



SWIM FOR SAFETY PROGRAM - SRI LANKA

Version 01, January 2020





SWIM FOR SAFETY PROGRAM - SRI LANKA

Version 01, January 2020

TECHNICAL COMMITTEE

CAPTAIN ELMO JAYAWARDENA, FOUNDER PRESIDENT, CANDLEAID, SRI LANKA – 2020

Ms. DIL JAYAWARDENA, EXECUTIVE DIRECTOR, CANDLEAID, SRI LANKA – 2020

Ms. CHITRA MALALASEKERA, SENIOR SWIMMING TEACHER, CANDLEAID, SRI LANKA – 2020

Ms. LIZ TESONE, AQUATIC DEVELOPMENT MANAGER - YMCA VICTORIA.

NATIONAL CHAIR OF AQUATICS LEADERSHIP TEAM - YMCA AUSTRALIA – 2020

Ms. MICHELLE LING, AQUATIC SPECIALIST, YMCA VICTORIA, AUSTRALIA.

AQUATICS DIRECTOR, KNOX LEISUREWORKS YMCA – 2020

Mr. MEVAN JAYAWARDENA, CHIEF OPERATING OFFICER, LIFE SAVING VICTORIA (LSV), AUSTRALIA.

HON INTERNATIONAL ADVISOR, SRI LANKA LIFE SAVING (SLLS) – 2020

Dr. BERNADETTE MATTHEWS PHD, PRINCIPAL RESEARCH ASSOCIATE,

AQUATIC RISK AND RESEARCH, LIFE SAVING VICTORIA (LSV), AUSTRALIA – 2020

Ms. RHIANNON BIRCH, MANAGER – RESEARCH, AQUATIC RISK AND RESEARCH,

LIFE SAVING VICTORIA (LSV), AUSTRALIA – 2020

PROFESSOR SAMATH DHARMARATNE, CHAIR PROFESSOR OF COMMUNITY MEDICINE,

DEPT. OF COMMUNITY MEDICINE, FACULTY OF MEDICINE, UNIVERSITY OF PERADENIYA.

SRI LANKA. CHIEF ADVISOR, SLLS – 2020

Mr. ASANKA NANAYAKKARA, PRESIDENT, SRI LANKA LIFE SAVING (SLLS).

INTERNATIONAL LIFEGUARD INSTRUCTOR, INTERNATIONAL LIFE SAVING FEDERATION

(ILS), LEUVEN, BELGIUM – 2020

Mr. SANATH WIJAYARATNE, HON ADVISOR, SRI LANKA LIFE SAVING (SLLS) – 2020

Ms. JEEWANTHIKA EKANAYAKA, LECTURER, DEPARTMENT OF NURSING, FACULTY OF ALLIED

HEALTH SCIENCES UNIVERSITY OF PERADENIYA.

RESEARCH MANAGER, SRI LANKA LIFE SAVING (SLLS) – 2020

Mr. W. RANIL NILANTHA PEIRIS, SENIOR SWIMMING TEACHER, PUTTLAM DISTRICT,

DOLPHIN AQUATIC CLUB, SRI LANKA – 2020

Mr. S. A. UPUL SUSANTHA, SENIOR SWIMMING TEACHER, SEA HORSE AQUATIC CLUB,

SRI LANKA – 2020

CONTENTS

Contents - Introduction – About Water Safety and SFS in Sri Lanka	04
Swim for Safety Program Goal	07
General Tips for Teaching Swimming	09
Lesson One	13
Lesson Two	14
Lesson Three	15
Lesson Four	16
Lesson Five	17
Lesson Six	18
Lesson Seven	19
Lesson Eight	20
Lesson Nine	21
Lesson Ten	22
Lesson Eleven	23
Lesson Twelve	24
Lesson Goal – Call for HELP!	25
Lesson Goal – Safe Entries and Exits – Slide in Entry	26
Lesson Goal – Safe Entries and Exits – Climb out	27
Lesson Goal – Safe Entries and Exits – Walk in Entry and Walk out Exit	28
Lesson Goal – Go Under Water	29
Lesson Goal – Movement in Water – Walking and Changing Direction	29
Lesson Goal – Movement in Water – Jumping and Changing Direction	30
Lesson Goal – Safe Entries and Exits – Fall in Entry and Exit	31
Lesson Goal – Back Float and Recover	33
Lesson Goal – Front Float and Recover	34
Lesson Goal – Rotation in Water	35
Lesson Goal – Sculling (Head First)	36
Lesson Goal – Treading Water	37
Lesson Goal – Safe Entries and Exits – Compact Jump	38
Lesson Goal – Survival Backstroke	39
Lesson Goal – Survival Breaststroke	40
Lesson Goal – Sculling (Feet First)	42
Lesson Goal – Danger Identification	44
Lesson Goal – Talk Rescue	51
Lesson Goal – Pull Rescue	51
Lesson Goal – Throw Rescue	52
Lesson Goal – Basic Emergency Response (DRSA)	53
Lesson Goal – Survival Sequence	55
Lesson Goal – Emergency Scenarios	56

ABOUT US

The Sri Lanka Life Saving (SLLS) is the National body for lifesaving and water safety related activities in Sri Lanka. It is affiliated with the International Life Saving Federation (ILS), Royal Life Saving (Commonwealth), International Maritime Rescue Federation (IMRF - UK) and UITEMATE Japan.

The Sri Lanka Life Saving (SLLS) is registered with the Ministry of Sports in Sri Lanka (National Association of Sports Regulation No. 25, 1973 and National Association of Sports Regulation 2016.10.27 No. 1990/23 (23rd National Sport). It is also recognised by the Ministry of Health, Ministry of Education, Ministry of Defence, Ministry of Social Services and the Disaster Management Center of Sri Lanka.

VISION

To provide the community with safe aquatic environments

MISSION

- ⌘ Provide and maintain the highest level of public safety associated with aquatic environments for citizens and visitors.
- ⌘ Develop and implement effective drowning prevention strategies including public awareness, training and rescue services.
- ⌘ Promote skills and knowledge in drowning prevention through aquatic recreation and competitions.
- ⌘ Enhance beach safety by providing with effective public safety services, community involvements and a commitment to professionalism.
- ⌘ To supply public services that minimise aquatic risk and prevent loss of life, illness or injury.
- ⌘ Become recognised as the authority in modern public safety, training and management of aquatic environments in Sri Lanka.

CONTACT US

Sri Lanka Life Saving (SLLS)

- ⌘ Head Office: No: 21/21, Sri Dharmapala Road, Mount Lavinia, Sri Lanka.
- ⌘ Email : info@srilankalifesaving.lk, sl.lifesaving@gmail.com
- ⌘ Website : www.srilankalifesaving.lk
- ⌘ Facebook : Sri Lanka Life Saving
- ⌘ Administrative Office : No. 122, Thalapathpitiya Road, Udahamulla, Nugegoda, Sri Lanka.
- ⌘ Hotline : +94 77 302 66 80 , +94 777 2777 47, Tel/Fax: +94 11 2 83 44 43

COPYRIGHT STATEMENT

© Copyright Sri Lanka Life Saving (SLLS)

The contents contained in this document are copyright protected. Except with the prior written permission of Sri Lanka Life Saving (SLLS), no person may download, duplicate, reproduce, edit, publish, make available or disseminate through whatever means this document or any content thereof contained in whole or in part. All other rights reserved.

The names, trademarks and logos of Sri Lanka Life Saving may not be used in any advertising or publicity, without Sri Lanka Life Saving's prior express written permission.

Though SLLS believes reasonable efforts have been made to ensure the accuracy of the information contained in this document, it may include certain inaccuracies or typographical errors. This document is provided without warranty of any kind and reliance on any information presented is at your own risk.

SLLS hereby disclaims all warranties and conditions regarding the information (or part thereof) contained in this document. The user hereby releases SLLS from any and all liability for any claims or damages which may result from any use of this document.



SWIM FOR SAFETY PROGRAM

INTRODUCTION

Drowning is considered to be the second highest cause of accidental death in Sri Lanka. On average, recorded drowning incidents show that 755 people drowned each year from 2016 to 2018 in Sri Lanka. In most cases, it was identified that drowning could have been prevented with due diligence.

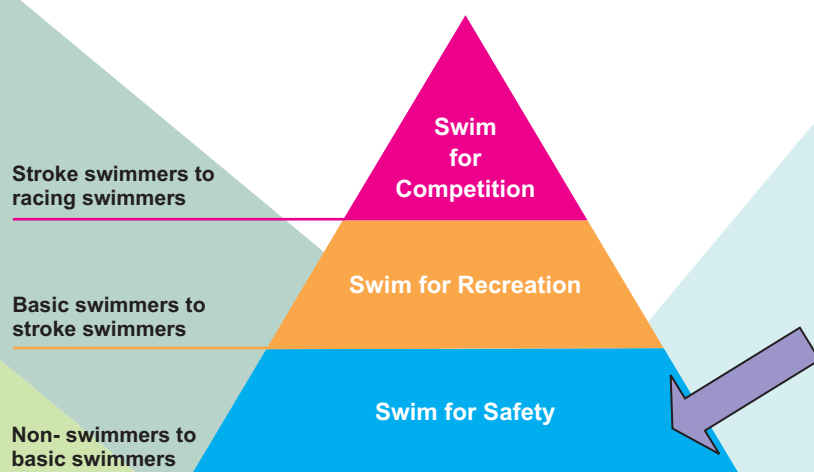
Lack of swimming capability within the population was identified as a major contributor to drowning in Sri Lanka. Increasing the swimming capability of individuals is a fundamental need for preventing drowning death and injury in Sri Lanka.

Learning swimming and being safe in water are skills that should be available to all individuals, irrespective of location and socioeconomic status. Learn to swim programs should be conducted in both pool and open water locations.

In addition to increasing safety in water, the ability to swim enables access to a range of water-based recreation and competition opportunities which contribute positively to health and well being.

Developing swimming capability in Sri Lanka is outlined in three parts:

- 1. Swim for Safety** :Learn to swim program for developing individuals from non swimmers to basic swimmers with a focus on water safety.
- 2. Swim for Recreation** :Learn to swim programs for developing individuals from basic swimmers to regular recreation swimmers with a focus on stroke technique and regularity.
- 3. Swim for Competition** :Learn to swim programs for developing individuals from recreation swimmers to competitive swimmers with a focus on speed and endurance.



The purpose of this Swim for Safety Program is to provide a 12 lesson x 1.5 hours teaching program that can be used to teach students basic swimming with a focus on water safety skills. Each lesson is expected to be approximately one hour and thirty minutes in duration. It is designed to be conducted in open water locations (rivers, bays and similar) or at swimming pools.

The Swim for Safety Program lessons include a number of activities a student is required to practice out-of-water to help in acquiring the basic swimming and water safety skills.

SWIM FOR SAFETY PROGRAM GOAL AND OUTCOMES

The goal of the Swim-for-Safety Program is for every student at the completion of the program to know basic swimming and water safety skills.

The students should be able to demonstrate the following:

1.	Understanding of dangers in and around water
2.	Swim continuously for 25m on front and/or back
3.	Float, scull and tread water continuously for 1 minute
4.	Complete a water survival sequence
5.	Perform a talk, pull and throw rescue
6.	Perform basic emergency response (DRSA)

* Water survival sequence is defined as: Fall in entry (safely), face down, rotate on to back, float on back, scull and tread water for 1 minute, move to a point of safety to secure self, climb out (safely) to exit.

USING THIS PROGRAM

The 12 lesson Swim for Safety Overview can be found on pages 7-9. The detailed Lesson Plans, beginning page 10 include the following helpful features:

1. Lesson Aim - What you want the children to achieve at the end of the lesson.
2. Revision - This is similar to a 'warm-up' and is optional, as the children may or may not know how to do certain skills. These are skills learnt in the previous lesson and are suggestions only. Coaches should only revise the skills children need extra time to practice. All lessons include lots of revision and practice throughout.
3. Lesson Focus – These are the new skills to be taught in the lesson. Most of the lesson time should be spent on these. The Lesson Focus also gives Coaches:
 - a. Page Reference – So Coaches can learn why, how to teach and how to practice the skill
 - b. Where – So Coaches know whether the skill is taught in the water or out of the water
 - c. Time – These are suggested times only. If children can do a skill and are confident, move to the next skill. All lessons include lots of revision and practice throughout.
4. Practice Scenario – Scenarios provided are examples only. Coaches are encouraged to make up their own scenario. Scenarios should be local to the children and relevant to their daily life, for example if they live at the beach, more emphasis should be placed on beaches and beach currents.
5. Safety Questions – Used for discussion during or at the end of the lesson.
6. Homework Activity – It is important children continue learning at home and share their knowledge with their family and friends.

It is important to explain to parents and children that a small number of skills like basic emergency response (DRSA) need to be taught out of water. In fact, of the 18 hours (12 lessons x 1.5 hours), only 1 hour (6%) in total should be spent out of water. 17 hours (94%) of the Swim for Safety program is taught and practiced in-water.

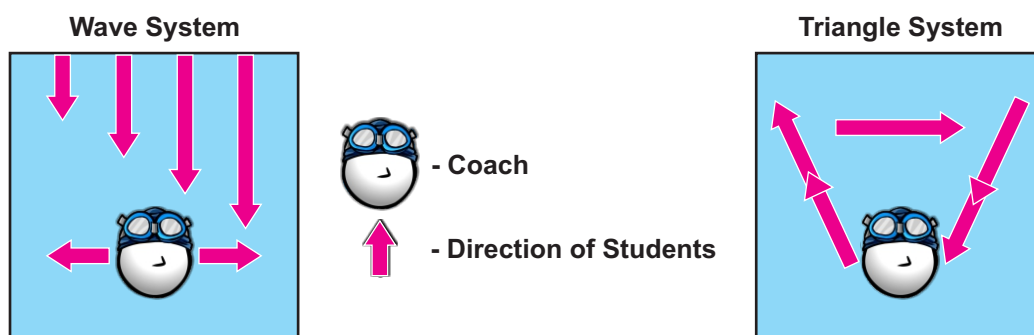
GENERAL TIPS FOR TEACHING SWIMMING

SUPERVISION

It is important to provide a safe environment for all students. Here are a few tips on how to supervise your students during lessons:

- ⌘ Keep all students in sight at all times
- ⌘ Do not turn your back on the students
- ⌘ Regularly count the number of students you have.
- ⌘ It is recommended that you are in the water while teaching

Below are two ways to ensure students practice as much as possible:



VENUE & EQUIPMENT

Coaches must ensure that the teaching venue is safe teaching swimming. If teaching at open water venues, ensure the venue has been approved by the Sri Lanka Life Saving (SLLS) for teaching swimming. Coaches must conduct a risk assessment prior to each lesson as instructed by the SLLS. Coaches must ensure equipment required is available and in a useable condition.

GIVING FEEDBACK

It is important to give regular feedback to students. Ensure feedback is given in a positive and encouraging way. This helps them learn the correct skills. Give feedback regularly so that the students are not practicing the wrong thing.

DISCIPLINE

Class rules need to be explained to students before each lesson to ensure students understand the expectations you have of them. All students must follow the class rules.

BODY LANGUAGE

When teaching your lessons, always make sure you are using appropriate body language. Always look interested and enthusiastic. Avoid yawning or standing with your arms crossed.

WELCOME AND DISMISSAL OF STUDENTS

Coaches should have a 'meet and greet' procedure to let students know where to meet the Coach at the beginning of each lesson. Coaches should also complete attendance records for each lesson. Students must be formally dismissed at the end of each lesson. Coaches must remain in supervision until the last student exits the water. Students must be advised to return to their parents or guardians.

SWIM FOR SAFETY PROGRAM OVERVIEW

LESSON	SKILL
One	- Assessment - Call for HELP! - Safe entries and exits: ⌘ Slide in entry ⌘ Walk in entry ⌘ Climb out ⌘ Walk out exit - Go underwater: ⌘ Put face in water ⌘ Lift head to take a breath ⌘ Put face in water and blow bubbles ⌘ Submerge whole body and push off bottom, lift head and take a breath - Movement through water: ⌘ Walk (and change direction) ⌘ Jump (and change direction)
Two	- Revision: ⌘ Safe entries ⌘ Safe exits ⌘ Go under water and recovery ⌘ Movement through water - Safe entries and exits: ⌘ Fall in entry and exit - Back float and recover: ⌘ With flotation aid ⌘ Without flotation aid - Front float and recover: ⌘ With flotation aid ⌘ Without flotation aid
Three	- Revision: ⌘ Safe entry (fall in) ⌘ Back float and recover ⌘ Front float and recover - Rotation in water: ⌘ Front to back to front float - Sculling: ⌘ Head first - Safe entries and exits: ⌘ Compact jump

Four	- Revision: ⌘ Back float and recover ⌘ Front float and recover ⌘ Rotation in water ⌘ Sculling (Head first) ⌘ Deep entries (Compact jump) - Treading water: ⌘ Tread water in deep water - Safe entries and exits: ⌘ Fall in entry and exit
Five	- Revision: ⌘ Back float and recover ⌘ Sculling (head first) ⌘ Deep entry ⌘ Treading water ⌘ Fall in entry and exit - Swim on back: ⌘ Survival Backstroke
Six	- Revision: ⌘ Survival Backstroke ⌘ Front float and recover - Swim on front: ⌘ Survival Breaststroke
Seven	- Revision: ⌘ Fall in entry ⌘ Front float and recover ⌘ Back float and recover ⌘ Survival Backstroke ⌘ Survival Breaststroke ⌘ Rotation in water ⌘ Sculling (head first) ⌘ Treading water
Eight	- Revision: ⌘ Sculling (head first) ⌘ Sculling (feet first) ⌘ Sculling hand movements ⌘ Float on back and scull feet first ⌘ Changing direction and turning around

	- Danger identification: ⌘ Different aquatic environments ⌘ Dangers and hazards Reading safety signs - Open water experience: ⌘ What is a current (beach / river)? ⌘ How to spot and avoid ⌘ How to escape currents (beach /river)
Nine	- Revision ⌘ Sculling (Head first) ⌘ Sculling (feet first) ⌘ Survival backstroke ⌘ Survival breaststroke ⌘ Danger identification ⌘ Open water experience - Dry rescue strategies: ⌘ Talk Rescue ⌘ Pull Rescue ⌘ Throw Rescue
Ten	- Revision: ⌘ Different aquatic environments ⌘ Danger identification - Basic emergency response (DRSA) - Practice swim continuously for 25m: ⌘ Swim on front and/or back - Skill revision for the survival sequence: ⌘ Safe entry (fall in) ⌘ Float ⌘ Rotation in water ⌘ Tread water ⌘ Scull (feet or head first) ⌘ Safe exit
Eleven	- Revision: ⌘ Survival sequence skill revision - Practice swim continuously for 25m: ⌘ Swim on front or back - Survival sequence: ⌘ Without clothes (i.e. swim wear only) ⌘ With clothes
Twelve	- Emergency Scenarios - Assessment

LESSON PLANS

LESSON ONE

Lesson Aim				
To safely enter and exit the water. To move through water and submerge.				
Suggested Equipment				
Spoons or sinkable toys				
Lesson Focus	Skill	Refer	Where	Time
Assessment	Conduct skills testing	n/a	In-water	n/a
Attracting attention	Calling for HELP!	p22	In-water	10min
Safe entries and exits	Entries: - Slide in entry - Walk in entry - Return to edge Exits: - Climb out exit - Walk out exit	p2-4	In-water	20min
Go under water	- Put face in water - Lift head to take a breath - Put face in water and blow bubbles - Submerge whole body and push off bottom, lift head and take a breath	p5	In-water	20min
Movement through water	- Walking through shallow water - Jumping up and down in shallow water - Changing direction and turning around in shallow water	p6-7	In-water	20min
Practice Scenario			Where	Time
Time to pretend that: - The students are going to cross a shallow river (cross from one side of the shallow pool, to the other) - They need to enter the river safely - what dangers could there be? - Then they need to walk across the river but duck underneath a low hanging tree branch – take a breath and don't forget to blow bubbles! - Keep walking to the other side, now exit the river safely - Practice again but this time add 'Calling for HELP!' mid-way across the river			In-water	20min
Safety Questions				
- Ask the students what did they learn today? - The water is fun! - You need to be safe around water - You need to enter and exit the water safely - It feels great to move in water and go under the water - You need to check the depth of the water in case it is too deep or not safe				
Homework Activity				
Practise Calling for HELP! – Teach someone how to do this.				

LESSON TWO

Lesson Aim				
To safely enter and exit the water, including practicing 'falling in'. To float and recover.				
Suggested Equipment				
Noodles, Kick boards				
Revision	Refer	Where	Time	
Safe entries and exits	p2-4	In-water	10min	
Go under water	p5			
Movement through water	p6-7			
Lesson Focus	Skill	Refer	Where	Time
Safe entries and exits	Entries: - Fall in entry -assisted - Fall in entry - unassisted Exits: - Rotate body - Return to the edge - Climb out exit	p2-4	In-water	10min
Back float and recover	- Float on back with flotation aid - Float on back without flotation aid p9	p9	In-water	25min
Front float and recover	- Float on front with flotation aid - Float on front without flotation aid	p10	In-water	25min
Practice Scenario			Where	Time
Staying in shallow water, time to pretend that: - The students are playing in the pool - Suddenly they find themselves in the deep end/ deep water - The student must: - Go into float position - Float on back (for 30 seconds to 1minute) - Call for HELP!			In-water	20min
Safety Questions				
- Ask the students what did they learn today? - The water is fun! - We need to be safe around water or we might fall in - It is relaxing to float in water, and if you fall in, you can float or scull back to the edge or until help arrives - Make sure you don't accidentally go to the deep end				
Homework Activity				
Practise floating position lying on the floor or bed.				

LESSON THREE

Lesson Aim				
To move through the water in different ways by floating and sculling.				
Suggested Equipment				
Noodles				
Revision	Refer	Where	Time	
Safe entries (fall in)	p8	In-water	15min	
Back float and recover	p9			
Front float and recover	p10			
Lesson Focus	Skill	Refer	Where	Time
Rotation in water	- Float on front and then rotate to float on back	p11	In-water	20min
Sculling (head first)	- Sculling hand movements - Float on back and scull head first - Change direction and turnaround	p12	In-water	30min
Safe entries and exit (deep water)	- Compact Jump	p14	In-water	10min
Practice Scenario			Where	Time
Time to pretend that: - The students are on a boat which is sinking - They must exit the boat safely - The student must: - Enter the water safely - Float and/or scull for 01 minute - Move to 'land' or a point of safety (the edge of the pool) - Climb out safely to exit - Show the students a life jacket and explain it is important to wear one when going on a boat because life jackets help with floating.			In-water	15min
Safety Questions				
- Ask the students what did they learn today? - The water is fun! - Always check the depth of the water before entering and exiting - It is relaxing to float in water, and if you fall in, you can float or scull back to the edge or until help arrives - This is why it is important to always swim with a friend or a family member - Always wear a life jacket when going on a boat				
Homework Activity				
Practice sculling arms while lying on the floor or bed.				

LESSON FOUR

Lesson Aim				
To tread water and experience being in different water depths. To safely enter and exit deep water.				
Suggested Equipment				
Noodles, Kick boards				
Revision	Refer	Where	Time	
Back float and recover	p9	In-water	30min	
Front float and recover	p10			
Rotation in water	p11			
Sculling (head first)	p12			
Deep entry (compact jump)	p14			
Lesson Focus	Skill	Refer	Where	Time
Treading water	- Tread water in deep water	p13	In-water	30min
Safe entries and exit (deep water)	- Compact Jump	p14	In-water	15min
Practice Scenario			Where	Time
Time to pretend that: - The students are playing beside the pool - Someone accidentally pushes them in (carefully) - The student must: - Do a fall in entry (safely) - be face down in water - Rotate on to back - Float on back, scull and tread water (for 30 seconds to 1 minute) - Call for HELP! - Rotate the body towards the edge (to a point of safety) - Climb out (safely) to exit			In-water	15min
Safety Questions				
- Ask the students what did they learn today? - The water is fun! - Make sure you don't accidentally go to the deep end - In an emergency, you can float or scull back to the edge, or until help arrives - This is why it is important to always swim with a friend or a family member				
Homework Activity				
Practice frog kick and arms lying on floor or bed.				

LESSON FIVE

Lesson Aim				
To swim on the back (survival backstroke).				
Suggested Equipment				
Noodles, Kick boards				
Revision		Refer	Where	Time
Back float and recover		p9	In-water	20min
Sculling (head first)		p12		
Deep entry (compact jump)		p14		
Treading water		p13		
Fall in entry and exit		p8		
Lesson Focus	Skill	Refer	Where	Time
Swim on back	- Survival backstroke	p15-16	In-water	50min
Practice Scenario			Where	Time
Time to pretend that: - The students are at the beach, playing in the water - The water is carrying them and they have drifted a long way - They must swim back to the sand - The student must: - Tread water and float for 2 minutes - Calling for HELP! - Swim on their back - practice swimming for 25 meters			In-water	20min
Safety Questions				
- Ask the students what did they learn today? - The water is fun! - Doing survival backstroke is good when you need to save energy and get your breath - In an emergency, you can float or scull back to the edge, or until help arrives - This is why it is important to always swim with a friend or a family member				
Homework Activity				
Practice frog kick and arms lying on back, on the floor or bed.				

LESSON SIX

Lesson Aim				
To swim on the front (survival breaststroke).				
Suggested Equipment				
Noodles, Kick boards				
Revision		Refer	Where	Time
Survival backstroke		p15,16	In-water	20min
Front float and recover		p10		
Lesson Focus	Skill	Refer	Where	Time
Swim on front	- Survival breaststroke	p17-18	In-water	50min
Practice Scenario			Where	Time
- Time to pretend that: - The students are at the beach, playing in the water - The water is carrying them and they have drifted a long way - They must swim back to the sand - The student must: - Tread water and float for 2 minutes – Calling for HELP! - Move on their front and/or back - practice moving for 25 meters - Practice changing from front to back, and to the front again - why is this important?			In-water	20min
Safety Questions				
- Ask the students what did they learn today? - The water is fun! - Doing survival breaststroke is good when you need to save energy and see where you are swimming - Doing survival backstroke is good when you need to save energy and get your breath - In an emergency, you can float or scull back to the edge, or until help arrives - This is why it is important to always swim with a friend or a family member				
Homework Activity				
Practice frog kick and arms lying on stomach, on the floor or bed.				

LESSON SEVEN

Lesson Aim			
To move through water to a point of safety using a combination of skills; floating, sculling, treading water and swimming on front and back.			
Suggested Equipment			
Noodles			
Revision	Refer	Where	Time
Fall in entry and exit	p8	In-water	25min
Back float and recover	p9		
Front float and recover	p10		
Sculling (head first)	p12		
Treading water	p13		
Swim on back (survival backstroke)	p15-16		20min
Swim on front (survival breaststroke)	p17-18		30min
Practice Scenario		Where	Time
- Time to pretend that: - The students are at the river, playing in the water - The current is carrying them and they have drifted downstream a long way - They must swim back to the river bank to safety - The student must: - Float for 2 minutes on their back - Call for HELP! - Scull and tread water for 2 minutes - Move on their front and/or back – aim for 25 meters - Practice changing from front to back, and to the front again - why is this important?		In-water	15min
Safety Questions			
- Ask the students what did they learn today? - The water is fun! - Doing survival breaststroke is good when you need to save energy and see where you are swimming - Doing survival backstroke is good when you need to save energy and get your breath - In an emergency, you can float or scull back to the edge, or until help arrives - This is why it is important to always swim with a friend or a family member			
Homework Activity			
Practice survival backstroke and survival breaststroke kick and arms lying on stomach and back, on the floor or bed.			

LESSON EIGHT

Lesson Aim				
To move through the water in different directions by sculling To identify dangers and hazards in different aquatic environments To identify and escape currents (beach / river)				
Suggested Equipment				
Noodles, Kick boards, Danger Identification Flip charts, Safety Sign Pictures, Long stick or pole or branch				
Revision		Refer	Where	Time
Sculling (head first)		p12	In-water	10min
Lesson Focus	Skill	Refer	Where	Time
Sculling (feet first)	- Sculling hand movements - Float on back and scull feet first - Changing direction & turning around	p19	In-water	20min
Danger identification	- Different aquatic environments– specify local - Dangers and hazards – specify local - Identify and understand safety signs	p20-25	Out of water	10min
Read safety signs	- Compact Jump		Out of water	10min
Open water experience	- What is a current? (beach /river) - How to spot and avoid currents - How to escape currents		In-water	20min
Practice Scenario			Where	Time
- Time to pretend that: - The students are at the beach and want to go in the water – What should they check for first? - The students think it is safe and are playing in the waves - All of a sudden they are in a current (make a current) - The students must call for HELP! and swim out of the current and swim on their front and/or back for 25 meters - Now practice but pretend to be in a river!			In-water	20min
Safety Questions				
- Ask the students what did they learn today? - There are many things we need to be careful of in different aquatic environments – Get the students to give examples. - What should you do before going in the water? - Read the safety signs, check the water depth, check for currents - What are dangers to check for before going in the water? - Waves, currents, rocks, sticks, seaweed, slippery banks, mud, dark water - Should you go for swimming alone? - No, always swim with a friend, a family member or an adult. If someone gets into trouble, then there will be someone there to help. - If there is no adult, lifeguard or swim coach, what should you do? Do not go in to the water				
Homework Activity				
- See what dangers you can find at your home - Students must find something in their homes that they think they could rescue someone within the water. Bring the item (rescue aid) to the next lesson to try!				

LESSON NINE

Lesson Aim				
To identify someone needing help in the water To perform a safe Talk, Pull and Throw rescue.				
Suggested Equipment				
Noodles, Kick boards, Long stick, pole or branch				
Revision	Refer	Where	Time	
Sculling (head first)	p12	In-water	30min	
Sculling (feet first)	p19			
Swim on back (survival backstroke)	p15-16			
Swim on front (survival breaststroke)	p17-18			
Open water experiences	p20-25			
Lesson Focus	Skill	Refer	Where	Time
Dry rescue strategies	- Check whether the students have brought a rescue aid from home - Talk Rescue - Pull Rescue - Throw Rescue	p26-28	In-water	45min (15min per rescue strategy)
Practice Scenario			Where	Time
- Time to pretend that: - Some students are swimming in a channel beside the road and some students are watching - The students in the water get into trouble – the water is too deep / they get a cramp / there is a current - The students watching must respond in the safest way – Talk rescue - When this doesn't work, they try a Pull, then a Throw rescue - The students in the water being rescued must practice; floating, treading water and Calling for HELP! - Students swap over			In-water	25min
Safety Questions				
- Ask the students what did they learn today? - The water is fun! - In an emergency, you can rescue a person using different strategies and with different rescue aids - This is why it is important to always swim with a friend or a family member - If someone is struggling to swim, do you get in to the water to help them? - No, you Talk, Pull or Throw. If none of those work, go and get help from an adult quickly! - What things around the pool could be used to rescue someone? - Pole, noodle, kick board, towel, belt, rope - What things in the natural environment or home could be used to rescue someone? - Stick, coconut, plastic bottle, branch, cricket bat				
Homework Activity				
Teach someone at home (out of and away from water) how to do a Talk, Pull and Throw rescue				

LESSON TEN

Lesson Aim				
To perform the basic emergency response steps DRSA.				
Suggested Equipment				
Noodles				
Revision	Refer	Where	Time	
Different aquatic environments	p20,26	In & out of water	10min	
Danger identification				
Lesson Focus	Skill	Refer	Where	Time
DRSA	- Learn and practice the steps; DRSA - Complete practice scenario/s (below)	p30-32	Out of water	30min
Practice Swimming continuously for 25m	- Swim on front - Swim on back	p15-18	In-water	20min
Skill Revision for the Survival Sequence	- Safe entry (fall in) - Float - Rotation in water - Tread water - Scull (feet first or head first) - Safe exit	p34	In-water	20min
Practice Scenario			Where	Time
- Time to pretend that: - The students are at home - An older family member gets chest pains and collapses - They must practice DRSA to help them			Out of water	10min
Safety Questions				
- Ask the students what did they learn today? - In an emergency, it is important to get help as quickly as possible - Students are very important in an emergency, then the patient and others				
Homework Activity				
- Teach one person at home on how to do basic emergency response (using the DRSA steps). - Students must bring T-shirts and Shorts to wear in the water to the next lesson.				

LESSON ELEVEN

Lesson Aim				
To experience what it feels like to swim in clothes.				
Suggested Equipment				
Noodles				
Revision		Refer	Where	Time
To experience what it feels like to swim in clothes.		p33	In-water	10min
Danger identification				
Lesson Focus	Skill	Refer	Where	Time
Practice Swimming continuously for 25m	- Swim on front or back for 25m without clothes (i.e. swimmer only) - Swim 25m in clothes	p30-32	Out of water	30min
Survival Sequence (without and with clothes)	- Practice the survival sequence without clothes (i.e. swimmer only) - Practice the survival sequence with clothes Survival Sequence- Fall in entry (safely), face down, rotate on to back, float on back, scull and tread water for 1 minute, move to a point of safety to secure self, climb out (safely) to exit.	p33	In-water	40min
Practice Scenario			Where	Time
Time to pretend that: - The students are playing beside a lake - A student falls in by accident, wearing clothes - What do they do? Practice the survival sequence - Then practice adding a rescue (talk, reach or throw) and Calling for HELP!			In-water	10min
Safety Questions				
- Ask the students what did they learn today? - Swimming in clothes is harder – the clothes are heavy when wet - This is why we must be careful when playing in water so we don't fall in - In an emergency, you can rescue a person using different strategies - This is why it is important to always swim with a friend or a family member				
Homework Activity				
Practice the basic emergency response DRSA steps				

LESSON TWELVE

Lesson Aim

To respond to an emergency in, on, or around water, especially in different aquatic environments

Final Assessment

Confirm students can:

- Swim continuously for 25m on front and/or back
- Complete a survival sequence: face down, rotate on to back, float and tread water for 1 minute, scull for 30 seconds and move to a point of safety to secure self

Lesson Focus	Skill	Refer	Where	Time
Assessment	- Final assessment (above) - Conduct skills testing	n/a	In-water	n/a
Scenarios (revision and practice from all previous lessons)	- Swim and participate in a number of real life and local scenarios - Invite parents to watch, listen and learn during this lesson	p34-39	In-water	90min

Safety Questions

- Ask the students what did they learn today?
- Swimming is fun
- It is important to be safe around water at all times
- It is important to keep friends and family safe around water too

Homework Activity

- Talk with your family about what you have learnt in Swim for Safety
- Tell someone else how important it is to learn swim for safety and encourage them to do the program

TEACHING GUIDE



LESSON GOAL - CALL FOR HELP!

WHY TEACH:

To alert a parent, lifeguard, teacher ...etc... that you are in trouble in the water.

HOW TO TEACH:

1. Raise one arm above your head and shout out for HELP!
2. Yell HELP as loud as you can
3. Hold arm up high



HOW TO PRACTICE:

1. Who can call the loudest
2. Call for help until the coach 'rescues' the students

LESSON GOAL – SAFE ENTRIES AND EXITS – SLIDE IN ENTRY

WHY TEACH:

This is the safest way to enter the water. This entry allows you to check the depth of the water and feel the bottom for dangers.

HOW TO TEACH:

1. Sit on the edge of the water (pool edge, lake side) with feet in the water
2. Place both hands onto one side of your body
3. Twist on to stomach
4. Lower yourself into the water
5. If the water is not clear, wear shoes
6. Enter the water slowly
7. Let your feet feel for objects



HOW TO PRACTICE:

1. Shark attack game (get students to enter water SLOWLY and then coach calls out “shark attack” and they need to exit water quickly and safely)
2. Students sit along the edge and practice who can enter the water the slowest.

LESSON GOAL – SAFE ENTRIES AND EXITS – CLIMB OUT

WHY TEACH:

This is the safest and quickest way to exit the water.

HOW TO TEACH:

1. Over edge
2. Up ladder
3. Up steps
4. Exit water slowly



HOW TO PRACTICE:

1. Shark attack game (get students to enter water and then coach calls out “shark attack” and they need to exit water quickly and safely)

LESSON GOAL – SAFE ENTRIES AND EXITS – WALK IN ENTRY AND WALK OUT EXIT

WHY TEACH:

Especially to emphasise entry into open water; beaches, rivers, canals, lakes ...etc...

HOW TO TEACH:

Walk in Entry

1. Identify an even entry point into the water that is clear from obstacles
2. Walk normally to the water edge and check depth with feet

3. Walk in the water and feel the water rise as you walk in
4. Hold arms out to the side for balance



Walk out Exit

1. Identify an exit point into the water that is clear from obstacles
2. Walk normally out of the water and feel the water level lower as you walk out
3. Hold arms out to the side for balance



HOW TO PRACTICE:

1. Shark attack game (get students to enter water SLOWLY and then coach calls out “shark attack” and they need to exit water quickly and safely)
2. Students walk into the water until chest depth and then walk back out again

LESSON GOAL – GO UNDER WATER

WHY TEACH:

It is important for students to learn how to go under the water confidently so that if they are in that situation they do not get scared.

HOW TO TEACH:

1. Put face in water with mouth closed, lift head and take a breath – using a flotation aid
2. Put face in water and blow bubbles, lift head and take a breath – using a flotation aid
 - ⌘ Side of pool
 - ⌘ Noodle
 - ⌘ Hands of coach /assistant
3. Put face in water with mouth closed, lift head and take a breath –unaided
4. Put face in water and blow bubbles, lift head and take a breath –unaided
5. Submerge whole body and push off bottom, lift head and take a breath



HOW TO PRACTICE:

1. Students go under water and look at friends
2. Students go under water and hold up fingers – partner has to come up for a breath and say how many fingers they were holding up
3. Students go under water and give each other a high five or handshake
4. Students go under water and pick up an object from the bottom
5. Students go under water and try to sit or lay on the bottom



LESSON GOAL – MOVEMENT IN WATER – WALKING AND CHANGING DIRECTION

WHY TEACH:

To move safely and comfortably move through water where water depth is known

HOW TO TEACH:

1. Stand upright in the water with feet planted on the ground, shoulder width apart
2. Have your out to the side to help balance yourself
3. Slowly walk through the water, keeping your eyes in front so you are aware of the surrounding
4. If you want to turn your body and walk in a different direction, use sculling hands to assist with movement sideways and backwards



HOW TO PRACTICE:

1. Get students to walk forwards and walk backwards. You can even get them to move forwards and backwards crouching down and walking on tip toes.
2. Students can race each other walking quickly and beginning to run through the water.



LESSON GOAL – MOVEMENT IN WATER – JUMPING AND CHANGING DIRECTION

WHY TEACH:

To understand the way water moves and how we move in it.

HOW TO TEACH:

1. Stand upright in the water with feet planted on the ground
2. Have your hands by your side to help balance yourself

1. Bend your knees and push your feet up off the bottom in the vertical direction and return your feet to the ground, again, using your hands to balance.
2. If you want to turn your body and jump in a different direction, use sculling hands to assist with movement sideways and backwards.



HOW TO PRACTICE:

1. Get students to jump forwards and walk backwards. You can even get them to move forwards and backwards seeing how high, low, big and small they can jump
2. Students can race each other and pretend to be a kangaroo

LESSON GOAL – SAFE ENTRIES AND EXITS – FALL IN ENTRY AND EXIT

WHY TEACH:

To understand how it feels if you fall in the water unexpectedly to help prepare for an emergency situation.

Standing

1. Stand on the edge of the pool
2. Stand with toes on edge

3. Fall forward away from pool edge
4. Cover your head with arms if the water depth and visibility is unclear
5. Bend knees and fall in water
6. Recover to the surface and return to edge

Sitting

1. Sit on the edge of the pool with knees and head tucked to chest
2. Protect head with hands
3. Fall sideways away from the edge of the pool
4. Keep protecting head with hands
5. Recover to the surface and return to edge



HOW TO PRACTICE:

1. Students stand/ sit along edge. When the Coach calls out the students name they do a fall in entry and return to the edge
2. Students stand/ sit along edge with a partner behind them. When the Coach calls 1, 2, 3 the partner gently pushes the student into the water. Ensure there is plenty of room to avoid collisions



LESSON GOAL – BACK FLOAT AND RECOVER

WHY TEACH:

This is the safest way to be in the water as you can breathe and use minimal energy while waiting for help.

HOW TO TEACH:

1. Lie on your back
2. Push your tummy up to the top of the water
3. Have arms and legs out to the side in a star shape
4. Lift head, chin to chest to stand. Arms out to the side for balance



HOW TO PRACTICE:

1. For beginners – use a noodle or kick boards for support
2. Coach provide support by holding under the arms



3. For advanced – try placing hands behind head



LESSON GOAL – FRONT FLOAT AND RECOVER

WHY TEACH:

It aids in teaching further skills as it is a good body position.

HOW TO TEACH:

1. Lie on your tummy
2. Push your back up to the top of the water
3. Have arms and legs out to the side in a star shape
4. Lift head, tuck knees to chest and then reach legs to ground to stand. Arms out to the side for balance



HOW TO PRACTICE:

1. For beginners – hold the edge or use a noodle or kick boards for support
2. Coach provide support by holding under the arms



LESSON GOAL – ROTATION IN WATER

WHY TEACH:

It assists is the swimmer having awareness of how they move in the water and how the water moves.

HOW TO TEACH:

1. Lie on your front
2. Push your bottom up to the top of the water
3. Have arms and legs out to the side in a star shape
4. Sculling your arms to rotate onto your side then your back



HOW TO PRACTICE:

1. Coaches support students by placing arms under students arms – instruct student to roll over on the count of 3 and roll back over on the count of 3
2. When students can float independently – Coach can call out 'flip' on 3 seconds. Students need to try to keep their feet off the bottom

LESSON GOAL – SCULLING (HEAD FIRST)

WHY TEACH:

Sculling is the basis of several other swimming skills. It is also a stroke that is able to help them in emergency situations and uses minimal energy.

HOW TO TEACH:

1. Lie on your back
2. Push your tummy up to the top of the water
3. Have your legs straight (not kicking)

4. Have arms straight by your side
5. Turn thumbs down and push hands away from body
6. Turn thumbs up and pull hands towards body



HOW TO PRACTICE:

1. Students stand in chest depth water and practice arm movements
2. Students practice arm movements laying on back with a noodle under the arms for support

Practice sculling under a noodle bridge. Coach hold noodles or have students in pairs – 1 sculling 1 holding a noodle as a bridge.



LESSON GOAL – TREADING WATER

WHY TEACH:

Treading water is a personal survival technique where moving in the water but remaining in the same location and keeping head above the water.

HOW TO TEACH:

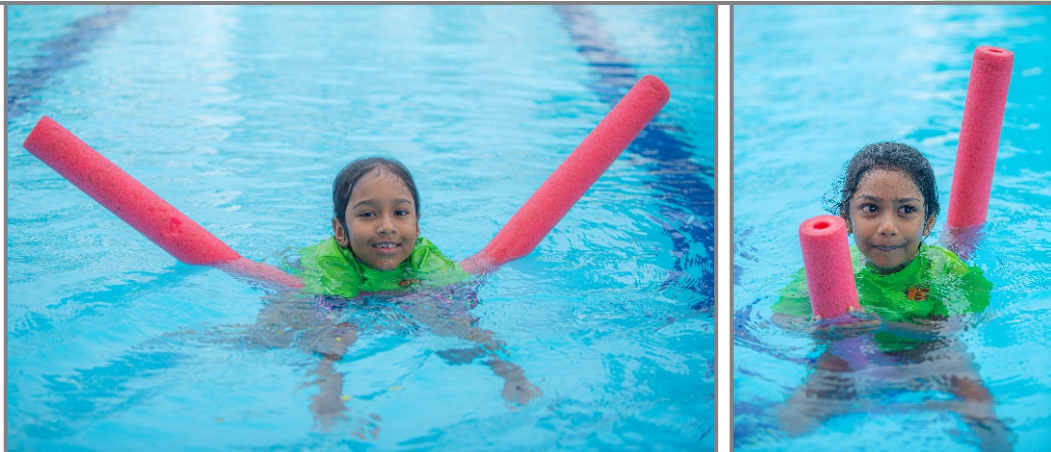
1. Keeping your body in a horizontal position
2. Use your legs in a cycling motion (like riding a bike)
3. Have your arms out in front of your body just below the water's surface
4. Use a push/pull motion with your hands going back and forth (like sculling)
5. Keeping head above the water



HOW TO PRACTICE:

1. Students use noodle under arms for support to practice cycle leg action
2. Students use noodle between legs and 'ride the bike' to practice leg action
3. Students hold onto pool edge and practice 'ride the bike' leg action

1. Coach provides support by holding under the arms (for nervous students)
2. Group can tread water for a count of 10 then float on back for a count of 10
3. Group of students in circle treading water – they can pass an object or a 'hi five' around the circle (advanced activity)



LESSON GOAL – SAFE ENTRIES AND EXITS – COMPACT JUMP

WHY TEACH:

To enable a safe entry into the water from a height over 1 m when the water depth is known. This is mainly used in emergency scenarios.



HOW TO TEACH:

1. Stand straight
2. Stand with toes on edge
3. Have hand over your nose
4. Place your other arm over the top put your hand on your shoulder
5. Bend knees and jump in water
6. Push of bottom
7. Return to edge
8. Always test depth of water before entering

HOW TO PRACTICE:

1. Students stand along edge. When the coach calls out the students name they can do a compact jump and return to the edge

Students stand along edge. When the coach calls out the students name they can do a compact jump, star float then return to the edge.

LESSON GOAL – SWIM ON BACK - SURVIVAL BACKSTROKE

WHY TEACH:

To teacher the stroke that is able to help them in emergency situations and uses minimal energy.

HOW TO TEACH:



Kick:

1. Students lay on their back
2. Begin with long straight legs (legs together)
3. Flexed Feet
4. Bend knees, heels to bottom (Knees should stay under the water)

5. Turn feet outward
6. Open ankles wider than the knees
7. Knees slightly parted
8. Kick legs in a circular kicking motion (keeping feet flexed) back to straight legs with pointed toes
9. 3 Second glide

Arms:

1. Start with arms by your side
2. Drag thumbs up the side of your body, elbows pointing out
3. Arms stretch out straight in a back float position (arms stay under the water)
4. Push straight arms back to the hips / top of legs



HOW TO PRACTICE:

1. Students sit on edge and practice leg action
2. Practice leg action while holding a kick board over the knees
3. Practice whole stroke (arms and legs) with a noodle under arms for support
4. Students can count the number of strokes they did to get to the other side – Students then try to do fewer strokes on the next lap



LESSON GOAL – SWIM ON FRONT - SURVIVAL BREASTSTROKE

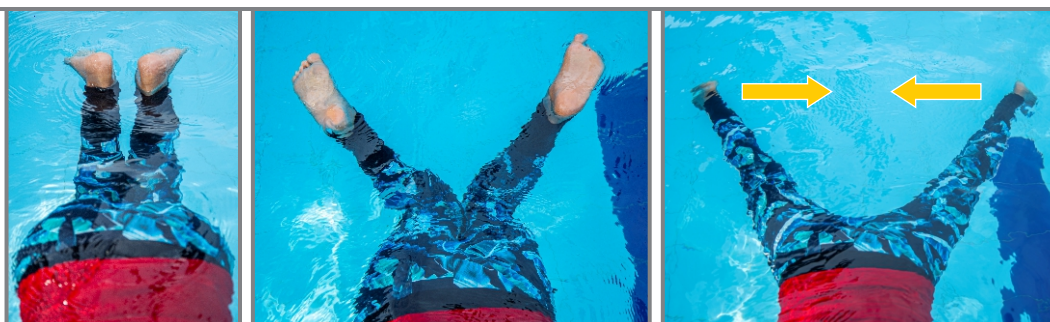
WHY TEACH:

To teach the stroke that is able to help them in emergency situations and expire minimal energy but be able to see where they are going.

HOW TO TEACH:

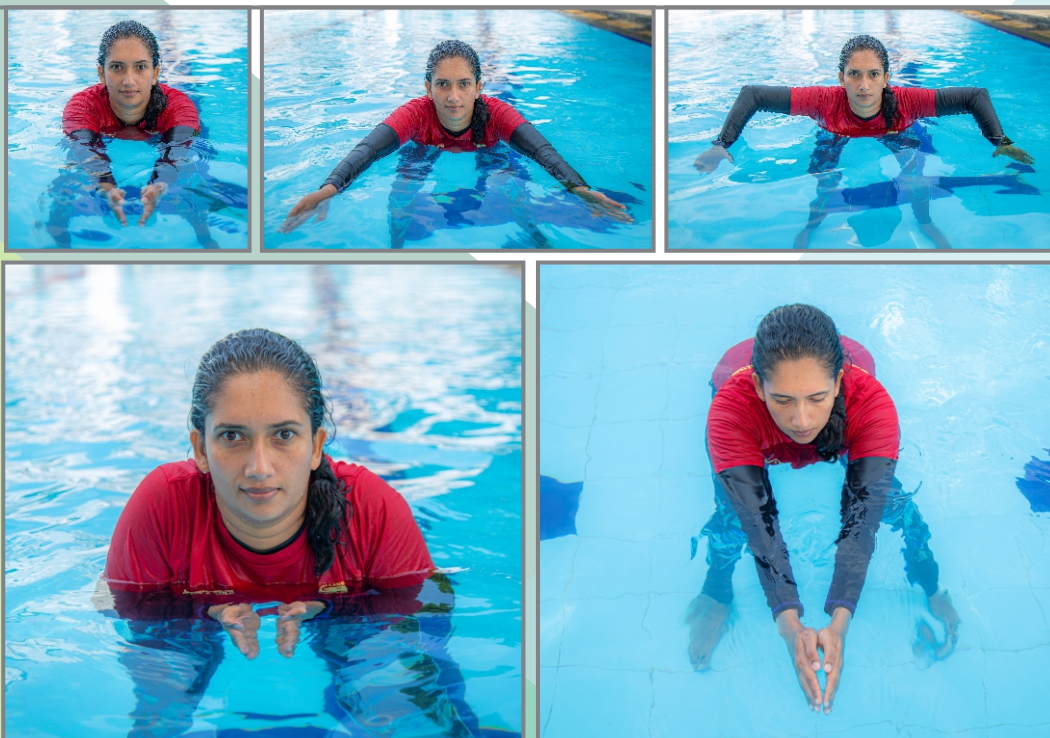
Kick

1. Students lay on their tummy
2. Long straight legs
3. Flexed feet
4. Keep knees together, bend at the hip and knee (feet move towards bottom)
5. Knees and feet come apart slightly (in a "V" position) and then whip kick in a circular motion, back to straight legs with pointed toes
6. 3 Sec Glide
7. Feet stay under surface of the water
8. Keep narrow knees, wider feet when doing a whip kick action



Arms:

1. Start with arms out straight
2. Bend at elbow and scoop hands out and around in a circular motion towards the arm pits
3. Brush fingers past chest and push back out to straight arms



HOW TO PRACTICE:

1. Students lay on ground/ side of pool to practice kick out of the water (teacher can help demonstrate by moving the students legs)
2. Students stand in chest depth water and practice arms. Students then start walking forwards while doing arm action in water
3. Practice leg action only - holding a kick board with outstretched arms
4. Practice leg action only with outstretched arms
5. Students can count the number of strokes they do to get to the other side – Students then try to do fewer strokes on the next lap



LESSON GOAL – SCULLING (FEET FIRST)

WHY TEACH:

Sculling is the basis of several other swimming skills. It is also a stroke that is able to help them in emergency situations and uses minimal energy.

HOW TO TEACH:

1. Lie on your back
2. Push your tummy up to the top of the water
3. Have your legs straight (not kicking)
4. Have arms straight by your side
5. Turn thumbs down and push hands away from body
6. Turn thumbs up and pull hands towards body





HOW TO PRACTICE:

1. Students stand in chest depth water and practice arm movements
2. Students practice arm movements laying on back with a noodle under the arms for support

Practice sculling under a noodle bridge. Coach hold noodles or have students in pairs – 1 sculling 1 holding a noodle as a bridge.



LESSON GOAL – DANGER IDENTIFICATION

WHY TEACH:

To equip students with skills and knowledge to assist those if the scenarios arose how to avoid them

HOW TO TEACH:

Different Aquatic Environments:

1. How many different aquatic environments can the children name?
2. Show images of a different aquatic environments and talk about how they are different or the same.
3. Highlight environments that are relevant to the students (around where they live)
4. Environments may include:
 - ⌘ Beach
 - ⌘ River
 - ⌘ Lake
 - ⌘ Irrigation Canal
 - ⌘ Canal
 - ⌘ Swimming Pool
 - ⌘ Home (well / toilet / bucket)
 - ⌘ Waterfalls

Identifying Dangers & Hazards:

1. Discuss what is a danger or hazard?
 - ⌘ Focus on currents
 - ⌘ Rip currents
 - ⌘ Muddy water
 - ⌘ Slippery banks
 - ⌘ Rocks & branches
 - ⌘ Animals
 - ⌘ Weather
2. What are potential dangers and hazards found in class?
3. How do we check for dangers?
 - ⌘ Read the safety signs
 - ⌘ Safe entries
 - ⌘ Check the conditions
 - ⌘ Ask a local or an adult or lifeguard
4. How do we avoid dangers?
 - ⌘ Read the safety signs
 - ⌘ Never swim alone
 - ⌘ Play with a friend or family member
 - ⌘ Swim between the red and yellow flags
 - ⌘ Do not drink alcohol and then swim



Safety Signs:

1. What is a safety sign and where would you find one? Show the images of different safety signs and discuss.

- ⌘ What does it say?

- ⌘ What symbols, pictures and colours are used?

2. Highlight signs such as:

- ⌘ No bathing

- ⌘ No diving

- ⌘ No swimming

- ⌘ Red and yellow flags

- ⌘ Depth of pool.

Currents & Rip Currents:

1. Discuss currents; a body of water moving in a definite direction. Currents are found in open water environments. At beaches, there are rip currents.

2. Use the Rip Current Poster to explain the features of a rip current. Most common signs of a rip current;

- ⌘ Fewer breaking waves

- ⌘ A rippled appearance, surrounded by calmer water

- ⌘ Deeper, darker-coloured water

- ⌘ Foamy or sandy water floating away from the shore

- ⌘ Seaweed or rubbish floating away from the shore

3. Discuss how to avoid currents / rip currents;

- ⌘ Read the safety signs

- ⌘ Swim at a patrolled beach with lifeguards

- ⌘ Check the conditions

4. Discuss how to avoid a current / rip current: If caught in a rip current, stay calm, conserve your energy and consider these options:

1. Raise an arm and call out for help

2. Float with the current. It may return you to a shallow sand bank

3. Swim parallel to the beach. You may escape the rip current

If what you're doing isn't working, try another option until you return to shore. Remember though; avoid rip currents by always swimming between the red and yellow flags and with a lifeguard.

5. Highlight that sometimes the current will be on the bottom of the river/ beach, so it would look calm on the surface but would be moving fast under the water.

HOW TO PRACTICE:

Safety Walk and Talk:

1. Take the students (and parents / adults if present) on a 'safety walk & talk' around the aquatic venue where the lesson is.
2. See how many potential dangers and hazards the children can see
3. Can they see any safety signs?
 - ⌘ What do these say?
 - ⌘ Where are they located?
 - ⌘ Why is it important to read these before swimming or playing near water?

Checking the Depth:

1. In this activity, children learn how to check the depth of the water before safely entering
2. Using a stick or pole - put this in the water and feel for the ground
 - ⌘ How deep is it?
 - ⌘ Could the children touch the ground?
 - ⌘ Does it feel smooth or is there rocks, rubbish, trees, sticks, seaweed ...etc...?
3. If there is a shallow water entry area, demonstrate how to walk in the water feeling with your feet to check the depth.
4. Emphasise that in open water environments (beach, river, lake, dam), conditions could change very quickly and suddenly, so caution is needed
5. Also emphasise at open water venues, if diving under waves or water, to be careful of shallow water so as to not hit heads and injure neck



Slippery Slope:

1. Lay the foam mats, covered with the plastic tarp (if available), on the edge of the pool so that it is half in and half out of the water
2. Wet the surface of the plastic so that it creates a 'slippery riverbank'
3. Have the children perform a safe entry by sliding in on their tummy, feet first one at a time.
4. In partners, have one child 'fall in' the river from the slippery bank and respond (float, tread water, call for help!). Their partner must now respond using the rescue strategies they have learnt (talk, reach, throw). Allow the patients to feel how difficult it is to try and climb out/ exit the water via the slippery banks.

Checking for currents:

1. This activity helps children identify a current so they can check conditions before swimming
2. If the lesson is at an open water environment, have the children pick objects to throw into the water, (i.e. leaves, sticks) and while standing on the edge of the water (safely), throw the object in to see; if there is a current:
 - ⌘ Which direction is it moving, and how fast or slow is it moving?
 - ⌘ Does it change speeds? Could it be different speeds on the surface of the water compared to deep, near the river/lake floor?
3. Create a current by pushing the water with a kick board. Have students use objects (i.e. kick boards) to throw in to the water. Discuss similar questions as above.
4. Emphasise changing conditions in different seasons (i.e. do not swim/ take extra caution during monsoon season)
5. Game: In groups, see which group can create the fastest current.



Whirlpool:

1. This activity simulates how a current feels, and what to do if caught in a current
2. Have children create a circle holding hands
3. When instructed, have the children start to move in the same direction
4. Increase the speed by running and watch how the water moves faster and faster like a current

5. Create the whirlpool again; however this time, when instructed, the children turn around and try and run the opposite direction, against the current. Discuss how difficult this is and why it is important to not swim against a current; either go with the flow, or swim away from the circle. Try this again.
6. Create the whirlpool again; however this time, when instructed, the children stop running and take their feet off the bottom and float. Discuss how it feels to go with the current. Practice calling for help while floating in the current.



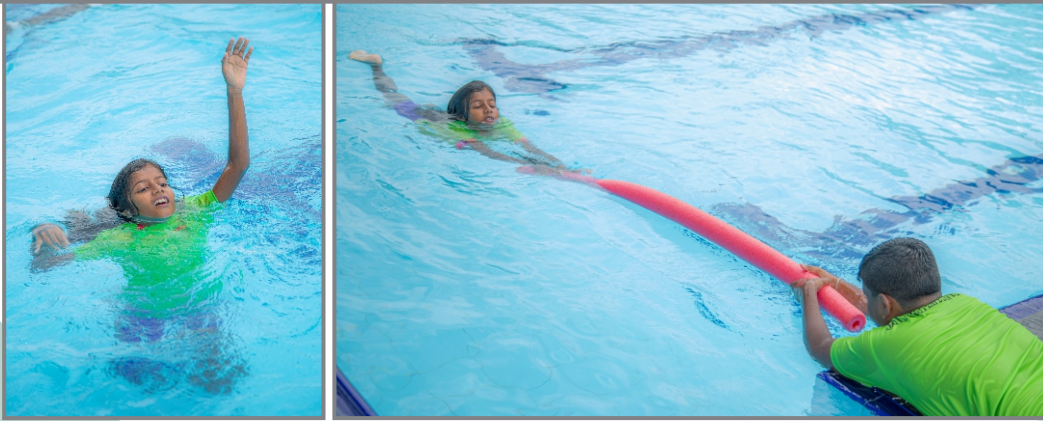
The Rapid River:

1. This activity simulates the rough water and waves, founding the ocean or even rivers/lakes on windy days.
2. Children need to line up parallel and facing one another, about 2 meters apart
3. Each child needs a kick board
4. When instructed to, the children need to use their kick board to push the water forward and backward to create rough and choppy water
5. One or two at a time, the children need to navigate their way from one end to the other by:
 - ⌘ Walking through the rough water un aided
 - ⌘ Swimming with a kick board as a flotation aid
 - ⌘ Using survival strokes without any aid
6. Discuss with the children:
 - ⌘ How easy / hard this was?
 - ⌘ What is the best stroke?
 - ⌘ How could they avoid these conditions all together?



Role Playing:

1. In this activity, children 'role play' how to have important conversations with adults, family and their friends. It can be difficult to say 'no' or 'stop', especially to adults, however after these lessons, children will have the knowledge to keep themselves and others safe.
2. Pick a scenario below and read out the details.
3. The children need to respond to prevent the emergency using all the skills and knowledge they have learnt.
4. Have the children work in pairs or small groups.
5. Invite parents and adults who are present to join in this activity by observing the scenarios and listening to how their children would respond.
6. Remember to debrief at the end and the key safety messages – prevention is the key.
7. The scenarios are just examples and the coach may alter these or create their own. It is important that these are engaging to the children and relevant to the Province/aquatic environments where they live.



SCENARIOS

LOCATION	ACTIVITY	EMERGENCY	QUESTIONS TO ASK	KEY MESSAGES
Beach	Picnic with family	Parents and brothers/sisters want to go swimming but it looks like the sea is dangerous	What do you need to check? What should you tell them?	Never swim alone; always check the conditions before swimming; Read the safety signs
Canal	Day trip with family, decide to stop by the roadside and bathe	Older brother gets stuck in the muddy bank	How do you help? How could this have been prevented?	Don't drink alcohol and then swim; never swim alone; Always check the conditions before swimming
Canal	Day trip with family, decide to stop by the roadside and have lunch and adults are having drinks (alcohol)	Father wants to go swimming and take young children in the water	What do you tell him? Why is this dangerous?	Never swim alone; Swim between the flags/at a patrolled beach with lifeguards; Read the safety signs; Tell parents/adults no- stop them entering the water

LESSON GOAL – TALK RESCUE

WHY TEACH:

This is the safest type of rescue.

HOW TO TEACH:

1. Get down on the level with the person so they can hear and see you
2. Call out to them loudly and clearly and instruct them on what to do
3. Make sure they are safe and calm and keep talking to them
4. Hold persons hands when they reach the pool edge
5. Call out for HELP!



HOW TO PRACTICE:

1. Have students work in pairs – 1 student pretending to drown, the other student talk rescues them
2. Try using different scenarios like cramp, frightened swimmer ...etc...

LESSON GOAL – PULL RESCUE

WHY TEACH:

If you are unable to rescue the person by talking to them and they are within reaching distance.

HOW TO TEACH:

1. Lay down on your tummy facing the water
2. Reach out with rescue aid
3. Hold on with 2 hands
4. Ask person to hold on to the end of rescue aid
5. Pull them into the edge
6. Hold persons hands on pool edge
7. Call out for HELP!

HOW TO PRACTICE:

1. Have students work in pairs – 1 student pretending to drown, the other student rescues them.
2. Try using other objects from around the water environment



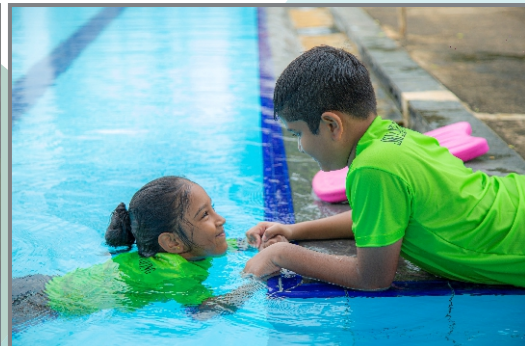
LESSON GOAL – THROW RESCUE

WHY TEACH:

If you are unable to rescue the person by talking to them and they are not within reaching distance.

HOW TO TEACH:

1. Throw rescue aid to person
2. Ask person to hold rescue aid
3. Lay down on your tummy facing the water
4. Encourage person to kick to the edge
5. Hold persons hands on the edge
6. Call out for HELP!



HOW TO PRACTICE:

1. Have students work in pairs - 1 student pretending to drown, the other student rescues them
2. Try using other objects from around the water environment

LESSON GOAL – BASIC EMERGENCY RESPONSE (DRSA)

WHY TEACH:

To equip students with skills and knowledge to assist those if the scenarios arose how to avoid them

HOW TO TEACH:

1. Use the 'Emergency Response Chart' and details below to explain each of the DRSABCD steps
2. While explaining each step, use two children to practically demonstrate the steps to the whole group

D = DANGER:

1. Using the emergency situations the children identified in the introduction, talk about specific dangers and hazards

- ⌘ Cars
- ⌘ Animals
- ⌘ Glass
- ⌘ Mud
- ⌘ Rocks
- ⌘ Gas
- ⌘ Chemicals

2. Before any rescue attempt, rescuer must check for dangers and hazards to the (Smell, Sight, Taste, Touch, Listen, Common sense)

- ⌘ Rescuer
- ⌘ Bystanders
- ⌘ Patient

3. Dangers and hazards should be removed from the situation, or if unsafe to do so, get help immediately (See S = Send)

4. Demonstrate: One child as the patient (lies down) and other child demonstrates checking for dangers

- ⌘ Looks
- ⌘ Listens
- ⌘ Smells

R = RESPONSE:

1. Once dangers are removed, check how conscious the patient is by shouting four questions (COWS):

- ⌘ Can you hear me?
- ⌘ Open your eyes if you can hear me?
- ⌘ What's your name?
- ⌘ Squeeze my hands if you can hear me?

2. If no response, gently squeeze the patient's shoulder

3. If they respond, roll the patient in the Recovery Position

RECOVERY POSITION:

1. If patient responds or breathing is present, place the patient on their side following these steps:
 - ⌘ Extend the patient's far arm at a right angle to their body
 - ⌘ Lift and bend the near leg
 - ⌘ Roll their body away from the rescuer, on to their side, while supporting the near hip and shoulder
 - ⌘ Flex the top hip and knee about 90 degrees
 - ⌘ Place the top forearm over the bottom elbow
 - ⌘ Tilt the head back and supporting the jaw, with the face turned slightly towards the ground.
2. When the patient is in the recovery position, stay with them and keep checking their breathing (See B = Breathing)

S = SEND:

1. If there is no response (or someone is seriously injured), whom could the children send for help?
 - ⌘ Adult
 - ⌘ Lifesaver
 - ⌘ Police
 - ⌘ Doctor
 - ⌘ Hospital
 - ⌘ Teacher
2. Children could also call the Emergency Services:

Emergency Services	Telephone Number
Disaster Management Center	117
Police Emergency Hotline	118 / 119
Ambulance/Fire & Rescue	1990 / 110

3. Demonstrate: Have the children practice making phone calls to the emergency services. Make sure they give the following information:
 - ⌘ Location of patient
 - ⌘ What happened
 - ⌘ How many are there patients
 - ⌘ What is wrong with the patients
 - ⌘ Phone number of the rescuer

A = AIRWAY:

1. Once help is on its way, open and clear the patient's airways while they are in the recovery position by:
 - a. Put one hand on the patient's forehead and tilt the head back gently
 - b. With the other hand, use the pistol grip on the patient's chin to open the mouth

- c. Look for foreign material in the mouth (vomit, water, seaweed, food)
- d. Remove any foreign material from the mouth
- e. Tilt the head to open the airways

HOW TO PRACTICE:

1. In pairs, the children practice each step in DRSA (DRSABCD)
2. Give the children scenarios and ask them to practice the steps to respond –See examples of scenarios in Lesson 10

ADVANCED:

3. Include scenarios that incorporate in-water activities, including falling in, calling for help and rescues



LESSON GOAL – SURVIVAL SEQUENCE

WHY TEACH:

To equip students with skills and knowledge to assist those if they find themselves in an emergency situation

HOW TO TEACH:

1. Swim continuously for 25m on front and/or back
2. Complete a survival sequence: face down, rotate on to back, float and tread water for 1 minute, scull for 30 seconds and move to a point of safety to secure self

HOW TO PRACTICE:

1. Have students work in waves to complete the sequence
2. Repeat a few times if students are not confident

LESSON GOAL – EMERGENCY SCENARIOS

WHY TEACH:

To equip students with skills and knowledge to assist those if the scenarios arose how to avoid them.

HOW TO TEACH:

1. Skills revision of the emergency response sequence (DRSA)
2. Spend some time revising other skill areas if needed, i.e. calling for help and rescues

HOW TO PRACTICE:

Instructions:

1. Pick a scenario below and read out the details
2. The children need to respond to prevent the emergency and/or respond to the emergency using all the skills and knowledge they have learnt
3. Have the children work in pairs or small groups
4. Invite parents and adults who are present to join in this session by observing the scenarios and listening to how their children would respond
5. Remember to debrief at the end and the key safety messages – prevention is the key
6. The scenarios are just examples and the coach may alter these or create their own. It is important that these are engaging to the children and relevant to the Province/aquatic environments where they live



EXAMPLE SCENARIOS ARE LISTED BELOW ;

SCENARIO	LOCATION	ACTIVITY	EMERGENCY	QUESTIONS TO ASK	KEY MESSAGES
01	Beach	Picnic with family	Parents and brothers/sisters want to go swimming but it looks like the sea is dangerous	What do you need to check? What should you tell them?	Never swim alone; Swim between the flags/at a patrolled beach with lifeguards; Read the safety signs; Tell parents/adults no- stop them entering the water
02	Beach	Picnic with family	Parents and brothers/sisters ignore your warning and go swimming in the sea. Someone gets caught in a rip current	How do you help? How do you keep you and others safe? Who else could help?	Never swim alone; Swim between the flags/at a patrolled beach with lifeguards; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue
03	Beach	Playing with friends	Friends go swimming and one friend didn't listen to your warnings and gets caught in a rip current. You have rescued him but he is unconscious	How do you help? How do you keep you and others safe? Who else could help?	Never swim alone; Swim between the flags/at a patrolled beach with lifeguards; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue, but always use; DRSA
04	Canel	Day trip with family, decide to stop by the roadside and bathe	Older brother gets stuck in the muddy bank	How do you help? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs
05	Canel	Day trip with family, decide to stop by the roadside and have lunch and adults are having drinks (alcohol)	Father wants to go swimming and take young children in the water	What do you tell him? Why is this dangerous?	Don't drink alcohol and then swim; Never swim alone; Always check the conditions before swimming
06	Canel	Day trip with family, decide to stop by the roadside and bathe	The water is muddy and brown. Everyone thinks it is shallow but it actually goes shallow to deep very quickly – multiple people are in trouble and need your help	How do you help? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue
07	Canel	Day trip with family, decide to stop by the roadside and bathe	It is a very hot day and lots of families are bathing and playing in the water. A child has fallen in and is found floating unconscious	How do you help? How could this have been prevented?	Always supervise children around water; Never swim alone; Always check the conditions before swimming; Read the safety signs; DRSA
08	Irrigation Chanel	Playing with friends beside the canal	Friend didn't realise the banks of the canal / rocks were slippery and fell in	How do you help? How could this have been prevented?	Always check the conditions before swimming; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue

09	Dam	You are watching your friends play in the water to cool off	There has been heavy rain up stream in the mountains and all of a sudden, the water rises quickly, and it is now too deep to touch the bottom. One/two/three friends need your help. One may be unconscious	How do you help? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue, DRSA
10	Lake	You and your friends are missing school and have found a barge/ fishing boat to play on	All of a sudden the barge/fishing boat capsizes!	What do you do? How do you help stay safe? How do you help your friends? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue
11	Village – flood waters present	You and your friends have made a 'boat' out of banana plant/tree and are floating and playing in the flood waters	All of a sudden the 'boat' fills with water and sinks! The currents are carrying you all very fast	What do you do? How do you help stay safe? How do you help your friends? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue
12	River	You and your friends found a canoe and have taken it on the river	All of a sudden the canoe starts to fill with water and sink! The currents are carrying you all very fast downstream	What do you do? How do you help stay safe? How do you help your friends? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue
13	River	You and your mother are doing the washing at the river	The water changes depth quickly and there is strong currents that sweep your mum away	What do you do? How do you stay safe? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue
14	River mouth / Entry to ocean	Swimming and playing with friends	You get caught in strong currents where the river meets the ocean	What do you do? How do you help stay safe? How could this have been prevented?	Never swim alone; Always check the conditions before swimming; Read the safety signs; Rescues- Talk rescue first, throw rescue or pull rescue
15	Home - Bathroom	A young child has been playing near the toilet and fallen in	Child is unconscious but breathing	What do you do? How could this have been prevented?	Always supervise children around water; Cover toilet/ close lid; DRSA B
16	Home – Open Well	Playing in the backyard	Someone has fallen into the open well	What do you do? How could this have been prevented?	Always supervise children around water; Cover well
17	School	Playing cricket	The ball hits someone in the head hard and they fall down	What do you do?	DRSA
18	Home	Family time	Older family member gets chest pains and collapses	What do you do?	DRSA