

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

Teacher resource

SKILLS TO BE ACHIEVED AT THE POOL OR POOLSIDE

1. Float and signal for help with and without a flotation aid

Understanding the use of a flotation aid and understanding how to call for help

ASSESSMENT CRITERIA

- Student can be assessed as 'achieved' when the student has demonstrated the ability to float confidently with and without a flotation aid.
- Student should be involved in picking an appropriate flotation aid, and these can be unconventional (e.g. chilly bin).
- Signalling for help requires one arm raised above the head and a call for help.

2. Do a reach rescue and a throw rescue with a buddy

Students should reassure the person in trouble. Understand that the person attempting rescue is always on land and keeps a safe distance from the person in difficulty. Be able to select and throw a variety of items that can be used as flotation or reaching and towing aids.

ASSESSMENT CRITERIA

- Student is assessed as 'achieved' when the student can recognise a situation that requires a rescue and has performed both a reach rescue and a throw rescue.
- Students are assessed as 'not yet achieved' if they have learnt only one.
- It is important to emphasise at this age level (Years 1 – 8) dry rescues only.
- Students should not put themselves in danger by attempting to enter the water.



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3. 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

Students should be able to put on and take off a lifejacket and understand the importance of a lifejacket fitting correctly.

Understand the purpose of the H.E.L.P. position (Heat Escape Lessening Position) and huddle and be able to perform both. This encourages team work and communication.

ASSESSMENT CRITERIA

- Student is assessed as 'achieved' when full sequence can be performed.
- Students are assessed as 'not yet achieved' if they are learning individual skills.
- This is an example of what the student should be able to perform on their own when they are ready to choose their sequence of five skills.



Water Skills for Life 

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