

## **PENZ Practical Water Safety Thinking Bodies Moving Minds**

### **Practical Learning Outcomes** -The participants will:

- Develop water safety skills for a range of situations
- Learn to look after yourself first when rescuing others

### Other Objectives

- Increased understanding of “aquatic skills” for Years 4 to 11
- Increased awareness of aquatic resources to support this concept

### **Water Safety Skills to be covered this session**

1. Dry rescues – reach and throw
2. Teaching aquatics dry – putting the lifejacket on in water
3. Buddies and fitting the lifejacket correctly
4. Safe entries for various depths and abilities
5. Survival swimming (general)
6. Flotation – front, back, finding feet, using improvised aids
7. Sculling techniques – when to use head first and feet first
8. Treading water
9. I need assistance signal
10. H.E.L.P. position v treading water v swimming
11. Huddle and best practice
12. Creating moving water rough, waves, and whirlpools
13. Under water swimming
14. Duck diving and retrieval
15. Feet first diving and retrieval
16. Searching for retrieval
17. Water rescues for years 9-11 students accompanied and wade rescue
18. Clothed swimming



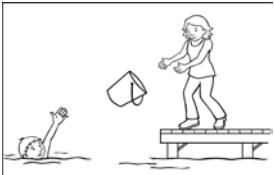

### **Resources to help with this skill development**





- a. In At The Deep End - a water safety programme – 4 practical and 4 classroom lessons. This has 2 appendices to support the classroom learning - 1 *posters* and 2 *newspaper articles*.
- b. Teacher Guides
 

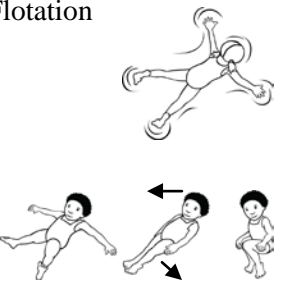
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| <ul style="list-style-type: none"> <li>Lifejackets</li> <li>Dry rescues</li> <li>Making water move</li> <li>Teaching survival strokes</li> <li>What cold water can do to you</li> <li>How to survive in cold water</li> <li>Teaching water safety skills</li> <li>Rips*</li> <li>Language of waves</li> <li>Tide charts</li> <li>Drowning explained</li> </ul> | <ul style="list-style-type: none"> <li>Buddy System</li> <li>Key water safety messages</li> <li>Alcohol and water safety</li> <li>Tikanga of water</li> <li>Coastal waters in the Pacific Islands and NZ</li> <li>Rivers and water safety*</li> <li>Tramping and water safety</li> </ul> |
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- c. The Integrated Aquatic Programme and DVD

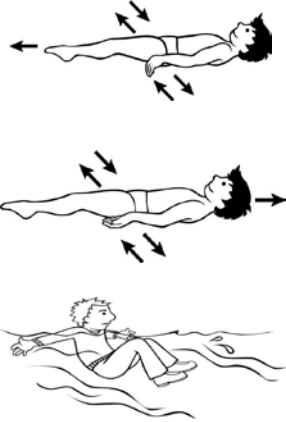
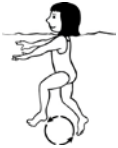

\* Contact us for a copy



These can be downloaded from WaterSafe Auckland’s website.



| Skill  | Student activity  | Teaching points years 4-11  | Questions to ask to develop thinking   |
|--|---|---|--|
| <p>Dry rescues – REACH</p>   <p>Dry rescues – THROW</p>   | <ol style="list-style-type: none"> <li>1. Buddy in water - indicating they need assistance</li> <li>2. Throw buoyancy aid to them</li> <li>3. Reach out with pole/branch to buddy. Tell them to hold on.</li> <li>4. Pull them in.</li> <li>5. To secure buddy - place buddies hand on to of each other on side with your hands and weight on top</li> </ol> <ol style="list-style-type: none"> <li>1. Buddy in water - indicating they need assistance</li> <li>2. Throw buoyancy aid to them</li> <li>3. Find rope, coil into throwing hand while standing side on (in throwing position) to buddy</li> <li>4. Underarm throw to with in arms reach (hold on to rope with preferred hand)</li> <li>5. Instruct buddy to turn onto back, hold rope over one shoulder</li> <li>6. Pull them in and secure them</li> </ol> <p>Reassure at all stages</p> | <p>For both dry rescues</p> <ul style="list-style-type: none"> <li>• Give simple instructions and reassure to reduce panic</li> <li>• Look after yourself by lowering Centre of gravity (CoG) when pulling buddy in</li> <li>• Secure person on side. Keep your CoG low when putting your weight on their arms. Older students could lift buddy from pool. See below</li> </ul> <ul style="list-style-type: none"> <li>• If in a river throw up stream, in a wind throw up wind. If the rope does not reach try again.</li> </ul> <p>Pulling them out – Primary school - adults job<br/>Intermediate school - toddlers by students rest by adults</p> <p>Colleges - 2 person arm lift senior secondary one person</p> <p>Pulling into a boat - roll over side with rescuer keeping C of G low and boat balanced</p> | <ul style="list-style-type: none"> <li>• These are the safest methods of rescue. Why?<br/><i>A. Because you do not go into the water</i></li> <li>• Why do we lower CoG when pulling in, both methods? <i>A. To make sure we do not get pulled in</i></li> <li>• Why do we coil the rope into our preferred hand? <i>A. It is quicker and easier – we do not have to swap hands</i></li> <li>• Why do we throw the rope upstream in a river or up wind on a windy day?</li> <li>• Why pull them in on their backs with a rope?</li> <li>• How could we modify the rope for e.g. windy conditions? <i>A. Attach a partially filled drink bottle onto it</i></li> <li>• What else could be used if we did not carry a rope? <i>A. towels, shirts, belts tied together</i></li> </ul> |
| <p>Advantages of teaching dry first - This can be in the classroom, gym, field with students in normal clothes,<br/>Saves pool time,<br/>Scaffolds learning dry, shallow water, deep water, open water controlled conditions</p>   |   |   |  |
| <p>Fitting a front opening lifejacket as if in deep water</p>  | <ol style="list-style-type: none"> <li>1. Lie on an open lifejacket</li> <li>2. Turn on to back and push your arm through a arm hole</li> <li>3. Hold the opposite side of the life jacket and push the other arm through the other arm hole</li> <li>4. Remain on back to zip, clip and tighten</li> </ol>   | <ul style="list-style-type: none"> <li>• Open out so lie on the inside of the back with head at head end</li> <li>• Easiest to do preferred arm first</li> <li>• Remain on back throughout.</li> <li>• It is difficult to tighten the jacket.</li> </ul>  | <ul style="list-style-type: none"> <li>• Why wear a lifejacket? <i>A. Keeps you a float and warm</i></li> <li>• How effective would the lifejacket be if it was not fitted correctly? <i>A. Not very, it could come off or smother your mouth and nose</i></li> <li>• Why should we learn to put a lifejacket on when we are already in the water? <i>A. A lot of</i></li> </ul>   |

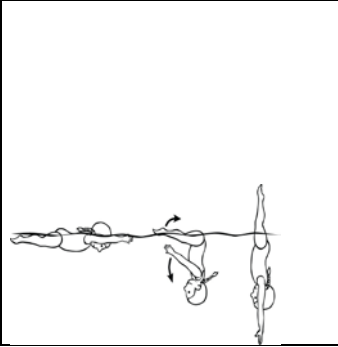
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| <p>Fitting the life jacket on land</p>    | <ol style="list-style-type: none"> <li>1. Working with a buddy. Put on lifejacket zip, clip and tighten.</li> <li>2. Lift shoulders of buddies lifejacket to check fit</li> <li>3. Tighten buddies lifejacket if needed</li> <li>4. Re check</li> </ol>   | <ul style="list-style-type: none"> <li>• Buddy to check lifejacket fitted correctly</li> <li>• When lifted if it rises it needs tightening</li> </ul>  | <p><i>people do not wear their life jackets when in a boat. See Maritime Rule Part 91</i></p> <ul style="list-style-type: none"> <li>• How could we help ourselves if we did not have a lifejacket but had a bucket for example?<br/><i>A. Hug the bucket for flotation</i></li> <li>• Not all lifejackets are the same. If we had one that goes over the head how would we put it on in the water?<br/><i>A. put over head while treading water then lie on back to tighten the straps.</i></li> </ul>  |
| <p>Safe entries and exits<br/>Beginners in shallow water</p> <p>Compact jump deep water</p>  <p>Stride jump from low height to deep water<br/>(Years 9-11 only)</p>  <p><b>Exits</b><br/>Push and hook from both shallow and deep water</p>  <p>Straight arm lift out of the water (years 9-11 only)</p> | <ol style="list-style-type: none"> <li>1. Half turn from sitting on side</li> <li>2. Place both hands on side, half turn and slide in</li> </ol> <ol style="list-style-type: none"> <li>1. Jump in both legs straight, both feet together arms across chest or holding onto the neck of the lifejacket if wearing one</li> </ol> <ol style="list-style-type: none"> <li>1. Standing on side step out with one leg</li> <li>2. Lean forwards so that the rear leg is extended backwards and is slightly bent</li> <li>3. Hold arms forwards and out – slightly bent</li> <li>4. On entering the water depress arms and scissor legs</li> </ol> <ol style="list-style-type: none"> <li>1. Hands on side, push up onto hands</li> <li>2. Raise knee/shin onto side</li> <li>3. Climb out</li> </ol> <ol style="list-style-type: none"> <li>1. Rescuer to pull buddy from water by arms</li> <li>2. Crouching on the pool side, hold the wrists of the buddy and raise</li> </ol> | <ul style="list-style-type: none"> <li>• This gets the class in altogether, saves time and keeps every one warm</li> <li>• Little splash,</li> <li>• break jump once under water by tucking</li> <li>• Step out for distance do not jump up</li> <li>• Lean slightly forwards but do not fall in</li> <li>• Do not scissor or push down with arms too early</li> <li>• Aim to keep face and head out of the water on entry</li> <li>• Deep water exit need to get propulsion from legs, especially if wearing a lifejacket</li> <li>• On getting out of the pool the rescuer must keep their buddy secure at all times</li> <li>• Start Y4 with adults pulling students out of the water, Y9-11 start with 2 people pulling the</li> </ul> | <ul style="list-style-type: none"> <li>• In different environments what could safe entries and exits look like?<br/><i>A. Wade in beach and river</i></li> <li>• When wearing a lifejacket why do we hold the lifejacket on entry?<br/><i>A. So it does not rise up and injure the wearer</i></li> <li>• What is the potential problem with jumping/diving into water of unknown depth?<br/><i>A. Obstacles hidden in the water</i></li> <li>• Why is jumping in safer than diving in?<br/><i>A. Jumping in you go feet first and it protects the head</i></li> <li>• When would you use a stride entry?<br/><i>A. When rescuing someone and you needed to keep visual contact during at all times</i></li> <li>• How does the rescuer keep themselves safe during a wade or accompanied rescue?<br/><i>A. they stay away from the victim so they cannot be grabbed</i></li> </ul> |

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| <p>Stirrup lift from shallow water (<i>years 9-11 only</i>)</p>   | <p>the trunk out of the water to lie on the pool side.</p> <ol style="list-style-type: none"> <li>Keeping contact with the victim the rescuer pulls out one leg then the other.</li> <li>Remove from edge and put in recovery position</li> </ol> <ol style="list-style-type: none"> <li>The rescuer and buddy stand in shallow water</li> <li>The rescuer cups their hands(the stirrup) and holds them against a raised knee</li> <li>The buddy places their far heel into the cupped hands</li> <li>The rescuer lifts the buddy out of the water</li> </ol> | <p>victim out progress to one person</p> <ul style="list-style-type: none"> <li>Rescuer must not use their back as a crane.</li> <li>Could use arm pits as a grip point</li> <li>Gently lower the victim onto the pool side, reassure</li> <li><b>Stirrup exit</b> - used when the rescuer helps the victim out of the water e.g. after an accompanied/ wade tow</li> <li>Buddy has their back to their rescuer</li> <li>Buddy twists and sits on the side</li> <li>If held onto the side of a boat the rescuer could use the thigh as the stirrup or stepping stone</li> </ul> | <ul style="list-style-type: none"> <li>What is the advantage of using an arm pit lift? A. <i>Better leverage</i></li> <li>What is the disadvantage of using an arm pit lift? A. <i>Greater potential to injure back if the lifting technique is faulty</i></li> </ul>  |
| <p>Survival swimming Any stroke that the arms do not leave the water can be described as a survival stroke, breaststroke, dog paddle, side stroke, sculling, Back survival stroke<br/>Survival swimming saves energy and keeps the body calm<br/>Survival swimming gives good vision as the head is above the water level</p> |   |   |  |
| <p>Flotation</p>    | <ol style="list-style-type: none"> <li>Front float and find feet. To stand Lift head and knees to chest then push on down</li> <li>Back float and find feet. To stand Lift head and knees bend to chest to get hips and knees to sink, find feet</li> <li>Using improvised flotation aids. Experiment with best method of support</li> </ol>  | <ul style="list-style-type: none"> <li>Buddies may have to support</li> <li>Start by holding onto side</li> <li>Back float if legs sink bend at the knees</li> <li>Hug them close to the chest for best results. Do not let the waves fill up a bucket</li> </ul>   | <ul style="list-style-type: none"> <li>If we lift our head what happens to our feet? A. <i>They sink</i></li> <li>If we raise our hands above the head what happens to our feet? A. <i>They stay up</i></li> <li>Star float on front, blow out - what happens? A. <i>You slowly sink</i></li> <li>If your boat sunk what flotation gear could you cling onto? A. <i>bucket, chilly, bin</i></li> </ul> |

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| <p>Sculling</p>                            | <ol style="list-style-type: none"> <li>1. Vertical float with scull</li> <li>2. Float on back – all face shallow end– relax and scull to move up the pool - head first</li> <li>3. Reverse the scull action and move back feet first (River Float Action)</li> <li>4. River float with hips down , seated go cart position (increased drag) and then in a stream line position – compare contrast both styles</li> <li>5. Seated go cart scull with bicycling leg action</li> <li>6.</li> </ol> | <ul style="list-style-type: none"> <li>• Scull-hands do a figure of 8 – hands in and out to pull on water</li> <li>• Thumbs up hands to mid line, flatten out on return to move head first</li> <li>• Thumbs down hands away from mid line flatten out to move feet first</li> </ul> | <ul style="list-style-type: none"> <li>• When would you use the feet first scull action?<br/><i>A. When in a fast flowing river and trying to manoeuvre yourself out of the current</i></li> <li>• When would you use a head first scull in a semi streamlined position? <i>A. When floating in a rip and signalling for lifeguards to help</i></li> <li>• What does the cycling action do when you are sculling feet first? <i>A. Slows you down</i></li> </ul> |
| <p>Treading water - deep water skill</p>  | <ol style="list-style-type: none"> <li>1. Vertical in the water cycling legs</li> <li>2. r breaststroke leg action</li> <li>3. Sculling action of hands</li> <li>4. Extend to a timed activity, removing clothes/ putting an overhead life jacket on</li> </ol>   | <ul style="list-style-type: none"> <li>• Try and use as little energy as possible (do not do egg beater as this is a higher energy activity)</li> </ul>  | <ul style="list-style-type: none"> <li>• What is the advantage of learning this skill in water safety?</li> <li>• Why is treading water not a survival skill? <i>A. The movement of the arms and legs uses energy and exposes the whole body to cold water</i></li> </ul>  |
| <p>Assistance required signal</p>        | <ol style="list-style-type: none"> <li>1. From a floating position/treading water position indicate that assistance is needed</li> </ol>  | <ul style="list-style-type: none"> <li>• Raise one hand straight up into the air</li> <li>• Do not wave</li> </ul>   | <ul style="list-style-type: none"> <li>• When would you use the assistance required signal? <i>A. When help is needed</i></li> <li>• Why signal for help and not shout? <i>A. it raises the panic level , often not heard</i></li> <li>• Why do we not wave? <i>A. Hello!</i></li> <li>•</li> </ul>  |

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| <p>H.E.L.P position</p>  | <ol style="list-style-type: none"> <li>1. Tuck up to HELP position.</li> <li>2. Cross arms over chest</li> <li>3. Signal for assistance.</li> </ol> | <ul style="list-style-type: none"> <li>• Keep head out of water and turn back to waves.</li> <li>• Cross lower legs and draw them up to your chest</li> <li>• Wear as many clothes as possible including a hat</li> <li>• Hug improvised floatation aid if not wearing a life jacket</li> </ul> | <ul style="list-style-type: none"> <li>• What does H.E.L.P. stand for?<br/><i>A. Heat escape lessening position</i></li> <li>• Where do we lose a lot of heat?<br/><i>A. Head, chest, arm pits and groin</i></li> <li>• What is hypothermia? <i>A. Lowering of core body temperature</i></li> <li>• Why do we have to protect ourselves from it? <i>A. It can be fatal and lead to drowning</i></li> </ul> |
| <p>Huddle</p>            | <ol style="list-style-type: none"> <li>1. Huddle together with maximum body(chest) contact and no unfilled water space in the middle</li> </ol>     | <ul style="list-style-type: none"> <li>• Arms around waist not shoulders</li> <li>• Head out of water</li> <li>• Legs intertwined</li> <li>• Reassure each other</li> <li>• Explain about hypothermia when in a huddle. Get students to re explain to group</li> </ul>                          | <ul style="list-style-type: none"> <li>• Why is a huddle effective? <i>A. It limits the cold water movement around the group. Everyone is still with bodies touching every one is helped to stay warm</i></li> </ul>   |

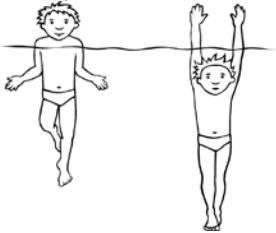
| Skill   | Student activity  | Teaching points years 4 - 11   | Questions to ask   |
|---|---|--|--|
| <p>Creating moving water</p>   | <ol style="list-style-type: none"> <li><b>Waves</b> – half the class with backs to wall holding a kick board. Push the water away from body with board - recover over the water.</li> <li><b>Rough water</b> – Half class in 2 rows facing each other about 2-3m apart. Repeat wave action using kick boards. Waves meet in the middle creating choppy water. Rest of class moving through the rough water practising learned skills</li> <li><b>Whirlpool</b> – Make a circle, face the same direction and rotate with increasing speed. When class stops the water continues to move</li> </ol> | <ul style="list-style-type: none"> <li>Everyone in unison</li> <li>Others working at skills learned in the waves</li> <li>Experience the effect of moving water</li> <li>Experience the force of the whirlpool</li> <li>Practise skills learned in moving water</li> </ul> | <ul style="list-style-type: none"> <li>Why is working in moving water important facet for water safety? <i>A. It starts the transfer from the still water of a pool to the moving water of the sea or river. Once students have experienced moving water it may help them to stay calm if they get into trouble</i></li> </ul> |
| <p><b>Underwater swimming</b> This is an important water safety skill. It is used when retrieving submerged objects, and in scenario work such as swimming under an oil slick or under a boat or retrieving a submerged unconscious person</p> <p>Swimming underwater should be practised over short distances only. Avoid heavy breathing before the activity as this could lead to hypoxic conditions. Take a deep breath and push off the wall or dolphin dive to swim under water.</p> <p>A freestyle leg kick with a breaststroke arm pull is the preferred style for many people. This can graduate into a full breaststroke arm pull glide kick glide stroke system to be used only in clear open water.</p> <p>Snorkelling communication sign language could be practised with a buddy, first dry then underwater</p> |   |  |  |
| <p>Dolphin and duck diving ( in deep clear water) and retrieval</p>    | <ol style="list-style-type: none"> <li>Practise dolphin dives from standing in shallow water</li> <li>Hand stands in shallow water</li> <li>Swimming in deeper water - start the duck dive as if doing a handstand. Both arms, head and chest move down, hips rise above shoulders, legs strait up in the air</li> </ol>  | <ul style="list-style-type: none"> <li>Lead with hands and push off pool bottom with feet</li> <li>Hips and legs must come to the vertical to submerge vertically</li> <li>Resurface before one gets out of breath</li> </ul>  | <ul style="list-style-type: none"> <li>When could dolphin dives be used to enhance safety at the beach? <i>A. when entering surf and diving through the waves.</i></li> <li>Why should a duck dive be performed in deep clear water? <i>A. to protect the head – hazards can be avoided</i></li> </ul>                         |





4. to push the body down
5. Pull arms down to thigh
6. Swim down to the pool bottom and push off to resurface
7. Retrieve objects and return them to the side

- On resurfacing lead with one arm extended if preparing for open water

- Why should a diver surface with an arm leading when in open water? *A. to protect the head in case of boats being above the resurfacing spot*

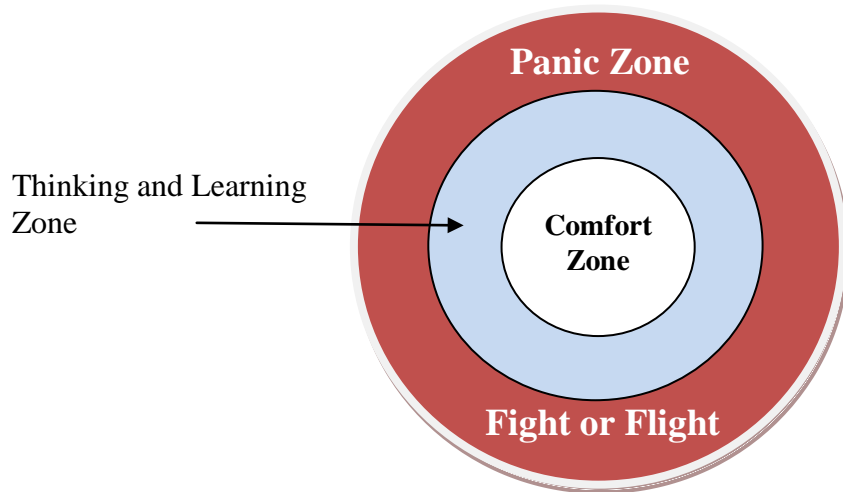
| Skill  | Student activity   | Teaching points years 4 -11  | Questions to ask   |
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| Feet first dives (deep murky water)<br>  | <ol style="list-style-type: none"> <li>1. Tread water or vertical float</li> <li>2. Kick legs and push arms down on water to raise body</li> <li>3. Point toes, legs together – move both arms up to above the head</li> <li>4. Body submerges vertically</li> <li>5. Rotate forwards into the search position</li> <li>6. Locate objects on pool bottom and return them to pool side</li> </ol> | <ul style="list-style-type: none"> <li>• Upward arm action pull on the water to push the person down.</li> </ul>   | <ul style="list-style-type: none"> <li>• Why should a feet first dive be performed in murky water? <i>A. As the bottom or underwater hazards cannot be seen it is best to lead with the feet, rather than the head.</i></li> </ul>   |
| Searching for retrieval  | <ol style="list-style-type: none"> <li>1. Duck dive to perform an individual search of pool bottom with eyes open and leading arm extended</li> <li>2. Leading arm sweeps side to side while swim in extending circular formation</li> <li>3. Repeat with eyes closed</li> <li>4. Retrieve objects with eyes closed</li> </ol>   | <ul style="list-style-type: none"> <li>• With eyes closed leading arm to sweep over the pool bottom to locate objects</li> <li>• Ensure the students have enough space to do this safely</li> </ul>  | <ul style="list-style-type: none"> <li>• When could it be important to search for missing items? <i>A. When items are lost in murky water eg lost over board, car keys, flares, unconscious person</i></li> </ul>  |
| <p>Water Rescues for year 8 - 10 students</p> <p>Wade rescue (shallow water) when reach and throw rescues been unsuccessful</p> <p>Accompanied rescue is a deep water rescue for a tired swimmer</p> | <p><b>Wade rescue</b></p> <ol style="list-style-type: none"> <li>1. Buddy in water signals for assistance, rescuer acknowledges</li> <li>2. Rescuer shuffles into water, watching victim, to a point where they can make the reach or throw rescue</li> <li>3. Rescuer tows the victim to safety while maintaining a good distance from the victim</li> <li>4. Aftercare</li> </ol>              | <ul style="list-style-type: none"> <li>• The rescuer should not get near the victim so they are looking after them selves first</li> <li>• Victim co operates</li> <li>• Reassurance given</li> <li>• Aftercare – keep warm, observe and reassure</li> </ul> | <ul style="list-style-type: none"> <li>• Why should the rescuer shuffle towards the victim? <i>A. The rescuer cannot see the bottom surface (so maintains stability as shuffling checks for submerged objects) as they are watching the victim.</i></li> <li>• Why must the rescuer stay away from the victim? <i>A. So they cannot be grabbed</i></li> <li>• Why is it important to reassure the victim? <i>A. They cannot help them selves or the rescuer when they are panicking</i></li> </ul> |

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|  | <p><b>Accompanied rescue</b></p> <ol style="list-style-type: none"> <li>1. Buddy indicates they need assistance. Rescuer acknowledges</li> <li>2. Rescuer finds and takes flotation and throws it to them – victim try to grab rescuer. If grabbed start again</li> <li>3. Ask victim to hold flotation and kick. Swim along beside at least 1 metre apart</li> <li>4. When at pool edge rescuer anchors victim and helps the victim to climb out of the water with a stirrup lift. Or the rescuer climbs out of the water still holding onto the victim changes their hold to the victim’s arms and pulls the victim out on to their back. Lift legs out.</li> </ol> | <ul style="list-style-type: none"> <li>• Keep at a safe distance from the victim at all times so you cannot be grabbed</li> </ul>   |  |
| <p>Clothed swimming</p>  <p>Removing clothes while trading water in deep water</p> | <ol style="list-style-type: none"> <li>1. In pool wear shorts and rash shirts</li> <li>2. Progress to light longs and long sleeved tee shirt</li> <li>3. Advanced to heavy long clothes, shoes and socks</li> <li>4. Swim wearing clothes</li> </ol> <p>T - shirt</p> <ol style="list-style-type: none"> <li>1. Roll up t-shirt from waist to arm pit and remove 1 arm, take over the head and remove other arm.</li> </ol> <p>Shorts/longs</p> <ol style="list-style-type: none"> <li>2. Roll down from waist over hips and remove one leg, then the other</li> </ol>  | <ul style="list-style-type: none"> <li>• Survival skills</li> <li>• Compare and contrast freestyle swimming with survival swimming</li> <li>• Be streamlined in the water to reduce drag</li> </ul> | <ul style="list-style-type: none"> <li>• Why is it important to experience swimming in clothes? <i>A. Most drownings happen when people are not planning to go into the water. So they are wearing ordinary clothes</i></li> <li>• Why is it more difficult to swim in clothes? Have a bucket of wet togs and another of wet jeans and hoodie. Students to compare weight of the buckets</li> <li>• Why is it best to swim survival strokes when wearing clothes? <i>A. You use less energy and can see where you are going</i></li> </ul> |

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| <p>Using clothes as flotation aids</p>  | <ol style="list-style-type: none"> <li>1. Remove trousers</li> <li>2. Knot each leg end</li> <li>3. While treading water, hold at waist with two hands, behind head, then quickly pull them over your head to inflate them with air.</li> <li>4. Close off the waist and hold by chest as an airbag.</li> </ol> | <ul style="list-style-type: none"> <li>• Open out the waist with hands before filling with air</li> <li>• Quickly trap the air once it has been collected</li> </ul> | <ul style="list-style-type: none"> <li>• Why bother to make flotation aid from clothes? A. <i>It will help you to save energy and stay in the H.E.L.P position. It may also help to reduce panic</i></li> </ul> |
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### Understanding Panic

Important for water safety survival situations but also important for teaching and learning. When people panic the cerebellum takes over and thoughts and learning cease, instinctive behaviour takes over. If this happens in a rescue situation blood pressure and breathing rates rises as panic takes over. This will decrease the opportunities for survival and reduce survival time. If this happens in a pool during a lesson time this will stop any learning. The student must be taken back into their comfort zone with a lot of reassurance. Once the student is ready the student can begin learning again. However the teacher should start at a lower level of achievement to allow the student to regain confidence.





***Building A Water Safety Culture Through Education***

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