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# Let's get wet!

## Strands

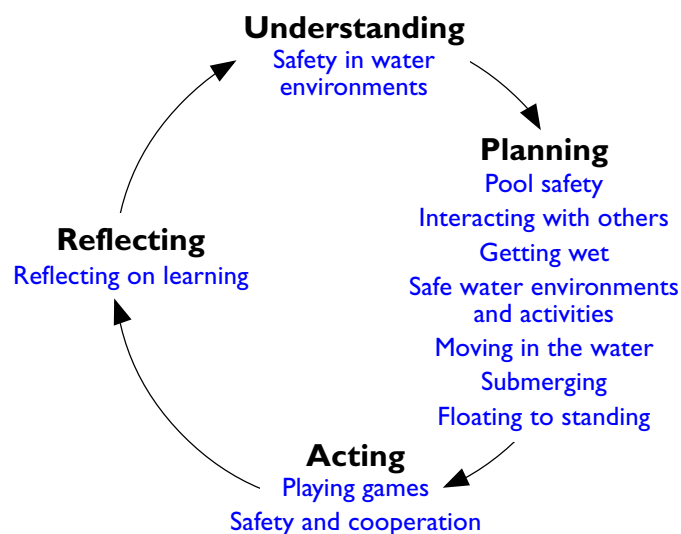
Promoting the Health of Individuals and Communities  
 Developing Concepts and Skills for Physical Activity  
 Enhancing Personal Development

## Purpose

Students develop confidence in the water by performing a variety of water familiarisation activities involving locomotor and non-locomotor skills while varying their body actions and the use of space. Students make decisions about which people and things make water environments and activities safe. They also demonstrate basic speaking, listening and cooperation skills to enable them to interact effectively with others in aquatic environments.

## Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



## Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

### Promoting the Health of Individuals and Communities

1.3 Students decide which people and things make environments and activities safe.

### Developing Concepts and Skills for Physical Activity

1.1 Students demonstrate a variety of basic locomotor and non-locomotor skills, varying body actions and the use of space.

### Enhancing Personal Development

1.4 Students demonstrate basic speaking, listening, sharing and cooperation skills to interact effectively with others.

## Core content

This module incorporates the following core content from the syllabus:

### Promoting the Health of Individuals and Communities

- creation and maintenance of environments that promote and protect health, in particular, the role of individuals and the impact of rules, laws and policies;

### Developing Concepts and Skills for Physical Activity

- fundamental movement skills, in particular locomotor and non-locomotor skills;
- specialised skills for movement, in particular swimming and water safety;

### Enhancing Personal Development

- interpersonal skills in communication including rules of conversation, listening and responding.

## Assessment strategies

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module. Other activities in this module provide opportunities for teachers to gather evidence about students' demonstrations of outcomes for assessment purposes.

### Promoting the Health of Individuals and Communities 1.3

- **Students work cooperatively in small groups to prepare and present a display that highlights and explains the people and things that make water environments and activities safe.**
  - Can the student identify people and things that make water environments safe?
  - Can the student explain how people and things make water environments safe?
  - Can the student identify people and things that make water activities safe?
  - Can the student explain how people and things make water activities safe?

### Developing Concepts and Skills for Physical Activity 1.1

- **Students perform a variety of basic locomotor and non-locomotor skills while varying their body actions and the use of space.**

- Can the student demonstrate the following skills:
  - enter the water feet first;
  - exit the water;
  - walk, hop, run and jump through the water (locomotor skills);
  - move through the water following different pathways;
  - make different shapes in the water;
  - sway, twist and bend in the water (non-locomotor skills);
  - submerge and exhale into the water;
  - open eyes in the water;
  - perform a prone (front) float;
  - regain standing position after floating;
  - make different body shapes while floating?

### Enhancing Personal Development 1.4

- **Students demonstrate basic speaking, listening, sharing and cooperation skills as they interact with others to plan and perform water activities and participate effectively in group games.**

- Can the student speak clearly to share ideas with a partner or small group?
- Can the student listen attentively to others?
- Can the student speak at appropriate times when conversing with others?
- Can the student appropriately share space and equipment with others?
- Can the student cooperate with others to achieve a task?

## Background information

### Water safety

As most Australians have access to a water environment, it is essential that students have the knowledge, skills and attitudes that enable them to be safe and confident in and around water. Drowning is the second highest cause of accidental death amongst children, therefore, it is important that young children learn to manage themselves confidently and safely in aquatic environments.

This module is designed for use with students who have had little swimming experience and/or who have not yet developed basic water confidence. It contains activities to develop skills that should be mastered before further skills are introduced.

While the activities provided are designed around a pool environment, many experiences can be adapted to suit other water environments, such as rivers and lakes.

The 'buddy' system, where a pair of students is responsible for monitoring each other's safety, is traditionally used in aquatic activities. This system is particularly useful where students with special educational needs (for example, hearing impairment) are involved in the program.

## Locomotor and non-locomotor skills

Locomotor skills are movements that propel an individual through space. They involve the use of the large muscles of the body such as thighs, lower legs, buttocks, arms, back and chest. Non-locomotor skills are movements involving minimal or no movement on a base of support — for example, twisting, turning, swinging, swaying, pushing and lifting. There is no movement away from the starting point.

## Inclusivity

Teachers should provide opportunities for students with disabilities to participate purposefully in activities in this module. Some students may not be able to participate independently. There may, however, be ways for them to be involved either through adaptations or by focusing on particular skills within the activities.

Teachers need to be aware of any medical conditions that may influence a student's participation in the program.

## Terminology

Activities in this module involve the use of the following language in the context of Health and Physical Education:

breathing	exhale	pool entry/exit
cooperate	float	shape
depth	level	speed
environment	pathway	submerge

## School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in 'Let's get wet!'. Some safety issues that teachers should consider are:

- ensuring that the location has sufficient space for students to stand in shoulder-depth water;
- having a 'spotter' present in addition to the teacher to observe students in the water;
- establishing safety procedures as a priority before arriving at the pool or other water environment, and repeating and rehearsing these once students enter the swimming area;
- ensuring safe behaviour outside and around the pool or swimming area — for example, no running or pushing;
- defining boundaries for the lesson with ropes or other markers where possible;
- using a 'freeze' or whistle command to indicate when immediate attention is required;

- establishing emergency procedures that are understood by all staff and students involved in the program;
- consulting regularly with pool staff about access, first-aid facilities, emergency procedures and evacuation routes.

Teachers should also ensure that sun-safety policies are followed during aquatic activities.

### Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments. It includes activities that encourage students to:

- take care of and support others;
- develop the knowledge, skills, attitudes and values needed for effective relationships;
- consider the necessity for rules in an aquatic environment to support the rights and needs of all.

Students with disabilities or learning difficulties may require some activities to be modified to optimise their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

### Support materials and references

Blanksby, B. (ed.) 1986, *Austswim: The Teaching of Swimming and Water Safety*, Austswim, Melbourne.

Eastlake, J. 1987, *The Swim Book: Book 1: Swimming in Action*, Hawker Brownlow Education, Cheltenham, Vic.

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Queensland Department of Education 1981, *Physical Education for Primary Schools: Swimming*, Brisbane.

The Royal Life Saving Society Australia 1996, *Aquapak*, 2nd edn, Mosby Lifeline, Sydney.

Surf Life Saving Australia 1994, *Surf Awareness: Surf Education Activity Book*, Brighton le Sands, NSW.

Surf Life Saving Australia 1995, *Surf Safe*, video, Brighton le Sands, NSW.

Thomas, D. 1996, *Swimming: Steps to Success*, 2nd edn, Human Kinetics, Torrens Park, SA.

## Activities

It may take a number of lessons for students to confidently demonstrate the skills outlined in an activity in this module.

## Understanding

### SAFETY IN WATER ENVIRONMENTS

#### Clarifying current knowledge about water environments and the need for safety

► Students discuss water environments they have been in and the activities they can do in the water.

#### Focus questions could include:

- What places have you been to where you can have fun in the water?
- How do you use the water for fun activities?
- What other activities can be done using the water?
- Who can float in the water? What else can you do in the water?
- Who can swim across a pool without stopping? Which pool?
- Who can kick across a pool holding onto a kickboard?
- Who has never been in a pool or only been in a pool a few times? What can you do in the water?

#### Teaching consideration

List the water activities students identify for use later in the module.

► Students describe in their own words what being 'safe in the water' means. They listen to the ideas of others and discuss their understandings in groups.

► Students explain the need for safety in and around water environments.

#### Focus questions could include:

- Is it safe for you to play in or near the water alone? Why?
- What accidents could happen at a pool/dam/river/creek/irrigation channel/beach?

► Students discuss ways in which they can help each other to develop confidence and skills in the water — for example, they might suggest using the part of the pool where they feel most safe, using flotation devices, considering the feelings of others and encouraging others in their efforts.

#### Focus questions could include:

- Where in the pool would be the safest place for you to learn to swim?
- How can we help all students feel safe and confident in the water?
- How could students who feel safe and confident in the water help others?

## Planning

### POOL SAFETY

#### Rehearsing safety and emergency procedures

- ▶ Students rehearse the emergency procedures established for use at the swimming venue. These could include ceasing activity in response to a whistle being blown or moving to a designated area in response to a given signal. Students also practise how to signal should they get into difficulties in the water — that is, by raising or waving one arm above the head and calling for help.

#### Teaching considerations

Ensure that students differentiate between the signal to be used when in difficulty and the signal used to ask a question or for assistance.

Rehearse these procedures again once students have entered the water to participate in activities.

Role-play scenarios to ensure that students understand safety procedures and can demonstrate appropriate responses.

### INTERACTING WITH OTHERS

#### Planning ways to interact effectively with others in a water environment

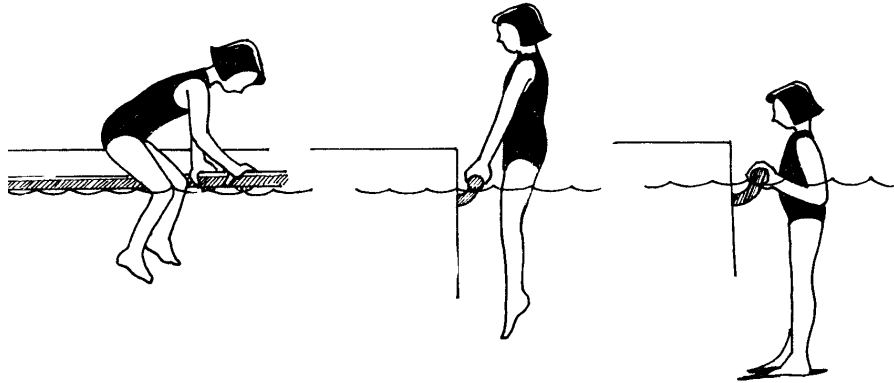
- ▶ Students suggest ways in which they can show consideration and support for others while learning to swim. Examples could include smiling, giving encouragement, not splashing or pushing, waiting for turns, sharing equipment and keeping out of others' personal spaces.
- ▶ Students discuss why cooperation is important in the water and for the success of games.

### GETTING WET

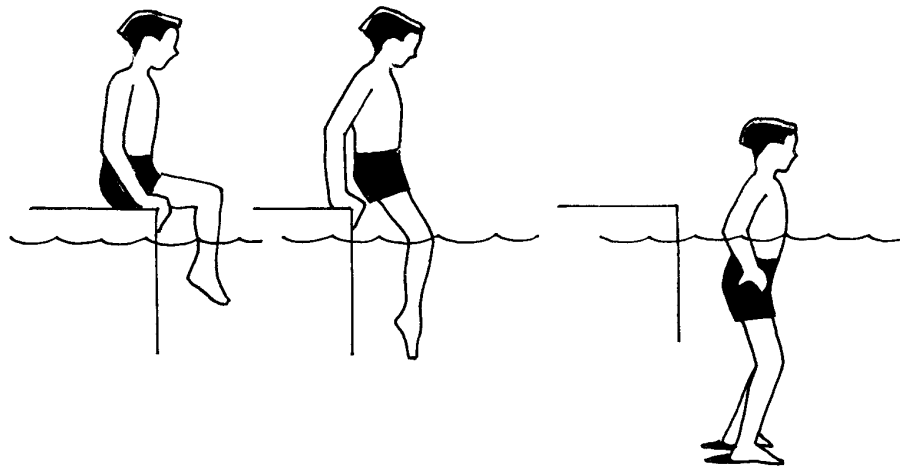
#### Exploring ways of getting wet and entering and exiting the water

- ▶ From the side of the pool or while on the pool step, students use their hands to scoop up water to wet their bodies and faces to accustom them to being splashed and getting water on their faces. They could pretend it is raining by throwing the water up into the air above them.
- ▶ From a sitting position on the side of the pool, students use their legs to move the water around as much as possible — for example, kicking to cause splashing or making circular motions to create small eddies in the water.

► Students find ways of entering the water safely feet first as in a slide-in or crossed-arm entry from the side of the pool, by moving backwards down a ladder or by using the pool steps or ramp.



**Crossed-arm entry**



**Slide-in entry**

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**Teaching considerations**

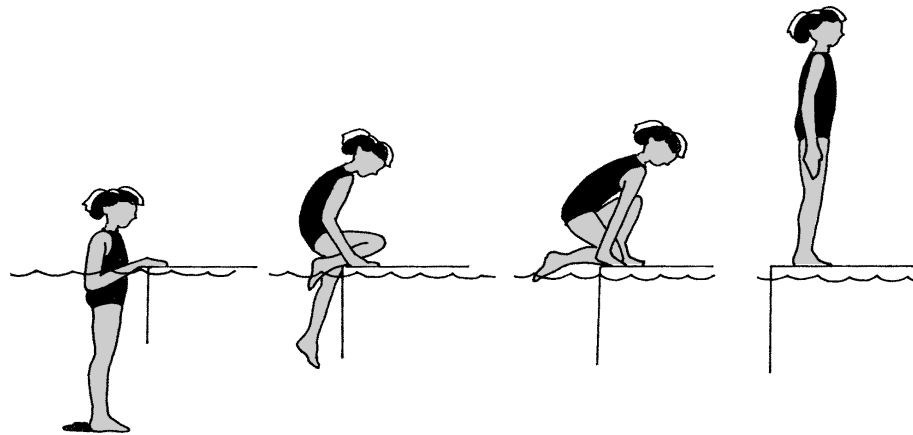
The type of entry used should ensure the safety of the swimmer and others in the group.

In class lessons, it could be inefficient use of time to have all students enter and exit the pool via steps or ladders.

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- ▶ Students explore ways of exiting the water — for example, using a ladder or pool steps or lifting themselves over the side of the pool with a push-up action.



**Exiting the pool**

- ▶ Students discuss the safety of other types of entries and exits they know. These could be entries and exits used at a range of water environments, such as the beach, water theme parks, lakes, dams or creeks.

**SAFE WATER ENVIRONMENTS AND ACTIVITIES**

**Identifying people and things that make water environments and activities safe**

- ▶ Students form small groups to look at pictures of water scenes, such as swimming pools, rocky foreshores, patrolled surfing beaches, dams or rivers, and discuss which people and things make these environments safe. They also suggest things and behaviours that may make these environments unsafe, particularly for beginning swimmers.

**Focus questions could include:**

- What things make this environment safe/unsafe for swimming or other water activities?
- How do you know where to enter the water?
- Which people help make this environment safe for swimming or other activities?
- What behaviours would make this environment unsafe?
- Why might a lifesaver ask you to leave the water?
- What warning signs are shown?

**Teaching considerations**

Where pictures of unfamiliar environments are used it may be necessary to provide information on the roles of people pictured — for example, students from geographically isolated areas may need the role of a surf-lifesaver explained.

Show and discuss pictures of warning signs such as those advising of no swimming, no boating, no diving and estuarine crocodiles. Explain their importance.

Invite guest speakers from organisations such as lifesaving associations, State Emergency Service and the Spinal Awareness Education Team to talk about the safety of water environments and activities and injury prevention.

► Students collect information from a range of sources on the safety of the water activities they identified in the first activity. Using this information, they discuss the safety of these activities and decide which people and things make them safe. Examples include wearing life jackets when boating, and swimming between the flags at beaches patrolled by lifesavers. Sources of information could include books, safety pamphlets, boating and fishing magazines, and adults involved in water activities.

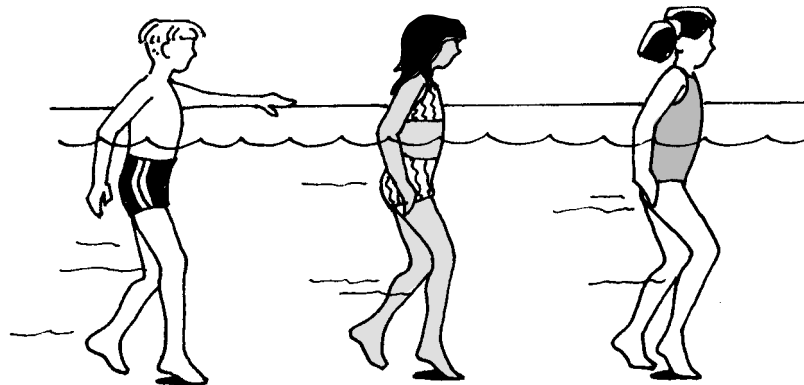
**Teaching consideration**

Information collected in this activity is used in the acting phase of the module.

**MOVING IN THE WATER**

**Exploring locomotor and non-locomotor movements in the water, varying body actions and the use of space**

► Students play follow-the-leader in the water as they move around the perimeter of the area defined for the lesson. They may use the edge of the pool or other equipment defining the teaching area for support until they gain the confidence to walk unaided.



► Students explore ways to travel through the water using their feet as a base of support. They move around in their personal space before using the general space. Movements could include walking with small steps or large steps, walking on toes or on heels, running, jumping, hopping, skipping or galloping.

**Teaching considerations**

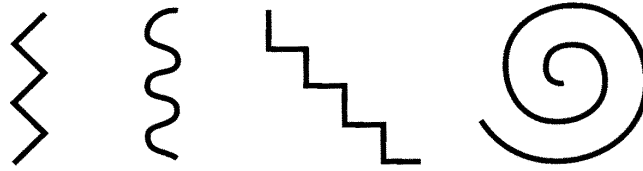
Stress the importance of watching where you are going and avoiding others.

Students should not touch others during this activity.

The teaching area should have sufficient space for students to stand in shoulder-depth water.

Students who are not confident in the water should remain close to the side of the pool or swimming area.

► Students explore travelling on their feet through the water using a variety of locomotor movements and different pathways — for example, along straight lines, using curved or zigzag pathways.



**Different pathways**

► Students respond to challenges from the teacher to move their bodies and arms in different ways while keeping their feet stationary in their personal space. Challenges take the form of ‘Show me how you can . . .’ and could include:

- use your hands to move the surface of the water;
- move your arms around in the water;
- pull and push the water by moving your arms in different pathways — for example, using ‘frog arms’ or ‘dog paddle arms’;
- move your body from side to side or backwards and forwards;
- twist your body and arms.

► Students find ways of moving through the water in cooperation with a partner. They find ways of travelling together when both have their feet on the bottom and varying the locomotor movements and the pathways along which they travel. They can also vary their position in relation to their partner — for example, side by side, one in front of the other, facing each other, back to back.

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### Teaching considerations

Timid beginners could use a flotation aid for confidence and balance.

Introduce familiar games and relays usually played out of the water to make the water activity more enjoyable.

Partners should share ideas with each other before trying different movements.

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**SUBMERGING****Using a variety of ways to submerge**

- ▶ Students demonstrate how to take a breath and exhale with control as though they are blowing out candles on a birthday cake. Once they can exhale with control into the air, they place their chins in the water and blow across the surface of the water. If table tennis balls are available, students could blow these along the surface of the water to practise controlled exhalation.
- ▶ Students practise submerging their faces in the water. They take a breath before bending their knees to lower their faces under the surface of the water. They exhale into the water while counting slowly to three.

**Teaching considerations**

With each practice students should demonstrate that they can take a full breath of air into their lungs (not cheeks) and blow bubbles out through their mouth and nose.

Instruct students to blink to clear their eyes of water rather than rubbing them. Explain that their eyelids are like the windscreen wipers on a car.

In early experiences involving submerging the face, some students may feel more secure if they are positioned beside the pool edge or ladder or holding onto a rigid pole down which they can slide their hands.

Encourage students who are reluctant to submerge their face completely to do so by degrees bobbing down a little further each time so the mouth goes under, then the nose, the eyebrows and finally the top of the head.

Try to make these activities fun for the students.

As students become proficient at submerging by bobbing down, they can increase the amount of time they take to exhale into the water.

Do not allow students to stay under water for extended periods of time.

- ▶ In cooperation with their partners, students explore ways of submerging to different depths in the water. For example, they could submerge together to a midway point under the water and then down to the deepest level in their own working space; in a seesaw fashion with one submerged and the other standing upright with head above the water; by bobbing under their partner's arm; or by bobbing through a hoop held by their partner at different depths. Students share and discuss ideas with their partners before attempting different activities.
- ▶ Students explore ways of submerging their body at various speeds and to various depths. For example, they could explore jumping as high out of the water as they can, taking a breath, and then sinking down quickly to touch the bottom of the pool with their hands while they blow bubbles. They could explore sinking slowly by bending different body parts in sequence, like a jack-in-the-box being slowly pushed back into its box, and then springing high into the air.

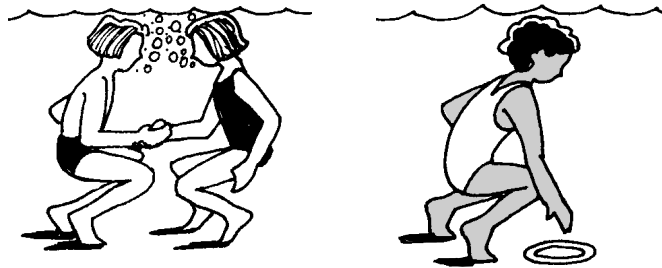
**Teaching considerations**

Similar activities could involve challenging students to show you how they can:

- blow bubbles while touching the bottom of the pool with their hands;
- sit on the bottom of the pool and blow bubbles;
- sink slowly under the water while blowing bubbles.

► Students respond to movement challenges that require them to explore making various shapes with their body under the water. For example, they might be asked to show wide, narrow, curled and spiky shapes under the water while they exhale.

► Students suggest and perform activities that they could do to become accustomed to opening their eyes under the water — for example, they could pretend to read an imaginary book; count the number of fingers shown by a partner; touch a partner's knee, ankle, foot or big toe; shake hands with their partner; or find and retrieve objects from the bottom of the pool.



**FLOATING TO STANDING**

**Exploring ways of returning to a stable standing position after floating**

► Students hold on to the side of the pool, bar or flotation device with extended arms while putting their faces in the water and allowing their feet to float to the surface in a prone (front) float position. After exhaling, they return to a standing position. In response to questions from the teacher, they explain how they moved their bodies to regain a standing position.

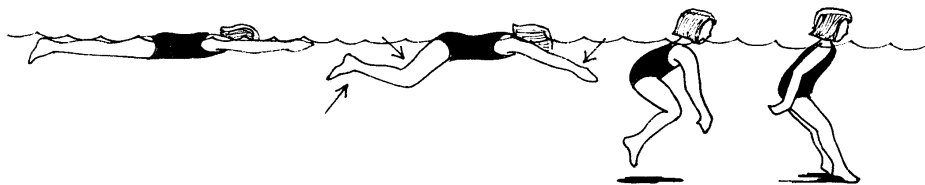
**Focus questions could include:**

- What movements did you make with your head to help you stand?
- How did you move your legs to get your feet to the bottom?
- Did you use other parts of your body to help you stand? Why?

**Teaching consideration**

To return to a standing position from a prone (front) float students should lift their heads and shoulders out of the water and bend their knees to their chests before extending their legs so that their feet touch the bottom of the pool.

► Students practise adopting a prone (front) float position while holding on to the pool edge, bar or a flotation device and releasing their grip on the support to perform an unaided float. They then return to a standing position and explain how they used their arms to help them.



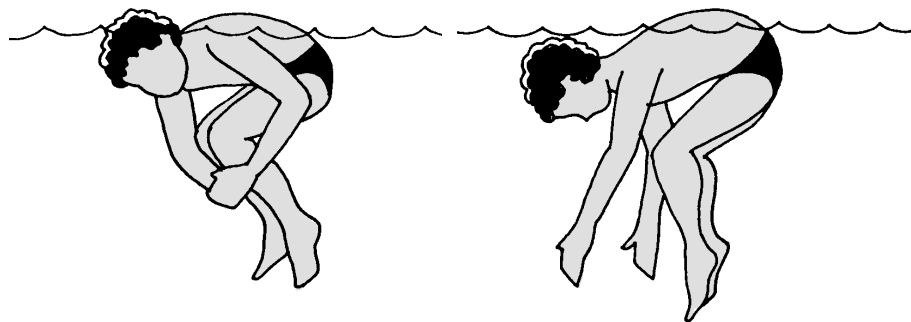
**Teaching consideration**

Students use their arms to return to standing by pressing downwards in the water with them.

Encourage students to gradually increase the time they float unaided before resuming a standing position.

Students should be exhaling slowly through the nose and mouth while floating.

► Students practise regaining a standing position after floating in different prone positions (face down). They perform a turtle float where they sink to the bottom, hold their knees to their chest and allow themselves to float to the top so that their back breaks the surface of the water like the shell of a turtle. Students also demonstrate a jellyfish float where they allow their arms and legs to dangle under them like the tentacles of a jellyfish.



**Turtle float**

**Jellyfish float**

► Students suggest animals or objects they could imitate while floating on the surface of the water and experiment with these. Examples could include a leaf, log or starfish.

## Acting

### PLAYING GAMES

**Demonstrating locomotor and non-locomotor movements in the water at different speeds, levels, pathways and directions while cooperating with others in games**

► Students play a variety of games, such as the following, in the water.

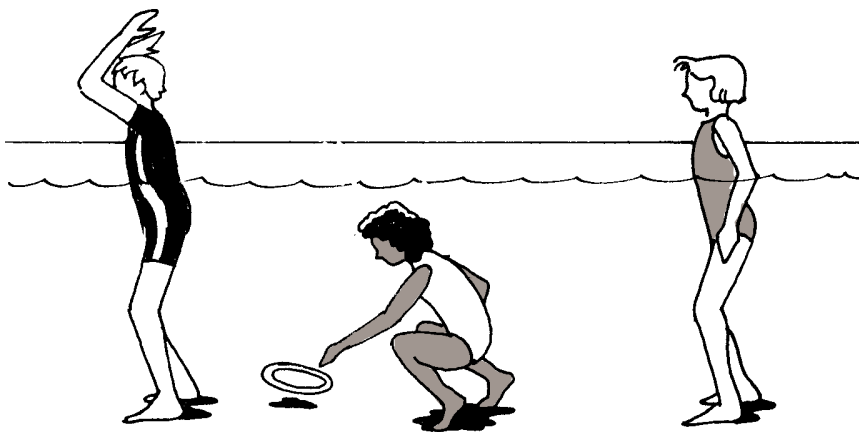
*In-and-out:* Students line up on the side of the pool. On a given signal, they enter the water, wade (or run, hop or jump) as quickly as possible to a designated line, submerge to sit on the bottom of the pool or to touch the bottom with a body part, surface, turn around, and return to the side of the pool. Students exit the water at the side of the pool. The first one seated on the pool deck is the winner. This activity may be varied by altering the type of locomotor pattern and/or direction of travel.

#### Teaching considerations

Students will need to be able to enter and exit the pool safely, submerge and wade to play this game.

Allow sufficient space for students to enter, exit and move safely in the water.

*Bobbing for treasure:* Students form teams of about five and stand in file formation in waist-deep water, allowing about a metre between team members. Each team is given a dive ring or similar weighted object that acts as the 'treasure'. The first player on each team drops the 'treasure' into the space between himself or herself and the next player. The second player 'bobs' under the water, retrieves the 'treasure', stands up, drops it over his or her head and so on until the 'treasure' has reached the last person in line. The player at the end of the line retrieves the 'treasure' and moves to the front of the line. Everyone moves back a place and the sequence is repeated. The team to get all players back to their original position first wins.



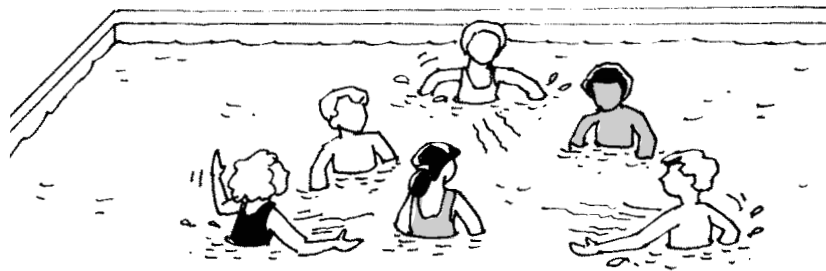
#### Teaching considerations

Select a position in the pool where all students are able to stand comfortably in chest-deep water.

Instruct players to simply drop the 'treasure' and not throw it over their heads.

*Circle jiggles:* Students form a circle in chest-deep water away from the pool edge. They number off 'one', 'two', 'one', 'two' around the circle. On a given signal, all the 'ones' perform a designated movement task and recover to a standing position. Similarly, the 'twos' respond to their task when their number is called. Movement tasks could involve:

- submerging and then making a specific shape with their bodies under the water (for example, letter of the alphabet, geometric shape) and recovering to the standing position;
- galloping clockwise around the outside of the circle;
- jumping forward into the centre and backwards out of the circle;
- submerging to touch the little toe of one of the people beside them;
- floating in a prone position then returning to standing.



**SAFETY AND COOPERATION**

**Cooperating to present information about safety in a water environment**

► Students work in small groups to cooperatively prepare a display of the information collected about safety in water activities. The display should highlight the people and things that make water environments and activities safe. Students invite other groups or individuals (for example, the principal, other teachers, parents, peers from other classes) to view and discuss their display. Each group explains its reasons for including items in its collection.

**Teaching consideration**

Preparation of the display should be a group effort with individuals cooperating to select information for inclusion. Students should also share the task of describing the display to others.



## Reflecting

### REFLECTING ON LEARNING

#### Reflecting on the skills, knowledge and confidence gained during water familiarisation activities



- ▶ Students reflect on the varied skills that they can now demonstrate in the water. On a skills sheet similar to Resource Sheet 1, they record those skills that they have attempted, those that they feel they can do well, and those that they need to practise further.
- ▶ Students discuss how their knowledge of, and attitudes towards, safety in water environments has changed and consider the implications for their future participation in water activities.

# My swimming record

Put a ✓ next to those things you have tried.

Put a 😊 next to the things you do well.

Put a 🐟 beside those things you need to practise.

Getting into the pool	
Getting out of the pool over the side	
Walking through the water without touching the sides of the pool	
Moving through the water with a partner	
Blowing bubbles into the water	
Putting my head under the water	
Floating face down then standing up without touching the side of the pool	
Floating like a jellyfish	
Playing games with others in the water	



**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

*Years 1 to 10 Health and Physical Education Syllabus*

*Years 1 to 10 Health and Physical Education Sourcebook: Guidelines*

*Health and Physical Education Initial In-service Materials*

ISBN 0 7345 2056 5

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PIP 991126

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