

## **Name/Title:** Swimming Survivor Challenge II

**Purpose of Event:** The purpose of this activity is for students to practice safe use of a spinal board for a potential spinal injury in the water. Students will use head-chin support and head-splint techniques for in-line stabilization with a partner

**Prerequisites:** Students should be able to demonstrate basic swimming stroke mechanics and skills. This second Survival Challenge provides students an opportunity to apply basic swimming techniques in a spinal injury situation. Students should have previously participated in Swimming Survivor Challenge I.

**Suggested Grade Level:** 9-12

**Materials Needed:** 2 Poster-size laminated Red Cross skills sheet showing most of the Red Cross skills from levels 1 to 6, the [Survival Challenge task sheet](#), and [Spinal Injury Checksheet](#).

### **Description of Idea**

After a short review of Red Cross swimming skills covered during the previous class, including skills students could not do, I talk about and demo use of the spinal injury backboard. I then demonstrate and have students practice the head-chin support and head-splint techniques for in-line stabilization with a partner. While I am doing this I have one student from each tribe take notes on what I am saying. They can then use these notes when they do their next challenge. After they have practiced these techniques in their tribe I give each tribe their next task sheet.

The sheet says:

YOU ARE WALKING ALONG THE BEACH AND YOU COME UPON A FELLOW TRIBAL MEMBER LYING FACE DOWN IN THE WATER. WHAT DO YOU DO? THE VICTIM IS BREATHING BUT CANNOT MOVE. YOU WILL RECEIVE 5 POINTS FOR EVERY STEP SUCCESSFULLY COMPLETED. YOU CAN USE YOUR TRIBAL NOTES.

I then pick who is the victim and rescuer and check each group off on a check-off sheet I prepare before class. The totals are added up and there is a Survival Challenge winner.

**Assessment Ideas:**

Have students write out the steps on paper and turn these in the next day.

Have one student in each group act as the "spoiler". This student's job is to change the order of steps. The rest of the group must identify when a step is taken out of order.

Set a time limit and have students try to beat their time instead of being the first ones done. Each time, a new student can take charge.

### **Adaptations for Students with Disabilities:**

Students can work with a partner.

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Submitted by **Chris Duerk** who teaches at McFarland High School in McFarland , WI . Thanks for contributing to PE Central! **Posted on PEC: 2/18/2001.**

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