

Health and Physical Education (1999)

Years 1 to 10 Sourcebook Guidelines (Part 8 of 9)

Note: The PDF version of this document has been split into sections for easier download. This file is Part 8 of 9.

Using the sourcebook modules

A sourcebook module is a resource for teachers that provides learning and teaching ideas to assist students to develop and demonstrate understandings related to specified core learning outcomes. The modules focus on core learning outcomes within and across the three strands identified in the syllabus. Sourcebook modules contain activities, resource materials and information regarding assessment strategies, background and reference material and support the implementation of the syllabus. The activities contained within the modules are neither exhaustive nor definitive but are intended as a guide for planning class and/or school programs. The modules are based on syllabus requirements, current practice and anticipated students' needs and interests at different stages in their schooling.

The modules demonstrate:

- a series of activities that facilitate student demonstration of core learning outcomes;
- how to combine one or more core learning outcomes from within or across strands in a meaningful context;
- the relationship between core learning outcomes, planning and assessment;
- how some or all of the social justice principles can be incorporated into activities;
- the use of different learner-centred approaches to learning and teaching, particularly inquiry approaches;
- the use of physical activity as a medium for learning and teaching in each of the strands;
- activities that contribute to the development of the cross-curricular priorities;
- how the core content can be used as a medium for demonstrating core learning outcomes.

While the full set of modules reflects all core learning outcomes in each strand and level, the modules do not cover all situations and contexts that students could encounter. Each module demonstrates one way of presenting and assessing core learning outcomes in a given context. Teachers are encouraged to modify modules to meet the specific needs and interests of particular groups of students and individual students, their own needs and the learning environment.

Activities in the modules are organised around the phases of a variety of learner-centred approaches to learning and teaching. For example, the activities in the annotated module on pp. 67–73 are organised around the four phases of understanding, planning, acting and reflecting, while activities in other modules may be based around other phases — for example, orientating, enhancing and synthesising.

Modules and planning

The modules are designed so that teachers can use them to plan, prepare, implement and assess relevant activities. Teachers will need to take schooling authority and/or school policies into account when adapting and using these modules.

Most modules include Resource Sheets to support activities. These sheets are placed at the end of the module and contain a variety of material including:

- information for teachers;
- information and activities for students.

The symbol (E) indicates that the Resource Sheets may be photocopied for classroom use.

The key features of a typical module are highlighted and explained on the following pages.

All core learning outcomes are of equal value so, notionally, the amounts of time allocated to the demonstration of each outcome are equal.

Modules have not been written for a fixed time period. Teachers are encouraged to use the modules in ways that suit their own needs and the needs of their students. Because of this, modules provide a body of information that could be used over time depending on a variety of factors including:

- students' prior knowledge, needs and abilities;
- whether the unit to be developed is to be taught by one teacher or in cooperation with other teachers — for example, classroom generalist and physical education specialist teachers;
- available resources and time;
- school or school authority planning requirements.

Modules may be used as a guide for customising units or they may be the equivalent of a unit in some situations. Where teachers modify the module, there may be an effect on other aspects of it. For example, if activities are excluded or altered, requirements of the core learning outcome(s) may no longer be covered. Other aspects of the module that may be affected include:

- the core content;
- assessment;
- social justice principles;
- cross-curricular priorities;
- the learner-centred approach.

A full set of modules is available on the Queensland School Curriculum Council web site (<http://www.qscc.qld.edu.au>). These modules:

- cover all the core learning outcomes at least once;
- use a variety of core content from across strands.

Key features of modules

Key learning area	SOURCEBOOK MODULE	HEALTH AND PHYSICAL EDUCATION									
Band of schooling		MIDDLE PRIMARY									
The level at which activities are directed		<table border="1"> <tr> <td>Level</td> <td>F</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>B6</td> </tr> </table>	Level	F	1	2	3	4	5	6	B6
Level	F	1	2	3	4	5	6	B6			
Title of the module		<h1>Water safety and survival</h1>									
The strands of the syllabus on which the module is based		<p>Strands</p> <ul style="list-style-type: none"> Promoting the Health of Individuals and Communities Developing Concepts and Skills for Physical Activity Enhancing Personal Development 									
Explains the intention of the module in terms of the core learning outcomes and core content on which it is based	Purpose	<p>Students identify potentially hazardous situations in aquatic environments and demonstrate actions to respond to unsafe and emergency situations. They practise and develop the movement skills and sequences required to demonstrate personal survival skills and efficient stroke techniques in a range of aquatic situations. Students make decisions about and demonstrate actions to ensure the safety of themselves and others in these environments and demonstrate communication and cooperation skills as they collaborate with others to ensure survival.</p>									
Lists activity focus and shows how the structure of the module is based on a learner-centred approach	Overview of activities	<p>Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in understanding, planning, acting and reflecting phases.</p>									



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Intended core learning outcomes of activities in the modules

Core content that students engage with during the module

Assessment tasks and questions to help teachers determine whether students have demonstrated the outcomes

• HEALTH AND PHYSICAL EDUCATION •
• SOURCEBOOK MODULE •

WATER SAFETY AND SURVIVAL - MIDDLE PRIMARY

Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1–10 Health and Physical Education Syllabus:

Promoting the Health of Individuals and Communities 3.3 Students identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.

Developing Concepts and Skills for Physical Activity 3.1 Students perform movement skills and sequences to meet the requirements of different physical activities and tasks.

Enhancing Personal Development 3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.

Core content

This module incorporates the following core content from the syllabus:

- behaviours that promote personal and group safety related to aquatic environments;
- safe, unsafe, risky and challenging behaviours in physical activities in aquatic environments;
- specialised skills for swimming and water safety;
- interpersonal skills of communication, cooperation, decision making and problem solving.

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

- **Students identify the potentially hazardous situations associated with a range of aquatic environments. They explain how they would respond to these situations, identifying the knowledge and skills they would require.**
 - Can the student identify potentially hazardous situations related to different aquatic environments?
 - Can the student suggest appropriate responses to these situations?
 - Can the student identify the skills needed to demonstrate these responses?
 - Can the student explain emergency procedures related to familiar aquatic environments — for example, the school/home pool?

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Strands associated with the core learning outcomes and core content are listed in this column.

	HEALTH AND PHYSICAL EDUCATION	SOURCEBOOK MODULE
Level	<p>Developing Concepts and Skills for Physical Activity 3.1</p> <ul style="list-style-type: none"> Students demonstrate skills and sequences to respond to unsafe and emergency situations in aquatic environments. <ul style="list-style-type: none"> Can the student demonstrate the following skills? <ul style="list-style-type: none"> float with a flotation aid for one minute; scull head first on the back; scull feet first on the back; swimm slowly keeping the arms below the surface of the water; swimm 50 metres using recognised strokes; perform a step-in entry; perform a compact jump; use a rigid object to pull a partner to safety; throw a flotation aid to a partner in the water. Can the student combine survival swimming skills in a sequence in response to a given situation? 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WATER SAFETY AND SURVIVAL - MIDDLE PRIMARY</p>
Outcome within the level	<p>Enhancing Personal Development 3.4</p> <ul style="list-style-type: none"> Students demonstrate communication, cooperation, decision-making and problem-solving skills in situations where they take action to ensure the survival of themselves and others in aquatic environments. <ul style="list-style-type: none"> Does the student provide clear instructions and reassurance when assisting a partner? Does the student cooperate to ensure the safety of others in partner and group activities? Does the student contribute to problem solving and decision making in partner and group activities? Does the student accept different roles in partner and group activities? 	
Information that may enhance teachers' understandings about the issue or topic	<p>Background information</p> <p>Water safety and survival</p> <p>Students in the middle primary years are becoming more adventurous when they participate in water-based recreation activities, whether it be in the surf, pools, rivers or dams. Students need to have an understanding of water safety and survival and be able to demonstrate safe behaviours and personal survival skills.</p> <p>This module has links with the Royal Life Saving Society Swim and Survive Awards (levels 3 and 4); however, not all aspects of the awards are necessarily reflected in this module. Students who are progressing towards Swim and Survive Awards at other levels may already have acquired a number of the skills developed in this module.</p> <p>Where students are not proficient in the basic strokes of freestyle and breaststroke, time will need to be spent improving these in conjunction with this module.</p> <p>All activities should be developed to the point where students are able to perform them confidently and competently wearing swimwear and clothing. The 'buddy' system, where a pair of students is responsible for monitoring each other's safety, is traditionally used in aquatic activities. This system can</p>	

• HEALTH AND PHYSICAL EDUCATION •
• SOURCEBOOK MODULE •

Terms that teachers could introduce to students during the module

Highlights issues and policies (e.g. safety) that need to be considered during activities

WATER SAFETY AND SURVIVAL - MIDDLE PRIMARY

Terminology

also be used to allow students to act as tutors in assisting their partner to improve performance. This will be important in partner and group work if students are to experience situations as close as possible to real life within the bounds of safe behaviour.

Activities in this module involve use of the following language in the context of Health and Physical Education:

aquatic	currents	survival skills
buoyant	hazardous	sculling
collaborate	patrolled	tides
communicate	personal flotation device (PFD)	self-preservation
compact jump	procedure	vigilance
cooperate	rips	submerged
emergency		waves

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in 'Water safety and survival'. Some safety issues that teachers should consider are:

- having a 'spotter' present in addition to the teacher to observe students in the water;
- establishing safety procedures as a priority before arriving at the pool, and repeating and rehearsing them once students enter the pool area;
- ensuring safe behaviour outside and around the pool — for example, no running or pushing;
- defining boundaries for the lesson — for example, from this end of the pool to the steps, or three lanes from the edge;
- using a 'freeze' command or a whistle code to indicate when immediate attention is required;
- establishing emergency procedures that are well understood by all staff and students involved in the swimming program;
- consulting regularly with pool staff about access, first-aid facilities, emergency procedures and evacuation routes.

The school's sunsafety policy should also be considered.

Teachers should seek information from parents/carers and students about any factors that might affect a student's capacity to participate safely in swimming activities.

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Indicates how the module supports student understanding of the social justice principles

References that may be useful in delivering the module. May include print and electronic materials, web sites and organisations.

• HEALTH AND PHYSICAL EDUCATION • • SOURCEBOOK MODULE •

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:

- work cooperatively with others in a range of activities;
- identify the contribution of individuals to the group's work;
- develop an understanding about the responsibilities of the community to ensure the wellbeing and safety of individuals and groups, and the reciprocal responsibility of individuals and groups to the community.

Support materials and references

Meaney, P. H. (ed.) 1994, *Teaching Swimming and Water Safety*, The Australian Council for the Teaching of Swimming and Water Safety (Austswim), Canberra.

Rhodes, L. (ed.) 1993, *Successful Strokes*, Australian Swimming Inc., Canberra.

Royal Life Saving Society 1995, *Swimming and Lifesaving*, 3rd edn, Mosby Lifeline, Artarmon, NSW.

Royal Life Saving Society 1996, *Aquapack*, 2nd edn, Mosby Lifeline, Artarmon, NSW.

Royal Life Saving Society Australia 1998, *The Royal Life Saving Society Australia*. Available URL: <http://www.rlssa.org.au/> (accessed 15 April 1999).

Surf Life Saving Queensland 1997, *Surf Life Saving Queensland*. Available URL: <http://www.lifesaving.org.au/education/safety/surfsafe.htm> (accessed 15 April 1999).

Organisations

Austswim — Queensland Branch
 PO Box 301
 Albion, Q 4010
 Tel: (07) 3260 4140
 Fax: (07) 3260 4130

Queensland Swimming Association Inc.
 PO Box 2140
 Fortitude Valley, Q 4006
 Tel: (07) 3252 4845
 Fax: (07) 3252 8374

Royal Life Saving Society of Queensland
 PO Box 1093
 Capalaba DC, Q 4157
 Tel: (07) 3828 2823
 Fax: (07) 3823 2423

Surf Life Saving Queensland
 PO Box 3747
 South Brisbane, Q 4101
 Tel: (07) 3846 8000
 Fax: (07) 3846 8008

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• HEALTH AND PHYSICAL EDUCATION •
• SOURCEBOOK MODULE •

Activities

WATER SAFETY AND SURVIVAL - MIDDLE/PRIMARY

Materials

This module requires students to use flotation aids. Any buoyant material will be suitable. Both rigid and non-rigid reaching aids are also required for performing rescues. Rigid aids include sticks, umbrellas, paddles; non-rigid aids include towels, ropes and clothing.

Students will need shorts and a T-shirt for a clothed swim.

Understanding

POTENTIAL AQUATIC HAZARDS

Developing an understanding of the need to be proficient in water safety and personal survival skills

▶ Students make a list of the water activities they enjoy and the various places where these may occur — for example, surf, creek, pool, dam, water theme park.

▶ Students draw or locate a map of the local area indicating which areas or places are available for water activities. They discuss the potential dangers associated with each of these locations. Locations could include a council/ community pool, rivers, beaches, lakes, water slide, home pool (see Resource Sheet 1, 'Hazards in water environments').

Focus questions could include:

- Are there facilities in the local area suitable for the water activities that you suggested previously?
- What are the dangers associated with each of these locations?
- Which people are most at risk in these places? Why?

▶ In groups, students research where the majority of drownings occur in their state or local community and consider the implications of this information in terms of personal and community safety requirements. They also investigate the age-groups involved in aquatic incidents. Students negotiate roles within the group, such as who is going to record and who will present findings. Each group prepares a presentation to report their findings.

Focus questions could include:

- Where do most people drown?
- What dangers exist in natural water environments?
- What dangers exist in built water environments?
- What skills would be needed to survive in these natural water environments — for example, how long would you need to be able to float or swim to survive?

▶ Students experience the effect of a strong current (where possible) by creating a whirlpool in a pool and trying to change direction against the current. The whirlpool is created by a group moving rapidly in a circular path in the shallow end of the pool. As the whirlpool develops, students may find it difficult to maintain their footing. They could hold hands with a partner when doing this activity. Students who lack confidence in the water should hold onto the side of the pool. To move out of the whirlpool, students should move diagonally across the 'current' towards the edge of the pool.

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Where necessary, an introductory note provides information about materials, prior learnings required, or strategies used throughout the module.

Phase of learner-centred approach around which activities are organised

Activity focus

Activities

An example of an activity promoting the cross-curricular priorities of:

- *literacy (through the research task);*
- *lifeskills (through the development of citizenship skills as students 'consider the implications of their research in terms of community safety requirements'.*

The focus questions support an inquiry approach and can be used to guide student learning

Specific information to assist the teacher when conducting the activity

• HEALTH AND PHYSICAL EDUCATION •
• SOURCEBOOK MODULE •

▶ Students experience the effect of loss of sight/disorientation caused by murky water or darkness by swimming with their eyes closed while trying to find a partner or object. They follow instructions given by the teacher or a partner.

Focus questions could include:

- How could you search for something under water when the water is murky?
- How could you locate someone in the water if you were unable to see the person — for example, in darkness or in choppy water?
- Would it be easier to find something or someone in the water by yourself or with a group of people? Why?

Teaching considerations

Encourage students to give precise directions to their partners during this activity.

Student work in the understanding phase provides opportunities for assessment linked to English (writing and speaking) — for example, describing the feeling of having no vision in the water; describing how they would feel if they really lost their eyesight or were in flood waters at night; or describing what they would try to do if they were in such a situation. Reflective written pieces could also be developed about the feeling of being caught in a current and trying to fight it.

SHARED RESPONSIBILITY

Developing an understanding of safety as a shared responsibility

▶ Students work in small groups to identify and discuss rules related to a range of aquatic environments — for example, at a pool; at a water theme park; in a river, lake or dam; or at the beach. They consider who makes the rules, who enforces them and why such rules are necessary. Students also discuss who has responsibility for safety when there is nobody to enforce rules. Each group presents the results of their discussions.

▶ Students identify which of the rules that exist for managed aquatic environments, such as water theme parks and pools, could be transferred to other aquatic environments.

▶ Students discuss who has ultimate responsibility for their personal safety in the water, their family's safety at an aquatic environment, students' safety at a school pool, and the safety of the community at the beach. Working in groups, they list the advantages and disadvantages of being responsible for their own personal safety and having a parent/carer, teacher or lifesaver take responsibility for their personal safety.

Teaching consideration

Students should understand that they have responsibility not only for their own safety but also for the safety of other members of their group. They should adopt an attitude of 'looking out for each other'.

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WATER SAFETY AND SURVIVAL - MIDDLE PRIMARY

This focus statement promotes the principle of supportive environments by encouraging students to think of the needs, interests and points of view of others.

The activities do this by encouraging students to:

- take care of themselves and others in various environments;
- understand the responsibilities of communities to ensure the wellbeing and safety of all members of the community.