

Floating on the water – Personal buoyancy

Teacher resource

SKILLS TO BE ACHIEVED AT THE POOL

1. Float, then regain feet

Students should be able to float in any body position (such as vertical or horizontal, curved, rolled). The emphasis is on balance and control with the transition.

ASSESSMENT CRITERIA

Skill can be assessed as 'achieved' when the student can float in any body position (such as vertical, horizontal, curved or rolled) as all body types float differently, and regain their feet. Student should be relaxed and understand how moving head and hands can change their position in the water.

2. Control breathing while floating on back for at least 1 minute

Be able to control their breathing to recover, manage fear and be ready to plan decisions and actions.

ASSESSMENT CRITERIA

Skill can be assessed as 'achieved' if the student has relaxed and regular breathing.

3. Scull head-first and/or scull feet first for at least 3 minutes

Students use their hands and arms as paddles to move forward or backward

ASSESSMENT CRITERIA

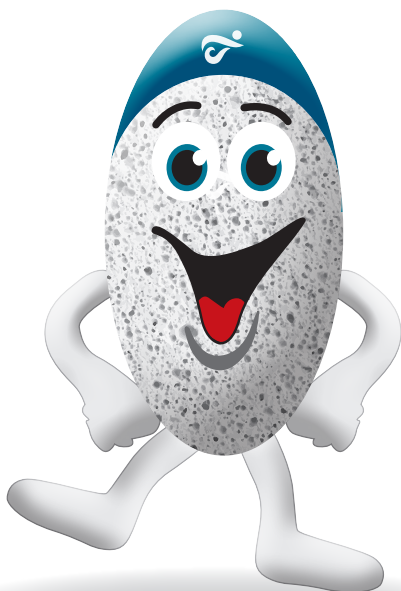
Skill can be assessed as 'achieved' if student moves in any direction for three minutes while sculling.

Students are assessed as 'not yet achieved' if they are learning the hand movement but can't perform it while floating, or if they can scull for a shorter time than 3 minutes.

4. *Tread water for at least 3 minutes in deep water****

Can be introduced in shallow water with feet off floor of the pool. Treading is maintaining an upright position by moving feet to keep head above water.

PUMICE PAL
BUDDY



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Water Safety
NEW ZEALAND

Swimming
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watersafety.org.nz/forlife

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ASSESSMENT CRITERIA

Skill can be assessed as 'achieved' when a student can tread water and keep their head above water for 3 minutes. Students are assessed as 'not yet achieved' if they can tread water for a shorter time than 3 minutes.

Further extensions of this skill could be encouraging students to do it for longer as their ability increases. They could also practice in clothes.

5. Perform this sequence in deep water:

- *Correctly fit a lifejacket then tread water, scull, float or a mixture for 3 minutes while controlling breathing.*
- *Then return to edge and get out of the water*

Students learn the difficulty of putting a lifejacket on in the water and be encouraged to wear lifejackets at all times in, on and around water. Sequencing is designed to ensure students are able to switch between different skills as the situation requires i.e. switch between treading water, sculling, and floating as needed.

ASSESSMENT CRITERIA

Student is assessed as 'achieved' when the full sequence can be performed. Students are assessed as 'not yet achieved' if they are learning individual skills. This is an example of what the student should be able to perform on their own when they are ready to choose their sequence of five skills.

6. Perform this sequence for five minutes:

Signal for help while

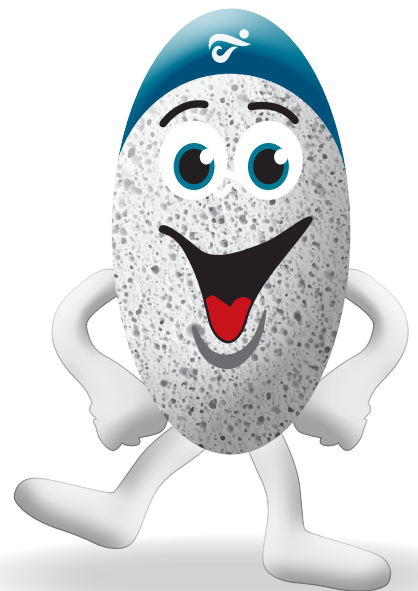
- *treading water,*
- *sculling,*
- *floating,*
- *or a mixture, and while controlling breathing*

Sequencing is designed to ensure students are able to switch between different skills as the situation requires ie switch between treading water, sculling, and floating as needed.

ASSESSMENT CRITERIA

- Student is assessed as 'achieved' when the full sequence can be performed.
- Signalling for help requires one arm raised above the head and a call for help – this can be done while treading water, sculling, or floating.
- Students are assessed as 'not yet achieved' if they are learning individual skills.
- This is an example of what the student should be able to perform on their own when they are ready to choose their sequence of five skills.

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BODY**



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