



WSFL KAIAKO LED LESSON PLAN #1 YR 7-8

<p>Getting in & out Get in/out in multiple ways</p>	<p>Stride Entry (If pool is applicable)</p> <ol style="list-style-type: none"> Put your arms out to the side. Lift your head forward, lean your chest towards the water. Take one big stride out away from the edge and try to enter the water at a 45-degree angle. As you hit the water, kick your legs together hard and clap your hands together in the water to push yourself up. <p>If pool not applicable</p> <ol style="list-style-type: none"> Sit on the pool edge. Place both hands to one side of your body with legs in the water. Turn your body towards your hands and slowly lower yourself into the water. Keep holding onto the wall until your feet touch the bottom of the pool. If the water is deep, students should remain holding onto the edge of the wall.
<p>Submersion Get under water Pick up underwater object Move underwater (count to five)</p>	<p>Handstands – ALWAYS ensure safety with this. Have boys lined up on one side of the pool, the girls in the middle, arm’s length apart from each other. Girls attempt a handstand. Swap over for the boys turn. Do not allow handstands by the edge of the pool – safety must come first. Don’t catch me: Play chasings under water with partner, taking turns to see how many times you can touch each other’s knees</p>
<p>Personal Buoyancy: Float and regain feet (from both a front float and back float position) Float on back in a stationary, motionless position (at least 1 minute)+ Scull (at least 3 minutes) Tread water (at least 3 minutes in deep water)</p>	<p>Side Floating: Students face teacher with back of ear on should of outstretched arm, opposite arm on side. Push off the wall on side no kicking and see who can get to the other side first. Repeat on opposite side. Statues: Students are in the pool. On Go they all float on front without moving arms, hands, legs or feet. They stand up when they need to move. Winner is the one who lasts the longest. Repeat with floating on back. Floating Scenario: Get half the students in the middle of the pool, the other half by pool edge. The students by the pool edge make waves, while the other students attempt to float for 3 minutes with waves (simulating real environments Sculling: Crouch in the water with shoulders under the surface, forearms parallel to the water surface. Watch for “whirlpools at the surface” – this is the result of constant pressure from the hands and forearm. Ensure a continuous sculling movement Treading water Complete on land first in a seated position and use milk bottles as markers in front of both feet. Start with their left foot and have in a dorsiflex- flat foot and move foot clockwise around the milk bottle- keep in the seated position. Then change to right foot except go anti-clockwise around milk bottle. Next alternative legs left- clockwise, right- anti-clockwise; this is an eggbeater kick.</p>
<p>Orientation: Horizontal rotation</p>	<p>Horizontal rotation</p>

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<p>Horizontal to vertical rotation Vertical rotation</p>	<p>Pushing off wall in horizontal position, kick or scull on front for 10 kicks, then rotate 180 degrees onto back, kicking or sculling on back for 10 kicks, then rotating back.</p> <p>Repeat above but using waves: To create waves, give the other students a kick board each. They should move the kickboard back and forward towards and away from their body to create choppy water. One at a time, students should practice their horizontal rotations while moving through the choppy water. Another simple way to achieve this is to get the other students to hold onto the wall and move back and forth in sync on one side of the pool</p> <p>Horizontal to Vertical rotation: – Float on front for a count of five, then dive down to the bottom of the pool and move along the bottom of the pool for a count of five</p> <p>Red Light, Blue Light, Go Students are randomly situated around the pool, Students float on their front as soon as the teacher blows the whistle the students needs to recover to a standing position as fast as possible. Repeat above but students can add in the kicking action. Repeat on back.</p>
<p>Safety of Self: Reach rescue</p>	<ol style="list-style-type: none"> 1. Practise dry (on land) in pairs and then in the water. One person is the patient, while the other is the rescuer. • The patient is tired/has cramps and signals for help. 2. The rescuer acknowledges and throws some floatation aid for the victim to hug. 3. Rescuer finds a rigid pole (branch, stick, oar, or fishing rod) and lies down, sits, or kneels to lower their centre of gravity and increase their stability. 4. The rescuer reaches out with the rigid pole and asks them to hold on. • The rescuer pulls the patient in, secures them to the side of the pool and calls for an adult to help them out of the water. 5. Students then swap roles. • Repeat with the patient in the water. <p>Student should select the correct form of rescue equipment i.e., reach pole/pool noodle/long branch or stick. Ensure student maintains a low centre of gravity by staying close to the floor (lying down ideally). If the student remains standing it increases the chance of them being pulled into the water by the patient. Student should be talking to the person in difficulty throughout, reassuring them and calling for help. They should also tell them what they need to do i.e., grab the stick. Students should put the rescue equipment in front of the person in difficulty, so it is easy for them to grab. Rescuer should secure patient at the side of the pool by placing their hands on top of theirs.</p>
<p>Propulsion: Move 15m Move through multiple water environments Move 50m and/or 3minutes non-stop confidently and competently</p>	<p>Currents Make a line facing the pool edge (about 1 meter out from the edge). Students then all push the water in one direction creating a current for one child at a time to try and swim with or against. lies on back and goes with the current, signalling for help. For large groups, make 2 lines in the pool about 2 metres apart and create your current from both sides. For more advanced children use kickboards push against the water to create a stronger current. Students can swim with the current, against, using a noodle to support themselves, sitting on a kickboard, wearing a lifejacket, towing a partner etc. according to ability.</p>



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<p>Move 100m and/or 5minutes non-stop confidently</p>	<p>Movement & Direction Sequence</p> <ol style="list-style-type: none">1. Slide in entry2. Tread water for count of 203. Rotate to front and swim freestyle ½ length of pool4. Stop and rotate to vertical and tread water, then perform a duck dive touching the pool floor with hands5. Resurface, and rotate to back and scull and kick legs to shallow end6. Rotate to front and swim freestyle back to deep end7. Stop and rotate to vertical and tread water for count of 15 - 20
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WSFL KAIAKO LED LESSON PLAN #2 YR 7-8

<p>Getting in & out Get in/out in multiple ways</p>	<p>Accidental Fall in</p> <ol style="list-style-type: none"> 1. Crouching accidental fall in: Start off crouching low to bent knees. Tuck chin onto the chest, place hands on top of the head, protecting face and chest with forearms. Press elbows into the chest. Fall sideways into the water with knees bent towards the chest. 2. Standing accidental fall in: Start standing on the side of the pool parallel to the water. Tuck chin onto the chest, place hands on top of the head, protecting face and chest with forearms. Press elbows into the chest. Fall sideways into the water with knees bent towards the chest.
<p>Submersion Get under water Pick up underwater object Move underwater (count to five)</p>	<p>Student propels to object, dives under, collects the object, resurfaces, and returns to the wall without touching the pool floor. Hoop Tunnel: Throw several weighted hoops around the pool (add a sinker to a hoop and it will stand vertical underwater). Student submerges and see how many hoops they can swim through before needing to stand up.</p>
<p>Personal Buoyancy: Float and regain feet (from both a front float and back float position) Float on back in a stationary, motionless position (at least 1 minute)+ Scull (at least 3 minutes) Tread water (at least 3 minutes in deep water) Perform personal buoyancy sequence- lifejacket (in deep water)</p>	<p>Float challenge Students start by all floating in any position, on the whistle change positions as many times as possible before you need a breath. The winner is the person who completes the most amount of position rotations Changing from one floating position to another in moving water In two even groups- One group holding the pool side and creating waves by pushing and pulling their bodies against the wall. Second group should experience floats in various combinations (e.g. star float on front count to 5, change to a mushroom, count to 5 and twist over to a back float) whilst in the moving water. Ball Pass Students are placed into two groups. Each group forms a circle and lifts their feet of the pool bottom. Students start treading water while passing the ball around the group. No one is allowed to put their feet on the ground.</p>
<p>Orientation: Horizontal rotation Horizontal to vertical rotation Vertical rotation</p>	<p>Forward Flips Pushing off wall in streamline, kick steady on front for 10 kicks, then do a forward flip, stand up breathe and repeat. -Advance- can they perform set without standing up: 10 kicks, forward flip back into streamline Green light/Red Light Sitting on boards, teacher calls either red light or green light, students most move themselves only using there sculling arms from one side to pool to other. Can only move on green light, on red light call must scull on one spot. If they fall off their board they must go back to the wall they started at. The winner is the first student to get to wall.</p>
<p>Safety of Self:</p>	<p>Practise dry (on land) in pairs and then in the water. One person is the patient, while the other</p>



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Throw rescue	is the rescuer. <ol style="list-style-type: none">1. The rescuer acknowledges and underarm throws a floatation aid for the victim to hug. If the wind is blowing, make sure you throw upwind.2. Ensure the patient grasps aid with both hands before being pulled to the side.3. The patient lies on their front or back, eyes open and mouth clear of the water.4. Give lots of encouragement. Reassure the victim.5. Students then swap roles.
Propulsion: Move 15m Move through multiple water environments Move 50m and/or 3minutes non-stop confidently and competently Move 100m and/or 5minutes non-stop confidently	Movement & Direction Sequence <ol style="list-style-type: none">1. Slide in entry2. Tread water for count of 203. Rotate to front and swim freestyle ½ length of pool4. Stop and rotate to vertical and tread water, then perform a duck dive touching the pool floor with hands5. Resurface, and rotate to back and scull and kick legs to shallow end6. Rotate to front and swim freestyle back to deep end7. Stop and rotate to vertical and tread water for count of 15 – 208. Roll over and swim any stroke as fast as possible to deep end



WSFL KAIAKO LED LESSON PLAN #3 YR 7-8

<p>Getting in & out Get in/out in multiple ways</p>	<p>No two entries: Participants line up on the edge of the water. Each person performs an entry and exit. No two entries or exits can be the same until all possible entries have been done.</p>
<p>Submersion Get under water Pick up underwater object Move underwater (count to five)</p>	<p>Looters: Students dive down to recover as many weighted objects as possible. Points can be awards according to size or weight of objects recovered. Variation: Students are given plastic scoops and must dive for treasures using the plastic scoop (could be marbles) The Pencil and the Pea: (you require balls for this activity) Students are divided in half and are placed on either side of the pool, the halves facing each other in crocodile lines. The aim is for students to push the ball across the pool using the head only, while performing a flutter kick. Ther arms may be at their sides or on either side of the ball, but below the surface. Number 1 in each team pushes the ball first, number 2 returns with it across the pool, this continues until everyone has had a turn. Knots: Teacher discretion is required. In groups of 4-8 students face one another in a tight circle. Each student holds out their right hand and grasps the right hand of someone else as if shaking hands. Then each person extends their left hand and grabs the left hand of someone else so that each person is holding two different people’s hands. Goal is to unwind the tangle without breaking the hand-to-hand contact and end up in one circle again.</p>
<p>Personal Buoyancy: Float and regain feet (from both a front float and back float position) Float on back in a stationary, motionless position (at least 1 minute)+ Scull (at least 3 minutes) Tread water (at least 3 minutes in deep water) Perform personal buoyancy sequence- lifejacket (in deep water)</p>	<p>Basketball: In pairs, one person will be the basketball and the other the basketball player. On the count of 3 the “basketball” tucks themselves into the ball position and the “player” will gently bounce them under water, allowing the “ball” to pop up to surface before bouncing them under water again. Keep repeating until they reach the other side then swap over Boiling the Egg: In two even groups form two circles. One student in the middle is the egg (tucked up in a basketball) when teacher says go, student goes into ball while the student in the circle gently moves the egg around the circle. Changeover once the egg has come up for a breath. Spell In groups, give each group a word. They need to float without having their feet on the ground in the word.</p>
<p>Orientation: Horizontal rotation Horizontal to vertical rotation Vertical rotation</p>	<p>Forward Flips: Pushing off wall in streamline, kick steady on front for 10 kicks, then do a forward flip, stand up breathe and repeat. Rotisserie: Students perform a designated number of kicks (for instance, four or eight kicks) in four positions- face down, on the left side, on the back and on the right side- while effecting a complete roll-over. Arms are held by the sides.</p>
<p>Propulsion: Move 15m Move through multiple water environments</p>	<p>Skills Race: Students stand at the edge of the pool and told the specific skills to be performed. On the command ‘GO’, they enter the pool safely and begin to propel themselves to the middle of the pool. On a signal from the teacher, all perform the designated skill, then continue to propel to end of pool. The skills to perform are:</p>



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<p>Move 50m and/or 3minutes non-stop confidently and competently Move 100m and/or 5minutes non-stop confidently</p>	<ol style="list-style-type: none">1. Treading water for a given time2. Stationary scull3. Surface dive4. Perform a forward and backward flip roll5. Float - a designated float6. Surface dive and swim under water to the count of 5
<p>Safety of Self & Others</p>	<p>Rescue 111 (you need a range of flotation aids)</p> <ol style="list-style-type: none">1. Students are divided into teams of six, with one member of each team (the 'patient' starting in the water2. Upon the start signal, the student in the water pretends to be drowning. The rest of the team work together to rescue the patient who has fallen into the water, using all the available buoyancy aids they have3. The rescue is complete once the patient has been taken to the side of the pool. (students should not attempt to life the patient out, as this is potentially dangerous)4. The aim of the activity is to affect a successful rescue in the shortest possible time.