

Lesson 2 of 6

POOL ACTIVITIES

EQUIPMENT

Soft ball or object for tossing » whiteboard and marker » shortened pool noodles

RELATED RESOURCES

- Kids Health, <http://kidshealth.org>
- Royal Life Saving, www.royallifesaving.com.au/www/html/620-water-safety-online.asp
- Ever Active Schools, www.everactive.org



Safety First!

"Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR, 2013) pages 11-17, 31-35 and 38.



Do it Daily...For Life!

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| | |
|-------------------------------------|------------|
| Effort | |
| Safety | D(10-30) 5 |
| Goal Setting/ Personal Challenge | |
| Active Living in the Community | |

ESSENTIAL QUESTION

What is the relationship between swimming/water activities and overall physical, social and emotional health?

WARM UP!

FREEZE TAG

Before students enter the pool, talk to students about some basic guidelines for safe swimming:

- Buddy up: Always swim with someone else
- Get skilled: If you can, take lessons and practice your swimming techniques
- Know your limits: Do not attempt things that you are not able to do
- Swim in safe areas
- Be careful when diving
- Drink plenty of fluids
- Avoid places that are not supervised

Depending on the comfort level of your students and their ability to tread water, this activity can be played in the shallow or deep end of the pool. Select three or four students to be "it" and provide each of them with a shortened pool noodle. On a signal to "go," students attempt to get away from the taggers. Those who are tagged must tread water to a count of 10. Once the count is complete, they are back in the game. Be sure to change taggers often.

Clues that students are achieving the outcome...

"Students will apply the use of first aid principles and survival skills as they relate to physical activity; e.g., athletic training; and, recommend actions that will minimize potential hazards to self and others." *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

- Students can perform a wide variety of in and out of water rescues



MAIN LESSON TO THE RESCUE!

Before beginning this lesson, download the supplemental materials from www.everactive.org.

Before the first pool activity ask, Invite the students to sit on the edge of the pool or hang onto the edge while still in the water while you explain the basics about rescuing someone that is drowning from the background information in the related resources.

In this activity, you will explain three methods to save someone that is drowning in the water without fully submerging yourself as the rescuer - the Reach, Wade and Throw Method. Explain one step at a time, then allow the students to attempt a rescue in groups of two or three. This can be done in the deep or the shallow end depending on your student's ability to tread water.

Water Entry and Rescue

In this activity, students will learn how to properly enter the water when attempting an "in the water" rescue. Explain the following stride entry steps, and then invite students to practice this type of pool entry in groups of two in the deep end. One person will watch while the other attempts the entry. The student that is watching provides advice to the person that is attempting the entry. Each student should perform a minimum of 10 stride entries.

1. While standing straight at the edge of the pool, the swimmer will complete a stride entry (see background information)

2. Front crawl to the victim with your head out of the water.

4. As you approach the victim, stay far away so he/she cannot grab onto you in a panic. If the victim does attempt to grab you, push them away with your foot.

5. Once you are close enough to the victim, explain who you are and what you are going to do. An example of a phrase you could use is, "My name is _____ and I am here to help you. I will approach you, but you

CANNOT grab onto me. Do you understand?"

6. Next, turn the victim around and grab them over the shoulder around and under the armpit.

7. Swim them to safety on the side of the pool.

8. Once you get to the side of the pool, cross the victim's arms one over the other on the edge of the pool. While holding the victim's arms with one hand, place your other hand on the edge of the pool and pull yourself out.

9. Once out of the water, turn the victim around and grab him/her underneath the armpits to pull them out of the water.

Rescue Practice

In groups of three, invite students to take turns being the rescuer, the victim and the evaluator. The victim will swim out into the pool, the rescuer will stand at the edge of the pool and the evaluator will stand to the side. The evaluator is there to make sure that the rescuer is going through all the appropriate steps. It is a good idea to have a whiteboard with all the steps written down on it in order for the students to be able to reference it during the activity. At the end of the rescue, invite each group of three to get together and discuss what could have been done better and what was done well.

COOL DOWN

Bring all the students in a circle in the shallow end of the pool or divide students into two circles. Pose this question, "How does preparation contribute to one's emotional health?" Invite groups to share their responses around the circle.