

# What to do in an emergency – safety of self and others

## Teacher resource

### SKILLS TO BE ACHIEVED AT THE POOL

#### 1. Float and signal for help with and without a flotation aid

*Understanding the use of a flotation aid and understanding how to call for help*

##### ASSESSMENT CRITERIA

- Student can be assessed as 'achieved' when the student has demonstrated the ability to float confidently with and without a flotation aid.
- Student should be involved in picking an appropriate flotation aid, and these can be unconventional (e.g. chilly bin).
- Signalling for help requires one arm raised above the head and a call for help.

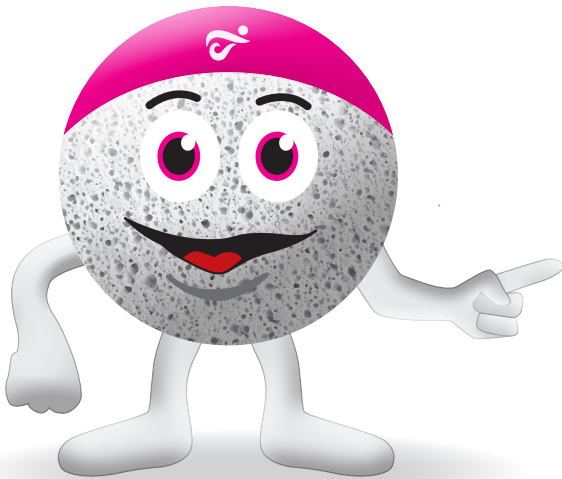
#### 2. Do a reach rescue and a throw rescue with a buddy

*Students should reassure the person in trouble. Understand that the person attempting rescue is always on land and keeps a safe distance from the person in difficulty. Be able to select and throw a variety of items that can be used as flotation or reaching and towing aids.*

##### ASSESSMENT CRITERIA

- Student is assessed as 'achieved' when the student can recognise a situation that requires a rescue and has performed both a reach rescue and a throw rescue.
- Students are assessed as 'not yet achieved' if they have learnt only one.
- It is important to emphasise at this age level (Years 1 – 8) dry rescues only.
- Students should not put themselves in danger by attempting to enter the water.

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[watersafety.org.nz/forlife](http://watersafety.org.nz/forlife)

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### 3. Perform this sequence: correctly fit a lifejacket, do a step entry into deep water, float in the H.E.L.P. position, then with a couple of buddies or a group form a huddle, return to edge and get out

*Students should be able to put on and take off a lifejacket and understand the importance of a lifejacket fitting correctly.*

*Understand the purpose of the H.E.L.P. position (Heat Escape Lessening Position) and huddle and be able to perform both. This encourages team work and communication.*

#### ASSESSMENT CRITERIA

- Student is assessed as 'achieved' when 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.

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