

**Water
Skills
for Life**



LEVEL TWO

EMERGING, YEAR 3-4

LESSON

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.