

**Water
Skills
for Life**



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?