills of turn taking and sharing (VCHPEP018)</p> <p>Participate in a variety of health, safety and wellbeing actions (VCHPEP020)</p> <p>Engage in structured play activities (VCHPEP021)</p>	<p>Identify and name members of immediate family and demonstrate safety awareness, respond to safety instructions and identify safe and unsafe places and items in the environment (VCHPEP031)</p> <p>Practise personal hygiene, independence skills and social skills including taking turns (VCHPEP032)</p> <p>Practise a variety of health, safety and wellbeing actions (VCHPEP034)</p> <p>Participate in structured play in various settings (VCHPEP035)</p>	<p>Identify what they can do (VCHPEP043)</p> <p>Demonstrate an understanding of different kinds of relationships and identify some private places and safe and unsafe places or situations (VCHPEP045)</p> <p>Practise personal skills of self-care, hygiene and independence and practise social skills to interact with others (VCHPEP046)</p> <p>Explore what actions promote health, safety and wellbeing (VCHPEP048)</p> <p>Explore play in outdoor settings and the natural environment (VCHPEP049)</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 recover • Understand how to perform safety checks on life jackets and choose the correct Life Jacket for different activities
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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.
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