



Facilitator Guide

BRONZE

e-lifesaving

An initiative of Royal Life Saving

think. act. save.

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EVERYONE CAN BE A LIFESAVER



Royal Life Saving

ROYAL LIFE SAVING SOCIETY - AUSTRALIA

ROYAL LIFE SAVING SOCIETY - AUSTRALIA

Royal Life Saving Society – Australia works to prevent drowning and facilitate healthy, active lifestyles by equipping all Australians with water safety skills.

There is no one reason Australians drown, so there is no one simple solution. For that reason, our approach needs to reflect the complexity of the range of issues that result in drowning deaths.

To make sure we reach all Australians, whoever they are and wherever they live, we tackle these goals using an all encompassing approach, designed to meet our stakeholders' diverse needs, beliefs and values.

Royal Life Saving is driven by:

- Innovative, reliable, evidence-based health promotion and advocacy;
- Strong and effective partnerships;
- Quality programs, products and services;
- Continuing as a committed national organisation.

For the past 120 years, Royal Life Saving has worked to harness the strengths of the communities we work with to reduce drowning and turn everyday people into everyday community lifesavers. As a dynamic, charitable organisation, our areas of activity include:

- Advocacy
- Education
- Training
- Health Promotion
- Aquatic Risk Management
- Community Development
- Research
- Lifesaving Sport
- Leadership and Participation
- International Partnerships

Our guiding values are safety, quality, integrity and a humanitarian tradition. Royal Life Saving is active all over Australia. Our branches, members, volunteers, trainers, employees and lifesavers are found in almost all communities. Our approach is inclusive and some of our biggest achievements occur away from large capital cities.

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Bronze e-lifesaving Facilitator Guide

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HOW TO USE THIS FACILITATOR GUIDE

This Facilitator Guide provides an outline of each module screen by screen to aid the teacher to conduct a 'in class facilitated experience' or as a 'blended class and home learning experience'. Discussion points are provided for each screen to enable teachers to encourage further exploration of the content.

Key sections in the guide are colour-coded for a quick reference.

UNIT 1 - ORANGE

UNIT 2 - LIGHT BLUE

EXTENSION ACTIVITIES - DARK BLUE

MASTER SHEETS -BLACK

FACING THE FACTS

Australia's culture and lifestyle are intertwined with aquatic recreational activities in a vast array of environments; swimming pools, beaches, rivers, lakes and dams, harbours and waterholes. Hardly a weekend goes by where young people are not out enjoying our waterways. Aquatic recreation can be a rewarding and enjoyable experience that improves the health and wellbeing of individuals by providing opportunities to be physically challenged and develop social connections with friends and family.

Unfortunately participation in these aquatic activities are not without risk and drowning deaths, near-drowning or incidents resulting in injuries have occurred, simply because people have ignored safety warnings or failed to demonstrate safe behaviour. Together with contributing factors such as mixing alcohol or drugs with aquatic recreation, or partaking in thrill-seeking activities, the risk of drowning is increased. The National fatal drowning statistics continue to show that young Australians are a great concern, particularly males.

The key facts of fatal drowning for those aged 15-24 years are:

- 36 drowning deaths per year
- 85% male
- 41% occur in inland waterways
- 21% occur at beaches
- 32% occur as a result of swimming and recreating
- 14% occur using watercraft
- Alcohol was known to be involved in 28% of drowning deaths

*10 year averages derived from data from 1 July 2003 to 30 June 2013

In general, there are a number of issues that not only affect Australian youth but have also acted as a barrier to safe participation:

- Increasing drowning rates
- Risk taking behaviour
- Consumption of alcohol and/or drugs when recreating in and around water
- Peer pressure
- Engaging in high risk aquatic activities
- Increasing independence
- A lack of, or declining swimming and water safety skills

Royal Life Saving has recognised that teenagers and young adults need to be engaged in swimming and lifesaving activities to provide them with the skills and knowledge for safe aquatic recreation. For this reason we have developed the Bronze e-Lifesaving initiative to provide an easy to implement platform for learning.

Gaining the knowledge and understanding of hazards and risks associated with aquatic environments is the first stage in changing attitudes and behaviours for safer participation. Ideally, combined with learning practical swimming and lifesaving skills, this will aid in providing youth with a level of protection and the tools for making informed decisions. This approach promotes harm minimisation by aiming to reduce risks associated with aquatic recreation and promote positive attitudes and behaviours towards water safety.



BRONZE e-LIFESAVING ONLINE PROGRAM

Bronze e-Lifesaving is an interactive e-learning program that can be easily implemented in the classroom and has strong links to learning outcomes in the new Australian Curriculum: Health and Physical Education. Utilising aquatic themes, the program challenges students to explore risk-taking behaviour, personal attitudes and beliefs, personal relationships and to develop skills in making informed decisions, refusal tactics and leadership. Bronze e-Lifesaving teaches students survival skills, rescue techniques and basic emergency and first aid care for managing situations where their own or others' wellbeing and safety may be at risk.

Bronze e-Lifesaving has two units available to complete; Unit 1 and Unit 2. Unit 1 has been designed to suit Year 7 and 8 students, whereas Unit 2 is aimed for Years 9 and 10. Students may complete one unit in either year or across both years. Within each Unit there are three online modules to work through in class. These can be supplemented with extension activities within and outside class hours.

The modules are:

- Module 1 – Hazards and Personal Safety
- Module 2 – Risks and Peer Influences
- Module 3 – Responding to Emergencies

Each of the modules listed features one or more video scenarios. The storylines of the scenarios centre on the theme of the module, and highlight key learning points.

MODULE STRUCTURE

Royal Life Saving's e-learning programs focus on providing interactive and meaningful content to engage the learner and aid the teacher to take a facilitator role that supports and prompts students to explore, analyse and discuss issues and concepts to reach informed decisions.

Each module follows a similar structure with the key components including:



Video narratives and scenarios range from serious drama to fun and informative with characters within the target age group. Learners are invited to analyse the characters' awareness, attitudes, knowledge and skills and then to connect with the surrounding content.



Learner interaction activities such as drag and drop, checkbox, ranking, hotspots, polls, flip tiles and quizzes are used to encourage learners to actively engage with the content.



Reflective tasks using discussion questions, individual, and group work to think about and analyse what the characters do in relation to the theme of the module, and reflect on their own attitudes, skills and knowledge.



LEARNING MODULES

Module 1: Hazards and Personal Safety

This module starts with an overview of the drowning death statistics in Australia and an insight into hazards in aquatic environments. Students are asked to assess a familiar environment in terms of hazards and risks, critically think about how incidents could be avoided and later act as a peer mentor to change unsafe behaviour.

The module core content centres on a video scenario. The scenario 'Crossing the River' is a light-hearted video highlighting the 'dumb things' that a group of friends did while at a camp. Through the narration as one of the characters Kaz uploads photos on Instagram, the incident unfolds and we see the characters lack of awareness of hazards, assessment of risks, regard for personal safety and poor decision making.

The module provides information on a range of survival skills essential for personal safety and tests the students' knowledge on a range of survival techniques and actions to help keep them safe when recreating in and around water.

In Unit 2, the module explores the concept of leadership and encourages students to think about 'When' and 'How' to show leadership. Students are asked to consider whether it is straight forward to speak up and what strategies could they use.

Module 2: Risks and Peer Influences

The key content of this module centres around thought-provoking video scenarios which highlight contributing factors and risks, including the influence of peers and alcohol on personal safety around water. The notion of being realistic about your abilities and knowing your limits are addressed. The module emphasises consequences of risk-taking behaviour and consuming alcohol when in and around water and the impact an incident can have on friends, family and the community.

The scenario 'Swimming Pool Party' explores the effects of alcohol such as judgement, coordination, inhibition and vision and hearing and provides facts on alcohol and the concept of a standard drink. Note: The video shows a group of teenagers drinking alcohol (imitating the action with bottled water props).

In Unit 1 the 'Jetty Jump' scenario explores the concept of peer pressure and the influence others can have on behaviour and risk-taking actions. Students are challenged to think about strategies to deal with difficult situations and ways they can say 'No'.

In Unit 2 peer pressure and the consequences of mixing the consumption of alcohol with aquatic activities are further explored in the 'Boating Accident' scenario. The learning activities seek to critically discuss the influence of peers and alcohol in making informed judgements that affect their health and wellbeing.

Module 3: Responding to Emergencies

This module aims to provide students with the knowledge on how to recognise and assess an emergency, plan and take action, rescue and provide aid. Through the video scenario, surrounding content and activities, a range of concepts are covered including: recognition of an emergency, assessing and responding to situations, self-preservation, considerations for rescuing and basic resuscitation and emergency care.

As the scenario 'Responding to an Emergency' unfolds, students are asked to critically think about what happened, how the characters responded and reflect on whether they have the skills and knowledge to deal with an emergency situation. The video shows how the characters each responded differently and emphasises the importance of being competent in rescue and emergency care skills to respond calmly and effectively.

In Unit 2 activities focus on developing leadership skills in rescue situations and using initiative to quickly assess and devise a plan of action when faced with an emergency situation.

LINKS TO THE AUSTRALIAN CURRICULUM: HEALTH AND PHYSICAL EDUCATION

The Bronze e-Lifesaving program has been developed with the learning content descriptions of the Australian curriculum for Health and Physical Education for Years 7 to 10 as a focus. [As this is currently waiting for final endorsement, this will be updated as required]. The National curriculum has a number of focus areas. The modules in this program allows for students to have opportunities to further their learning in the focus areas for: safety, drug use, respectful relationships, leisure and recreational activities, aquatics and water-based activities and physical activity and fitness. Extension activities are provided in this guide on page 59.

HOW TO USE THIS FACILITATOR GUIDE

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TIMEFRAMES / LESSON PLAN

Module	Format	Time
Hazards and personal safety	In class / home study	30 minutes – 60 minutes
Risks and peer influences	In class / home study	60 minutes
Responding to emergencies	In class / home study	60 minutes

Teachers may choose to conduct the online program as it stands. The above estimated timeframe is based on undertaking the program online without additional activities. For a more comprehensive learning experience, additional discussion points and extension activities for each module are provided.

CERTIFICATE

On the completion of all of the modules of Bronze e-Lifesaving Unit 1 or Unit 2, students may print a Certificate as a record of their participation and completion in the respective program. The certificate will only be available to print once all pages including the online activities have been completed within each module.

EXTENSION ACTIVITIES

Bronze e-Lifesaving can be conducted purely as an online learning program but facilitators may wish to include additional activities to complement the program. A number of extension activities are provided for each of the modules. The extension activities will help to consolidate the learning and further extend some of the concepts and issues discussed within the e-learning program.

Facilitators can choose to include the extension activities into their learning program. They can choose to do as many or as few as they like; or do some activities for one module and not for another. It is up to the facilitator to decide how extensively they wish to deliver the program.

Hazards and Personal Safety Extension Activities

Activity 1: Analysing the statistics

Activity 2: Aquatic environment assessment

Activity 3: 'Staying safe' community education

Activity 4: Conduct a safety check

Activity 5: Practical survival skills

Risks and Peer Influences Extension Activities

Activity 1: Mixing alcohol with aquatic recreation

Activity 2: Risk assessment matrix

Activity 3: Personal responsibility

Activity 4: Dealing with peer pressure

Activity 5: Youth campaign

Responding to Emergencies

Activity 1: Assessing someone in trouble

Activity 2: Emergency scenarios

Activity 3: Role play calling for emergency services

Activity 4: Practise the recovery position

Activity 5: Self-preservation case studies

Activity 6: Aquatic emergency project

Activity 7: Safety takeaway

PRACTICAL SKILLS

Ultimately, participation in learning practical swimming, survival and lifesaving skills is an essential component in reducing incidents and drowning prevention. It is recommended where possible, provision of opportunities to develop these skills will better equip young people to:

- deal with an emergency situation
- enhance the skills they may have learnt in their younger years
- encourage a positive attitude towards safer aquatic participation
- optimise their personal health and wellbeing

A practical survival skills session is provided in the Hazards and Personal Safety Extension Activities.

WHERE TO NEXT?

There are many opportunities for students to further develop their skills and knowledge in lifesaving and emergency care. Royal Life Saving offers a range of programs that can be conducted at schools and community organisations. There are also opportunities for students to complete training in courses that lead to a career or even part-time work. Training programs include:

- Bronze Medallion (and other lifesaving awards)
- Resuscitation
- First Aid
- Teacher of Swimming and Water Safety
- Pool Lifeguard

The Royal Life Saving website provides program information for courses that are conducted in the community. Schools that are interested in training programs for both teachers and students should contact the Royal Life Saving office in their State or Territory.

UNIT 1

Unit 1 of Bronze e-Lifesaving has been developed with the Australian Curriculum for Health and Physical Education as a focus. The unit of work has strong links to the curriculum particularly for the band level Year 7 and 8.

Personal, social and community health			
Module 1	Module 2	Module 3	Being healthy, safe and active
✓			Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)
		✓	Practise and apply strategies to seek help for themselves or others (ACPPS072)
✓	✓		Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)
Module 1	Module 2	Module 3	Communicating and interacting for health and wellbeing
	✓		Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)
Movement and physical ability			
Module 1	Module 2	Module 3	Learning through movement
✓	✓		Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)
✓			Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)

MODULE 1 - HAZARDS AND PERSONAL SAFETY

This module focuses on the concepts of hazards, survival skills and personal safety through a video scenario "Crossing the River".

"Crossing the River" is a video scenario where five friends sneak off to the river while at camp. Nick's discovery that he has lost his Raybans leads to an incident where Tom and Em find themselves in trouble in the water. One of the characters Kaz, reflects on the 'dumb things they did at camp' that led to the emergency situation while she posts her photos on Instagram.

The main objectives of the module are to:

- increase awareness of hazards in aquatic environments
- examine how poor decisions can affect personal safety
- develop an understanding of personal survival skills

Through discussion and learning activities students are provided with opportunities to reflect on the characters actions, the decisions they made and how the situation could have been avoided.

1.2 Introduction



The module starts with a video teaser showing parts of the scenario to start the students thinking about the hazards in aquatic environments and how you can quickly get yourself in danger without thinking.

Many people get themselves into difficulty because they are unaware of the hazards and dangers of aquatic environments or do not take the time to assess the environment before entering the water.

Discussion points

1. Ask the students whether they have observed or been involved in any emergency situations at aquatic environments.

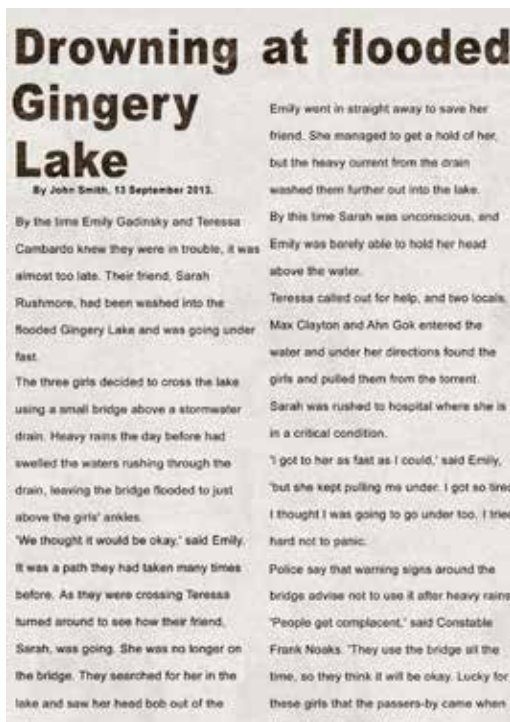
1.3 Drowning in Australia



This screen highlights some quick facts on drowning deaths in Australia and contributing factors.

Download the fake newspaper report based on a real-life story to discuss some of the issues.

Newspaper report

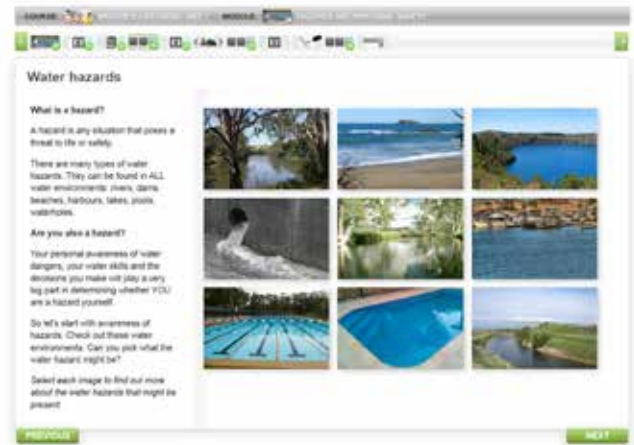


Use this in conjunction with a Royal Life Saving National Drowning Report to investigate drowning in Australia further. The National Drowning Reports are released in Spring each year and can be downloaded from www.royallifesaving.com.au

Discussion points

1. What are the main reasons why the girls in the newspaper report got into trouble?
2. What location do you think that most people believe drowning deaths occur? Why do you think that?
3. In reviewing Drowning Reports or figures, are there any facts that are surprising? Why was this so?
4. Why do you think males in particular make up a large percentage of drowning deaths?

1.4 Water hazards



This screen shows nine different water environments on photo panels. Students click on each of the panels which rotate to reveal some key hazards of that environment.

- Rivers – currents, snags, steep banks, unstable banks and river beds, sudden drop offs, long reeds and weirs.
- Beaches – rips, waves, sandbanks, shore breaks, marine creatures, rocks and reefs.
- Lakes and Dams – mud, slippery bottoms, cold, murky water, watercraft, choppy waves, and reeds.
- Stormwater drains – water force, no escape route, grates blocking exits, debris, unclean water and outflow into oceans and rivers.
- Waterholes – submerged snags and objects, eddies and currents, deep water and slippery rocks.
- Harbour or ocean – cold, distance to shore, rough conditions, large vessels, busy ports and large swells.
- Public pools – hard edges, swimming out of depth, crowds, contaminated water, slippery surfaces and varying depths.
- Home pool/bath/pond – no supervision, no barrier or fencing, unemptied baths, paddling pools or buckets, gates propped open and toys left in water.
- Farms irrigation channels/ water tanks/ troughs – no fencing, lack of supervision, muddy water, snags, currents, deep edges, power suction or water surge, and varying depths.

Many water hazards may not be easily visible and conditions may change quickly so people can be caught unaware. Reading signs at water locations, checking with local residents or authorities and being aware of hazards can help to make sensible decisions about personal safety.

Discussion points

1. How do you think you could reduce the risk of yourself becoming a hazard around water environments?

1.5 Crossing the river



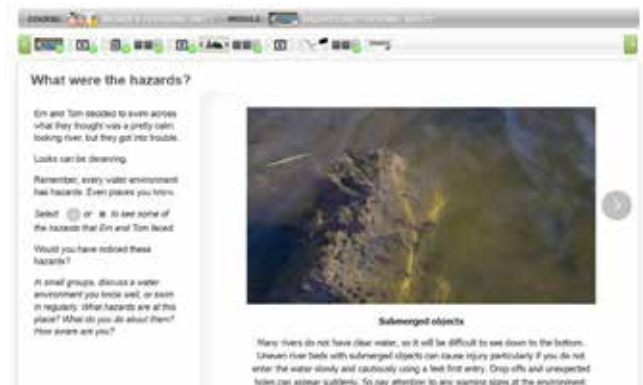
Ask the class to watch the video “Crossing the River”, either on their own computers or on the classroom’s projected screen. [Video duration = 04:10]

The video shows a group of friends who sneak off to the river while at a camp. Nick realises that he has lost his ‘Raybans’ which he thinks he left on the other side of the river. This leads onto a series of ‘Dumb Things’ that they do in order to get his Raybans back.

Discussion points

1. Were they aware of the water hazards at the river?
2. Did they make good decisions about their personal safety?
3. How realistic were they about their swimming ability?

1.6 What were the hazards?



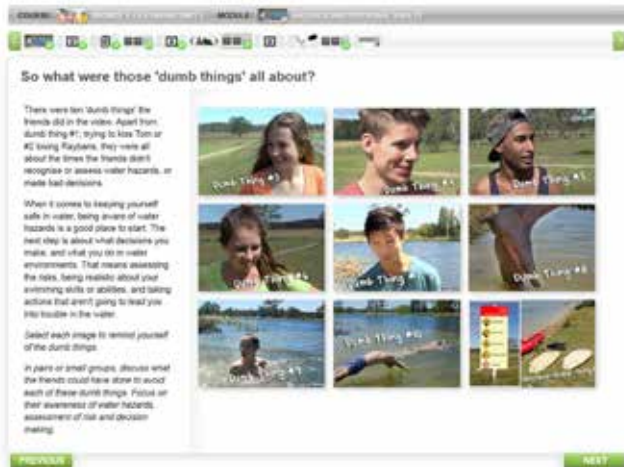
Screen six focuses on identifying the hazards that may be experienced at aquatic locations such as a river using a slideshow of images to emphasise some of the key dangers:

- Submerged objects such as branches and rocks can be hidden in unclear water and can cause a change in water flow, uneven river beds, drop offs and unexpected holes – check before entering and use a feet first entry.
- Glass or sharp cans – avoid cutting feet by wearing protective shoes to keep feet protected from sharp items.
- Variable currents – check the speed by throwing in a twig to see how fast it travels. They can be often stronger in the centre of the river. Never swim in fast flowing water.
- Crumbling banks or steep muddy banks – unintentional entry can occur due to soft, crumbly or unstable banks. Steep or muddy banks are slippery and difficult to exit.
- Cold water – in natural waterways the water is often very cold which can cause you to cramp, lose mobility or experience hypothermia.
- Flooded waterways – water levels can rise quickly and the water force becomes very strong, washing away all in its path. Do not play around stormwater drains or water crossings.

Discussion points

1. Ask students to think of water environments that are close to where they live. What are the dangers or hazards in these environments?

1.7 So what were those 'dumb things' all about?



The objective of this screen is to discuss what could have been done to avoid these 'dumb things' and whether the characters had any awareness of water hazards, and the ability to assess the risk or make good decisions.

There were 10 'dumb things' in the video. Apart from #1 trying to kiss Tom or #2 losing Raybans, the list of dumb things were centred on recognising water hazards and making bad decisions.

- Dumb thing #3 – Em suggests that she and Tom swim across the river to get the Raybans

There was no suggestion to walk to the other side or use a safer method to cross the river.

- Dumb thing #4 – Tom challenges Em to a race to the other side of the river

Turning it into a competition makes it harder to refuse the challenge.

- Dumb thing #5 – Solo says the swim isn't as far as a lap of the pool

It's difficult to estimate distances in open water environments and factors such as currents, tides and water depth need to be taken into consideration.

- Dumb thing #6 – Kaz says the river has a sandy bottom

Kaz just assumed the river floor was sandy without actually checking or assessing it beforehand.

- Dumb thing #7 – Nick says the water will be warm because it's a warm day

Water temperature is not consistent with the outside temperature and may vary quite considerably due to location, depth and the source. Water in rivers, lakes and dams can be very cold.

- Dumb thing #8 – Tom cuts his foot on a submerged object in the water

Wearing protective footwear can help to protect feet from getting cut by sharp objects, particularly in unclear water. Check before entering the water for any visible objects.

- Dumb thing #9 – Em slips on the bank

Banks of rivers, lakes and dams are often muddy and can be particularly slippery. A slow and gradual feet first entry is the best method to ensure an unexpected entry does not occur.

- Dumb thing #10 – Tom dives into the river

Diving into water where the depth and condition of the bottom is unknown is dangerous. This can result in serious and permanent injuries so it's best to use a feet first entry.

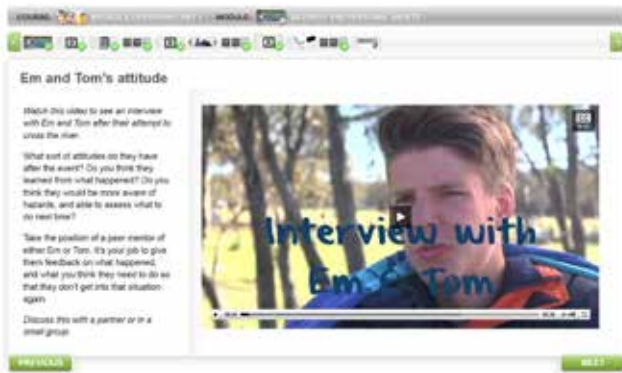
- Another dumb thing? – The friends didn't see the warning sign or use the kayaks

Reading signs, assessing the environment or making an alternative plan should be undertaken prior to entering the water.

Discussion points

1. How could each of these 'dumb things' be avoided?
2. Which of the 'dumb things' were due to a lack of awareness of hazards and which were due to poor decisions?

1.8 Em and Tom's attitude



A short video of an interview with Tom and Em after the incident, focuses on their thoughts and attitudes of what happened. [Video duration = 02:26]

Once the students have viewed the interview footage of Tom and Em, discuss some of the questions before the students complete the exercise as a peer mentor.

Discussion points

1. What sort of attitude do both Tom and Em have after the incident?
2. Do you think they learned from what happened?

Ask students to pair up or get into a small group. Ask each of them to play the role of peer mentor of either Tom or Em. They should give Tom or Em feedback on what happened and what they should do in the future to ensure they don't get in that situation again.

1.9 Survival quiz



Students' knowledge on survival skills will be tested with an eight question True or False quiz.

Ask the students to complete the quiz and check how many they answered correctly. Run through the answers to check that everyone understands.

Unit 1 True or False Questions

1. Once you enter the water using a dive entry, you bring your hands back to your side and start kicking.

FALSE: Keep your hands locked in front of your head, steer upwards by slightly arching your neck and back and pointing your fingertips to the surface.

2. Breaststroke, survival backstroke and sidestroke use high levels of energy expenditure.

FALSE: These strokes are suitable for survival and rescue due to their low energy output as the limbs are not lifted out of the water during the recovery phase of the stroke. Above water arm recovery strokes such as freestyle and backstroke have high energy expenditure.

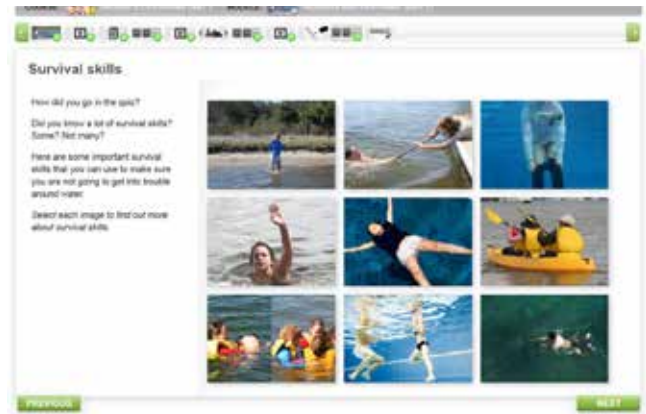
3. It is safer to swim in the water in between where waves are breaking.

FALSE: Rips occur where the water flows out in the direction of least resistance and waves are usually breaking on either side of the rip current. If unable to escape the rip, remain calm, float and wave to attract attention.

4. Swimming laps underwater or having underwater races can be a dangerous activity, even in a backyard pool.

TRUE: Unfortunately there have been some drowning deaths of young people swimming underwater for prolonged periods. Hyperventilating prior to swimming underwater and then holding your breath for a prolonged period can result in shallow water blackout.

1.10 Survival skills



5. Personal flotation devices (PFDs) should be worn at all times when going boating.

TRUE: When going boating you should always put on a PFD. It can't save your life if you're not wearing it. In fact, research over a 5 year period found that 88% of people who drowned while boating were not wearing a PFD.

6. When you have been unintentionally immersed into cold water, you should move as vigorously as possible to keep warm.

FALSE: Faster heat loss can be caused by any movement, so it's important to stay calm and keep movement to a minimum.

7. If the boat capsizes in open water, you should always attempt to swim to shore.

FALSE: It is most important to stay with the boat as this will increase your chance of being rescued. It is far easier to spot a boat than an individual in the water. You may also be able to climb on top of the hull to reduce exposure to cold water.

8. If you fell into the water unexpectedly fully clothed, tight-fitting or inner layers should be kept on.

TRUE: Tight-fitting clothing may be difficult to remove in water and inner layers of clothing may protect against heat loss so it may be best to keep these items on. Heavy items such as shoes or jackets should be removed.

The purpose of this screen is to provide information on essential personal survival skills for aquatic environments. There are nine different survival skills on photo panels. Students click on each of the panels which rotate to reveal safety tips for each of the essential skills.

- Safe entry – Assess the environment and use a safe entry and exit to avoid injury, especially spinal injuries. Check water depth and conditions each time.
- Reach rescue – Self-preservation is the first consideration in any rescue or emergency. Do not jeopardise your own safety as it may result in a worse situation.
- Removing clothing in water – You may be wearing clothing if you fall into the water unexpectedly. Remove clothing from the feet up particularly heavy items. Light or tight clothing may be kept on to protect from heat loss.
- Signal for help – Raise one arm if in trouble in the water. This is a universal signal of trouble. Use your voice to attract attention.
- Survival sculling – Survival techniques such as floating and sculling help when submerged in water for a long time. Floating or sculling may help to conserve energy and retain heat, which are key elements for survival.
- Personal flotation device – Always use a personal flotation device (life jacket or vest) when enjoying water activities like boating, canoeing, water skiing. Many people drown because they were not wearing a life jacket.
- HELP and Huddle techniques – When immersed in cold water unexpectedly, adopt the HELP (Heat Escape Lessening Position) or Huddle (when in a group) techniques.
- Treading water - Treading water is a great skill to have to keep your head above the water line. A strong eggbeater kick is the most efficient.
- Survival strokes – Survival strokes; breaststroke, sidestroke and survival backstroke conserve the most energy and allow for natural breathing. Know your swimming ability and avoid swimming long distances in open water environments.

If time permits, it is recommended to schedule a practical pool lesson to learn and practise these survival skills. A sample lesson is provided in the Extension Activities section on page 60.

1.11 Summary



The final screen will indicate if they have completed the module or not. If they have not completed any of the activities or remembered to press 'save', a message will inform them to go back to the screens that do not have a 'green tick' to complete before returning to the summary screen.

Discussion points

Conclude the module by asking the class to reflect on:

1. What they have learnt so far.
2. Do they think they have increased awareness of hazards in aquatic environments and the survival skills required for personal safety?
3. Will they change their behaviour when in and around water?

MODULE 2 - RISKS AND PEER INFLUENCES

The focus of this module is to investigate how risk-taking behaviour and peer influences can have an enormous impact on outcomes.

The module starts with the video “Blood alcohol ninja” for both Units. The scene is about four friends who drink a bottle of spirits at a pool party. The video and the surrounding content highlight the effects of alcohol, how individuals are affected differently. Students are asked to compare alcohol content of a standard drink.

In Unit 1, this module progresses to exploring how others can influence your behaviour and attitudes to encourage participation in high risk activities.

The “Jetty Jumping” video scenario focuses on peer pressure and risk-taking behaviour in an aquatic environment. Macca, Robbie and Sam are at a local jetty where they’ve seen others regularly jump off into the water. Macca and Robbie use peer pressure to convince Sam to take the jetty jump.

The main objectives of the module are to:

- examine how behaviours and actions may be influenced by peers and strategies to say ‘no’
- enhance knowledge and understanding of the risks involved with being in or around water
- evaluate behaviours that may influence personal water safety, as well as that of others

Students are provided with opportunities to explore and critically discuss decisions that promote health and wellbeing, to develop strategies for coping with peer influences and enhance their capacity to make informed decisions.

2.2 The risk of alcohol with water activities



Ask the class to watch the video “Blood alcohol Ninja”, either on their own computers or on the classroom’s projected screen. [Video duration = 04:40]

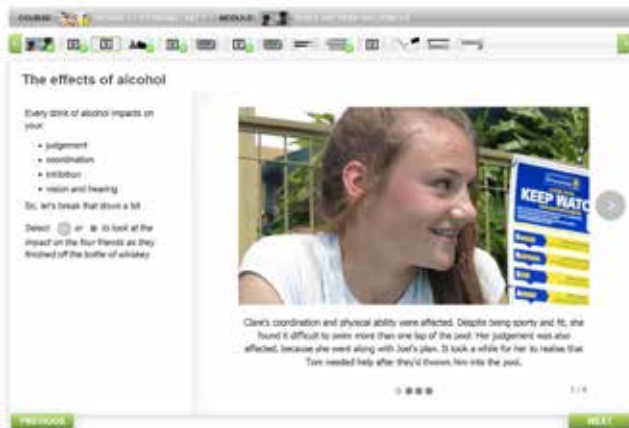
At the start of the video, a short description of each of the characters is given. Ask the students to pause the video at 00:30 after the description and jot down which of the four friends they think will end up in hospital.

When the video is finished, discuss with the class who they thought at the start of the video would end up in hospital.

Discussion points

1. Discuss the reasons why they chose the character they did at the start of the video, for the one most likely to end up in hospital. Was there something about their character that led them to that decision?

2.3 The effects of alcohol



This screen shows a slideshow to demonstrate the 'effects of alcohol' on the four friends at the pool party as they finished off the bottle of whiskey. Each of the characters were affected in different ways.

Some of the main physiological effects of alcohol on the body are:

- **Judgement**

Alcohol distorts your perception of risk and your own abilities. As judgement increasingly becomes impaired and slower processing of information occurs, the likelihood of making the right decisions decreases.

- **Coordination**

Reduced physical capabilities and the slowing of reflexes may cause people to lose balance or become disorientated, unable to react to get out of a life-threatening situation.

- **Inhibition**

The influence of alcohol removes inhibitions, leaving you more likely to take greater risks. Coupled together with the effect of impaired judgement, this causes many to feel invincible and attempt life threatening risks.

- **Vision and hearing**

Alcohol numbs the senses, particularly sight, sound and touch. Vision may become blurred and attention is impaired. When these senses fail, the stumbles and stutters kick in.

Discussion points

1. What were the main effects of alcohol on each of the characters?
2. How did the effects of alcohol on each of the characters affect their decision making?

2.4 What is a standard drink?



Download the Standard Drinks Guide [PDF 260 KB] by clicking on the image to discuss the differences between some popular drinks and the number of standard drinks in glasses and bottles.

A standard drink is defined as one which contains 10 grams of alcohol. The formula for calculating a standard drink is:

$$\text{Volume in ml} \times \text{alcoholic strength in ml/100ml} \times 0.789 \div 1,000 = \text{standard drink}$$

Reference: Australian Government website www.alcohol.gov.au

Discussion points

1. What are some examples of alcoholic beverages?
2. Are there differences between what males, females, and young people typically drink? Why do you think this is the case?
3. What is a standard drink?
4. Why is it important to know what a standard drink is?
5. Which drinks have the higher alcohol content?

2.5 What's happening at the Jetty?



The "Jetty Jumping" video scenario focuses on peer pressure and risk taking behaviour in an aquatic environment. It highlights some of the reasons many drowning incidents occur:

- Poor judgement
- Lack of swimming and survival skills and knowledge
- Being influenced by others to make poor decisions

Ask the students to view Part 1 of the video before having a class discussion. The following screens and Part 2 of the video will delve further into the notion of peer pressure. [Video duration = 01:45]

Discussion points

1. What character do they relate to the most?
2. What's going on between these three friends?

2.6 Peer pressure



This screen prompts students to think about peer pressure and how each character is dealing with the situation.

Either individually or in small groups, students should think about and discuss their thoughts on whether Macca is putting too much pressure on his friends and what they think Sam should do.

Students should write their thoughts into the box on the screen.

Remind them to click 'Save' to complete the activity.

Discussion points

1. Why do you think Macca is encouraging his friends to take the jetty jump?
2. What do you think Sam should do? What about Robbie?

2.7 How will the day end?



Part 2 of the "Jetty Jumping" video scenario shows what happens to Sam, Macca and Robbie. Sam succumbs to Macca's persuasive tactics and takes the jump, which results in Sam ending up with a spinal injury.

Ask the students to view Part 2 of the video. [Video duration = 02:46]

Discussion points

1. Why do you think that Sam ended up agreeing to do the jetty jump?
2. What would you have done or said if you were Sam or a bystander on the jetty?
3. What about Robbie? Do you think he was also pressured or could he have played a greater role in changing the outcome?
4. What might have been the reaction if one person had spoken out?

2.8 Peer pressure tactics



This screen gets students thinking about the type of tactics people use to pressure others to do something they don't particularly want to do.

Either individually, in pairs or in small groups, students should think about and discuss some of the things people say when putting pressure on them or others.

Students should write their thoughts into the box on the screen.

Remind them to click 'Save' to complete the activity.

Discussion points

1. Using personal experiences when you felt pressured to do something you didn't want to do, what did the person pressuring you say? How did you react? How did you feel?

2.9 Know your abilities

Know your abilities

Sam told his friends that he wasn't a strong swimmer. But he still jumped from the jetty. Was he realistic about his abilities?

His friends don't change their actions even after he admitted he didn't have good swimming skills. Did they take his ability into account when they jumped?

Many people get into trouble because they think they are better swimmers than they really are. They enter water environments where they don't have the ability to stay afloat. Are they too embarrassed to admit they can't swim well?

Are you realistic about your swimming ability? What about in different aquatic environments?

Move the slider bar to indicate your opinion.

Default 'Save' to complete the activity.

Rate your ability to swim in an Olympic size pool (length 50 metres).

Bad Not bad Reasonable Good

Rate your ability to swim in the ocean.

Bad Not bad Reasonable Good

Rate your ability to swim if caught in a current, like those found in a river.

Bad Not bad Reasonable Good

Rate your ability to swim in freezing water at night during a storm, fully clothed.

Bad Not bad Reasonable Good

This screen prompts students to think about their own swimming abilities. Often people over-estimate their ability or do not consider the different skills required to swim in natural aquatic environments.

Students are asked to move the slider bar to rate their ability for four different situations (from bad, not bad, reasonable to good).

- Rate your ability to swim in an Olympic size pool (length 50 metres).
- Rate your ability to swim in the ocean.
- Rate your ability to swim if caught in a current, like those found in a river.
- Rate your ability to swim in freezing water at night during a storm, fully clothed.

After completing the program or participating in swimming and lifesaving activities, revisit this screen and review whether some of students may change their evaluation on their swimming abilities.

Discussion points

1. How many students have participated in swimming lessons?
2. Encourage students to participate in swimming and lifesaving programs and continue to develop their skills particularly if they have rated their ability as bad.

2.10 Assessing Risks

Assessing risks

Many recreational activities we participate in have significant risks. Understanding risks associated with hazards is important in keeping safe. The concept of risk has two elements: the likelihood of something happening and the consequence if it happens.

For this exercise we view the level of consequences in terms of health and safety and the range of these may be:

Minor – The outcome requires first aid

Moderate – The outcome requires professional medical treatment

Major – The outcome is permanent injuries or death

Listed are 3 examples of risks that are associated with aquatic environments. Determine how serious the consequence may be if an incident does happen. Rearrange the list into the correct order in terms of the level of consequences from minor (bad) to moderate and major (bottom).

- Entering the water near oysters without protective footwear.
- Running around a wet pool deck and slipping on the hard surface.
- Unsupervised child gains access to water due to the gate of backyard pool being propped open.

PREVIOUS SUBMIT NEXT

This screen introduces students to the concept of assessing risks by two elements: the likelihood of something happening and the consequence if it happens.

Students are asked to determine how serious the consequence may be if an incident happens in terms of health and safety using the following levels:

Minor – The outcome requires first aid

Moderate – The outcome requires professional medical treatment

Major – The outcome is permanent injuries or death

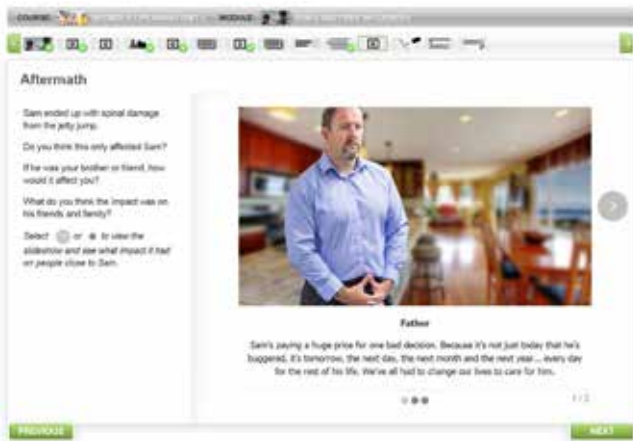
The following three examples of risks that are associated with aquatic environments are provided. Students are asked to rearrange the list (drag and drop) into the correct order from minor to moderate to major.

Entering the water near oysters without protective footwear. (Minor – the consequence may be a cut to the foot which requires some first aid).

Running around a wet pool deck and slipping on the hard surface. (Moderate – the consequence may be a broken limb which requires medical treatment).

Unsupervised child gains access to water due to the gate of backyard pool being propped open. (Major – the consequence may be a fatal drowning).

2.11 The aftermath



This screen looks at how Sam's injury has impacted on his life and the effect it has on family members and a friend. Students view the slideshow to see the impact it had on people close to Sam.

Aquatic incidents that result in permanent injuries or death will have an enormous impact on family, friends and even the local community. A drowning death or serious injury has wide-reaching impact and affects people in different ways.

Discussion points

- Who would be impacted by Sam's injury?
 - Macca and Robbie
 - His family, extended family and friends
 - Other school friends who weren't there
 - School community; students, teachers and staff
 - Emergency services staff
 - His cricket team
 - Bystanders
 - If Sam had a part time job, his employers and colleagues
- For each of people affected, how long do you think some of these impacts could last? (short, medium or long)
- Why do you think one person is more impacted than another?
 - Could it be their relationship with Sam?
 - Whether they were at the scene or not?
 - Whether they feel responsible or were more at fault?

2.12 Ways to say no



The essence of this page is to provide some tips for saying "No!" Peer pressure and a sense of wanting to belong is a strong motivator in participating in risk taking behaviour even when they know it is dangerous or feel uncomfortable.

Tips for saying, "No!"

- Say it like you mean it.
- You don't have to give reasons or excuses. "No" by itself is enough.
- Suggest doing something different.
- If the person continues to pressure you, walk away.

Students should think about strategies they could use to reduce the risk and influence the outcome.

A selection of statements for saying No are on the screen. Students are asked to select five of the statements provided that they may use when faced with peer pressure.

Remind them to click 'Save' to complete the activity.

Discussion points

- Why is it sometimes very difficult to say 'No' to others?
- What strategies could you use to build resilience against peer pressure?

2.13 Listening to advice



Macca, Robbie and Sam didn't listen to the advice of the fisherman despite the fact that he lived locally and understood the environmental conditions. The emphasis here is that there are many members in the community that can provide advice based on their local knowledge and experience such as a lifeguard at a pool or beach or a volunteer emergency service officer.

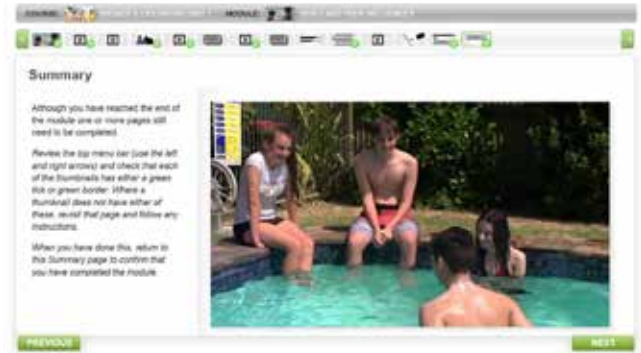
Students are asked to discuss in pairs or small groups what would be a convincing argument to stop the boys from taking the jetty jump. In devising their argument they should consider the following:

- Information or facts – are there facts that will support their argument?
- Attitudes – what attitudes do they need to change?
- Peer pressure – what strategies can you use to confront the pressure?
- Assessing risk – what risks are involved and the likelihood of these occurring?

Discussion points

1. Ask each pair or small group to role play at least one convincing argument to the rest of the class.

2.14 Summary



The final screen will indicate if they have completed the module or not. If they have not completed any of the activities or remembered to press 'save', a message will inform them to go back to the screens that do not have a 'green tick' to complete before returning to the summary screen.

Discussion points

Conclude the module by asking the class to reflect on:

1. What they have learnt so far.
2. Do they feel confident in their ability to deal with situations involving peer pressure?
3. Could they say 'No'?

MODULE 3 - RESPONDING TO EMERGENCIES

This module focuses on recognising and assessing an emergency, planning and taking action to manage a situation and learning basic rescue and first aid techniques.

“Responding to an emergency” is a video scenario based on an incident that occurs during a picnic near a lake. Two characters are faced with dealing with the emergency and must think quickly to action a rescue. Initially, they are shocked and begin to panic but the elder of the two takes the leadership role to respond to the emergency. The video emphasises the importance of being prepared and having the skills to deal with an emergency situation effectively.

The learning activities and discussion focus on analysing the characters actions, provoking thought on how they may react when faced with an emergency situation and applying rescue and first aid skills and knowledge in various scenarios.

The main objectives of the module are to:

- Develop competence in recognising and assessing an emergency in order to respond appropriately and not put themselves or others at risk.
- Gain the ability to make informed judgements to form a plan of action.
- Increase knowledge and skills in rescue and first aid principles and techniques.

This module provides an overview of rescue and first aid techniques. It is recommended that completing a lifesaving, resuscitation or first aid course will provide students with the vital skills to administer aid immediately when faced with an emergency.

3.2 Introduction



A video teaser of parts of the scenario is shown to start the students thinking about what they would do in an emergency situation.

Many people think that it will never happen to them and do not plan for an emergency. Having the skills and knowledge to quickly react can save someone's life.

Discussion points

1. What types of emergencies are they most likely to be involved with?
2. Do they know what to do in an emergency?
3. How would they respond?
4. Do they have the skills to rescue and perform CPR?

3.3 Real Life Emergency



Here we have a newspaper report of a real life rescue by an everyday person. It's a fantastic example of a young person who had recently completed a Royal Life Saving Bronze Medallion through school, who utilised the skills and knowledge he learnt, to save a young boy's life.

Rescued boy thanks hero

By Boyd Robertson

A brave Mareeba teenager has saved a young boy from drowning at a popular local swimming hole only weeks after completing a lifesaving course.

Shaquelle Banjo, 16, was relaxing with friends on the banks of the Brewery Hole swimming spot in Mareeba at about 3.30pm on January 14 when he saw six-year-old Elijah Walker being swept downstream in a deep and fast-flowing section of rapids.

Shaquelle leapt into the water and dove to find Elijah, who had disappeared underneath the opaque water.

"I jumped off the rock and went underwater," Shaquelle said.

"I couldn't see him, I had to take a long breath and go underwater to find him."

"All I was thinking was 'I've got to find him and pull him out quickly, or he's in big trouble'."

"When I found him, I got underneath him and sort of pushed him above the water, then I pulled him over to the rocks."

Battling the current and holding Elijah out of the water, Shaquelle had to stay submerged on the swim back to the shore, forcing him to hold his breath again.

After being lifted onto the bank by onlookers, Elijah coughed up water but was otherwise unharmed.

"I was swimming around and I went in the rapids," Elijah said.

"The water was too fast and I drowned."

"Shaquelle helped me and got me out. I want to say thanks to him."

Shaquelle, a Year 12 student at Mareeba State High School, had recently completed a training course with Royal Lifesaving Australia, receiving certificates for his Bronze Medallion and CPR accreditation on December 7, 2012.

He attained the accreditation at the Mareeba Swimming Pool, which hosts regular life-saving courses.

Queensland Executive Director for Royal Lifesaving Australia, Michael Darben, commended Shaquelle's heroism.

"I applauded his efforts to not only get in and save that life, but also do it safely and not endanger his own life," he said.

"What the Bronze Medallion does is provide essential skills for when no-one else is around to provide assistance – the majority of drownings occur in unpatrolled areas like swimming holes and backyard pools, so the role of community lifesavers becomes even more important in situations like this."

Queensland Ambulance Service Cairns and Hinterland Local Ambulance Service Network Assistant Commissioner Rod Sheather said water safety was paramount during the summer as people flocked to pools and swimming holes.

"Drowning is a significant risk, especially for small children, which is why it is important to constantly supervise them," Mr Sheather said.

"Many families think they may hear their child if they were in trouble but small children often make no sound at all when drowning. It is a silent killer which can happen in seconds, resulting in untold heartache for families."

Elijah, although shaken by the incident, said he will continue to swim at the Brewery Hole with his friends.

Shaquelle said he was glad he had undertaken the lifesaving training, but had no plans to become a professional lifesaver, instead focusing on his budding dancing career.

He is planning to head to Brisbane later in the year to pursue his interest in the breakdancing and pop-and-locking dance styles.

Either in pairs or small groups, students should discuss what skills were needed to perform the rescue or whether they thought they had the skills to initiate the rescue.

Students should write their thoughts into the box on the screen. Remind them to click 'Save' to complete the activity.

Discussion points

1. What actions could have avoided the incident in the first place?
2. How did the rescuer react in the emergency?
3. Would you do anything different if you were in the rescuer's shoes?

3.4 Signs of Emergency



This screen focuses on showing different water environments and the potential signs of emergencies that could occur in each of the environments. Being aware someone is in trouble is the first stage of dealing with an emergency. Students click on each of the photo panels which rotate to reveal some signs of problems that could occur.

River

- Riverbank suddenly crumbles while people are standing on it
- Swimmer caught in a current

Beaches

- Swimmer caught in a rip
- Swimmer waving their hand

Harbour

- Boat capsizes
- Someone struggling to stay afloat

Public or Backyard Pools

- Someone holding breath and trying to swim laps underwater
- Someone face down or not moving
- Someone drinking alcohol while in the water

Dams

- Someone disappearing underwater
- Unsupervised children on farms

Baths

- Child suddenly quiet
- Children not supervised by an adult

Spas

- Person going red or fainting

Ponds

- Child lying face down

Stormwater drains

- Young person exploring in flowing stormwater drain

Discussion points

1. What are some other warning signs of emergencies that may be evident in water environments?
2. Do you think you would be more inclined to accept responsibility to rescue or be a bystander if you witnessed an emergency? (Ask this question again at the completion of the course)

3.5 Responding

The slide is titled "Responding" and contains the following text:

When an aquatic or diving emergency happens, a number of things need to be considered.

Self preservation is the number one thing to consider before responding to an emergency. Self preservation means not taking risks or putting yourself in danger even if it means not entering the water to rescue.

Next, follow the Four A's as principles of rescue to ensure you make sound judgments for any rescue attempt.

- Awareness
- Assessment
- Action
- After care

Review the headings on the right to read more about these.

On the right side of the slide, there are four bullet points:

- **Awareness - Look for danger:**
Before you try to assist anyone in an emergency, first check for any danger. This also means danger to yourself, as YOU are most important in any emergency situation. Tragically, many people have died trying to rescue others because they didn't look for danger first or consider whether they were capable of performing the rescue. These dangers can include strong currents, submerged underwater objects, electricity, water craft, or the effects of alcohol.
- **Assessment - Make a plan**
- **Action - Take action**
- **After care - Call for help**

Responding to an emergency quickly is vital but responding without thinking can put the rescuer at risk. The concept of self-preservation must be considered to ensure the safety of the rescuer. Here the focus is on thinking about when to respond, how to respond and keeping safe, using the Four As: Awareness, Assessment, Action and After care as steps in a rescue.

- Look for danger (Awareness) – Being aware that someone is trouble is the first stage in a rescue and then deciding to take responsibility follows. Once you have been alerted to an emergency, awareness of the environment and situation is important to ensure everyone's safety. Check for any danger such as strong currents, electricity or submerged objects.
- Make a plan (Assessment) – Plan what you are going to do. Are there aids you can use in a rescue? Can you reach them without entering the water? Is there someone else that can assist you?
- Take action (Action) – After considering the conditions, the type and number of people in difficulty, select an appropriate rescue method and take action. Speed is essential but do not take any unnecessary risks.
- Call for help (After care) – Calling for emergency services is a priority in any rescue but until medical aid arrives, assistance may need to be given. Casualties that are responsive, breathing normally and have no other injuries should be placed in the recovery position.

Discussion points

1. What dangers may be in the vicinity of an emergency?
2. What factors may affect the rescue plan?
3. If you do not feel confident or it is too dangerous to enter the water to rescue, what else could you do to aid the person in difficulty?

3.6 Ben, Angie and Priya in trouble

The video player shows a scene on a beach. The title is "Ben, Angie and Priya in trouble". The text on the left side of the player reads:

A handy and handy picnic by the water goes handy using when Ben, Priya and Angie have an accident in their kayak. Sarah and Jayden are on the shore and witness this. The adults are some distance away at the picnic area, so Sarah and Jayden have to act fast.

Watch the video to see what happens to Ben, Priya and Angie.

How do they, and their friends on the shore, respond?

At the bottom of the player, there are "PREVIOUS" and "NEXT" buttons.

Part 1 of the video "Responding to an emergency" shows what happens to Ben, Priya and Angie when they go kayaking on the lake. Their friends Sarah and Jayden are on the shore and witness the incident. The adults are in the picnic area which is some distance away. [Video duration = 01:17]

Ask the class to watch the video either on their own computers or on the classroom's projected screen.

Discussion points

1. How do you think you would react if you were in the kayak when it capsizes?
2. What could Ben do to conserve energy while waiting to be rescued?
3. What safety measure could the young people in the kayak have taken in the first place?
4. How do you think you would respond if you were a witness in this emergency?

3.7 What was going on?



The aim of this screen is to analyse how the characters reacted to the emergency and what they should consider to safely assess the emergency and make a plan of action. This is an opportunity for students to stop and think about emergency situations rather than make rash decisions.

Individually, in pairs or small groups, students should discuss what Sarah and Jayden need to do to assess the situation and what action they should take.

Students should write their thoughts into the box on the screen.

Remind them to click 'Save' to complete the activity.

Discussion points

1. Why does Sarah tell Jayden not to go in to rescue Ben?
2. What should they consider before attempting the rescue?

3.8 Will they be rescued?



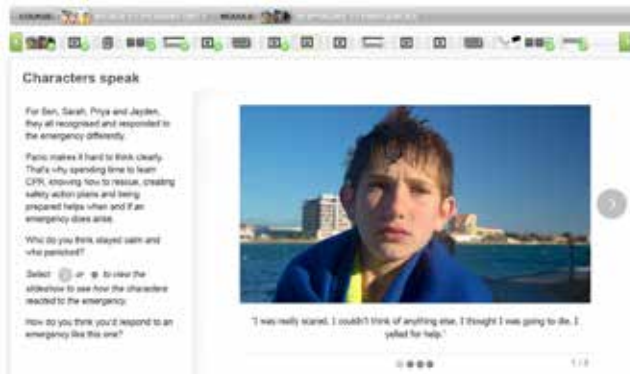
Part 2 of the video "Responding to an emergency" shows how Sarah and Jayden respond to the emergency scenario. Sarah enters the water to rescue Ben and Jayden phones Triple Zero (000). Meanwhile, Priya is also playing her part by rescuing an unconscious Angie and performing CPR. [Video duration = 03:27]

Ask the class to watch the video either on their own computers or on the classroom's projected screen.

Discussion points

1. What rescue and lifesaving skills do the characters demonstrate?
2. Do you think they perform the skills well?
3. Are there some things they could have done better to ensure everyone's safety?
4. What about the bystander? Did he help, was he a hindrance or could he have played a bigger role?

3.9 Characters speak



This screen is a slideshow which focuses on the reaction of the characters to the emergency and how each of them responded differently; some calmly while others panicked.

The main point here is, knowing how to deal with an emergency. Having skills in rescue and CPR helps to think clearly and plan a safe course of action.

Discussion points

1. How do you think you would react if faced with an emergency?
2. What would assist you in dealing with an emergency calmly?

3.10 Rescue skills

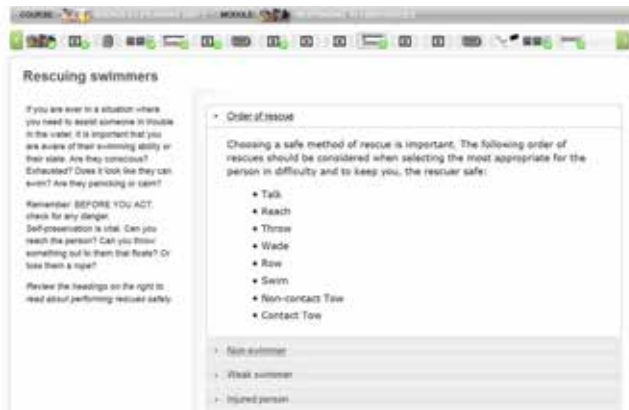


A slideshow of the rescue skills that were demonstrated by the characters in the video scenario highlights some of the key actions in performing a rescue. It also points out some things could have been done a little better.

Discussion points

1. Do you think that the characters considered self-preservation during the emergency?
2. Who do you think responded to the emergency the best and why?

3.11 Rescuing swimmers



The content of this screen provides key points on what to look for when assessing people in difficulty to help classify them into four categories: non-swimmer, weak swimmer, an injured person and an unconscious person. It also outlines points for action during a rescue and considerations when rescuing more than one person.

The concept of self-preservation in relation to the safest methods of rescue is also highlighted here, emphasising that entering the water and physically towing a casualty should be your last option, except in the case of an unconscious person. You should only enter the water if you are a good swimmer and capable of performing a rescue.

Order of rescue

Choosing a safe method of rescue is important. The following order of rescues should be considered when selecting the most appropriate for the person in difficulty and to keep you, the rescuer safe:

Talk, Reach, Throw, Wade, Row, Swim, Non-contact Tow and Contact Tow

Non-swimmer

What to look for:

- Desperate 'climbing' action in water
- Seldom waves or calls for help
- Wide-eyed expression

Action during rescue:

- Speed is important as they may quickly become unconscious
- Use a rescue aid if possible
- They may grab rescuer so use a non-contact tow where possible

Weak swimmer

What to look for:

- Arms and legs may provide support in water
- Waves or calls for help
- Anxiety in face

Action during rescue:

- May be able to float or kick
- Use a rescue aid if possible
- May act on instructions

Injured person

What to look for:

- Awkward position in water
- Waving may be limited by injury
- May panic or cry in pain

Action during rescue:

- Responses poor due to injury
- Use a rescue aid if possible
- Avoid making injury worse

Unconscious person

What to look for:

- May be face up or down
- Completely limp
- No contact attempt

Action during rescue:

- Speed is vital
- Use a contact tow
- If required, resuscitation is an urgent priority

More than one swimmer

When more than one person is in difficulty, it is important to consider who to rescue first. The order of who you rescue first will be determined by the situation. These points will help you prioritise:

- Normally, attention should be given to securing and supporting conscious people first
- Of these, top priority should be given to non-swimmers
- Attention can then be given to unconscious people

Discussion points

1. Discuss the order of rescues and why one rescue is safer than another: Talk, Reach, Throw, Wade, Row, Swim, Tow (non-contact, contact).
2. Revise the different types of people in difficulty and which rescues may be best for them.

3.12 DRSABCD



This screen shows a slideshow of the basics of providing CPR, using the acronym DRSABCD; Danger, Response, Send for Help, Airway, Breathing, CPR and Defibrillation.

Review the key points with the class.

Danger - Check for danger to yourself, to bystanders and the casualty.

Response - See if you get a response from the person; 'Can you hear me, open your eyes, what's your name, and squeeze my hand'.

Send for help - Call Triple Zero (000) or ask a bystander to call.

Airway - Clear and open the airway. Once clear, tilt the head back and lift the chin to open the airway.

Breathing - Look, listen and feel for any signs of normal breathing. If they are not breathing normally, start CPR.

CPR - Give 30 chest compressions followed by 2 rescue breaths. Place your hands in the centre of the chest, keep your elbows straight, and push down at least one-third depth of the chest.

Defibrillator - Use an Automated External Defibrillator (AED) if available and follow the prompts.

As this is only an overview, it is recommended that completing a full CPR course to enable students to respond in an emergency. Royal Life Saving provides CPR courses for both students and teachers.

Discussion points

1. In what situations may resuscitation be required?
2. What dangers may be around an emergency situation and how can these be avoided to ensure everyone's safety?

3.13 Emergency care



This screen is a slideshow highlighting some of the basics of emergency care. After a rescue, casualties will need to be treated for any injuries or medical conditions and monitored until medical help arrives.

Review the key points with the class.

Recovery position - Use this when the casualty is responsive and breathing normally. Roll casualty onto their side. Tilt their head back to keep their airway open. Stay with them.

Bystanders - Take control. Ask people to help. Someone can call Triple Zero (000). Direct others to do what they can such as get a defibrillator, direct the ambulance or manage crowd control. If a bystander can assist with CPR, this may increase the chance of survival. Taking turns every two minutes will reduce fatigue.

Hypothermia - If a swimmer has been in cold water, they may suffer a loss of core body heat. Keep them dry and warm in a space blanket or sleeping bag. Give them warm, sweet drinks.

Shock - Signs and symptoms of shock may include anxiety, rapid breathing, cold clammy skin and a fast rapid pulse. It can develop quickly after severe injury or medical conditions. Immediate treatment of the cause is required. Try to lay the casualty flat with legs raised.

Bleeding - Managing bleeding is vital as severe cases can lead to shock and possibly death. To manage bleeding remember: Pressure, Elevation and Rest. Apply direct pressure to the wound, elevate, rest and immobilise the injured limb.

As this is only an overview, it is recommended that completing a full First Aid course is most beneficial to students in order to competently administer aid. Royal Life Saving provides First Aid courses for both students and teachers.

Discussion points

1. What scenarios are young people most likely to encounter which may require first aid?

3.14 Using your initiative



Practical initiative tests are part of the many lifesaving awards including the Bronze Medallion. These initiative tests provide an opportunity to apply all their knowledge, skills and fitness in assessing and actioning an emergency under a simulated rescue scenario.

Using your initiative is all about developing recognition, assessment and judgement skills. Students are required to use their initiative to assess an emergency scenario and work out the best plan of action, ensuring that they effectively deal with the scenario without putting themselves or others at risk.

For this activity, a couple of scenario descriptions are provided. Individually, in pairs or small groups, they should read each scenario and discuss what they would do in the emergency situation. They should think about what information they use to assess the situation and the best course of action.

Students should write their thoughts into the boxes on the screen. Remind them to click 'Save' to complete the activity.

Initiative Scenarios

Scenario 1:

You are the only member of your family at home and you are relaxing in the backyard reading a book. All of a sudden you hear your neighbour screaming. You look over the fence to see what has happened. You see your neighbour's young child floating in their backyard pool and your neighbour is shocked and panicking and doesn't seem to know what to do.

Assessment

- Child is floating in backyard pool and appears to be unconscious.
- Neighbour is shocked and panicking, so not rescuing child due to state of mind.
- Emergency services may not have been called.
- Check for danger (no electrical devices that may have caused the child to be unconscious in water etc.).

Action

- Phone Triple Zero (000) or direct neighbour to call so they are kept busy. Ask the neighbour to direct emergency services to the pool area (unlock gates etc.).
- Rescue child out of water (as child is unconscious then most likely the rescuer will need to enter the water to get the child out).

- If not responding or breathing normally, commence CPR and continue until emergency services arrive.
- Remain calm and where possible try to calm your neighbour down.

Scenario 2:

You are with a group of friends that are swimming in a dam on a farm. There is a tree overhanging the water and one friend has jumped from the tree into the murky water. They have not re-surfaced. At first you think your friend is playing a joke but it seems a long time.

Assessment

- Friend has not re-surfaced after entering the water.
- Water is murky and it is difficult to see whether there are any submerged objects such as rocks or tree branches.
- The farmhouse is nearby and there is not mobile phone reception near the dam.

Action

- Instruct one of the friends to run to the farmhouse to phone emergency services. Tell them to wait there until they arrive to direct them to the dam.
- Organise a team search and take charge to coordinate the rescue.
- Form a straight line, link elbows and walk through the search area where the friend entered the water. The feet should be used to locate the person as the water is murky.
- If the person is located, then carefully remove from the water. If unresponsive and not breathing normally, commence CPR until emergency services arrive.

3.15 Quiz



This screen is a quick quiz of five multiple choice questions to revise some key concepts of responding to an emergency.

Students need to select one of the three answers for each of the questions and need to get at least 4 out of 5 correct. Remind students to click submit at the bottom of the screen once they have completed the quiz.

Quiz Questions

- When responding to an emergency what is the number one thing to consider?
 - Danger
 - Self preservation
 - Assessment
- What is the order of the Four A's in the principles of rescue?
 - Assessment, Action, After care, Awareness
 - Awareness, Assessment, After care, Action
 - Awareness, Assessment, Action, After care
- Which of the following methods of rescue would be the safest for the rescuer?
 - Non-contact tow
 - Row rescue
 - Throw rescue
- In order to establish if a casualty is breathing, the rescuer should:
 - Squeeze and shout
 - Look, listen and feel
 - Check for pulse
- The first three steps in resuscitation are:
 - Danger, response, send for help
 - Airway, breathing, CPR
 - Send for help, airway, breathing

3.16 Where to from here?

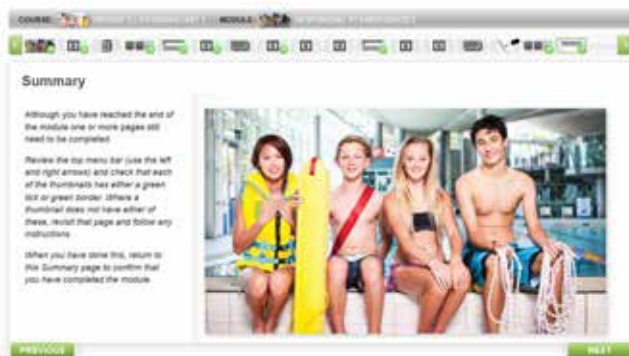


The concluding screen provides further information on completing a Royal Life Saving award such as the Bronze Star or Medallion, Resuscitation or First Aid or becoming a volunteer. A series of tiles with images are pictured. Students click on each tile which flips to provide more information on various training courses and career opportunities.

The Bronze Star and Bronze Medallion are great lifesaving awards to challenge year 7 and 8 students. Other awards that are suitable are the Rescue awards or a Resuscitation certificate. These awards can lead to casual employment, volunteer work or a career pathway.

If you have planned to undertake a Royal Life Saving award with your students, then it is worthwhile to discuss the program you have selected and the what skills they will be learning.

3.17 Summary



The final screen will indicate if they have completed the module or not. If they have not completed any of the activities or remembered to press 'save', a message will inform them to go back to the screens that have not have a 'green tick' to complete before returning to the summary screen.

Discussion points

Conclude the module by asking the class to reflect on:

1. Do they feel more confident to rescue and provide aid if faced with an emergency?
2. What are the key concepts they have learnt from the Bronze e-Lifesaving program?

UNIT 2

Unit 2 of the Bronze e-Lifesaving has been developed with the Australian Curriculum for Health and Physical Education as a focus. The unit of work has strong links to the curriculum particularly for the band level Year 9 and 10.

Personal, social and community health			
Module 1	Module 2	Module 3	Being healthy, safe and active
	✓		Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPS089)
	✓		Examine the impact of changes and transitions on relationships (ACPPS090)
	✓	✓	Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091)
✓	✓		Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)
Movement and physical ability			
Module 1	Module 2	Module 3	Learning through movement
✓		✓	Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPM105)

MODULE 1 - HAZARDS AND PERSONAL SAFETY

This module focuses on the concepts of hazards, survival skills and personal safety through a video scenario "Crossing the River".

"Crossing the River" is a video scenario where five friends sneak off to the river while at camp. Nick's discovery that he has lost his Raybans leads to an incident where Tom and Em find themselves in trouble in the water. One of the characters Kaz, reflects on the 'dumb things they did at camp' that led to the emergency situation while she posts her photos on Instagram.

The main objectives of the module are to:

- increase awareness of hazards in aquatic environments
- examine how poor decisions can affect personal safety
- develop an understanding of personal survival skills

Through discussion and learning activities students are provided with opportunities to reflect on the characters actions, the decisions they made and how the situation could have been avoided.

The Unit 2 module includes additional screens which introduces the concept of leadership and provides an opportunity to practise leadership skills when faced with situations where personal safety is at risk.

1.2 Introduction



The module starts with a video teaser showing parts of the scenario to start the students thinking about the hazards in aquatic environments and how you can quickly get yourself in danger without thinking.

Many people get themselves into difficulty because they are unaware of the hazards and dangers of aquatic environments or do not take the time to assess the environment before entering the water.

Discussion points

1. Ask the students whether they have observed or been involved in any emergency situations at aquatic environments.

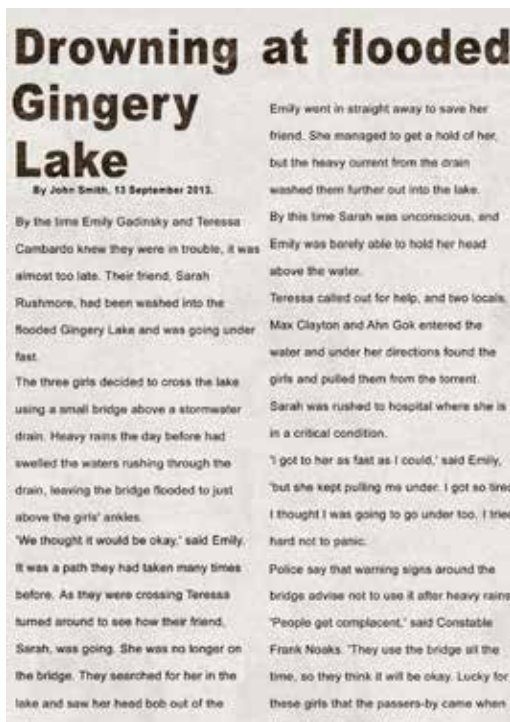
1.3 Drowning in Australia



This screen highlights some quick facts on drowning deaths in Australia and contributing factors.

Download the fake newspaper report based on a real-life story to discuss some of the issues.

Newspaper report

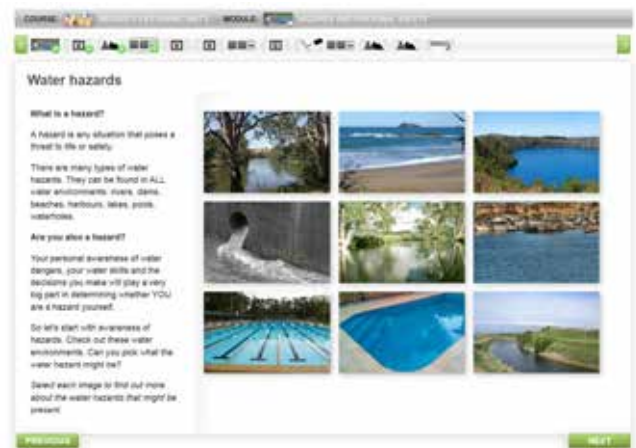


Use this in conjunction with a Royal Life Saving National Drowning Report to investigate drowning in Australia further. The National Drowning Reports are released in Spring each year and can be downloaded from www.royallifesaving.com.au

Discussion points

1. What are the main reasons why the girls in the newspaper report got into trouble?
2. What location do you think that most people believe drowning deaths occur? Why do you think that?
3. In reviewing Drowning Reports or figures, are there any facts that are surprising? Why was this so?
4. Why do you think males in particular make up a large percentage of drowning deaths?

1.4 Water hazards



This screen shows nine different water environments on photo panels. Students click on each of the panels which rotate to reveal some key hazards of that environment.

- Rivers – currents, snags, steep banks, unstable banks and river beds, sudden drop offs, long reeds and weirs.
- Beaches – rips, waves, sandbanks, shore breaks, marine creatures, rocks and reefs.
- Lakes and Dams – mud, slippery bottoms, cold, murky water, watercraft, choppy waves, and reeds.
- Stormwater drains – water force, no escape route, grates blocking exits, debris, unclean water and outflow into oceans and rivers.
- Waterholes – submerged snags and objects, eddies and currents, deep water and slippery rocks.
- Harbour or ocean – cold, distance to shore, rough conditions, large vessels, busy ports and large swells.
- Public pools – hard edges, swimming out of depth, crowds, contaminated water, slippery surfaces and varying depths.
- Home pool/bath/pond – no supervision, no barrier or fencing, unemptied baths, paddling pools or buckets, gates propped open and toys left in water.
- Farms irrigation channels/ water tanks/ troughs – no fencing, lack of supervision, muddy water, snags, currents, deep edges, power suction or water surge, and varying depths.

Many water hazards may not be easily visible and conditions may change quickly so people can be caught unaware. Reading signs at water locations, checking with local residents or authorities and being aware of hazards can help to make sensible decisions about personal safety.

Discussion points

1. How do you think you could reduce the risk of yourself becoming a hazard around water environments?

1.5 Crossing the river



Ask the class to watch the video “Crossing the River”, either on their own computers or on the classroom’s projected screen. [Video duration = 04:10]

The video shows a group of friends who sneak off to the river while at a camp. Nick realises that he has lost his ‘Raybans’ which he thinks he left on the other side of the river. This leads onto a series of ‘Dumb Things’ that they do in order to get his Raybans back.

Discussion points

4. Were they aware of the water hazards at the river?
5. Did they make good decisions about their personal safety?
6. How realistic were they about their swimming ability?

1.6 What were the hazards?



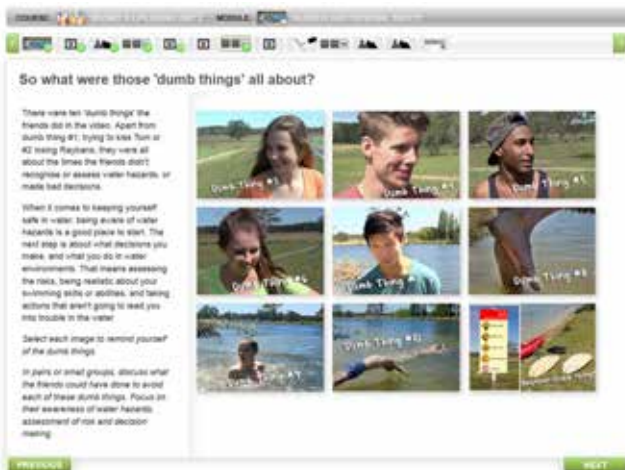
Screen six focuses on identifying the hazards that may be experienced at aquatic locations such as a river using a slideshow of images to emphasise some of the key dangers:

- Submerged objects such as branches and rocks can be hidden in unclear water and can cause a change in water flow, uneven river beds, drop offs and unexpected holes – check before entering and use a feet first entry.
- Glass or sharp cans – avoid cutting feet by wearing protective shoes to keep feet protected from sharp items.
- Variable currents – check the speed by throwing in a twig to see how fast it travels. They can be often stronger in the centre of the river. Never swim in fast flowing water.
- Crumbling banks or steep muddy banks – unintentional entry can occur due to soft, crumbly or unstable banks. Steep or muddy banks are slippery and difficult to exit.
- Cold water – in natural waterways the water is often very cold which can cause you to cramp, lose mobility or experience hypothermia.
- Flooded waterways – water levels can rise quickly and the water force becomes very strong, washing away all in its path. Do not play around stormwater drains or water crossings.

Discussion points

1. Ask students to think of water environments that are close to where they live. What are the dangers or hazards in these environments?

1.7 So what were those 'dumb things' all about?



The objective of this screen is to discuss what could have been done to avoid these 'dumb things' and whether the characters had any awareness of water hazards, and the ability to assess the risk or make good decisions.

There were 10 'dumb things' in the video. Apart from #1 trying to kiss Tom or #2 losing Raybans, the list of dumb things were centred on recognising water hazards and making bad decisions.

- Dumb thing #3 – Em suggests that she and Tom swim across the river to get the Raybans

There was no suggestion to walk to the other side or use a safer method to cross the river.

- Dumb thing #4 – Tom challenges Em to a race to the other side of the river

Turning it into a competition makes it harder to refuse the challenge.

- Dumb thing #5 – Solo says the swim isn't as far as a lap of the pool

It's difficult to estimate distances in open water environments and factors such as currents, tides and water depth need to be taken into consideration.

- Dumb thing #6 – Kaz says the river has a sandy bottom

Kaz just assumed the river floor was sandy without actually checking or assessing it beforehand.

- Dumb thing #7 – Nick says the water will be warm because it's a warm day

Water temperature is not consistent with the outside temperature and may vary quite considerably due to location, depth and the source. Water in rivers, lakes and dams can be very cold.

- Dumb thing #8 – Tom cuts his foot on a submerged object in the water

Wearing protective footwear can help to protect feet from getting cut by sharp objects, particularly in unclear water. Check before entering the water for any visible objects.

- Dumb thing #9 – Em slips on the bank

Banks of rivers, lakes and dams are often muddy and can be particularly slippery. A slow and gradual feet first entry is the best method to ensure an unexpected entry does not occur.

- Dumb thing #10 – Tom dives into the river

Diving into water where the depth and condition of the bottom is unknown is dangerous. This can result in serious and permanent injuries so it's best to use a feet first entry.

- Another dumb thing? – The friends didn't see the warning sign or use the kayaks

Reading signs, assessing the environment or making an alternative plan should be undertaken prior to entering the water.

Discussion points

1. How could each of these 'dumb things' be avoided?
2. Which of the 'dumb things' were due to a lack of awareness of hazards and which were due to poor decisions?

1.8 Em and Tom's attitude



A short video of an interview with Tom and Em after the incident, focuses on their thoughts and attitudes of what happened. [Video duration = 02:26]

Once the students have viewed the interview footage of Tom and Em, discuss some of the questions before the students complete the exercise as a peer mentor.

Discussion points

1. What sort of attitude do both Tom and Em have after the incident?
2. Do you think they learned from what happened?

Ask students to pair up or get into a small group. Ask each of them to play the role of peer mentor of either Tom or Em. They should give Tom or Em feedback on what happened and what they should do in the future to ensure they don't get in that situation again.

1.9 Survival quiz



Students' knowledge on survival skills will be tested with an eight question True or False quiz.

Ask the students to complete the quiz and check how many they answered correctly. Run through the answers to check that everyone understands.

True or False Questions

1. It is safe to use a dive in entry when you think the water is deep.

FALSE: Only use a dive entry when the water is known to be deep, clear and free of obstacles.

2. Sidestroke is an effective stroke to use for both survival and rescue.

TRUE: Sidestroke allows for uninterrupted breathing, good vision, low energy output and powerful propulsion by the legs when towing a casualty.

3. When caught in a rip at the beach, try to swim against the current to swim to shore as this is the fastest route.

FALSE: Swim with the current and then parallel to the shore, before returning to the shore via the breaking waves. If unable to escape the rip, remain calm, float and wave to attract attention.

4. You can blackout in water if you take fast shallow breaths before swimming underwater for prolonged periods.

TRUE: Shallow water blackout can occur if you hyperventilate, that is take a series of faster and deeper breaths, prior to swimming underwater where you are holding your breath for prolonged periods.

5. Personal flotation devices (PFDs) should only be put on in emergencies.

FALSE: When going boating you should always put on a PFD. It can't save your life if you're not wearing it. In fact, research over a 5 year period found that 88% of people who drowned while boating were not wearing a PFD.

1.10 Survival skills



6. Treading water and slow survival swimming without a flotation aid have a greater survival time in cold water than holding still with a flotation aid.

FALSE: A flotation aid can increase survival time in cold water, particularly if the aid is a PFD as this can reduce heat loss. Faster heat loss can be caused by any movement, so it's important to stay calm and keep movement to a minimum.

7. If the boat capsizes and is unable to be righted, stay with the boat.

TRUE: It is most important to stay with the boat as this will increase your chance of being rescued. It is far easier to spot a boat than an individual in the water. You may also be able to climb on top of the hull to reduce exposure to cold water.

8. When caught in a current in the river, never float head first with the current.

TRUE: It is safer to float feet first in a half sitting position and position your body at 45° angle, if caught in fast moving water. This will reduce the likelihood of head injury, increase vision of where you are going and it may make it easier to manoeuvre towards the shore.

The purpose of this screen is to provide information on essential personal survival skills for aquatic environments. There are nine different survival skills on photo panels. Students click on each of the panels which rotate to reveal safety tips for each of the essential skills.

- Safe entry – Assess the environment and use a safe entry and exit to avoid injury, especially spinal injuries. Check water depth and conditions each time.
- Reach rescue – Self-preservation is the first consideration in any rescue or emergency. Do not jeopardise your own safety as it may result in a worse situation.
- Removing clothing in water – You may be wearing clothing if you fall into the water unexpectedly. Remove clothing from the feet up particularly heavy items. Light or tight clothing may be kept on to protect heat loss.
- Signal for help – Raise one arm if in trouble in the water. This is a universal signal of trouble. Use your voice to attract attention.
- Survival sculling – Survival techniques such as floating and sculling help when submerged in water for a long time. Floating or sculling may help to conserve energy and retain heat, which are key elements for survival.
- Personal flotation device – Always use a personal flotation device (life jackets or vests) when enjoying water activities like boating, canoeing, water skiing. Many people drown because they were not wearing a life jacket.
- HELP and Huddle techniques – When immersed in cold water unexpectedly, adopt the HELP (Heat Escape Lessening Position) or Huddle (when in a group) techniques.
- Treading water - Treading water is a great skill to have to keep your head above the water line. A strong eggbeater kick is the most efficient.
- Survival strokes – Survival strokes; breaststroke, sidestroke and survival backstroke conserve the most energy and allow for natural breathing. Know your swimming ability and avoid swimming long distances in open water environments.

If time permits, it is recommended to schedule a practical pool lesson to learn and practise these survival skills. A sample lesson is provided in the Extension Activities section on page 60.

1.11 Leadership

The screenshot shows a digital learning interface with a title bar at the top. Below the title bar, there are navigation icons. The main content area is titled "Leadership" and contains a list of bullet points defining leadership and its importance in a water environment. To the right of the text is a photograph of two people in a red kayak on a river. At the bottom of the page, there are "PREVIOUS" and "NEXT" buttons.

Leadership

Has anyone led leadership at the river by organizing the canoe to help Em and Tom. So what is leadership? It doesn't mean you become Prime Minister! Leadership involves judgement, knowledge, skills, honesty and making good decisions. Things like:

- Working with friends to make sure you make safe decisions.
- Thinking about your attitude around water environments and being responsible.
- Saying 'No' to dumb ideas around water environments (including saying 'No' to drinking alcohol, consumption and water activities).
- Taking the time to check for hazards and dangers in all water environments.
- Sticking to sensible rules about whether it's safe to swim, dive or even enter the water at all.

PREVIOUS NEXT

This screen encourages students to think about the concept of leadership. Developing good leadership skills is important particularly when concerned with personal safety and dealing with an emergency situation.

Discuss leadership briefly using the points below and then move onto the next screen which explores leadership further in relation to the video scenario.

Discussion points

1. What are some good leadership skills?
2. How can you show good leadership skills when recreating with friends around water?

1.12 What would you do?

The screenshot shows a digital learning interface with a title bar at the top. Below the title bar, there are navigation icons. The main content area is titled "What would you do?" and contains a list of three scenarios for students to consider. To the right of the text is a photograph of two people in a red kayak on a river. Below the scenarios, there is a text box for students to write their thoughts and a "SAVE" button. At the bottom of the page, there are "PREVIOUS" and "NEXT" buttons.

What would you do?

How would you show leadership at these moments in the river crossing?

1. When they first discuss crossing the river for the sunglasses.
2. When Em and Tom turn it into a race across the river.
3. When Em and Tom get into trouble in the water.

Pick one of these moments and discuss with a partner or small group about what you would say or do in that situation. Be real about it. How easy would it be to speak up? Would you feel shy or embarrassed? What other strategies could you use? Brainstorm ideas.

In the text box provided, write your thoughts, or the thoughts of your group. Select 'Save' to complete the activity.

Enter your response here

PREVIOUS SAVE NEXT

Students are asked to explore leadership further by thinking about how they would demonstrate leadership at certain moments in the Crossing the River scenario.

- When they first discuss crossing the river for the Raybans.
- When Em and Tom turn it into a race across the river.
- When Em and Tom get into trouble in the water.

Students should work in pairs or small groups. Ask them to select one of the moments and discuss what they would say or do in that situation. Discuss the questions below and ask students to role play how they would deal with the situation.

Discussion points

1. How easy would it be to speak up to your friends?
2. What strategies could you use to change your friends minds?

1.13 Summary



The final screen will indicate if they have completed the module or not. If they have not completed any of the activities or remembered to press 'save', a message will inform them to go back to the screens that do not have a 'green tick' to complete before returning to the summary screen.

Discussion points

Conclude the module by asking the class to reflect on:

1. What they have learnt so far.
2. Do they think they have increased awareness of hazards in aquatic environments and the survival skills required for personal safety?
3. Will they change their behaviour when in and around water?

MODULE 2 - RISKS AND PEER INFLUENCES

The focus of this module is to investigate how risk-taking behaviour and peer influences can have an enormous impact on outcomes.

The module starts with the video “Blood alcohol ninja” for both Units. The scene is about four friends who drink a bottle of spirits at a pool party. The video and the surrounding content highlight the effects of alcohol, how individuals are affected differently, and asks students to compare alcohol content of a standard drink.

In Unit 2, the video scenario “The Boating Accident” will further explore how the consumption of alcohol can lead to poor decision making and have dire consequences when mixed with aquatic activities such as boating and fishing.

The main objectives of the module are to:

- examine how behaviours and actions may be influenced by peers and strategies to say ‘no’
- enhance knowledge and understanding of the risks involved with being in or around water
- evaluate behaviours that may influence personal water safety, as well as that of others

Students are provided with opportunities to explore and critically discuss decisions that promote health and wellbeing, to develop strategies for coping with peer influences and the capacity to make informed decisions.

2.2 The risk of alcohol with water activities



Ask the class to watch the video “Blood alcohol Ninja”, either on their own computers or on the classroom’s projected screen. [Video duration = 04:40]

At the start of the video, a short description of each of the characters is given. Ask the students to pause the video at 00:30 after the description and jot down which of the four friends do they think will end up in hospital.

When the video is finished, discuss with the class who they thought at the start of the video would end up in hospital.

Discussion points

1. Discuss the reasons why they chose the character they did at the start of the video, for the one most likely to end up in hospital. Was there something about their character that led them to that decision?

2.3 The effects of alcohol



This screen shows a slideshow to demonstrate the 'effects of alcohol' on the four friends at the pool party as they finished off the bottle of whiskey. Each of the characters were affected in different ways.

Some of the main physiological effects of alcohol on the body are:

• Judgement

Alcohol distorts your perception of risk and your own abilities. As judgement increasingly becomes impaired and slower processing of information occurs, the likelihood of making the right decisions decreases.

• Coordination

Reduced physical capabilities and the slowing of reflexes may cause people to lose balance or become disorientated, unable to react to get out of a life-threatening situation.

• Inhibition

The influence of alcohol removes inhibitions, leaving you more likely to take greater risks. Coupled together with the effect of impaired judgement, this causes many to feel invincible and attempt life threatening risks.

• Vision and hearing

Alcohol numbs the senses, particularly sight, sound and touch. Vision may become blurred and attention is impaired. When these senses fail, the stumbles and stutters kick in.

Discussion points

1. What were the main effects of alcohol on each of the characters?
2. How did the effects of alcohol on each of the characters affect their decision making?

2.4 What is a standard drink?



Download the Standard Drinks Guide [PDF 260 KB] by clicking on the image to discuss the differences between some popular drinks and the number of standard drinks in glasses and bottles.

A standard drink is defined as one which contains 10 grams of alcohol. The formula for calculating a standard drink is:

$$\text{Volume in ml} \times \text{alcoholic strength in ml/100ml} \times 0.789 \div 1,000 = \text{standard drink}$$

Reference: Australian Government website www.alcohol.gov.au

Discussion points

1. What are some examples of alcoholic beverages?
2. Are there differences between what males, females, and young people typically drink? Why do you think this is the case?
3. What is a standard drink?
4. Why is it important to know what a standard drink is?
5. Which drinks have the higher alcohol content?

2.5 The Police interview



The "Boating Accident" video scenario focuses on making poor decisions, taking risks and drinking alcohol when recreating in an aquatic environment. It highlights some of the reasons many drowning incidents occur:

- Poor judgement such as drinking alcohol while boating or fishing
- Lack of swimming and survival skills and knowledge
- Being influenced by others to make bad decisions

Ask the students to view the video before having a class discussion. The following screens will delve further into the notion of peer pressure, the role alcohol played in the outcome and decision making. [Video duration = 08:00]

Discussion points

1. Who do you think was responsible for the incident?
2. What do you think were the issues were that resulted in the incident occurring?

2.6 Peer pressure



This screen prompts students to think about peer pressure and how it can affect the decisions they make, even when they feel uncomfortable or know the activity is risky.

Either individually, in pairs or in small groups, students should think about what Harry should have said or done.

Students should write their thoughts into the box on the screen. Remind them to click 'Save' to complete the activity.

Discuss the students' answers with the whole class.

Discussion points

1. Why do you think Harry ended up taking the tinnie into the shipping channel even though he knew it was risky?

2.7 What part did alcohol play?

This screen explores the impact of alcohol on their decision making and asks students to indicate their opinion on three statements:

1. Harry and his friends should have only taken beers on the tinnie, and not the rum
2. Harry and his friends wouldn't be in trouble now if there'd been no alcohol on the trip
3. Harry would have been able to say "No" to Zac's idea if he hadn't been drinking.

Students move the slider bar to indicate if they strongly agree, agree, are not sure, disagree or strongly disagree. Once students have made their choice they'll receive the following feedback:

Harry and his friends should have only taken beers on the tinnie, and not the rum.

Beer is still alcohol, and even a 'few' will impact on judgement, inhibition levels and decision making. They would still have been under the influence of alcohol, and could still have made the choice to go into the shipping lane and cut the engine so they could fish.

Harry and his friends wouldn't be in trouble now if there'd been no alcohol on the trip

Harry would have had a better chance to convince the others that it was too risky to go into the shipping channel if they hadn't been influenced by alcohol. He might have found it easier to stand up to them, as well. There's no way of knowing for sure if they still would have made that choice, but alcohol does affect judgement and decision making, and was very likely behind their poor decision.

Harry would have been able to say "No" to Zac's idea if he hadn't been drinking

Alcohol does affect judgement and decision making, so it would have made it harder for Harry to say "No".

2.8 How would you change this story?

The object of this screen is to think about the sequence of events that take place and the choices that were made.

In pairs or small groups, students are asked to choose one of the following moments in the story and think about what would have changed the outcome. What could have been said or done to change the story?

- Loading the alcohol into the tinnie at the start of the trip.
- Deciding to take part in the drinking game with the rum.
- Deciding to go into the shipping channel.

Students should write their thoughts into the box on the screen. Remind them to click 'Save' to complete the activity.

Discuss the students' answers with the whole class.

2.9 Know your abilities



This screen prompts students to think about their own swimming abilities. Often people over-estimate their ability or do not consider the different skills required to swim in natural aquatic environments.

Students are asked to move the slider bar to rate their ability for four different situations (from bad, not bad, reasonable to good).

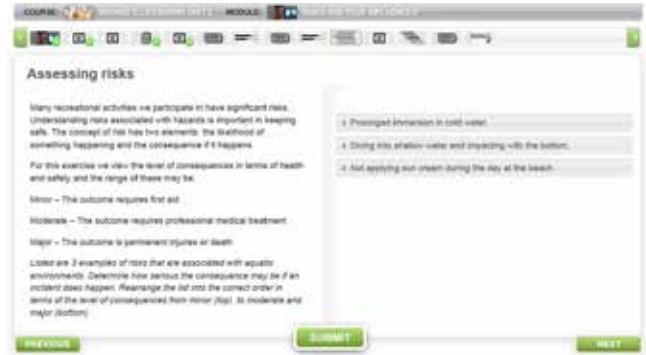
- Rate your ability to swim in an Olympic size pool (length 50 metres).
- Rate your ability to swim in the ocean.
- Rate your ability to swim if caught in a current, like those found in a river.
- Rate your ability to swim in freezing water at night during a storm, fully clothed.

After completing the program or participating in swimming and lifesaving activities, revisit this screen and review whether some of students may change their evaluation on their swimming abilities.

Discussion points

1. How many students have participated in swimming lessons?
2. Encourage students to participate in swimming and lifesaving programs and continue to develop their skills particularly if they have rated their ability as bad.

2.10 Assessing Risks



This screen introduces students to the concept of assessing risks by two elements: the likelihood of something happening and the consequence if it happens.

Students are asked to determine how serious the consequence may be if an incident happens in terms of health and safety using the following levels:

Minor – The outcome requires first aid

Moderate – The outcome requires professional medical treatment

Major – The outcome is permanent injuries or death

The following three examples of risks that are associated with aquatic environments are provided. Students are asked to rearrange the list into the correct order from minor to moderate to major.

Not applying sun cream during the day at the beach. (Minor – the consequence may be sunburn which requires some first aid)

Prolonged immersion in cold water. (Moderate – the consequence may be hypothermia which requires medical treatment).

Diving into shallow water and impacting with the bottom. (Major – the consequence may be a spinal injury which results in permanent injury).

2.11 The aftermath

Aftermath

Zac has suspected brain damage from being under water and without oxygen for a long period of time.

What impact will this have on his life?

What do you think the impact will be on his family and friends?

And what about Harry and Jamal. How will they be affected by the accident?

If he was your brother or friend, how would it affect you?

Select on to view the slideshow to see what impact it had on people close to Zac.

Harry

I hate school now. Every day I'm thinking about Zac and what happened. He might not ever come back. His parents won't answer my text messages. The court case is coming up. My lawyer says I won't go to prison or anything, but like that helps I feel like crap. The totally sucks.

Death is not the only result from an incident where a person has been submerged in water for a prolonged period. Many people may be left with long term effects such as brain damage or spinal injuries. This screen looks at how Zac's suspected brain damage has impacted on his life and the effect it has on his family and those involved in the accident. Students view the slideshow to see the impact it had on his mother, Harry and Jamal.

Aquatic incidents that result in permanent injuries or death will have an enormous impact on family, friends and even the local community. A drowning death or serious injury has wide-reaching impact and affects people in different ways.

Discussion points

- Who would be impacted by Zac's injury?
 - Harry and Jamal, and their parents
 - His family, extended family and friends
 - Other school friends who weren't there
 - School community; students, teachers and staff
 - Emergency services staff
 - The captain and crew of the shipping vessel
 - If Zac had a part time job, his employers and colleagues
- For each of people affected, how long do you think some of these impacts could last? (short, medium or long)
- Why do you think one person is more impacted than another?
 - Could it be their relationship with Zac?
 - Whether they were at the scene or not?
 - Whether they feel responsible or were more at fault?

2.12 Ways to say no

Ways to say no

Harry found it hard to say "No" to peer pressure. Saying "No" takes some courage, but it also shows strength of character and leadership.

If you find yourself being pressured to do something you don't want to, the drink around or have just in something else, will you be a leader?

One way to help you say "No" is to have a few strategies up your sleeve.

Tips for saying "No!"

- Say it like you mean it.
- You don't have to give reasons or excuses. "No" by itself is enough.
- Suggest doing something different.
- If the person continues to pressure you, walk away.

On the right are a number of statements for saying no. Choose five statements that you might use to face peer pressure. Select 'Save' to complete the activity.

Then talk to others in a small group about the choices you have made, and why.

<input type="checkbox"/> No thanks.	<input type="checkbox"/> No, my parents would go ballistic at me.	<input type="checkbox"/> No, I get sick if I drink. Or, I'm always late.
<input type="checkbox"/> I'd rather die when I'm old, thanks.	<input type="checkbox"/> My games are too important to waste on this dangerous stuff.	<input type="checkbox"/> I can't drink like I used to when I was young.
<input type="checkbox"/> We've got a big game next week and I need to be as fit as possible.	<input type="checkbox"/> If you keep this up I'm going to have to report you to the Peer Pressure Board of Police.	<input type="checkbox"/> No means no.
<input type="checkbox"/> Read my lips - no.	<input type="checkbox"/> I'm supposed to meet an and so in a few minutes.	<input type="checkbox"/> No way, I think you just want me to get in trouble.
<input type="checkbox"/> I'm not into that.	<input type="checkbox"/> Sorry, I'd really love to submit to your peer pressure to do this thing, but my life is more important.	<input type="checkbox"/> If you're really my friend, you'd accept my answer - no.
<input type="checkbox"/> Goodbye.		

The essence of this page is to provide some tips for saying "No!" Peer pressure and a sense of wanting to belong is a strong motivator in participating in risk taking behaviour even when they know it is dangerous or feel uncomfortable.

Tips for saying, "No!"

- Say it like you mean it.
- You don't have to give reasons or excuses. "No" by itself is enough.
- Suggest doing something different.
- If the person continues to pressure you, walk away.

Emphasise to students that saying 'No' takes courage and shows strength of character and leadership.

Students are asked to select five of the statements provided that they may use when faced with peer pressure. Remind them to click 'Save' to complete the activity.

Discussion points

- Why is it sometimes very difficult to say 'No' to others?

2.13 National ad and social media campaign

National ad and social media campaign

The police sergeant said that most young people he interviewed wished they could go back and say "No".

You've already discussed ways that you can say "No", but how could you influence others?

Use the text boxes provided to come up with a plan for a national ad campaign to convince young people that it is okay to say "No" to risky or dangerous ideas around water. The plan should also address the role that alcohol plays in these decisions.

What media will you use for your plan? TV advertisements? Radio? Social media?

What tagline will you use? (These are the best lines of an ad that are designed to be catchy and for you to remember afterwards.)

Suggested Headings for your National Advertising or Social Media Campaign

Target Audience (Describe who your campaign is aimed at)

Enter your response here

Key Messages (What key message or messages will you deliver in the campaign?)

Enter your response here

Impact of Your Campaign (What impact do you want this campaign to have? What behaviour do you want to change?)

Enter your response here

Now that students have some strategies for saying 'No' and influencing the outcome of a situation, it's now time to influence others. The final activity for this module is to brainstorm a national advertising or social media campaign to convince young people it is okay to say 'No' to risky or dangerous behaviour around water including the message that 'alcohol and aquatic recreation do not mix'.

The aim of this activity is to brainstorm some ideas. For a more comprehensive project, students can continue the task for homework and present their campaign to the class.

Either in pairs or in small groups, students should brainstorm their ideas using the suggested headings provided.

Students should write their thoughts into the box on the screen. Remind them to click 'Save' to complete the activity.

The following headings are provided to guide students in developing their ideas:

Target Audience

(Describe who your campaign is aimed at)

Key Message/s.

(What key message or messages will you deliver in this campaign?)

Impact of Your Campaign

(What impact do you want this campaign to have? What behaviour do you want to change?)

Media

(What media will you use; TV, Radio, Social Media, a mix of these?)

Tagline

(What tagline will you create? This is a catchy line that is designed to be remembered, and to deliver the key message/s)

Details

(Include details of the campaign in the form of scripts for TV ads or radio ads, social media ads, images, newspaper ads etc)

2.14 Summary

Summary

Although you have reached the end of the module one or more pages still need to be completed.

Review the top menu bar (use the left and right arrows) and check that each of the thumbnails has either a green dot or green border. If there is a thumbnail that does not have either of these, revisit that page and follow any instructions.

When you have done this, return to this Summary page to confirm that you have completed the module.

PREVIOUS **NEXT**

The final screen will indicate if they have completed the module or not. If they have not completed any of the activities or remembered to press 'save', a message will inform them to go back to the screens that do not have a 'green tick' to complete before returning to the summary screen.

Discussion points

Conclude the module by asking the class to reflect on:

1. What they have learnt so far.
2. Do they feel confident in their ability to deal with situations involving peer pressure, particularly when alcohol is involved?
3. Could they say 'No'?

MODULE 3 - RESPONDING TO EMERGENCIES

This module focuses on recognising and assessing an emergency, planning and taking action to manage a situation and learning basic rescue and first aid techniques.

“Responding to an emergency” is a video scenario based on an incident that occurs during a picnic near a lake. Two characters are faced with dealing with the emergency and must think quickly to action a rescue. Initially, they are shocked and begin to panic but the elder of the two takes the leadership role to respond to the emergency. The video emphasises the importance of being prepared and having the skills to deal with an emergency situation effectively.

The learning activities and discussion focus on analysing the characters actions, provoking thought on how they may react when faced with an emergency situation and applying rescue and first aid skills and knowledge in various scenarios.

Additional activities for Unit 2 focus on leadership and skills in making sound judgements, staying calm, assessing a situation and making a plan of action to demonstrate good leadership in a rescue situation.

The main objectives of the module are to:

- Develop competence in recognising and assessing an emergency in order to respond appropriately and not put themselves or others at risk.
- Gain the ability to make informed judgements to form a plan of action.
- Increase knowledge and skills in rescue and first aid principles and techniques.

This module provides an overview of rescue and first aid techniques. It is recommended that completing a lifesaving, resuscitation or first aid course will provide students with the vital skills to administer aid immediately when faced with an emergency.

3.2 Introduction



A video teaser of parts of the scenario is shown to start the students thinking about what they would do in an emergency situation.

Many people think that it will never happen to them and do not plan for an emergency. Having the skills and knowledge to quickly react can save someone's life.

Discussion points

1. What types of emergencies are they most likely to be involved with?
2. Do they know what to do in an emergency?
3. How would they respond?
4. Do they have the skills to rescue and perform CPR?

3.3 Real Life Emergency



Here we have a newspaper report of a real life rescue by an everyday person. It's a fantastic example of a young person who had recently completed a Royal Life Saving Bronze Medallion through school, who utilised the skills and knowledge he learnt, to save a young boy's life.

Rescued boy thanks hero

By Boyd Robertson

A brave Mareeba teenager has saved a young boy from drowning at a popular local swimming hole only weeks after completing a lifesaving course.

Shaquelle Banjo, 16, was relaxing with friends on the banks of the Brewery Hole swimming spot in Mareeba at about 3.30pm on January 14 when he saw six-year-old Elijah Walker being swept downstream in a deep and fast-flowing section of rapids.

Shaquelle leapt into the water and dove to find Elijah, who had disappeared underneath the opaque water.

"I jumped off the rock and went underwater," Shaquelle said.

"I couldn't see him, I had to take a long breath and go underwater to find him.

"All I was thinking was 'I've got to find him and pull him out quickly, or he's in big trouble'.

"When I found him, I got underneath him and sort of pushed him above the water, then I pulled him over to the rocks."

Battling the current and holding Elijah out of the water, Shaquelle had to stay submerged on the swim back to the shore, forcing him to hold his breath again.

After being lifted onto the bank by onlookers, Elijah coughed up water but was otherwise unharmed.

"I was swimming around and I went in the rapids," Elijah said.

"The water was too fast and I drowned.

"Shaquelle helped me and got me out. I want to say thanks to him."

Shaquelle, a Year 12 student at Mareeba State High School, had recently completed a training course with Royal Lifesaving Australia, receiving certificates for his Bronze Medallion and CPR accreditation on December 7, 2012.

He attained the accreditation at the Mareeba Swimming Pool, which hosts regular life-saving courses.

Queensland Executive Director for Royal Lifesaving Australia, Michael Darben, commended Shaquelle's heroism.

"I applauded his efforts to not only get in and save that life, but also do it safely and not endanger his own life," he said.

"What the Bronze Medallion does is provide essential skills for when no-one else is around to provide assistance - the majority of drownings occur in unpatrolled areas like swimming holes and backyard pools, so the role of community lifesavers becomes even more important in situations like this."

Queensland Ambulance Service Cairns and Hinterland Local Ambulance Service Network Assistant Commissioner Rod Sheather said water safety was paramount during the summer as people flocked to pools and swimming holes.

"Drowning is a significant risk, especially for small children, which is why it is important to constantly supervise them," Mr Sheather said.

"Many families think they may hear their child if they were in trouble but small children often make no sound at all when drowning. It is a silent killer which can happen in seconds, resulting in untold heartache for families."

Elijah, although shaken by the incident, said he will continue to swim at the Brewery Hole with his friends.

Shaquelle said he was glad he had undertaken the lifesaving training, but had no plans to become a professional lifesaver, instead focusing on his budding dancing career.

He is planning to head to Brisbane later in the year to pursue his interest in the breakdancing and pop-and-locking dance styles.

Either in pairs or small groups, students should discuss what skills were needed to perform the rescue or whether they thought they had the skills to initiate the rescue.

Students should write their thoughts into the box on the screen. Remind them to click 'Save' to complete the activity.

Discussion points

1. What actions could have avoided the incident in the first place?
2. How did the rescuer react in the emergency?
3. Would you do anything different if you were in the rescuer's shoes?

3.4 Signs of Emergency



This screen focuses on showing different water environments and the potential signs of emergencies that could occur in each of the environments. Being aware someone is in trouble is the first stage of dealing with an emergency. Students click on each of the photo panels which rotate to reveal some signs of problems that could occur.

River

- Riverbank suddenly crumbles while people are standing on it
- Swimmer caught in a current

Beaches

- Swimmer caught in a rip
- Swimmer waving their hand

Harbour

- Boat capsizes
- Someone struggling to stay afloat

Public or Backyard Pools

- Someone holding breath and trying to swim laps underwater
- Someone face down or not moving
- Someone drinking alcohol while in the water

Dams

- Someone disappearing underwater
- Unsupervised children on farms

Baths

- Child suddenly quiet
- Children not supervised by an adult

Spas

- Person going red or fainting

Ponds

- Child lying face down

Stormwater drains

- Young person exploring in flowing stormwater drain

Discussion points

1. What are some other warning signs of emergencies that may be evident in water environments?
2. Do you think you would be more inclined to accept responsibility to rescue or be a bystander if you witnessed an emergency? (Ask this question again at the completion of the course)

3.5 Responding



Responding to an emergency quickly is vital but responding without thinking can put the rescuer at risk. The concept of self-preservation must be considered to ensure the safety of the rescuer. Here the focus is on thinking about when to respond, how to respond and keeping safe, using the Four As: Awareness, Assessment, Action and After care as steps in a rescue.

- Look for danger (Awareness) – Being aware that someone is trouble is the first stage in a rescue and then deciding to take responsibility follows. Once you have been alerted to an emergency, awareness of the environment and situation is important to ensure everyone’s safety. Check for any danger such as strong currents, electricity or submerged objects.
- Make a plan (Assessment) – Plan what you are going to do. Are there aids you can use in a rescue? Can you reach them without entering the water? Is there someone else that can assist you?
- Take action (Action) – After considering the conditions, the type and number of people in difficulty, select an appropriate rescue method and take action. Speed is essential but do not take any unnecessary risks.
- Call for help (After care) – Calling for emergency services is a priority in any rescue but until medical aid arrives, assistance may need to be given. Casualties that are responsive, breathing normally and have no other injuries should be placed in the recovery position.

Discussion points

1. What dangers may be in the vicinity of an emergency?
2. What factors may affect the rescue plan?
3. If you do not feel confident or it is too dangerous to enter the water to rescue, what else could you do to aid the person in difficulty?

3.6 Ben, Angie and Priya in trouble



Part 1 of the video “Responding to an emergency” shows what happens to Ben, Priya and Angie when they go kayaking on the lake. Their friends Sarah and Jayden are on the shore and witness the incident. The adults are in the picnic area which is some distance away. [Video duration = 01:17]

Ask the class to watch the video either on their own computers or on the classroom’s projected screen.

Discussion points

1. How do you think you would react if you were in the kayak when it capsizes?
2. What could Ben do to conserve energy while waiting to be rescued?
3. What safety measure could the young people in the kayak have taken in the first place?
4. How do you think you would respond if you were a witness in this emergency?

3.7 What was going on?



The aim of this screen is to analyse how the characters reacted to the emergency and what they should consider to safely assess the emergency and make a plan of action. This is an opportunity for students to stop and think about emergency situations rather than make rash decisions.

Individually, in pairs or small groups, students should discuss what Sarah and Jayden need to do to assess the situation and what action they should take.

Students should write their thoughts into the box on the screen.

Remind them to click 'Save' to complete the activity.

Discussion points

1. Why does Sarah tell Jayden not to go in to rescue Ben?
2. What should they consider before attempting the rescue?

3.8 Will they be rescued?



Part 2 of the video “Responding to an emergency” shows how Sarah and Jayden respond to the emergency scenario. Sarah enters the water to rescue Ben and Jayden phones Triple Zero (000). Meanwhile, Priya is also playing her part by rescuing an unconscious Angie and performing CPR. [Video duration = 03:27]

Ask the class to watch the video either on their own computers or on the classroom’s projected screen.

Discussion points

1. What rescue and lifesaving skills do the characters demonstrate?
2. Do you think they perform the skills well?
3. Are there some things they could have done better to ensure everyone’s safety?
4. What about the bystander? Did he help, was he a hindrance or could he have played a bigger role?

3.9 Characters speak



This screen is a slideshow which focuses on the reaction of the characters to the emergency and how each of them responded differently; some calmly while others panicked.

The main point here is, knowing how to deal with an emergency. Having skills in rescue and CPR helps to think clearly and plan a safe course of action.

Discussion points

1. How do you think you would react if faced with an emergency?
2. What would assist you in dealing with an emergency calmly?

3.10 Rescue skills

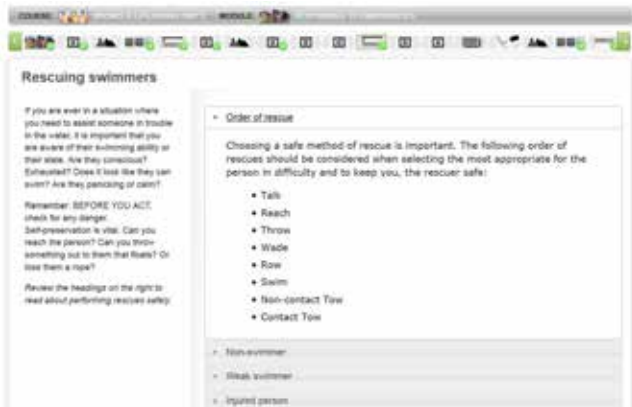


A slideshow of the rescue skills that were demonstrated by the characters in the video scenario highlights some of the key actions in performing a rescue. It also points out some things could have been done a little better.

Discussion points

1. Do you think that the characters considered self-preservation during the emergency?
2. Who do you think responded to the emergency the best and why?

3.11 Rescuing swimmers



The content of this screen provides key points on what to look for when assessing people in difficulty to help classify them into four categories: non-swimmer, weak swimmer, an injured person and an unconscious person. It also outlines points for action during a rescue and considerations when rescuing more than one person.

The concept of self-preservation in relation to the safest methods of rescue is also highlighted here, emphasising that entering the water and physically towing a casualty should be your last option, except in the case of an unconscious person. You should only enter the water if you are a good swimmer and capable of performing a rescue.

Order of rescue

Choosing a safe method of rescue is important. The following order of rescues should be considered when selecting the most appropriate for the person in difficulty and to keep you, the rescuer safe:

Talk, Reach, Throw, Wade, Row, Swim, Non-contact Tow and Contact Tow

Non-swimmer

What to look for:

- Desperate 'climbing' action in water
- Seldom waves or calls for help
- Wide-eyed expression

Action during rescue:

- Speed is important as they may quickly become unconscious
- Use a rescue aid if possible
- They may grab rescuer so use a non-contact tow where possible

Weak swimmer

What to look for:

- Arms and legs may provide support in water
- Waves or calls for help
- Anxiety in face

Action during rescue:

- May be able to float or kick
- Use a rescue aid if possible
- May act on instructions

Injured person

What to look for:

- Awkward position in water
- Waving may be limited by injury
- May panic or cry in pain

Action during rescue:

- Responses poor due to injury
- Use a rescue aid if possible
- Avoid making injury worse

Unconscious person

What to look for:

- May be face up or down
- Completely limp
- No contact attempt

Action during rescue:

- Speed is vital
- Use a contact tow
- If required, resuscitation is an urgent priority

More than one swimmer

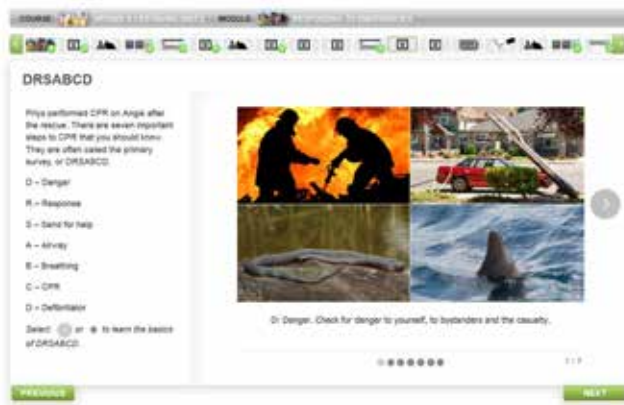
When more than one person is in difficulty, it is important to consider who to rescue first. The order of who you rescue first will be determined by the situation. These points will help you prioritise:

- Normally, attention should be given to securing and supporting conscious people first
- Of these, top priority should be given to non-swimmers
- Attention can then be given to unconscious people

Discussion points

1. Discuss the order of rescues and why one rescue is safer than another: Talk, Reach, Throw, Wade, Row, Swim, Tow (non-contact, contact).
2. Revise the different types of people in difficulty and which rescues may be best for them.

3.12 DRSABCD



This screen shows a slideshow of the basics of providing CPR, using the acronym DRSABCD; Danger, Response, Send for Help, Airway, Breathing, CPR and Defibrillation.

Review the key points with the class.

Danger - Check for danger to yourself, to bystanders and the casualty.

Response - See if you get a response from the person; 'Can you hear me, open your eyes, what's your name, and squeeze my hand'.

Send for help - Call Triple Zero (000) or ask a bystander to call.

Airway - Clear and open the airway. Once clear, tilt the head back and lift the chin to open the airway.

Breathing - Look, listen and feel for any signs of normal breathing. If they are not breathing normally, start CPR.

CPR - Give 30 chest compressions followed by 2 rescue breaths. Place your hands in the centre of the chest, keep your elbows straight, and push down at least one-third depth of the chest.

Defibrillator - Use an Automated External Defibrillator (AED) if available and follow the prompts.

As this is only an overview, it is recommended that completing a full CPR course to enable students to respond in an emergency. Royal Life Saving provides CPR courses for both students and teachers.

Discussion points

1. In what situations may resuscitation be required?
2. What dangers may be around an emergency situation and how can these be avoided to ensure everyone's safety?

3.13 Emergency care



This screen is a slideshow highlighting some of the basics of emergency care. After a rescue, casualties will need to be treated for any injuries or medical conditions and monitored until medical help arrives.

Review the key points with the class.

Recovery position - Use this when the casualty is responsive and breathing normally. Roll casualty onto their side. Tilt their head back to keep their airway open. Stay with them.

Bystanders - Take control. Ask people to help. Someone can call Triple Zero (000). Direct others to do what they can such as get a defibrillator, direct the ambulance or manage crowd control. If a bystander can assist with CPR, this may increase the chance of survival. Taking turns every two minutes will reduce fatigue.

Hypothermia - If a swimmer has been in cold water, they may suffer a loss of core body heat. Keep them dry and warm in a space blanket or sleeping bag. Give them warm, sweet drinks.

Shock - Signs and symptoms of shock may include anxiety, rapid breathing, cold clammy skin and a fast rapid pulse. It can develop quickly after severe injury or medical conditions. Immediate treatment of the cause is required. Try to lay the casualty flat with legs raised.

Bleeding - Managing bleeding is vital as severe cases can lead to shock and possibly death. To manage bleeding remember: Pressure, Elevation and Rest. Apply direct pressure to the wound, elevate, rest and immobilise the injured limb.

As this is only an overview, it is recommended that completing a full First Aid course is most beneficial to students in order to competently administer aid. Royal Life Saving provides First Aid courses for both students and teachers.

Discussion points

1. What scenarios are young people most likely to encounter which may require first aid?

3.14 Using your initiative



Practical initiative tests are part of the many lifesaving awards including the Bronze Medallion. These initiative tests provide an opportunity to apply all their knowledge, skills and fitness in assessing and actioning an emergency under a simulated rescue scenario.

Using your initiative is all about developing recognition, assessment and judgement skills. Students are required to use their initiative to assess an emergency scenario and work out the best plan of action, ensuring that they effectively deal with the scenario without putting themselves or others at risk.

For this activity, a couple of scenario descriptions are provided. Individually, in pairs or small groups, they should read each scenario and discuss what they would do in the emergency situation. They should think about what information they use to assess the situation and the best course of action.

Students should write their thoughts into the boxes on the screen. Remind them to click 'Save' to complete the activity.

Initiative Scenarios

Scenario 1:

You are with a group of friends at a small waterfall. It is only a couple of metres high. There is a deep pool at the top of the waterfall, and that's where you are swimming. One of your friends decides to dive into the pool, and hits his head on a submerged branch. He is knocked unconscious, and floats to the waterfall edge and goes down the drop to the pool below.

Assessment (example)

- Friend is unconscious.
- Unconscious friend is in pool below (may be accessed by a path close by).
- There are a few people at the scene.
- Waterfall is a short, easy walk to the car park.

Action (example)

- Phone Triple Zero (000) or direct one of the friends to if mobile coverage is available.
- Direct a person to run to car park to meet with emergency services.
- If mobile coverage not available, direct person going to car park to drive to the closest phone location (e.g. park headquarters or shop) and then return to direct emergency services.

- The remaining people go down to the lower pool and enter the water carefully.
- Use a vice grip or extended arm roll to turn the casualty in a face up position (a spinal injury should be suspected).
- Remove from water slowly and if possible.
- If not breathing normally or unresponsive, commence CPR immediately (this takes precedence over spinal injury).

Scenario 2:

You are enjoying a hot day at the local river. There are a lot of families picnicking close by and splashing about in the water. You go for a short walk along the riverbank. You notice two children who appear to be in trouble in the water. No adults appear to be nearby. They are trying to hold onto each other to keep themselves afloat. One disappears under the water and the other one is bobbing up and down.

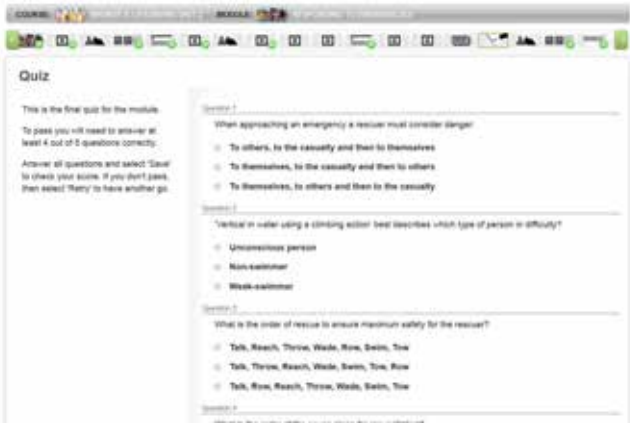
Assessment (example)

- Children appear to non or weak swimmers.
- Children were wearing clothes.
- River is calm but water is unclear.

Action (example)

- Yell out to try to attract attention of the families at the picnic area (this may be done while commencing the rescue).
- Check for any nearby items that could be used as a rescue aid (such as a tree branch)
- Check for danger and enter the water using a feet first entry (use the branch to check for depth and submerged objects)
- Wade out to the children, reach out with the branch for the child to hold onto and pull into safety.
- At the location where the children were, search for the other child by using your feet and hands to sweep under water.
- Continue to yell for help or if unsuccessful run to the picnic area for assistance.

3.15 Quiz



This screen is a quick quiz of five multiple choice questions to revise some key concepts of responding to an emergency.

Students need to select one of the three answers for each of the questions and need to get at least 4 out of 5 correct. Remind students to click submit at the bottom of the screen once they have completed the quiz.

Quiz Questions

- When approaching an emergency a rescuer must consider danger:
 - To others, to the casualty and then to themselves
 - To themselves, to the casualty and then to others
 - To themselves, to others and then to the casualty
- 'Vertical in water using a climbing action' best describes which type of person in difficulty?
 - Unconscious person
 - Non-swimmer
 - Weak-swimmer
- What is the order of rescue to ensure maximum safety for the rescuer?
 - Talk, Reach, Throw, Wade, Row, Swim, Tow
 - Talk, Throw, Reach, Wade, Swim, Tow, Row
 - Talk, Row, Reach, Throw, Wade, Swim, Tow
- What is the order of the seven steps for resuscitation?
 - Send for help, Danger, Response, Airway, Breathing, CPR, Defibrillator
 - Danger, Response, Send for help, Airway, Breathing, CPR, Defibrillator
 - Send for help, Danger, Airway, Breathing, CPR, Defibrillator, Response
- A loss of core body heat is known as:
 - Hypothermia
 - Hyperthermia
 - Dehydration

3.16 Poster



To explore the concept of leadership in the context of dealing with an emergency, this screen asks students to design a poster to be displayed at the school. The poster is to promote leadership skills in rescue situations.

The following headings are provided to help in the design of the poster:

Image

(What will be the key image on your poster. How will it depict leadership?)

Key Message/s

What key message or messages will you deliver with your poster?

Impact of Your Poster

What impact do you want your poster to have?

Location

Where will you put your poster for maximum impact?

Heading

The heading on a poster stands out and can be seen from a distance. It should contain your key message and grab attention

Details

Include what text you will put on the poster and any other information.

3.17 Where to from here?

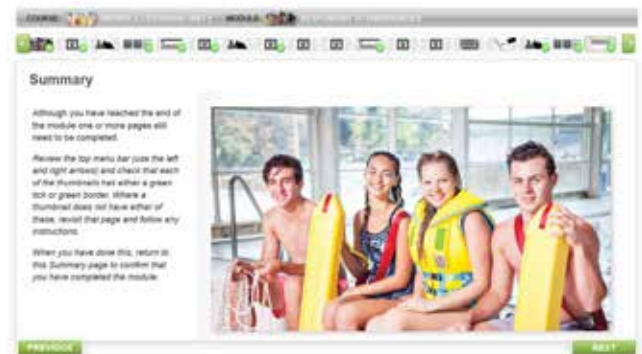


The concluding screen provides further information on completing a Royal Life Saving award such as the Bronze Star or Medallion, Resuscitation or First Aid or becoming a volunteer. A series of tiles with images are pictured. Students click on each tile which flips to provide more information on various training courses and career opportunities.

The Bronze Medallion and a First Aid certificate are great awards for year 9 and 10 students to achieve and will provide them with opportunities for casual employment, volunteer work and towards a career pathway.

If you have planned to undertake a Royal Life Saving award with your students, then it is worthwhile to discuss the program you have selected and the skills they will be learning.

3.18 Summary



The final screen will indicate if they have completed the module or not. If they have not completed any of the activities or remembered to press 'save', a message will inform them to go back to the screens that do not have a 'green tick' to complete before returning to the summary screen.

Discussion points

Conclude the module by asking the class to reflect on:

1. Do they feel more confident to rescue and provide aid if faced with an emergency?
2. What are the key concepts they have learnt from the Bronze e-Lifesaving program?

EXTENSION ACTIVITIES

Extension activities are provided to consolidate the learning and further extend some of the concepts and issues discussed within the e-learning program. For some extension activities, master activity sheets are provided. These may be photocopied for the purpose of classroom or homework activities for students participating in the Bronze e-Lifesaving program.

MODULE 1: HAZARDS AND PERSONAL SAFETY

Activity 1: Analysing the statistics

Ask students to download a Royal Life Saving National Drowning Report from the Royal Life Saving website www.royallifesaving.com.au. They may select any of the reports available (from 1995 to current).

Students should use the statistics from the report to investigate drowning trends in Australia. They should review age groups, locations, gender and activities as well as any other interesting facts. Students are to present their findings in a PowerPoint presentation. They should include their opinion/s about why the trends are occurring and ideas they think can assist in preventing the drowning incidents.

Note: This activity requires students to discuss and research drowning statistics. This may be upsetting or confronting for some students.

Activity 2: Aquatic environment assessment - Master Sheet on page 66, 67

Students are to select one aquatic environment to conduct an assessment. Ideally the environment should be one that students can visit or at least an environment that they are very familiar with.

Students should record the following information on their selected environment:

- Name of aquatic environment
- Location
- Type of environment (e.g. lake, beach, pool etc.)
- Physical characteristics (e.g. sand, rocks, depth of water etc.)
- Types of people who use the environment (e.g. gender, age etc.)
- Peak periods of use
- Activities conducted on, in or around the environment
- Infrastructure or equipment on, in or around the environment (e.g. jetty, buoys, boat ramp, water craft etc.)
- Safety features in place (e.g. lifeguards, fences, signs etc.)
- Other points.

This activity can be individually, in pairs or in small groups.

Activity 3: 'Staying safe' community education

Using information discussed and learned in the previous or online activities, students work together in small groups to create a community education campaign about an aquatic environment.

When devising their campaign students should consider:

- The main aim or purpose of the campaign. Is it to educate about the visible risks, the personal decision-making risks, or to promote safety tips?
- The key message they wish to promote.
- The target audience for the campaign. Is it young adults, children, the elderly, tourists etc?
- How will they ensure the campaign reaches the target audience?
- The format for the campaign. Some ideas:
 - YouTube video
 - CSA (community service announcement)
 - Brochure
 - Signage at aquatic location
 - Organising a special event to raise awareness
 - A television or print campaign
 - A performance to be delivered at schools, pre-schools, aged care facilities etc.

Activity 4: Conduct a safety check

This activity provides students with the opportunity to do their own safety check around their home or school. It aims to help students identify hazards and dangers, understand the consequences if not managed and the importance of dealing with hazards or dangers immediately.

Students should report the following:

- Location (home, school, room, playground etc.) – e.g. Home: bathroom
- Identification of hazards and dangers (what is unsafe) e.g. Hair dryer cord stretched across the sink filled with water and plugged into the power point.
- Potential harm (what could happen if an incident occurs) e.g. Electrocutation
- Safety measures (what can be done to eliminate or reduce) e.g. Use hair dryer in another room or empty water prior to using hair dryer and immediately after use, put the hair dryer away.

Students should develop an effective report form to register their findings from their safety check.

Activity 5: Practical Survival Skills

This activity aims to teach students essential survival skills for personal safety in aquatic environments. Ideally, students are provided with numerous opportunities to develop these skills or ultimately complete a lifesaving award such as the Bronze Star or Bronze Medallion. The following activities can be practised during one session or over a series of sessions.

These activities are reasonably simple for the classroom PE teacher to lead but if preferred check with your local aquatic facility for a qualified swimming and water safety instructor. Sufficient pool space should be pre-arranged.

- Treading water
 - Practise different leg actions; eggbeater (most efficient), breaststroke, cycling
 - Tread water for different time durations; 2 minutes, 5 minutes, 10 minutes
 - Tread water with hands out of the water
- Floating
 - Front and back positions
 - Combine with sculling action
- Sculling
 - Head first sculling
 - Feet first sculling
- Signalling for help
- Personal flotation device (PFD) skills
 - Entering the water wearing PFD – compact jump
 - Exit water wearing PFD
 - Putting PFD on in water
 - Help technique
 - Huddle technique
- Survival swimming strokes
 - Breaststroke, sidestroke and survival backstroke
 - Increase distances
 - Swim survival strokes wearing clothing

More information on survival skills can be found in Royal Life Saving's Swimming and Lifesaving manual.

MODULE 2: RISK AND PEER INFLUENCES

Activity 1: Mixing alcohol with aquatic recreation - Master Sheet on Page 68

To further understanding of the effects of alcohol, this activity asks students to think about it in the context of aquatic recreation. For each of the listed effects of alcohol, students are to provide an example of how it may affect you when mixing alcohol with aquatic recreation.

For example:

- Judgement – an intoxicated person may attempt to perform a backwards somersault off rocks into a river.
- Coordination – an intoxicated person may lose the ability to control a dive into a swimming pool and hit the bottom rather than steer up towards the surface.
- Inhibition – an intoxicated person loses their sense of safe behaviour and decides to go for a ‘skinny dip’ at night.
- Vision and hearing – when boating, an intoxicated person may crash into another boat or the wharf when trying to manoeuvre to tie up the boat due to blurry vision.

Activity 2: Risk assessment matrix - Master Sheet on Page 69, 70, 71

This activity helps students to understand the concept of risk further by evaluating the magnitude of a consequence and the probability of the consequence occurring.

A risk assessment builds knowledge and understanding about hazards and risks that are identified so that informed decisions can be taken about controlling them. A risk assessment involves determining:

- How the consequence can occur
- What levels of consequence can occur (e.g. minor consequence may be a bruised finger, moderate may be a broken leg and major may be a permanent injury or death)
- Probability that the consequence will occur (e.g. very likely means that it could happen any time, likely means it could happen sometime, unlikely means it could happen but very rarely and very unlikely means it could happen but probably never will)

Students should identify three incidents that could potentially occur in a chosen aquatic environment (if activity 2 in Module 1 on page 66, 67 was completed, the environment chosen could be used for this activity).

For each incident, students should determine the risk level of each using the matrix provided. Firstly, they will need to determine the probability that the incident will happen (how likely is it to occur?). Secondly, they need to consider how serious are the consequences if the incident does happen? (e.g. would the result be a minor injury or a potential death?).

Risk assessment matrix

Likelihood What is the change that the incident will happen?	Very likely	Acceptable risk Medium	Unacceptable risk High	Unacceptable risk Extreme
	Likely	Acceptable risk Low	Acceptable risk Medium	Unacceptable risk High
	Unlikely	Acceptable risk Low	Acceptable risk Low	Acceptable risk Medium
		Minor	Moderate	Major
		Consequences How serious would the consequences be if the incident occurred?		

An example:

A busy beach has a jetty with no fencing over shallow water. Someone could lose their footing and fall off the jetty into the water.

Matrix rating: Extreme

Reason for rating: The incident is very likely to happen, as the jetty is busy and has no fence. The consequences could be major (e.g. a broken neck or drowning) if someone falls into the shallow water.

What could be done to prevent this incident from happening? A fence should be added to the jetty immediately and signs should be posted to warn users of the dangers of jumping into shallow water.

Activity 3: Personal responsibility - Master Sheet on Page 72

Risks associated with aquatic environments extend beyond the visible or obvious ones. Everyone must learn to accept personal responsibility for their own actions and ensure that we do not behave in a way that puts themselves or others at risk.

Brainstorm what personal behaviours could contribute to an increase in the risks associated with aquatic environments. Share or record their ideas.

Ask students to think about:

- Peer pressure
- Feelings of invincibility
- Understanding personal skill level
- Consumption of alcohol or drugs
- Lack of swimming and water safety skills
- Ability to make sound judgements

Provide students with a copy of the case studies on the master sheet on page 72 and, in pairs or small groups, discuss the following:

- In each scenario, what personal decisions were made that contributed to the eventual outcome?
- Put yourself in the place of the person in each scenario. What would you do differently and why?
- In which scenario do you think it would be most difficult to change the behaviour and the outcome and why?

Ask students to select one case study and rewrite it with a more positive outcome.

Activity 4: Dealing with peer pressure

This activity asks students to create an educational strategy for their school that focuses on coping and positively managing peer pressure. Using information learnt from the e-lifesaving program centred around standing up for yourself and how to say no, students should develop a positive message to promote positive assertive skills. The format for their educational strategy could include:

- Performing a role play for their class or school
- Writing an article for the schools newspaper or newsletter
- Design a poster to be displayed around the school

Activity 5: Youth campaign

The Bronze e-Lifesaving program is targeting young Australians as an education strategy to increase awareness of the contributing factors to drowning deaths of youth, with the goal to change attitudes and behaviour towards personal water safety. Young males significantly make up 89% of the drowning deaths in the 15-24 year old age group, and the consumption of alcohol is a significant factor in many incidents.

Students should develop a targeted campaign focusing on youth, males and the consumption of alcohol when recreating around water, with the aim of encouraging safe behaviour. When devising their campaign students should consider:

- Engaging an ambassador as the face of their campaign
- The benefits of using an ambassador
- Who would be a suitable ambassador for their campaign and why?
- A suitable campaign slogan that will connect with the target audience
- Strategies that will aid reaching the target audience

MODULE 3: RESPONDING TO EMERGENCIES

Activity 1: Assessing someone in trouble - Master Sheet on Page 73, 74, 75

In an aquatic emergency, it is vital that a rescuer is able to assess the person/people in difficulty in order to help them successfully.

A person in difficulty can usually, but not always be placed in one of four categories:

- Non-swimmer
- Weak swimmer
- Injured person
- Unconscious person

Each person in each category may display particular characteristics in an aquatic emergency. It is important to understand these characteristics, as they may have implications for both the person in trouble and the rescuer.

For this activity, a picture of each of the categories of people in difficulty is provided. Students are to name the category and match the descriptions using the list of characteristics. Use the Master Sheet on page 73, 74, 75 for students to complete the activity.

Answers for this activity are on page 76.

Activity 2: Emergency scenarios - Master Sheet on Page 77

This activity aids students in developing skills in assessing an emergency situation before thinking about attempting a rescue.

Some important things to consider when assessing an emergency situation are:

- The conditions of the aquatic environment
- How close the person/people are to safety
- Assistance or aids available (e.g. lifeguards, buoyancy aids, rope)
- The category of the person/people in difficulty
- The rescuer's size and strength and the size of the person in difficulty
- The skill level of the rescuer

To aid students in completing this activity, either discuss or display these considerations (including any extra ones that students think of).

Cut out the people and location cards provided on the Master Sheet on page 77. Place the people and location cards into separate boxes/bags. Students select one card from each box, assess the location and person in trouble and decide what would be the best course of action. Would they attempt a rescue? They must provide reasons for their choice and discuss what other information they might require to make an informed decision.

Activity 3: Role play calling for emergency services

This activity provides an opportunity for students to practise calling for help. Knowing the correct number (Triple Zero) and having the confidence to give clear and concise information is important in an emergency situation.

This role play activity may be done as a class or in pairs or small groups. One person plays the role of the emergency services operator and the other plays the role as the rescuer or bystander. Create an emergency scenario and ask the students to role play calling for emergency services. Using a toy phone or even a real phone (not actually dialling 000) can help to act out the situation.

Before participating in the activity, discuss what information they may need to give to the emergency services operator. Firstly, they will need to know what emergency services they require: police, fire or ambulance.

Information that may be needed to give to the emergency services operator:

- Location of the emergency, including nearby landmarks
- The telephone number from where the call is being made
- What happened
- How many persons require assistance
- Condition of the casualties
- What assistance is being given
- Any other information requested

Remind students to stay on the phone and never hang up before the emergency services operator does. They may be able to provide instructions to assist in the emergency, help locate you and keep everyone calm.

Note: More information on calling Triple Zero can be found at the Australian Government's website www.triplezero.gov.au

Activity 4: Practice the recovery position

The recovery position is used when the casualty is responsive and breathing normally. This allows the rescuer to continue monitoring the casualty until emergency services arrive.

To practice the recovery position there should be sufficient space clear of obstructions for the students to lie on the ground (outdoor space, the school hall or gym are ideal).

In pairs, students practise placing each other in the recovery position. One plays the role as the casualty and the other the rescuer and then swap around.

With the casualty lying on their back:

- Extend the casualty's far arm to the side (right angles to the body).
- Lift the near leg into a flexed position.
- Roll the body away from the rescuer while supporting the shoulder and hip.
- Flex the top hip and knee to about 90 degrees.
- Place the forearm over the bottom elbow.
- Tilt the head back, support the jaw with face turned slightly towards the ground.
- Continue to monitor breathing.

Activity 5: Self preservation case studies - Master Sheet on Page 78

This activity encourages students to discuss the case studies and think about the concept of self preservation and whether this was considered during the rescues.

Discuss the term self preservation:

- What does the term mean to students?
- How does the term apply to an emergency situation?
- What could happen if a rescuer does not adhere to the principles of self preservation

The main principle of self preservation is to always ensure that rescuers are not placing themselves in danger by performing a rescue.

In small groups, ask the students to read through the case studies and answers the accompanying questions.

Activity 6: Aquatic emergency project

This project involves researching using the internet and/or resource books. Students should work in pairs or small groups to research one of the following topics relating to aquatic emergencies and present it to the class.

Medical emergencies:

- Fatal or non-fatal drowning
- Hypothermia (due to immersion in water)
- Spinal injuries in aquatic environments
- Marine bites and stings

Students should consider how it occurs, what are the main symptoms and the treatment or management of the medical emergency.

Water safety education programs and initiatives:

- Swim and Survive <http://www.swimandsurvive.com.au/>
- Bronze Medallion <http://www.royallifesaving.com.au/programs/bronze-medallion>
- Keep Watch <http://www.royallifesaving.com.au/programs/keep-watch-toddler-drowning-prevention-program>
- Home Pool Safety <http://www.royallifesaving.com.au/programs/home-pool-safety>

Students should consider the target market, key messages, marketing methods, resources available and how the program is delivered.

Water safety agencies:

- Royal Life Saving Society – Australia
- Surf Life Saving Australia
- Australian Water Safety Council
- Water Police
- State Emergency Services
- Local councils

Students should consider the agencies' mission, responsibilities, membership, training etc. in relation to water safety. The content of the project and the presentation format can be discussed and agreed upon by the students and teacher.

Activity 7: Safety takeaway

With the wealth of knowledge students have gained completing the modules online, it's now time for them to share the information with their family and friends.

For this activity, students are to create a 10-15 minute lesson that they will give to their family.

Students may select from the following topics:

- National Drowning Statistics
- Aquatic environments dangers
- Survival skills
- General water safety tips
- DRSABCD and emergency care

Students should gather the content they wish to present in their lesson. In their lesson they should include:

- Introduction
- 5-7 key points on the selected area
- Diagrams /illustrations / images
- Review questions to check understanding
- Conclusion

Where possible, the lesson can be conducted as a PowerPoint presentation to aid learning and visual understanding.

MASTER SHEETS

Module 1: Activity 2 – Aquatic environment assessment

Visit an aquatic environment and record the following information.

Name of aquatic environment	<hr/> <hr/> <hr/>
Location	<hr/> <hr/> <hr/>
Type of environment (e.g. lake, beach etc.)	<hr/> <hr/> <hr/>
Physical characteristics (e.g. sand, rocks, cliffs, depth of water etc.)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Types of people who use the environment (e.g. gender, age, families etc.)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Module 1: Activity 2 – Aquatic environment assessment - Page 2

Busy periods	<hr/> <hr/> <hr/> <hr/>
Activities conducted on, in, or around, the environment	<hr/> <hr/> <hr/> <hr/>
Infrastructure or equipment on, in, or around, the environment (e.g. water craft, jetty, boat ramp, buoys etc.)	<hr/> <hr/> <hr/> <hr/>
Safety features in place (e.g. lifeguards, fences, signs etc.)	<hr/> <hr/> <hr/> <hr/>
Other notes	<hr/> <hr/> <hr/> <hr/>

Module 2: Activity 1 - Mixing alcohol with aquatic recreation

For each of the listed effects of alcohol, provide an example of how you may be affected if you mix drinking alcohol with aquatic recreation.

For example:

Judgement - an intoxicated person may attempt to perform a backwards somersault off rocks into a river.

Think about what you may do that would put your or others' safety and wellbeing at risk.

Write your example in the space provided.

Effects of Alcohol	Example of how you could be affected if you mix alcohol with aquatic recreation
Judgement	
Coordination	
Inhibition	
Vision and hearing	

Module 2: Activity 2 – Risk assessment matrix

Identify three incidents that could potentially occur in a chosen aquatic environment.

Determine the risk level of each using the matrix provided. Firstly, determine the probability that the incident will happen (how likely is it to occur?). Secondly, consider how serious are the consequences if the incident does happen? (e.g. would the result be a minor injury or a potential death?).

Risk assessment matrix

Likelihood What is the change that the incident will happen?	Very likely	Acceptable risk Medium	Unacceptable risk High	Unacceptable risk Extreme
	Likely	Acceptable risk Low	Acceptable risk Medium	Unacceptable risk High
	Unlikely	Acceptable risk Low	Acceptable risk Low	Acceptable risk Medium
		Minor	Moderate	Major
		Consequences How serious would the consequences be if the incident occurred?		

An example:

A busy beach has a jetty with no fencing over shallow water. Someone could lose their footing and fall off the jetty into the water.

Matrix rating:

Extreme

Reason for rating:

The incident is very likely to happen, as the jetty is busy and has no fence. The consequences could be major (e.g. a broken neck or drowning) if someone falls into the shallow water.

1. Incident:

Matrix rating: Low Medium High Extreme
Reason for rating:

What could be done to prevent this incident from happening?

2. Incident:

Matrix rating: Low Medium High Extreme
Reason for rating:

What could be done to prevent this incident from happening?

3. Incident:

Matrix rating: Low Medium High Extreme
Reason for rating:

What could be done to prevent this incident from happening?

Module 2: Activity 3 - Personal responsibility case studies

Two young women from Korea drowned yesterday in tragic circumstances. Visiting Australia on the holiday of a lifetime, one of the women entered a local river to cool off. She started to struggle soon after. Seeing her friend in difficulty, the second woman entered the water to assist her, only to get into trouble herself. Both women failed to return to the riverbank.

Police questioned a young man today following an incident at a local waterway last night. The man had been paddling a kayak with a friend when it capsized, throwing both men into the water. The young man swam to shore and went straight home to 'have a shower and warm up'. The whereabouts of the other man are unknown and it is presumed he has drowned. Police believe both men had consumed alcohol and /or taken drugs at a party earlier in the evening.

A young man was found drowned in Port Phillip Bay. He was last seen alive celebrating her 22nd birthday before deciding to go for a midnight swim. Police divers found him the following afternoon. Alcohol is believed to be a factor in his death.

A teenager with limited aquatic experience is in hospital with severe spinal injuries, after visiting the beach with some friends today. The 15 year old, jumped from a jetty into shallow water after his mates 'dared' him to do it as part of an initiation into their group.

Read through the case studies and discuss the following:

- In each scenario, what personal decisions were made that contributed to the eventual outcome?
- Put yourself in the place of the person in each scenario. What would you do differently and why?
- In which scenario do you think it would be most difficult to change the behaviour and the outcome and why?

Select one case study and rewrite it with a more positive outcome.

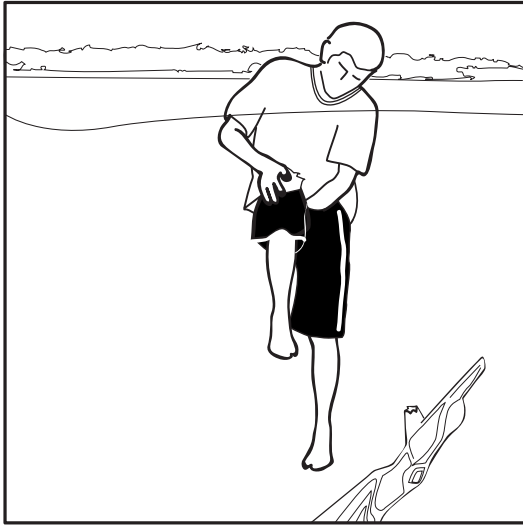
Module 3: Activity 1 – Assessing someone in trouble

For each of the pictures, name the category of each person in difficulty and match the descriptions using the list of characteristics (hint: each characteristic can only be used once).

Characteristics

- good when support is offered
- injury may or may not affect the ability to stay afloat
- unconscious person
- may be able to float on back
- may be at any point between the bottom and surface
- may attempt to grasp the rescuer
- continues to grasp site of injury
- no cooperation
- buoyancy may vary
- self preservation will minimise risk of double drowning
- support is a major consideration
- weak swimmer
- vertical in water, not necessary facing the shore
- non swimmer
- at an angle to the surface, normally facing the shoreline
- apply emergency care measures
- injured person
- only concern is breathing
- could be using legs and arms for more support
- note the site of the injury and avoid aggravation
- only experienced rescuers should perform contact rescues
- is completely limp in the water
- accompanied and non contact rescues are likely to be successful
- may cease to panic when supported
- may be difficult to manoeuvre the person
- may be in an awkward position
- immediate contact and support is required
- may be more concerned with their injury

Module 3: Activity 1 – Assessing someone in trouble



Position in water:

1. _____

2. _____

Physical Co-operation:

1. _____

2. _____

Implications for rescuer:

1. _____

2. _____



Position in water:

1. _____

2. _____

Physical Co-operation:

1. _____

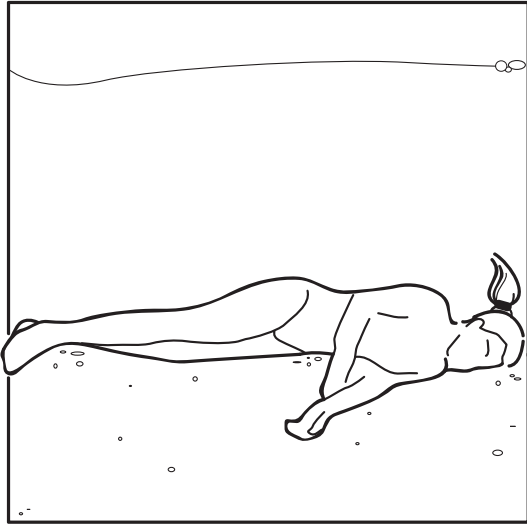
2. _____

Implications for rescuer:

1. _____

2. _____

Module 3: Activity 1 – Assessing someone in trouble



Position in water:

1. _____

2. _____

Physical Co-operation:

1. _____

2. _____

Implications for rescuer:

1. _____

2. _____



Position in water:

1. _____

2. _____

Physical Co-operation:

1. _____

2. _____

Implications for rescuer:

1. _____

2. _____

Module 3: Activity 1 ANSWERS – Assessing someone in trouble

Injured Person

Position in water:

1. may be in an awkward position
2. injury may or may not affect the ability to stay afloat

Physical Co-operation:

1. continues to hold injury site
2. may be more concerned with their injury than being rescued

Implications for rescuer:

1. note the site of the injury and avoid aggravation
2. apply emergency care measures

Unconscious Person

Position in water:

1. may be at any point between the bottom and surface
2. is completely limp in the water

Physical Co-operation:

1. no cooperation
2. may be difficult to manoeuvre

Implications for rescuer:

1. buoyancy may vary
2. immediate contact and support required

Weak Swimmer

Position in water:

1. at an angle to the surface, normally facing the shoreline
2. could be using legs and arms for more support

Physical Co-operation:

1. good when support is offered
2. may be able to float on back

Implications for rescuer:

1. accompanied and non contact rescues are likely to be successful
2. support is a major consideration

Non-Swimmer

Position in water:

1. vertical in water, not necessary facing the shore
2. only concern is breathing

Physical Co-operation:

1. may attempt to hang on to the rescuer
2. may stop panicking when supported

Implications for rescuer:

1. self preservation will minimise risk of double drowning
2. only experienced rescuers should perform contact rescues

Module 3: Activity 2 – Emergency scenarios

People Cards

A small child, who appears to be a weak swimmer.

A large, heavy, unconscious man.

An elderly woman who cannot swim.

A young male, who seems to have an injured arm.

A young woman who is a strong swimmer, but appears to have leg cramps.

A slim woman who appears to be unconscious.

Situation Cards

About 20 metres outside the flagged area of a patrolled beach.

A dam on an isolated farm property.

A rapidly running river near a popular camping ground.

A backyard swimming pool.

A busy pool in an aquatic facility.

A large lake that is popular for water craft (boats, jet skis etc.).

Module 3: Activity 5 – Self preservation case studies

Self Preservation

An 18 year old man and his 16 year old brother recently rescued a young child in very challenging flood conditions. The 10 year old child was clinging to a tree after being washed off the roof of a car. The young man saw the child in difficulty and called to his brother to grab a rope from his car. He secured one end of the rope to the tow bar of his car and the other end around his waist. Before wading into the cascading water he picked up a tree branch to test the water depth and use as a rescue aid. The child was brought to safety and treated for hypothermia. The young men have been congratulated for their clear thinking and prompt actions.

1. What actions of the 18 and 16 year olds made this a successful rescue attempt?
2. If you were in this situation, what would you consider before entering the water?
3. What might have happened to cause this emergency situation?
4. Could there still be other people in trouble in the water?
5. What else could the brothers have done to assist in the rescue?

Drowned while Attempting Rescue

An 18 year old man drowned yesterday while trying to save his sister and three of her friends. The group had been swept into a rip after being knocked over by heavy surf. The young man was watching from the beach and ventured into the water to rescue the group. Very soon, he too was struggling and slipped beneath the surface within sight of the group.

1. Do you think the 18 year old should have entered the water? Why /why not?
2. What should he have done differently?
3. What would be the best rescue scenario for the people in trouble in this case study?

Rescuer being Rescued

A young woman is being treated for shock and hypothermia following a boating accident yesterday. The woman was fishing from an aluminium boat with friends when she noticed a man in a dingy signalling for help about 15 metres away. Wanting to assist the man, she entered the water and started to swim towards the dinghy, but was quickly overcome by the cold water. The young woman was rescued shortly afterwards by her friends in the 'tinny'. They then went to the aid of the man in the dinghy and found out he had run out of fuel.

1. Do you think the woman should have tried to help the man? Why/why not?
2. What should she have done differently?
3. With the concept of self preservation in mind, what would you have done in this situation?

FOR MORE INFORMATION CONTACT:

Royal Life Saving Society - Australia

Phone 02 8217 3111

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

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