



OPERATIONAL MANUAL

Water Skills For Life Beach learning has a layered modular approach including educators/providers for both in school and open water and the school teacher-led classroom sessions

**Open Water
Provider**

**Primary School
Teacher**

**Water Skills
For Life
Beach Educator**



SUPPORTED BY



**He Kaupare. He Manaak
He Whakaora.**
prevention. care. recovery



BACKGROUND

Between 2017 and 2019, Water Safety New Zealand (WSNZ) commissioned two research projects with the University of Otago's School of Physical Education, Sport and Exercise Sciences, to understand better the impact of Water Skills For Life on children's water safety and survival of drowning now, and in the future.

Reference to Chris Button

A number of important learnings for the water safety sector have emerged from this and other reports

- That generally, children do have a low level of water skills understanding and ability and this needs to be improved
- That children retain what they've learnt better with repeat and frequent skills training
- That learnt skills can be retained better if they are learnt in authentic environments.

In New Zealand, even though most drownings occur in open water, the majority of Water Skills For Life delivery occurs in swimming pools.

It is possible that learning Water Skills For Life in a pool doesn't sufficiently prepare people to develop water competencies when exposed to open water environments.

THE WHY?

WSNZ is making water safety and Water Skills for Life an integral part of a child's learning through the Health & PE Curriculum. Furthermore, to make it truly effective to ensure a generational improvement in children's knowledge, attitudes and behaviour around water, we are embedding Water Skills For Life into authentic environmental education to make water safety skills training reflective of real-life experiences. The new programme is Water Skills For Life Beach.

Water Skills For Life Beach will feature the inclusion of:

- Exploring and promoting opportunities to teach water safety knowledge and skills to New Zealanders in open water environments
- Identifying and supporting 'expert' organisations best placed to provide education in different open water environments
- Liaising and lobbying with the Ministry of Education and NZ Schools to consider how best to integrate open water safety education with swimming pool based skill acquisition programs

Water Skills For Life Beach layered approach is based on three pillars

KNOWLEDGE
Teacher learning
and delivery

COMPETENCY
Student learning

EXPERIENCE
Application and
understanding

WATER SKILLS FOR LIFE POOL AND BEACH

Water Skills For Life Beach incorporates all the learnings from the foundation programme, Water Skills for Life Pool, with in-depth learning around beach/rocky foreshore recreation and water safety.

The programme has various learning components, which can be experienced in the classroom, on field trips to the beach (dryland), pool/wave pool and in, on and around the water at the beach.

WATER SKILLS FOR LIFE BEACH

WATER SKILLS FOR LIFE POOL

Water Safety and Awareness

THEORY

Module

1. Dangers and safety rules for places we swim
2. Rips
3. Waves
4. Hypothermia
5. Weather and Tides
6. Sunsmart

7. Beach Ecology
8. Rocky shores, sandy beaches
9. River mouths and estuaries
10. Testing materials for floatation
11. Marine life
12. Sustainable fishing practices

- Recognise an emergency
- Rules, hazards and risks for closed water environments
- Rules, hazards and risks for open water environments
- Rules, hazards and risks for water activities
- Safe decision making
- Hypothermia

Getting in and out of the water

PRACTICAL

Module

1. Dangers and safety rules for places we swim
2. Rips
8. Rocky shores, sandy beaches
9. River mouths and estuaries

- 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

Submersion

PRACTICAL

Module

1. Dangers and safety rules for places we swim
2. Rips
3. Waves
8. Rocky shores, sandy beaches
9. River mouths and estuaries
10. Testing Materials for floatation

- 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

Personal Buoyancy

Practical

Module

1. Dangers and safety rules for places we swim
2. Rips
8. Rocky shores, sandy beaches
9. River mouths and estuaries
10. Testing materials for floatation

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: 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

Orientation

Practical

Module

1. Dangers and safety rules for places we swim
2. Rips

3. Waves
8. Rocky shores, sandy beaches
9. River mouths and estuaries
10. Testing materials for floatation

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

Safety

Practical

Module

1. Dangers and safety rules for places we swim
2. Rips

8. Rocky shores, sandy beaches
9. River mouths and estuaries
10. Testing materials for floatation

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 for five minutes: signal for help while treading water, sculling, floating, or a mixture, and while controlling breathing

Propulsion

Practical

Module

1. Dangers and safety rules for places we swim
2. Rips
8. Rocky shores, sandy beaches
9. River mouths and estuaries

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

Layered Delivery Approach

There are three sections to the Water Skills For Life Beach program.

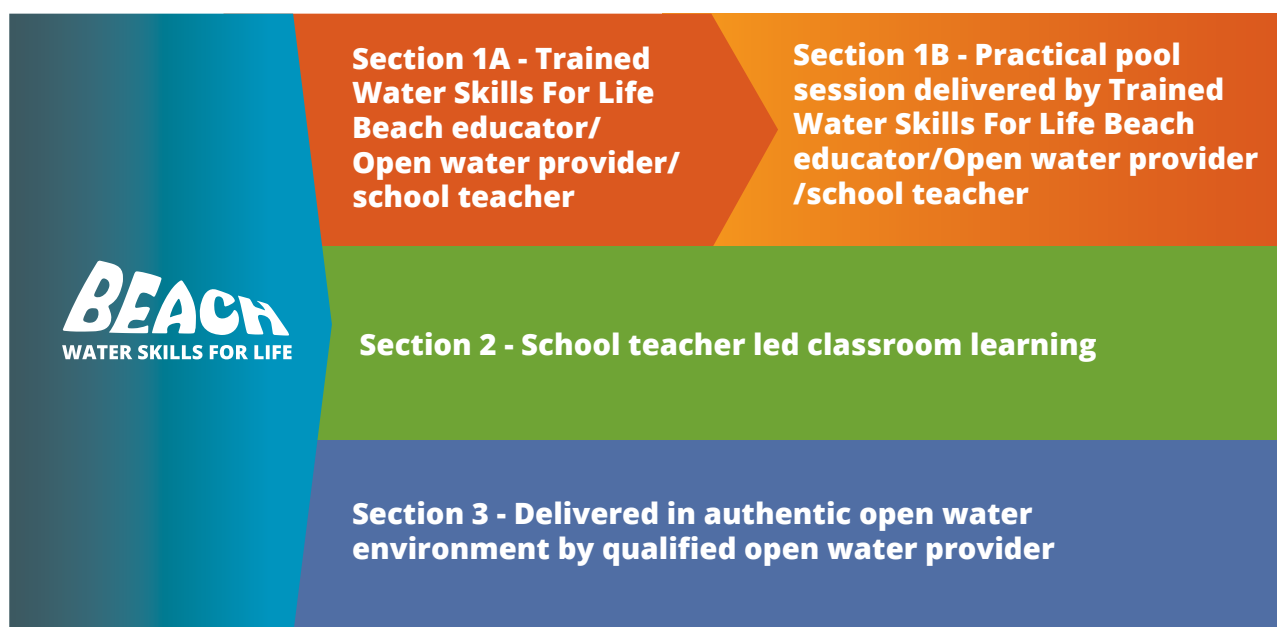
Section 1A of the Water Skills For Life Beach can be taught in a classroom by either a trained Water Skills For Life Beach educator, school teacher or an open water provider.

Section 1B can be delivered at the school pool or aquatic facility by a Trained Water Skills For Life Beach educator, school teacher or where possible open water provider.

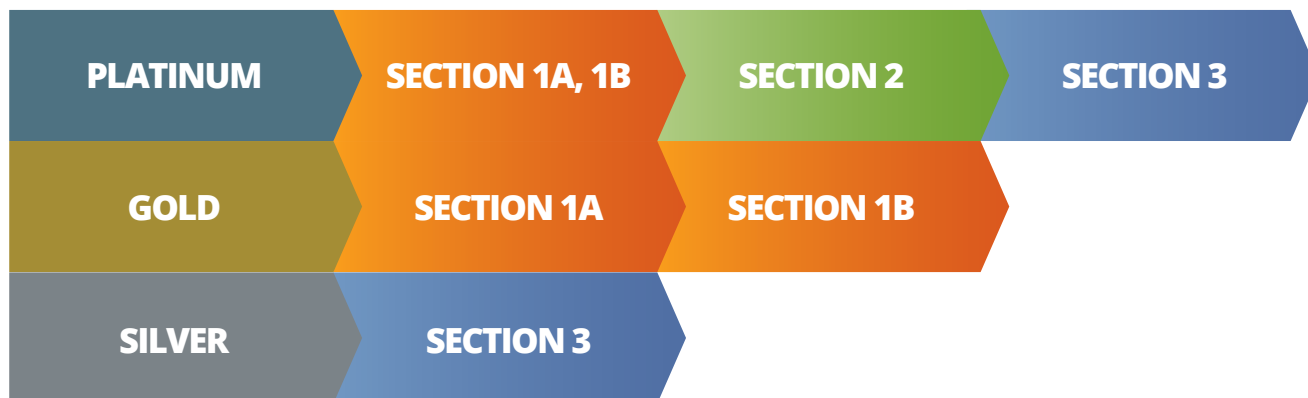
Section 2 of the Water Skills For Life Beach is taught by the school teacher in the classroom utilising the Water Skills For Life Beach unit plans.

Section 3 of the Water Skills For Life Beach will be delivered in an authentic open water environment by qualified open water provider.

*Note: If **Section 1B** has not been delivered before **Section 3**, the open water provider will need to incorporate the practical pool activities into their practical delivery.*



<p>Trained Water Skills For Life Beach Educator School Teacher (mix of theory and practical)</p>	<ul style="list-style-type: none"> ● Dangers and safety rules for places we swim – theory ● Rips – theory and practical ● Waves – theory and practical ● Hypothermia – theory ● Weather and tides – theory ● SunSmart – theory 	<ul style="list-style-type: none"> ● Local context rocky shores/sandy beaches/river mouths/estuaries – theory ● Practical pool session – RIPs, waves, currents, rough waters, boogie boards, survival skills, wading, duck diving etc
<p>School Teacher (theory)</p>	<ul style="list-style-type: none"> ● Dangers and safety rules for places we swim ● Rips ● Waves ● Hypothermia ● Weather and tides ● SunSmart 	<ul style="list-style-type: none"> ● Beach ecology ● Rocky shores/sandy beaches ● River mouths/Estuaries ● Testing materials for flotation ● Marine Life ● Sustainable fishing
<p>Open water provider Onsite practical (theory and practical as per Water Skills For Life Beach educator)</p>	<ul style="list-style-type: none"> ● Dangers and safety rules for places we swim – theory ● Beach ecology – onsite as part of intro ● Rips – onsite as per practical session ● Waves – onsite as per practical session ● Hypothermia – onsite as part of intro 	<ul style="list-style-type: none"> ● Weather and tides – onsite as part of intro ● SunSmart – onsite as part of intro ● Beach ecology – onsite as part of intro ● Local context Rocky shores/sandy beaches theory and practical ● Testing materials for flotation – practical



Providers will be identified as Platinum, Gold or Silver providers.

- Providers may have staff available to implement all three sections, where some providers may only deliver in one section
- Providers can select the content that best suits their delivery style, and personalize their resources to optimize the students experience and increase engagement

The following considerations are to be used throughout this instructional strategy and approach in the various sections:

- Size of instructional group
- Mastery requirements of content
- Frequency of progress monitoring
- Duration of the delivery (weeks)
- Frequency with which the program is delivered
- Educator's skill level
- Focus on the content or skill

School Engagement

STEP ONE: Provider engages with the interested school to promote the Water Skills For Life Beach program and book dates. Schedule two 30-minute sessions with each year level, one theory and one practical session per class

STEP TWO: Show teachers where they can access the module plans and assessment material

STEP THREE: Day of face-to-face classroom delivery and pool delivery - follow the lesson structure for Section One Part A and Part B of the Water Skills For Life Beach program. Program is delivered based on 30 minute delivery for Yr 3-4Yr and 30-45 minute delivery for Yr 5-yr 8.

In School Class Delivery Outline

SECTION 1 PART A

The below table will identify what modules are to be delivered to which year level.

You MUST incorporate **all** module content into the 30-45 minute lesson.

Refer to page13/14 for lesson structure.

THEORY MODULE	YR 3-4 30min delivery	YR 5-8 30-45min delivery
MODULE 1: Dangers and safety rules for places we swim	✓	✓
MODULE 2: Rips	✓	✓
MODULE 3: Waves	✓	✓
MODULE 4: Hypothermia		✓
MODULE 5: Weather and Tides		✓
MODULE 6: SunSmart	✓	✓
MODULE 7: Beach Ecology		✓
MODULE 8 AND 9 dependent on local context rocky shores/sandy beaches/river mouths/estuaries	✓	✓
MODULE 10: Testing materials that float	✓	✓

In School Pool Delivery Outline

SECTION 1 PART B

Day of practical school pool or aquatic facility led delivery – Program is delivered based on 30 minute delivery for Yr 3-4Yr and 30-45 minute delivery for Yr 5-8.

Reference: ACTIVITY IDEAS FOR POOL AND OPEN WATER ENVIRONMENTS APPENDIX
pages 25-32

The below table will identify what modules are to be delivered to which year level.

You MUST incorporate all module content into the 30-45 minute

Refer to page 15/16 for lesson structure

PRACTICAL MODULE		YR 3-4 30-45min delivery	YR 5-8 30min delivery
1.2	Rips and currents – rough water	✓	✓
1.3	Waves – duck diving, wading	✓	✓
1.8	Rocky shores/sandy beaches	✓	✓
1.8	Surfing/bodyboarding skills	✓	✓
1.10	Testing materials that float	✓	✓

SCHOOL TEACHER – Classroom Led Module Delivery

The classroom delivery of unit plans are dependent on the type of water environment in their local area, they consist of compulsory and optional modules. The modules can be delivered in any order.

SECTION 2

COMPULSORY MODULES	OPTIONAL (Depending on local context)
MODULE 1: Dangers and safety rules for places we swim	MODULE 4: Hypothermia
MODULE 2: Rips	MODULE 6: SunSmart
MODULE 3: Waves	MODULE 10: Testing materials for floatation
MODULE 5: Weather & Tides	MODULE 11: Marine Life
MODULE 7: Beach ecology	MODULE 12: Sustainable Fishing
MODULE 8 AND 9: Local context dependent on type of open water environment locally (Rocky shores/sandy beaches/river mouths/estuaries)	

OPEN WATER DELIVERY

SECTION 3

Section 3 is designed to provide practical components delivered during the authentic open water session. The Section 3 delivery is for students year six and above. A ratio of 1 adult to 5 children MUST be adhered to.

The below checklist will identify what practical components are to be delivered during the open water session.

*Note: If **Section 1B** has not been delivered before **Section 3**, the open water provider will need to incorporate the practical pool activities into their practical delivery.*

Refer to Pg 15&16

MODULE	ONSITE INTRODUCTION	PRACTICAL
MODULE 1: Dangers and safety rules for places we swim	✓	N/A
MODULE 2: RIPS	✓	✓
MODULE 3: Waves	✓	✓
MODULE 4: Hypothermia	✓	N/A
MODULE 5: Weather & Tides	✓	N/A
MODULE 6: SunSmart	✓	N/A
MODULE 7: Beach ecology	✓	N/A
MODULE 8 and 9: dependant on local context Rocky shores/ sandy beaches/river mouths/estuaries	✓	✓
MODULE 10: Testing materials that float	NONE	✓
MODULE 12: Sustainable fishing practices	✓	NONE

OPEN WATER SESSION

SECTION 3

Note: Recommend all providers to look into the surroundings, find out local knowledge about the area, including photos of what the area looked like five years, ten years ago for comparison today – a local person who can talk about the environment when they were young in contrast to today.

Open water providers can select the content that best fits their delivery style and personalize their resources to optimize the student's experience and increase engagement.

LESSON STRUCTURE

The below lesson structure is based on a best practice circuit model. Students are split into several groups depending on the number of providers for both the theory and practical session.

Sample day plan can be adapted to incorporate a full day delivery, numbers of groups are dependant on number of providers, minimum is two groups. For the group discussion refer to Page 23,24 of manual for examples of inquiry learning discussions. Practical activities page 25/26

Refer to Page 23 for safety briefing MUST COVER component

Refer to Page 24 for MUST COVER for theory part of practical session

Refer to Page 25 for Pictorials of Practical Component

Refer to Page 33 for examples of Types of Beach Hazards

SAMPLE DAY PLAN

	ARRIVE - Students arrive at drop off point for safety briefing	
15 mins	Safety briefing begins (as per individual provider Health & Safety policy)	
30 mins (depending on groups and content)	Gather students towards beach vantage point	
	Students are broken into two groups and rotate after 15mins to the next activity	
	Group discussion, ask inquiry learning questions to students whilst looking out at the beach	
	GROUP ONE	GROUP TWO
20 mins	BREAKTIME - EAT	
30 mins	Gather students towards beach vantage point	
	Students are broken into two groups and rotate after 15mins to the next activity	
	Group discussion, ask inquiry learning questions to students whilst looking out at the beach	
45 mins	BREAKTIME - CHANGE INTO SWIM WEAR	
1 hour - 1.5hour practical session	GROUP ONE	GROUP TWO
	LEAVE - BUSES LEAVE FOR SCHOOL	

Educator Information

Summary of lesson plan delivery

The learning modules have been designed to align with the Ministry of Education Health & PE Curriculum AND competencies and skills from Water Skills for Life (pool). As previously mentioned, Water Skills for Life Beach has various learning components which can be experienced in the classroom, on field trips to the beach (dryland), pool/wave pool and in, on and around the water at the beach.

The following four pages provide lesson structure and delivery options for two age groups; years 3 – 4 students and years 5 – 8 students.

Section 1 Part A, and **Section 1 Part B** can be delivered at the school, in the classroom and in the school pool, if available, or at the nearby aquatic centre, funds permitting.

Resources required for Section 1 Part A delivery including:

- Kurious Kumara's day at the beach – book and rhyme
- Spot the rip images
- The Water Safety Code
- Water Skills for Life Beach Risk Identification table
- Scenario card

Equipment required for Section 1 Part B delivery:

- Kickboards
- Clear 50L containers
- Hula hoops with strips of plastic garbage bags
- Lifejackets
- Boogie boards
- Chilli bin with separate lid, fish bins, buckets, beach balls, oars, goon bags or petrol can
- Old clothes

SECTION 1 PART A

Note: The lesson structure should incorporate all modules, utilising the Water Skills For Life Beach resources and additional activities to fill the allocated timeslot for delivery.

YR 3 AND 4 (based on 30 minute delivery)

MODULE	WATER SKILLS FOR LIFE BEACH RESOURCES	ADDITIONAL ACTIVITIES (IF REQUIRED)
MODULE 1: Dangers and safety rules for places we swim	Kurious Kumara's day at the beach- book and rhyme	Brain storm in small groups what to take to the beach
MODULE 2: Rips	Read the above book and ask interactive open questions to engage students. Teach the class the Kurious Kumara's day at the beach rhyme. Spot the Rip images- have an assortment of images of different rips. Ask the students to identify and discuss where they think the rips are in each image and why	Class discussion using open ended questions: Have you seen or been in a rip before? Do you know anyone who has been caught in a rip? In pairs discuss what is a rip? What does a rip look like? Demonstrate the help signal and provide others with a floatation aid.
MODULE 3: Waves		Class discussion – What are the different types of waves? Which wave would be the safest for swimmers? Which wave do you think surfers would prefer? Which wave do you think would be the most dangerous to people fishing off the rocks? Class discussion on the importance of observing waves and checking weather forecasts to make sure it is safe to enter the water for the above activities
MODULE 6: SunSmart		Small group discussion – identify the four SunSmart messages and correct application's and re application's for the beach
MODULE 8: Local context dependent on type of open water environment locally (Rocky shores/sandy beaches/ river mouths/estuaries)		Small group discussion – What type of open water environments are in your community? What do you do in this environment? What have you seen others do in this environment? What dangers can you identify for each environment? What are some strategies that you have used to keep safe? Introduce landmarking
MODULE 10: Testing materials that float		In small group identify what everyday objects can they use for floatation

YR 5 TO 8 (based on 30-45 minute delivery)

MODULE	WATER SKILLS FOR LIFE BEACH RESOURCES	ADDITIONAL ACTIVITIES (IF REQUIRED)
MODULE 1: Dangers and safety rules for places we swim	Water Safety Code Water Skills For Life Beach Risk Identification table	In groups discuss the following scenario – have 1 minute to come up with a plan to rescue a friend in trouble 15 meters from shore In groups identify four water hazards & rules that apply to that hazard In groups hand out a scenario/s to give to the students to help them practise preparing for water activities e.g. Preparing to go on a fishing trip with their family.
MODULE 2: Rip	Spot the Rip images- have an assortment of images of different rips. Ask the students to identify and discuss where they think the rips are in each image and why	Split the students into groups of 3. Give the students an assortment of true and false statements that are signs of a rip. Ask them to sort these into what they think are true signs of a rip and false signs of a rip. Students will present their ideas to the class and justify their decisions.
MODULE 3: Waves	Scenario cards: Plan a beach activity that is impacted by waves (i.e. swimming, surfing, rock fishing) identifying what someone would do before going to the beach, before getting into the water and how to manage an activity safely in the water. Plan a beach water activity, The activities they may choose from include: surfing, rock fishing or swimming. What would a water smart person do before going to the beach, what they would do when they get to the beach and how to manage safe beach activities while in the water.	Class discussion on types of waves Use open ended questions: Ask the students: Which wave would be the safest for swimmers? Which wave do you think surfers would prefer? Which wave/s do you think would be the most dangerous to people fishing off the rocks? Discuss the importance of observing waves and checking weather forecasts to make sure it is safe to enter the water for these activities. Group discussion using scenario cards Class discussion on the wading technique and diving through waves
MODULE 4: Hypothermia		Class discussion using a white board and list all the things you know about hypothermia, signs, symptoms, and treatment
MODULE 6: SunSmart		Class discussion on the importance of being sun smart, what is the best type of sunscreen, what hours are the sun at it's hottest? What are some myths around sun protection
MODULE 8: Local context dependent on type of open water environment locally (Rocky shores/ sandy beaches/river mouths/estuaries)		Small group discussion – What type of open water environments are in your community? What do you do in this environment? What have you seen others do in this environment? What dangers can you identify for each environment? What are some strategies that you have used to keep safe? In pairs describe what landmarking is?
MODULE 10: Testing materials that float		Group discussion on what everyday objects can we use to create a floatation device that will keep all group members afloat? In small groups, create a floatation device that will keep at least 4 people afloat

Educator Pool Delivery

Refer to page 25/26 for pictorial activities

SECTION 1 PART B

YR 3-4 (based on 30 minute in water delivery)

TIMEFRAME	MODULE	WATER SKILLS FOR LIFE BEACH ACTIVITY	EQUIPMENT REQUIRED
10 MINS	MODULE 8 AND 9: Local context dependent on type of open water environment locally (Rocky shores/sandy beaches/river mouths/estuaries)	Simulating rough Water/ Currents by rocks Swimming in seaweed Being thrown off rocks	Kickboards Clear 50L containers Hula hoops with strips of plastic garbage bags
	MODULE 2: Rips	Simulating a Rip	Lifejacket Kickboards
5 MINS	MODULE 3: Waves	Diving through waves Surface diving – head first and feet first Dumped by a wave	Hula hoops Boogie Boards
10 MINS	MODULE 10: Testing materials for floatation	Floating with different materials Floating by themselves or as a group Signal for HELP	Chili bin lid, fish bins, various buckets, beach balls, oars, goon bags, boogie board, petrol can, etc
5 MINS	SURVIVAL SKILLS	Sculling Survival backstroke	

YR 5-8 (based on 30-45 minute in water delivery)

Refer to page 25/26 for pictorial activities

TIMEFRAME	MODULE	WATER SKILLS FOR LIFE BEACH ACTIVITY	EQUIPMENT REQUIRED
10 MINS	MODULE 8 AND 9: Local context dependent on type of open water environment locally (Rocky shores/sandy beaches/river mouths/estuaries)	Simulating turbulent water Rough Water/Currents by rocks Swimming in seaweed Being thrown off rocks Capsized craft	Kickboards Clear 50L containers Hula hoops with strips of plastic garbage bags
	MODULE 2: Rips	Simulating a Rip Simulating a Current	Lifejacket kickboards
5 MINS	MODULE 3: Waves	Wading Diving through waves Surface diving – head first & feet first Dumped by a wave	Hula hoops Boogie Boards
10 MINS	MODULE 10: Testing materials for floatation	Floating with different materials Floating by themselves or as a group Signal for HELP	Chili bin lid, fish bins, various buckets, beach balls, oars, goon bags, boogie board, petrol can, etc
5 MINS	SURVIVAL SKILLS	Swimming in clothes Sculling Treading water Survival backstroke	clothes

Classroom Modules

The school teacher delivery model (**Section 2**) highlights the child-centred approach looking at the child's holistic development. This learning style enables the child to make decisions and solve problems, and allows the child to develop confidently and independently. It contributes to self-esteem to feel comfortable with who they are, their choices, cause and effect. The child will become the voice to their parents/whānau.

All teaching and learning materials developed for Water Skills For Life Beach model exemplary language including exemplars of statements, questions or glossaries that teachers can use to lead discussions relating to the relevant content provided.

The structured lesson plans developed from the 12 modules provide teachers with ideas of work and links, to resources that meet the identified learning needs of the students. Such a methodology will see this resource promote a strengths-based approach to inquiry learning. An essential requirement for the Water Skills For Life Beach is that teachers will adapt content to suit their local context.

MODULE 1:

DANGERS AND SAFETY RULES FOR PLACES WE SWIM

Description: The Water Safety Code consists of four simple rules to remember when you are in, on or around water. Be prepared, Watch out for yourself and others, Be aware of the dangers and Know your limits. These will help students understand how they and their families can have a safe and enjoyable time around water.

Learning outcomes:

- 1.1** Students will learn the four simple rules to remember when you're in, on or around water.
- 1.2** Students will learn to listen and read the water and act appropriately in the different types of water.

RIPS

Description: New Zealand beaches can give us some of our best memories. However, they also create some potential risks with rips responsible for more rescues and emergencies than any other beach accident. Students will learn the importance of how to recognise rips and other potential dangers caused by currents before they enter the water and what steps to take if ever caught in a rip.

Learning outcomes:

- 2.1** Students will recall a few signs of a rip and understand what a rip is.
- 2.2** What to do if you get caught in a rip. Rip current escape strategies.

WAVES

Description: We all know that waves come in many shapes and sizes, can be amazing to watch and can create loads of fun for us all. However, what causes a wave to evolve and change? In this module, students look at how swells are generated and the different conditions that cause them and the different types of waves and why some are more dangerous than others.

Learning outcomes:

- 3.1** Students will gain an understanding of how waves are formed, factors that determine the size of the wave.
- 3.2** Students will understand the different types of waves and dangers associated with those waves.

HYPOTHERMIA

Description: The effect of cold water around the body is an integral part of water safety knowledge. This module looks at the different stages of hypothermia on the body, who is most at risk, how to reduce the effects on the body, and what steps to take when you recognise the signs that someone is suffering symptoms associated with hypothermia.

Learning outcomes:

- 4.1** Students will learn what hypothermia is and recognise the signs and symptoms.
- 4.2** Students will recognise when someone or themselves are in trouble in, on or around the water.
- 4.3** Students will understand how to treat hypothermia.

WEATHER&TIDES

Description: Information about weather, climate, tides, and changing sea levels. Students also look into the effects of global warming and climate change.

Learning outcomes:

- 5.1** Students will gain a greater understanding of the difference between weather and climate.
- 5.2** Students will gain a more robust understanding of what influences tides and why we care about them.
- 5.3** Students will understand how changing water levels affect our coastal communities.

SUNSMART

Description: This comprises four easy to remember sun protection messages for when you are in, on or around water.

By understanding potential dangers that the sun can produce, being adequately protected and the correct application in a beach environment, students can understand how each one of them and their families can have a safe and enjoyable time in and around the water without getting sunburnt.

Learning outcomes:

- 6.1** Students will identify the four SunSmart messages (slip, slop, slap and wrap) and put them into practice.
- 6.2** Students will identify the four SunSmart messages and apply them to the beach environment and real life.
- 6.3** Students will learn the short and long term implications of incorrect sun protection.
- 6.4** Students will investigate myths and facts.

MODULE 7:

BEACH ECOLOGY

Description: Students understand the factors in the marine environment that shape its environment and how it is impacted by human and natural interaction. Students also learn how to contribute to ensuring beaches stay healthy.

Learning outcomes:

- 7.1** Students will learn that a beach is a living ecosystem.
- 7.2** Students will identify how human action can impact a beach's ecosystem.

MODULE 8:

ROCKY SHORES/ SANDY BEACHES

Description: We participate in many different activities around coastlines. Within these environments lie many dangers that we need to understand. Students will understand the many risks posed by these environments and understand and practice the safety knowledge associated with each location on the coast.

Learning outcomes:

- 8.1** Students will identify hazards along the coastline.
- 8.2** Students will learn about the dangers that are present in the various coastal environments.
- 8.3** Students will learn and develop strategies to minimize dangers to themselves and others.

MODULE 9:

RIVER MOUTHS AND ESTUARIES

Description: The body of water where oceans and rivers connect creates an area where freshwater and ocean mix. Along with the dangers these tidal surges bring, estuaries also have threats of their own. For example, fishing and oyster farming can impact water quality, and overfishing can reduce the amount of fish and disrupt the food chain.

Learning outcomes:

- 9.1** Students will identify the dangers present in the various coastal environments (estuaries and river mouths).
- 9.2** Students will learn strategies they can use to understand and minimise these dangers.

TESTING MATERIALS FOR FLOATATION

Description: Staying afloat in the water can use much energy for people, especially for a lengthy period. However, anyone ending up in the water unintentionally can also create panic and confusion. This unit aims to help students learn about non-traditional floatation devices, including regular household items and how to use them as floatation aides if necessary.

Learning outcomes:

- 10.1** Students will learn to predict, test and evaluate the use of everyday objects and materials as floatation aids.
- 10.2** Students will understand and demonstrate the HELP signal.
- 10.3** Students will understand how to respond to the HELP signal.
- 10.4** Students will research New Zealand stories where they used floatation devices and survival methods.

MARINE LIFE

Description: Students are introduced to ocean exploration and ocean life. After locating the earth's major oceans on a world map, students will 'dive underwater' to discover the plants and animals that live in the sea.

Learning outcomes:

- 11.1** Students will listen to stories, videos and poems with ocean settings and learn about forms of sea life featured in each.
- 11.2** Students learn about rock pools and how they have their own ecosystems.
- 11.3** Students will engage in various forms of writing about the ocean and ocean life.
- 11.4** Students will learn about endangered marine life and possible actions that can help.

SUSTAINABLE FISHING PRACTISES

Description: When catching fish, we have numerous options, including nets, rods, trawling and even our bare hands. Fishing sustainably ensures we respect our fishing habitats and guarantees we leave enough fish in the ocean for future generations. In many indigenous cultures, people have fished sustainably for thousands of years. Today's sustainable fishing practices reflect some lessons learned from these cultures.

Learning outcomes:

- 12.1** Students will learn that sustainable fishing practices are essential to ensure there is enough fish in the ocean for future generations.
- 12.2** Students will understand why marine protected areas protect certain areas of the ocean from harmful human activity.
- 12.3** Students will understand safety procedures around fishing off rocks.
- 12.4** Students will be able to describe different fishing skills and practices.

Practical Water Session

Water Skills For Life Beach practical water session will consist of activities for the open water environment and can be practiced in-situ in a controlled pool environment or at authentic open water environment

*Note: If **Section 1B** has not been delivered before **Section 3**, the open water provider will need to incorporate the practical pool activities into their practical delivery.*

Safety Briefing Component

As per individual providers Health & Safety Policy

MUST INCLUDE:

Sunsmart messages

Examples- summarise 'Slip, Slop, Slap and Wrap'

- Importance of sunblock- apply before going in the sun, reapply every 2 hours, reapply every time you leave the water
- Seek shelter when feeling hot

Hypothermia

(signs, symptoms and how to treat)

Examples- Wear warm clothing when out of the water, Wear a hat etc

Emergency procedure

In case of an emergency, the hooter will go continuously, everyone must exit the water immediately and assemble at the (assigned destination point)

General rules regarding visiting coastal habitats and the importance of protecting the marine environment:

- Remind students that they shouldn't take anything home and be sure not to leave behind any equipment, personal belongings or trash including: plastic containers, plastic bags, disposable masks, nappies
- On the rocky beach, no one should climb on high rocks above where seaweed grows
- Remind students to be respectful of animals, handle them carefully, and observe any areas designated as no-touch zones

Theory Component:

Open water providers can use their educational resources to enhance the learning for students and their personalised interactive activities to engage students and make the session fun.

MUST COVER:

Beach Ecology

- Ask students to look around and see if they notice any natural impact on the beach's ecosystem?
- Ask students if they know what has caused this impact – answers could entail- tide changes, seasons, weather and erosion
- Identify how they can contribute to caring for their local beach's ecology
- Discuss the impact of people's activities on the local environment

Dangers

- Swim between the flags
- Ask students to brainstorm any dangers or hazards they can see for the surroundings? How should students avoid these dangers?
- What rules are in place to avoid dangers or respond to potential hazards?
- How can people better prepare when going to the beach?
- How can people act appropriately/safely when going to the beach
- Look for things to help in an emergency

OPTIONAL:

Water Safety Code, Sustainable fishing

- Have you ever heard of the Water Safety Code?
- Why do you think we need a water safety code?
- How can the water safety code help us?
- Discuss with students the types of fishing that happen at the beach and the importance of sustainable fishing- fishing to the limits of catch number and size only. Putting back into the ocean to replenish what has been taken.

<https://www.mpi.govt.nz/fishing-aquaculture/recreational-fishing/fishing-rules/>

RIP's

- Discuss how to identify a RIP
- Where RIPS are commonly found
- What to do if you get caught in a RIP by introducing the 3R's

Waves

- Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes.
- Discuss the four-wave formations
- Ask the students: which wave would be the safest for swimmers? Which wave do you think surfers would prefer? Which wave/s do you think would be the most dangerous to people fishing off the rocks?
- Discuss the importance of observing waves and checking weather forecasts to ensure it is safe to enter the water for these activities.

Practical Component:

Refer to the Pictorial Activities for both pool and open water sessions.

MUST COVER:

- **RIP/Current simulations** – signal for HELP
- **Waves** – including technique for wading and diving through waves
- **Floating** using various floatation aid

Authentic environment providers can select the content that best fits their delivery style and personalize their resources to optimize the student's experience and increase engagement.

Suggested Activities with Description

Simulating a Current

STEP ONE

Organise students into two rows facing each other 2-3m apart.



STEP TWO

Students should hold a kickboard, one hand at the top and the other at the bottom.

Keeping one arm extended, move the kickboard so it is flat against that arm- The kickboard should now be horizontal.



STEP THREE

Following one person in each row, the students place their kickboard ½ way under the water and push the water forward to create a current. (everyone moves the board at the same time and pace).



STEP FOUR

One at a time, students try swimming against the current.



Simulating a rip

STEP ONE

Organise students into two rows facing each other 2-3m apart in the middle of the pool.



STEP TWO

Students should hold a kickboard, one hand at the top and the other at the bottom.

Keeping one arm extended, move the kickboard so it is flat against that arm- The kickboard should now be horizontal.



STEP THREE

Following one person in each row, the students place their kickboard ½ way under the water and push the water backwards to create a current. (everyone moves the board at the same time and pace).



STEP FOUR

Students lie on their back holding a floatation aid and go with the RIP. Once the student is comfortable, they can signal for HELP while floating.



STEP FIVE

Students continue to lie on their backs till they feel themselves slow down (this will occur once they have passed the last students)



STEP SIX

Repeat step four and five but without the use of floatation aids



Rough Water/Currents by Rocks

STEP ONE

In groups- form a circle, one person in the middle.



STEP TWO

The person in the middle needs to be in a mushroom float position.



STEP THREE

The group gently pushes the mushroom around and across the circle, creating a current.



STEP FOUR

Repeat step three whilst in a jellyfish float position.



Being Thrown Off A Rock

STEP ONE

Organise students into two rows facing you 2-3m apart.

Number the row 1's and 2's.



STEP TWO

On the command GO, 1's throw themselves outwards and sideways.

2's throw themselves to the opposite side as below.



STEP THREE

Once thrown, students form a mushroom float position.



STEP FOUR

Return to original row facing each other 2-3m apart.



STEP FIVE

On the command GO, 1's throw themselves outwards and backwards.

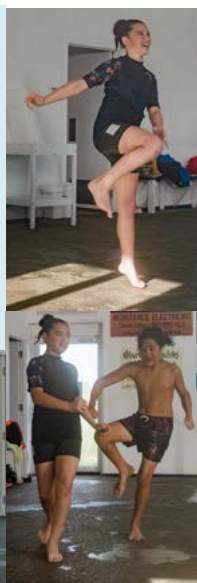
2's throw themselves to the opposite side as below.



Wading

STEP ONE

On dryland- practice running with high knees, legs swing out and away from the midline, arms swing wide for balance and drive legs.



STEP TWO

In shallow water- maintain high knees/thighs action to clear water, legs swing out and away from the midline, arms swing wide for balance, and drive legs. Stance should be upright, not leaning forward.



STEP THREE

As water depth increases, it is beneficial to lean the body to the side to assist with leg lift (i.e. if lifting the right leg - lean upper body to left)



Caught In A Dumping Wave

MUST-SEE: Tuck somersault- exhaling out both nose and mouth. Student must stay tight in the mushroom float position.

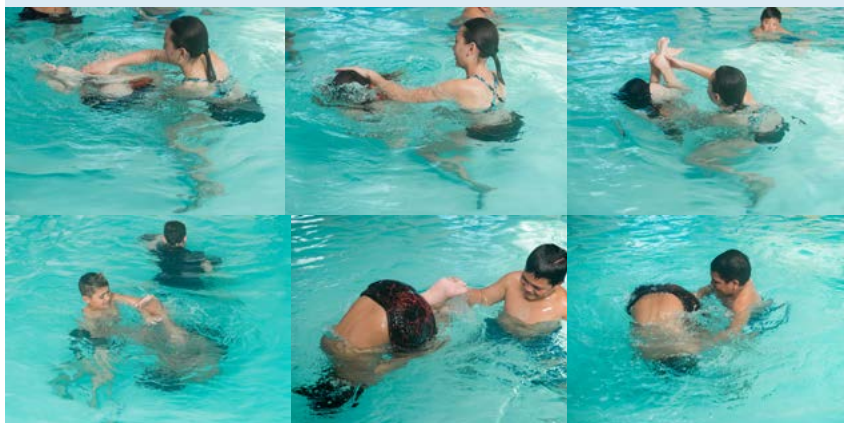
STEP ONE

In pairs- one person standing (they are the spinner), the other in a mushroom float.



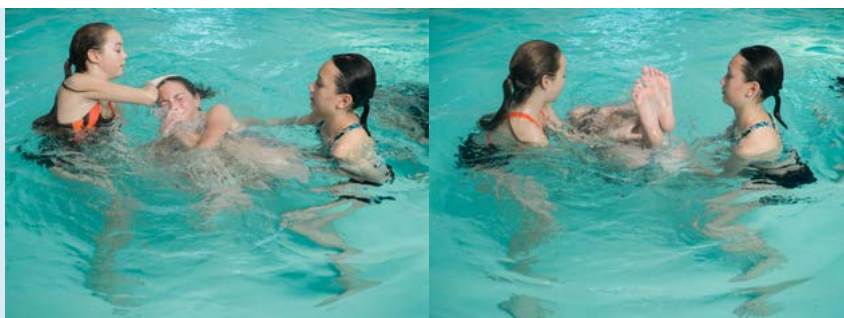
STEP TWO

Person standing spins their partner into a forward and backward somersault.



STEP THREE

Swap over and repeat step one and two, try in pairs.



Diving Through Waves

NOTE: Understanding how to dive under small waves when too deep to wade

STEP ONE

Start with handstands.



STEP TWO

practice dolphin dives over noodles and up through surface floating hula hoops.



STEP THREE

Split students into two groups. One group standing shoulder to shoulder facing the poolside approx 3m away, holding onto a kickboard. On the command "GO" all at the same time, the group pushes the kickboards towards the poolside creating rough water.



STEP FOUR

Repeat step two while completing step three.



STEP FIVE

Next, swim freestyle and then duck dive to the bottom of the pool floor/ beach bed- wait in a crouch position to the count of 3, push off, and continue swimming.



Floating Using Various Equipment

STEP ONE

Place a variety of floating and non-floating materials into the water. (e.g., chilli bin lid, fish bins, different buckets, beach balls, oars, goon bags, boogie board, petrol can).



STEP TWO

On the command GO, students enter the water and experiment with the materials to see if they can float or not with them.



STEP THREE

Demonstrate the Signal for HELP while floating.



STEP FOUR

Practice floating as a group of 4 or more.



Boogie Boards

MUST SEE:

Students must always wear the wrist leash, hands on both sides of the board, keep elbows on the board

STEP ONE

Organise students into two groups. One group facing the poolside standing 2-3m away.



STEP TWO

Create rough waters by holding a kickboard vertically ½ in the water. Push water towards the poolside.



STEP THREE

Whilst wearing a wrist band, Hands-on both sides of the board, Keep elbows on the board and kick towards the rough water.



STEP FOUR

Duck dive every 4m by pushing down the nose of the board with both hands, bring a knee up and place on board tail then push the boogie board forward and kick.



Accidental Fall In

This is performed on poolside at deepest end.

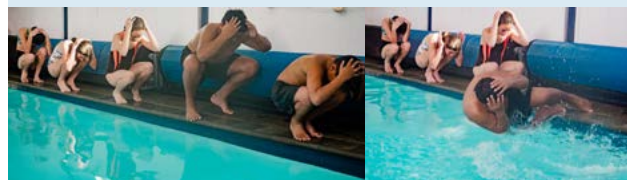
STEP ONE

Line students up on poolside, all facing the same way, bending down with heels on the bottom.



STEP TWO

On your command, one at a time falls into the pool.
Tuck chin onto the chest.
Hands placed on top of the head, protecting face and chest with the forearms.
Press elbows into the chest.
Legs together with knees bent towards the chest.



STEP THREE

Repeat step one but in a crouch position.
Repeat step two.



STEP FOUR

Repeat step one but with a slight bend in the knee.

TYPES OF BEACH HAZARDS

Specific hazards at the beach. There are many hazards at the beach. Some of these are excluded from this guidance but are included as examples to consider during the risk assessment process.

Water-based hazards	Environmental	Land-based	People or activity based	Other
Sharply shelving sea-bed	Extremes of temperature	Steep cliffs	Football and crowding features, pressure, crush and falls	Unexploded ordnance
Holes	Strong winds	Unstable cliffs/ Rock falls/Mud slides	Powered and fast boats	Utilities infrastructure
Rock shelves/reefs	Offshore winds	Unstable and/or eroded dunes	Sporting activities	Building ruins/ remains
Submerged rocks/ objects/debris	Storms/Hail/Heavy Rain	Unsafe beach access	Commuting and transit activities, walking, running and cycling	Storm water outlet
River mouth	Fog/Mist	Unsafe walkways and lookouts	Adjacent activities, ie. Night-time economy spill over from bars and clubs	Sewage outlet
Groynes	Lightning	Partially buried or undermined fencing	Vandalism and other signs of negative activity	Biological hazards/ Animal excrement/ Agricultural run-off
Jetties/Piers	UV radiation (sun)	Unsafe buildings and structures	Incorrectly fitted life-jackets	Dogs/Other (uncontrolled) domestic animals
Rock swimming	Lack of covered space to work in bad weather	Sudden drop-off/ Steep slope	Prolonged exposure to sun, no application of sun block	Rays
Tidal currents	Uneven surface/trip hazard	Shallow sand banks	Inadequate clothing- Exposure to severe/extreme weather conditions	Common marine stingers (jellyfish)
Surf zone currents/rips	Activity is close proximity to flora and fauna- damage to environment by instructor/students: litter, over use, poor supervision	Headland	Dehydration- Students not drinking enough water	Other dangerous marine life
High surf		Mud	Poor swimming ability	Fire safety
Dumping waves		Inadequate supervision	Electrical safety	
Varying and extensive tidal range			In appropriate behaviour of students ie offensive or disruptive	Hazardous or explosive substances
Potential to be cut off by the tide			Students misunderstanding or not following instructions	Dangerous litter (glass etc)
Buoys and lines			Students not taking care of gear or using incorrectly- Damage of equipment, clothing or personal items- repairs need to be made	Natural/Man-made disasters
			Activities running over time or timing is not accurate	Nappies, Disposable Masks, anything plastic
			Sprains/ break bones	
			Students crashing into each other	

Website references for providers delivering WSFL Beach Delivery

Dangers & Safety Rules For Places We Swim

- Water Safety Code: <https://watersafety.org.nz/Water-Safety-Code>

RIPS

- <https://www.ripcurrentsafety.com/school-study-guide>
- https://youtu.be/t_xPT7PefRk
- <https://www.tsb.co.nz/community-sponsorship/surf-life-saving-nz/rip-safety>

The 3 r's

- <https://www.surflifesaving.org.nz/news/2019/february/kiwis-share-their-rip-experiences-to-support-3rs-safety-message>

Longdrift

- https://youtu.be/_gB5NroptGM

Waves

- https://youtu.be/r_LfcaKhASA
- https://www.ducksters.com/science/earth_science/ocean_waves_and_currents.php
- <https://www.surfertoday.com/surfing/the-four-types-of-breaking-waves>
- <https://www.dpanz.org.nz/wp-content/uploads/2020/09/Teacher-Guide-Language-of-Waves.pdf>

Fishing

- <https://watersafety.org.nz/how%20to%20stay%20safe%20while%20fishing>

Weather & Tides

- <https://climatekids.nasa.gov/weather-climate/>
- <https://youtu.be/Fcqp01ff8Y>
- <https://youtu.be/3RdkXs8BibE>
- <https://www.dpanz.org.nz/wp-content/uploads/2020/09/Teacher-Guide-Language-of-Tides-Guide.pdf>
- <https://www.tepapa.govt.nz/discover-collections/read-watch-play/maori/matariki-maori-new-year/nights-maramataka-maori-lunar>

Sunsmart

- <https://youtu.be/GKPP8qqA7cY>
- <https://www.sunsmart.org.nz/be-sunsmart/mythbusters>

Rivers/Estuaries

- <https://www.imogensriverswims.co.uk/blog/issues/swimming-in-tidal-rivers-and-estuaries/>
- <https://niwa.co.nz/education-and-training/schools/students/estuaries>
- <https://watersafety.org.nz/How+to+Stay+Safe+around+Rivers%20%20>

Marine Life -Rock Pools

- https://youtu.be/P3YC_7d3rDg
- <https://inaturalist.nz/guides/2468>
- <https://oceana.org/marine-life>

Sustainable Fishing

- <https://youtu.be/-EXcDPngi0>
- <https://www.nationalgeographic.org/encyclopedia/sustainable-fishing/5th-grade/>
- <https://www.mpi.govt.nz/fishing-aquaculture/recreational-fishing/fishing-rules-for-gear-methods-and-species/rules-for-fishing-gear-methods-and-measuring/>
- <https://watersafety.org.nz/How%20to%20stay%20safe%20while%20fishing>
- <https://youtu.be/Tqb2faQGwyk>