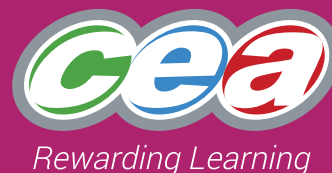


# Task Sheet

Entry Level Physical Education:  
Unit 9 Water Based Activities (Level 1/2/3)



Name: \_\_\_\_\_

## Exemplar Resource Sheet 9.1

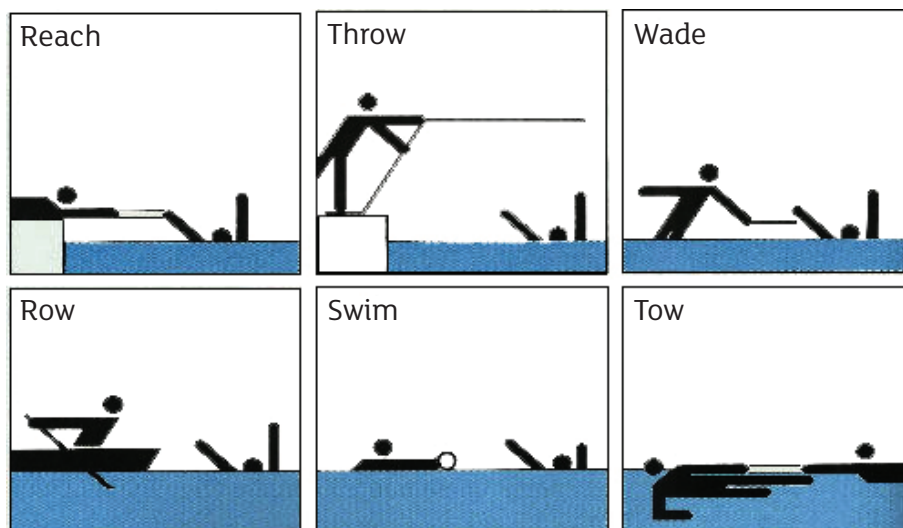
Can be used to meet

Assessment Criteria: L1

Assessment Criteria: L2

Assessment Criteria: L3

### Title: Guide To Emergency Procedure



#### TASK 1

1a. Give a brief description of when and where you might use each rescue method.

1b. List these emergency procedures in order of safety.

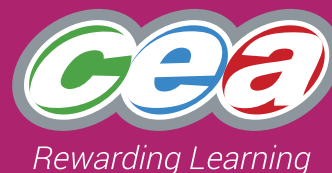
1. REACH (most safe)
- 2.
- 3.
- 4.
- 5.
6. (least safe)

1c. Explain why "REACH" is the safest form of rescue.

(This task may be in written or oral presentation)

# Task Sheet

Entry Level Physical Education:  
Unit 9 Water Based Activities (Level 1/2/3)



Name: \_\_\_\_\_

## Exemplar Resource Sheet 9.2

Can be used to meet

**Assessment Criteria: L1**

**Assessment Criteria: L2**

**Assessment Criteria: L3**

### Title: The Water Safety Code (page 1 of 2)

#### Have Fun, Stay Safe

##### 1. Spot the dangers

Whenever you're near water always take extra care:

- Never fool around or run besides water - you might trip and fall in
- Take care on the riverbank – it may be slippery and can crumble
- Keep away from the edge of canals – the water is often very deep
- Beware of locks and weirs – the water flows very quickly.



##### 2. Take safety advice

To be safe, choose a swimming pool or beach where there are lifeguards:

- Always follow the advice of a lifeguard – find out where and when it is safe to swim
- Look for signs or flags which tell you if it is safe to swim
- Never swim where a sign or flag tells you not to

##### 3. Do not go alone

If you're alone there will be no-one to help you if you get into trouble in the water:

- Never go swimming, fishing or boating on your own
- Go with a friend who can help you if you're in trouble in difficult water – even if they cannot help you out, they can get help
- Always make sure a grown-up knows where you are going and when you will be back

##### 4. Learn how to help

If you see someone in trouble in the water, here's how you can help:

- Keep calm – always think before you act
- Try to get help – shout "help, help" as loud as you can
- Reach out with a stick, a pole, a towel or clothing to pull the person to the water's edge – always lie down when you are trying to pull someone in so that you don't get pulled in
- If you can't reach the person and no-one comes when you shout for help, telephone 999 or 112 and ask for help

**NEVER JUMP INTO THE WATER YOURSELF!**

# Task Sheet

Entry Level Physical Education:  
Unit 9 Water Based Activities (Level 1/2/3)

## TASK

White Water Surfing School is opening a new water sports school at Portstewart Strand.

They have asked you to design a suitable safety poster to display on the beach.

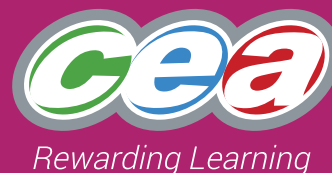
Choose one of the pieces of advice from the water safety code above and create a poster of information to encourage people to stay safe at sea.

The poster I have decided to design is based on safety code.

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# Task Sheet

Entry Level Physical Education:  
Unit 9 Water Based Activities (Level 1/2/3)



Name: \_\_\_\_\_

## Exemplar Resource Sheet 9.3

Can be used to meet

**Assessment Criteria: L1**

**Assessment Criteria: L2**

**Assessment Criteria: L3**

### Title: Kayaking

Jack was a beginner to kayaking. One Saturday he looked out his bedroom window and saw a beautiful blue sky and brilliant sunshine. "What a great day for a paddling trip!" he thought. Jack rang his friends but they were busy. He decided to go anyway and quickly threw a few necessities in his ruck sack – an extra fleece, his camera, his mobile phone, a bottle of water and a bag of crisps in case he got hungry.



Down at the water's edge Jack spotted an island in the distance and thought he would head to it on his own big adventure. Half an hour later Jack felt that, although he had paddled a long way, the island seemed no closer. The weather was warm so he thought he would practice his capsizing techniques.

Another hour later and feeling very soaked Jack noticed the weather was changing – dark clouds had gathered and rain was falling steadily. The wind had come up and the water was becoming quite rough. The island was in view but Jack felt cold, wet and exhausted. Jack noticed that the tide was turning. He became frightened and didn't know what to do.

Suddenly he heard someone shout – it was a local fisherman, "Are you OK?" he shouted. Jack was relieved and explained to the man that he was exhausted and far from home. The fisherman pulled his boat alongside and brought Jack safely back to dry land.

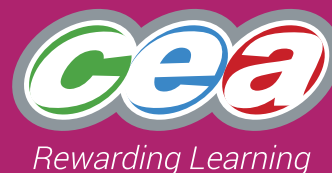
#### TASK 1

Write about what Jack did wrong. You should consider:-

- a) Planning and preparation;
- b) Staying safe;
- c) Equipment;
- d) Knowledge required for a paddling trip.

# Witness Statement

Entry Level Physical Education:  
Unit 9 Water Based Activities (Level 1/2/3)



## Witness Statement

Candidate Name: \_\_\_\_\_

Candidate Number: \_\_\_\_\_

Activity: \_\_\_\_\_

Unit: \_\_\_\_\_

This form may be used by tutors to demonstrate and verify learners have produced evidence which meet the learning outcomes for a unit.

Learning Outcome being evidenced:

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Explain how the candidate meets the assessment criteria:

TUTOR and CANDIDATE: Sign and print your name

TUTOR SIGNATURE: \_\_\_\_\_

CANDIDATE SIGNATURE: \_\_\_\_\_ Date: \_\_\_\_\_