

# PROGRAM

WEEK  
WEEK  
WEEK

MONDAY 6 - SUNDAY 12 December 2021  
MONDAY 13 - 19 December 2021  
Monday 20 - Thursday 23 December



Finishing out the year.

**FIRSTLY, CAN YOU PLEASE UPDATE ALL CHILDREN'S LEVELS AND GIVE THEM TO EITHER EMMA OR MYSELF ASAP.** This is a big job to enter into our computer.

We have been preparing Certificates to hand out. Emma has been putting names on these certificates and we just need to tick the level.

## **NEXT 2 WEEKS**

Please read the suggested activities for Preschool & After School Sessions

The plan is to do **swim & rescues in week 1**, and do a evacuation of the building then **Clothed swimming (& other activities) in week 2**

Over the next few pages, please find activity sheets for Pre school & Afterschool

I will be asking all children to bring clothes in week 2

The **Green** highlighted section is my suggestion for **Week 1**, and the **yellow** highlighted is my suggestion for **Week 2**

This is so that I can have all clothed swimming in WEEK 2

## **TEAM TEACHING**

Please group yourselves into teams of 2 or 3 teachers, as these activities may require a teacher out of the water and another in the water.

Please be proactive and make the most appropriate grouping for the levels you have. This may mean your team may vary from lesson to lesson.

I will be sending out a variety of activities which are detailed towards the end of this document

## Water Safety week 1 – Pre-school

Skills and Activities to cover	Description/teacher notes	Equipment
Choice  Entries and Exits	<ul style="list-style-type: none"> <li>• Walk in and walk out from steps</li> <li>• Slide in entry on pool ledge – in shallow water and in deep water (repeat x 2 )</li> <li>• Climb out on pool ledge – in shallow and deep water ( repeat x2 )</li> <li>• Discussion as to why we need to enter and exit safely</li> </ul>	<ul style="list-style-type: none"> <li>• Rubber gloves- to simulate jellyfish</li> </ul>
Week 1  Floating and Balancing	<ul style="list-style-type: none"> <li>• Front float – assisted and unassisted ( depending on level ) x 10 secs or longer depending on ability</li> <li>• Back float – assisted and unassisted (depending on level) x 10 secs or longer depending on ability.</li> <li>• Balancing with an aid (ball, noodle, kickboard) in shallow water and in deep water. Encourage the child to lift feet off the floor. Child can be in an upright position or in a back float. Try different aids, encourage them to stay balanced a bit longer each time.</li> </ul>	<ul style="list-style-type: none"> <li>• Balls, noodle, kickboard, empty milk bottle</li> </ul>
Week 1  Fall-ins	<ul style="list-style-type: none"> <li>• Either sitting or standing – teach the child what to do if they fall in the water. Making sure they go under (as if they fall in they will go under, they may cry)</li> <li>• Fall in and return to wall – grip wall or climb out</li> <li>• Fall in and float and call for help ( depending on level )</li> <li>• Fall in and tread water ( depending on level )</li> <li>• Could also do fall in off the mat (like when we did it with the boat, or roll off the mat in?)</li> </ul>	<ul style="list-style-type: none"> <li>• Mat if required</li> </ul>
Week 2  Swimming with clothes	<ul style="list-style-type: none"> <li>• With or without floatation depending on level.</li> <li>• Movement through water with clothes on – walking , jumping , torpedos , kicking on back ,dog paddle , movement with a kickboard or a noodle.</li> <li>• Swim from steps/ pool edge to mat and back to steps /pool edge</li> <li>• Discussion about what it feels like when our clothes get wet.</li> </ul>	<ul style="list-style-type: none"> <li>• Floatation if required</li> </ul>
Water Safety questions	<ul style="list-style-type: none"> <li>• Do we run around a pool?</li> <li>• Should you ever go swimming alone?</li> </ul>	
Week 2 Evacuation	<ul style="list-style-type: none"> <li>• Teachers to evacuate children in their own class groups to the front door – during the last 3-5 minutes of each lesson – whistle signal</li> </ul>	

## Water Safety week 2 – Pre-school

Swimming in clothes, no goggles – some activities repeated to consolidate skills learnt from last week

Skills and Activities to cover	Description/teacher notes	Equipment
Entries and Exits	<ul style="list-style-type: none"> <li>Walk in and walk out from steps</li> <li>Slide in entry on pool ledge – in shallow water and in deep water ( repeat x 2 )</li> <li>Climb out on pool ledge – in shallow and deep water ( repeat x2 )</li> <li>Discussion as to why we need to enter and exit safely</li> </ul>	<ul style="list-style-type: none"> <li>Rubber gloves- to simulate jellyfish</li> </ul>
Week 1 Rescues	<ul style="list-style-type: none"> <li>Discussion on what we do if we see someone in trouble – “Shout for help and go get an adult” We never jump in to help, we help them by staying out of the water.</li> <li>Demonstrate how to rescue someone – lay down, hold their hands on pool edge until help arrives, and ask them if they are ok.</li> <li>Kids to perform a rescue and be rescued. Reach or throw depending on level. Discuss what we may use to rescue someone – home pool, creek or river. What sorts of things might we find in different locations?</li> <li>Reach rescue – using noodles, towel, cricket bat, broom. Why do we do this rescue</li> <li>Throw rescue (dependent on level). Anything that we could throw that they may balance or float or we can pull them in with. Why do we do this rescue?</li> </ul>	<ul style="list-style-type: none"> <li>Noodles, towel, cricket bat, broom, rope, jerry can with rope</li> </ul>
Fall ins and floats	<ul style="list-style-type: none"> <li>From sitting or standing fall in and float</li> <li>Fall in and return to wall</li> <li>Fall in with floatation aids and float or balance - may be a noodle, kick board, ball.</li> <li>Use aids to return to wall or step. Practice in shallow and deep water</li> </ul>	<ul style="list-style-type: none"> <li>Mat if required, noodle, kick-board, balls, empty milk bottle</li> </ul>
Treading water	<ul style="list-style-type: none"> <li>10 to 30 seconds depending on level. Assisted or not assisted.</li> <li>Tread water holding onto a flotation aid.</li> </ul>	<ul style="list-style-type: none"> <li>Floatation aids if required</li> </ul>
Week 2 Swimming with clothes	<ul style="list-style-type: none"> <li>With and without floatation aids depending on level</li> <li>Jump in and swim to mat using any method</li> <li>Try to increase distance from last week.</li> <li>Submerge and swim through a hoop ( made to feel like sea weed )</li> </ul>	<ul style="list-style-type: none"> <li>Floatation aids if required – seaweed hoop</li> </ul>
Beach Safety	<ul style="list-style-type: none"> <li>Where do we swim at the beach?</li> <li>Who looks out for us at the beach</li> <li>If I get lost at the beach, what’s my Mum or Dad’s name</li> <li>Depending on age in shallow water kids to create waves with a board, kids can either walk or swim through waves</li> </ul>	<ul style="list-style-type: none"> <li>kickboards</li> </ul>
Water safety questions	<ul style="list-style-type: none"> <li>If you get into trouble in the water what do you do</li> <li>Should you run off by yourself to play in water or at the pool</li> </ul>	

## Water Safety week 1 – Afterschool

Skills and Activities to cover	Description/teacher notes	Equipment
Entries	<ul style="list-style-type: none"> <li>• Slide, Stride, Compact, Dive, fall in.</li> <li>• Each child to perform each entry</li> <li>• Discuss why we do each entry</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Week 1  Treading water, Floating and Sculling	<ul style="list-style-type: none"> <li>• Treading water for 1-3 minutes depending on level. Keeping head above water. Talk about <u>about</u> different types – flutter kick, breaststroke and eggbeater kick. Which one do you do? Which one is easier?</li> <li>• Back float – in between treading water to rest.</li> <li>• Sculling – head first, feet first and stationary. Adapt distances to your class level.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Week 2  Swimming in Clothes	<ul style="list-style-type: none"> <li>• Survival backstroke, breaststroke with head up, polo freestyle, kicking on back.</li> <li>• Submerge without goggles and swim through hoop.</li> <li>• Depending on level, continuous swim for 3 minutes changing to a new stroke every 30 seconds to one minute.</li> <li>• After swim, remove clothing whilst treading water.</li> </ul>	<ul style="list-style-type: none"> <li>• Seaweed hoop</li> </ul>
Week 1  Rescues	<ul style="list-style-type: none"> <li>• Reach rescues</li> <li>• Throw rescues</li> <li>• Both using various equipment. Noodles, boards, balls, ropes, empty milk bottles, jerry cans with a rope attached, cricket bats. Ask the children what might be around at different water scenarios. What might be different from a pool or a river? Discuss why you would do certain rescues in certain situations.</li> <li>• Discuss why we don't jump in to save someone.</li> <li>• What do we do when someone's in trouble?</li> <li>• What number do we call for help?</li> <li>• What would they do if they got into trouble in the water? Float, try not to panic.</li> </ul>	<ul style="list-style-type: none"> <li>• Noodles, towel, cricket bat, broom, rope, jerry can with rope, empty milk bottle</li> </ul>
Beach Safety	<ul style="list-style-type: none"> <li>• Where do we swim at the beach?</li> <li>• Who looks out for us at the beach</li> <li>• What do I do if I get caught in a rip?</li> <li>• If I get lost at the beach, what's my Mum or Dad's name depending on age do they know parents mobile number</li> <li>• In shallow water kids to make waves or 'whirlpool' in little pool</li> </ul>	
Evacuation	<ul style="list-style-type: none"> <li>• Teachers to evacuate children in their own class groups to the front door – during the last 2 minutes of each lesson – whistle signal</li> </ul>	

## Safety week 2 – Afterschool

### Instructions for Teachers

- Pick a scenario and read out details. Some of the scenarios are questions only, others require the children to demonstrate an action or skill.
- The children need to respond or prevent the emergency using all the skills they learnt last week.
- Some scenarios can be carried out with just your class or you may need to buddy up with another teacher.
- The scenarios are just examples, you can alter or create your own. It is important they are engaging, involves maximum participation of all children and relevant to the aquatic environment.

### Scenarios for Entries

**Slide entry: Set the scene** – You have gone to the river at Westerfolds Park for a swim with three of your friends. One of your friends Tom dares everyone to do a bomb into the river.

- Is this a good idea?
- Explain the dangers of this
- How could they all enter safely?
- Demonstrate a safe entry

**Stride entry: Set the scene** – You and three of your friends are fishing in your tinny. The tinny is starting to fill with water and sink. You are 250 metres from shore. You decide to abandon the boat and swim to shore. Luckily, you are all wearing life jackets (pretend they are)

- What is the best and safest way to enter the water keeping your eyes on the shore?
- Demonstrate this entry.

**Accidental fall in: Set the scene** – You and three of your mates are at Toms house for a swim, you are mucking around on the pool edge pushing one another. Tom thinks it would be funny to push you in.

- Demonstrate how you would protect yourself for an accidental fall in.
- Is it a good idea to muck around on the pools edge?
- Explain possible dangers.

### Scenario for treading water, floating, sculling.

**Set the scene** – You are shooting baskets in the backyard when your basketball bounces over the pool fence. While trying to retrieve the ball you fall into the pool fully clothed.

- Demonstrate three different ways you could keep yourself afloat in water without an aid until help arrives – Sculling, treading water, floating.

### Scenario for swimming in clothes

**Set the scene** – The boat you are on is starting to sink, you are fully clothed, and you are not wearing a life jacket. You are about 300 metres from shore. There is no one around to signal for help. You need to make it back to shore.

- Demonstrate survival breaststroke, breaststroke, sidestroke, polo freestyle for 25 – 100 metres (depending on level) until you reach the shore.
- Discuss the importance of wearing a life jacket
- Would you remove any items of clothing to make the swim easier?
- What stroke could you do for the longest?

**Scenario for rescues - reach rescue (equipment to use – stick, noodle, cricket bat) 2 children to be Sally other 2 children perform rescue and then swap over.**

**Set the scene** – Your little sister Sally who is three has tripped and fallen into your backyard pool. The pool gate was accidentally left open when your Dad was distracted by a phone call. Sally sees a coloured ball in the water and tries to reach it and falls in. You hear a splash and a brief yell. You rush to the pool to see Sally struggling to stay above water. It is the middle of winter and the water is freezing.

- What is the first thing you must do? What number would you call for help?
- How can you rescue Sally?
- What type of rescue would you do?
- What measures would you take to keep yourself safe?
- What care might Sally need after she is rescued?

**Throw rescue (equipment to use rope) 2 children to be Tom and Ben, 2 children to be Harry and Will and perform rescue, then swap over.**

**Set the scene** – Tom, Ben, Harry and Will are fishing on the banks of the Yarra River. It's a hot windy day and Tom's hat blows off into the water. Tom and Ben think it would be fun to see who could swim the fastest across the river to get the hat. Tom and Ben struggle with the river current and need rescuing.

- What rescue should Tom and Ben perform?
- What measures should they take to keep themselves safe?
- Discuss the dangers of river currents?
- Was it a good idea to go after Tom's hat?

**Scenario for river current**

**Location – little pool.**

- Form a circle and have the kids run in a circle. Increase the speed and feel how the water moves faster and faster.
- After a while have the children run in the opposite direction – discuss why this is difficult.
- Why is it important to not swim against a current?
- Have the children stop running and take their feet off the bottom and float – call for help while floating.

**Scenario for beach swimming**

**Set the scene** – You are at the beach with your friends. The nearest flags are 200 metres away. It is so hot, and you really want to go for a swim now.

- Do you swim in the water in front of you?
- What should you do?

**Set the scene** – Your friend is swimming in the surf when he is caught in a rip. He looks like he is struggling and starting to panic?

- What do you do?
- What should you do if you are caught in a rip?
- How could this situation have been avoided?

**If you got lost at the beach**

- Do you know your Mum and Dad's names and phone numbers?

# IDEAS FOR QUESTIONS

## questions

### WATER SAFETY

- 1 Why would you use a feet first entry into deep water?
- 2 Name three survival strokes.
- 3 List three ways you could keep yourself afloat in the water without an aid.
- 4 What are the different ways you could rescue a person in trouble?

### WATER SAFETY AROUND THE HOME

- 1 Give three rules of water safety around swimming pools.
- 2 List places around the home which could be potential water dangers.

### AQUATIC RECREATION ENVIRONMENTS

- 1 If you are in a boat and it turns over, what should you do?
- 2 List three safety rules you should follow when swimming at the pool.
- 3 If you are visiting a swimming pool for the first time, what do you need to know?

### BEACH AND SURF

- 1 If you get into trouble in the water, how do you attract attention?
- 2 Where should you swim at the beach?
- 3 What colour are the flags you swim between at the beach?
- 4 If you are swimming at the beach and get caught in a rip, what should you do?

### INLAND WATERWAYS

- 1 What dangers may be found when playing around river banks?
- 2 List three dangers that may be found when swimming in rivers and lakes.
- 3 Who should you get to check a river, dam, lake or water hole before swimming?
- 4 What should you do if you are caught in a river current?

The Victorian Water Safety Certificate provides a swimming and water safety skill foundation for children that will enable them to safely enjoy aquatic activities in a limited range of environments.

The Certificate reflects the level of skill recommended by the swimming and water safety industry for students exiting primary school. The Certificate aligns with the Victorian Curriculum: Health and Physical Education. Please refer to [victoriancurriculum.vcaa.vic.edu.au](http://victoriancurriculum.vcaa.vic.edu.au) for more information.

The Certificate skills are balanced between personal survival and the safety of others. Water safety knowledge, swimming and survival skills, and rescue ability are all assessed. The achievement of the Certificate should be viewed as a preliminary stage in developing a student's skills in the water.

The Certificate describes a range of competencies that should be gained from participation in any swimming and water safety program and may be integrated into existing skill levels.

The competency criteria of the Certificate items are outlined within this brochure. Program preparation requirements and must see criteria that the children need to confidently demonstrate to achieve the Certificate are also provided. After children have achieved the skills, Certificates can be ordered by schools or aquatic facilities from Life Saving Victoria (LSV) by visiting [lsv.com.au/vwsc](http://lsv.com.au/vwsc).

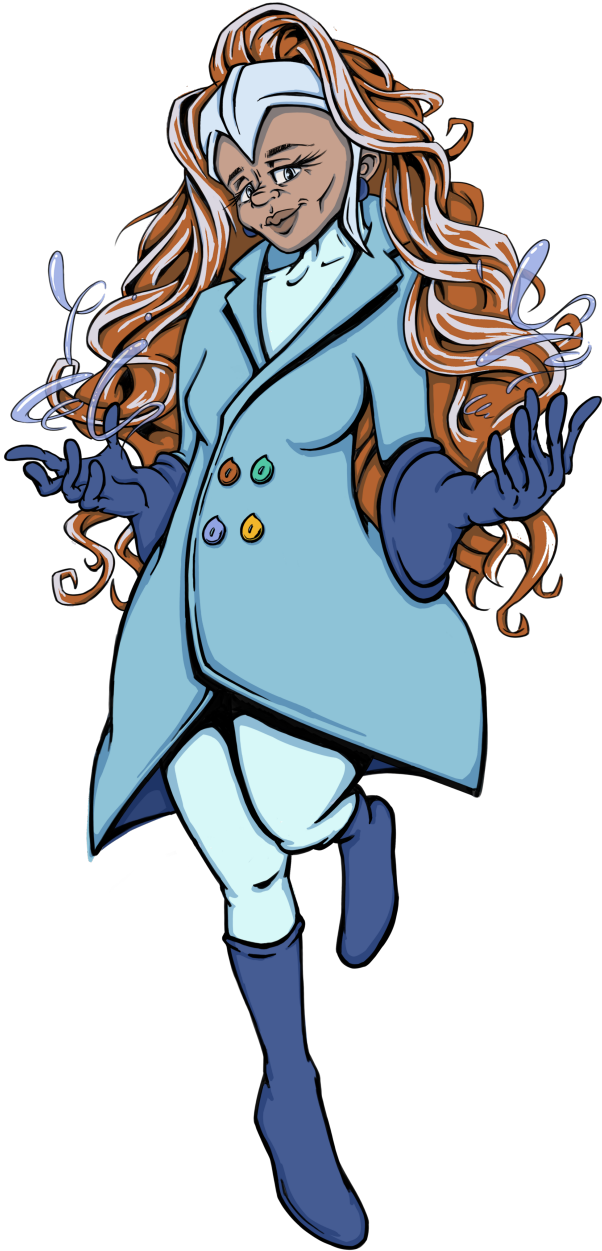
### FOR FURTHER INFORMATION PLEASE CONTACT LIFE SAVING VICTORIA

A 200 The Boulevard Port Melbourne, VIC 3207  
PO Box 353 South Melbourne DC, VIC 3205  
P 03 9676 6901  
F 03 9681 8211  
E [mail@lsv.com.au](mailto:mail@lsv.com.au)  
W [lsv.com.au/vwsc](http://lsv.com.au/vwsc)



# YINDI is our Warrior Guide

She leads our **MISSION** to Help Spread the **Water Safety Message**



**THE CHARACTERS WE WILL BE EMAILING TO THE KIDS**

**YINDI** - The Guide

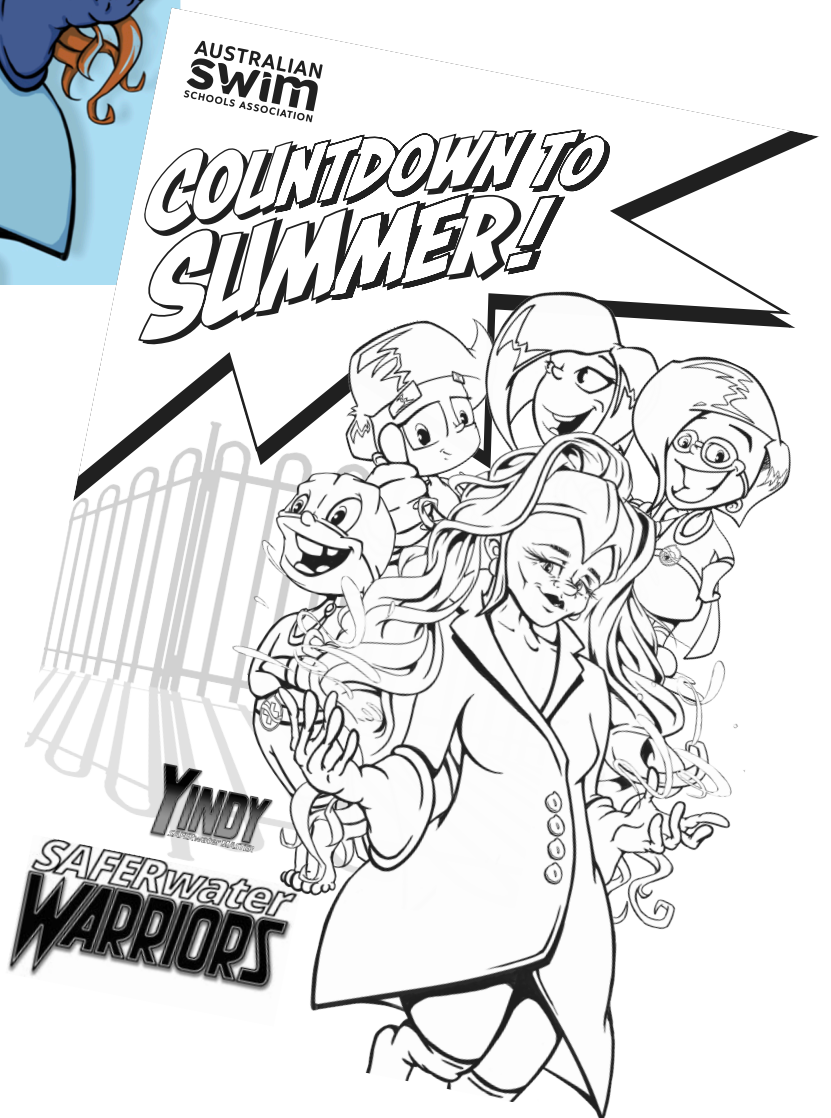
**GLIDE** - SWIMMING SKILLS

**SKYE** - ADULT SUPERVISION

**FORCE** - FENCES & GATES

**DASH** - EMERGENCY ACTION PLAN





# GLIDE reminds us that

**Swimming skills save lives**



## SWIMMING SKILLS Save Lives

*"Swimming and Water Lessons add a vital layer of protection and enhance physical, social and emotional development"*

Great advice from Glide, ASSA's SAFER Water Warrior and champion for everyone learning how to swim!

Yindi, her wise guide, reminds us that "swimming skills are a gift for life & it is the most important activity for parents to get their kids into."

ASSA's  
**COUNTDOWN TO SUMMER**

**GLIDE**   
SWIMMING SKILLS

SWIMMING & WATER LESSONS ADD A VITAL LAYER OF PROTECTION AND ENHANCE PHYSICAL, SOCIAL AND EMOTIONAL DEVELOPMENT.

**SAFERwater WARRIORS**

AUSTRALIAN swim SCHOOLS ASSOCIATION MEMBER



AUSTRALIAN swim SCHOOLS ASSOCIATION

**COUNTDOWN TO SUMMER!**

**SAFERwater WARRIORS**

**GLIDE**   
SWIMMING SKILLS




# SKYE reminds us that

**Supervision Saves Lives**




**ASSA's  
COUNTDOWN TO SUMMER**

**SKYE**   
SUPERVISION

CURIOSITY NEEDS SUPERVISION.  
NEVER TAKE YOUR EYES OFF A CHILD  
IN AND AROUND WATER.

**SAFERWATER  
WARRIORS**

AUSTRALIAN  
**swim**  
SCHOOLS ASSOCIATION  
MEMBER



# FORCE reminds us that

## Fences & Barriers Saves Lives



**ASSA's  
COUNTDOWN TO SUMMER**



**FORCE**   
BARRIERS

BARRIERS MAKE EVERYONE SAFER IN AND AROUND WATER - CHECK YOUR FENCES AND GATES ARE SECURE AT ALL TIMES.

**SAFERwater WARRIORS**

AUSTRALIAN **swim** SCHOOLS ASSOCIATION MEMBER

# DASH reminds us that

To have an Emergency Action Plan



ASSA's  
**COUNTDOWN TO SUMMER**

**DASH**   
EMERGENCY ACTION

IF A CHILD IS MISSING, CHECK ANY WATER AREAS FIRST - SECONDS COUNT.

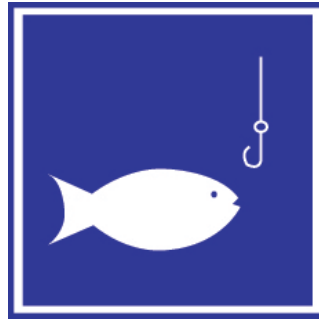
**SAFERwater WARRIORS**

AUSTRALIAN **Swim** SCHOOLS ASSOCIATION MEMBER

A yellow and orange graphic with the text 'ASSA's COUNTDOWN TO SUMMER' at the top. Below it is the 'DASH EMERGENCY ACTION' logo. A speech bubble contains the text 'IF A CHILD IS MISSING, CHECK ANY WATER AREAS FIRST - SECONDS COUNT.' At the bottom left is the 'SAFERwater WARRIORS' logo, and at the bottom right is the 'AUSTRALIAN Swim SCHOOLS ASSOCIATION MEMBER' logo.



**NO GLASS  
ALLOWED**



**FISHING  
PERMITTED**



**LIFEJACKETS  
PERMITTED**



**WATERSKIING  
PERMITTED**



**NO FISHING**



**NO FIRES**



**NO JETSKIING**



**NO BOATING**



**STRONG  
CURRENTS**



In an Emergency  
call 000 and quote

**BEA001**

# BEACH

## GENERAL WARNINGS



**Strong  
Currents**



**Shallow water  
and sandbars**



**Submerged  
objects**



**High surf**



### LIFE SAVING SERVICE

Lifeguards on duty when red and yellow flags are displayed. Please swim between the flags.



**Keep children under supervision  
in and around aquatic environments**

## REGULATIONS Penalties apply



**Dogs must  
be on leash**



**No littering**



**No camping**



**No fires**



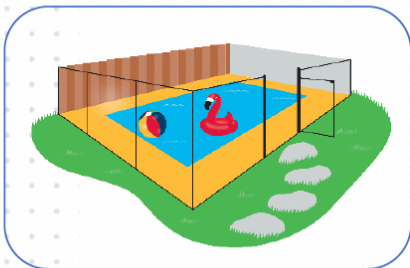
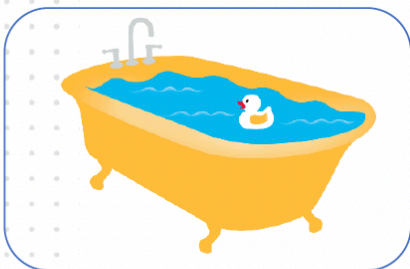
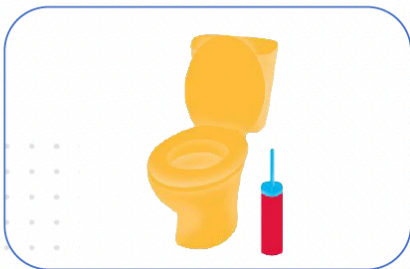
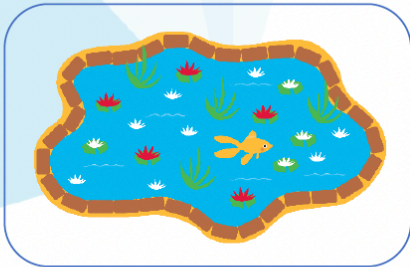
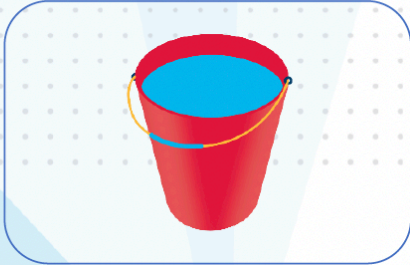
**No removing  
shellfish**



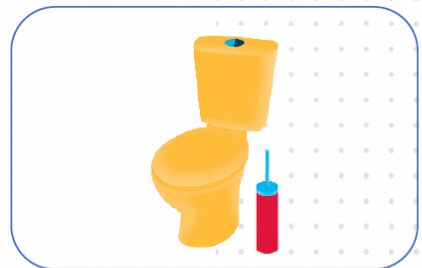
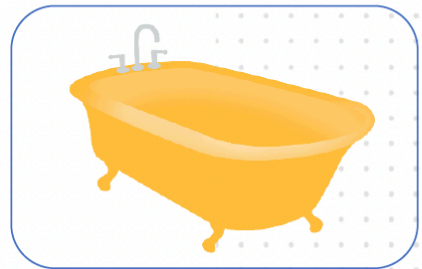
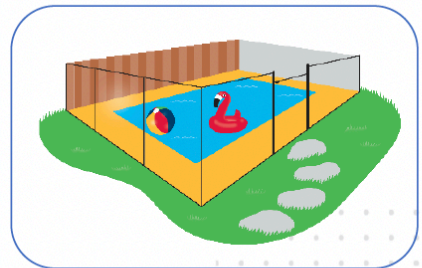
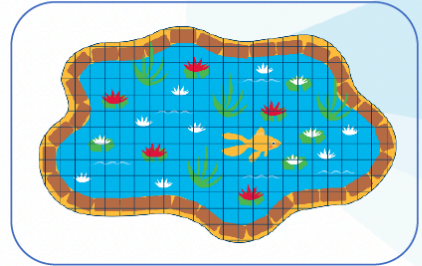
# AT HOME - Water Safety Match

Draw a line from the unsafe picture to the safe picture:

UNSAFE



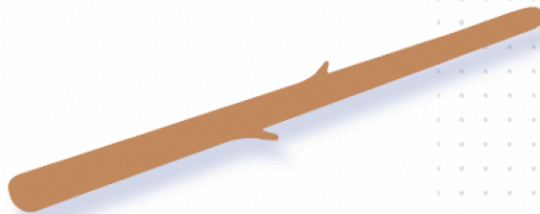
SAFE





## AT THE LAKE - Identify the Rescue Aids

Circle the things that you could use to rescue someone in trouble in the water:



# AT THE LAKE - Spot the Difference

Circle all the things that are different in each picture.





## ACTIVITY ONE

# WHAT DO YOU KNOW?

Match up the safety signs, images and descriptions scrambled to join via a line.



SHARKS

SUBMERGED  
ROCKS

HIGH SURF

JELLY FISH

STRONG  
CURRENTS

## ACTIVITY TWO

# SPOT THE difference

Can you spot 10 differences below?



Answer: 1. Minions shorts changed colour 2. Flag moved 3. Drink colour changed 4. Extra cloud 5. Round tube changed colour 6. Wave missing 7. Missing star fish 8. Star fish colour change 9. Extra Crab 10. Missing surfer

# FUN WITH BOB and the squad

Do you remember Bob's Tips? Test what you know and have fun with the whole Squad!

## IS THIS surf safe? **ACTIVITY one**

Label the different activities that the squad are doing on this beach as either safe with a green tick or dangerous with a red cross!



## FIND A word **ACTIVITY two**

Use the following words to complete the sentences below:

red, lifeguard, yellow, signs, water, arm, swim, sunscreen, friend, 2

- 1 Swim between the \_\_\_\_\_ and \_\_\_\_\_ flags.
- 2 Ask a \_\_\_\_\_ for advice.
- 3 To stay safe, always read and obey the safety \_\_\_\_\_.
- 4 Always swim with a \_\_\_\_\_.
- 5 If you need assistance in the water, stay calm, float and raise an \_\_\_\_\_.
- 6 Put \_\_\_\_\_ on when going to the beach and reapply every \_\_\_\_\_ hours.
- 7 Make sure to \_\_\_\_\_ at a patrolled beach.

## **ACTIVITY three**

Find the words listed on the right in the word search and circle them.



I	R	A	E	P	W	R	A	R	M	R	RED
U	E	B	Y	U	A	E	B	K	U	S	YELLOW
V	D	T	O	V	T	Y	T	S	V	U	LIFEGUARD
S	O	I	A	N	E	O	I	W	S	N	SIGNS
T	A	U	F	T	R	A	U	I	T	S	FRIEND
R	J	V	R	J	K	B	V	M	R	C	WATER
E	T	S	I	G	N	S	O	S	E	R	ARM
Y	I	T	E	Y	E	L	L	O	W	E	SUNSCREEN
O	X	R	N	O	P	U	R	W	O	E	SWIM
A	V	E	T	D	A	X	V	E	I	A	
B	S	Y	T	B	C	S	Y	Q	B	R	
L	I	F	E	G	U	A	R	D	T	T	



# Learning water safety skills, could save your life!

## How many can you find?

- 1 Spot 5 hazards
- 2 A rip current
- 3 5 objects which could be used for a rescue
- 4 5 safety signs
- 5 Rock fisher
- 6 Someone in trouble in the water calling for HELP!
- 7 All of the aquatic activities which require swimming skills
- 8 A rescue taking place
- 9 The safest place to swim
- 10 Any activity which requires floating skills
- 11 Any activity which requires a lifejacket
- 12 Find things that live in the water
- 13 All things that protect you from the sun



# Transforming the way we teach Water Safety Education



The Everyday Lifesaver App uses gamification to make learning water safety, emergency response and CPR more engaging.

[www.everydaylifesaver.com.au](http://www.everydaylifesaver.com.au)

