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| Setting the scene – imagine the side of the pool is a boat | **Teacher Notes** |
| Emphasize the boat is some distance above the water level |
| Activity | You are on a boat trip; the boat has struck an object and is slowly sinking. Find a way of getting into the water, and swim four widths without getting your head wet. What entry did you use? Why?What stroke did you use? Why?How would you get into the water if the boat was some distance above the water level? Allow pupils to experiment with swivel entry and straddle entryPractical challenge for pupilsChoose an entry that you are best at, and then tread water for two minutes. Tread water for a further two minutes whilst waving with one arm. What happens to the body when you start waving? Think of three reasons why you should stay close to the accident | Teach the straddle entry * Chest, chin pushed forward
* One foot on pool edge, the other slightly behind
* Arms bent at elbow and held shoulder width height
* Step off side with back foot
* Keep leaning forward, legs apart
* On entry press arms down on the water and look forwards and upwards
* Head must remain out of the water

Teach treading water* A number of leg actions can be used – breaststroke, flutter kick, eggbeater
* Hands should perform a sculling action, just under the surface of the water
* The swimmer should remain in one place, in an upright position, with head above water; the action should be minimal, with no more effort than is required to prevent sinking
* The rescue boat will find you more easily
* You will find more things to support you near to the boat
* You will save energy and body heat by not swimming
 |
| Evaluation | Discuss the answers to the questions and the actions the children have taken in the challenge. |

Water Safety Lesson Plan 2: Safe Entries

School: Term: Teacher:

Duration: 30–45 minutes

Equipment: Floats of various sizes, noodles, etc.

Learning objectives: Understand different entries and why you should stay close to the incident