



TE TĀHUHU O TE MĀTAURANGA
MINISTRY OF EDUCATION

WATER SKILLS FOR LIFE

waterskills.org.nz

**Water
Skills
for Life**



**Water
Safety**
NEW ZEALAND

DESCRIPTION

This is a pool or safe water space programme where tamariki learn water survival skills over the course of their primary school years. It gives tamariki the skills and knowledge they need to assess risk, make smart decisions and be safe in, on and around water.

Teacher resource to deliver aquatic training in a pool or a safe water space, lesson plans and assessment material.

THEME

Water safety aquatic education

AUDIENCE

Kaiako or kura and mainstream schools for Years 1 – 8 students

TMOA LEARNING AREAS

Hauora

CURRICULUM LEVEL

Years 0 - 8

NZC LEARNING AREAS

These topics have Health and PE, Technology and Social Studies as minor curriculum foci, if they're not already the major curriculum focus.

WATER SKILLS FOR LIFE

Water Skills For Life is predominantly a water based programme which comprises seven competency areas. Lesson plans for four learning levels have been developed for kaiako and teachers for Y0 – 2, Y3 – 4, Y5 – 6, Y7 – 8. Within each learning level we show you how you can work with your tamariki across the seven competency areas, including water safety and awareness learning which can be delivered in the classroom or in the water.

As you work within a level, you can access and download the teacher resources, tamariki achievement certificates and classroom posters. Certificates have been designed for tamariki to colour them, a further way they can keep engaged with Water Skills For Life and to reduce colour printing costs for the school.



ACHIEVEMENT OBJECTIVES

Over the course of the programme which may take several years, tamariki learn:

1 - Water safety and awareness skills

- Recognise an emergency for yourself or others. Know who to call for help and how.
- Know, understand and respect water safety rules, hazards and risks around the home, farm and around pools.
- Know, understand and respect water safety rules, hazards and risk in natural environments such as at the beach, offshore, river or lake.
- Know, understand and respect water safety rules, hazards and risks for water activities such as swimming, water sports and boating.
- Know how and why to make safe decisions for yourself and others.
- Know how to recognise hypothermia and how to treat it.

2 - Getting in and out of the water

- Get in and out of the water safely in any environment.
- Perform this sequence with a buddy watching: check the depth of the water, check that the area is safe, jump into deep water, float on back for 1 minute to control breathing, return to edge and exit.

3 - Going under the water - submersion

- Get under water, open eyes and control breathing.
- Pick up an object from under the water.
- Dive from a horizontal position in the water and move underwater for a slow count to five.

4 - Floating on the water - personal buoyancy

- Float, then regain feet.
- Control breathing while floating on back for at least 1 minute.
- Scull head-first and/or scull feet first for at least 3 minutes.
- Tread water for at least 3 minutes in deep water.
- Perform this sequence in deep water: correctly fit a lifejacket then tread water, scull, float or a mixture for 3 minutes while controlling breathing. Then return to edge and get out of the water.
- Perform this sequence for five minutes: signal for help while treading water, sculling, floating, or a mixture, and while controlling breathing.

5 - Rolling and turning in the water - orientation

- Horizontal rotation (front to back and back to front).
- Horizontal to vertical rotation and vice versa (front or back to upright and return).
- Vertical rotation (half rotation and full rotation) around the body's vertical axis.

ACHIEVEMENT OBJECTIVES

6 - What to do in an emergency – safety of self and others

- Float and signal for help with and without a flotation aid.
- Do a reach rescue and a throw rescue with a buddy.
- Perform this sequence: correctly fit a lifejacket, do a step entry into deep water, float in the H.E.L.P. position, then with a couple of buddies or a group form a huddle, return to edge and get out.

7 - Moving through the water – propulsion

- Move 15m non-stop, using any form of propulsion.
- Move through the water environments of all kinds (currents, waves, depth – in situ or simulated).
- Move 50m and/or 3 minutes non-stop, confidently and competently – using any form of propulsion on their side, front, back, or a mixture.
- Move 100m and/or 5 minutes non-stop, confidently and competently – using any form of propulsion on their side, front, back, or a mixture.

This relates to the wider topic of Hauora/Health specifically

Waiora	Personal Health and Development – safety and safe practices.
Taiao	Health and the environment – close and enduring relationships between people and the natural world.
Tangata	People and relationships – affirming and supporting unique Māori views of the world.



ASSESSMENT

There are 27 skills for tamariki to learn which can be taught in any order to suit students' age and ability.

One lesson can cover more than one skill development. Some skills, or combination of skills, may take tamariki longer than a set of lessons (even years) to achieve. That's fine. It is expected that by Year 8, tamariki will have achieved all 27 skills and have opportunities to reiterate these and develop them further.

These include:

- With and without goggles.
- In shallow and deep water.
- In cold and warm water.
- In simulated and insitu environments.
- As part of aquatic activities and sports.

Tamariki are assessed as achieved in a skill when they can confidently and competently demonstrate it. Tamariki are assessed as achieved Water Skills for Life when they can perform two sets of five of the 27 water skills in continuous sequence, preferably in an open safe space including one of the following in each set:

- Treading water for at least 3 minutes in deep water.
- Moving 50m and or 3 minutes non-stop, confidently and competently using any form of propulsion.
- Moving 100m and or 5 minutes non-stop, confidently and competently using any form of propulsion.

CULTURAL KNOWLEDGE

Tikanga is what we physically do in the water, but more importantly the right thing to do. It is informed by the source of water safety knowledge - whakapapa and mātauranga.

PRE-READING

<https://waterskills.org.nz/for-schools>



**Water
Skills
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LEVEL ONE

BEGINNER YEAR 0 - 2

WATER SAFETY AND AWARENESS

MUST SEE

- Students should be able to recognise when someone or themselves are in trouble in, on or around the water.
- Students should only take part in water activities under adult supervision and never swim alone.
- Play safely without hindering others.
- Listen to lifeguards.
- Know how to read, follow and understand signage around water.
- Know to wear appropriate clothing / gear for the activity.
- Swim between the flags.

LESSON

GETTING IN AND OUT OF THE WATER

Assisted safe and confident entry and exit, including:

- Climbing in and out using ladder.
- Walking up and down.
- Keeping hands on wall the whole time they lower themselves in.
- Relaxed and confident in moving around the pool unassisted.
- Ability to exit pool safely.

Activity One - Safe Entry and Exit

- Children to get into their togs and wait for an adult before they enter the pool. Discuss why.
- Discuss safe entry and exit into the pool

Activity Two - Ladder Entry and Exit

Teach students to hold the ladder rails at all times climb backwards down the ladder, (start with a couple of steps then back up and work down until feet are completely on pool bottom)

- Exit by holding onto ladder rails and climbing up facing the ladder, one step at a time.

TEACHING POINTS:

- Both hands on the rail at all times.
- One step at a time.
- Both feet touch bottom of pool.

Activity Three - 'Slide In' Entry

Teach students when slide entries are appropriate and the correct method of sliding in. Reinforce to students that this is entry we use when the depth and state of the bottom of the water are unknown. Try it from both sides of the body, in tighter squeezed areas, with eyes closed, or over a slippery mat to make using this is entry in an open water environment more realistic.

TEACHING POINTS:

- Ensure that movement is controlled.
- Establish a firm body position, either sitting or lying with feet in the water.
- Feel with the feet for unseen obstacles.
- Lower the body gently into the water, taking weight on hands.
- Turn the head to the side with chin tucked in to protect the face from the edge during entry.

GAME

GETTING IN & OUT

When teacher blows whistle, students perform a safe entry into the pool, with both feet on the ground they move across the pool like different animals – sideways like a crab, slithering like an eel, sway like a tuna, up and down like a dolphin, backwards like a penguin then perform a safe exit to sit on the side.

GOING UNDER THE WATER - SUBMERSION

MUST SEE

- Submerge whole face in water.
- Open eyes underwater.
- Blow bubbles (exhale through mouth and nose).
- Blink eyes to remove water on surfacing.
- Locate objects with eyes above water.
- Confidence in moving around the pool unassisted.

Activity One - Moving in the water

- Walk in different ways across the pool - forwards, backwards and sideways.
- Animal walks - perform an animal movement across pool and a different one back.

Activity Two - Getting the Face Wet

- Splash hands on the water to create as big a splash as possible.
- Encourage big splashes.

Splash ball in pairs or a group, throw the ball to one another but make sure you land the ball just in front of their face.

Activity Three - Breathing

- Blow bubbles on top of the water, as you walk.

Yo Yo breathing – kickboard on head (so child cannot continuously wipe their face). Take a normal breath and go under water and slowly exhale. Come back up and without having to stop to breathe in or out, take another breath. This should be able to be continued for at least 5 – 10 breaths. If child is stopping to “catch their breath” they are probably holding their breath.

Yo Yo conga line – Each child has board on their head and stand in a line – One child goes under as they come, the next child goes under and so on. Once children have the idea, they can do this activity while moving around the pool. Once children have the idea they can do this activity while moving around the pool. Change things around by asking them to turn around and go the other way, form a circle, move fast but breathe slow etc.

Activity Four - Submersion

- Try submerging the face.
- Pick up objects from the steps (shallow water).
- Pick up objects off pool bottom.
- Shake hands with your partner under water.

Hoop bobbing – if you don't have a hoop – get two children together with arms wide open holding hands to form a small circle. Bob under hoop and blow bubbles, bob under multiple hoops, bob under forwards, backwards, sideways, fast slow. Try walking through vertical hoop and blowing bubbles, lowering the hoop each turn.

Make a circle and challenge children to sit cross legged on the pool floor together. Start very shallow as this is a difficult skill. More advanced – go deeper, hold hands while underwater - wave hello to one another, have chats with each other, hold up number of fingers or colourful dive sticks and everyone in the group has to guess the number of fingers or what colour the ring was.

GAME

PIRATE PETE

Players stand at one end of the pool. Pirate Pete is in the water a little distance from the edge, walking to and fro asking “who’s afraid of Pirate Pete?”

Players answer “Not I” when Pirate Pete answers “Yes you are!” All players must enter the water and try to reach the opposite side without being caught by Pete.

Those caught become pirates and help Pirate Pete to catch the rest. The winner is the last player caught, who then becomes Pirate Pete in the next game.

SEAWEED

Two taggers stand in the middle of the pool, the rest of the children are in the pool. The taggers try to tag as many children as they can. When a child is tagged they have to freeze in the pool with their arms out like seaweed.

To be freed another child has to run under their arms to free them.

Crabs and Crocodiles

Explanation:

Players form two equal teams facing each other in the centre of the pool.

One line is called ‘crabs’ the other is called ‘crocodiles’. When the instructor calls ‘crab’ the crab line rushes to the safety of the nearest edge of the pool. The crocodiles attempt to tag the crabs before they reach safety. Players who are tagged before reaching safety join the line which tagged them. When the instructor calls ‘crocodiles’ the crocodile line rushes to safety with the crab line chasing.

Variations:

The instructor can use misleading call such as “cranes, crumbs, crooks and crook dillies”. When tagged the instructor may require the player who is tagged be lifted out of the water before considered caught.

FLOATING ON THE WATER – PERSONAL BUOYANCY

MUST SEE

- Submerge whole face in water.
- Open eyes underwater.
- Blow bubbles (exhale through mouth and nose).
- Blink eyes to remove water on surfacing
- Hold onto buoyant aid (bucket, ball, 2 kickboards) - front and back - regain to feet.
- Confidence in body position, eyes up tummy up while on back, eyes down bottom up while on front.
- Ability to regain feet.

Activity One - Experimenting with buoyancy

Provide opportunities that will enable students to discover that various flotation aids have different degrees of buoyancy:

- Try floating in different positions using various flotation aids.
- Try floating with an aid and then kicking to the edge.
- Try floating with one aid in pairs, group of 4 or more.

Examples of buoyancy aids:

Buckets, water mats, variety of balls, fish bins, plastic containers, noodles, kickboards, Oar, Towel, Fishing rod, Tree branch, Plastic bottle, Lids, Chilly bin, Chilly bin lid.

Activity Two - Floating using an aid

Teachers should introduce floating on the front by floating in shallower water or by using a platform.

A variety of methods can be used, such as:

- Using a pool wall, ledge or side.
- Using noodles.
- Using two kickboards.
- Using a buoyant aid, such as a noodle around the waist or two kickboards under the armpits, students slowly lean back, lower the back of the head onto the noodle and extend the hips while looking up.

Activity Three - Floating without an aid

Try a variety of floats such as:

- Mushroom float (holding/hugging legs).
- Jellyfish float (this is like a mushroom float, but the arms and legs dangle like tentacles).
- Turtle float (this is like a mushroom float, but the head is lifted to get another breath of air without standing then placed back in the water).
- Floating like different letters of the alphabet or shapes.
- Star float (front/back).

PĀRERA RACES

With one kickboard in each hand, shoulder-wide players kick across to the opposite side and back
Try on back as well.

GAME

TUNA WHISTLE GAME

Participants line up at a starting line in waist to chest deep water. On signal 'Go' they start moving around the pool like an eel as fast as possible toward a previously designated finish line. When the teacher blows a whistle, everyone must stop immediately and do a front or back float.

When two short blasts are blown on the whistle, they may continue moving around. The tuna whistle should be blown several times before the finish line is reached. The participant who gets to the finish line first is the winner.

LESSON

ROLLING AND TURNING IN THE WATER – ORIENTATION

MUST SEE

- Students confidently walking across the pool frontwards and backwards.
- Students confidently rotating around themselves in both directions

Activity One - Orientation

- Walk in different ways across the pool - forwards, backwards and sideways.
- Animal walks - perform an animal movement across pool and a different one back.
- In pairs, one person standing like a scarecrow arms out, legs apart while the other person runs around them, change then repeat with legs together, standing on one leg.

Activity Two - Front float recover to stand

- Holding onto rail face in, lying flat, teacher blows whistle and they stand to recover.
- Holding kickboard float, teacher blows whistle and they stand to recover.

TEACHING POINTS - FRONT FLOAT STAND TO RECOVER:

- Good breath control, breathing out on recovery.
- Curl legs up.
- Place feet on ground.
- Reach forward with hands push down with hands.
- Lift head up.

Activity Three - Back float recover to stand

- With noodle around the back, students lie back, teacher blows the whistle and they recover to standing.
- 2 kickboards same as above.

TEACHING POINTS - FRONT FLOAT STAND TO RECOVER:

- Good breath control, breathing out on recovery.
- Lift head and shoulders to look at toes.
- Curl knees up.
- Reach forward with hands pushing up.
- Head out of the water to place feet on ground.

GAME

SPINNING TOP

Students stand in the pool away from each other. Standing up they must twirl in the water to the left and to the right (360° rotation each way). When they are done, they bob under the water and stand up. Raise their arm in the air when done.

RED LIGHT/ GREEN LIGHT

Moving around the pool, teacher calls either red light or green light. If Red then students must perform a forward roll. If Green the students must find a partner and turn around on the spot.

WHAT TO DO IN AN EMERGENCY - SAFETY OF SELF AND OTHERS

MUST SEE

- Students able to recall / identify an adult must be there at all times when they are by the water.
- Correctly answer oral questions.
- Responses may be prompted.
- Lifejacket is fitted correctly and student knows why.

Activity One - Discussion

- Discuss the importance of always having adult supervision in and around water.
- Discuss who can help if you or others are in trouble in the water.
- Discuss why the students must NEVER enter the water to help someone in trouble.
- Discuss the depth of the water and the best entrance and exit point.

Activity Two - Safe Entry and Exit

- Students to decide their best entry point and advise teacher of their exit point.
- Enter the water via the ladder or slide in entry.

Activity Three - Signaling for Help

- Demonstrate the Signal for Help gesture – Arm up and waving. Yell 'Help', 'Help' 'Help'.
- Students practice the Signal for Help gesture – Arm up and waving. Yell 'Help', 'Help' 'Help'.

Activity Four - Throwing a Regular Object in the water to Help Someone Float

- Discuss how some objects can float and help someone in trouble in the water.
- Students to look around and select an item to throw.
- Have a number of objects at poolside such as: A chilly bin, empty milk bottles, plastic chair, ball, bucket.
- Students to line up and practice throwing the object into the water safely. Ensure students are positioned away from the edge of the pool and show them how to throw without stepping into the pool.

Activity Five - Fit a Lifejacket

- Demonstrate fitting a life jacket.
- Discuss when and why life jackets must be worn by them (and others).
- Students select their own lifejacket and put it on themselves. Does it fit correctly?
- Show students whether their choice fits well and if not explain why.
- Once lifejacket is correctly fitted, students to enter the pool safely.
- Students to bring their legs up in a huddle position and float.
- Students to experience floating in their lifejacket and trying to move by paddling.

NAMING DANGERS

Can children name a danger around water?

FLOATING OBJECTS

Children to name items that could float in the water. Why or why not?

PROPULSION

MUST SEE

- Relaxed and confident in moving around the pool unassisted.
- Ability to exit pool safely.

Activity One - Moving in the pool

- Walk across the pool, holding onto the edge.
- Walk back out without holding onto the edge.
- Walk out away from the edge.
- Run across the pool forwards, backwards, sideways, skipping, hopping and jumping.

Activity Two - Sculling

While standing in the water with the arms initially out of the water:

- Angle palms out with little finger leading (outward sweep) angle palms in with thumbs leading (inward sweep).
- "Push away the sharks and bring in the mermaids".
- "Push away the sharks and bring in the pirates".

Standing in shallow water:

- Practice the outward and inward sweep of the sculling action just under the surface of the water keep the upper arms reasonably still and allow the hands and forearms to move outwards and inwards in relaxed, smooth but firm and continuous movements.

GAME

SIAMESE WANDERS

In pairs and holding hands, lined up with backs against the wall.

On "Go" signal, they wade as fast as possible across the pool - keeping their hands together.

The first Siamese Twins to make the round trip are the winners.

SHARK AND TUNA

One player is selected as the shark and another player is selected as the Tuna.

All other players join hands to form a circle. The Shark starts on the outside of the circle, the Tuna starts on the inside of the circle. On 'GO' the Shark tries to get inside the circle to catch the Tuna. Players making the circle try to keep the Shark from getting the Tuna. Players can let the Tuna outside the circle by lifting their hands. The Shark cannot break the joined hands, but can try to swim over or under the net or swim through a gap.

When the Tuna is tagged, a new Shark and Tuna are chosen.

MAGIC BALL

In teams, one person a time tries to move a ball from one side of the pool to the other as fast as they can.

Can they move the ball by blowing on it, using on their chin with their nose?

**Water
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LEVEL TWO

EMERGING, YEAR 3-4

WATER SAFETY AND AWARENESS

MUST SEE

- Have the confidence to ask the nearest appropriate adult for assistance.
- Know to check and wear suitable equipment such as a life jacket.
- Know dangers around the home like pools or buckets full of liquid. Always keep the pool gate shut and empty buckets when not in use.
- Know dangers around farms and fields such as troughs, and ponds.

LESSON

GETTING IN AND OUT OF THE WATER

MUST SEE

Safe and confident entry and exit, including:

- Climbing in and out using ladder.
- Walking up and down using steps.

Slide in:

- Two hands on the side and twist in.
- Toes slide down the slide of the pool.

Accidental Fall in:

- Head and chest protected with hands and forearms.
- Chin tucked to chest.
- Legs together with knees bent towards chest.
- On entry, surface and turn body to safety.
- Exit unassisted from deep water using edge.
- Kick vigorously and fully extend arms to support body, use knee or foot on edge of pool to climb out.

Activity One - Discussions

Discuss the various safe entry and exits into the pool.

Activity Two - Ladder Entry and Exit.

- Climb down and up the ladder.
- Demonstrate 'slide in' entry - explain reasons and locations for using this entry.
- Practise 'slide in' entry - face away from the water.
- Practise 'slide in' entries with control.

Activity Three - Fall in entry

- Practice in a kneeling position.
- Practice in a tight tuck position.
- Practice in a bent over position.
- Practice standing falling sideways.

Add some variety to these by making the water turbulent, falling onto a mat or a heap of noodles in the water. It's important to teach students to protect their head and body as much as possible by tucking chin into the chest, placing hands on top of the head to protect face and press elbows into the chest and knees tucked up into the chest.

Activity Four - Deep Water

Practise exiting from deep water by kicking legs vigorously and using arms to lever body out of water.
- Add some variety by simulating an injury on exits or making the water turbulent.

GAME

SLITHERING EELS

Everyone sits along the pool's edge. One at a time they slide into the water slowly and with control, trying not to make any splashes or alert the 'prey'.

Practise using two methods: twisting to face the wall bending elbows to lower their body and sliding in facing the water.

OPEN WATER SIMULATION

Climbing up a muddy bank (piling up some lifejackets and cover with a plastic sheet then try and climb up over the, when doing this activity you need to have 3 points of contact at all times; elbow, elbow, knee, knee)

LESSON

GOING UNDER THE WATER – SUBMERSION

MUST SEE

- Submerge whole face in water.
- Open eyes underwater.
- Blow bubbles (exhale through mouth and nose).
- Blink eyes to remove water on surfacing
- Slowly exhale through nose and mouth to sink down.
- Locate objects above water, open eyes and retrieve from bottom.
- Head between arms, fingers aiming towards pool.
- When pushing off wall, fingers touch water first, legs and feet last.

Activity One - Sit Dive

Sit on side of wall at deeper end, place feet flat on wall, tuck in chin, lock hands and lock head position head. Aim fingers towards water and gently push into pool (remember to steer up) Should only be performed in depth 1.3m.

Activity Two - Yo-Yo

- With partner - holding hands, one bobs under and fully exhales, comes up and the other bobs under.
- Talk under water with partner.

Activity Three - Submersion

- Bob under a hoop held on top of the water.
- Shake hands with your partner under water.
- Watch your partner blow bubbles under water.
- Try to sit down on the bottom of the pool.
- Bob up and down then clasp both knees to keep feet off the bottom.
- Sit on the bottom for 5 seconds.
- Walk across the pool and sit down on each line.
- Pick up dive rings from bottom of the pool.

Take a short piece of rope and try and sit on the pool floor and tie a knot in the rope. Partner takes the rope under and unties the knot.

Put a bucket on the pool floor (weight down with a dive weight or similar). Ask children to collect rings from around the pool floor and place into the submerged bucket.

GAME

DUCK FOR PAUA RELAY GAME

Participants stand in waist deep water one behind the other in a line. Allow about one metre distance between players. The first participant in each line has a diving brick, heavy dive ring, large stone or similar object acts as the 'paua'. At the start the first participant on each team holds the 'paua' over his head and on the starting signal they drop it behind them into space between themselves and the next in line. The next participant ducks under, retrieves the object stands up, and drops it behind him and so on until the 'paua' has reached the last in the line.

The participant retrieves the 'paua' and runs to the front of the line. Everyone moves back a place and the actions starts all over again. The team to get all players back to their original place first wins.

MEXICAN WAVES

Players form a circle and hold hands. Designate a leader.

The leader squeezes the hand of another player on one side, which will determine the direction the Mexican wave will go in.

The player takes a breath and goes underwater, squeezes the hand of the following person. They remain underwater until they need a breath. The process is repeated until all participants have been underwater.

Change direction at any time.

GLIDE TUNNELS

Have children stand facing a pool edge, each with a noodle pushed up against the edge to form an archway - or if more children, one child can hold each end of noodle.

One child at a time then glides under the archway. Children can do this at their own level, progressing from walking under the arches, gliding, swimming, kicking on their backs, according to their ability.

FLOATING ON THE WATER - PERSONAL BUOYANCY

MUST SEE

- Floating on front, back and side with strong, flat body position at surface.

Activity One - Side Floating

Many of the shallow-water activities mentioned in the front and back float sections can be used to teach the side float: with a flotation aid held over the hips or held out past the head.

Activity Two - Independent

Try a variety of floats such as:

- Mushroom float (holding/hugging legs).
- Jellyfish float (this is like a mushroom float, but the arms and legs dangle like tentacles).
- Turtle float (this is like a mushroom float, but the head is lifted to get another breath of air without standing then placed back in the water).
- Floating like different letters of the alphabet or shapes.
- Star float (front/back).

Activity Three - Sculling

Shoulder-deep water.

- Students can bend both knees and lift the feet gently off the bottom of the pool. The lifting effect of the scull can be improved by increasing the speed of the action.- you can rotate around in a circle.

Head first sculling

- On back with arms and hands by side. Hands waving goodbye to your feet. Fingers tilted up towards the sky sculling out to the side and back in. (little waves) Back of the hand facing your head - Short sharp movements, Feet first sculling.
- The above position is adopted and the fingertips are tilted down towards the bottom of the pool.(scooping the water with their hands or scooping the icecream)

TEACHING POINTS:

- Hands relatively flat (not cupped).
- Thumbs down as the hand pushes outward.
- Thumbs up as the hands pulls inward.
- Upper arms relatively still.
- Action relaxed, smooth, firm and continuous.

GAME STATUES

Students are in the pool. On Go they all float on front without moving arms, hands, legs or feet.

They stand up when they need to move. Winner is the one who lasts the longest. Repeat with floating on back.

CHANGING FROM ONE FLOATATION POSITION TO ANOTHER

The development of confidence and sound body orientation skills must include experimentation with fluid movements that change from one float position to another. Students should be encouraged to move slowly, keep the limbs in the water, feel for positions which are easiest to maintain and move the limbs to maintain a balanced, buoyant position. Students should experience these floats in various combinations (e.g. star float on front, count to 5, change to a mushroom, count to 5 and twist over to a back float).

ROLLING AND TURNING IN THE WATER – ORIENTATION

MUST SEE

- Confident, with face relaxed in water, legs together and body flat at surface. On back breathing with chin off chest and eyes up, belly button and legs at surface.
- Students in crouch position confidently rotating around themselves in both directions with feet off the ground.

Activity One - Kickboards

- With the use of two kickboards / milk bottles, stand with arms out feet on ground, lean forward with chest and slowly putting face in water lift legs off ground and stretch out behind at surface.
- Who can be the flattest? Tuck knees to chest, lift head and come back to vertical position. Lean back and stretch legs out in front until body is flat at surface of water.
- Can the whole action be performed without touching bottom?
- Repeat without the aid of a floatation device.
- With the use of two kickboards / milk bottles, crouch with legs off ground and with arm and body momentum move left and right touching the bottom and without touching the bottom.

Activity Two - Boat Safety Activity

- In one row, number off - 1,2.
- When teacher calls out 1, 1s throw themselves sideways and then form a mushroom float. When teachers calls 2 the 2s then throw themselves to the opposite side of 1's and form a mushroom float.
- Try throwing forwards, backwards.

This simulates being thrown off a boat, no matter which way you fall, if you go into a mushroom float, you will float to the surface.

Activity Three - Beach Safety Activity

- In pairs – 1 person forms the mushroom float, while the other person spins the mushroom in a forward and backward somersaults

This simulates being dumped by a wave - student needs to blow out both nose and mouth to avoid panic.

GAME

SPINNING TOP

Students stand in the pool away from each other. Standing up they must twirl in the water to the left and to the right (360° rotation each way). When they are done, they bob under the water and stand up. Raise their arm in the air when done.

WHAT TO DO IN AN EMERGENCY - SAFETY OF SELF AND OTHERS

MUST SEE

- Students able to recall / identify an adult must be there at all times when they are by the water.
- Correctly answer oral questions.
- Responses may be prompted.
- Lifejacket is fitted correctly and student knows why.
- Students being able to throw an object into the water safely.

Activity One - Discussions

- Discuss the importance of always having adult supervision in and around water.
- Discuss and ask questions on a range of water safety topics.
- Discuss who can help if you or others are in trouble in the water.

Activity Two - Safe Entry and Exit

- Discuss the depth of the water and the best entrance and exit point.
- Students to decide their best entry point and advise teacher of their exit point.
- Enter the water by the best method to suit the student's ability.

Activity Three - Signaling for Help

- Demonstrate the Signal for Help gesture – Arm up and waving. Yell 'Help', 'Help' 'Help'.
- Students practice the Signal for Help gesture – Arm up and waving. Yell 'Help', 'Help' 'Help'.

Activity Four - Throwing a Regular Object in the Water to Help Someone Float

- Discuss how some objects can float and help someone in trouble in the water.
- Students to look around and select an item to throw.
- Have a number of objects at poolside such as: a chilly bin, empty milk bottles, plastic chair, ball, bucket.
- Students to line up and practice throwing the object into the water safely. Ensure students are positioned away from the edge of the pool and show them how to throw without stepping into the pool.

Activity Five - Rope Rescue

- Demonstrate the rope rescue. Teacher holds onto the rope and throws other end into pool. Teacher lies on tummy poolside and pulls the rope towards them.
- Students practice the rope rescue.

Activity Six - Fit a Lifejacket

- Demonstrate fitting a life jacket.
- Discuss when and why life jackets must be worn by them (and others).
- Students select their own lifejacket and put it on themselves. Does it fit correctly?
- Show students whether their choice fits well and if not explain why.
- Once lifejacket is correctly fitted, students to enter the pool safely.
- Students to bend their legs in the HELP position and float.
- Students to experience floating in their lifejacket. Students to make starfish shapes on their backs, and moving about the pool by paddling with their arms (sculling).

NAMING DANGERS

Can children name a danger around water?

OBJECT FLOATING

Children to name items which could float in the water. Why or why not?

OBJECT FLOATING

Half the students are in the water. The other half are poolside. Poolside students throw object to water student. Water student floats on the object and doggy paddles to poolside.

LESSON

MOVING THROUGH THE WATER – PROPULSION

MUST SEE

Confidence in moving around the pool unassisted.

- Hills and Valley hand action (thumbs up, thumbs down).
- Hand moving faster than forearm.

Activity One - Moving in the Water

- Run across the pool forwards, sideways, backwards, skipping, hopping and jumping.
- In chest deep water, submerge to shoulders with arms out in front, practise horizontal arm sculling.
- Start with knees bent feet on the ground, then try to take feet off the ground while supporting body with scull.
- Discuss aquatic dangers at home.

Activity Two - Treading water

Students can practice treading water in a variety of ways:

- Sitting on chair with nice straight back and having one bottle in front of each leg.
- Move 1 leg at a time starting with the left leg with a flat foot- toes pulled up and moving clockwise going around the bottle.
- Right leg with a flat foot- toes pulled up and moving anti clockwise going around the bottle.
- Then Left, right, left, right.
- Holding onto the edge with one hand.
- Using a floatation aid as a noodle under the arms, or 2 kickboards.

GAME

HOOP TOWING

Each pair hooks their feet under the rim of a hoop, facing opposite ends. On the word "Go", the one facing the deep end sculls head-first, towing the other feet-first. When they reach the other side they swap over. This can be on backs or fronts.

KICKBOARD SCULLING GAME

Participants place kickboard flat behind the knees and sit on it. The instructor gives direction of movement:

- Sit on board and spin around in a circle using hands
- Move forwards 'row your boat' (use breaststroke arms)
- Move backwards 'row your boat'
- Kneel on board using sculling for balance
- Lie on board move forwards and backwards with arm movements only

POISON CENTRE

Equipment: Object (poison) - ball floating or anchored

Players join hands in a circle; an object is placed in the centre of the circle 'the poison'. The instructor explains that this object cannot be touched by anyone. Through splashing with the feet or pulling on other players in the circle, players may attempt to cause another in the circle to touch the poison. They must keep the circle together.

Variation:

Splash Ball

- the 'poison' floats and is easily moved (a balloon or ball) players splash to move the ball to the other side of the circle (Hands are not held in the variation).

Stationary Person

- The 'poison' is a person, possibly the instructor who may be permitted to reach out and touch others but may not change foot position.

Moving Person

- The 'poison' is a person who is allowed to move.

- Blindfold - The 'poison' is a blindfolded person.

**Water
Skills
for Life**



LEVEL THREE

CONFIDENT, Year 5 - 6

LESSON

WATER SAFETY AND AWARENESS

MUST SEE

- Know how to assess the environment where activities are planned.
- Understand the causes of hypothermia and how to avoid hypothermia.

LESSON

GETTING IN AND OUT OF THE WATER

MUST SEE

Correctly answer oral questions.

- Confident and safe entry.
- Confident movement in water.

Deep Water Exit

- Kick vigorously and fully extend arms to support body, use knee or foot on edge of pool to climb out.

Accidental Fall In Entry

- Confident and safe.
- Looking at point of entry.
- Knees relaxed when touching bottom.

Stride In Entry

- Confident and safe.
- Looking at point of entry.
- Knees relaxed when touching bottom.

Crouching Dive

- Ensure at least one toe is at edge of pool, head between arms, arms forward.(only in 1.8m)

Activity One - Discussions

- Discuss who can help if you or others are in trouble in the water.

Activity Two - Accidental Fall in Entry

- Practise fall in entries.
- Emphasise tucking chin to chest, hold head with hands to protect face, press arms to chest, knees bent towards chest.

Activity Three - Stride In Entry

This entry is used from a low edge or bank into know deeper water and to keep sight of someone in the water. Often a challenge for students to learn as leaning forward whilst looking ahead and stretching out can be tricky. Add some fun to this by scoring team points for the number of entries students can do without their heads submerging. Try a stride entry and then swim to a partner.

TEACHING POINTS:

- Step out from a standing position, aiming for distance.
- Extend one leg forward and the other backward, slightly bent at the knees.
- Lean forward.
- Extend arms sideways and slightly forward, elbows bent slightly and palms down.
- Look forward, to the person in difficulty.
- On entering the water, press down with the arms and scissor the legs to keep the head out of the water.

Activity Four - Deep Water Exit

Practise exiting from deep water by kicking legs vigorously and using arms to lever body out of water.

Activity Five - Crouching Dive

- Practise the crouch dive in deeper end of the pool.
- Sitting on the edge of the pool into deeper water, practice the various entry techniques then move as fast as you can to the other side. Exit and repeat.
- Discuss aquatic dangers at home.

GAME

TAG

One student is in. They stand in the middle of the pool and all the rest of the students are on the side of the pool.

On "Go", they all must enter the pool via designated entry type and make it to the other side without getting tagged, becoming the new tagger.

NOODLE DIVES

One noodle per pair, get one to practice dives off the side of the pool (sitting / kneeling / crouching) whilst the other is in the water with a noodle as marker away from the edge.

The goal is to have the diver dive over the noodle correctly without touching it.

NO TWO ENTRIES

Participants line up on the edge of the water. Each person performs an entry. No two entries can be the same until all possible entries have been done.

GOING UNDER THE WATER – SUBMERSION

MUST SEE

- Submerge whole face in water.
- Open eyes underwater.
- Blow bubbles (exhale through mouth and nose).
- Blink eyes to remove water on surfacing.

Activity One - Submersion

- Pick up dive rings from bottom of the pool, pick up as many as possible in one go.
- Submerge, push off wall, and swim through hoop under water.
- Sink to bottom and sit on pool floor.
- Sink to bottom and lie on pool floor.

Activity Two - Conclusion

Discuss dry rescue principles.



GAME

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SCAVENGER HUNT

Teaches young children not to be afraid of water. The depth of the water should be about waist deep for the children.

You can divide children into teams and have them dive for items that are heavy enough to sink to the bottom but have no sharp edges such as spoons or specially designed weighted pool toys.

One person at a time has to retrieve an item from the list. The first team that gathers all of their items wins.

HOOP BOB

Spread several hoops out around the pool, with two teams.

On "Go", one player from each team must submerge and move underwater to a hoop where they can come up, have a breath and bob back under to move to the next hoop. Once they have popped up in each hoop, they swim back and tag the next teammate.

SHARK AND TUNA

Explanation:

One player is selected as the shark and another player is selected as the Tuna. All other players join hands to form a circle. The Shark starts on the outside of the circle, the Tuna starts on the inside of the circle. On 'GO' the Shark tries to get inside the circle to catch the Tuna. Players making the circle try to keep the Shark from getting the Tuna.

Players can let the Tuna outside the circle by lifting their hands. The Shark cannot break the joined hands, but can try to swim over or under the net or swim through a gap.

When the Tuna is tagged, a new Shark and Tuna are chosen.

FLOATING ON THE WATER - PERSONAL BUOYANCY

MUST SEE

Confidently:

- Submerge whole face in water.
- Open eyes underwater.
- Blow bubbles (exhale through mouth and nose).
- Blink eyes to remove water on surfacing.

Relaxed fluid body movements:

- Lie on back with steady breathing, eyes up and chin off chest.

Body should be at the surface of water.

Activity One - Floating

- Practise a range of front floats (star, mushroom, jellyfish).
- Back float and recover to stand.
- Float without an aid for 90 seconds, signal for help.
- Practise the mushroom float with a partner and get them to move you in different orientations.

Activity Two - Sculling

- Practise sculling on front and back without kicking, practise moving body head first then feet first.
- Maintaining strong, flat body position at surface. Minimal kicking, fast hands with small upper arm movement.

GAME

BASKETBALL

In pairs, one person will be the basketball and the other the basketball player.

On the count of '3', the 'basketball' tucks themselves into the ball position and the 'player' will gently bounce them under water, allowing the 'ball' to pop up to the surface before bouncing them underwater again.

Keep repeating until they reach the other side and then swap over.

KICKING TUG 'O' WAR

In pairs, each holds opposite ends of a kick board. Use the flags as the centre line.

On "Go", they will try to propel themselves past the flags by kicking strongly.

PINBALL

Equipment: Soccer – size ball

Explanation: In pairs Players lie in a supine position with their feet touching the ball. The ball is placed in such a position that together they can hold the ball between the soles of their feet.

They then scull one going feet first and other going head first to the other side of the pool (keeping the ball all the time in the same position) This can be done as a relay or with pairs competing against each other to get "there and back".

ROLLING AND TURNING IN THE WATER - ORIENTATION

MUST SEE

Horizontal Rotation

- Body position - hips up and horizontal position.

Activity One - Horizontal Rotation

- Pushing off wall in horizontal position, kick or scull on front for 10 kicks, then rotate 180 degrees onto back, kicking or sculling on back for 10 kicks, then rotating back the way you came to repeat.

Activity Two - Somersaults

- Demonstrate a somersault in deep water.
- Students practice somersaulting.

Activity Three - Vertical Rotation

- Pushing off wall in horizontal position, kick or scull on front for 10 kicks, then do a forward flip, stand up, breathe and repeat.

Activity Four - Advanced

- Can they perform set without standing up - 10 kicks, or sculls forward flip back into horizontal.

GAME

SPINNING TOP

Students stand in the pool away from each other. Standing up they must twirl in the water to the left and to the right (360° rotation each way). When they are done, they bob under the water and stand up. Raise their arm in the air when done.

WHAT TO DO IN AN EMERGENCY - SAFETY OF SELF & OTHERS

MUST SEE

- Students able to recall / identify an adult must be there at all times when they are by the water.
- Correctly answer oral questions. Responses may be prompted.
- Reassuring person needing rescuing.
- Lifejacket is fitted correctly and student knows why.
- Students being able to throw an object into the water safely.
- Survival Sculling with arms, no legs, and legs, no arms.
- HELP Position with knees tucked up to waist.
- Huddle position and rotation of person in the middle.
- Rope rescue.

Activity One - Discussions

- Discuss the importance of always having adult supervision in and around water.
- Discuss and ask questions on a range of water safety topics.
- Discuss who can help if you or others are in trouble in the water.
- Discuss why the students must NEVER enter the water to help someone in trouble.
- Students being told how they can reassure the person in the water needing rescuing.

Activity Two - Safe Entry & Exit

- Discuss the depth of the water and the best entrance and exit point.
- Get students to imagine the pool is a river and the sides are slippery rocks. Where would the students exit the 'river'?
- Enter the water by the best method to suit the student's ability.

Activity Three - Sculling

Practise in deep end of pool, try to maintain a stationary horizontal position - with arm sculling and minimal kick. Maintain for 3 minutes.

Activity Four - Signaling for Help

Students practice the Signal for Help gesture – Arm up and waving. Yell 'Help', 'Help' 'Help'.

Activity Five - Throwing a Regular Object in the Water to Help Someone Float

- Have a number of objects at poolside such as: a chilly bin, empty milk bottles, plastic chair, ball, bucket.
- Students practice throwing objects into the water to a student in the water. Student in the water floats with the object.

Activity Six - Rope Rescue

Students practice the rope rescue by throwing rope to a student in the water. Student lies on tummy poolside and pulls the student in the water towards the pool edge.

Activity Seven - Fit a Lifejacket

- Students select their own lifejacket and put it on themselves. Does it fit correctly?
- Show students whether their choice fits well and if not explain why.
- Once lifejacket is correctly fitted, students to enter the pool safely.

Activity Eight - HELP Position

- Students to bring up their legs in the HELP position and float.
- Students to move about the pool in their lifejackets.
- Students to form a huddle (groups of 4, 5 or 6) with one person in the middle. Who should be in the middle? Should positions be rotated?
- Students to scull with their arms with minimal kicking in their life jackets.
- Students to scull with their legs and minimal arm movements in their lifejackets.
- Students to form lines of 6 or 7 in their lifejackets. Floating on their back, each line of students hook their legs around the next person's waist. Once the line is formed, the line moves down the pool by the students sculling with their arms.
- Students jump into deep water in their lifejackets.

GAME

RESCUE RACES

Divide class into two teams. Half a team is poolside and the other is in the water. Object of the game is for poolside students to perform a rope rescue on their teammates in the water.

Once all students are 'rescued' and out of the water, that team is the winner.

LINE RACES

Divide class into teams of 6 - 8. Teams in in life jackets and start in the water at one end of the pool.

On Go, the teams must form a line and perform arm sculling to get to the other end of pool. If the line breaks the team is disqualified.

Team which reaches the end without breaking is the winner.

OBJECT FLOATING

Half the students are in the water. The other half are poolside. Poolside students throw object to water student. Water student floats on the object and doggy paddles to poolside.

MOVING THROUGH THE WATER - PROPULSION

MUST SEE

- Confident movement through the water in any position.

Activity One

- Move across the pool and from end to end with feet off the ground using any form of propulsion.
- Keep students moving using any form of propulsion (back, front and side) for as long as they can.
- What did they experience when they got tired? How did they feel?

GAME

TORPEDO REPLAY

In teams, stand one in front of the other, with the first player touching the wall with their foot.

On "Go" the teammate lies in a streamline position and the rest of the team pulls the teammate to the front of the line.

Once the teammate stands up at the front of the line it's the next player's turn. The winning team is the team that goes through in entirety.

CURRENTS

Make a line facing the pool edge (about 1 meter out from the edge). Children then all push the water in one direction creating a current for one child at a time to try and swim with or against. lies on back and goes with the current, signaling for help.

For large groups, make 2 lines in the pool about 2 metres apart and create your current from both sides. For more advanced children use kickboards push against the water to create a stronger current. Child swimming can swim with the current, against, using a noodle to support themselves, sitting on a kickboard, wearing a lifejacket, towing a partner etc. according to ability.

CHAIN TAG

Two people are "it". They try to catch as many classmates as possible in the pool. When a classmate is caught, they join that person's 'chain' by linking arms with them and trying to also tag people.

If the chain breaks, they have to stop and reform before catching anyone else.

The human chain that is the longest, wins.

WHIRLPOOL

Players start running in a circle, creating a current.

Once the whirlpool is formed, they can stop and float on their front, back or side, or stop and try to swim against the current.

**Water
Skills
for Life**



LEVEL FOUR

GRADUATE, YEAR 7 - 8

LESSON

WATER SAFETY AND AWARENESS

MUST SEE

- Recognise an emergency for yourself or others. Know who to call for help and how.
- Know, understand and respect water safety rules, hazards and risks around the home, farm and around pools
- Know, understand and respect water safety rules, hazards and risk in natural environments such as at the beach, offshore, river or lake.
- Know, understand and respect water safety rules, hazards and risks for water activities such as swimming, water sports and boating.
- Know how and why to make safe decisions for yourself and others.
- Know how to recognise hypothermia and how to treat it.

LESSON

GETTING IN AND OUT OF THE WATER

MUST SEE

- Get in and out of the water safely in any environment.
- Perform this sequence with a buddy watching: check the depth of the water, check that the area is safe, jump into deep water, float on back for 1 minute to control breathing, return to edge and exit.

LESSON

GOING UNDER THE WATER – SUBMERSION

MUST SEE

- Get under water, open eyes and control breathing.
- Pick up an object from under the water.
- Dive from a horizontal position in the water and move underwater for a slow count to five.

LESSON

FLOATING ON THE WATER - PERSONAL BUOYANCY

MUST SEE

- Float, then regain feet.
- Control breathing while floating on back for at least 1 minute.
- Scull head-first and/or scull feet first for at least 3 minutes.
- Tread water for at least 3 minutes in deep water.
- Perform this sequence in deep water: correctly fit a lifejacket then tread water, scull, float or a mixture for 3 minutes while controlling breathing. Then return to edge and get out of the water.
- Perform this sequence for five minutes: signal for help while treading water, sculling, floating, or a mixture, and while controlling breathing.

LESSON

ROLLING AND TURNING IN THE WATER – ORIENTATION

MUST SEE

- Horizontal rotation (front to back and back to front).
- Horizontal to vertical rotation and vice versa (front or back to upright and return).
- Vertical rotation (half rotation and full rotation) around the body's vertical axis.

LESSON

WHAT TO DO IN AN EMERGENCY - SAFETY OF SELF AND OTHERS

MUST SEE

- Float and signal for help with and without a flotation aid.
- Do a reach rescue and a throw rescue with a buddy.
- Perform this sequence: correctly fit a lifejacket, do a step entry into deep water, float in the H.E.L.P. position, then with a couple of buddies or a group form a huddle, return to edge and get out.

LESSON

MOVING THROUGH THE PROPULSION

MUST SEE

- Move 15m non-stop, using any form of propulsion.
- Move through the water environments of all kinds (currents, waves, depth – in situ or simulated).
- Move 50m and/or 3 minutes non-stop, confidently and competently – using any form of propulsion on their side, front, back, or a mixture.
- Move 100m and/or 5 minutes non-stop, confidently and competently – using any form of propulsion on their side, front, back, or a mixture.

