

# Be River Safe

## Peer Pressure

### Activities

#### ACTIVITY:

##### IF ONLY... River Story

- Watch the **If Only... River Story** on the website or on the **If Only... DVD**.
- Work in groups and discuss:
  - why the drowning occurred
  - how the drowning could have been avoided
  - how we know if we have the skill to do an activity in the river
  - what it would have been like to be in the group of boys before, during and after the accident
  - what responsibility the boys had to keep Adam safe.



#### ACTIVITY:

##### Being a mate

- Watch **Being a Mate** on the **Be River Safe DVD**.
- Work in groups and discuss:
  - how the group acted as mates
  - how hard it was for Kahu to tell his new mates that he had never swum in a river
  - whether Kahu alone is responsible for his own safety or if the group also has some responsibility for his safety.
- Identify and discuss the five river safety messages in this drama.

*Need some help or want to check you're correct, view the factsheet CHECK IT OUT BEFORE YOU JUMP OR DIVE.*



Be River Safe ... *look out for your buddy*

#### ACTIVITY:

#### Mates role-play

- Work in groups of four and complete this role-play.
- Briefly revise the rules about role-playing before you begin.

##### Scenario

It's a hot summer day. A group of friends want to swim out to an island in the middle of the river. Last week there was a big storm and the river is still quite wide and the water is flowing quite fast.

##### Select a character to play.

**Mate A** You don't have the skills or confidence to swim to the island and you need to tell your mates this.

**Mate B** You really want to swim to the island. You think your friend is just chickening out and being a pain and trying to spoil the group's fun.

**Mate C** You are sick of mucking about. You just want to get going to the island NOW!

**Mate D** You have a choice of roles. You could:

- a) encourage **Mate A** to give it a go even though you are not sure they can do it because you know the group always ends up doing what **Mate B** wants anyway
- b) support **Mate A** because you know they are not a good swimmer and it is not a good activity for them.

- Complete the role-play, debrief and discuss how it went. Describe to your group what it was like to play each role.
- Repeat the role-play three more times so that everyone in the group has a chance to play each of the characters. Make sure during the role-plays that individuals playing **Mate D** play both a) and b) options.
- At the end of the role-plays discuss:
  - what it felt like to be each of the characters
  - what made it hard for **Mate A** to say they didn't want to do the activity
  - what helped **Mate A** to speak up.
- Work out some strategies, or ways that work for you, to tell people that you don't want to do something. Consider the question below.
  - If **Mate A** had felt so pressured by his friends that he tried to swim to the island and got into difficulties and drowned, who would be responsible?
  - Do we have to take responsibility for others in our group whenever we do an activity that involves some risk?
  - Who should make decisions about whether it is safe to do a planned aquatic activity:
    - the group leader
    - the best swimmer and most confident person in the water
    - the weakest and least confident swimmer
    - the person with the most experience in the river
    - the whole group?

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#### How does our group of mates work?

- Complete this activity as an individual or as a group if you are working with a group of mates.
- Consider your group of mates and answer the following questions.
- How do quiet or less assertive mates in your group get themselves heard?
  - Are everyone's views listened to, or does the idea of one or a few mates usually determine what the group thinks and does?
  - What role(s) do you have in your group?
  - What roles do others in your group have?
  - Are there things you would like to see change in the way your group acts together?
  - If so, how could you change the way the group acts together?

#### ACTIVITY:

#### Wait up! Let's think about this

- As a group, work out what you would say to someone in your group who is a strong leader and makes the following statements.
  - "You are just too scared to dive in. Once you've done it you'll love it."
  - "We don't need to wear a PFD for this activity. It's safe."
  - "If they jump off the bridge and can't swim that's their problem not ours."
  - "I'll swim around the bend and see what the water is like there."
  - "I dare you to jump off the rail bridge. It's what we do here. We've all done it."
  - "The weather won't pack it in for ages yet. We'll be home before it rains."
  - "Well, we want to do it. You'll just have to keep up."
  - "We've got wetsuits but man up. You'll be O.K. without one. The river is not that cold."
  - "You're not that sick, you'll feel better when we get going."
  - "Good first kayak spot. There's one rough patch, needs a bit of skill, but you should be ok."



Be River Safe ... *stop and think before you enter the water*

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### Activities

#### ACTIVITY:

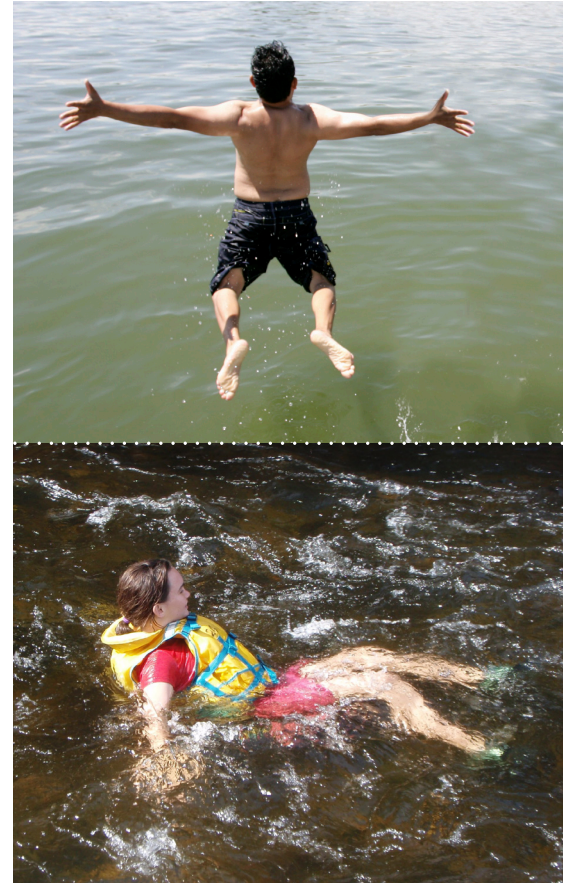
#### Know your limits

In rivers it is easy to overestimate our skills and underestimate the force of the water and end up in trouble. We may be able to get ourselves out of trouble, we may need to be rescued or we may drown.

- Discuss some potentially dangerous situations that could happen if you are in or around your local river(s).
- Each of you write a two or three line description of two of these situations and then pass them around the group.
- Make your own assessment of whether you have the skills and experience to get out of each situation safely. You may choose to share these responses or not.
- Decide what skills and experience you think someone needs to:
  - swim in a river swimming hole
  - kayak or raft on a river
  - jump or dive in a river
  - learn to survival swim in a river.

*Check your answer out by reading the factsheet:*

*GET THE SKILLS AND EXPERIENCE TO BE IN OR ON A RIVER.*



Be River Safe ... *if in doubt, STAY OUT!*