

## Meeting Expectations - the teaching and learning of aquatics skills

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## This workshop:

- Explores “basic aquatics skills” and provides a framework for teachers to develop a sequential teaching and learning programme to best meet the needs of their students
- Challenges the traditional view that aquatics is just “learn to swim”
- Provides schools with tools to be able to meet the NZC expectations, “it is expected that all students will have had opportunities to learn basic aquatics skills by the end of year 6 ...” (page 22).

## What do we teach now?

Complete box 1 of the Reflection on your aquatics education programme sheet

**I don't need a life jacket - I can swim**

**It is too crowded to swim between the flags**

**The best way to prevent drowning is to learn to swim**

**“Teachers lack the skills and confidence to teach students to swim.”** (Chris Robinson Water Safety NZ, NZ Herald Aug 20th 2004)

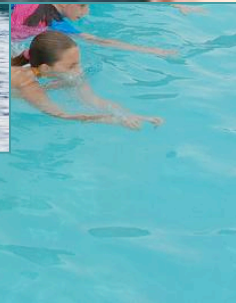
**“Aquatics education was as much the responsibility of parents and communities as schools.”** (MOE spokesman Vince Cholewa Sunday Star Times Nov 13th 2005)

# Post box Activity

- Where are the most popular places for aquatic recreation for students?
- What do students do in, on and around water?
- What gear do students use during their aquatic recreation pursuits?
- With whom do students participate in their aquatic activities?

# Reflection

What are the aquatic needs of the students at my school?
















# Why teach aquatics?

- Part of Health and Physical Education Learning Area
- “it is expected that all students will have had opportunities to learn basic aquatic skills by the end of year 6” NZC p22
- NAG 5 – “each board of trustees is also required to:
  - (i) provide a safe physical and emotional environment for students”

# What can we teach?

## Integrated Aquatic Programme for Year 0-8

"Water is fun - make it a safe playground for everyone"

Yr 0		Sequential Development Needs				Yr 8	Websites
OPTIONAL					→ SailSafe <b>T</b> <b>P</b>		
					→ Waterwise <b>T</b> <b>P</b>		
					→ Safe Boating <b>T</b>		
		→ Surf Aware <b>T</b> → BeachEd <b>T</b> <b>P</b>	→ Surf Smart <b>T</b>	→ Surf Sense <b>T</b>	→ Surf Safety <b>T</b>		
CORE	Swimming & Survival 	→ SwimStart (SwimSafe) <b>P</b>					
	Thinking Skills 	→ WaterSense <b>T</b> → Bubbles to Buoyancy <b>T</b> <b>P</b>		→ H2O Here We Go <b>T</b> <b>P</b> → In at the Deep End <b>P</b>			

Theory **T** Practical **P**

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# Next steps



What do you need to make this happen?

# Group discussion

1)What we teach now? — for junior/middle/senior

2)What are the aquatic needs of our students ?(for junior, middle and senior areas of school)

What do they do around water? What gear do they use?

Where do they participate?

With whom?

**“it is expected that all students will have had opportunities to learn basic aquatic skills by the end of year 6”**  
NZC 2007

3)What will we do about it?

Does my present aquatics education programme allow opportunities for” basic aquatics skills”? (consider both practical and aquatic knowledge aspects)

How can I enhance my present aquatics education programme?

How will I do this? (consider relevance, equipment, people)



For further support:

WaterSafe Auckland Inc.  
Level 1, 3 Arawa Street, Grafton, Auckland  
PO Box 8163, Symonds Street, Auckland 1150  
Ph 64 9 306 0809 Fax 64 9 306 0811  
[www.watersafe.org.nz](http://www.watersafe.org.nz)

4) Action plan/When I get to school

Immediately

For term 1 2010

For 2011



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Year 0-2	Year 3-4	Year 5-6	Year 7-8
Ask a parent or caregiver for permission to enter the water	Have an adult within sight and able to respond in an emergency	Use a buddy system under adult management.	Use a buddy system independently
Explore objects which float and sink	Investigate using buoyant objects as improvised flotation devices	Assess how to assist others by casting an improvised flotation device. Contact rescue services	Values the use of improvised flotation and verbal reassurance in rescue scenarios. Contact appropriate rescue services
Identify shallow end of a pool	Explore potential hazards in a variety of settings	Distinguish potential dangers in natural bodies of water	Recommend safe areas to swim in a variety of settings
Know how and why to check the depth of a pool	Know how and why to check the depth of water and for hazards	Develop knowledge of the environmental influences on water conditions	Apply knowledge of water conditions in a range of aquatic environments
Recall and follow rules at the pool	Recall and follow rules, under supervision, in a range of environments	Under adult direction, make informed choices to keep self and buddy safe in a range of environments	Obtain and analyse information about an aquatic environment in order to assess risk and make informed decisions to keep self and others safe
Locate safety signs	Recall and recognise safety signs	Explain the meanings of safety signs	Interpret safety signs and use this knowledge to inform assessments of risk
Recall water safety messages and rules	Explore the need for water safety messages and rules	Identify the need for safe behaviours in, on and around water	Devise safe behaviours in a range of aquatic contexts
Recall and demonstrate assistance required signal	Recognise assistance required signal and notify an adult	Use, dry land, reach and throw rescues to assist a buddy. Contact rescue services	Able to assess and respond appropriately to different emergency scenarios
Identify the right equipment to use	Recall and follow rules for the safe use of equipment	Use equipment safely in a controlled environment	Select appropriate equipment to participate safely in a range of contexts
Recognise that actions have consequences	Able to predict some consequences of their actions	Capable of identifying the likely consequences of their actions	Verify decisions based on recognition of likely consequences

Not confident in water

Confident and safer in water



## Water Safety Skill Development Continuum

Safe unassisted entry and exit	Sit and ¼ turn entry	Crouch and ¼ turn entry	Safe dives
Move in the water	Float on front and regain feet	Float with improvised flotation aid	
	Float on back and regain feet		
	Horizontal rotation	Streamline glide on front, side and back	
	Leg and hand propulsion Sculling	Sculling back and seated	Sculling - Vertical rotation
Submerge and breath control	Dolphin dives	Duck dives	
Pick up objects	Rigid aid assistance	Non-rigid aid assistance	H.E.L.P. and Huddle
Assistance signal	Individual survival	Clothed survival – removal of clothes	Clothed survival – swimming in clothes

## Extension Activities leading to learn to swim

	Leg action freestyle	15m scull	25/50m freestyle
	Leg action back stroke	15m free style	25/50m backstroke
	Freestyle arm action	15m backstroke	25m breast stroke
	Back stroke arm action	Breast stroke arm action	15m survival back stroke
		Breast stroke leg action	15m side stroke