



Swimming
NEW ZEALAND

KIWI
**Swim
Safe**
SAFETY IN THE WATER



FOREWORD

New Zealand is an island nation and it is aquatically orientated, both socially and recreationally. All major towns and cities are located near lakes, rivers or the sea. These physical settings provide outstanding opportunities for aquatic activities, but

also create hazards which people must be suitably skilled to enjoy safely. It is important to combine learning to swim with water safety and beach education to build a positive water safety culture in New Zealand.

ACKNOWLEDGEMENT

Swimming New Zealand is thrilled to partner with State Insurance for the new State Kiwi Swim Safe programme for primary schools in New Zealand. With the support of State Insurance, Swimming New Zealand is now able to enhance the level of support that we provide to primary schools in the delivery of their learn to swim and water safety programmes.

Swimming New Zealand gratefully acknowledges the partnership and contribution of WaterSafe Auckland Inc and Aquatic Education New Zealand in the development

of the classroom section, input into the water safety modules and pedagogy section of this teaching resource.

Acknowledgement must also go to Surf Life Saving New Zealand Incorporated for development of the beach safety section and input into pool modules of this resource. Thank you to Halberg Trust for their content input and Royal Lifesaving Society New Zealand for allowing the use of their teaching information in the past.

CURRICULUM REVIEW

Swimming New Zealand and its partners in this programme would like to acknowledge and thank the Ministry of Education and the Auckland Literacy Development Officer for their support and reviewing of the literacy component of this resource.

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INTRODUCTION

Aquatic education is based on the combined development of physical skills, critical thinking and building experience to ensure safer participation in a range of aquatic environments. Learning is based on developing skills, knowledge, attitudes and behaviours in line with personal developmental stages. The separation of water-based and dry land/classroom activities is 'artificial' therefore we have designed this programme to include both activities.

The development of a holistic aquatic programme needs both of these complementary settings to maximise the opportunities for students to develop reflective thought and action. This programme has been designed in three sections: in the classroom, at the pool and at the beach. Aquatic education is not purely physical or just about thinking; students need to understand all elements of learning to swim, water safety, survival and beach safety skills to participate safely in a range of aquatic environments.

STATE KIWI SWIM SAFE VISION

1. To ensure every primary school student has access to quality swim and survive education at school.
2. To develop students' swimming, water safety, survival and beach safety skills.
3. To foster safer participation in a range of aquatic environments.
4. To give school teachers the tools, knowledge and confidence to teach swim and survive skills to students.

THIS TEACHING RESOURCE IS DESIGNED TO:

- Empower and support teachers to deliver 'swim and survive' education to ensure that New Zealand children receive the aquatic skills they need to be confident and safe in the water.
- Develop students' water confidence, swimming ability, water safety, survival techniques and beach safety skills.
- Provide students with opportunities to practise and transfer their swimming, survival skills and beach safety skills into the natural environment.
- Create classroom units of work integrated across learning areas.
- Link to the New Zealand Curriculum (2007).
- Prepare students for education outside the classroom (EOTC) experiences at the pool or beach.
- Support the national State Kiwi Swim Safe achievement certificate.
- Establish an aquatic pathway that can lead to other aquatic sports such as competitive swimming, flipper ball, water polo, snorkelling, underwater hockey, surfing, surf lifesaving, kayaking, boating and diving.



CURRICULUM

THIS RESOURCE IS ALIGNED TO THE NEW ZEALAND CURRICULUM (2007)

The Health and Physical Education learning area, states that 'it is expected that all students will have had opportunities to learn basic aquatic skills by the end of Year 6' page 22. This includes gender, all ethnicities and disabled students. The primary role of this resource is to support teachers to develop and implement a comprehensive aquatic teaching and learning programme which encompasses learn to swim, water safety, survival techniques and beach safety skills focused around student centred learning.

In addition teachers are encouraged to take advantage of synergies which exist between learning areas, and which facilitate the development of values and key competencies. (See The New Zealand Curriculum (2007) page 16).

Key competencies – Thinking is the preeminent competency developed using this resource. It promotes students applying their skills critically in a range of aquatic contexts. However, this does not mean that thinking is focussed on the exclusion of the other key competencies. The other key competencies are expressed through communicating ideas and understanding signage through the use of language, symbols and texts. Managing self is given an authentic context when students decide when it is appropriate to lead, when to follow the direction of others and when it is best to act independently. Relating to others and participating and contributing can be explored using a variety of aquatic contexts. The key competencies need to be sequenced so that students' learning at each level builds on those previously developed.

Values – Values can be explored and developed using aquatics as the context for learning, for example, values such as:

- Respect the power of water.
- Value water sports and activities.
- Develop integrity by acting responsibly around water.
- Respect for cultural customs around water.

Home-school partnership – Building a water safety culture in the school community is facilitated by forming home and school partnerships. The community of students, parents and families, teachers and staff are all whanau who work in a collaborative and mutually supportive fashion. For example, this partnership is essential to ensure that supervision, learning to swim, water safety and beach safety messages are communicated to students in the home-school environment.

Treaty of Waitangi – Water has traditionally played an important role in Māori culture. Water, wai, is the basis of life. Waiora – waters of life, the purest form of fresh water, gives and sustains life. Therefore for Māori the importance of water is both physical and spiritual and the two are very much entwined. Many Māori today still adhere to the traditions that have been handed down from generation to generation. Linking these values with hauora, through Te Marautanga o Aotearoa (2008) will enable Kura to use this resource.

EOTC – Education outside the classroom provides the opportunity for students to demonstrate their learning in a controlled natural environment. EOTC allows for the learning space to incorporate a variety of authentic contexts and environments. It reinforces that student learning in the pool and classroom is an essential element in creating aquatic skills, knowledge and understanding, which can be applied and transformed in a range of settings.

Lifelong learning – New Zealand is an island nation with 15,000km of coastline. This coastline contains a multiplicity of beach environments. These environments may be rocky, sandy or shingle shores, mudflats or estuaries. Part of the vision (pages 8-9) of the New Zealand Curriculum (2007) is for young people to be confident, energetic and actively involved, lifelong learners. Swimming New Zealand, Surf lifesaving New Zealand, WaterSafe Auckland and Aquatic Education New Zealand recognise the importance of learning water confidence, swimming, water safety skills and knowledge so they can be lifelong participants and enjoy safer recreational activities in the natural waters of New Zealand.

HEALTH AND SAFETY PEDAGOGY

Under the Health and Safety in Employment Act 1992, Board of Trustees, Pool Managers, other employers and their employees are required to take all practicable steps to provide and maintain a safe working environment, provide and maintain facilities for the health and safety of employees at work, and to ensure that actions at work do not result in harm to other people, including members of the public.

IN THE SCHOOL SETTING THERE ARE:

- National Administration Guidelines (NAGs) which are statements of desirable principles of contact or administration for specified personnel or bodies.
- National Education Goals (NEGs) which are statements of desirable achievements by the school system, and statements of government policy objectives for the school system.

All schools must abide by NAGs and NEGs and it is from these that the relevant school health and safety policies are developed. All teachers should be aware of the policies that pertain to their school pool and to EOTC. These may have implications for the aquatic programme.

PLANNING

Meeting the students' needs – Teachers should survey their classes in order to gather basic information regarding their students' aquatic interests and habits. Information such as what activities are popular in the school community and what bodies of water are used could be collated. It could be part of a wider needs analysis that looks at the groups and activities which are at the most risk. This focussing inquiry will form part of the teaching as inquiry cycle to decide on the most relevant teaching and learning approaches in an aquatics programme.

Planning aquatic units of work is no different from any other planning a lead teacher/teacher may do. School-wide and classroom planning should be flexible to allow the teacher to cater for the student and community needs. Ongoing feedback from the students, colleagues and parents could lead to topical points for discussion, teachable moments and further investigative enquiry. However, each teacher should approach the topic with care and set appropriate safety nets.

Teachers may find it useful to work collaboratively and follow the action plan suggested on TKI (Te Kete Ipurangi) www.tki.org.nz/r/hpe/action_wellbeing/action_plan_e.php.

EQUIPMENT

Ensure you plan what equipment you will need for your aquatic programme. Regardless of whether there is a pool at your school or not, every school should have some equipment for teaching aspects of aquatic education. Some P.E. equipment (when appropriate) can be improvised and used for your aquatic programme.

Ensure that all planning and equipment for sessions includes facilitating access for disabled students. Some accessible equipment may be required, for example, a hoist for pool access, water wheelchair or beach wheelchair (Fatso Wheels). There may be some other specialist equipment required by individual disabled students; take time to ask the student and caregivers what may be required in and out of the water.

This equipment needs to be stored close to the pool (if there is one) and well maintained. Good storage may involve stacking or hanging gear in bins, bags, on pegs or racks to allow the equipment to drain and dry. This also prevents mould growing on your equipment.

ASSESSMENT

Assessment is an integral part of planning and implementing the teaching and learning process. It is the continuous process of gathering and communicating information to enable students and teachers to optimise the teaching and learning process. Teachers track the changes in student learning as they progress along the continuum towards achieving competence.

EFFECTIVE ASSESSMENT ALLOWS FOR:

- Students and teachers to develop a shared understanding of the intended outcomes of learning.
- Flexibility in the teaching sequence as it relies on the student 'being ready for new learning' rather than a fixed timeline.
- Motivation as students receive positive feedback to feed forward.
- Acknowledgment of the amount of change rather than whether a particular point on the continuum is achieved.
- The creation of learning pathways based on the needs and interests of students.

Success criteria and learning outcomes have been developed so that the holistic nature of aquatics education is emphasised, in other words, so that students must use both practical skills and cognitive skills in order to reach the desired outcomes. The intended outcomes and success criteria should be shared with students.

Assessment in The Pool, Beach and Classroom

Formative assessment (for learning) allows the teacher to identify students who would benefit from extension activities or who need further opportunities to engage with or transfer new learning.

Summative assessment (of learning) enables teachers to assess key milestones. This data can be used to track student learning over time.

Peer assessment (as learning). Assessment should not be the sole domain of the teacher. Students should be involved in the process by doing self and peer assessments with a buddy. This encourages student motivation and leads to the conversion of reflective thought into reflective action. Similarly having parents involved in learning is a powerful force for home-school partnership in aquatics learning.

School-wide assessment can be used to determine the effectiveness of the school's aquatic teaching and learning. Using school wide data enables schools to inquire into how well they are promoting student learning in aquatics. For example:

- What do we know about changes in student abilities?
- Which teaching approaches should be emphasised more?
- Are students adequately prepared for EOTC?

It is useful to have key milestones for each curriculum level so that this evaluation process can determine whether programmes are successful in equipping students with the desired aquatics knowledge, skills, attitudes and values when they move on from the school. These key milestones can also be tracked for individual students as they move through the programme levels.

PORTFOLIOS

Portfolios may be used as formative assessment tools for student learning in authentic contexts. An example of a portfolio snapshot of student learning is shown below.

STUDENT'S GOAL

Specific Context: I am learning...	2	3	Ability at the start of the unit
<input type="checkbox"/> ☺ ☹ ☹ ☹ <input type="checkbox"/> ☺ ☹ ☹ ☹	<input type="checkbox"/> ☺ ☹ ☹ ☹ <input type="checkbox"/> ☺ ☹ ☹ ☹	<input type="checkbox"/> ☺ ☹ ☹ ☹ <input type="checkbox"/> ☺ ☹ ☹ ☹	
4	5	6	Ability at the end of the unit
<input type="checkbox"/> ☺ ☹ ☹ ☹ <input type="checkbox"/> ☺ ☹ ☹ ☹	<input type="checkbox"/> ☺ ☹ ☹ ☹ <input type="checkbox"/> ☺ ☹ ☹ ☹	<input type="checkbox"/> ☺ ☹ ☹ ☹ <input type="checkbox"/> ☺ ☹ ☹ ☹	Teacher's initials when student learning is verified by the teacher

Student reflection at start and end of programme

Teacher comments

Image: WaterSafe Auckland Inc.

STUDENT TRACKING TEMPLATE

STUDENT NAME

MODULE 2

Water confidence and submersion

- 2.1** Enter and exit the water safely with a buddy.
- 2.2** Move through the water with my feet on the floor.
- 2.3** Have water showered or sprinkled over my head.
- 2.4** Blow bubbles.
- 2.5** Submerge and pick up objects from the pool floor.

MODULE 3

Breath control, floating and gliding

- 3.1** Crouch and sit on the bottom of the pool floor.
- 3.2** Float on my front and return to standing unsupported.
- 3.3** Float on my back and return to standing unsupported.
- 3.4** Streamlined glide on my front and back.
- 3.5** Roll from my back to my front and back again.
- 3.6** Demonstrate basic sculling.



First time achievement



Second time achievement



Third time achieved, to a consistent standard

MODULE 4

Kicking, stroking and survival introduction


MODULE 5

Stroking and survival progression

4.1 Wade and enter the water safely.	4.2 Streamline glide and kick on my front and back.	4.3 Roll from my back to my front and back again while kicking.	4.4 Demonstrate freestyle and backstroke arm strokes while kicking.	4.5 Scull on my back – stationary and travelling for 10 metres head first and feet first.	4.6 Stay afloat with an improvised floatation aid and signal for assistance.	5.1 Demonstrate freestyle and backstroke arm strokes while kicking for 10 metres.	5.2 Kick on my front and roll to breathe on both sides.	5.3 Demonstrate breaststroke leg action.	5.4 Demonstrate survival backstroke for 10 metres.	5.5 Tread water for one minute.	5.6 Offer rigid and non-rigid aid for assistance.

 First time achievement

 Second time achievement

 Third time achieved, to a consistent standard

CLASS MANAGEMENT

ABILITY GROUPING

Often Year 1 and 2 classes can be taught as one, as the theme will be the development of water confidence. However, as students progress at different rates they will need to be grouped so the more able can be extended while still accommodating the less confident children.

Options include:

- Splitting your class into ability groups and rotating these groups in the water.
- Have several small ability groups working in the water at the same time. This formation means that you can have several ability groups working on different activities in a designated area of the pool.
- Have laminated activity cards on the poolside for children to work from. This encourages the older grouped children to work independently.
- Pair up/team teach with another teacher of the same year level students, of the same ability. Both classes can be in the pool at the same time with one teacher while the others work in the classroom.

Options for grouping checklist:

- Hesitant/reluctant getting into the water, will not put face in water.
- Is happy to get into the water, move through the water.
- Can put face into the water and submerge under the water.
- Can float on front/back with support.
- Can float on front/back without support.
- Streamline glide on front – 3m.
- Streamline glide on back – 3m.
- Streamline kick on front – 3m.
- Streamline kick on back – 3m.
- Freestyle arms and kicking – 5m.
- Backstroke arms and kicking – 5m.
- Freestyle breathing bilateral (both sides) – 10m.

Ability grouping information can be gathered from a student's practical session, previous student tracking sheets and or parent/caregiver information.

CLASS FORMATIONS

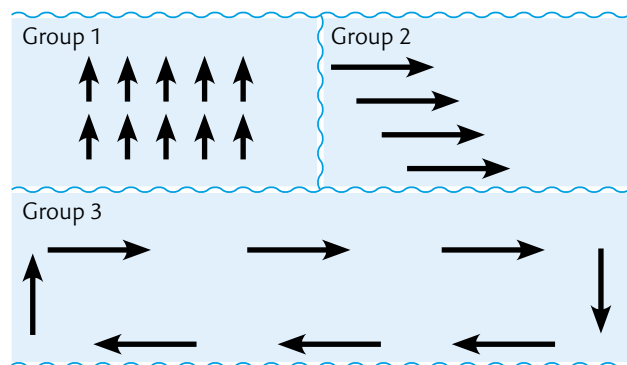
There are several different formations commonly used with aquatic classes. The position of the teacher in relation to the class will vary according to the assistance needed, climatic conditions such as wind and sun and distracting factors within the class's sight or hearing. If multi-group teaching is practised the teacher should be stationed so they can see the whole class but be closest to the less able group.

Where possible all disabled students should be taught in group lessons, however, they may require one-on-one assistance to participate in the lesson.

The over-riding consideration must be the safety of all students and the intended learning outcomes.

Dividing the pool into sections

This method of dividing the pool up enables the teacher to have more than one ability group in the pool at a time, or can be modified depending on the amount of ability groups the teacher has.



Group 1

This group should be the least able swimmers of the class, working in the shallowest end of the pool. The wave formation is a versatile practice formation. Students line up a comfortable distance apart and begin swimming at the same time at their own pace.

Group 2

This group will have a larger space and possibly deeper to swim lengths rather than widths. A staggered wave is used as a wave but for repetition practices. The teacher can move along poolside and provide individual help while everyone continues practicing.

Group 3

This group should be the most capable swimmers of the class. They should be circle swimming. Circle swimming can be used for part or whole lengths of a pool where several repetitions are desirable. A marker placed on the side of the pool can indicate when the next person is to start. Students in this group should keep to the left to avoid collision with other students.

The Lesson

Aquatic lessons should be planned thoroughly so that students remain active in the learning situation and to ensure safety, enjoyment and efficient progress. This suggested lesson format is a guide for teachers:

- Learning outcomes and success criteria should be shared in the classroom prior to swimming.
- Introduction/warm up activity (this can be a game).
- Revision from previous lesson.
- New activities, next step learning.
- Practise, consolidation.
- Conclusion activity.
- Evaluation and reflection in the classroom.

NON-PARTICIPANTS

Some non-participation in or at the pool will be inevitable. Notes on student absences from aquatics should be kept on record. These notes from parents/caregivers should give the reason for non-participation and give an indication of the length of time for withdrawal from the activity. The records kept could be useful in establishing patterns of non-participation.

- Non-participants should still be involved in the learning.
- They need to feel a part of the lesson as they are not experiencing the learning in the water.
- They can have a buddy in the water and watch and record what that person does for peer assessment and reflection.
- Practise their dry land skills e.g. walking up and down the poolside practicing freestyle arm action, sitting on the ground or bench seats practicing kicking.
- Assisting the teacher with setting up and using the equipment.
- Ensure students are kept busy, water-based activities/stories are also a great idea.

Other activities could include:

- Development of a water safety or beach safety quiz, complete with answers.
- Read a scrapbook of newspaper cuttings that are relevant to the teaching.
- Write a story to highlight a water safety or beach incident and then highlight what went wrong and how this could be fixed.
- Why it is important to learn to swim – arguments for and against could be thought about.
- How swimming in a pool is different from swimming in the sea or in a river.
- Work sheets could be issued. These could be laminated and answered with water-based pens so they can be cleaned.

Students could draw:

- Themselves and family swimming between the flags, or at a non-patrolled beach.
- Swimming in a river, showing safe exits and conditions.
- Good and bad practice with beach/boat activities.
- Swimming strokes – draw diagrams and pictures to explain strokes, and pictures of themselves swimming.

Students could read:

- Kapai's *Waterwise*.
- School journals on water activities such as *Beach Watch* (1999) or *Sailing Part 2* no. 4, 2003.
- *Wet Summer Fun* from Kids Safe Books, IP Waimakariri, Private bag 1005, Rangiora.
- *Kei Hea Ra a Rapa Raki?* Free resource from Water Safety New Zealand.
- *Where is Rubber Duckee?* Free resource from Water Safety New Zealand.
- *Tasman the Sailor Dog*, lessons on water safety by Sue Blakey (2009).
- *Pippa and Paul* picture book. Free resource from Water Safety New Zealand

Students could write instructions for (or advantages of):

- Safe fitting of lifejackets both on dry land and in the water.
- H.E.L.P. huddle and assistance needed positions.
- River float and survival strokes.
- Dry rescues.
- Different ways to make a whirlpool and what they could be used for.
- Duck dives and how to do a search.
- Removal of trousers in the water and how to make a buoyancy aid from them.
- Rules of a water game.

MANAGEMENT OF CHANGING SHEDS

In co-educational schools, problems could occur with changing procedures as often there is a shortage of male teachers/teacher aids/parents that can assist with class organisation.

- Each school should have its own policy.
- Rules, such as underwear should not be worn in the pool, should be communicated to the parents and children before the sessions begin.
- Ensure you have facilities for disabled students to change. In some situations the students may require help.
- Each class should also be informed of the school's procedures so that students can abide by them. For example if goggles or a swimming cap are worn then the children should be able to put these on themselves, wet towels and togs should be put in a waterproof bag.

MANAGING THE CONDITIONS

Teachers must manage the conditions as well as the students.

- If the weather is very hot and sunny ensure the instructional sections of the lesson are taken in the shaded areas if the pool has some.
- Most lessons take place between 11.00am and 2.30pm when the sun's rays are the most dangerous. However, many pools are not protected with shelter or sails.
- Students must apply suntan lotion or wear a nylon rash shirt. School policy may determine this.
- If the weather is windy encourage the students to keep their shoulders in the water to lessen the effects of the wind and cooling by evaporation.
- If the pool is at a low temperature, it may be school policy that the older students use the pool earlier in the day as they may be able to cope with the cold water better.
- Polypropylene clothing and nylon rash shirts may be worn (as long as they fit well) to help retain heat without compromising the school's swimming clothing policy or swimming ability. Some disabled students may benefit from extra warmth while in the pool. Those students with limited limb function will lose heat rapidly and wearing polypropylene clothing will enable them to stay in the water longer.
- Once a child is shivering they should be sent to change so they can warm up.

Voice protection is important when teaching in a pool area or at the beach. This is especially important if teachers are teaching in a large pool with another class or in a large indoor pool.

- Limit the use of voice by calling the students together to a large group before talking to them.
- Use visual signs and signalling for communicating with your students.
- Use a whistle (to mean: stop, look and listen). It is important here, as are the standard hand signals the teachers frequently use.
- When called, the students must learn to move quickly and quietly, minimising the time spent standing and potentially losing body heat. If you use a whistle in a public pool check with the pool staff first that it will not interfere with their emergency signalling.

Note: The use of a single raised hand for quiet is inappropriate for use in the pool setting as it is a standard water safety signal signalling for assistance.



EXAMPLE PARENT/CAREGIVER AQUATICS LETTER

School Address

Date

Dear Parent/Caregiver,

Aquatic education is based on the combined development of physical skills, critical thinking and building experience to ensure safer participation in a range of aquatic environments. Learning is based on developing skills, knowledge, attitudes and behaviours in line with personal developmental stages. Aquatic education is not purely physical or just about thinking; students need to understand all elements of learning to swim, water safety, survival and beach safety skills to participate safely in a range of aquatic environments.

New Zealand is an island nation and it is aquatically orientated, both socially and recreationally. All major towns and cities are located near lakes, rivers or the sea. These physical settings provide outstanding opportunities for aquatic activities, but also create hazards which people must be suitably skilled to enjoy safely.

Our school is about to undertake the national State Kiwi Swim Safe programme, involving learning to swim, water safety, survival and beach safety skills. This programme will take place during school hours Monday – Friday starting xxx. Please ensure your child brings a clearly named towel and togs for swimming (according to the school's swimming clothing policy). A swimming cap and goggles are also encouraged.

If your child is unable to attend aquatics please provide a note with reasons for non-participation and give an indication of the length of time for withdrawal from the activity. Please fill out the attached permission form and return this back to school before xxx. It is important to combine learning to swim with water safety and beach education to build a positive water safety culture in New Zealand.

Yours sincerely

xxx Primary School

EXAMPLE PARENT/CAREGIVER AQUATICS LETTER

Student's Name: _____

Year Level: _____

Teacher: _____

Please tick each box that applies to your child:

- My child is not comfortable having water splashed on his/her face or going under the water
- My child is comfortable having water splashed on his/her face or going under the water
- My child is not able to float on his/her front or back unassisted
- My child is able to float on his/her front or back unassisted
- My child can swim (any stroke) 25m (1 length of a public pool)
- My child is confident in deep water
- My child has a disability and will/may require assistance in the water
- My child has a disability and is independent in the water

Has your child been to any of the following aquatic environments?

- Swimming Pool
- Beach
- River
- Lake
- Other _____

Does your child have any health or learning issues that may affect their aquatic learning?

- No
- Yes (Please explain) _____

I (parent/caregiver) _____ give permission for my child (child's name)

_____ to participate in the State Kiwi Swim Safe programme.

I (parent/caregiver) _____ am able to assist with aquatic sessions for this programme.

Parent/Caregiver Signature

Date

STATE KIWI SWIM SAFE PROGRAMME FRAMEWORK



STUDENTS WILL BE ABLE TO.....

IN THE CLASSROOM

Module 1: Becoming safer in, on and around water

Participate in one or more of the following theory-based sections:

- 1.1 School, home and community
- 1.2 Developing knowledge and skills for survival
- 1.3 Introducing survival skills
- 1.4 Demonstrating survival skills

AT THE POOL

Module 2: Water confidence and submersion

- 2.1 Enter and exit the water safely with a buddy
- 2.2 Move through the water with my feet on the floor
- 2.3 Have water showered or sprinkled over my head
- 2.4 Blow bubbles
- 2.5 Submerge and pick up objects from the pool floor

Module 3: Breath control, floating and gliding

- 3.1 Crouch and sit on the bottom of the pool floor
- 3.2 Float on my front and return to standing unsupported
- 3.3 Float on my back and return to standing unsupported
- 3.4 Streamlined glide on my front and back
- 3.5 Roll from back to my front and back again
- 3.6 Demonstrate basic sculling

Module 4: Kicking, stroking and survival introduction

- 4.1 Wade and enter the water safely
- 4.2 Streamline glide and kick on my front and back
- 4.3 Roll from my back to my front and back again while kicking
- 4.4 Demonstrate freestyle and backstroke arm strokes while kicking
- 4.5 Scull on my back – stationary and travelling for 10 metres head first and feet first
- 4.6 Stay afloat with an improvised floatation aid and signal for assistance

Module 5: Stroking and survival progression

- 5.1 Demonstrate freestyle and backstroke arm strokes while kicking for 10 metres
- 5.2 Kick on my front and roll to breathe on both sides
- 5.3 Demonstrate breaststroke leg action
- 5.4 Demonstrate survival backstroke for 10 metres
- 5.5 Tread water for one minute
- 5.6 Offer rigid and non-rigid aid for assistance

Module 6: Swim and survival techniques

- 6.1 Swim freestyle for 20 metres, rolling to breathe
- 6.2 Demonstrate breaststroke
- 6.3 Demonstrate basic sidestroke
- 6.4 Fit a lifejacket, demonstrate H.E.L.P. and huddle
- 6.5 Demonstrate duck and dolphin diving and safer dives
- 6.6 Float in moving water

Module 7: Swim and Survive Application

- 7.1 Swim 50 metres freestyle
- 7.2 Swim 50 metres backstroke
- 7.3 Swim 25 metres breaststroke in still and moving water
- 7.4 Swim 25 metres sidestroke in still and moving water
- 7.5 Tread water wearing clothing and swim 20 metres using survival strokes
- 7.6 Fit a lifejacket in water without standing on pool bottom

AT THE BEACH

Module 8: Safety at the beach

Attend/participate in one of the following Surf Life Saving New Zealand experiential programmes:

- 8.1 Beach Ed
- 8.2 Surf to Schools

KIWI Swim Safe

SAFETY IN THE WATER

IN THE CLASSROOM THINK SAFETY

MODULE 1: BECOMING SAFER IN, ON AND AROUND WATER

Participate in one or more of the following theory-based sections:

- 1.1 School, home and community
- 1.2 Developing knowledge and skills for survival
- 1.3 Introducing survival skills
- 1.4 Demonstrating survival skills

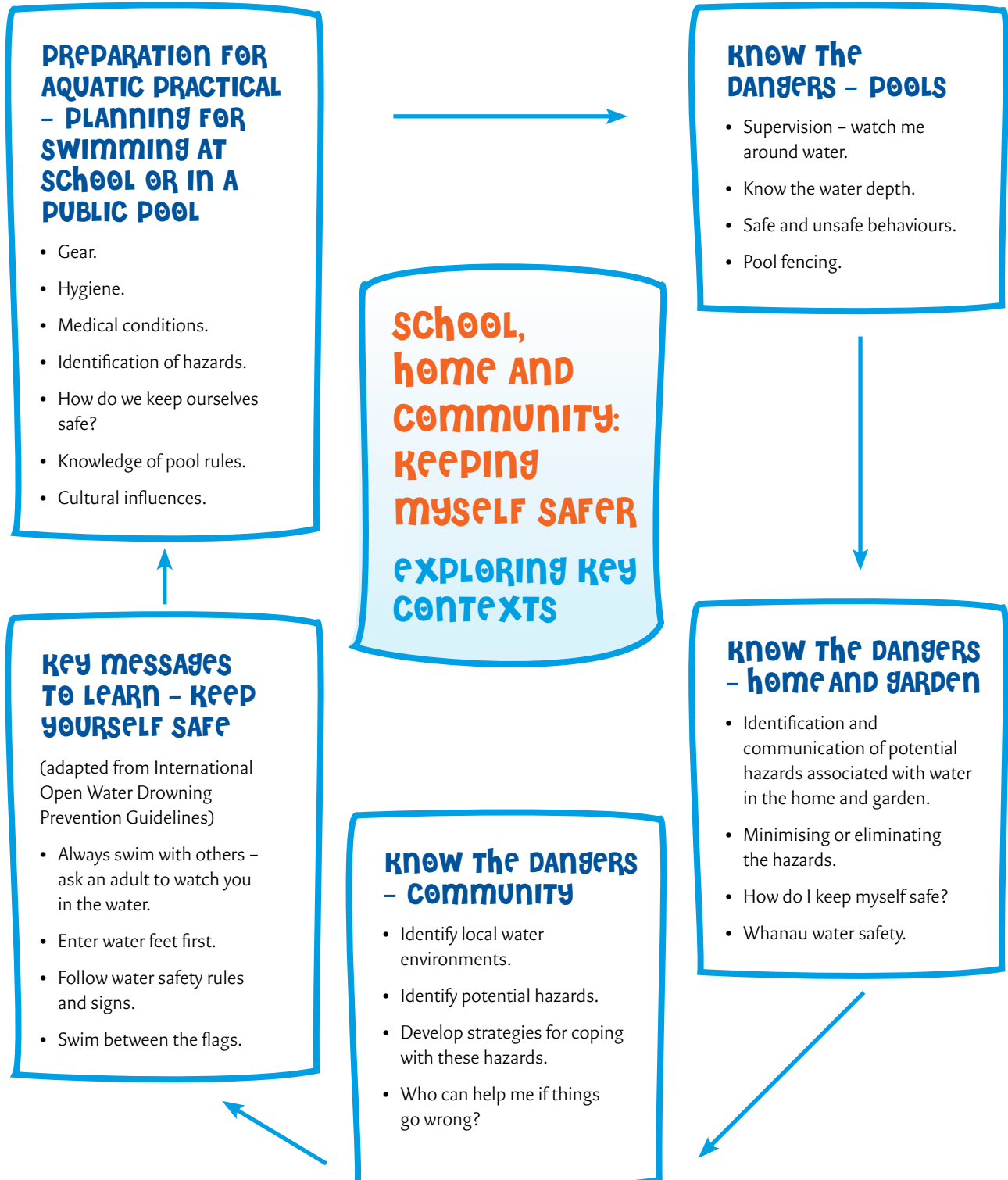


MODULE 1.1 – YEARS 1-2

SAFETY IN, ON AND AROUND WATER: SCHOOL, home AND COMMUNITY

Overview – What could our students learn in the classroom?

This unit supports the practical learning of water safety skills from module 2 and 3.



POSSIBLE CLASSROOM LEARNING EXPERIENCES

As part of the needs analysis teachers should ascertain what the students and their families do around water. The range of topics taught should reflect this activity. The overview and topic checklist across serve as a guide only and to show the scope of the subject. Teachers should select and include the contexts that best meet the learning needs of their students.

POSSIBLE ACHIEVEMENT OBJECTIVES LEVEL 1

- **Safety management** – Describe and use safer practices in a range of contexts and identify people who can help.
- **Community resources** – Identify and discuss potential hazards in the home, school and community. Adopt simple safer practices to overcome the potential dangers.
- **Positive attitudes** – Participate in a range of activities and identify the factors that make participation safer and enjoyable.

KEY COMPETENCIES

- **Participating and contributing** – Building and sharing experiences, exploring and sharing knowledge, being involved.
- **Managing self** – Bringing gear, dressing self and following rules, developing safer behaviours.
- **Thinking** – Describe possible outcomes of unsafe behaviour.
- **Using language, texts and symbols** – Identify safer and unsafe behaviours using symbols and understanding signs.
- **Relating to others** – Understanding the importance of a buddy when around water, the need for adult supervision and importance of family.

LINKS WITH THE UNDERLYING CONCEPTS

Hauora – Describing fun aquatic experiences in terms of positive influences on personal wellbeing.

Attitudes and values – Sharing in family beliefs, rituals and customs around water, identifying factors that make participation fun.

Socio-ecological perspective – Using community facilities and role of lifeguards at swimming pools.

Health promotion – Taking action to improve experiences for self and others by looking at pool shade options, changing rooms and school pool signage.

POSSIBLE ASSESSMENT OPPORTUNITIES

All activities could be used for assessment purposes. The teacher can select those that are best suited to show that the learning needs of the students are being met. For example, develop a checklist for pool users regarding hygiene or instructions for getting into the water.

TOPIC CHECKLIST

PREPARATION FOR AQUATICS

- Why we change into togs.
- Safer entries.
- School pool hazards – slippery paths/sides.

SWIMMING POOLS

- Pool fencing rules.
- Supervision by adults not by siblings.

WATER SAFETY IN THE HOME AND GARDEN

- In the bath.
- Toilets.
- Buckets.
- Paddling pools.
- Ponds/water features.
- On the farm.

COMMUNITY WATER

- Drains.
- Fountains.
- Streams and waterholes.
- Waterfalls.
- Beaches.
- Lakes.

PREPARATION – PRACTICAL LESSONS

The first lessons are to prepare the students for their first pool experience. The content may be introduced during the preceding week. This can encourage the return of permission slips.

Have your students select a buddy – this reinforces the rule we should not swim alone. Discuss the role of a buddy. Further class discussion could be around the following:

- Hygiene around pools.
- Medical conditions e.g. colds, grommets.
- Gear – what to bring, what to leave at home.
- How to dress ourselves.
- Changing room protocols – staff and students.
- How do we keep our gear safe?
- Pool rules – what are they and why we need them. How do we stay safer?



Pool rules courtesy of Massey Park Pool

- Water depth.
- Whistle means: 'stop, look and listen'.
- SunSmart issues with water.
- Who else may come with us and why?
- Cultural considerations.
- Fears and experience.
- Non-participant activities.

This allows teachers to set their expectations of behaviour in and around the water. Older and more experienced students should be reminded of these expectations. See Teacher Guide: Planning a school pool session (page 21).

A reflection describing how they feel about the upcoming unit of work is a valid starting point for student participation. This could be added to their portfolio.

POST PRACTICAL LESSONS

A range of learning activities is suggested below. This list is not exhaustive and teachers should select those that best meet the needs of their students.

REFLECTION

Students can write or draw a reflection after their practical sessions. This can express their feelings towards their activity and performance in the water.

TEACHING UNDERSTANDING FOR FUTURE LEARNING

Teachers should follow up and reinforce the learning from the pool session by asking questions that were related to the practical activities. These questions should stimulate thinking and ensure that the cognitive basis for water safety skills learning is developed and understood. This can then enhance future learning in the pool.

Questions:

- Why do we swim with a buddy?
- Why do we need pool rules?
- What are they?
- Why is floating an important skill?
- How do we float flat, where should our head be?
- Is it easier to float with our lungs full or empty of air and why?
- Does floating tire you out? Why? Why not?
- Why is rolling from a back to a front float important and when would it be useful?
- What is sculling?

Some questions can be asked in the pool but these can be repeated in the classroom where there is more time, a warmer environment and the students are not involved with the physical aspects of water safety.

WHY DO WE CHANGE FOR SWIMMING?

Compare the weight of wet clothes. Put wet togs and a rash shirt in a bucket. In another bucket, place wet jeans and jersey for the same sized student. Hold both buckets and compare the weight.

Questions:

- What would it feel like swimming in the clothes?
- How safe would that be?
- Can you think of any other disadvantages of swimming in your every day clothes?

SAFER ENTRIES

Questions:

- Why are safer entries needed when we get into the pool?
- Why do we enter water feet first? (To protect our head)
- Why can jumping in be dangerous? Discuss what are and why we need feet first (safer) entries at other venues e.g. beach, (with a parent we wade in through the waves) river and waterhole, (an easy walk in walk out point away from any currents and rapids, get a parent to check the depth).

HOW SAFE/USER-FRIENDLY IS THE SCHOOL SWIMMING POOL?

Questions:

- Can you list the features of your school pool that help to improve safety?
- What is missing?
- Are the pool rules displayed at the pool?
- Is the depth of the water shown? If not how do Year 1 students know if there is a deep end or if they can stand safely in the water?
- Is there enough shade?
- What can you do to help make the pool safer?



Estimating pool depth at Waikowhai Primary School
Image: WaterSafe Auckland Inc.

HAVING FUN IN THE WATER

Questions:

- What activities can we do in water?
- What do you and your family do in, on and around water?

This information could be used to create simple tally charts, writing or art work as a theme for sharing experiences. Collages can be made to show the range of activities to emphasise the point that this is lifelong learning and it is fun when it is safer.

WATER SAFETY AT HOME

Questions:

- Where do we find water in the home and garden?
- How can we make these places safer?
- What are the rules for bath time?
 - Supervision at all times, plug up high, run cold water first, toys in after children.
- What are the rules for playing in buckets or a paddling pool?
 - Empty after use.
- Who should be watching you at all times?
 - An adult or young person over 16.
- What does supervision mean?
 - Constant visual contact.
 - Being within arm's reach of a non-swimmer and for under-fives.
 - Not being distracted by anything e.g. phone, doorbell, dinner cooking.
 - Being ready to respond quickly.
- Why should home swimming pools be fenced?
- How is a farm different?
 - Water troughs, streams and waterholes.

WHANAU WATER SAFETY

Water safety at home is the responsibility of parents and adults. They create their own rules and procedures around water. Key water safety messages can be taken home to help keep the family safer around water. This home school relationship can be fostered by newsletters, students sharing their work with parents, making bookmarks or postcards, or inviting the family to watch role plays, drama or static and practical displays at school.

WATER SAFETY IN THE COMMUNITY

Brainstorm water features in the local community, starting close to school and working further away. Name them. Find these on a map or Google Earth. Students could visit these sites and take photographs. Your local water could be classified into different sorts of water for example – still, moving, tidal, fresh, saline (sea), mineral or chlorinated, warm or cold, natural or artificially created. Various types of water (e.g. fresh, saline and or chlorinated) can be compared and contrasted using pictures.

Local water can attract different types of activities. These can be identified on maps. Simple safety rules for each location and activity can be created. Calendars using this information can be created for home use.

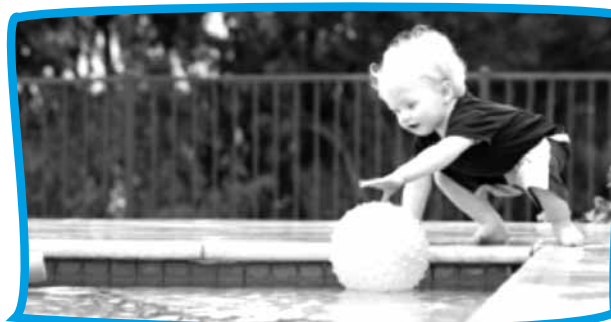
Water safety signage could be photographed and discussed back at school.

KEY WATER SAFETY MESSAGES

Simple messages can be introduced into the classroom. Messages such as:

- Always swim with others – ask an adult to watch you in the water.
- Enter water feet first.
- Follow water safety rules and signs.
- Swim between the flags.

This work can be displayed in the classroom as mobiles, posters, etc.



Your Pool Your Responsibility.
Image: WaterSafe Auckland Inc.

USING AN INTEGRATED APPROACH

Water safety can be taught across the curriculum. There are several Teacher Guides that illustrate the scope of using an integrated approach.

Literacy – There are several Ready to Read Junior Journals and other books (see resources) that can enhance a water safety theme. Aquatic words can be explored through an A-Z and students can practise writing these. Oral language can be developed by exploring vocabulary associated with water safety.

Numeracy – Teachers can measure the depth of the school pool or find out the depth of the shallow end of a community pool. Students can mark this depth on a door or wall and compare their height against the marker before they enter the pool. Do a count to create tally charts, for example, to compare who participates in what aquatic activity. Make comparisons between classes.

Science – Look at what floats and what sinks, e.g. pumice and other rocks, wood, and plastic bottles, some with water in. Place an egg in freshwater and saltwater. Compare the results

Technology – Use a magnifying glass to compare the fibres of jeans, hoodie and togs.

Māori – Legends e.g. Maui, Tangaroa, Taniwha and associated vocabulary

Music – Water safety songs e.g. WaterSense available from WaterSafe Auckland Inc.

E Learning – Using ICT, video and audio. On-line resources from Digistore, YouTube and other sites can be used.

RESOURCES

WATERSAFE AUCKLAND INC

- WaterSense – Year 1/2 resource.
- Ponder Picture – Year 1/2 resource.
- Teacher Guides – in the Teachers' Toolbox.
- Student task sheets – in the Teachers' Toolbox.
- WaterSense song.

All available as free downloads from www.watersafe.org.nz – see education section.

OTHER RESOURCES

- Bubbles to Buoyancy – Learning Media.
- Pippa and Paul Playing safely in the water – Water Safety NZ.
- Herbert the Brave Sea Dog – Robyn Belton Craig Pottton Publishing.
- Kapai's Waterwise – Random House.
- Tasman the Sailor Dog, Lessons on Water Safety (see below)



I'm Tasman the Sailor Dog named after the Sea.
To learn to be water safe – listen to me!
Playing in and round water can be so much fun,
If a few rules are obeyed by everyone.
We will talk about water–play in all sorts of ways.
In pools, rivers, lakes, in beaches and bays.

Excerpt from Tasman the Sailor Dog



CONTACT SUF BLAKFY:

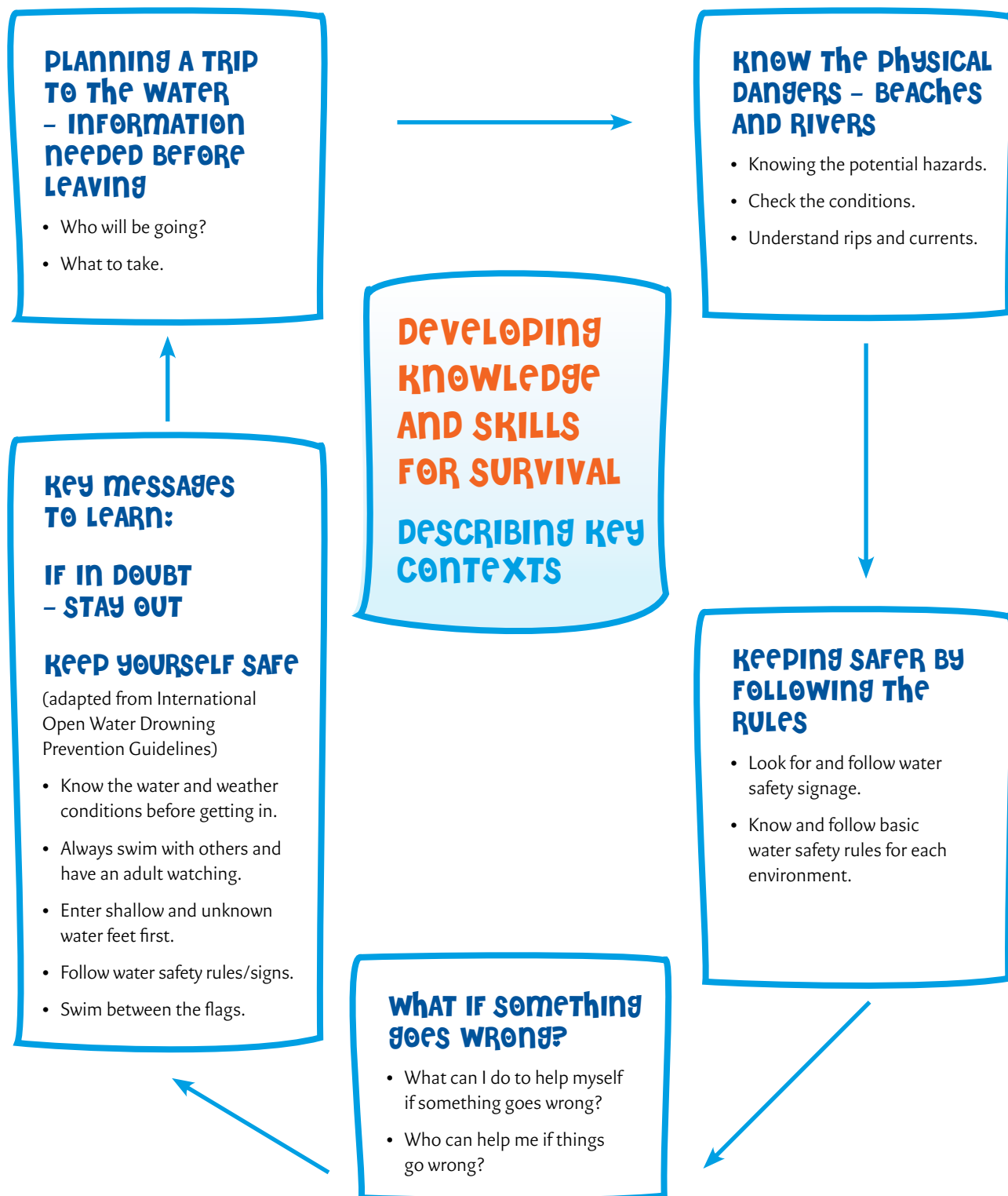
starpro@ihug.co.nz
www.starboardproducts.co.nz

MODULE 1.2 – YEARS 3–4

SAFETY IN AND AROUND WATER: DEVELOPING KNOWLEDGE AND SKILLS FOR SURVIVAL

Overview – What could our students learn in the classroom?

This unit supports the practical learning of water safety skills from module 4.



POSSIBLE CLASSROOM LEARNING EXPERIENCES

As part of the needs analysis, teachers should ascertain where their students recreate around water. Environments could range from lakes, rivers, creeks, canals, estuaries and beaches. The range of venues and topic headings give an indication of the scope of this unit. To meet the learning needs of their class, teachers may use the contexts and sequences suggested, develop other material or select activities designed for other year levels.

POSSIBLE ACHIEVEMENT OBJECTIVES – LEVEL 2

- **Safety management** – Identify risks and use safer practices in a range of contexts.
- **Community resources** – Identify and use local community resources and explain how these contribute to a healthy community.
- **Science and technology** – Describe different types of water and identify how this enhances movement.

KEY COMPETENCIES

- **Participating and contributing** – Building and sharing experiences, developing and sharing knowledge, being involved, working in groups.
- **Managing self** – Planning for safety and following rules, developing safer behaviours.
- **Thinking** – Identify and explain possible outcomes of unsafe behaviour.
- **Using language, texts and symbols** – Understanding safety signage. Identify, describe and draw the hazards.
- **Relating to others** – Informing others of intentions, have a buddy when around water.

LINKS WITH THE UNDERLYING CONCEPTS

- **Hauora** – Describe aquatic experiences in terms of positive and negative influences on personal wellbeing.
- **Attitudes and values** – Identify factors that make participation fun and safer in a range of conditions and environments, family rituals or events around water.
- **Socio-ecological perspective** – Using community facilities, the role of lifeguards at the beach and facilities on rivers and lakes.
- **Health promotion** – Taking action, planning to improve the experience for self and others when visiting a variety of aquatic environments.

POSSIBLE ASSESSMENT OPPORTUNITIES

The teacher can select those activities that are best suited to show that the learning needs of the students are being met. For example, using the Ponder Picture for formative assessment.

TOPIC CHECKLIST

PLAN A TRIP TO WATER

- Check: weather and tides.
- Gear to take.
- Tell someone where you are going, time of return.

BEACH/RIVER HAZARDS

- High energy, calm water and mud flat beaches.
- Rips and currents.
- Rivers – waterfalls, rapids.
- Slippery rocks, boulders.
- Strainers.
- Unstable undercut banks.
- Estuaries – tides.

KEEPING SAFER BY FOLLOWING THE RULES FOR YOUR ACTIVITY

- Water safety signage.
- Key messages for each environment.

WHAT IF SOMETHING GOES WRONG?

- Staying calm.
- Who can help me?

PREPARATION – PRACTICAL LESSON

Students should revisit and discuss the expectations teachers have when they are in a water environment, see Teacher Guide: Planning a School Pool Lesson. The pool rules can be discussed and developed for each class. Activities can be planned for non-participants, see Teacher Guide: Ideas for Non-Participants (page 26).

Students plan and reflect on preparations needed for their aquatic practical sessions.

POST PRACTICAL LESSON

A range of learning activities is suggested below. This list is not exhaustive and teachers should select those that best meet the needs of their students.

The use of questions is important as they can stimulate thinking. A KWHL chart (what you **K**now, what we **W**ant to know, **H**ow we find out and what we have **L**earned) can be a good start to assess gaps. This can be revisited during the unit discussions or revised at the end of learning.

Reflection – Students can write or draw a reflection after their practical sessions. This can express their feelings towards their activity and their performance in the water.

**"I FELT BETTER ABOUT MY SWIMMING.
I LIKE TO DO MY BEST."**

Student reflection.
Student St Therese School

PLANNING A TRIP TO THE WATER

Share experiences of going on a family outing to any water environment.

Questions:

- Why do we need to check the weather forecast before we go?
- Where can we find this?
- Why do we need to find out the state of the tides?
- Where can we find this information?
- What gear should we take? Create a list, share with other groups.
- How do I keep my cell phone dry?
 - Use a snaplock bag.
- Who should we tell where we are going and what information should we give them?

KNOW THE PHYSICAL DANGERS – BEACHES AND RIVERS

Using pictures of local water, students can identify potential physical dangers and explain why they pose a threat. Using the Ponder Picture students can identify safer and unsafe behaviours and explain why.



Ponder Picture
Image: WaterSafe Auckland Inc.

Children tend not to think about the risks relating to water especially in environments where the conditions can quickly change. This means it is very important to make comparisons of generic environments e.g. beaches (high energy, calm water and mud flat beaches) and the same environment at different times of the day and year and in different conditions.

Using video clips or pictures students can compare the conditions of different types of beaches, or inland rivers and the same river near to the sea.

Questions:

- How do changes in tides and weather – rain, drought, tsunami, changing seasons, wind and gales affect these environments?

BEACH HAZARDS

Waves, tides and wind can change during a visit to the beach. It is safer to swim on an incoming tide. See Teacher Guides: The Language of Waves, the Language of Tides, (page 26) Wave Types, Surf Life Saving New Zealand Appendix 31, (see page 26).

RIP CURRENTS



Rip current North Piha
Courtesy of Surf Life Saving New Zealand

Discuss what a rip current is. Draw a pencil diagram of several lines of waves as if coming into a beach. Erase a narrow section through the waves towards one side of the sheet. This area free of waves is the rip current. Watch YouTube clip Don't Get Sucked in by the Rip and get students to explain to their buddy what a rip current is and mark the water flow in the diagram, see also the Wavewatch pamphlet from Surf Life Saving New Zealand. Place the flags on the diagram in the safer part of the beach and draw a family in the water. A fridge magnet could be attached to this and then taken home for the whole family to enjoy.

Questions:

- What is your local water environment?
- What characteristics does it have?
- What are the potential dangers?

RIVER HAZARDS

Questions:

- Why are waterfalls, rapids and rocks (slippery) a potential hazard at any time and in any conditions?
- When can river banks be hazardous?
 - Steep as in a gorge, no entry/exit points, slippery and unstable, undercut by currents.
- How can you tell if a river is running too fast for you to play in?
 - Running high, discoloured water, flooding. Throw a stick in and see how fast it travels downstream in the current.
- What could a safer waterhole for swimming look like?
 - Safer entry/exit points, slow flow, not near downstream rapids or any other hazards e.g. submerged branches etc.

KEEPING SAFER BY FOLLOWING THE RULES



Shallow water

Questions:

- Before swimming at the beach or in a river what must you do first?
 - Check the conditions first before you change into togs.
- What would you look for? See below.
- Is there any signage to help keep you safer?
- What signs can you recall?
 - Know the difference between the different shape and colour of signs (information, hazard warning and prohibition signs).
 - Obey these.
- For further information see Teacher Guide: Water safety signage (page 26). If it is safe for swimming make sure you have a buddy and adult watching you. If you can, swim at a patrolled beach.
- What is the role of lifeguards at a patrolled beach?
 - Compare the roles of a pool and beach lifeguard.
 - Listen to the lifeguard's advice. See Surf Life Saving New Zealand for role of surf lifeguard <http://www.slsnz.org.nz/Resource.aspx?ID=585>

Develop water safety rules for swimming in a river and/or at the beach.

WHAT IF SOMETHING GOES WRONG?

Make sure students know and can do the 'I need assistance signal' if they get into trouble.

Image: WaterSafe Auckland Inc.



Watch clips from Piha Rescue, see resource list, page 26.

During a practical session get students to try and relax, float on their backs, facing the teacher and signal and wait for some adult help to come.

Questions:

- If you are caught in a river current would you want to go down the river head or feet first, on your back or tummy?
 - On your back, feet first. Why?

Discuss that when in trouble at a non-patrolled beach or in a river, your buddy can alert an adult who should be close by.

The emergency services can be contacted.

- Who does this at a patrolled beach?
- Who would do it at an unpatrolled beach?
- How can you contact the emergency services?
 - What information would you give them?
 - When do you hang up? (When they tell you).
 - Role play this situation.



Cell phone in snap lock bag
Image: WaterSafe Auckland Inc.

KEY WATER SAFETY MESSAGES

- Know the weather and water conditions before getting in.
- Always swim with others – have an adult watching.
- Enter shallow and unknown water feet first.
- Follow water safety rules/signs.
- Swim between the flags.
- If in doubt stay out.

USING AN INTEGRATED APPROACH

Water safety can be taught across the curriculum. There are several Teacher Guides that illustrate the scope of using an integrated approach.

Literacy – The exploration of aquatic words can continue with homophones, acronyms, compound words, nouns and verbs. The connections between visual, oral and written language can be explored further. Experiences can be shared and simple role plays developed, performed followed by discussion and feedback.

Numeracy – Read and use tide charts, compare tides (heights and times) in different New Zealand cities. Work out the time differences of high and low tides in your home town and other places. Measurement work can include calculating the volume of the swimming pool. How much water is in it? How many 5L/10L buckets would be needed to fill it? How much does the temperature of the pool change during the year, summer and winter?

Science – Students can investigate what causes tides, why puddles or water pictures disappear, what happens to the volume of water in rivers, lakes and canals during very wet or

dry weather, how these changes affect the water dynamics. Demonstrate the power of water; explain how it is affected by weather. Explore and describe the features of different bodies of water.

Technology – Design a graphic for a T-shirt showing a beach or river hazard.

Māori – Create a list of aquatic words.

E learning – Students may share their learning using blogs or websites. They can create slideshows to show aquatic learning. Insert illustrations including still photographs.

RESOURCES

WATERSAFE AUCKLAND INC

- Ponder Picture.
- Beach safety on the West Coast.
- Teacher Guides – located in the Teachers' Toolbox.
- Student task sheets – located in the Teachers' Toolbox.
- Cell phone snaplock bag – WaterSafe Auckland Inc.

All available as free downloads from www.watersafe.org.nz – see education section.

OTHER RESOURCES

- Wavewatch – SLSNZ.
- Wave Types Appendix 31 - SLSNZ
<http://www.slsnz.org.nz/Article.aspx?id=1091>
- River Safe – Water Safety New Zealand.
- Weather forecast –
<http://www.metservice.com/national/>
- Tide information – <http://www.metservice.com/marine/tides/index?gclid=CM7bsOP-8aECFQpJagodY2EVnA>
- YouTube – Don't Get Sucked in by the Rip.
- Piha Rescue – (Google for YouTube clips or to purchase go to: www.tvnz.co.nz or <http://tvnz.co.nz/view/page/816462/869443>)

PREPARING AQUATIC BUDGETS



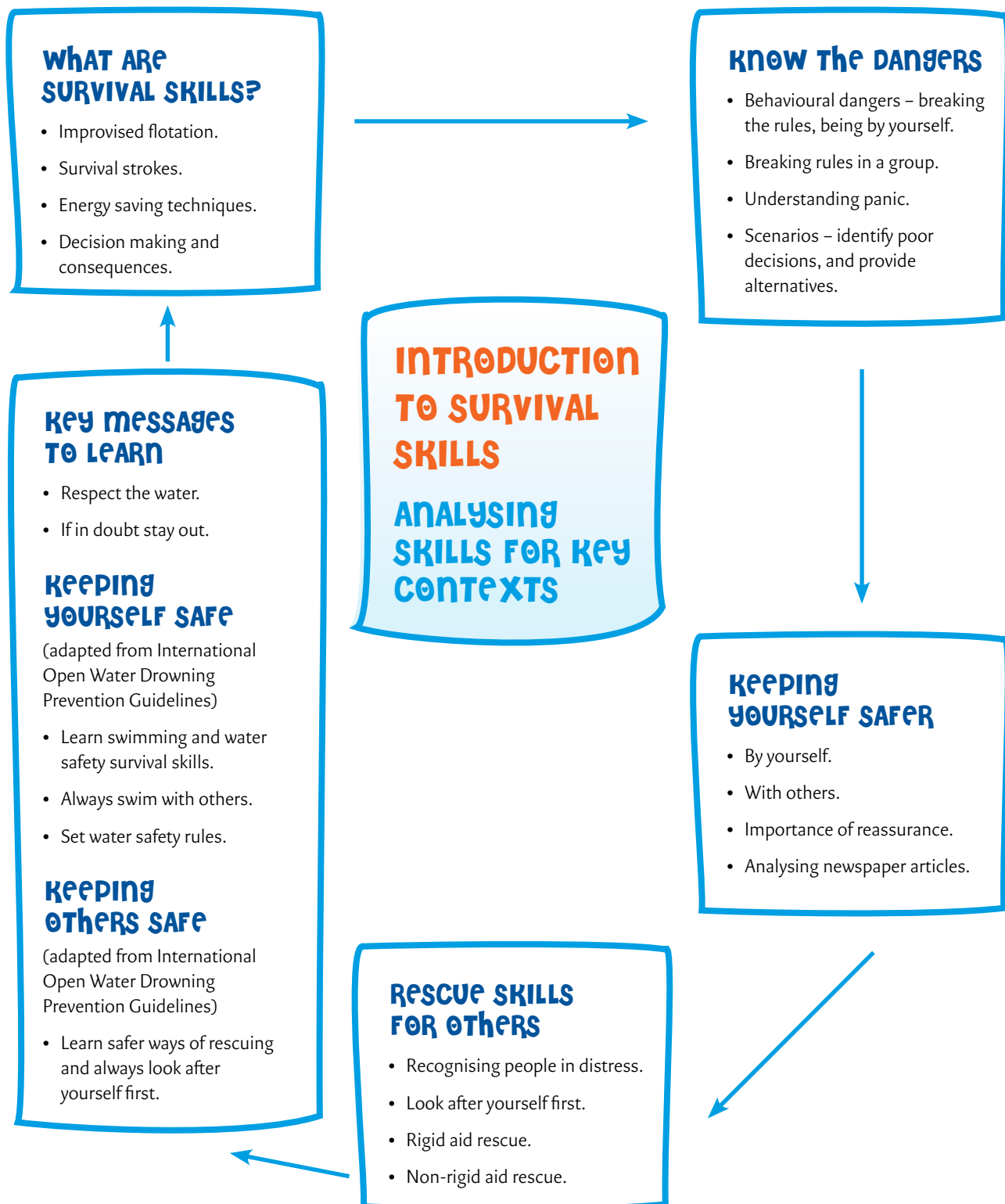
Image: WaterSafe Auckland Inc.

MODULE 1.3 – YEARS 4*–5

SAFETY IN AND AROUND WATER: INTRODUCING SURVIVAL SKILLS

Overview – What could our students learn in the classroom?

This unit supports the practical learning of water safety skills from modules 4 and 5.



* This module merges with module 1.2 and parts of module 1.3 can be relevant for year 4 students

POSSIBLE CLASSROOM LEARNING EXPERIENCES

The water safety and survival skills learned in practical modules 3 and 4 have been taught in a student-centred way with questions to develop thinking. The following classroom lesson suggestions reinforce, extend and transfer that thinking to new situations. Students need to be able to analyse these situations and identify safer and unsafe practices. A range of topics is suggested. The overview and topic checklist serve as a guide only and show the subjects' scope. Teachers should select those contexts that best meet their students' learning needs.

POSSIBLE ACHIEVEMENT OBJECTIVES LEVEL 3

- **Safety management** – Identify risks, their causes and describe safer practices to manage these.
- **Positive attitudes** – Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.
- **Interpersonal skills** – Identify the pressures that can influence interactions with other people and demonstrate basic assertive strategies to manage these.

KEY COMPETENCIES

Participating and contributing – Being actively involved in a range of learning opportunities.

Managing self – Decision making – knowing when to lead and when to follow when in, on and around water.

Thinking – Decision making and consequences in a range of activities and contexts.

Using language, texts and symbols – Appropriate communication in a variety of situations.

Relating to others – Negotiate and share ideas.

LINKS WITH THE UNDERLYING CONCEPTS

Hauora – Taking responsibility for your own wellbeing and that of others.

Attitudes and values – Respecting the power of the water.

Socio-ecological perspective – Relating to others and society's expectations.

Health promotion – Planning and developing a supportive physical and emotional environment for self and peers for safer behaviours around water.

POSSIBLE ASSESSMENT OPPORTUNITIES

All activities could be used for assessment purposes. The teacher can select those that are best suited to show that the learning needs of the students are being met. For example, develop a consequence wheel for safer and unsafe behaviours at a popular water venue.

TOPIC CHECKLIST

SURVIVAL SKILLS

- What are they?
- Survival swimming characteristics.
- Survival floating.

KNOW THE DANGERS

- Unsafe behaviours around water.
- Peer pressure.
- Breaking the rules.
- Consequences.
- Decision making.
- Scenario work.
- Role plays.

KEEPING YOURSELF SAFE

- Analysing newspaper articles.
- Using survival skills.

RESCUE SKILLS FOR OTHERS

- Dangers of rescuing others.
- Recognising distress in the water.
- Dry rescues.

PRACTICAL AND POST PRACTICAL EXPERIENCE

Students should be reminded of expected pool behaviour before the practical sessions start. The teaching of water safety skills, both physical and cognitive can be combined in both the pool and classroom, as the children are able to:

- Cope with the cold water better.
- Have the ability to think while doing.
- Work in groups more effectively and more independently from the teacher.
- Transfer concepts to a new context.

Asking questions should be an integral part of the practical lesson.

This changes the accent of the classroom focus from teaching through questioning to reinforcing knowledge and skills. This encourages the building of new personal knowledge for a range of contexts. As water safety and survival skills become more specific, new skills can be learned dry before the class visits the pool. This makes better use of pool time.

A range of learning activities is suggested below. This list is not exhaustive and teachers should select those that best meet the needs of their students. Other learning activities can be created using the topic checklists on the preceding page.

SURVIVAL SKILLS

Discuss the poster, *In Danger – Grab One*. Page 31.

Questions:

- Which of the improvised flotation aids would be most effective and why?
- What else could be used?
- How could wind affect the use of these aids? When would you use these?

Discuss survival swimming.

Questions:

- What is survival swimming?
 - Swimming with arm recovery in the water.
- Why does this help survival time?
 - Saves energy and improves visibility.
- What is the advantage of survival swimming on your back?
 - Let's you check around you when moving away from a hazard.
- What is the advantage of survival swimming on your front?
 - You can see where you are going.

Develop a scenario, role play or story to show the effectiveness of survival swimming with or without lifejackets.

Discuss survival floating.

Questions:

- What is it?
- When could we use it?

Discuss survival sculling.

Questions:

When would we use it?

- E.g. falling into a river.

Would you go feet first or head first? Why?

- If you get caught in a current, survival scull feet first, feet up, sitting in the water.
- Why would you not use streamlined position?
- How could you slow yourself down if you were still going too fast?
 - Cycle or kick your legs and arms backwards.
- If you are heading towards an obstacle what could you do to avoid it?
 - Turn on to your side and swim hard to the side of it.
- If you are going to hit an obstacle what could you do?
 - Change to facing downstream at the last moment and climb up onto the log, branch or rock keeping your head out of the water.
 - This can be tried in the pool with or without lifejackets.

KNOW THE DANGERS – BEHAVIOUR

Brainstorm and create a list of safer and unsafe behaviours around water in the right hand column. In the opposite column list some consequences for each entry.

SAFER AND UNSAFE BEHAVIOUR AROUND WATER

Behaviours	Consequences
Safer behaviours Swimming between the flags.	Safer fun in the water.
Unsafe behaviours Overloading the boat.	Take on water.

Compare lists with other groups and create a class document with all the safer behaviours on the top. Try and rank the unsafe behaviours in small groups and compare results. Look at the severity of the consequences, place the most severe at the bottom of the list.

Take one context such as swimming outside the flags and create a consequence wheel. Place the context in the middle of the graphic. As this was an example of unsafe behaviour use the top third for positive outcomes and the other two-thirds for negative outcomes. Looking at the evidence would you swim outside the flags? See Teacher Guide: Using Graphic Organisers in Aquatics (page 31).

Discuss the decision making process for evaluating water activities. For a decision making model see Teacher Guide: Critical Thinking (page 31).

Questions:

- Is it safe to do this activity today?
- What are the conditions like and have I the skills to manage these conditions?

Discuss how peer pressure affects behaviour. Work in small groups discuss and record responses to share. Consider examples or role plays to illustrate these points such as being dared to jump off the wharf, rocks or a bridge at low tide, or swimming fully-clothed in the sea.

Questions:

- What should be checked before jumping?
 - Depth and the area is free of obstacles.
- How do you develop respect for the water?
- What is respect?
- Why do we need to learn to respect the water?
- What is panic?

- How does panic affect survival situations?
 - It reduces thinking, decision making, raises heart rate, uses energy and decreases survival time.
 - Reassurance from others can help to overcome this.

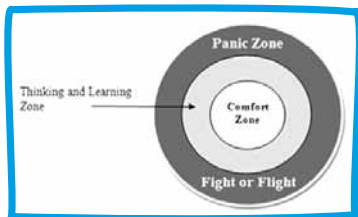


Diagram to show the panic zone
Image: WaterSafe Auckland Inc.

KEEPING YOURSELF SAFER USING SURVIVAL SKILLS

www.stuff.co.nz

Read, discuss and share the following newspaper articles:

- Brothers found clinging to a chilly bin in Raglan waters (Stuff).
- Detour turns man into accidental lunch time hero (Stuff, as above).
- Life raft drill paid off after whale hit launch (NZ Herald 19/01/06, In At the Deep End appendix 2 page 31).

Discuss with the students where else, other than school could they can learn these survival skills.

RESCUE SKILLS FOR OTHERS

Practise a rigid aid rescue with a long rod and a non-rigid aid rescue – a rope throw rescue. Make verbal contact with the victim and throw them a flotation aid for them to hug. Get an adult to reach out for them with the rescue aid and give instructions. Remind them to lower their centre of gravity when they pull the person in. For detailed instructions see Teacher Guide: Dry Rescues (page 31).

Questions:

- How do we recognise people in distress in the water?
 - They may raise one hand, wave their arms and shout for help, thrash their arms about as if they are clawing the water, they may look frightened.
- What is the disadvantage of waving your arms?
- What is the disadvantage of shouting?
 - No one may hear you and doing this makes you panic more. See Teacher Guide: Drowning Explained (page 31).
- What could we do if we saw someone in need of help?
 - Tell an adult, throw them a flotation aid to keep them on top of the water, look after yourself first, reassure the victim.
- What do we not do?
 - Rush into the water to help them.
- How do lifeguards from Piha Rescue prepare for a rescue?
 - They take an IRB (boat) or a tube and they wear fins when they swim out and do not get too close to the victim.

- What could be used as a rigid aid?
 - Branch, oar, fishing rod without a hook on or paddle.
- Other than a rope what could be used as a throwing aid?
 - Towels or clothes knotted together.

KEY WATER SAFETY MESSAGES

Learn swimming and water safety survival skills.

- Always swim with others.
- Follow all safety signs and warning flags.
- Swim on patrolled beaches.
- Set water safety rules.
- Know water and weather conditions before getting into the water.
- Always enter shallow and unknown water feet first.
- Learn safer ways of rescuing and always look after yourself first.
- Respect the water.
- If in doubt stay out.

USING AN INTEGRATED APPROACH

Water safety can be taught across the curriculum. There are several Teacher Guides that illustrate the scope of using an integrated approach. Several ideas are shared below. This integrated approach should be utilised with the needs of students foremost. Formative assessment will provide students and teachers with feedback on the success of the teaching-learning program and direction for future learning.

Literacy – Create supervision and pool rules billboards for display on the school pool fence using water safety signage as a guide. Prepare and present a one-minute speech on any aspect of water safety. Write role plays for assembly presentations or other classes. Create crosswords, word searches or other word activities for junior classes or for home.

Numeracy – Identify and name all the local bodies of water on a map. Conduct a survey into the popularity of various recreational aquatics pursuits on these bodies of water in summer and winter. Identify trends in the data using appropriate graphs.

Science – Develop a test to prove that waves and currents are forms of energy.

Technology – Filtration of polluted water through sand in old socks or pantyhose to show why we must not pollute the land and environment near streams and rivers where we want to swim.

Māori – Investigate Māori traditional practices around water and how these practices contribute to safety.

E Learning – Using photos/video footage taken during practise time both in the classroom and pool. Edit video and create a PowerPoint presentation, with voice over, on keeping yourself safe while rescuing someone else.

Humanities – Keeping water clean.

RESOURCES

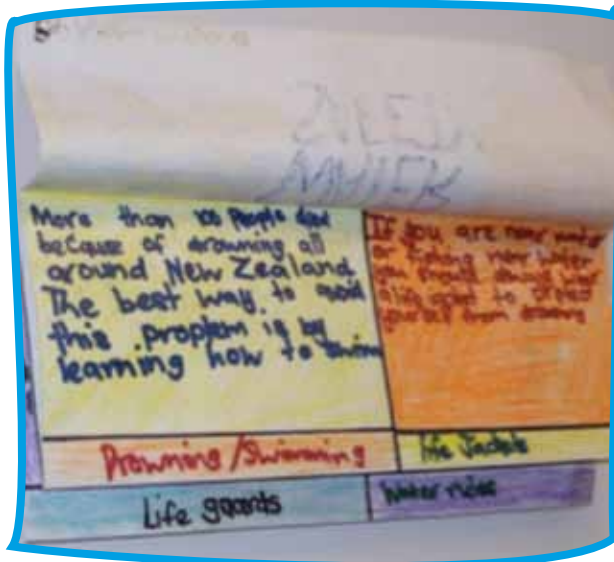
WATERSAFE AUCKLAND INC

- Integrated Aquatic Programme.
- In At The Deep End:
 - In Danger – Grab One poster.
 - Appendix 1 In At The Deep End.
 - Appendix 2 Printed Articles.
- Teacher Guides – located in the Teachers' Tool box.
- Student task sheets – located in the Teachers' Tool box.

All resources available as free downloads from www.watersafe.org.nz – see education section.

OTHER RESOURCES

- Swimming and Lifesaving – The Royal Life Saving Society NZ published 1985, Wellington.
- Stuff.co.nz – download articles.
- River Safety Education for Pools – Water Safety NZ.
- RiverSafe Junior Programme – WSNZ.
- River Safety Pamphlet – WSNZ.
- River Voices – Fish and Game NZ.

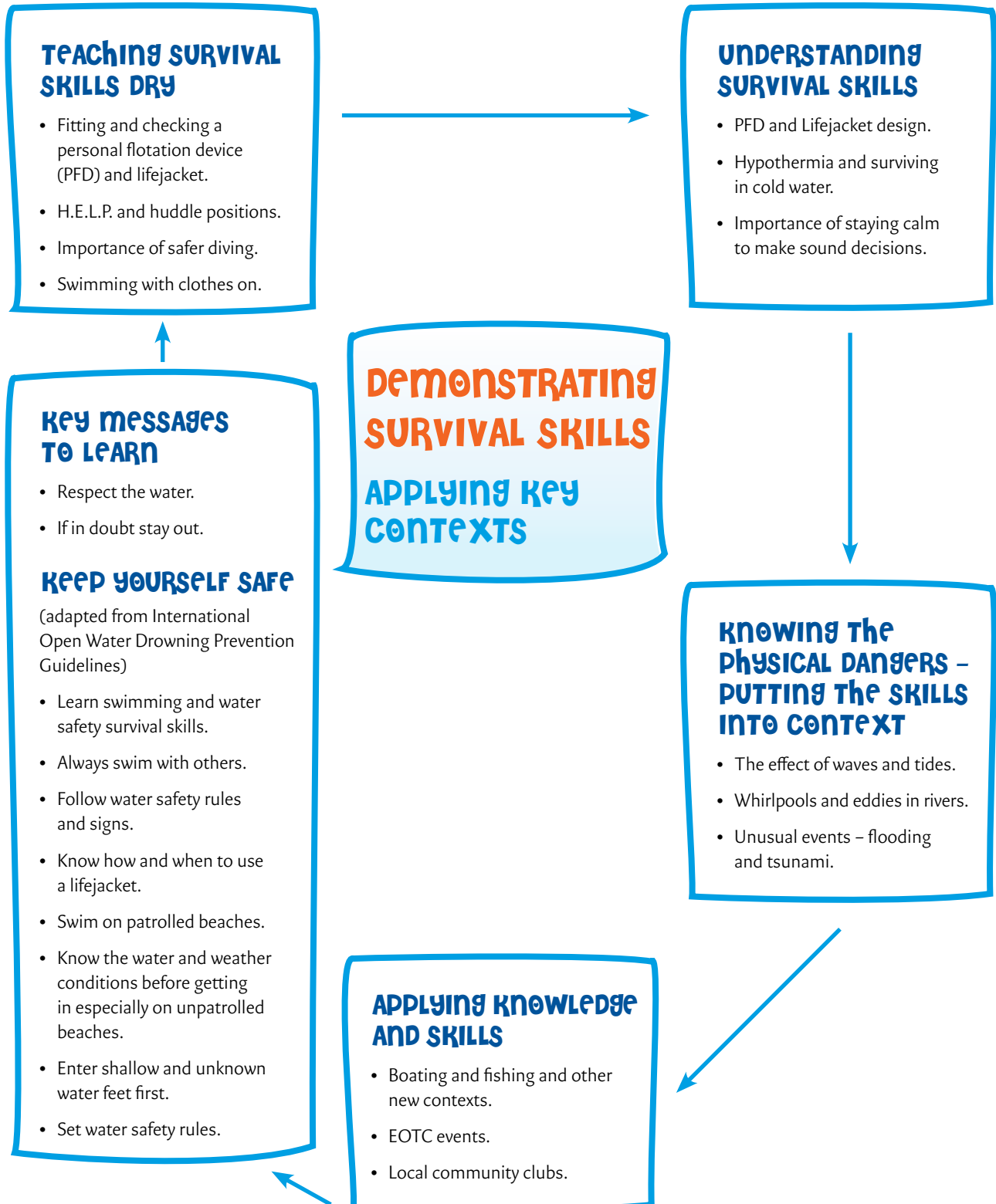


Examples of student work from Hay Park School
Image: WaterSafe Auckland Inc.

MODULE 1.4 – YEARS 6–8

SAFETY IN THE WATER: DEMONSTRATING SURVIVAL SKILLS

Overview – What could our students learn in the classroom? This unit should not be taught in isolation as it supports the practical learning of water safety skills from modules 6 and 7.



POSSIBLE CLASSROOM LEARNING EXPERIENCES

The following classroom lesson suggestions reinforce, extend and transfer the knowledge and thinking to new situations. Students need to be able to analyse these situations and identify safer and unsafe practices. A range of topics is suggested. The topic checklist across is not exhaustive but they give a guide to the scope of the subject. Teachers should select those contexts that best meet their students learning needs.

POSSIBLE ACHIEVEMENT OBJECTIVES LEVEL 3-4

- **Safety management** – Identify risks and their causes, access and use information to make and action safer choices in a range of contexts.
- **Science and technology** – Describe how bodies respond to vigorous physical activity in a range of environments and demonstrate how science, technology and environment influence the selection and use of equipment in survival settings.
- **Relationships** – Identify ways of managing relationships and the effect of roles and responsibilities on relationships and describe appropriate responses.
- **Societal attitudes and values** – Identify how healthcare and physical activity practices are influenced by community and environmental factors. Investigate the role of media influences that contribute to the wellbeing of people in New Zealand.

KEY COMPETENCIES

- **Participating and contributing** – Develop resources for junior classes to take home, participate fully in role plays and scenarios.
- **Managing self** – Leading by choosing the right safety options in class and in controlled situations.
- **Thinking** – Decision making and consequences in a range of survival activities and contexts.
- **Using language, texts and symbols** – Write water safety reports for various activities and contexts.
- **Relating to others** – Negotiate and share ideas that lead to sound survival practices for self and others during EOTC activity.

LINKS WITH THE UNDERLYING CONCEPTS

Hauora – Exploring how water affects the well being of participants in a range of conditions.

Attitudes and values – Demonstrate safer behaviours while respecting the power of water.

Socio-ecological perspective – Relating to others and society's expectations in a variety of contexts.

Health promotion – Write a report on taking action. Buddy up with a junior student to help develop skills in the water during lunchtime activity.

TOPIC CHECKLIST

TEACHING SURVIVAL SKILLS DRY

- Fitting a lifejacket.
- H.E.L.P. position.
- Huddle position.
- River float.
- Safer dives.
- Swimming in clothes.
- Flotation using clothes.

UNDERSTANDING SURVIVAL SKILLS

- Lifejacket design.
- Cold shock.
- Hypothermia.
- Staying calm.
- Research survival stories to recognise decision making.

MORE PHYSICAL DANGERS

- Waves and tides.
- Whirlpools and eddies.
- Lake temperatures.
- Floods and Tsunami.

APPLICATION

- Boating, fishing and other new contexts.
- EOTC planning – RAMS.
- Community clubs and agencies.
- Legislation.

POSSIBLE ASSESSMENT OPPORTUNITIES

All activities can be used for assessment purposes. The teacher should select those that are best suited to show that the learning needs of the students are being met. For example, using knowledge to identify safer practices in RAMS.

PRACTICAL AND POST PRACTICAL EXPERIENCE

Students should be reminded of expected pool behaviour before the practical sessions start. The teaching of water safety skills, both physical and cognitive, continues to be combined in both the pool and classroom. Scenario situations can be developed to transfer and extend student knowledge, thinking and behaviours to a range of contexts.

A range of learning activities is suggested below. Other learning activities can be created using the topic checklists on the preceding two pages to best meet the needs of your students.

TEACHING SURVIVAL SKILLS DRY

Introducing new skills dry before the students experience them in the water is good practice. The following skills such as fitting a lifejacket, both on land and in water, the H.E.L.P. position and huddle can all be taught dry away from the poolside.

Different types of lifejackets can be compared. Lifejackets could be borrowed from the school community, boat clubs or sea scouts. When worn they must be the right size and zipped and clipped securely. Correct fitting can be checked by a buddy by lifting at the shoulders to see if the jacket can rise up. If it does rise up then the jacket needs to be tightened. For fitting a lifejacket in the water see Teacher Guide: Lifejackets (page 36).



Dry fitting of lifejackets as if in the water.
Image: WaterSafe Auckland Inc.

Questions:

- List the safety features of a lifejacket.
 - Reflective material, bright colour, has a whistle.
- Who should wear a lifejacket?
 - Children and non-swimmers, everyone in a boat when instructed by the skipper.

The H.E.L.P. (Heat Escape Lessening Position) can be taught sitting on a chair with the feet tucked up onto the chair. Arms can be wrapped around the chest to aid warming. In the pool the head should be out of the water and the back towards the waves.

Questions:

- Where do we lose the most heat?
 - Head, armpits, chest and groin.
- How does the H.E.L.P. position help us to stay warm when we are in the water?

The Huddle position can be taught then reinforced as a game such as captains coming, hug tag and the numbers game, see SPARC, Kiwidex Manual.

Groups of three or more students for example, can be asked to hug each other all at the same time. By asking questions the teacher can get students to modify their positions to gain a better technique.

Example questions:

- If your arms/hands are on your buddy's shoulders what is that tending to do?
- What happens if we push them down in the water? Is that what we want? How do we adjust the huddle?
- How can we reduce water space between partners?
 - Closed armpits, chests close together.
- What do we do with our legs?
 - Intertwine them.
- How big can a huddle be?
 - Larger huddles should have smaller people in the middle and no open water space in the middle.
- How can we kick away from rocks without breaking up the huddle?
- How long could we survive like this? See Teacher Guide: How to Survive in Cold Water (page 36).

Discuss safer dives into deep known water, protecting the head, staying shallow and not pulling the arms out early, enter unknown water feet first.

Treading water and swimming with clothes on or underwater, river floating and turning on to the side to avoid obstacles can be reinforced with reflective writing.

Questions or a PMI can guide the students through the processes that show application of water safety skills to a range of contexts.

UNDERSTANDING SURVIVAL SKILLS

Students could research the differences between lifejackets – standard, inflatable and buoyancy vests. Results could be shown as a Venn diagram or PMI.

Questions:

- How do lifejackets vary for young children?
 - They all have a crotch strap.
- What is the advantage of a crotch strap?
 - It stops them riding up.
- Should all lifejackets have a crotch strap?

Cold shock and hypothermia are two conditions that affect survival rates in New Zealand waters. These concepts could be new to migrant peoples who have recently arrived in New Zealand from more tropical areas. Survival knowledge can help to reduce the impact of cold shock and increase the time before the onset of hypothermia.

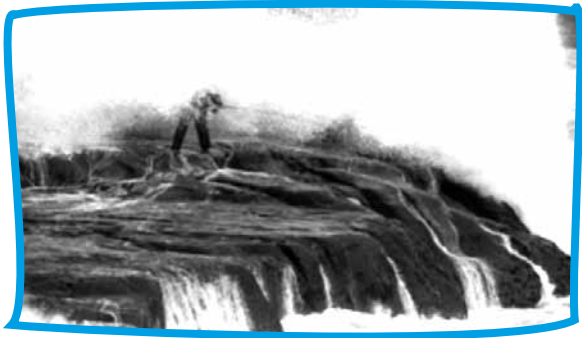
However students must be able to understand the implications of knowing when to swim, what treading water will do to blood flow and why floating, H.E.L.P. and huddle positions can be life saving. See Teacher Guide: Cold water Shock and What Cold Water Will Do to You (page 36).

The importance of staying calm and making the right decisions are vital ingredients of the survival skills repertoire. Survival stories can be read and this can be reinforced during role plays and scenario work.

KNOWING THE PHYSICAL DANGERS; PUTTING SKILLS INTO CONTEXT

The use of moving water in the practical sessions illustrates the difference between pool and natural water. This should be discussed. Learning survival skills can be thought of as easy in still water but to make them more realistic rough water, waves and whirlpools can test students' ability to survive in the short term.

The effect of different sorts of waves, and the tides can add to the complexities of a survival situation.



The power of waves Flat Rock Muriwai.
Image: NZ Herald

The changing dynamics of river water can be a problem if the situation is new or unexpected. Studying whirlpools, eddies, buffers or reticulating waves and the river currents will show the variation in conditions that users have to be familiar with. (RiverSafe, Water Safety New Zealand).

Preparing for unusual events such as floods and tsunamis are also important in some areas. Knowing how to cope with the water in these conditions can be important.

APPLYING KNOWLEDGE AND SKILLS TO NEW CONTEXTS

Changing the contexts to boating, fishing and the collection of seafood are sound ways of engaging students in the application process.

They can read newspaper articles, create scenarios or an educational guide for a family showing safe practices and the skills and knowledge needed for survival if something goes wrong.

Other activities could include using personal watercraft, water skiing, boogie boards, kayaks, stand up paddle boards and biscuits for example.

EOTC experiences need to be planned and the students can learn about the planning and creating RAMS for camp activities. Creating their own RAMS can lead to an increased awareness of preferred behaviour options.

Community opportunities for aquatic recreation and safety training can be shared. This could include groups like Sea Scouts, St John's Youth as well a myriad of sports clubs such as Waka ama clubs, yachting, swimming, water polo, underwater hockey and diving clubs and centres.

Questions:

- What topics have the local community newspaper highlighted over the past year?
- The rules for the sea and rivers can be considered. Who makes community bylaws and maritime law?
- What are the consequences of breaking these regulations?
- What other outside agencies are there for water safety?
- What is the impact of these outside agencies compared with traffic and fire?

KEY WATER SAFETY MESSAGES

- Learn swimming and water safety survival skills.
- Always swim with others.
- Obey all safety signs and warning flags.
- Know how and when to use a lifejacket especially for children and weak swimmers.
- Swim on patrolled beaches if in your area.
- Set water safety rules.
- Know water and weather conditions before getting into the water especially if swimming at an unpatrolled beach.
- Always enter shallow and unknown water feet first.
- Learn safer ways of rescuing without putting yourself in danger.
- Respect the water.
- If in doubt stay out.

USING AN INTEGRATED APPROACH

Literacy – Write a story board and create a 30-second water safety video clip or podcast. Write articles for a young people's magazine. Using the same theme write for a different audience e.g. letter to an MP, community group or a poets group.

Conduct an interview with a lifeguard and write an article about their role for the school newsletter.

Look at the hidden messages in photographs with an aquatic theme (e.g. it is okay not to wear a lifejacket on the rocks while fishing) published in the paper and write to the editor.

Numeracy – Use co-ordinates and/or grid references to identify areas of increased risks in local bodies of water. For example, steep banks at a local river, jagged rocks at a beach or locks in a canal.

Explore the numeracy of hypothermia. Calculate heat loss rates when people are submerged in cold water, see Teacher Guide: Numeracy and Hypothermia (page 36).

Science – Examine why lifejackets float, buoyancy systems and why we float when we are wearing lifejackets. Examine the insulation properties of inflatable and standard lifejackets.

Technology – Examine the added safety features of PFDs. Design a lifejacket that would be ‘cool’ to wear for use in very cold water. Should they have a hat and faceguard attached to them?

Māori – Investigate different types of waka and waka ama as a sport.

E learning – Conduct an online survey on parental perceptions of appropriate aquatic supervision strategies and knowledge of common water safety measures, such as wearing a lifejacket when rock fishing.

RESOURCES

WATERSAFE AUCKLAND INC

- Integrated Aquatic Programme.
- In At The Deep End: Programme Appendices 1 and 2.
- Teacher Guides – located in the Teachers’ Toolbox.
- Student task sheets – located in the Teachers’ Toolbox.
- Waiora game – located in Kids Stuff.
- Scenario cards – page 37.

All resources available as free downloads from www.watersafe.org.nz – see education section.

OTHER RESOURCES

- RiverSafe Junior Programme – WSNZ.
- Hypothermia First Aid – WSNZ.
- Introduction to Safe Boating and Safe Boating – Coastguard Boating Education.
- Jet Ski and Personal Watercraft Guide – Auckland Regional Council.
- Safe Boating in New Zealand DVD – Maritime NZ.
- Waka Ama safety tips DVD – Northland District Health Board.
- Get Ready Be Prepared – Civil defence.
- Interested in fishing? www.fish4nz.co.nz
- Kiwidex Manual, SPARC.

SCENARIO CARDS

FISHING FROM A BOAT

You are out on a small runabout boat with a mate on a cold day. The boat takes on water and sinks. You and your mate are in the water about 500m from land.

- What do you do?
- Research and plan your survival strategy.

See *Look Out*, June 2010, Issue 17
– Maritime New Zealand.

CAUGHT IN A RIP

You are playing touch on the beach. The wind catches the ball and blows it into the water. You chase after it and get caught in a rip. The flags are nearby.

- What do you do?
- Research and plan your survival strategy.

See *Wave Watch*, Surf Life Saving New Zealand.

CROSSING A RIVER

You are crossing a river with several friends and one falls in and gets swept away by the current.

- What do you do?
- What should the person who is swept away do?
- Research and plan your survival strategy.

See *Tramping and Water Safety*, WaterSafe Auckland Inc.

FALLING OFF THE WHARF

You are on a wharf, wobble and fall into the estuary water. The tide is full but is on the turn. You cannot swim. However there are fishermen on the wharf that can help you.

- What do you do?
- Research and plan your survival strategy.

See *Dry Rescues*, WaterSafe Auckland Inc.

These scenario cards can be used as the basis for student inquiry, role plays or they can form the basis for the writing of an 'action maze' where various decisions can lead to a variety of solutions.

Students can use these cards as examples and create their own scenario cards.

LEARNING MEDIA BUILDING SCIENCE CONCEPTS

Waterways – How Rivers and Streams Work – level 2/3

Understanding Buoyancy – level 3/4

Storms – Extreme Weather – level 3/4

WATERSAFE AUCKLAND INC INTEGRATED AQUATIC PROGRAMME

Competency Models – Aquatic Knowledge, Skills and Attitudes and Values

<http://www.watersafe.org.nz/page.asp?page=277>

Needs Analysis – Student, Staff, Community, Action Planning Sheet

<http://www.watersafe.org.nz/page.asp?page=275>

CONTACT INFORMATION

To find out more information and opportunities for extending water safety, please visit:

<http://www.watersafe.org.nz>

or <http://www.aquaticeducationnz.org.nz>

2

At the Pool go Under



MODULE 2: WATER CONFIDENCE AND SUBMERSION

- 2.1 Enter and exit the water safely with a buddy
- 2.2 Move through the water with my feet on the floor
- 2.3 Have water showered or sprinkled over my head
- 2.4 Blow bubbles
- 2.5 Submerge and pick up objects from the pool floor

Throughout this section, you will find icons that represent information points, e.g. (i) Compare and contrast safe entry into pool with safe entry into sea at beach. The (i) represents an information point that is not a skill, activity or a teaching point. The 'At the Pool' section of this resource is designed for school teachers to teach basic stroke principles and progressions.

MODULE 2.1

ENTER AND EXIT THE WATER SAFELY WITH A BUDDY

Learning intention: Students will be able to enter and exit the water safely with a buddy, confidently and unaided using the entry method appropriate for the venue (e.g. ladders, steps, ¼ turn entry).

SKILLS AND ACTIVITIES

- Before getting in the water for each practical session find a buddy to work with.
- Introduction to the pool environment:
 - Sit on side of pool.
 - i. Splash feet to build confidence.

N.B. don't rush, go at the student's pace.

 - i. Compare and contrast safe entry into pool with safe entry into sea at beach.

SIT AND 1/4 TURN

- This entry should only be used when students can stand safely in water around chest depth or shallower.
 - Use routinely as one of the controlled entries for successive lessons.
 - Practise to gain confidence.
 - Discuss the options available at your pool.

CROUCH AND 1/4 TURN

- i. This entry method may be inappropriate where pool sides are raised, slippery and narrow. In this case use another entry.
- Use routinely as one of the controlled entries for lessons.
- Practise until confident.
- When practising in a large group divide students in twos or practise as a Mexican wave one at a time following the leader.

WHAT TO LOOK FOR AND TEACHING POINTS

- A key surf safety message is 'Never swim alone'. Partnering with a 'buddy' reinforces the best practice of this message.
- Buddies are responsible for each other for every session in the water.
- Relaxed body language.
- Can you kick fast feet?
- Can you make the water bubble/boil around your toes?
- Sit on pool edge.
- Place one hand on side of pool, fingers parallel to edge, legs in water.
- Take weight on hand and with a small push, quarter-turn and slowly lower body into the water.
- Bend knees when feet touch pool floor.
- Keep hold of edge until feet are securely placed.
- Use free arm for balance.
- Crouch on poolside with toes over edge of pool.
- Place one hand on side of pool, fingers parallel to edge.
- Allow hand to take body weight, jump into pool making a quarter turn.
- Absorb force of landing by bending knees when feet touch pool floor.
- Hand remains in contact with pool edge until student standing steady.
- Relaxed body language on landing.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

POOL BEACH / RAMP ENTRY / EXIT

- Hold rail or edge.
- Watch feet for balance.
- Take one step at a time, go slowly.

STEPS ENTRY / EXIT

- Take one step at a time, slowly.
- Hands remain in contact with ladder.
- Eyes watch feet.
- Maintain balance.

LADDER ENTRY / EXIT

- Climb up ladder.
- Students practise one at a time, following the leader.

- Facing the ladder, walk backwards.
- Hold the ladder with both hands.
- One person at a time.
- Eyes watch feet.

PUSH AND HOOK EXIT

- Allow students to experiment.

- Push on both hands and hook a knee over the side.
- Climb out and sit down away from the side of the pool

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

Discuss the importance of safe entry and exit in the pool environment.

SUCCESS CRITERIA:

Students can consistently demonstrate an appropriate entry or exit with a buddy (from the side, or using ladders, steps or ramp entry) confidently and competently.



1. ¼ turn entry



2.



3.



Ladder entry

MODULE 2.2

move THROUGH The WATER WITH my FEET ON The FLOOR

Learning intention: Students will be able to move in the water confidently with their feet on the pool floor, and become familiar with the teaching and pool environment.

SKILLS AND ACTIVITIES

- Discover the environment close to edge of the pool.
- Jumping at the wall.
 - Big jumps.
 - Little jumps.
 - Fast/slow jumps.
- Hold the pool edge and move along the wall (Monkey walk).
 - Encourage children to be creative e.g. make noises, acting like aeroplanes, animals, boats etc.

Land-based games and relays can be adapted and introduced to the water environment e.g.:

- Salmon says or Simon says.
- Here, there, where?
- Sponge tag.
- Three against one
- What's the time Mr. Wolf?
- Duck, duck, goose.

WATER CONFIDENCE

- Move around like your favourite animal.
- Drive your motor boat around in the given area; be careful not to bump into other boats.
- Collect floating objects in the water.

MOVE FROM SHALLOW TO CHEST DEPTH

- i. Non-confident beginners could hold a flotation aid for confidence and balance.

WHAT TO LOOK FOR AND TEACHING POINTS

- Hold on with two hands.
- Hold on with one hand.
- Jump close to the wall without holding on.
- Hands hold edge of the pool.
- Feet remain on the wall.
- Move faster/slower.
- Move without holding edge of pool.
- Move with hands on head.
- Walk backward/sideways.
- Take little steps ... big steps ...
- Hop.
- High on tiptoes.
- Low and crouching.

- Making noises of animals or boats can assist in overcoming fears in the water.

- Relaxed movement.
- Relaxed transition from one activity to another.
- Relaxed transition when changing direction.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

EQUIPMENT

- Kick boards.
- Noodles.
- Empty milk bottles with handles.

- Floating balls.
- Floating toys.

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

When you run in the water, how different does it feel to running when you are on land?

SUCCESS CRITERIA:

Students can confidently move freely in the water and change directions within their standing depth in a relaxed manner.

MODULE 2.3

HAVE WATER SHOWERED OR SPRINKLED OVER MY HEAD

Learning intention: Students will be able to be comfortable having water showered, sprinkled on their face and head.

SKILLS AND ACTIVITIES

- Cup your hands, dribble/splash the water over shoulder/cheeks or head.
- Elephants bathing – trunk throws water over head and shoulders.
- Fill floating sponges with water and squeeze to let water trickle over face and head.

- Sing songs about washing our face, e.g.:
 - ‘This is the way we wash our face, wash our face, wash our face, this is the way we wash our face, when we go to swimming.’
 - ‘This is the way we wash our hair..’
 - ‘This is the way we wash our hands..’
- Sing songs about how to move, e.g.:
 - To the tune of ‘The wheels on the bus’: ‘The children in the pool jump up and down..’
 - ‘The children in the pool take very big steps..’
 - ‘The children in the pool spin round and round..’

EQUIPMENT

- Empty milk bottles with handles and holes punched in the bottom.
- Small buckets or yoghurt containers with holes punched in the bottom.

WHAT TO LOOK FOR AND TEACHING POINTS

- Arms long, like elephant trunks. Try not to splash other children.
- Encourage lots of splashing.
- Allow children to pour water over their own heads and over the heads of other confident children.
 - i. If students are wearing goggles, these should be removed for parts of these activities.
- Toys that encourage squirting and splashing.

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- Do you have a shower at home?
- How does this help with your swimming?
- What activities can you do in the bath at home?

SUCCESS CRITERIA:

Students can consistently and confidently have water showered/sprinkled on their face and head.



Water showered over head

MODULE 2.4

BLOW BUBBLES

Learning intention: Students will be able to control their breathing in the water, exhale in the water to make bubbles and inhale freely above the water.

SKILLS AND ACTIVITIES

- Blow on your hand.
 - Above the water.
 - Hand in the water.
- Blow on one hand then the other.
- Put your finger up to your mouth and blow on it.

Bubbles into a cup, ring or straw while stationary.

- Big bubbles.
- Small bubbles.
- Noisy bubbles.

BUBBLES WHILE MOVING THROUGH THE WATER

- Big bubbles.
- Small bubbles.
- Noisy bubbles.
- Sing a song about how to blow bubbles, e.g.:
 - To the tune of 'The wheels on the bus.'
 - 'The children in the pool blow very small bubbles...'
 - 'The children in the pool blow very noisy bubbles...'
- Blow small floating objects across the surface of the water e.g. corks, ping pong balls or floating shapes.
- Follow these objects.

BUBBLES IN THE WATER

- Only one breath in and blowing bubbles again.
- Blowing bubbles through a hoop.

EQUIPMENT

- Floating objects (ping pong balls).
- Small cups.

WHAT TO LOOK FOR AND TEACHING POINTS

- Steady constant blowing, feel the air on your hand.
- Feel the bubbles on your hand.

- Breathe in (inhale) before the mouth/chin goes in the water.
- Breathe out (exhale) in the water.
- Face is clear of the water for the next breath in.
- Relaxed release of the breath to make the bubbles.
- Look for relaxed breath.

- Breathe in (inhale) before the mouth/chin goes in the water.
- Breathe out (exhale) in the water.
- Face is clear of the water for the next breath in.
- Relaxed release of the breath to make the bubbles.
- Look for relaxed breath.

- Relaxed breathing – both breathing in and making the bubbles.
- Lean forward and move, mouth under the water.
- Repeat.

- Straws.
- Hoops.

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- How did you feel when you blew bubbles through the water?
 - Why do we breathe out slowly and steadily?
-

SUCCESS CRITERIA:

Breathing in clear of the water and releasing the breath to make bubbles. This consistently occurs in a relaxed manner without inhalation of water.



Blowing bubbles

MODULE 2.5

SUBMERGE AND PICK UP OBJECTS FROM THE POOL FLOOR

Learning intention: Students will be confident and comfortable submerging their whole body under the water while blowing bubbles.

SKILLS AND ACTIVITIES

- Re-visit part submersion e.g. mouth in water, mouth and nose in the water, mouth nose and eyes in water, progress to whole head under the water.
- Accommodate the range of breathing techniques for submerging. These include:
 - Breath holding under the water.
 - Releasing some of the breath, holding breath and releasing rest before recovery.
 - Releasing the breath under the water (i.e. blowing bubbles) in a steady continuous stream.
 - Releasing the breath explosively and rise up to standing.
- Goggles may be worn at first, but encourage eyes open without goggles.

RING-A-RING-A-ROSE SONG

- 'Ring-a-ring-a-rosie, a pocket full of posies...'
- With a buddy go under the water and watch each other.

WHAT TO LOOK FOR AND TEACHING POINTS

- What to look for and teaching points
- Relaxed breath control.
- Progression should be repeated confidently, comfortably and without inhalation of water.
- One breath in between each repetition.
- Start the activities near the poolside. Progress to doing the activities away from poolside.
 - i. E.g. Seesaw activity in pairs.
- Start the activities in shallower water.
- Progress to doing the activities in deeper water (remaining in water no deeper than chest height for the students).
 - i. Do not spend too long holding breath under the water.
- How many bubbles do you blow under the water? Just some of your bubbles or all of your bubbles?
- Can you feel your eyebrows/ears go under the water?
- Put your finger on your nose before you go under and see if you can feel your finger go under the water.
- Put your hand on your head before you go under the water and see if you can feel your hand go under the water.
- Can you open your eyes under the water and see a buddy?
- Children respond to the song by submerging under the water.
- Does your buddy blow bubbles under the water?
- Does your buddy smile under the water?
- Can you hear what your buddy says under the water?
- Pull funny faces under the water.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

HOOPS

- Hold hoop vertically. The student steps through the hoop and submerges as far as they are able. Students may pick up an object off the bottom of the pool floor.
- Hold hoop horizontally. The student submerges and comes up inside the hoop. Submerges again to come out of the hoop.

i. To challenge the students, hold the hoop deeper in the water.

- Relaxed breathing, both breathing in and blowing out bubbles.

PICKING UP OBJECTS FROM THE POOL FLOOR

- Use a variety of objects that will sink to pool floor – sticks, rings, weighted objects, letters etc.
 - i. Goggles may be worn. Students who normally wear goggles, need to be given an opportunity and encouraged to attempt some submersions without wearing goggles.
 - i. If students are continuously getting water up their nose, encourage them to go under the water and hum with their mouth closed. Bubbles will come out the students' noses and prevent any water going up.

- Take a breath.
- Go under and pick up the green ring.
- How many can you pick up in one go?
- Encourage students to blink water off their face rather than use their hands to wipe.

EQUIPMENT

- Sinking rings or sticks.
- A range of sinking objects.

- Hoops.

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- What do you need to do before you go under the water?
- Why do we need to learn to open our eyes under the water?
- When you picked up the rings off the floor did the water hold you down or make you float up?

SUCCESS CRITERIA:

Consistently demonstrates relaxed breath control during submersions and takes a breath between repeated submersions. Comfortably and confidently submerges to pick up objects without ingesting or inhaling water.



Submerging to pick up objects



At the pool GLIDE

MODULE 3: BREATH CONTROL, FLOATING AND GLIDING

- 3.1 Crouch and sit on the bottom of the pool floor
- 3.2 Float on my front and return to standing unsupported
- 3.3 Float on my back and return to standing unsupported
- 3.4 Streamlined glide on my front and back
- 3.5 Roll from my back to my front and back again
- 3.6 Demonstrate basic sculling

MODULE 3.1

CROUCH AND SIT ON THE BOTTOM OF THE POOL FLOOR

Learning intention: Students will be able to crouch and sit on the bottom of the pool floor confidently and unaided.

SKILLS AND ACTIVITIES

- Crouching on the pool bottom and holding breath
- Students walk in waist-deep water.
- On agreed signal students crouch down with entire body submerged.
- Placing hands onto bottom of the pool.
- On agreed signal students stand upright and continue moving forward.
- This activity can be combined with wading if moving from shallow to deeper water.

RETRIEVING OBJECTS

- Have students retrieve objects from the pool bottom.
- Here, where, there activity:
 - When teacher says, 'Here' students move to near where the teacher is standing.
 - On command, 'There' students go to where teacher is pointing.
 - For, 'Where' students submerge and squat down to pool bottom before returning to surface.

SITTING ON THE BOTTOM

- Two swimmers hold each others' hands and sit on the bottom of the pool together.

EQUIPMENT

- Dive rings/sticks.

WHAT TO LOOK FOR AND TEACHING POINTS

- This activity scaffolds student learning in preparation for the introduction of duck and dolphin dives.
- Ducking under large waves prevents them from knocking us off our feet.
- Holding onto sand when a wave passes overhead prevents being dragged by wave turbulence.



Crouching and sitting on the pool floor

SUCCESS CRITERIA:

Students can consistently and confidently crouch and sit on the bottom of the pool floor unaided.

MODULE 3.2

FLOAT ON MY FRONT AND RETURN TO STANDING UNSUPPORTED

Learning intention: Students will be able to demonstrate an unsupported front float at the surface of the water and regain feet competently.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

DISCOVERING BUOYANCY

- Play 'Can you' games and see how objects float and pop up differently.
- Feel the support from flotation aids when feet are on the pool floor.

- Discuss with students why some things float, i.e.:
 - They have air in them.
 - We have air in us too.
 - Do we float?
- Have a discovery time using a variety of floating objects.
- Fill lungs with air and hold breath to assist natural flotation.

BALL/TURTLE FLOATS

- Make a tight tucked-ball shape with your chin tucked in, hugging knees and held tight to the chest.
- Hold ball, float for a count of three.
- In pairs, one makes a ball, the other partner presses on one shoulder or hip to rock their partner.
 - i. Let the students discover how their body floats naturally and what happens when they blow their bubbles out.

- Shoulders submerged, face in the water, tuck into a tight ball shape.
- Chin to chest, forehead on knees, hands on shins holding heels to buttocks.
- Hold your breath during the float.
- Long neck no wrinkles between the neck and shoulders.
- See how tight and small you can become.

REGAIN FEET FROM FRONT FLOAT

- Begin with support (hands on poolside/rail) gradually withdrawing support until students can regain feet unaided.
- In pairs, one person stands and supports their buddy's hand (as if they were resting on the rail) and then regain feet.
- Try recovering from differently shaped floating positions.

- To stand hold onto side rail.
- Lift head.
- Bend knees to chest and rotate hips down. Pull hands in towards the body.
- Put feet on pool floor to stand (seesaw principle).
- Hold breath to assist buoyancy.
- Buddy guides hands down.
- Ensure students relax and their buddy is close by to assist if needed.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

FRONT FLOAT WITH SUPPORT

- i. Supports (flotation aid) might include, but are not limited to, kick boards, noodles, small noodles or plastic milk bottles.
- Play games to help students relax.
- In buddy pairs, groups or using rail or poolside.
- Noodles or kick boards may be used as a support under the chest and hips.
 - i. Gripping tightly and tense muscles may suggest a lack of confidence.

- Shoulders submerged, face in water, eyes looking at pool floor, arms over ears.
- Extend arms and rest hands gently on pool edge, gutter or rail.
- Let feet and 'long legs' float gently to surface.
- Can you feel your feet/legs/hips at the surface?
- Use physical cues e.g. chin on chest.

FRONT FLOAT WITHOUT SUPPORT

- Starfish float for balance.
- Streamline position float (see 3.4 for streamline position).
- Y float: arms out to the side with legs together, like the letter Y.
- Alphabet floats. Floating like letters of the alphabet, X Y I floats.

- Crouch down until shoulders under the water.
- Put face and ears in water.
- Let arms and legs float up and lie still.
- Eyes looking downward.
- Bring head up and put feet on the floor to stand up.
- Can you blow bubbles while you lie in the water?

EQUIPMENT

- Kick boards (different size kickboards).
- Noodles (different size noodles).
- French fries (take a kick board and cut it up into sticks. These provide a small amount of flotation to use as an aid).

- Plastic milk bottles.

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- Discuss buoyancy and what makes us float.
- When you lie down with your ears in/out of the water, what do your arms and legs do?
- How do you stand up after floating?

SUCCESS CRITERIA:

Students can confidently and competently float on front without support and regain feet to stand.



Starfish float on front

MODULE 3.3

FLOAT ON MY BACK AND RETURN TO STANDING UNSUPPORTED

Learning intention: Students will be able to demonstrate an unsupported back float at the surface of the water and regain feet competently.

REGAIN FEET FROM BACK

- Practise by starting with a flotation aid in both hands floating in different positions and returning to standing.
- Practise with one flotation aid.
- Practise without flotation aids when confident.

- Take a breath, bring head forward (chin to chest).
- Bend at waist and knees.
- Feet will naturally go toward pool floor.
- Use hands for balance.
- If holding a flotation aid, let it go before regaining feet.

BACK FLOAT WITH SUPPORT

- If assisting in the water, support from behind the shoulders may be needed until relaxation is achieved.
- Make use of flotation aids as necessary.
- Float on back for a period of time.
- Hold a plastic milk bottle in both hands beside the hips for support.
- Gradually reduce the amount of support given.
- Movement of legs may be necessary to keep body at surface.

- Start crouched down with shoulders in water.
- Lie back as if lying flat on a bed, holding flotation aid over knees or thighs.
- Press shoulder blades down into water.
- Keep tummy firm.
- Ears in water, eyes looking up.
- Horizontal body position is crucial for good flotation.
- Normal breathing.
- Can you feel your thighs/toes/tummy at the surface?
- Relaxation is important.

BACK FLOAT WITHOUT SUPPORT

- Repeat activities as above, progressing to unassisted back float.
 - i. Those children who have difficulty floating may need to kick gently.
- Star floating on back may assist in preventing bending at hips and offer greater balance.

- As above.

EQUIPMENT

- Kick boards (different size kickboards).
- Noodles (different size noodles).
- French fries (take a kick board and cut it up into sticks. These provide a small amount of flotation to use as an aid).

- Plastic milk bottles



Starfish float on back

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- Why do you stay still when you are floating?
- If you lift your head, what happens to your legs?

SUCCESS CRITERIA:

Students can confidently and competently float on their back without support and regain feet to stand.

MODULE 3.4

STREAMLINED GLIDE ON MY FRONT AND BACK

Learning intention: Students will be able to push and glide across the surface of the water on their front and back with ears in the water and a long body position.

SKILLS AND ACTIVITIES

Streamline position (this can be done in the classroom before going to the pool).

- Stand in streamline position and hold balance.
- Buddy supports the hands or with a kick board under the stomach, the student floats on their front then adopts the streamlined position with buddy giving feedback.



Streamline body position

WHAT TO LOOK FOR AND TEACHING POINTS

- Long body position.
- Arms extended upwards, hands locked together on top of each other.
- Head in line with the body and between the arms.
- Eyes look straight down to the pool floor.
- Legs close together, extended with toes pointed.
- Ribs in. Tummy firm and a long neck keeping the back flat.
- Press the chest forward and down to help float the legs to the surface.
- Streamline arm's may resemble:
 - Rocket ship arms.
 - Stiff Candles.
 - Soldiers.



Hands locked in streamline position

FRONT GLIDE IN STREAMLINE POSITION

Assisted glide with pull from buddy.

- Glide with support on front with strong push from wall. Use a variety of flotation aids, e.g. kickboards, noodles.
- Glide away from the wall in a streamlined position.
- In a crouch position, push off the pool floor, unaided and gradually glide to the wall.
- Gradually extend distance to and from the wall.
- Take a breath, face in water, slide forward.
- One foot flat on the floor and the other on the pool wall.
- Crouch down so eyes and arms are in the water.
- Push off from the wall with one foot.
- Allow feet and legs to extend.
- Streamlined body position and relaxation.

BACK GLIDE

- Practise glide action dry with flotation aids.
- Practise streamlined glide action with flotation aids.
- Practise without flotation aid arms at side or arms above the head in a streamline position for more confident students.
- Progress to pushing off on back from pool wall, with no support.
 - i. Those children who have difficulty floating at the surface may need to kick gently and take a bigger breath to assist buoyancy.
- Flat body and relaxed body position.
- Head back, chin off chest.
- Shoulder blades pressing into the water, tummy firm making a straight back.
- Normal breathing, eyes open.
- Crouch down, shoulders under the water, chin up, ears in the water and push off the pool floor and glide body across the surface of the water.
 - i. Students can blow out their nose to prevent water going in.

EQUIPMENT

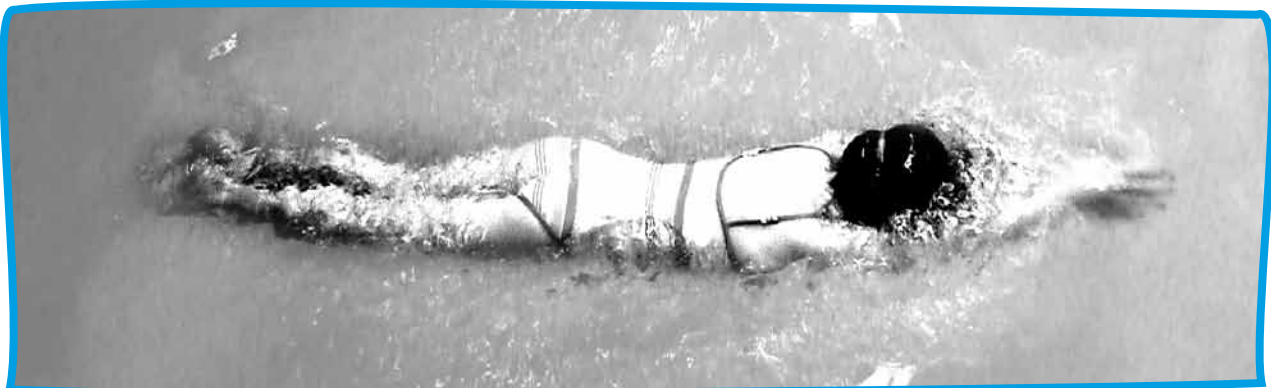
- Kick boards (different size kickboards).
- Noodles (different size noodles).
- French fries (take a kick board and cut it up into sticks. These provide a small amount of flotation to use as an aid).

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- Why is streamlining important?
- Brainstorm different boats that show a streamline shape?

SUCCESS CRITERIA:

Students can confidently and competently streamline glide on their front and back.



Streamline glide on front

MODULE 3.5

ROLL FROM MY BACK TO MY FRONT AND BACK AGAIN

Learning intention: Students will demonstrate the ability to roll horizontally from front to back and back to front confidently, while remaining at the surface of the water.

SKILLS AND ACTIVITIES

ROTATION • ROLLING • BACK TO FRONT

- Start from a back float, eyes looking at ceiling/sky.
- Initiate the roll with the head and shoulders.
- As body rolls over, breathe out (exhale), eyes looking at pool floor.
- Return to start position.
- Practise to gain confidence from front to back and back to front.

WHAT TO LOOK FOR AND TEACHING POINTS

- Can use flotation aids at first.
- Most students find it easier to roll from back to front first.
- Keep eyes open throughout the rotation.
- Long, smooth, relaxed body position.
- Aim for smooth rotations.
- Once roll is mastered, encourage relaxing and resting on back for a period of time.
- Can get students to imagine they're big logs rolling in a river.

EQUIPMENT

- Flotation aids.

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- Why is this activity important for swimming and water safety?

SUCCESS CRITERIA:

Student can roll from front to back and back to front confidently while maintaining a streamline body position.



1. Rolling from back to front



2.



3.

MODULE 3.6

DEMONSTRATE BASIC SCULLING

Learning intention: Students will be able to demonstrate basic sculling action, feeling the pressure of the water on the hands and forearms.

SKILLS AND ACTIVITIES

INTRODUCTORY SCULLING ACTIVITIES

- Practise on land before entering water.
- Stand in the pool close to the wall and practise lower arm movements with arms just under the surface of the water, elbows just wide of the body (sculling motion).
- With shoulders under water start sculling then gently move into a back float position.

WHAT TO LOOK FOR AND TEACHING POINTS

- Arm action is a continuous inward and outward sweeping of the lower arms while upper arms stay still.
- Hands do not break the surface of the water.
- Thumbs down on push out, thumbs up on pull in. Like building up a sandcastle with your palms then breaking it down with your palms.
- Maintain pressure on water with palms of hands and forearms at all times.
- Encourage students to explore vertical sculling in a tuck position, going around in circles.
 - i. If there is difficulty in staying at surface, use a flotation aid to support hips or kick gently. This will enable the student to relax and concentrate on practising the actions of the lower arms.
- Small leg movements may be needed to achieve balance.

EQUIPMENT

- Kick Boards.
- Noodles.

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- Why is sculling important?

SUCCESS CRITERIA:

Students can consistently scull confidently.



Basic sculling hand movement. Hands moving out



Hands moving in



At the Pool KICK

4

MODULE 4: KICKING, STROKING AND SURVIVAL INTRODUCTION

- 4.1 Wade and enter the water safely
- 4.2 Streamline glide and kick on my front and back
- 4.3 Roll from my back to my front and back again while kicking
- 4.4 Demonstrate freestyle and backstroke arm strokes while kicking
- 4.5 Scull on my back – stationary and travelling for 10 metres head first and feet first
- 4.6 Stay afloat with an improvised flotation aid and signal for assistance

MODULE 4.1

WADE AND ENTER THE WATER SAFELY

Learning intention: Students will be able to demonstrate correct wading technique in a dry and wet environment.

SKILLS AND ACTIVITIES

Note: This section 4.1 can only be achieved if your pool has a beach or ramp entry. This can be also achieved in shallow water.

WADING

- Have students practise on land to become familiar with movement pattern.
- When students have demonstrated competence on land, move activity to knee-deep water.
- Relays with students wading.

EQUIPMENT

- Pool with beach entry, paddle/shallow pool or done as a dry land activity.

WHAT TO LOOK FOR AND TEACHING POINTS

- Used by lifeguards to facilitate rapid entry into water.
- Running in water is made easier by lifting your feet out of the water and wide of your body.
- Swing legs out and away from body.
- Keep thighs high to stay clear of water.
- Torso should be upright.

SUCCESS CRITERIA:

Students can consistently and confidently wade in shallow water.



Wading
Image: Surf Life Saving New Zealand

MODULE 4.2

STREAMLINED GLIDE AND KICK ON MY FRONT AND MY BACK

Learning intention: Students will be able to kick on their front and back to drive the body forward whilst maintaining a horizontal body position (streamline body) at the surface.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

KICKING LEG ACTION

- Leg action may initially be practised:
 - Dry, in the classroom.
 - Sitting on poolside.
 - Holding onto the side of the pool/rail.
 - With a noodle held under the hips, or held over the knees on the back.
 - With arms by the sides on the front.
 - Leg action should be practised on front, and back.
 - Kick easy to halfway then as fast as you can to the wall.

- Long alternating leg action from the hips, floppy ankles and toes pointed.
- Legs close together.
- Make water 'boil' around the toes, or make 'fizzy lemonade'.
- Short bursts of very fast kicking are fun and good for building a strong kick.

FREESTYLE KICK

- Kick while sitting on poolside.
- Kick with a small flotation aid held in front (either a noodle or a kick board).
- Progress to leg action without any flotation aid.
- Kick and blow bubbles.
- Push off the wall to start.
- Kicking relays or 'kick of war' (same principle as tug of war, with kick boards).
- Progressively increase distance e.g. 2m, 4m, 6m, 8m, 10m including push off wall.

- Long loose legs and pointed toes, relaxed ankles, small, fast kicks.
- Water bubbles round the toes.
- Streamlined body position – long neck, eyes looking down and long back, bottom and heels just breaking the surface.
- Head should be directly in line with body, arms above ears and chin tucked in.
 - i. If students are having trouble with the freestyle kicking action, ask students to touch their two big toes together as they kick.

BACKSTROKE KICK

- Begin with shoulders under the surface of the water.
- One foot on the wall lie with head back, ears in the water, looking up and push off.
- Try to press shoulders down a little into the water.
- Kick with arms by side progressing to arms above head in a streamlined position.
- Progressively increase distance, e.g. kick 2m, 4m, 6m, 8m, 10m including push off wall.

- Crouch down, shoulders under the water, chin up, ears in the water, push off the pool floor and glide body across the surface.
- Flat body position and relaxed.
- Head back, chin off chest, ears just under water.
- Tummy firm making a straight back.
- Eyes open.
- Kick with a small flotation aid held over the legs or placed underneath back.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

EQUIPMENT

- Flotation aids e.g. kick boards, noodles.

SUCCESS CRITERIA:

Students can demonstrate a streamlined body position moving smoothly across the surface on front and back with a constant and fast kicking action creating bubbles around the toes.



Streamline kicking on front



Kicking on back

MODULE 4.3

ROLL FROM MY BACK TO MY FRONT AND BACK AGAIN WHILE KICKING

Learning intention: Students will demonstrate a horizontal rotation from back to front, front to back and onto their sides unaided and maintain consistent kicking action.

SKILLS AND ACTIVITIES

ROLL FROM FRONT TO BACK

- Kick on front and initiate a roll onto the back to a balanced relaxed back kick.

FREESTYLE KICK

- On front:
 - 'Tadpole kick' freestyle leg action, body flat and horizontal at the surface, arms by the sides.
- On side:
 - Freestyle leg action, body on the side, horizontal at the surface, lower arm extended forwards, upper arm by the side.

ON BACK

- Backstroke leg action on surface of the water.
- Eyes look up, maintain long relaxed body position.

KICK WHILE ROTATING FROM FRONT TO SIDE TO BACK

- Kicking with arms by side progressing to arms above head in a streamlined position.
 - How many kicks can you generate in a very short distance?
 - How far can you go with 12 kicks from a floating start?

WHAT TO LOOK FOR AND TEACHING POINTS

- Shoulders and head initiate the rotation as body rolls from front to back. Students should finish with eyes looking up.
- Sculling with hands will help to support the body during rotation.
- Aim for smooth rotations.
- Vigorous, fast, continuous leg action from the hips with long legs and pointed toes, enough to make the heels just break the surface and water 'boil' around the toes.
- Eyes look down.
- Horizontal rotation along long axis when breathing.
- Long loose legs, leg action from hips and feet, and water 'boil' around the toes.
- Breathing with body rotation (one ear remains in the water during inhalation).
 - i. Can you feel the surface of the water along your sides or the air on your back?

SUCCESS CRITERIA:

Students can maintain long legs while kicking to generate bubbles at the surface and smooth forward propulsion, whether on front side or back or rotating between each position.

MODULE 4.4

DEMONSTRATE FREESTYLE AND BACKSTROKE ARM STROKES WHILE KICKING

Learning intention: Students will be able to demonstrate both freestyle and backstroke arm strokes while maintaining a continuous kicking action.

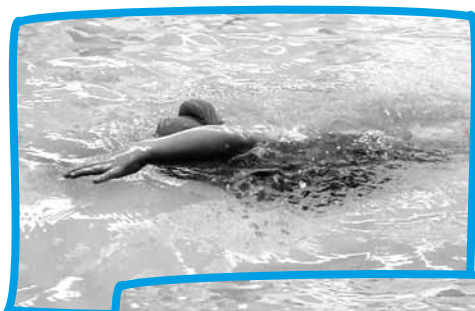
SKILLS AND ACTIVITIES

FREESTYLE ARM ACTION

- Practise in and out of the water, standing, big slow arm circles.
- Walking, chin on the water, blowing bubbles, arms move in big slow circles.
- Practise walking arm action, one arm at a time.
- Hold the side of the pool, kicking and practising arm action.
- Kicking action, one arm held out in front, other arm practising single arm freestyle action (a small flotation aid may be used for support).
- Streamline glide, adding leg action, finally introducing full arm action.
- Complete four controlled strokes, blow bubbles and stand.
- This can be extended to six or seven strokes on one breath.

WHAT TO LOOK FOR AND TEACHING POINTS

- Big, slow arm swings or circles with fingers leading into the water.
- Relaxed long reach.
- Hand slides forward and downward on entry until student 'catches' the water.
- Continue forward, alternating arm action.
- Relaxed, over water arm circles forward.
- 'Down to my thigh, up to the sky'.
- Keep head still, rotate body to assist recovery.



1. Freestyle arms while kicking



2.



3.



4.



5.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

BACKSTROKE ARM ACTION

- Practise out of water first and then standing/walking in the water.
- Kicking action, one arm only stroking, making sure the shoulder rotates up before the arm swings up above the head into the water.
- Kicking, backstroke arm action with flotation aid over the knees (kick board).
- Practise continuous arm swings, arms moving opposite.

- Flowing, continuous movement.
- As arm goes backwards, brush ear with arm.
- Little finger enters the water first, arm fully extended in line with shoulder (little finger could 'slice' the cake, apple or pizza).
- Allow body to roll comfortably with the movement of the arms.
- Initially arm remains straight and hand near the surface for the water.

EQUIPMENT

- Flotation aids e.g. kick boards, french fries.

SUCCESS CRITERIA:

Students can circle arms freely forward when doing freestyle arm action and backward in alternating movements during backstroke arm action, with relaxed body roll and continuous kicking.



1. Backstroke arms while kicking



2.



3.

MODULE 4.5

SCULL ON MY BACK – STATIONARY AND TRAVELLING FOR 10 METRES HEAD FIRST AND FEET FIRST

Learning intention: Students will demonstrate supporting themselves in water using sculling only.

SKILLS AND ACTIVITIES

FREESTYLE ARM ACTION

- Dry land, in the classroom. Practising arm movements.
- Crouch in the water with shoulders under the surface, forearms parallel to and just below the water surface, elbows just wide of the body.
- With shoulders under the water scull, head above the water, bend at hips and knees until feet lift off the pool floor (crouch position).

HEAD FIRST SCULLING

- Continuous sculling movement.
- Build up distance: 5–10m.

FEET FIRST SCULLING

- Sculling feet first in a horizontal position and then in a seated position.
- Feet stay at the surface of the water.

10m SCULLING

- Head first and feet first.
- Propulsion (movement) comes from the lower arms and hands.

Sculling is a fundamental skill. It is the basis of propulsion for all strokes and of support in survival situations.

EQUIPMENT

- Noodles.

WHAT TO LOOK FOR AND TEACHING POINTS

- Arm action is a continuous inward and outward sweep of the lower arms while upper arms stay still.
- Hands do not break the surface of the water.
- Thumbs down on push out, thumbs up on pull in.
- Maintain pressure on water with palms of hands at all times.
- Watch for whirlpools at the surface which are the result of constant pressure and lift forces from the hands and forearm.
 - i. If there is difficulty in staying at surface, use a flotation aid to support hips or underneath arm pits (noodle). This will enable the student to relax and concentrate on practising the actions of the lower arms.
- Elbows comfortable out from body.
- Wrists bent back, fingers upwards.
- Elbows comfortable out from body.
- Wrists bent forward, fingers toward pool floor.
 - i. Try with the eyes closed to increase sensitivity in the palms and forearms.
- Relax, keep eyes open, emphasis on relaxation not speed.
- Practise in a streamlined and go-cart (sitting) position. Which is easier? Why? What happens to your speed when your position in the water changes? Why?

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- If you fell into a fast-flowing river current, would you want to travel downstream? Head or feet first? Why?

SUCCESS CRITERIA:

Students can successfully scull head first and feet first for 10m scull to keep themselves afloat.

MODULE 4.6

STAY AFLOAT WITH AN IMPROVISED FLOTATION AID AND SIGNAL FOR ASSISTANCE

Learning intention: Students will be able to use a variety of improvised flotation aids to stay afloat and signal for assistance.

SKILLS AND ACTIVITIES

FLOAT AND RAISE ONE ARM

- Select a variety of improvised flotation aids e.g. ball, plastic bottle, lifejacket, lunch box.
- Encourage students to discover different ways of holding various aids.
- Encourage experimentation with open-ended containers to discover what could be used in an emergency e.g. bucket, chilly bin, gumboots.

EQUIPMENT

- Buckets.
- Chilly bins.
- Plastic bottles.

WHAT TO LOOK FOR AND TEACHING POINTS

- Curl up as much as possible without losing balance; this is a heat conserving position.
- If using a bucket, upend the bucket to empty it, lie back and clasp bucket lightly with both hands, bringing stomach or chest up to meet the open end, trapping air inside. Bucket needs to remain level to avoid air escaping.
- Relax and 'raise one arm' this is the international signal for assistance. (Do not wave or shout for help).
- Maintain balance to float on back.
- Any everyday household object that can float.

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- Why do we hold up one hand and not wave?
- How can you find out about pool depths?
- Bring something from home that you might have with you on a picnic trip which you could use for flotation if necessary.

SUCCESS CRITERIA:

Students will be able to use a variety of improvised flotation aids to stay afloat and signal for assistance.



Floating with an improvised flotation aid



At the Pool STROKE

MODULE 5: STROKING AND SURVIVAL PROGRESSION

- 5.1 Demonstrate freestyle and backstroke arm strokes while kicking for 10 metres
- 5.2 Kick on my front and roll to breathe on both sides
- 5.3 Demonstrate breaststroke leg action
- 5.4 Demonstrate survival backstroke for 10 metres
- 5.5 Tread water for one minute
- 5.6 Offer rigid and non-rigid aid for assistance

MODULE 5.1

DEMONSTRATE FREESTYLE AND BACKSTROKE ARM STROKES WHILE KICKING FOR 10 METRES

Learning intention: Students will be able to demonstrate both freestyle and backstroke arm strokes while kicking for 10 metres.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

FREESTYLE ARM ACTION AND KICKING

- Streamline glide, adding leg action, and full arm action.
- Complete 4 controlled strokes, blow bubbles (exhale) and stand.
- This can be extended to 6-7 strokes.

- Big, slow arm swings/circles with fingers leading into the water.
- Relaxed long reach.
- Hand slides forward and downward on entry until student 'catches' the water.
- Continuous forward, alternating arm action.
- Relaxed, over water arm circles forward.
- 'Down to my thigh, up to the sky'.
- Keep the head still, rotate body to assist recovery.

BACKSTROKE ARM ACTION AND KICKING

- Practise continuous movement, arms moving opposite with kicking action.
- Build up distance: 5–10m.
- To achieve body and shoulder roll throughout the stroke students can practise kicking on their back, arms by side, rolling their shoulder one at a time out of the water.

- Streamlined body.
- Head still, eyes looking up and slightly back.
- As arm circles backwards, brush ear with arm.
- Little finger enters the water first, arm fully extended in line with shoulder (little finger could 'slice' the cake, apple or pizza).
- Allow body to roll comfortably with the movement of the arms.
- Initially arm remains straight and hand near the surface for the water. Encourage a slight elbow flex during second half of the arm pull (stroke).
- Maintain continuous kicking throughout.

EQUIPMENT

- Flotation aids e.g. kick boards, french fries.

SUCCESS CRITERIA:

Students can demonstrate freestyle and backstroke arm strokes with relaxed body roll and continuous kicking for 10m.

MODULE 5.2

KICK ON MY FRONT AND ROLL TO BREATHE ON BOTH SIDES

Learning intention: Students will be able to demonstrate the freestyle breathing position during the stroke keeping the head in the water.

SKILLS AND ACTIVITIES

BREATHING POSITION

- Students stand in the pool at side in breathing position facing the poolside, one arm extended forward touching poolside or a rail. The other arm extended along the side of the body.
- Look for relaxation then practise breathing position on the other side.
- Inhale and exhale positions.
- Inhale while the top shoulder is out of the water then rotate the head into the water, exhale and move the shoulder and head back into the inhale breathing position.
- Practise until relaxed breathing style is achieved (at least five repetitions).
- Walk in breathing position, inhale, roll upper body as eyes look to the pool floor, exhale and roll back to inhale.
 - i. Practise until easy timing of breath with rotation into and out of breathing position.

Kick on side while balanced in breathing position. (A flotation aid held in the hand by the hip or out in front, or a kick board in both hands may help with balance and stability on the side).

- Kick on side for short distances: 5–10m.
- Aim to keep the body balanced on the side.
- Create as few waves as possible by keeping the body firm and long.
- Kicking on front and rolling to breathe on side.

WHAT TO LOOK FOR AND TEACHING POINTS

BREATHING POSITION

- One arm extended forward, the other by the side of the body.
- Lie head on the front arm, looking to the side.
- One eye, cheek and goggle in the water to allow for breathing.
- One shoulder will also be out of the water.
- From breathing position, rotate body, keeping the head in line with the body until the eyes are looking straight to the pool floor and shoulders are level with the surface.
- Exhale (blow out) from mouth and/or nose.
- Exhalation may be slow bubbles or an explosive breath, just before rotating back to the breathing position to breathe in'
- Practise on both sides for bilateral breathing to develop (3-stroke breathing).

- One arm is stretched out in front, thumb up close to the surface.
- The head lies on this front arm with eyes looking up, to the side.
- The body stretches out across the surface on the side.
- Legs kick fast.
- The arms lie across the 'high' side of the body, hold a flotation aid (between the belly button and the hip) for support to keep the body balanced on the side. An aid can also be held with the other hand out in front of the body.
- Extended long legs, alternately kicking, maintaining pointed toes across the surface of the water.
- Small fast kicks.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

EQUIPMENT

- Flotation aids.

SUCCESS CRITERIA:

Students can demonstrate a long leg kicking action with fast feet, the body is at the surface and on the side moving smoothly forward. A successful demonstration shows an easy transition between the inhale position with the ear, cheek and goggle in the water to exhaling and return without any lifting of the head in between. This should be demonstrated on both left and right sides walking and kicking.



Rolling to breathe

MODULE 5.3

DEMONSTRATE BREASTSTROKE LEG ACTION

Learning intention: Demonstrate symmetrical breaststroke leg action in and out of the water with or without support.

SKILLS AND ACTIVITIES

BREASTSTROKE LEG ACTION ON POOLSIDE

- Dry land breaststroke.
- Practise lying on bench or pool deck, or poolside.
- Lift heel to buttocks.
- Turn feet out (like the letter 'V' or a pizza slice).
- Teacher/buddy places their hands on the instep of feet (closest to the ankles, inside the heel).
- Press feet against hands, circling backward slightly wide of the body, squeeze legs back to streamlined position and stretch into the streamlined position.

BREASTSTROKE LEG ACTION ON BACK

- Practise with flotation aid held over thighs.
- Practise without flotation aid, arms held by side.

VERTICAL BREASTSTROKE LEG ACTION

- Body is positioned vertically against pool wall. Arms rest on poolside. Stomach and thighs against the wall while bending knees and drawing heels to buttocks. Students' feet should not touch the bottom of the pool floor.

BREASTSTROKE LEG ACTION ON FRONT

- Practise with and without flotation aid.
- Practise push off, glide, kick, glide and stand. This can be increased to two kicks. Arms in a streamline position or hands on hips.

EQUIPMENT

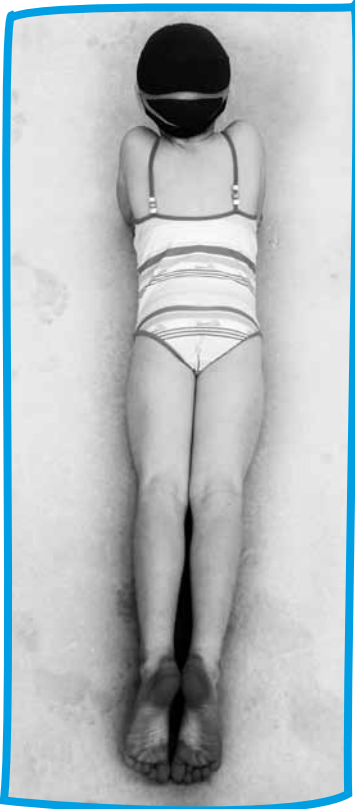
- Flotation aids.

WHAT TO LOOK FOR AND TEACHING POINTS

- Talk through this action: 'lift heels, toes out, press back and stretch'.
- Emphasise streamlined stretch phase and glide for 2–3 seconds.
- Aim for knees not separating more than shoulder width.
- Feel pressure on feet especially the instep.
- Keep line from shoulders to knees as straight as possible.
- Knees stay under the water.
- Drop heels towards the pool floor.
- Emphasise glide phase of stroke.
- Point toes to knees.
- Kick accelerates into glide phase.
- Knees do not travel forward of hips.
- Feet do not break the surface of the water.
- Knees should not separate wider than shoulder width.

SUCCESS CRITERIA:

Students can lift heels to buttocks, flex the ankles and push back with the feet and lower legs either against the water or the teachers hands.



1. Dry Land Breaststroke kick



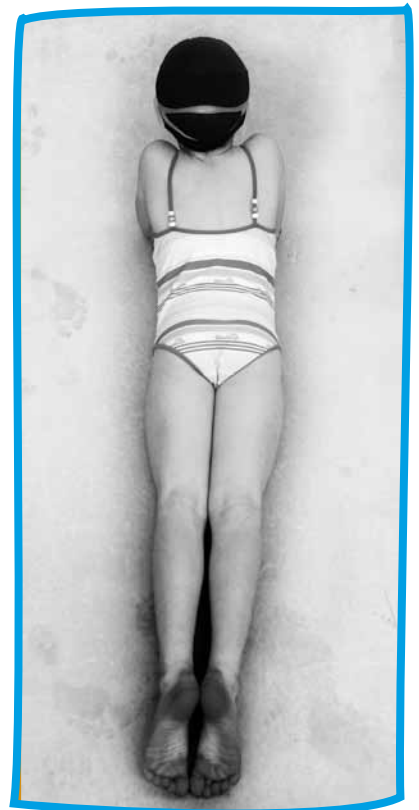
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MODULE 5.4

DEMONSTRATE SURVIVAL BACKSTROKE FOR 10 METRES

Learning intention: Students will demonstrate survival backstroke kick while sculling with their arms for 10 metres.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

SURVIVAL BACKSTROKE LEG ACTION

- Sitting on poolside:
 - Lean back on straight arms, legs held out straight.
 - Bend knees to drop heels and move them towards the wall.
 - Circle feet out, and up back to start position.
- In pool:
 - On back, holding a kick board for flotation, practise leg movement.
 - Move kick board down over thighs and knees to prevent legs from rising up.

- Leg action similar to breaststroke, but swum on back (refer to 5.3).
- Thrust of legs closing provides propulsion.
- Feet turned out before drive.
- Knees should not break the surface of the water.
- Emphasise glide phase.

SURVIVAL BACKSTROKE ARM ACTION

- Scull with hands.
- Explore the best way to scull to aid movement.
- Practise leg action with arm action.

- Symmetrical and simultaneous.
- Lower legs start to drop as hands are brought up the sides, just brushing the torso.
- Hands point outwards.
- Arms then commence their drive to sweep towards feet as the legs kick.
- Glide to finish.

EQUIPMENT

- Kick board.

SUCCESS CRITERIA:

Students can demonstrate survival backstroke in a relaxed way keeping knees under the water and hand by their side while sculling for 10m.



1. Survival Backstroke



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MODULE 5.5

TREAD WATER FOR ONE MINUTE

Learning intention: Students will be able to competently tread water for one minute unsupported without touching the pool floor or sides and develop a sense of comfort and confidence in water.

SKILLS AND ACTIVITIES

1 MINUTE UNSUPPORTED IN WATER

- The students should explore what they can do to remain unsupported in the water for one minute e.g. cycling legs, breaststroke leg action or egg beater kick.
 - i. Egg beater kick, one-leg circling clockwise other anticlockwise. This is a high energy skill.
- Students should be able to signal for help when requested.
- Challenges including changing direction and spending time on the front and back increase comfort and confidence and help to build a positive relationship with the water.
- Arms slowly scull on the surface of the water.

WHAT TO LOOK FOR AND TEACHING POINTS

- Relaxed, as little energy as possible is used.
- Do not touch the pool floor or sides during the one minute activity.
 - i. Treading water is not a survival technique as it uses energy to keep the limbs moving. However, it is a useful skill that may help in emergency situations.

SUCCESS CRITERIA:

Students can demonstrate treading water for one minute unsupported without touching the pool floor or sides and develop a sense of comfort and confidence while relaxed in the water.



Treading water

MODULE 5.6

OFFER RIGID AND NON-RIGID AID FOR ASSISTANCE

Learning intention: Students can demonstrate dry and water rescues – reaching using a rigid and non-rigid aids as methods of assisting others in difficulty while keeping themselves safe.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

RIGID AID RESCUES

- Practise dry first in pairs. Victim is tired/has cramp and signals for help.
- Buddy acknowledges and throws some sort of flotation aid for the victim to hug.
- Buddy finds a rigid pole (branch, oar or fishing rod) buddy lies down, sits or kneels to lower their centre of gravity and increase their stability.
- Buddy pulls the victim in, secures them to the side of the pool and calls for an adult to help them out of the water.
- Students then swap roles.
- Repeat with victim in the water.

- Act immediately telling someone else what you are doing.
- Give loud, clear instructions and encouragement.
- To recognise a person in distress:
 - Raised hand.
 - Calling out.
 - Clawing at the water.
 - Looking like they are climbing a ladder.
 - Disorientated and looking frightened.
- Ensure buddy grasps aid with both hands before being pulled to the side.
- Person being rescued lies on their front or back, eyes open and mouth clear of water.
- Give lots of encouragement.

NON-RIGID AID

- Practise dry first in pairs. Victim is tired/has cramp and signals for help.
- Buddy acknowledges and throws some sort of flotation aid for the victim to hug.
- Buddy alerts an adult.
- Coil the rope into the preferred throwing hand and hold the end of the rope in the other hand.
- Throw the coil of rope to the victim and ask them to catch it.
- Instruct the victim to turn onto their back.
- Buddy lies down, sits or kneels to lower their centre of gravity and increase their stability.
- Buddy pulls this victim in, secures them to the side of the pool and students then swap roles.
- Repeat with victim in water.

- Reassure the victim.
- Give lots of encouragement.
- Underarm throw to within arm's reach.
 - i. Repeat in shallow and deeper water if available.
- Pull in on back so victim does not swallow/ inhale water.
 - i. If the wind is blowing make sure you throw upwind.
 - i. If the victim is in a flowing river, throw upstream to the current.
 - i. This rescue can be made from dry land, from a pier/ wharf or from a boat.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

EQUIPMENT

- Buckets.
 - Chilly bins.
 - Plastic bottles.
 - Ropes.
- Any everyday household object that can float.
 - Rigid aids.

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- Are these the safest rescue methods? Why?
- Why do we lower our centre of gravity when pulling our buddy in?
- Why do we throw the rope upstream in a river or upwind on a windy day?
- What else could we use if we didn't carry a rope?

SUCCESS CRITERIA:

Students can demonstrate dry and water rescues – reaching using rigid and non-rigid aids as methods of assisting others in difficulty in the water or close to dry land to ensure they can keep themselves safe while helping others who are in trouble.



At the Pool SURVIVE

MODULE 6: SWIM AND SURVIVAL TECHNIQUES

- 6.1 Swim freestyle for 20 metres, rolling to breath
- 6.2 Demonstrate breaststroke
- 6.3 Demonstrate basic sidestroke
- 6.4 Fit a lifejacket, demonstrate H.E.L.P. and huddle
- 6.5 Demonstrate duck and dolphin diving and safer dives
- 6.6 Float in moving water

MODULE 6.1

SWIM FREESTYLE FOR 20 METRES, ROLLING TO BREATHE

Learning intention: Students will demonstrate smooth relaxed freestyle arm strokes and kicking action, whilst rolling to breathe on alternative sides of the body for 20 metres.

SKILLS AND ACTIVITIES

Walking with face in water, arm stroking, exhale and roll upper body to inhale.

- i. This activity is developing students coordination of arm stroking and breathing.

- Breathe 2–3 cycles, walking with a 2-stroke breathing pattern.
- Breathe 2–3 cycles, walking with a 3-stroke breathing pattern (bilateral breathing).

WHAT TO LOOK FOR AND TEACHING POINTS

- Slow arm action.
- Eyes look to bottom of pool during exhalation.
- For inhalation students roll their bodies, heads turn so the face clears the water (the head does not lift).
- One inhalation while in breathing position.
- After inhalation, and before the recovering arm travels forward past the head, the face turns in to the water so eyes are looking downward.
- Exhalation is completed each time face is in water.

- Repeat for given number of breathing cycles.
- Decrease the time in the breathing position.

FREESTYLE WITH BREATHING

- i. It is important that students learn to stroke and breathe on both sides of their body. This ensures that the development of the stroke is consistent on both sides and is a valuable water safety skill for swimming in choppy lakes, rivers or ocean. It enables you to breathe in the direction of the calmer water and keep clear of the choppy water.

- Breathe 2–3 cycles with a 2-stroke breathing pattern.
- Breathe 2–3 cycles with a 3-stroke breathing pattern (bilateral breathing).

- Slow arm action extended on entry.
- Eyes look to bottom of pool during exhalation.
- For inhalation students roll their bodies, heads turn so the face clears the water (the head does not lift).
- One inhalation while in breathing position.
- After inhalation, and before the recovering arm travels forward past the head, the face turns in to the water so eyes are looking downward.
- Exhalation is completed each time face is in water.
- Repeat for given number of breathing cycles.
- Decrease the time in the breathing position to develop a continuous arm action and rhythmic stroke.
- Leg kick is continuous and with no change of pace.
- Maintain a long body position at the surface of the water.

SUCCESS CRITERIA:

Students will demonstrate smooth relaxed freestyle arm strokes and kicking action, whilst rolling to breathe on alternative sides of the body for 20m confidently without touching the bottom of the pool floor.



MODULE 6.2

DEMONSTRATE BREASTSTROKE

Learning intention: Students can demonstrate symmetrical breaststroke leg and arm action together consistently.

SKILLS AND ACTIVITIES

ARM ACTION

- Lie across poolside with arms extended in water.
- Lie on water with arms across a noodle, noodle sitting just under students' armpits.
- Stand with shoulders under water practising arm movement.
- Walk with shoulders under water practising arm action.
- Breaststroke arm action on front with flotation aid between students' legs.
- Breaststroke arm action on front without support and freestyle kicking action.

ARM ACTION AND BREATHING

LEG ACTION

- Breaststroke sequence:
 - Pull, breathe, kick and glide.
 - Practise one arm cycle to two kick cycles, emphasise the glide phase.

WHAT TO LOOK FOR AND TEACHING POINTS

- Start with arms extended out in a breaststroke streamlined position (thumbs down back of hands form a 'V').
- Arm action may be divided into three distinct segments:
 - Scull out to a 'Y' position.
 - Scull in with the forearms at an angle of 45° from the elbow down and forward.
 - Stretch to streamlined position.
- Thumbs down on scull out, thumbs up on scull in.
- Arms must move simultaneously.
- Face looks downwards when in the water.

- Look down, long neck during out-sweep.
- Breathe in on arm in-sweep, as forearms are angled forward and down.
- The sculling action alone should produce forward movement.

- Legs start in streamlined position.
- Bend knees, drawing heels towards buttocks, turn feet outward, circle and rest together in streamlined position.
- Talk through this action: 'lift heels, toes out, circle and glide (streamlined position)'.
 - Teacher or buddy can press hands on instep of feet during the propulsive phase (when feet turn outward and then circle outward and backward).
- Emphasise glide phase.
- Knees do not separate more than shoulder width.
- Feel pressure on feet especially the instep.
- Knees do not travel forward of the hips.
- Kick accelerates into glide phase.
 - i. Heels to bum, not knees to tum.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

EQUIPMENT

- Noodles.

SUCCESS CRITERIA:

Students can demonstrate symmetrical breaststroke, and leg and arm action is together consistently.



1. Breaststroke arm action



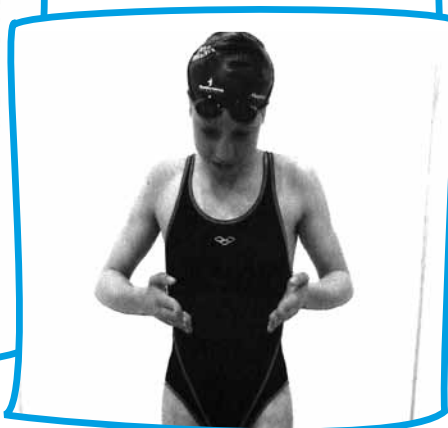
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MODULE 6.3

DEMONSTRATE BASIC SIDESTROKE

Learning intention: Students will be able to demonstrate competently the basic sidestroke and develop a sense of comfort and confidence in water.

SKILLS AND ACTIVITIES

SIDESTROKE LEG ACTION

- Practise dry.

IN WATER

- Practise leg action with two flotation aids, one in leading hand and the other held on the thigh.
- Practise with one, then without a flotation aid.

SIDESTROKE ARM ACTION

- Practise standing on dry land.
- Practise arms with flotation aid held between students thighs.
- Practise arms with flotation aid held under arms pits and freestyle kicking.

WHAT TO LOOK FOR AND TEACHING POINTS

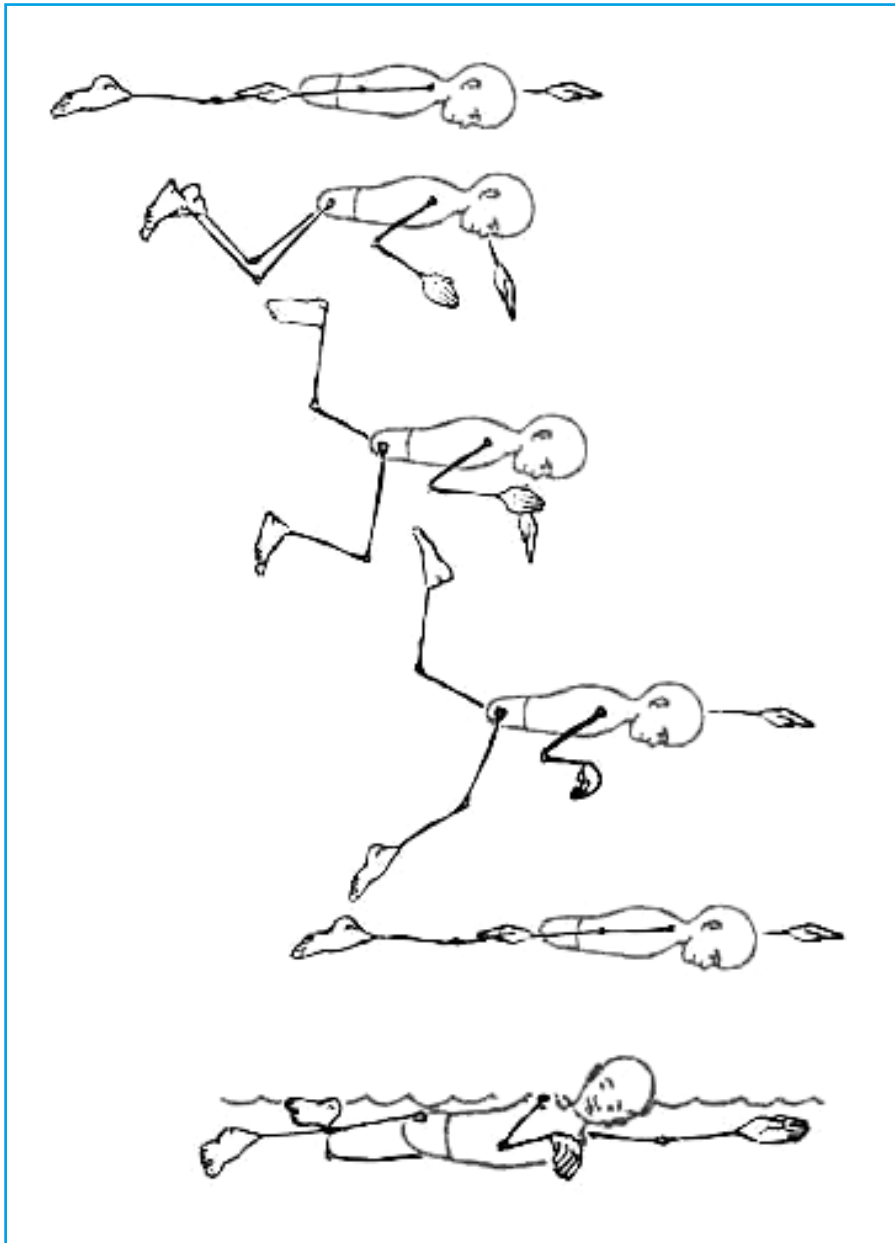
- Lie on preferred side with upper body supported by arms and straight legs just off the ground.
 - i. Legs work in a scissors action, with one leg moving to front of body and other behind.
- Bend legs, heels to hips.
- Scissor or split legs open with top leg moving forward.
- Legs snap together (power phase).
- Repeat with buddy watching and giving cues – to get rhythm.
- Repeat in water with flotation aid.
 - i. Legs never cross.
- Emphasise glide phase – not continuous action.
- Stand side-on to the teacher (as if in sidestroke position).
- Extend far arm (lower arm when in the water) above head, palm facing back. Near arm (upper arm in water) low, hand on thigh.
- The extended lower arm pulls down and bends to the chest (power phase), at the same time, the upper arm bends (recovers) up to the chest.
- Lower arm extends (recovers) while upper arm circles (pulls) to thigh, pushing water towards feet (power phase).
 - i. Movement metaphor: 'pick the apple and put it in the basket'.
- Repeat in water when action is smooth.
- Lower ear in the water to assist streamlining.

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- Why is this a survival stroke?
 - What are the advantages of using this stroke?
-

SUCCESS CRITERIA:

Students will be able to demonstrate competently the basic sidestroke and develop a sense of comfort and confidence in water.



Basic Sidestroke

MODULE 6.4

FIT A LIFEJACKET, DEMONSTRATE h.e.l.p. AND HUDDLE

Learning intention: Students will be able to demonstrate correctly lifejacket skills and personal/group safety skills.

SKILLS AND ACTIVITIES

FITTING A FRONT OPENING LIFEJACKET/BUOYANCY VEST (PERSONAL FLOTATION DEVICE – PFD)

- This can be done in the classroom.
- Put the lifejacket on and zip it up and clip. Tighten the belts.
- Buddy to face partner and lift lifejacket at shoulders. If it rises up then it needs tightening.

ENTRY INTO SHALLOW WATER

- Hold onto the top of the zip with one hand and do a ¼ turn entry into the pool (see 2.1 section).

ENTRY INTO DEEP WATER

- Hold the lifejacket with both hands above the zip and step into water.

h.e.l.p. (HEAT ESCAPE LESSENING POSITION)

- Adopt the H.E.L.P. position dry.
- Practise in shallow water first.
- Encourage students to discover their own most stable, relaxed position, experimenting with leg positions to prevent rolling.
- Experience in deep water is desirable.
- Practise raising one hand to signal for assistance and remain balanced.
- Practise in moving water (see section 6.6).

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- Heat is lost from the body to cold surrounding water at a greater rate (four times faster) than to air of same temperature. Where do we lose the most heat? Head, arm pits and groin.
- Why is it important to stay still? Cold water moving over body accentuates rate at which heat is dispersed
- Why does wearing a lifejacket help?

WHAT TO LOOK FOR AND TEACHING POINTS



Fitting a lifejacket
Image: Watersafe Auckland Inc.

- Ensure the step-in entry is into clear water with no obstacles. Step, do not jump in.
- Keep the body straight.
- Raise knees to chest and wrap arms around chest.
- Make sure arms are close to sides and wrapped across chest.
- Cross feet.
- Ensure the students' heads stay above the water.
- Keep movement to a minimum.
- Try to balance when in the H.E.L.P. position rather than lie in the water.
- Open the knees slightly to stop any rotation.



H.E.L.P. position

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

HUDDLE POSITION

- This should be taught dry first in the classroom.
- In the pool.
- Repeat above classroom activities in shallow.
- Intertwine legs for extra warmth.
- Repeat activity in moving water (see section 6.6).
- Put the smallest person or the one without a lifejacket in the middle of the huddle.
- Experiment with changing places in the huddle.
- Move to a specific point of the pool, retain the huddle position at all times.
- Experience in deep water is desirable.
 - i. Students should kick away from any obstacles e.g. rocks while remaining in a huddle.
- Use a series of scenarios to simulate open-sea conditions or assisting others.
 - i. This is a group survival technique to keep the group warm, together and reassured. It will increase survival by slowing the onset of hypothermia. The group will be seen more readily from the air, increasing chances of rescue.

- Wearing lifejackets, a small group of students can stand in a circle and put their arms around the person next to them, try to get chests touching.
- Emphasise relaxation, keeping still and mutual encouragement.
- Arms should be around partner's waist not shoulders.
- Arms should be close to student's chest (arm pits closed).
- There should be no air/water between each other, chests should be touching.
- Keep movement to a minimum.



Group huddle

EQUIPMENT

- Lifejackets.

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- Why do we wear a lifejacket? Give two reasons.
- How effective would the lifejacket be if it was not fitted correctly?
- Why should we learn to put a lifejacket on when we are already in the water?
- How could we help ourselves if we didn't have a lifejacket but had a bucket for example?
- Not all lifejackets are the same. If we had one that goes over our head how would we put it on in the water?
- Why is a huddle so effective?
- Why do we have people in the middle of a large huddle?
- What is cold shock and hypothermia? Why do we have to protect ourselves from them?

SUCCESS CRITERIA:

Students will be able to demonstrate correctly lifejacket skills and personal/group safety skills.

MODULE 6.5

DEMONSTRATE DUCK AND DOLPHIN DIVING AND SAFER DIVES

The FINA Rules which govern swimming state that, 'A minimum depth of 1.35m is required for pools with starting blocks'. Teaching diving to novice swimmers requires specific controls and depths. The minimum depth is 1.2m and is never from a raised edge pool.

Learning intention: Students will be able to demonstrate safer duck & dolphin diving and safer dives appropriate for their pool.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

DOLPHIN DIVES

- Stand in waist-deep water, arms at side.
- Circle arms forward over the water.
- Push off pool floor and dive over water.
- Tuck chin in, drop head to dive, lift hips high over water to achieve body undulation.
- The entire body follows through the hole made by head and hands.
- Arms stay in front, fingertips guide the body down and back to the surface.
- To stand, lift head and bring arms down to side of body.

LONDON BRIDGE

- Students dive under bridges created by students joining hands to create an arch.
- Bridge can be lowered to be more challenging.
 - Use hoops and noodles to create a series of obstacles which students dive through and over.
 - Play relays or tag games.

DUCK DIVES

- Dive to pick up objects from pool bottom.
- Use different coloured/numbered objects on pool bottom to have students do relay activities using duck dives.
- Demonstrate in deeper water.

- Imagine diving over a barrel, or through a hoop.
 - 'Overs and unders' using available equipment e.g. lane ropes, hoops.
 - Push off pool floor or wall.
 - The chest initiates a whole body undulation.
 - Arms in front or by side.
 - Look for a complete body undulation, keeping head still and avoiding excessive knee bending.
 - Legs work together, toes pointed.
 - Dolphin dives are used to move through water quickly when it is too deep to wade, but not deep enough to swim.
 - They are a way to avoid being slowed down by waves, useful in surf, boogie boarding or triathlon competitions.
 - Used by lifeguards to facilitate rapid entry into water.
 - Safety: Always check water for hazards before diving.
-
- Used to get underneath waves in deep water.
 - Start by standing in water and then moving into a handstand position.
 - Progress to the handstand position from a glide on front. Chin down and hips over shoulders.
 - Progress to deeper water.
 - Swim and look down into water.
 - Extend arms in front of body.
 - Move body into a pike position with legs together and arms pulling body under using a breaststroke pull.



Dolphin diving
Image: Surf Life Saving New Zealand



Duck diving

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

SEATED DIVE ENTRY

- Practise individually.
- Individual supervision.
- Practise until smooth entries and long glides away from the wall are achieved.
 - i. This dive should only be done in water deep enough or with the assistance from someone in the pool.

- Sit on side of pool, legs in water and feet against the wall.
- Extend arms above head, arms behind ears, chin on chest. This position is maintained throughout the dive until the swimmer breaks the surface of the water, keep eyes on knees.
- Lock hands together by curving top thumb around bottom hand.
- Bend forward and downward into a fall. Hands enter water first followed by the body.
- Fingertips point forward, never down. Fingertips guide the direction of the dive and prevent the swimmer from going too deep.
- Immediately following entry the feet can push against poolside, to initiate glide away from wall.
- Stretch to streamlined position.
- When in the streamlined position turn fingers to surface. This action directs the swimmer toward the surface. Students should use their steering skills to reach the surface as quickly as possible.
- Hands stay locked together.
- The sit dive is vital to the development of horizontal velocity in the dive, a fundamental component of low risk diving.



Hands locked in streamline position



Seated dive

SKILLS AND ACTIVITIES

ONE-KNEE DIVE OVER A FLOATING OBJECT HELD CLOSE TO THE WALL E.G. NOODLE, KICK BOARD

- A floating object is held close to the wall.
- The diver must go over the floating object and not touch it.
 - i. This dive needs to be highly supervised to reduce the likeliness of an accident hitting the bottom of the pool floor.



Kneeling dive

WHAT TO LOOK FOR AND TEACHING POINTS

- At poolside kneel on one knee with toes of the other foot over the edge.
- Extend arms above head, arms behind ears, chin on chest and eyes on big toes. This position is maintained throughout the dive until the swimmer breaks the surface of the water.
- Lock hands together by curving top thumb around bottom hand.
- Raising the hips tip forward and downward so the weight is transferred from the back foot to the front foot. The body falls forward. Hands enter water first and followed by the body.
- Fingertips point forward, never down. Fingertips guide the direction of the dive and prevent the swimmer from going too deep.
- As the body travels forward the foot can push against the poolside.
- Stretch to streamlined position.
- When in the streamlined position turn fingers to surface. This action directs the swimmer toward the surface. Students should use their steering skills to reach the surface as quickly as possible.
- Keep arms extended so that hands will touch the bottom first if dive is too deep.
- Hands stay locked together.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

CROUCH DIVE



Crouching dive

- Entries must be supervised by the teacher.
- The area being used for these practices must be clear of swimmers and equipment before the entry is initiated.
- Crouch on side of pool with toes of one foot over the edge and the other foot back to form a track start position with the feet.
- The toes must curl over the edge of the pool, to minimise the likelihood of slipping.
- Extend arms above head and behind ears and place chin on chest. This position is maintained throughout the dive until the swimmer breaks the surface of the water.
- Lock hands together by curving top thumb around bottom hand.
- Bend forward and downward to transfer the weight from the back foot to the front foot into a forward fall to initiate the dive.
- Hands enter water first followed by the body.
- As the body travels forward the feet push off the poolside to increase forward momentum.
- Stretch to streamlined position.
- Fingertips point forward, never down. Fingertips guide the direction of the dive and prevent the swimmer from going too deep.
- When in the streamlined position turn fingers to surface. This action directs the swimmer toward the surface. Students should use their steering skills to reach the surface as quickly as possible.
- Hands stay locked together.
- As confidence improves, progress from the crouch position to a more upright position.
- Encourage the students to enter the water as far away from the edge as possible. This decreases the angle of entry resulting in a shallower dive.

SUCCESS CRITERIA:

Students will be able to demonstrate safer duck and dolphin diving and safer dives appropriate for their pool.

MODULE 6.6

FLOAT IN MOVING WATER

Learning intention: Students will be able to develop effective strategies for coping with moving water such as ocean currents, rivers and rips.

SKILLS AND ACTIVITIES

CREATING MOVING WATER

- Rough water:
 - Stand in two lines facing each other and holding a kick board.
 - Have each line push the board through the water at the same time and recover over the water, repeat.
- Waves:
 - Have students in a line holding the kickboard pushing the water all at the same time and recover over the water, repeat.
- Currents:
 - Students run in a close circle to get water moving.
- Rip currents:
 - Have two circles adjacent to each other, one running clockwise and the other running anticlockwise.

FLOATING IN MOVING WATER

- Have students create a current, float with the current and use the signal for assistance.
- Repeat and get students to experience standing then swimming against current.

WHAT TO LOOK FOR AND TEACHING POINTS

- It's important to relax and control breathing to help stay afloat.
 - i. There are different types of moving water – rough water, waves and currents.
 - i. People accidentally fall into moving water in a variety of environments.
 - i. We float on our backs if we are caught in a rip or get swept down a river.
 - i. This helps to conserve our strength as the force of the water is too powerful to swim against.
 - i. When in a rip float on back look toward the shore and use the assistance required signal.

SUCCESS CRITERIA:

Students can consistently demonstrate confidence and float in moving water.



Students create moving water using kickboards
Image: Watersafe Auckland Inc



At the POOL SWIM

MODULE 7: SWIM & SURVIVE APPLICATION

- 7.1 Swim 50 metres freestyle
- 7.2 Swim 50 metres backstroke
- 7.3 Swim 25 metres breaststroke in still and moving water
- 7.4 Swim 25 metres sidestroke in still and moving water
- 7.5 Tread water wearing clothing and swim 20 metres using survival strokes
- 7.6 Fit a lifejacket in water without standing on pool bottom

MODULE 7.1

SWIM 50 METRES FREESTYLE

Learning intention: Students will be able to swim 50 metres freestyle competently, with smooth relaxed stroking and breathing on both sides of the body and continuous kicking.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

SINGLE ARM FREESTYLE

- Repeat with other arm.

- One arm in front on the water surface with or without support.
- One arm stroking.
- Slow arm action extended on entry.
- Eyes look to bottom of pool during exhalation.
- For inhalation student rolls their body, the head turns so the face clears the water (the head does not lift).
- One inhalation while in breathing position.
- After inhalation and before the recovering, arm travels forward past the head and the face turns in to the water so eyes are looking downward.
- Exhalation is completed each time face is in water.
- Develop a continuous arm action and rhythmic stroke.
- Leg kick is continuous and with no change of pace.
- Maintain a long body position at the surface of the water.
- Hands enter comfortably out in front of the shoulder.
- Can imagine holding onto the water and letting body slide by.

10-KICK ROCK AND ROLL. 1 STROKE TO CHANGE SIDES

- Practise continuous movement, arms moving opposite with kicking action.
- Build up distance: 5–10m.
- To achieve body and shoulder roll throughout the stroke students can practise kicking on their back, arms by side, rolling their shoulder one at a time out of the water.

- Kick in freestyle breathing position with right arm extended.
- Relaxed breathing for 10 kicks.
- Head turns in to the water and eyes look to pool floor during 1-arm stroke.
- Roll to breathing position with left arm extended and right arm close to the right side of the body.
- Continue with 10 kicks and repeat.
- Encourage balance and control to maintain position on side.
- Increase distance covered according to increased competency.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

10-KICK ROCK AND ROLL. 3 STROKES TO CHANGE SIDES

- As above, increasing to 3 strokes to change sides.
- 3 smooth controlled strokes and roll into breathing position to take a breath and continue.

30m FREESTYLE

- Progressively increase the distance that was covered in 6.1 from 20m to 30m.
- 3–5 breathing cycles with a 3-stroke breathing pattern (bilateral breathing), until 30m of smooth relaxed freestyle swimming with long balanced body and correct breathing is achieved.
- Hands enter comfortably out in front of the shoulder.
- Develop stroke symmetry.

- Eyes look to bottom of pool during exhalation.
- For inhalation students roll their bodies, heads turns so the face clears the water (the head does not lift).
- One inhalation while in breathing position.
- After inhalation and before the recovering, arm travels forward past the head, the face turns in to the water so eyes are looking downward.
- Exhalation is completed each time face is in water.
- Develop a continuous arm action and rhythmic stroke.
- Leg kick is continuous and with no change of pace.
- Maintain a long body position at the surface of the water.
- Hands enter comfortably out in front of the shoulder.

50m FREESTYLE

- Start to increase stroke length by counting strokes per length of the pool with the aim of decreasing the number of strokes per 50m freestyle.

- Refer to above.
- Progressively increase the distance from 30m as above, until 50m of smooth relaxed freestyle swimming with shoulder rotation, long balanced body and correct breathing is achieved.
- Kicking produces constant bubbles around feet.

SUCCESS CRITERIA:

Students will be able to swim 50m freestyle competently, with smooth relaxed stroking and breathing on both sides of the body and continuous kicking.

MODULE 7.2

SWIM 50 METRES BACKSTROKE

Learning intention: Students will be able to swim 50 metres backstroke competently, with smooth relaxed controlled stroking, continuous kicking and relaxed breathing.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

ONE-ARM BACKSTROKE

- (Other arm by the side) – this teaches clean entry position of hand with powerful pull and rotation.
- Experiment with combinations (e.g. 3 right arm, 3 left arm etc).
- Increase distance covered while maintaining quality.

- Arm not in use remains by the side.
- Arms are straight and relaxed.
- Continuous, relaxed and smooth arm action.
- Continuous leg kick.
- Relaxed breathing.

25m BACKSTROKE

- Progressively increase the distance covered in 5.1.a – i.e. 10m with core body rotation, continuous and controlled arm strokes, continuous leg kicks and relaxed breathing.

- Extended high hip body position.
- Smooth arm action.
- As one shoulder rolls downward for arm entry the other shoulder rolls upward and leads the arm exit .
- Develop core body rotation.
- Development of bent arm pull.
- Increasing distance covered while maintaining quality.
- Chin tucked in.
- As one hand 'catches' the water, other arm begins recovery phase.
- Can imagine holding onto the water and letting body slide by.

50m BACKSTROKE

- See above.
- Eyes looking upwards, chin slightly tucked in.
- Horizontal body position, body rotates along long axis.
- Long leg action from hips, toes pointed.
- Long arms reaching for roof/sky, little finger enters water first in line with shoulder.
- During under water phase encourage arm to bend progressing to 90°.
- Hand throws water to feet.
- Look for regular breathing.
- Maintain regular rhythm of stroke.
- Slow arms, fast kicks.

SKILLS AND ACTIVITIES

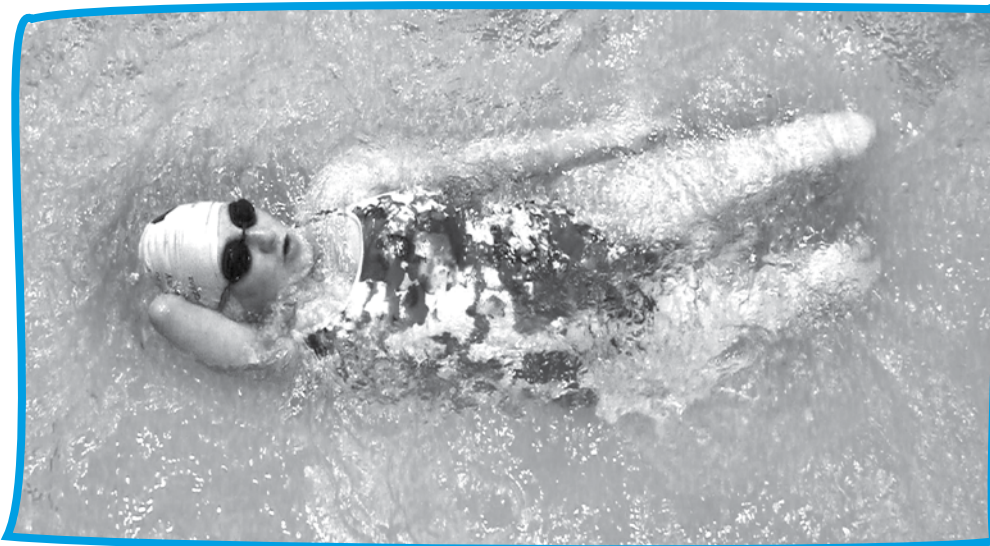
WHAT TO LOOK FOR AND TEACHING POINTS

PAUSE STROKING ACTIVITY

- One arm extended in front, other arm at side, kick on side for set count (e.g. 8 kicks) then change. Rotating body and arm cycle.

SUCCESS CRITERIA:

Students will be able to swim 50m backstroke competently, with smooth relaxed controlled stroking, continuous kicking and relaxed breathing.



Backstroke (disabled swimmer)

MODULE 7.3

SWIM 50 METRES BREASTSTROKE IN STILL AND MOVING WATER

Learning intention: Students will be able to swim 50 metres symmetrical breaststroke competently with leg and arm action together consistently through still and moving water.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

10m BREASTSTROKE

- Building from one to two complete strokes.

- Refer to 6.2 for breaststroke leg and arm action.
- Start in streamlined position gliding for 2–3 counts.
- Hands then scull out to the 'Y' position.
- On the in-scull, heels are drawn up to the buttocks and the feet flex outwards.
- The leg action accelerates the streamline body forward into the glide position.
- Hold the glide for 2–3 count.

25m BREASTSTROKE

- Increase distance from 10m–25m.

MOVING WATER. REFER TO 6.6.

- Students swim breaststroke in still water at one end of the pool and pass the students making rough water or waves to swim through moving water at other end of pool.

The gauntlet activity simulates the difficulty of swimming in rough aerated water.

- Emphasise breaststroke gliding and streamlining.
- For timing, encourage students to say, 'Pull in arms, breathe, kick, glide'.
- Emphasise glide phase.
- Knees do not separate more than shoulder width.
- Feel pressure on feet especially the instep.
- Knees do not travel forward of the hips.
- Kick accelerates into glide phase.

SUCCESS CRITERIA:

Students will be able to swim 50m symmetrical breaststroke competently with leg and arm action together consistently through still and moving water.

MODULE 7.4

SWIM 25 METRES SIDESTROKE IN STILL AND MOVING WATER

Learning intention: Students will be able to swim 50 metres backstroke competently, with smooth relaxed controlled stroking, continuous kicking and relaxed breathing.

SKILLS AND ACTIVITIES

25m SIDESTROKE

- Refer to 6.3.
- Progress from demonstrating basic sidestroke to demonstrating the skill in still and moving water.

MOVING WATER. REFER TO 6.6

- Students swim sidestroke in still water at one end of the pool and past the students making rough water or waves and swim through moving water at other end of pool.

WHAT TO LOOK FOR AND TEACHING POINTS

- On one side in a streamlined body position.
- As leading arm starts its pull, legs bend at knees with heels pulling towards buttocks before legs scissor apart, then straighten and swim strongly together. Legs never cross over.
- There is only one arm action, and then a glide phase.
- Lower arm pulls strongly as upper arm recovers toward chin.
- Upper hand 'catches' water under chin as legs open with forward foot bent and backwards, foot pointed.
- Legs swim strongly together in their drive as the upper arm thrusts water towards feet, and lower arm stretches forward in its recovery.
- Can think of motion as, 'pull, push, kick and glide'.

SUCCESS CRITERIA:

Students will be able to demonstrate competently the basic sidestroke in still and moving water and develop a sense of comfort and confidence in rough water.

MODULE 7.5

TREAD WATER WEARING CLOTHING AND SWIM 20 METRES USING SURVIVAL STROKES

Learning intention: Students will be able to demonstrate competently, treading water wearing clothing unsupported, and be able to swim 20 metres using appropriate survival strokes.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

TREADING WATER AND CLOTHED SURVIVAL

- Dressed in swimwear, long pants, long-sleeved shirt, practise treading water.
- Experiment with freestyle and different survival strokes.
- Experiment in deep water if possible.
- Remove clothes without touching the bottom of the pool.
- Challenges can include changing directions and spending time on front and back to increase confidence and comfort.

- Students will experience drag of clothing, especially when arms are out of the water.
- Students need to experiment to determine best personal survival strategy.
- Relax and move slowly, avoiding hurried movements.
- Watch students carefully for signs of distress.

20m SWIM SURVIVAL STROKE

- Conserve energy by swimming slow, relaxed strokes – breaststroke, sidestroke, survival backstroke.

- Strokes can be interspersed with sculling, floating, or treading water. Students experiment to determine best personal survival strategy.
- Relax and move slowly, avoiding hurried movements.
- This is an opportunity for swimmers to make their own decisions.
- Students must keep off the bottom and sides of the pool, however, they may choose to float, swim, or scull. They should remain relaxed and able to signal for help when requested to do so during the 3 minutes.

- i. This EOTC activity links to prior learning around the practical transition from still water to moving water and classroom learning around aquatic contexts.

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- Discuss the realities of survival in water and the impact of cold, moving and deep water on ability.
- Why was it better to swim a survival stroke rather than freestyle when wearing clothes?
- When should you remove your clothing?
- What would be the advantages of keeping clothing on?

SUCCESS CRITERIA:

Students will be able to demonstrate competently, treading water wearing clothing unsupported, and be able to swim 20m using appropriate survival strokes.

MODULE 7.6

FIT A LIFEJACKET IN WATER WITHOUT STANDING ON THE POOL BOTTOM

Learning intention: Students will be able to demonstrate fitting a lifejacket correctly and competently without standing on the pool bottom.

SKILLS AND ACTIVITIES

WHAT TO LOOK FOR AND TEACHING POINTS

FITTING A FRONT OPENING LIFEJACKET ON DRY LAND

- Open out lifejacket on ground.
- Note the line indicating stomach on the inside lining of the jacket.
- Roll onto back and put one arm through the correct armhole.
- Find the other side of the jacket and put the other arm through the free armhole.
- Remain on back to zip and clip and tighten the belt.
- Repeat in shallow water.
- Repeat in moving water.
- Repeat in deep water if applicable.



Fitting a lifejacket

KEY QUESTIONS / FOLLOW UP FOR CLASSROOM:

- Why do we need to know how to fit a lifejacket in water?
- How could we help ourselves if we didn't have a lifejacket but had a bucket for example?
- Not all lifejackets are the same. If we had one that goes over our head how would we fit it in deep water?

SUCCESS CRITERIA:

Students will be able to demonstrate fitting a lifejacket correctly and competently without standing on the pool bottom.

At the beach APPLY SAFETY

MODULE 8: SAFETY AT THE BEACH

Attend /participate in one of the following Surf Life Saving
New Zealand experiential programmes

- 8.1 Beach Ed
- 8.2 Surf to Schools

8





MODULE 8.1

BEACH ED

BEACH ED OVERVIEW

Beach Ed is a theoretical and experiential based programme where students learn about surf and beach safety from experienced Surf Lifeguards. Students receive safety messages and then put them into practice in a managed environment.

The programme is designed specifically for primary and intermediate students and aims to deliver **'A safe, fun and educational day at the beach'**. It is user-friendly and ensures delivery is consistent in style, content and messages.

The programme is structured across four groups, Year 0–2, Year 3–4, Year 5–6 and Year 7–8. This scaffolds learning opportunities and allows schools to attend and receive a different programme every second year.

Beach Ed generally starts at around 9.30am and ends at 2.30pm. The programme is a mix of practical and theory sessions.

BEACH ED AND THE CURRICULUM FRAMEWORK

Beach Ed provides learning opportunities that allow students to develop essential skills as described in The New Zealand Curriculum Framework. Beach Ed has been specifically developed to link to multiple achievement objectives.

HEALTH AND SAFETY

Surf Life Saving New Zealand understands the risks associated with the coast and is committed to providing the best possible health and safety environment for all its activities – including Beach Ed.

Beach Ed operates with comprehensive health and safety practices in place. Up-to-date and relevant risk management procedures ensure a safe physical and emotional environment for all participants. All instructors are highly qualified and experienced Surf Lifeguards.

BEACH ED: ALL YEARS

1. Welcome

- Visiting group made to feel welcome on arrival and this will create an overall rapport for the day's activities.

2. Introductions and housekeeping

- Introduce students to rules they need to follow so that they can have a fun and safe day at the beach.

3. Parent teacher orientation

- Expand on safety procedures and expectations for the day's activities for the parents and teachers.

4. Tour of clubhouse

- Familiarise students with the Surf Club facilities, emergency procedures, Surf Life Saving equipment and boundaries

BEACH ED: YEARS 0–2

Duration: 9.30am–2.00pm

Programme content:

1. Ponder picture – beach scene

- Determine students' prior knowledge.
- Teach students that they must always have an adult watch over them.
- Introduce what a Surf Lifeguard looks like and their basic role.

2. SunSmart

- Students are able to identify the four SunSmart messages (Slip, Slop, Slap and Wrap).
- Students begin to recognise a SunSmart Lifeguard.

3. Beach activities

- Participate in cardiovascular activity.
- Beach-based agility.
- Complete a variety of beach games e.g. seaweed, beach flags, beach relays, beach sprint, sand sculpting.

4. Setting up a beach patrol

- Reinforce what a Lifeguard does.
- Reinforce what a Surf Lifeguard looks like.
- Where you can find Surf Lifeguards on the beach.
- Where it is safe to swim.



5. Water activities

- Familiarise students with incoming surf washing over them.
- Students introduced to using boogie boards.
- Introduce basic wading ability.
- Have fun.

BEACH ED: YEARS 3-4

Duration: 9.30am-2.15pm

Programme content:

1. Ponder picture – beach scene

- Identify safe areas at the beach.
- Know to swim between the red and yellow flags where Surf Lifeguards are on duty.
- Introduce the need for rules at the beach.
- Identify what a Surf Lifeguard looks like.
- Demonstrate a basic understanding of what a Surf Lifeguard does.

2. SunSmart

- Students are able to identify the four SunSmart messages (Slip, Slop, Slap and Wrap) and how to apply in the beach environment.
- Describe what type of sunscreen to use and demonstrate the correct application of sunscreen.
- Know the most dangerous time to be out in the sun (11.00am – 4.00pm).

3. The role of the Lifeguard

- Teach students how to get the help of a Lifeguard (in the water and out of the water).
- Demonstrate a basic understanding of what a Surf Lifeguard does.

4. Surf sense (audiovisual)

- Introduce students to the first five Surf Safety Rules:

5. Beach activities

- Participate in cardiovascular activity.
- Beach-based agility.
- Complete a variety of beach games e.g. seaweed, beach flags, beach relays, beach sprint, sand sculpting.

6. Setting up a beach patrol

- Describe to students why, where, when and what equipment is used for patrols.
- Understand four key pieces of equipment used to patrol a beach.
- Reinforce why Lifeguards wear red and yellow patrol uniforms.
- Why the flags and rescue equipment are always at the water's edge.

7. Water activities

- Improve basic wading ability (run in and out of the surf or still water up to knee depth using the correct wading technique).
- Complete run-wade-run activity.
- Demonstrate how to use boogie board correctly.
- Introduce body surfing.
- Have fun.

8. How do I become a junior Lifeguard?

- Introduce to the students how much fun it is to join a Surf Club.
- Understand how to join a Surf Life Saving Club.

1. Have an adult watch over you

2. Stay between the flags

3. Know you limits

4. Never swim or surf alone

5. Stay out if in doubt

6. Listen to the advice from lifeguards

7. Always use safe and correct equipment

8. Be aware of rip currents

9. Consider other surf users

10. Don't swim or surf when tired or cold



BEACH ED: YEARS 5-6

Duration: 9.30am-2.30pm
Programme content:

1. Surf safety

- Revision of first five Surf Safety Rules.
- Introduction of last five Surf Safety Rules:

2. SunSmart

- Reinforce the four SunSmart messages (Slip, Slop, Slap and Wrap) using the HSC video, *Smart Eye for the Sun Guy*.
- Identify shade and clothing as the best forms of protection against UVR from the sun.

3. The role of the Lifeguard

- Reinforce how to get the help of a Lifeguard (in the water and out of the water).
- Demonstrate a basic understanding of how a Surf Lifeguard patrols.

4. Mock rescue

- Demonstrate to students one of the Lifeguards functions.
- Demonstrate a basic understanding of the importance of rescue equipment on the beach.

5. Beach activities

- Participate in cardiovascular activity.
- Beach-based agility.
- Complete a variety of beach games e.g. high tide, beach flags, beach relays, beach sprint, sand sculpting.

6. Setting up a beach patrol

- Reinforce why, where, when and what equipment is used for patrols.
- Understand all equipment used to patrol a beach.
- Understand how Lifeguards are positioned during patrols.

7. Water activities

- Introduce students to and teach tube rescues.
- Demonstrate how to use boogie board correctly.
- Teach students how to use a boogie board in a rescue.
- Introduce a SLS Event – Cameron Relay.
- Have fun.

8. How do I become a junior Lifeguard?

- Introduce to the students how much fun it is to join a Surf Club.
- Understand how to join a Surf Lifesaving Club.

BEACH ED: YEARS 7-8

Duration: 9.30am-2.30pm
Programme content:

1. Lifeguarding and 10 rules

- Introduce the 'big picture' of Surf Life Saving including Sport, Competition and Lifeguarding.
- Create an awareness of Surf Lifesaving within the community.
- Revise the 10 Surf Safety Rules.

2. SunSmart

- Reinforce the four SunSmart messages (Slip, Slop, Slap and Wrap) using the HSC video, *Smart Eye for the Sun Guy*.
- Identify shade and clothing as the best forms of protection against UVR from the sun.

3. Waves

- Understand how waves are formed.
- Understand the factors that determine the size of the wave.
- Recall the four wave types and what causes them.
- What are the dangers associated with the different wave types.

4. Rips and currents

- Understand what a rip is.
- Understand what causes a rip.
- How to identify a rip and where rips are commonly found.
- What to do if you get caught in a rip.

5. Beach activities

- Run all beach activities in a SLS event type situation.
- Participate in cardiovascular activity.
- Beach-based agility.
- Complete a variety of beach games e.g. squares, beach flags, beach relays, beach sprint, sand sculpting.

6. Setting up a beach patrol

- Reinforce why, where, when and what equipment is used for patrols.
- Understand how to use all equipment used to patrol a beach.
- Understand how Lifeguards are positioned during patrols.

7. Water activities

- Run all beach activities in a SLS event type situation.
- Students to complete tube rescues.
- Students to complete boogie boarding.
- Students to complete boogie board rescue.
- Cameron Relay.
- Have fun.

8. How do I become a junior Lifeguard?

- Introduce to the students how much fun it is to join a Surf Club.
- Understand how to join a Surf Life Saving Club.



MODULE 8.2

SURF TO SCHOOL

SURF TO SCHOOL OVERVIEW

The LOCATION DOESN'T MATTER – BEACH, POOL OR CLASSROOM

Surf to School is a theoretical AND experiential based programme where students learn about surf and beach safety. This learning can take place in the pool or classroom. It provides a framework for teachers to utilise the expert knowledge and experience of Surf Lifeguards throughout New Zealand.

Schools can choose to have a qualified and experienced Surf Lifeguard visit them in a pool or classroom setting and deliver modules regardless of location or socio-economic status. Surf to School is the perfect opportunity to integrate water safety into other aquatic education modules being undertaken.

The diversity of these audiences means that this resource is not intended as a 'one size fits all' approach; rather it has been developed to ensure that Surf Life Saving New Zealand and schools can adapt key programmes to meet the needs of unique school communities, the types of beaches they use and the types of activities they most frequently participate in at beaches.

SUMMARY

- Surf to School has pool safety (swim and survive) components that allow direct alignment to other aquatic education. It encourages an integrated approach.
- Surf to School aims to educate and provide positive experiences within an at-risk aquatic environment – the beach. This includes surf beach, calm water beach and rocky foreshore.

- The Surf to School content encourages and teaches the safe use of the correct equipment when at the beach. Practical experiences are encouraged and the programme has a store of relevant equipment for just that purpose.
- Surf to School promotes a risk management approach to using the beach environment. It aims to ensure students understand that their actions and behaviours impact on their safe enjoyment of the beach.
- Surf to School addresses a high risk area in drowning death and injury. Approximately one quarter of all drowning happens at the beach – this MUST be reduced.

SURF TO SCHOOL AND The CURRICULUM FRAMEWORK

Surf to School provides learning opportunities that allow students to develop essential skills as described in the New Zealand Curriculum Framework. Surf to School has been specifically developed to link to multiple achievement objectives.

HEALTH AND SAFETY

Surf Life Saving New Zealand understands the risks associated with the coast and is committed to providing the best possible health and safety environment for all its activities – including Surf to School.

Surf to School operates with comprehensive health and safety practices in place. Up-to-date and relevant risk management procedures ensure a safe physical and emotional environment for all participants. All instructors are highly qualified and experienced Surf Lifeguards.



INTRODUCING SURF SKILLS

A. CLASSROOM VISIT

1. Session start

- Introductions.
- Set learning outcomes.
- Introduce key message – ‘Stay between the red and yellow flags’.
- Focus on learning but having fun.

2. The role of the Lifeguard

- Teach students how to get the help of a lifeguard (in the water and out of the water).
- Demonstrate a basic understanding of what a Surf Lifeguard does.
- Introduce key message – ‘Have an adult watch over you’.

3. Ponder picture – beach scene

- Identify safe areas at the beach.
- Know to swim between the red and yellow flags where Surf Lifeguards are on duty.
- Introduce the need for rules at the beach.
- Identify what a Surf Lifeguard looks like.
- Demonstrate a basic understanding of what a Surf Lifeguard does.

4. Conclusion

- Q & A.
- Take down red and yellow flags.

B. POOL VISIT

1. Buddy system

- Introduce importance of being in pairs.

2. Flags

- Introduce red and yellow flags.
- Have students enter the water in the flagged area.

3. Wading

- Introduce students to wading on dry land.
- When students have demonstrated competence on land, move activity to knee-deep water.
- Relays with students wading.

4. Rescue tubes

- Introduce a rescue tube and understand parts.
- Students float on front with arms over the rescue tube.
- Buddy clips up the tube and students float on back for 1 minute.

5. Crouching under water

- Introduction to crouching under water.
- Students crouch to pick up objects off the pool bottom.

6. Boogie boards

- Introduction boogie board parts and safety.
- Lying on and holding a boogie board correctly.
- Students learn propulsion.

A. CLASSROOM VISIT

1. Session start

- Introductions.
- Set learning outcomes.
- Introduce key message – ‘Stay between the red and yellow flags’.
- Focus on learning but having fun.

2. The role of the Lifeguard

- Teach students how to get the help of a lifeguard (in the water and out of the water).
- Demonstrate a basic understanding of what a Surf Lifeguard does.
- Introduce safety message – hand up if in trouble.

3. Ponder picture – beach scene

- Identify safe areas at the beach.
- Know to swim between the red and yellow flags where Surf Lifeguards are on duty.
- Introduce the need for rules at the beach.
- Identify what a Surf Lifeguard looks like.
- Demonstrate a basic understanding of what a Surf Lifeguard does.
- Introduce rips.

4. Conclusion

- Q & A.
- Take down red and yellow flags.

B. POOL VISIT

1. Buddy system

- Introduce importance of being in pairs.

2. Flags

- Introduce red and yellow flags.
- Have students enter the water in the flagged area.

3. Wading

- Introduce students to wading in moving water.
- Extend to deeper water.

4. Tube rescue

- Students understand all parts of a rescue tube and how to use it.
- Have students complete a tube rescue (in pairs).
- Explore safety of rescuer and flotation capacity of tube.

5. Boogie boards

- Revise boogie board parts + safety + propulsion.
- Getting on and off in shallow and moving water.
- Students demonstrate freestyle propulsion.

6. Dolphin and duck dives

- Understand how to dive under small waves when too deep to wade.
- Moving water extension.

A. CLASSROOM VISIT

1. Session start

- Introductions.
- Set learning outcomes.
- Introduce key message – 'Stay between the red and yellow flags'.
- Focus on learning but having fun.

2. Waves

- Understand what causes waves and where they come from.
- Learn about the four types of waves.
- Focus on rock fishing and surging waves.
- Surf Safety Rules throughout.

3. Rips

- Understand what causes a rip.
- Demonstrate the ability to recognise a rip.
- Know what to do if caught in a rip.
- Surf Safety Rules throughout.

4. How to become a Surf Lifeguard

- Focus on roles and tasks of a Surf Lifeguard.
- What is available to me at my age?
(Training pathway and opportunities).

5. Conclusion

- Q & A.
- Take down red and yellow flags.

B. POOL VISIT

1. Buddy system

- Introduce importance of being in pairs.

2. Flags

Introduce red and yellow flags.

- Have students enter the water in the flagged area.

3. Entering the sea

- Sequence wading, diving then swimming.
- Cross over to other sports (triathlon, ocean swimming etc).

4. Tube rescue

- Students complete a tube rescue in moving water.

5. Boogie boards

- Revise boogie board parts and safety and propulsion.
- Getting on and off in deep and moving water.
- Students demonstrate how to duck dive a boogie board.
- Students learn to complete a boogie board rescue.

CONTACT INFORMATION

To find out more about beach safety or to book a Surf Life Saving New Zealand programme, please visit:

<http://www.surflifesaving.org.nz>

GLOSSARY OF LEARN TO SWIM AND SWIMMING TERMS

It is important that everyone in your school uses the same terminology to reduce the confusion for the students. You may wish to use the correct word e.g. streamline instead of a word association but remember children learn in different ways and you may have to explain things differently to each child. Some may learn from seeing others, some may understand your jargon and others may need word associations or kinaesthetic movements. You may have other names you call these skills.

Big toe tapping, fast little kicks	May help them to understand the concept of the small kick.
Big arm circles, paint the roof, catch the clouds, rainbow arms	To understand the concept of high arm circle recovery, word associations may be used.
1-arm stroking	Used in all strokes, 1-arm strokes – use the same arm repeatedly while the other arm rests at the side or extended in front.
Breaststroke kick hints	Feet to bum not knees to tum. Point toes to knees. Penguin walking.
Breaststroke streamline position	As for streamline position but hands are in the 'V' position.
Breathing position	One arm extended in front, back of head on arm, other arm extended parallel to body hand on leg, thumb touch, see above.
Dolphin body action	Underwater dolphin body action, wiggly worm.
Egg beater	A high energy method of treading water.
Glide breaststroke	Exaggerated glide in breast stroke holding the streamline position.
Kick with fairy feet, elf feet	When children use big bent knees the association of little fairy feet may assist in keeping legs long.
Monkey walk	Swimmers move along the wall hands on rail and/or feet on side of the pool wall.
Pause backstroke	Kick backstroke with one hand above head. Lead hand under the water and the other hand on the leg, body slightly on side allowing kick to move with the body rotation. Head keeps still while looking straight up, hands change with half a stroke. The pause is for varying lengths or time e.g. at half way or 10sec, 8sec etc.
Flotation PFD – personal flotation device	A generic term for lifejackets or buoyancy vests.
Rip current	A rip is a body of water draining back out to sea.
Streamline position	One hand on top of the other, fingers parallel, arms extended tucked behind the head, body in a long straight position. Also known as: arrows, pencils, rockets, sky towers, torpedoes etc.
Thumb touch, magic button, door bell	Thumb touches leg as a cue for where the hand should extend to. Used in freestyle and backstroke to lengthen stroke and coordinate breathing.
Turtles	Hands as above in streamline position, wriggle thumbs to make 'turtles'.
Zip click	When putting hands into streamline position place one hand on the other wrist, slide hand on top to cover lower hand and clip thumbs and little fingers to hold streamline position.