



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.
