



Indoor Aquatics

Staff Manual

Revised May 2016

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1.0 Agency Authority, Role and Responsibilities

1.1 Mission Statement

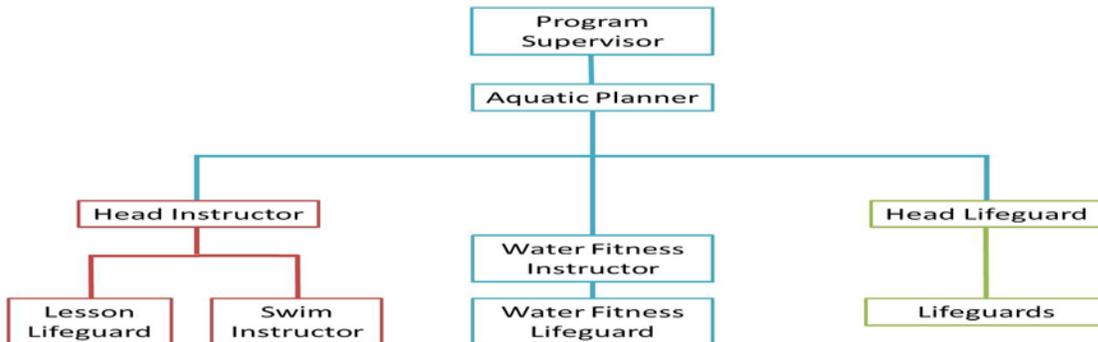
The mission of the Eau Claire Parks and Recreation Department is to improve the quality of life for families, city residents, and visitors to our community. This is accomplished by providing department programs, services, and facilities as well as by preserving green space and improving the local environment.

We take pride in the services we provide, striving for excellence in everything that we do. It is our goal to be a leader in the state by providing diverse programs and services for all people in a clean and safe environment. We continually try to improve by staying knowledgeable in current trends, training staff well, and by listening to citizen concerns.

1.2 Chain of Command

The chain of command of the Aquatics Program is:

As you can see in the chart below, sometimes you will work with a site supervisor and other times you will be directly supervised by the Aquatic Planner. The Aquatic Planner supervises all sites by periodically visiting during program operations, conducting staff evaluations, talking with program participants and their parents. During program operations, the Aquatic Planner can be contacted on their cell phone. Their primary responsibility is to assist you in doing your job.



*The professional staff member (Program Supervisor) directly in charge of the All Indoor Aquatics Staff is Chad Duerkop.

Do not hesitate to call at any time if:

- You will be Missing a Shift, due to an Emergency
- You cannot access a building
- There is an Emergency at Your Site
- Your Site is Missing Vital Supplies
- You are Injured At Work

2.0 Planning

Please refer to the intra-department and community planning information presented in the Recreation Services Employee Manual for the Part-Time Seasonal Team.

3.0 Organization and Administration

3.1 Facilities

<u>DeLong Middle School</u>	<u>2000 Vine Street</u>
Office Phone	852-4900
Custodians	852-5050
Pool	852-5079

DeLong Middle School is located on the West Side of Eau Claire off Vine Street. To find the pool, enter the school at Door #1. The boy's locker room is located straight ahead on the right. To get to the girl's locker room and main pool entrance, turn right once in Door #1, and both are located down hallway on the left.

DeLong is equipped with two 1-meter diving boards. All equipment, first aid kit and the site box are located in a supply closet adjacent to the pool. The AED is located in-between the main entrance and the gym door across from the girls locker room.

<u>Northstar Middle School</u>	<u>2700 Abbe Hill Drive</u>
Office Phone	852-5100
Custodians	579-9506
Pool	852-6568

Northstar Middle School is located on the North side of Eau Claire on Abbe Hill Drive. The best way to find the pool is to park and enter the building through door #2 at the north end nearest the tennis courts. The locker rooms and main pool entrance are located on the left just inside the entrance.

Northstar is equipped with two 1-meter diving boards. All equipment, first aid kit and the site box are located in a supply closet adjacent to the pool. The AED is located across from the gym in the Physical Education hallway.

South Middle School 2125 Mitscher Avenue

Office Phone	852-5200
Custodians	852-5394
Pool	852-5331

South Middle School is located on the south side of Eau Claire on Mitscher Avenue, which runs between Fairfax Street and Rudolph Road. South is located very close to the Fairfax Outdoor Pool. To enter the school you need to park in the lot closest to the track and enter through Door #1. To find the pool, turn right and go down hallway. The locker rooms and main pool entrance are located on the left.

South is equipped with two 1-meter diving boards. All equipment, first aid kit and the site box are located in a supply closet adjacent to the pool. The AED is located just inside the entrance of Door #1.

Memorial High School 2225 Keith Street

Office Phone	852-6300
Custodians	852-6305
Pool	852-6452

Memorial High School is located on the south side of Eau Claire on Keith Street, which runs between Brackett Avenue and Clairemont Avenue. To enter the school, you should park in the lot behind the school; the entrance to the lot is located on the north side of the school. Enter through Door #12 in-between the two buildings. You will enter the pool area through this door. The locker rooms are on the opposite side of the pool.

Memorial is NOT equipped with diving boards. All equipment, first aid kit and the site box are located in the supply closet adjacent to the pool. The AED is located across the hall from the pool entrance.

North High School 1801 Piedmont Road

Office Phone	852-6600
Custodian	271-4345
Pool	852-6826

North High School is located on Piedmont Road off the North Crossing. Park in the main lot in front of the school and enter through the main doors. Walk straight, past the commons area and turn right at the second hallway on the right side. You will see the girl's locker rooms and boy's locker rooms on the right. Entrance to the pool is easiest through these locker rooms.

North is NOT equipped with diving boards. All equipment, first aid kit and the site box are located in the supply closet adjacent to the pool. The AED is located near the main gym, in the "Dog House." There is also an AED near the main entrance of the building.

Fairfax Municipal Pool 4200 Fairfax Park Drive

Main Line	839-1680
Manager's Office	839-6267
Recreation Office	839-5032

Fairfax Pool is located on Fairfax Park Drive, which runs between Fairfax Street and Golf Road. The pool is located very close to South Middle School. Entrance can be gained through the bathhouse changing rooms or by walking through the middle.

Fairfax is equipped with both a 3-meter and 1-meter diving board. All supplies are located inside the shed. The AED is located in the Guard Office inside of the left cabinet.

**Parks and Recreation Administration Office –
Hobbs Ice Center 915 Menomonie Street**

Part Time Office (AQP)	839-3895
Recreation Office	839-5032
Chad Duerkop	839-5034
Dawn Comte	839-3894
Parks Maintenance	839-5039
Events Cancellation Line	839-2913

At the Hobbs Ice Center, the Club Viewing Room, Conference Room or Party Room are the location for most interviews, meetings, and general orientations. There are two AEDs in the building. One is located in the main lobby near the Concession Stand and the other is located on the second floor between the Club Viewing room and the weight room.

At each Facility:

- The Parks and Recreation Department has access to the locker rooms.
- All of the swim lesson equipment, rescue tubes, first aid kits, and water fitness equipment are found in the supply closet at each facility.
- All of the pools are used by many groups; including gym classes, swim teams, ECPR, YMCA, Eau Claire Aquatic Club, Chippewa Valley Technical College, and others. This means that space and time are somewhat limited at the pools. Please do your best to keep the equipment rooms tidy.
- *All equipment should be put back into its proper place after each activity session (swim lessons, lap swim, open swim, or water fitness).*
- The custodians at the school will unlock any necessary doors and will lock them at the end of the program. If any school equipment is damaged or in need of repair, report it to the custodians immediately.
- Site boxes contain all necessary paperwork, start change, and moneybags.

3.2 Site Boxes

Each site will have its own site box. The site box contains all necessary forms for open swim and swim lessons. The IN folder will contain any handouts the Aquatic Planners has left for employees at the site. **This must be checked on a daily basis.** The OUT folder will contain any paperwork that goes to the Aquatic Planners. Some of the other folders in the site box include:

- Accident Forms
- Block Plan Forms
- HFS 172 Literature
- Incident Reports
- Open Swim Sheets
- Petty Cash / Envelopes
(Where necessary)
- Red Cross Cards and Certificate
- Safety Check Sheets
- Safety Day Activity Materials
- Staff Manual / Program Book
- Staff phone List
- Time Sheets

4.0 Human Resources

4.1 Job Descriptions

Aquatic Planner

The Aquatic Planner is the direct supervisor over all indoor Aquatics. The Aquatic Planner is responsible for all sites and how the program runs on a day-to-day basis. The Aquatic Planner will communicate expectations with all staff and will delegate tasks to help the program run smoothly. Employees should contact the Aquatic Planner directly with any concerns about the program.

Qualities of Aquatic Planner:

Leadership, Helpful, Proactive, Proficient, Respectful, Responsible, Communication Skills, Organization

Supervision: The Aquatic Planner will report to the program supervisor.

Head Instructor

Head Instructors are the team leaders at each site. They are the most knowledgeable and most experienced instructors. Head Instructors are responsible for the overall operation of their site and communicating expectations and responsibilities to their instructors. Furthermore, Head Instructors are responsible for leading their team, delegating responsibilities, and teaching classes. These classes include: Adaptive Swim Lessons, Parent Child Level 1 and 2, Otter, Seal, Dolphin, and Learn-to-Swim Levels 1-6.

Head Instructor Characteristics:

Leadership, Organization, Communication Skills, Responsible, Teaching Proficiency, Proactive

Job Prerequisites:

Current American Red Cross Certification / Authorization in:

- Water Safety Instructor
- Fundamentals of Instructor training
- Lifeguarding/First Aid/CPR/AED (Preferred NOT Required)

Supervision:

Head Instructors will report to the Aquatic Planner and to the Program Supervisor.

Head Instructor Responsibilities:

General:

- Overall responsibility for your site and what happens there
- Find a custodian if the pool hasn't been opened on time
 - Keep custodian numbers handy
- Wait ON DECK for the custodian to close the pool at the end of lessons, or assign another staff member to do so
- Make sure all instructors are getting out their own equipment before lessons start
- Assign class teaching assignments
- Make sure time sheets are completed correctly and turned in on time
- Pass out any information in the IN folder
- Check the IN folder before and after lessons **everyday**
- Know the EAP and be prepared to help/delegate responsibilities in an emergency
- Make sure Accident/Incident Reports are filled out correctly
- Notify Aquatic Planner or the Program Supervisor in any serious incident
- Make sure rules are being enforced for both staff and students
- Assist with keeping the Site Box & First Aid Kit Stocked, Preparing Instructor Packets, and other Administrative Tasks Assigned by the Aquatic Planner.
- Assist New Instructors with Developing Lessons Plans and learning ECPR policy and procedure.

First Day of Lessons:

- Make sure Parent letters are distributed
- Deliver announcements – see First Day Announcements Handout
- Help divide classes with multiple instructors:
 - New Instructors: Keep classes together, each have set students (First 2-3 days)
 - Experienced Instructors: Divide students into two separate classes
- Answer parent questions or refer them to the Aquatic Planner
- Lead Parent Child classes with the help of other instructors
- Make sure all instructors complete No-Shows and Not-on-Rosters (page 33)
- Contact all First Day No Shows and remind parents that their children are enrolled.

Throughout Lessons:

- Make sure instructors are on time and prepared, report every tardy occurrence to Aquatic Planner
- Check instructor skill sheets to make sure they are being filled out
- Subs: Make sure Sub get class lesson plans and shifts get changed on When2Work by the AP.
- Start each lesson on time
- Help instructors with stroke breakdowns and teaching ideas
- Ask co-instructors about any difficulties with classes and students
- Meet with Aquatic Planner on a regular basis
- Make sure instructors are keeping the equipment closet clean and organized

Last Day of Lessons:

- Collect all Instructor packets and ensure they are properly completed
- Collect all WSI activity reports and ensure they are completed properly
- Make sure no one leaves until everyone's packets are properly completed
- Attach absent student certificates to the instructor packet and place in Last Day Folder
- Collect and turn in all unused certificates and cards.
- Turn in completed Last Day Packets to the Aquatic Planner by Friday at 12pm

Swim Instructor

Parks and Recreation swim instructors teach basic through advanced swimming skills to youth and adults registered in Preschool and Lear-to-Swim classes. Instructors lead classes in an organized and professional manner. Instructors work to promote the progression of swimming skills. Classes taught include: Individual Swim Lessons, Otter, Seal, Dolphin, and Learn-to-Swim Levels 1-6. Instructors will provide assistance to Head Instructors in teaching Parent Child Level 1 and 2. All classes are taught following Red Cross standards.

Job Prerequisite:

Current American Red Cross Certification / Authorization in:

- Water Safety Instructor
- Fundamentals of Instructor Training
- Lifeguarding/First Aid/CPR/AED (Preferred NOT Required)

Supervision:

Swimming Instructors are to report to the Program Supervisor, Aquatic Planner and Head Instructors.

Instructor Responsibilities include:

- Documentation, including daily attendance, skill check-off sheets, course completion certificates, and WSI Activity Reports (see page 26-29, 34-36)
- Creation of course lesson plans
- Introduce skills through in-water and on-deck demonstrations, lecture, and movement breakdowns
- Facilitate goal-orientated games and incorporate them into lessons whenever appropriate
- At least one instructor should check their gender appropriate locker room between classes for any problems; other instructors will remain in the pool area
- Be dressed and ready to work in the pool area **fifteen minutes** before their first class.
- Supervise classes in the safest possible manner
- Complete Accident Reports and administer first aid; Parks and Recreation should be notified immediately of any serious accidents.
- Communicate with both AP and Head Instructor when a sub will be taking your shift.

Indoor Lifeguard

Eau Claire Parks and Recreation lifeguards are responsible for providing a safe environment at our community swimming pools. Lifeguards will provide a positive image of the city aquatic program by being attentive, conscientious, and courteous (towards patrons and staff) while on the job.

Required Certifications:

American Red Cross Certification in Lifeguarding/First Aid/CPR/AED

Supervision:

Lifeguards will report to the Programs Supervisor, Aquatic Planner, Head Instructor and Head Lifeguard.

Duties will include:

- Warn facility patrons against unsafe practices
- Watch swimmers through safe scanning and perform rescue/assists as necessary
- Enforce pool rules and regulations
- Maintain order in the pool area, locker rooms, and hallways
- Guards will inspect equipment and clean the area as directed
- Guards will complete Accident/Incident Reports
- Perform **first aid** and administer **emergency care** up to their standard of care
- Understand and be able to perform all EAPs
- Administer swim tests when a patron has questionable swimming abilities
- Ask parents to leave during lessons on appropriate days

Other responsibilities include:

- Guards on duty in the pool area will not leave their station until relieved by another guard.
- Guards will remain in the facility while on duty (including breaks).
- Guards **will not sit or stand together while on duty**. Each will be assigned a zone to cover.
- Guards **will not swim on duty** unless permission is given by the Aquatic Planners.
- Guards must be at the facility **in uniform and ready to work** 15 minutes before the start of their shift.
- Guards will participate in periodic in-services, emergency drills, and fitness exercises.
- Guards must perform daily safety checks and complete the appropriate form before every shift.
- Contact custodian to open and close down the pool before and after programs.
- Use of a personal cell phone to contact the Aquatic Planner or Program Supervisor must be conducted out of the patron's view.
- Use of a cell phone for personal use is strictly prohibited; this includes texting, making calls, internet use, etc.
 - In the event of a special circumstance, discuss your needs with the Aquatic Planner, Head Instructor or Head Guard before your shift.

4.2 Program Schedules and Information

Indoor aquatic employees are expected to be dressed and in the pool area 15 minutes before the start of their shift.

All students that are registered for the class will show up on the roster. Any participant whose name does not appear on your list should present a receipt of their enrollment. Please check the receipt to ensure they are swimming at the correct time and place. **You are not at liberty to accept registrations or transfer students from one class to another.** Please direct all registration questions to the Aquatic Planner or the Parks and Recreation Office.

4.3 Employee Benefits

As a part-time employee, you have eligibility for limited benefits. You cannot accumulate vacation or sick leave. Days off without pay will be limited and must be approved by your immediate supervisor.

4.4 Health Safety and Accidents

Employees are required to check the program site for any potential hazards. This should be done any time a facility is opened. For example, if DeLong Middle school has swim lessons in the AM and swim lesson in the PM, then safety check should be completed at the beginning of each shift. Any debris, broken glass, etc., that could lead to an injury should be reported, cleaned up and a custodian should be contacted. Anything you cannot personally correct should be immediately reported to your supervisor. For the Indoor Aquatic Programs, this is done in the form of a Daily Safety Check. Daily Safety Checks must be done before patrons are allowed to use the facility and are to be completed by the lifeguard on duty.

Safety Checks

Safety checks are used by Lifeguards to determine whether or not a facility is ready to open safely. Safety checks are completed anytime an Eau Claire Parks and Recreation Program is using an aquatic facility. At Fairfax Pool, the Fairfax Staff guarding is responsible for completing their facility specific safety check each day. Completed Safety Check sheets are to be placed in the Out Folder of the site box. At the end of each week, any Safety Checks left in the site box are to be turned in to the Parks and Recreation Office, for the Aquatic Planner's review. If an accident report is completed, the **Safety Check** should be submitted along with the **Accident Report** by the next business day.

DAILY REPORT				
Safety Check				
Site: _____		Date: _____		
			Time: _____	
Guard(s) on Duty:	_____	_____	_____	_____
	_____	_____	_____	_____
	Y	N	ACTION TAKEN	ACTION NEEDED
Rescue Equipment				
Rescue tubes and straps in good repair				
Fanny packs are in good repair				
Fanny packs are well stocked				
Backboards are in good repair and straps are readily accessible				
First Aid Kit is On Deck				
First Aid is Well Stocked				
Telephones working properly				
AED is in the Cabinet				
AED is Ready For Use				
Life preservers are clean and in good repair				
Pool and Deck				
Deck is in good repair				
Deck and gutters are clean and clear of objects				
Pool ladders are secured properly				
Chain covers are clean and secured properly				
Pool diving lines are in order				
Deck is free of standing water				
Equipment closet is clean and organized				
Site box is on deck and organized				
Recreational Equipment				
Ladders to diving boards are in good repair				
Diving boards are clean and not slippery				
Masterball lifelines are at the lowest setting				
Basketball hoops are in good working order				
First Aid Kit Contents:				
Item	Qty	Item	Qty	
Gauze Pads (4"x4")	5	Adhesive Tape (roll)	1	
Gauze Pads (8" x 10")	2	Eye Wash (bottle)	1	
Band Aids (1"x3")	50	ACE Bandage (roll)	1	
Triangular Bandage	2	Disposable Gloves (pair)	5	
Scissors (pair)	1	Pocket Mask	1	
Gauze Roller Bandage (roll)	2	Breathing Barrier	0	
Tweezers (pair)	1	Ice Packs	3	
Vaseline (packets)	15	Biohazard Bags	3	
Butterfly Closures	25	Brown Paper Towels	30	

Employees should be able to locate the nearest telephone, at every site they work at. On your first shift you will need to arrive extra early to locate the nearest telephone, the AED, and the First Aid Kit.

All staff members are required to have the First Aid box at their site readily available and adequately stocked. The Parks and Recreation Department will supply you with a fully stocked First Aid Kit at the beginning of the season. As replacement supplies are needed during the course of the program, the Aquatic Planner must be notified in writing. During the summer months, please allow 48 hours for the supplies to arrive. During the fall, winter and spring; the Aquatic Planner should deliver the supplies within one week. Head instructors may be asked to assist the Aquatic Planner with this.

4.5 Program Wrap-Up

Each employee will be asked to complete or to contribute to the completion of a final report at the end of the program. This must be turned in before receiving your final check. For Indoor Aquatics, this includes site set up and tear down, instructor packets, safety checks, and open swim admission reports.

4.6 Staff Incentives

Summer Season

Employee of the Site:

The Head Instructor at each site will pick an employee from his or her site (lifeguard or swim instructor) that he or she feels is a representative of the Eau Claire Parks and Recreation standard and goes above and beyond the outline of their job requirements. Head Instructors will inform the Aquatic Planner by second Thursday of the sessions. These employees will receive a prize each given by the Aquatic Planner.

Employee of the Session:

Out of all staff at all sites working that particular session, the Aquatic Planner(s) will choose one staff member to be the “Employee of the Session” based off of attitude, performance, involvement, etc. witnessed. This employee will receive a prize given by the Aquatic Planner.

Site of the Session:

The Aquatic Planner will pick a site as “Site of the Session” at the end of each session during the summer. The Head Instructor whose site that runs the most efficient will receive this award. This will be determined by the quality of paperwork submitted to the Aquatic Planner, frequency of lessons starting and ending on time, all team members arriving to work on time and excited to be there, and the head instructor going above and beyond these requirements. The Head Instructor will receive a reward to share with their team. The award will be determined by the Aquatic Planner.

4.7 Staff Discipline and Evaluations

Staff Discipline follows the three-strike procedure. Steps may be skipped pending on the severity of the incident.

1. Verbal Warning
2. Written Warning
3. Termination

Staff evaluations will be done periodically on all staff members. Everyone will receive a mid-season evaluation and an end of the season evaluation during the summer. Other evaluation forms include:

- ❖ Instructor Mini Evaluations
- ❖ Instructional Skills Evaluation
- ❖ Lifeguard Mini Evaluations
- ❖ Red Bag Drill Evaluations

Instructor Mini-Evaluation

Swim Instructor Mini-Evaluations are used to quickly give positive and constructive feedback. Mini-evaluations will be completed once a season but the Program Supervisor, Aquatic Planner or Head Instructor. Mini-evaluations are completed by watching an instructor teach for 10-15 minutes. There will be comments on what the instructor did well during that time and some comments suggesting changes or improvements. The instructor will be asked to look over the evaluation, sign it and return it to the Aquatic Planner.

INSTRUCTOR MINI-EVALUATION		
Instructor:		
Level:		Date:
Supervisor:		Pool:
Skills Taught:		
Positive Instructional Techniques/Behaviors		Instructional Ideas
Other comments:		
Instructor Signature:		

Instructional Skills Evaluation

Eau Claire Parks and Recreation Swimming Instructor Skills Evaluation	Instructor: _____ Day, Date, Time: _____ Level: _____												
0 = Did no meet Ojectives – 1= Met 1 Objective – 2 = Met 2 Objectives – 3=Met 3 Ojectives													
Prepared (helped set up / tear down; equipment available, orderly)	0 1 2 3												
Comments:													
Started (On time; in uniform; captured participants attention)	0 1 2 3												
Comments:													
Greeted ALL Participants (by name, with physical contact, and enthusiasm)	0 1 2 3												
Comments:													
Maintained a SAFE environment (aware of their students, station, deck)	0 1 2 3												
Comments:													
Created a FUN environment (smiles/laughter, animated/expressive, interactive)	0 1 2 3												
Comments:													
Encouraged/motivated ALL participants (challenged, praised, high five)	0 1 2 3												
Comments:													
Communicated Skills Effectively (tone/volume, concise, correct terminology)	0 1 2 3												
Comments:													
Demonstrated Skills Effectively (accurate, visible, multiple angles)	0 1 2 3												
Comments:													
Corrected Paricipants Effectively (re-tell, re-demo, hands-on)	0 1 2 3												
Comments:													
Ended (On time, closing game/activity, "next lesson" statement)	0 1 2 3												
Comments:													
Used Equipment effectively (briefly, intended use, step toward skill)	0 1 2 3												
Comments:													
Managed the class (control, active student participation, purposeful)	0 1 2 3												
Comments:													
Understands ECPR Instructional Philosophies (methodology, games/songs, behavioral control)	0 1 2 3												
Comments:													
Able to Identify different learners (new term, appeal to child, return to earlier skill)	0 1 2 3												
Comments:													
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Evaluator Signature: _____	Score:	/	=	%	 <i>Shadow Leader: 90% Pass: 80% PIP: <80%</i>								
Instructor Signature: _____													

Instructional skills evaluations are completed by the Aquatic Planner. These are an in-depth look at the instructional skills of an instructor. The “Instructional Skills Evaluation” will be completed while watching an instructor teach an entire lesson, from attendance to class wrap-up. The “Instructional Skills Evaluation” is used to assist the Aquatic Planner with Mid-Season and End of Season Staff Evaluations. The Aquatic Planner will complete one “Instructional Skills Evaluation” for each instructor during the fall/winter/spring season. During the summer months, an “Instructional Skills Evaluation” will be completed once during the Summer Season.

Lifeguard Mini-Evaluation

Lifeguard mini-evaluations are used to quickly give performance information to lifeguards. An Aquatic Planner or Program Supervisor will complete the evaluation, during a site visit. Each swim lesson guard will receive a mini-evaluation once during the summer season.

LIFEGUARD MINI-EVALUATION					
Lifeguard:			Date:		
Supervisor:			Pool:		
1=poor 5=excellent					
1	2	3	4	5	N/A
Lifeguard is punctual in arriving to work.					
1	2	3	4	5	N/A
Lifeguard is in proper uniform.					
1	2	3	4	5	N/A
Lifeguard is attentive.					
1	2	3	4	5	N/A
Lifeguard appropriately scans his/her zone.					
1	2	3	4	5	N/A
Lifeguard interacts with swimmers in an appropriate manner/ deals appropriately with disciplinary problems.					
1	2	3	4	5	N/A
Lifeguard enforces rules and safety guidelines.					
1	2	3	4	5	N/A
Lifeguard fills out necessary paperwork carefully & correctly.					
1	2	3	4	5	N/A
Lesson guard/Water fitness guard: moves around pool, follows higher risk groups to deep end, etc.					
Additional comments:					
Lifeguard Signature:					

Red Bag Evaluation

Red Bag Evaluations involve a patron or staff member waving a red biohazard bag. This indicates to the lifeguard that this is a mock emergency and that he/she should respond accordingly. All lifeguards throughout the season will receive one of these. Lifeguards are evaluated on the following criteria:

<u>LIFEGUARD RED BAG EVALUATION</u>		
Lifeguard _____	Chair _____	
Date _____	Time _____	# of lifeguards in rotation _____
Victim Recognition		
<input type="checkbox"/> Lifeguard recognizes victim within 10 seconds. <input type="checkbox"/> Lifeguard's scanning practice is clear and systematic. <input type="checkbox"/> Lifeguard recognizes victim behavior and responds within an appropriate amount of time.		
Lifeguard Response		
<input type="checkbox"/> Lifeguard activates E.A.P using the appropriate amount of whistle blasts. <input type="checkbox"/> Lifeguard uses a water entry that is safe for the rescuer, the victim, and the bystanders. <input type="checkbox"/> Lifeguard is aware of any hazardous conditions before and during rescue (i.e. tube strap, cause of accident) <input type="checkbox"/> Lifeguard uses an appropriate approach based on the characteristics exhibited by the victim. The approach is safe for both the lifeguard and the victim.		
Rescue		
<input type="checkbox"/> Lifeguard uses an appropriate rescue technique based on the characteristics exhibited by the victim. <input type="checkbox"/> Rescue skill used remains consistent with American Red Cross guidelines. <input type="checkbox"/> Rescue is efficient and safe for the rescuer and the victim. <input type="checkbox"/> Lifeguard recognizes whether additional help is needed and summons help is necessary.		
Comments/Recommendations:		

Aquatics Director Signature _____		
Lifeguard Signature _____		
Comments from lifeguard		

4.8 Records and Reports

Indoor staff will be responsible for completing daily attendance/cash records, Safety Checks, accident reports, and incident reports. All forms should be completed thoroughly. Staff should refrain from stating any personal opinions when completing these reports.

The general city accident report will be completed every time program participants are injured. A “**First Report of Injury**” should be completed for **any accident or injury to an employee**. Incident reports will be completed for persistent discipline problems, equipment problems, and rescues.

Incident Report

These forms are found in the site box and must be submitted to the Aquatic Planner within 24 hours of the incident. Please contact the Aquatic Planner immediately following a major incident (water rescue, pool closure, patron asked to leave, damaged ECASD equipment). At that time, the Aquatic Planner will direct you whether they will pick up the form or it should be dropped in the 24 hour Drop Box, located at the Hobbs Ice Center. All forms must be dropped off at Hobbs by 8:00am. Incident reports are used to document:

- A pool closure to severe weather
- Contaminated pool water
- Behavioral Issues
- Rescuing an Active Victim
- Assisting a Distressed Swimmer
- Equipment Malfunction/Failure
- Damage to ECASD Equipment or Facilities

Accident Report

Accident reports are used to document an injury to a patron or an employee. Patron Accident Reports are available in the Site Box and must be completed immediately following any First Aid Treatment (Minor or Major). These forms must be received by the Aquatic Planner within 24 hours. Please contact the Aquatic Planner, to inform them of the accident. At that time, the Aquatic Planner will direct you to leave the form in the Site Box or drop it in the 24 hour Drop Box, located at the Hobbs Ice Center.

Refusal of Care Form...

A Refusal of Care Form must be completed **anytime an adult denies First Aid Care and or the Notification of Advanced Medical Personnel**, for themselves or a minor in their care. This form **must be completed and signed by the Primary Rescuer and the Injured Party or their Guardian**. Witnesses to the denial should also sign the document. Witness may be Adult Patrons or other Staff Members Present at the time of the denial.

4.9 Timesheets

It is the employee's responsibility to complete a timesheet recording all hours worked.

- Timesheets are to be completed on the last scheduled shift you work before end of the pay period.
- Employees are required to fill out the timesheet completely and correctly.
- ***Employees will be responsible to drop off completed timesheets at the Parks and Recreation Office by 8:00PM, on the Sunday before a payday.***
 - Highly encouraged to turn in by 12:00pm, on the Friday before payday.
- If an employee works for Indoor Aquatics and Fairfax, two separate timesheets need to be filled out and submitted to the respective supervisor for review. During the summer, Swim Instructors teaching at Fairfax must put their teaching hours on their Indoor Timesheet and Water Fitness Instructors will input their hours under the Fairfax program number.

Tips for Timesheets

KNOW YOUR EMPLOYEE NUMBER AND PAY RATE

Program Number = Listed at the bottom the timesheets

- Indoor Pool Operations, (1616)
- Outdoor Pool Operations (Fairfax), (2340)

Program Name = List Position Worked (**Each position receives a separate line**)

- Open Swim Guard, (OSG)
- Lifeguard In-service (skills)
- Water Fitness Guard (WFG)
- Swim Lesson Guard (SLG)
- Water Fitness Instructor (WFI)
- Swim Instructor (SI)
- Certs / Instructor In-Service (SCI)
- Head Instructor (HI)
- Adaptive Instructor (ASI)
- Individual Instructor (ISI)
- Head Instructor Office Hours (HIO)

Totals are done in several places and several ways.

-Total hours worked both weeks for each position

-Total hours worked each week

-Total hours worked both weeks

****NOTE:** All totals must be accurately completed and listed

Regular guarding hours at Fairfax go on a separate timesheet.

-However, hours worked at Fairfax plus hours worked at an indoor site may not exceed 40, without prior approval from the Program Supervisor, Aquatic Planner, and Pool Managers

Refer to the Recreation Services Employee Manual for the Part-Time Seasonal Team for more explanation and for an example of a filled-out timesheet.

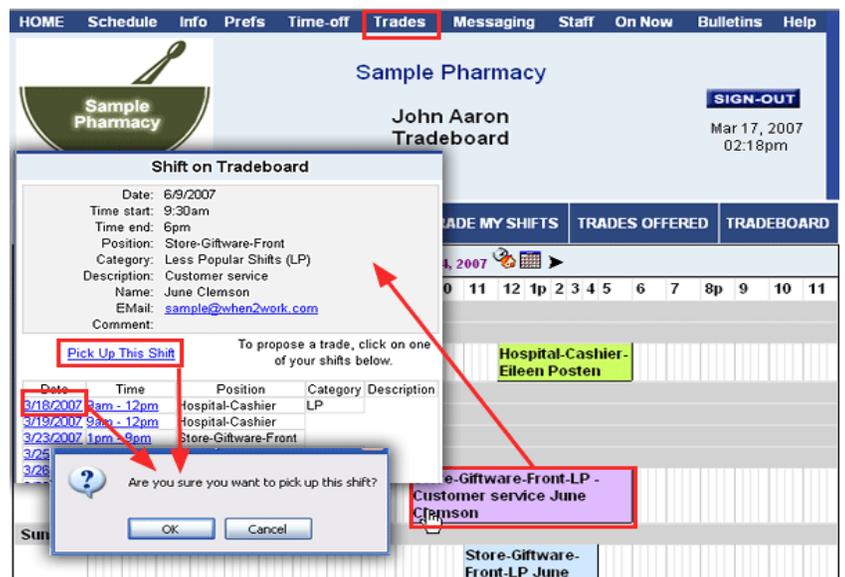
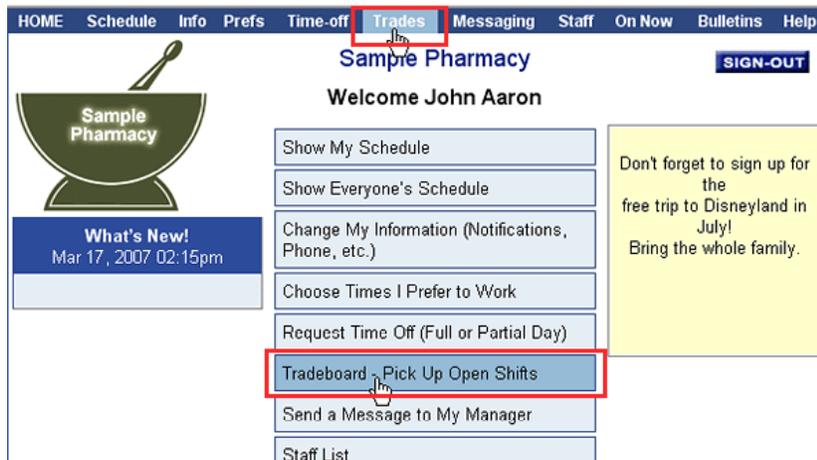
4.10 Finding a Sub

You Are Responsible For Finding Your Own Sub!!

Trade & Pick-Up Shifts

All trades and picking up of shifts need to be done via When to Work. Once you have logged into “When to Work,” go to the Tradeboard by clicking on the “Trades” tab of your home screen. All trades will require manager approval. If you put your shift up on the Tradeboard, you are responsible for it until someone else has taken your shift and the Aquatics Planner has approved it.

*****ALL EXCUSED ABSENCES MUST BE APPROVED BY THE AQUATIC PLANNER 24 HOURS IN ADVANCE. LAST MINUTE TRADES WILL BE CONSIDERED ON AN EMERGENCY BASIS ONLY.****



When you click a shift in the schedule, or on the Tradeboard, that you are qualified and available to work you will see the **Propose a Trade** link.

If you want to offer to take this shift then click the "**Ask To Pick Up This Shift**" link to send the offer.

If you want to propose a trade of one of your shifts, click that shift link to send the offer to the other employee for their approval.

If you have requested a shift or to pick up an unassigned shift and your manager has not yet made a decision on it you can cancel the request.

Always check your schedule online multiple times a week so you know exactly when you are scheduled to work!

Please remember, if you are a *swimming instructor* you are *assigned to teach an entire session of lessons*. This consists of a set number of lessons over a set period of time. You have a responsibility to the students that you teach to provide them with a consistent instructional setting. **You may not miss more than two classes each session**. Additional absences are unfair to the students and the other instructors who need to cover for your absences. If you will miss more than one day in the same session, please try to find the same sub for each day. If you are going to miss more than two days of a session you will not be able to teach for that session. Please let the Aquatic Planner know of any known absences that will require you to be gone for more than two days.

Sub Lessons Plans must be completed and given to the substitute teacher at least 2 days before the day you will be absent. They should be detailed and allow your sub to keep your class moving towards completion.

If you become ill please contact the Aquatics Planner and your Head Instructor immediately. The Aquatics Planner will help, but do your best in finding your own sub.

4.11 Weather Conditions

If school is cancelled or let out early due to weather conditions, there will be no Parks and Recreation activities at the site on that day.

- If the weather is questionable, guards and other pool personnel should call one hour before they are scheduled to see if the site will be open.
- If guards and instructors report to work and the weather is bad or turns bad, they may be sent home. All personnel will be paid for time that they were on duty. Staff should follow the Severe Weather Emergency Plan during the event of severe weather conditions.

Severe Weather Emergency Plan

- a) After sirens are heard, clear the pool immediately.
- b) Refer to local news sources via radio, cell phone or tablet in order to identify the situation.
- c) If access to local news sources is unavailable, contact the Aquatic Planner or the Program Supervisor for more information.

Tornado Warning

(Indoor Pools)

- Assist all patrons into one locker room.
- Do not let anyone leave unless a parent/guardian accompanies him or her.
- While in the locker room, try to keep everyone clam, occupied, and organized. This is a good time to do Safety Day activities, sing songs, or play games, but it must apply to swim lessons.
- DO NOT let patrons shower at this time.
- One staff member needs to check the hallways and pool for wandering patrons.
- The Head Guard or Head Instructor should stay in the hallway and monitor the weather situation by periodically checking with the Aquatic Planner or Program Supervisor.
- Once weather has cleared, assist patrons into the pool in an orderly fashion.

Severe Thunderstorm Warning

- Upon hearing sirens sounding, the pool will be cleared.
- Once the pool is clear, do Safety Day activities on deck.
- Do not let anyone leave unless a parent/guardian accompanies him or her.
- DO NOT let patrons shower at this time.
- The Head Guard or Head Instructor should monitor the weather situation and stay in contact with the Aquatic Planners or Program Supervisor.
- Once the weather has cleared, assist patrons into the pool in an orderly fashion.

Fairfax

For weather related emergencies at Fairfax, instructors and participants will follow the direction of the Fairfax lifeguards and management.

NOTE: The pool must be cleared in all cases in which the National Weather Service issues a severe weather warning. However, we **will not** cancel lessons. Instructors will discuss SAFETY TOPICS and conduct DRY LAND ACTIVITIES that relate to swim lessons!

5.0 Finance

5.1 Admissions

Daily Open Swim Attendance Records must be completed each day for Open Swim. These forms can be found in the site box at each site. All money collected should be placed in an envelope. Place the Open Swim Attendance Record in the same envelope as the money. Be sure to label each envelope with the date, site location, event, and money amount. Be sure to leave \$30 in the moneybag at all times, this may require shorting your deposit and leaving a note for the Aquatic Planner on the Attendance Record.

Remember to greet every patron who enters the facility with the following:

“Welcome to Open Swim, how may I help you?”

The deposits are to be brought to the administration offices within 24 hours of the last scheduled open swim each week. The afterhours drop box can be used if the administration offices are closed.

During Open Swim and Water Fitness classes, we will be accepting City Pass entries. These individuals will be documented on the same Open Swim Attendance Record as the cash admissions. Open Swim will receive 1 punch, while Water Fitness will receive 2 punches.

Open Swim Admissions Reports:

The Head Guard or cashier is responsible for ensuring that an Admissions Report is completed during any scheduled open swim. The Admissions Report and Deposit are to be dropped in the afterhours drop-box, immediately following the scheduled open swim. The deposit should be in a sealed envelope with the Admissions Report enclosed. On the outside of the sealed envelope, indicate: Program Name (Open Swim), Location, Date, Amount Collected, and Head Guard’s name.

The deposit must be received by the administration office by the end of the **NEXT business day.

Front of Open Swim Admissions Report:

EAU CLAIRE PARKS & RECREATION Daily Cashier's Report - Drop in Programs

Date: _____ Cashier(s): _____
 Program: _____
 Location: _____

City Passes Sold: (\$30.00)**Record Pass # on the Line**
 1) _____ 3) _____ 5) _____ 7) _____ 9) _____
 2) _____ 4) _____ 6) _____ 8) _____ 10) _____

Cash Admissions (\$3.00): _____

Youth _____ Youth Total _____
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67
 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99
 Adult _____ Adult Total _____
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67
 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99

City Pass Admissions (1 Punch): _____ Youth Total _____
 Youth: _____
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67
 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99
 Adult: _____ Adult Total _____
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67
 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99

Free Passes: _____
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Low Lane Uses: _____
 6:30 PM _____ 7:00 PM _____ 7:30 PM _____ 8:00 PM _____ 8:30 PM _____

Daily Totals:		Revenue Totals:	
City Pass Sales:	X \$30.00		
Cash Admissions:	X \$ 3.00		
City Pass Admissions:			
Free Passes:		Total Deposit:	

For Office Use Only:
 Front Desk Initials _____ Receipt # _____

Back of Open Swim Admissions Report:

Daily Cashier's Report Instructions

Recording City Pass Sales and Admissions:

City Passes Sold:
 1) Pass Number must be recorded on the line.
 2) Check Payments
 a. Payable to "EAU CLAIRE PARKS and RECREATION"
 b. verify ID for all Check Payments
 3) Credit Card Payments
 a. Patron Completes City Pass Order Form
 b. on the front of the envelope record
 i. Pass #(*)
 ii. # of Passes Purchased
 iii. Total amount
 c. Seal Completed Form in Envelope
 d. Have Patron Sign Along the Seal

Cash Admissions:
 1) Patron is paying for Admission with Cash or Check.
 2) Credit cards are not accepted for Daily Admission to Drop-in Programs.

How to Complete the Daily Totals:
 City Pass Sales:
 Record Total Number of City Passes Sold
 City Pass Admissions:
 Record Total Number of Cash Admissions.
 Total Youth + Total Adult = Total Cash Admissions

How to Complete the Revenue Totals:
 Cash Admissions:
 Multiply Daily Total by \$3.00
 City Pass Sales:
 Multiply Daily Total by \$30.00
 Total Deposit:
 1) Count Out Start Change
 2) Place Start Change in Money Bag.
 3) Count All Remaining Cash + Cash Total
 4) Add Up All Checks + Check Total
 5) Add Up Totals on All Envelopes + Credit Card
 6) Total Deposit = Cash + Checks + Credit Card
 7) Total Deposit Must Equal:
 City Pass Sales + Cash Admissions

Pay Before You Play Policy; Dealing with Patrons who Haven't Paid

Remember that **SMILING** and using a **KIND TONE OF VOICE** while implementing any of these strategies will put patrons at ease and help dissolve the awkward nature of this situation.

For Adults Ask: **“Do you have a season pass?”**

- Although we do not have indoor season passes, this starts a conversation about paying and gives you an opportunity to explain the **Pay Before You Play Policy**.

For Adults Ask: **“Did another lifeguard check you in?”**

- When going from break guard to on duty, pass the message onto the other guards that a patron has not paid and have the new breaking guard ask.

Politely Ask: **“Have you ever swum with us before?”**

- Again, this gives you an opportunity to explain our paying policy.

For Younger Patrons Ask: **“Do you have someone coming to pay for you soon?”**

Other:

- If your site has a dry-erase board and markers, make an eye-catching sign visible to patrons.
- Post laminated signs in high traffic areas (found in site box).
- Make eye contact with patrons as they enter pool area

6.0 Program and Service Management

6.1 Swimming Lessons

Student/Teacher Ratios

<i>CLASS</i>	<i>RATIO</i>	<i>TIME</i>
Parent Child Level 1	1:5	30 minutes**
Parent Child Level 2	1:5	30 minutes**
Otter (PSA L1)	1:5	30 minutes**
Seal (PSA L2)	1:5	30 minutes**
Dolphin (PSA L3)	1:5	30 minutes**
Level 1 for 6 years old +	1:8	55 minutes
Level 2	1:8	55 minutes
Level 3	1:8	55 minutes
Level 4	1:10	55 minutes
Level 5	1:10	55 minutes
Level 6	1:10	55 minutes
Junior Lifeguarding	1:10	2 hours
Lifeguard Training	1:10	40 hours
Water Safety Instructor	1:10	40 hours

**Parent-Child and Preschool classes may be approved for up to a ratio of 1:6

YMCA / Red Cross Conversions

These are approximate conversions between the Red Cross “Learn to Swim” program and the YMCA swim lesson program. Each program has slightly different requirements at each level, so some skills may overlap. American Red Cross age guidelines must be followed no matter the skill level of the child in the YMCA program. If a child has completed the Ray/Starfish levels and is older than six, that child may start the “Learn to Swim” Program in Level 2 or Level 3.

<u>YMCA</u>		<u>RED CROSS</u>
6 months - 3 years old		
Skips/Pike&Parent	⇒	Parent Child Levels 1 & 2
3 - 6 years old:		
Pike I & II	⇒	Otter - Seal
Eel	⇒	Seal
Ray	⇒	Dolphin
Starfish	⇒	Dolphin - Orca

YMCA

RED CROSS

6 years old and older:

- | | | |
|-------------|---|-------------|
| Polliwog | ⇒ | Level One |
| Guppy | ⇒ | Level Two |
| Minnnow | ⇒ | Level Three |
| Fish | ⇒ | Level Four |
| Flying Fish | ⇒ | Level Five |
| Shark | ⇒ | Level Six |

6.2 Swimming Lesson Instructor Packets

Instructors will be given a packet of information for each class he/she will be teaching at the beginning of every new session. Each packet should contain an attendance sheet, blank block lesson plan, and a skills check-off sheet. When 2 or more instructors are assigned the same level a separate "Team" attendance sheet, block plan and skills check off must be completed. Completed instructor packets should be turned into your Head Instructor.

Attendance Sheet & Roster

Instructors are required to take attendance daily. An X indicates a student is present. An O indicates an absence. A total attendance figure should be written at the bottom of the attendance sheet for every day of lessons. If a student shows up to class that is not on your class attendance sheet please follow the directions listed under "Not On Roster" procedures on page 33. Rosters are only included in the instructor packet if a student has an illness the instructor should know about or for verification of age in the Preschool Program. Students who do not attend or stop attending are never to be crossed off by an Instructor or Head Instructor.

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Activity Attendance Sheet
Tennis-Advanced Beginner - SAYTI-114NS

Dates: 06/15/10 to 07/08/10 Season: Summer 2010 Enroll Min/Max: 0 to 16 Enrolled: 8
 Time: 04:00 PM to 05:00 PM Term: Waiting List: 0 Holds: 0
 Weekdays: Tu Th Primary Instructor: Northstar Tennis 4 Team Placeholders: 0 Total: 8
 Type: Classes Location: Northstar Tennis 4 Open: 8
 Activity/Category/ActivityCat: Athletics Ages: 10 to 17

#	Enrollee Name	Qty	06/15	06/17	06/22	06/24	06/29	07/01	07/06	07/08
1	Bunge, Calvin	1	X	X	X	O	X	X	X	X
2	Craker, Mason	1	X	X	X	X	O	X	X	X
3	Engan, Taylor	1	O	X	X	X	O	X	X	X
4	Kison, Ava	1	X	X	O	X	X	X	X	O
5	Kison, Coby	1	X	X	X	X	X	X	X	X
6	Loomis, Ben	1	O	X	X	X	O	X	X	X
7	PHILLIPS, ALAK	1	X	X	O	X	X	X	X	X
8	Sando-Malchow, Eve	1	X	O	X	X	O	X	X	X
			6	7	6	7	5	7	8	7

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Activity Roster (Expanded)
Tennis-Advanced Beginner - SAYTI-114NS

Dates: 06/15/10 to 07/08/10 Season: Summer 2010 Ages: 10 to 17 Enrolled: 8
 Time: 4:00 PM to 5:00 PM Term: Enroll Min/Max: 0 to 16 Holds: 0
 Weekdays: Tu Th Site: Eau Claire Parks and Recreation WaitList: 0 Team Placeholders: 0
 Type: Classes Location: Northstar Tennis 4 Total: 8
 Activity/Category/ActivityCategories: Athletics Open: 8

ROSTER Transactees Shows Only

#	Tx Type	Enrollee Name Address	Qty	Age	Gender	Date	Time	Total Fee Receipt # Total Paid Trans Name
1	Enrollment	Bunge, Calvin 2841 Neptune Ct Eau Claire, WI 54603 (715)633-8638	1	10.10	M	06/05/2010	5:49 AM	\$6.00 (100796.00) \$6.00 \$0.00
2	Enrollment	Craker, Mason 3607 Gold Ridge Road Eau Claire, WI 54701 (715)829-7132	1	10.11	M	04/08/2010	5:07 PM	\$6.00 (100796.00) \$6.00 \$0.00
3	Enrollment	Engan, Taylor 722 Sibley Lane Eau Claire, WI 54603 (715)831-8104	1	12.5	F	04/07/2010	2:18 PM	\$6.00 (1001059.00) \$6.00 \$0.00
4	Enrollment	Kison, Ava 1309 Brookline Ave Eau Claire, WI 54603 (715)834-4774	1	10.0	F	04/05/2010	10:11 AM	\$6.00 (1007632.00) \$6.00 \$0.00
5	Enrollment	Kison, Coby 1309 Brookline Ave Eau Claire, WI 54603 (715)834-4774	1	11.8	M	04/05/2010	10:11 AM	\$6.00 (1007632.00) \$6.00 \$0.00

Block Lesson Plans

Instructors are required to complete block lesson plans for each session. These must be completed no later than the start of your first class on Day 2. Refer to the Water Safety Instructor CD ROM for sample block plans at each level. Instructors are encouraged to use these examples to complete their own personal Block Plan. Be sure to have all skills introduced by the end of the fourth day of lessons. New skills for days 5 thru 8 should advance/combine skills from days 1-4. Instructors can claim certain hours for filling out block plans each session/day they teach.

During the school year: Instructors who teach Monday or Wednesday or 1-2 classes on the weekend can claim 1 hour for block plans and 0.5 hours for certs/bookmarks. Instructors who teach Saturday or Sunday can claim 2 hours for block plans and 1 hour for certs/bookmarks.

For summer, Instructors who teach 1-2 classes per site can claim 1 hour for block plans and 0.5 hours for certs/bookmarks. Instructors who teach 3+ classes per site can claim 2 hours for block plans and 1 hour for certs/bookmarks.

Aquatics Program Swim Instructor Block Plan

Instructor: Aly Haldeinan Site: DeLong
 Level: 3 Day: Mon-Thurs Time: 10:00-10:55
 Start Date: 7/26/10 End Date: 8/5/10

Day 1	Day 2	Day 3	Day 4
Safety Topic <u>Pool Safety</u>	Safety Topic <u>Reach or throw don't go</u>	Safety Topic <u>Each give one Safety role</u>	Safety Topic <u>Look before you leap</u>
Opening Activity/Review Skills <u>-floats</u> <u>-glides</u>	Opening Activity/Review Skills <u>-Front crawl</u> <u>-Back crawl</u> <u>-treading water</u>	Opening Activity/Review Skills <u>-Front crawl</u> <u>-back crawl</u>	Opening Activity/Review Skills <u>Front crawl</u> <u>back crawl</u> <u>Survival float</u> <u>Back float</u>
New Skills <u>-Front crawl width</u> <u>-backcrawl width</u>	New Skills <u>-Survival float</u> <u>-bobbing/mooring</u> <u>-Elementary back</u>	New Skills <u>-Oral breathing</u> <u>-Elementary Kick</u> <u>-treading water</u>	New Skills <u>-Elementary backstroke</u> <u>-Streamline dolphin kick</u>
Game/Song <u>Fish Fin</u>	Game/Song <u>Rings</u> <u>Color game</u>	Game/Song <u>If you like...</u>	Game/Song <u>Fish Fin</u>
Equipment <u>-kickboards</u> <u>-rings</u>	Equipment <u>-kickboards</u> <u>-rings</u>	Equipment <u>-rings</u> <u>-kickboards</u>	Equipment <u>-rings</u>

Day 5	Day 6	Day 7	Day 8
Safety Topic <u>Jumping/ diving poles</u>	Safety Topic <u>Think twice.</u>	Safety Topic <u>Think so you don't sink</u>	Safety Topic <u>All safety topics.</u>
Review Skills <u>-Front crawl</u> <u>-back crawl</u> <u>-floats</u>	Review Skills <u>-elementary backstroke</u> <u>-Front crawl/back</u>	Review Skills <u>All skills</u>	Review Skills <u>/</u>
New Skills <u>-gliding streamline</u> <u>-Elementary backstroke</u>	New Skills <u>-Diving</u> <u>-Survival Kick</u>	New Skills <u>Exit skills</u>	New Skills <u>/</u>
Game/Song <u>Fish Fin</u>	Game/Song <u>Color game</u>	Game/Song <u>any game</u>	Game/Song <u>/</u>
Equipment <u>-rings</u> <u>-kickboards</u>	Equipment <u>rings</u>	Equipment <u>rings</u> <u>kickboards</u>	Equipment <u>rings</u> <u>kick boards</u>

Name		Phone	Attendance									
Last	First		7/26	7/27	7/28	7/29	7/30	8/1	8/2	8/3	8/4	8/5
Barthe	Alyssa	715-335-5345	X	X	X	X	X	X	X	X	X	X
Chamberlain	Samantha	715-335-9710	X	X	X	X	X	X	X	X	X	X
Jochimsen	Phyllis	715-336-9477	X	X	X	X	X	X	X	X	X	X
Reis	Jordan	715-335-9668	X	X	X	X	X	X	X	X	X	X
Va	Logan	715-335-0372	X	X	X	X	X	X	X	X	X	X
Smith	Justin	715-335-5638	X	O	O	O	O	O	O	O	O	O
Tracy	Adam	715-335-2560	X	X	X	X	X	X	X	X	X	X
Reis	Ashley	715-335-7777	X	X	X	X	X	X	X	X	X	X

Daily Lesson Plans

From the Block Plan instructors can complete Daily Lesson Plans for each lesson they teach. Daily Lesson Plans are helpful for writing specific, measurable objectives for each class period and for writing out the specific activities for that class. Lesson plans are not set in stone and serve as a guideline to help you be an organized, efficient teacher and help in increasing student's practice time. A Daily Lesson Plan is not a required document and does not have to be turned in with the instructor packets but it is helpful to have.

Skills Check-off

A skills checklist will be given to all instructors to use during the course of each class. This is to ensure that all skills are taught and each participant demonstrates mastery, at each skill, in order to complete the designated level. The skill checklist should also clearly indicate if the student passes the requirement (X), is close but not ready to pass the requirement (O) or doesn't pass the requirement (N). If a student doesn't meet a requirement, the instructor must indicate why on the skill checklist. Completed skill checklists must be returned as part of a completed instructor packet.

6.3 First Day of Class

Immediately before a class starts, instructors will hand out the First Day Parent Letter, communicating some basic information about swimming lessons. The Head Instructors are responsible for presenting the "First Day Letter" to parents in the form of a small speech. Listed below is the information Head Instructors are expected to communicate to parents. Parent-Child levels will receive a different First Day Letter that can be found in the site box.

Moving Students, Dividing Classes

If a student is demonstrating above average or below average skills, the Aquatic Planner must be informed. **Instructors do not have the authority to move students into different classes on their own.** The Aquatic Planner will do their best to move students, but it is not guaranteed.

Head instructors will help divide co-instructor classes based on the following criteria:

- New Instructors:** Keep classes together, each has his/her set students, do activities together (first 2-3 days) (2 new instructors cannot teach together, must be with a returner)
- Experienced Instructors:** Divide students into two separate classes, each has his/her set students and follows their own lesson plan.

First Day Class Announcements

- Welcome the participants and parents to Park and Rec. Swim lessons
- Introduce the staff and what levels they will be teaching
- Let parents know that the class runs for 55 or 30 min. so they can plan accordingly
- Park and Recreation deemphasizes the pass/fail aspect of swimming lessons, some kids take longer to learn some skills
- Additional practice during Open Swim can help the children progress.
 - Summers: Fairfax 11:30-7:00 M-F, 11:30 – 6:00 Sat, 1:00 – 6:00 Sun
 - School Year: One indoor site on Wednesdays from 6:30 – 9:00 PM
- Let parents know that especially in the lower level the kids will play a lot of games, not to waste time but learn certain skills in fun ways.
- Parents can stay the 1st, 4th, and last day of lessons because of safety concerns. Staying additional dates can act as a distraction for some students.
- Instructors are available five minutes before and/or after class if you need to talk to them.
- At the end of the session Parks and Rec will email an online evaluation to parents. We know three days of observation isn't enough, so we encourage you to talk to your children about their experience.
- All registration must be done at Park and Rec (915 Menomonie), we are not able to transfer students from on class to another at the site.
- We ask that your kids take a quick shower before coming into the pool area.
- If your child needs help changing at the site, please use the locker room that is gender-appropriate for the parent. If this is a problem, please use stalls, corners, or the bathroom area for changing.
- When possible, school age children should use gender appropriate locker.
- During class, children go to the bathroom alone, if they are not back in 5 mins, they will be checked on.
- No cell phones in locker rooms
- No goggles that cover the nose and no nose plugs at any level
- In level 2 and under, no goggles are allowed
- We ask that children with long hair have it tied back for class.
- Use of the diving board is a privilege to be earned by developing strong swimming skills.
 - Children must be able to jump and surface without assistance. Instructors can only help them reach the side.
 - Use of Flotation devices is not allowed off the diving board (life jackets, aqua joggers, etc)
- Weather: We do not cancel lessons if there is a thunderstorm. We ask that parents please alert the staff if the weather turns bad outside. We often can't hear the sirens in the pool area. We will clear the pool in the event of severe lightning and conduct dry land activities related to safety or other swimming topics.
- Please refer to the phone number on your "First Day Parent Letter" to find out if lessons are canceled. If school is ever canceled, lessons will be also canceled.
- If we do cancel a swim lesson, we will do our best to make it up but it is not guaranteed.
- Parks and Rec does NOT have formalized test days. Students will be evaluated from the first day to the last day to determine readiness for the next level.
- We are switching to a new skills handout that will be given to the students on the last day. Links to printable participation certificates are available on those handouts.

First Day Parent Letter Example

New Address:
915 Menomonee Street
Eau Claire, WI 54701

Tuesday & Thursday Evening Lessons at South Middle School
April 6th thru April 29th

Thank you for enrolling in the Parks and Recreation swimming lessons. Your instructors for this session will be **Sam, Erin, Jenna G, and Allie**. Your lifeguards will be **Chris, Shandel, and Jenna V**. Please keep in mind that swimming lessons are designed to help students develop their abilities while having an enjoyable time in the water. All the activities and games performed in these swimming lessons are intended to help reach class goals and objectives. These activities also build confidence and remove apprehension.

The Eau Claire Parks and Recreation Department is a proud provider of American Red Cross Water Safety Programs. As an authorized provider, our instructors are required to follow guidelines and skill progressions when instructing their classes. The skills that will be taught in each level are listed on the reverse side of this letter. Our instructors will not reserve one specific class for testing of skills; however they will spend the entire session evaluating your child's progress. In addition, the American Red Cross Water Safety Program also requires each student to pass several exit skill assessments before moving to the next level. These exit skill assessments will be evaluated toward the end of each session.

The instructors will work with each student on an individual basis to the best of their ability within the limits of the class structure. Because many of the skills being introduced are difficult, it is often necessary for students to repeat a class at least once. This is not to be considered a failure, but rather as an opportunity for the student to master each skill before moving on. Because of this, the pass/fail aspect of our program is de-emphasized. Every student will receive a Parks and Recreation certificate of accomplishment regardless of whether he or she has moved on to the next level. Please praise and encourage their efforts, and above all, show pride in all their accomplishments.

Parents and siblings must leave the pool area during class. The children do best and learn more when there are a minimum number of distractions and observers in the area. The first, fourth and last day are designated as "Parent Days" and parents are encouraged to come and see what their child is doing in class.

Many skills covered in Otter - Level 2 require students to exhale and open their eyes under water. Because of this, we ask that students do not wear nose plugs and/or goggles during these classes. For Levels 3 and above, goggles are allowed. Finally, we also ask that all students 6 yrs and up use the appropriate gender locker room before and after class.

To find out if swimming lessons are canceled due to hazardous weather conditions, please call the Parks and Recreation office at 639-5032. Call the department answering machine on weekends or evenings at 639-2913.

Eau Claire Parks and Recreation strives to offer the highest quality swimming program. We hope that all participants have a safe and enjoyable time in the water. If you have any questions or concerns regarding the Parks and Recreation swimming program, please call the office at 639-5032.

Thank you,
Chad Duerkop
Program Supervisor

Emmalee Bacha
Aquatics Director

American Red Cross Swimming Progressions

<p>Preschool Aquatics (4 - 5 Years):</p> <p style="text-align: center;">OTTER</p> <p>Preschool Aquatics Level 1 Entering the water independently using ladder, steps or side and travel at least 5 yards. Submerging mouth and blowing bubbles for at least 3 seconds. Exiting the water safely. Gliding on front for at least 2 body lengths. Rolling to back and floating for 3 seconds. Recovering to a vertical position.</p> <p style="text-align: center;">SEAL</p> <p>Preschool Aquatics Level 2 Gliding on front at least 2 body lengths. Rolling to back, floating on back for 15 seconds then recovering to a vertical position. Gliding on back for at least 2 body lengths. Rolling to front and then recovering to a vertical position. Swimming using combined arm and leg actions on front for 3 body lengths. Rolling to back, floating for 15 seconds, rolling to front then continuing to swim on front for 3 body lengths.</p> <p style="text-align: center;">DOLPHIN</p> <p>Preschool Aquatics Level 3 Stepping from the side into chest-deep water. Moving into treading or a float for 15 seconds. Swimming on front and/or back for 5 body lengths. Moving into a back float for 15 seconds, rolling to front then recovering to a vertical position. Pushing off and swimming using combined arm and leg actions on front for 5 body lengths. Rolling to back, floating for 15 seconds, rolling to front then continuing to swim for 5 body lengths.</p>	<p>Learn-To-Swim (6 years and up):</p> <p style="text-align: center;">LEVEL ONE</p> <p>Entering/Exiting the water independently using ladder, steps or side. Traveling at least 5 yards, bobbing 5 times then safely exiting the water. Gliding on front supported at least 2 body lengths. Rolling to a back float for 5 seconds with support. Recovering to a vertical position with support.</p> <p style="text-align: center;">LEVEL TWO</p> <p>Learn to float without support for 15 seconds. Learn to recover to a vertical position without support. Explore various arm and leg actions for swimming on the front and back. Learn the foundation for future stroke development.</p> <p style="text-align: center;">LEVEL THREE</p> <p>Jumping into deep water from the side. Learning diving fundamentals. Swimming the front crawl for 25 yards. Maintaining position by treading or floating for 1 minute. Swimming the elementary backstroke for 25 yards.</p> <p style="text-align: center;">LEVEL FOUR</p> <p>Continuing diving fundamentals. Swimming the front crawl for 25 yards. Swimming the elementary backstroke for 25 yards. Swimming the back crawl for 15 yards. Open turns on the front and back. Swimming underwater comfortably.</p> <p style="text-align: center;">LEVEL FIVE</p> <p>Performing a shallow-angle dive into deep water. Swimming the front crawl for 50 yards. Swimming the elementary backstroke for 50 yards. Swimming the backstroke for 25 yards. Swimming the back crawl for 25 yards.</p> <p style="text-align: center;">LEVEL SIX</p> <p>Swimming 500 yards continuously using any 3 strokes. Demonstrating all six swimming strokes. Demonstrating turns while swimming. Demonstrating surface dives while swimming and retrieving submerged objects. Demonstrating various survival techniques. Demonstrating treading without arms. Performing the Cooper 15-minute swim test, and comparing results with the pre-assessment results.</p>
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The skills listed above are an abbreviated guideline based on the standards set by the American Red Cross. Many of the stroke skills listed above have separate minimum requirements for each specific level. Instructors are responsible for setting lesson plans to meet the class goals, and to evaluate skills based on the minimum requirements. Instructors may add activities to the lesson based on each participant's skill level.

Parent-Child First Day Parent Letter Example

This is the front side of the letter. The back side contains a list of skills within each level, according to the current Red Cross Guidelines.

Welcome to the Eau Claire Parks and Recreation Parent Child/Tot Swim Classes

Class objectives: To develop confidence in the water
To develop basic movements in the water for propulsion

You and your child are about to begin a very exciting time in his/her young life... *Swimming lessons!*
We would like you to be aware of the following things:

1. Please dress your child in a swimsuit, and training pants or a swim diaper. (Regular diapers get soggy and give the child the feeling of being dragged down.
2. We encourage both parents to attend class and "swim" with the child. However, for safety reasons at least one parent must accompany their child in the water. Class instructors need to be available to assist you and other parents in teaching water skills to the children.
3. Please bring a towel for the child into the pool area to wrap up in right away after class.
4. The water temperature is not as warm as we would like to have for class. You may want to have your child wear a t-shirt for extra warmth.
5. Learning to swim starts with orientation and adjustment to the water. A warm shower and a gradual entry into the water may help this. Be sensitive to your child's comfort level and adjust from there.
6. Your child will progress at his/her own pace, which may not be the same as what you had hoped. Please do not get frustrated or compare your child to one of a friend.
7. Some children may cry during the first couple of lessons. This is normal. Please try to work through their distress and keep them in the water if possible. Removing them from the water only reinforces their apprehension of the water.
8. We request that parents participate in all class activities. Going under water, singing class songs, and showing enthusiasm for the class sets a positive model for your child. If you are afraid and apprehensive, your child will sense this and also will be afraid and apprehensive. Smile, praise, and encourage your child for every effort!
9. Infants learn through a process called "conditioned response." This process requires repetition, in class and from class to class. Skills may have to be repeated over and over, even beyond the course before there is noticeable retention. Greater progress can be made if class attendance is regular.
10. To reinforce your child's comfort level in the water you may want to work on the following in a pool or at home in the bathtub: getting eyes and ears wet, blowing bubbles, getting face wet, lying on the back with ears submerged, and kicking on front and back.
11. Please do not bring other children into the swimming class. The pool is not shallow enough for youngsters under the age of six to stand.

Above all else, **have fun!** Enjoy this special time with your child and please feel free to ask your instructor any questions you might have.

Students Not on Roster

It is possible that a student, who is not on your roster, will come to your class. This may be because the student registered late or the rosters were already printed. In order to double check that these students are indeed registered, please fill out the "Students Not on Class Roster" form. These forms are found in the site box. Please leave the completed form in the OUT folder. The Head Instructor will report them to the Aquatic Planner for follow up, immediately following lessons on the first day.

****Always confer with other instructors and their rosters when a student is not on your roster.****

STUDENTS NOT ON CLASS ROSTER

Circle site and time.

SITE: Northstar Delong South North Memorial Fairfax TIME: AM / PM

Class code	Class	Time	Student Name	Phone #
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____

No Shows

It is also possible that students will not show up for the first day of lessons. For these kids, fill out a "First Day No Show" form. This sheet can also be found in the site box. Please include the level, time, name, site, and phone number. Leave the completed form in the OUT folder and the Head Instructor will follow up immediately following lessons on the first day.

****Always confer with other instructors and their rosters when a student does not show.****

"FIRST DAY" NO-SHOWS

Circle site and time.

SITE: Northstar Delong South North Memorial Fairfax TIME: AM / PM

Class code	Class	Time	Student Name	Phone #
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____

6.4 Last Day of Class

Before the last day of class, each instructor will have introduced all of the skills outlined by the American Red Cross for the levels they are teaching. All instructors will have provided ample time for students to practice and provided opportunities for students to demonstrate mastery of these skills. Instructors will then fill out the Water Safety Instructor Activity Report. These forms can be found in your site box. Make sure all Activity Report forms are filled out accurately and completely. These forms must be turned in with the completed instructor packets at the end of the session.

Bookmarks **(Formally Certificates)**

- Each instructor must fill out a Parks & Recreation Bookmark for each child that shows up to at least three of the scheduled classes.
- Check off the skills mastered by the child. Only check the skill when a student consistently meets the American Red Cross Proficiency as outlined in the Water Safety Instructors Manual.
- Be sure to indicate the next course recommended at the bottom, ensure that the skills completed and your comments (if necessary) agree with your recommendation.
- If a child masters all skills and successfully completes the exit skills assessments, they are to be passed to the next level. Be sure to issue an American Red Cross Certificate of Completion Card to this child. This certificate must be signed by an authorized American Red Cross Water Safety Instructor.
- **Do not staple the American Red Cross Completion Card to the Bookmark**, as many parents like to keep the certificates looking nice and they like to put them in a scrapbook. Paper clips work best.
- Instructors will be paid for **0.5 - 1 hour** spent completing bookmarks.
- The students **first and last name** should be correctly spelled on the front of the bookmark.
- Decoration of the certificates is not necessary; however, you can write in color, add stickers and leave a few comments if you wish.

Last Day Folders:

- Head Instructors are responsible for making sure:
 1. Attendance sheets are filled out and totaled.
 2. Pass/No Pass is indicated for each student on the **check off sheet**. All Pass/No Pass information should also be logical. A child may master each skill but not yet be able to successfully combine the skills for the exit assessment. On the other hand, a child who cannot submerge or put their face in the water should not have mastered the front float, glide, or combined stroke.
 3. Pass/No Pass totals are included on the check off sheet.
 4. For skills that are not passed, a description of why is indicated on the check-off sheet. (Use the Back and Foot Notes)
 5. WSI Activity Reports are filled out for every WSI instructor (Each Pre-school and Parent-Child class should be broken up and listed on each individual instructor's activity report).
 6. Non-WSI Instructor's classes are listed on the Head Instructor's Activity Report for Red Cross.
 7. All block plans are completed and included in the instructor packets
- If a child is absent the last day of class, leave the certificate and card (if appropriate) with the roster. These will be put in the last day folder.
- Be prepared to stay late the last day. **No instructor may leave until the Head Instructor checks everyone's packets.**

Parks and Recreation does not always provide treats on the last day

Only treats provided by ECPR should be distributed

WSI Activity Report...

(Only fill out the parts in the orange squares)

City of Eau Claire Parks, Recreation and Forestry Water Safety Instructor Activity Report

Instructor Name:	Facility Name:
Instructor Address:	Facility Address:
City, State, ZIP Code	City, State, ZIP Code
Instructor Phone #:	Session:
Instructor ID #:	Session Dates:

students enrolled as well as the number of successful students. Each course should have its own line.

P/C	Preschool	Learn-To-Swim	Adult	Number Enrolled	Number Passed	Number Not Evaluated	Course Record Sheet Number
Level 1 (105AQJ001)							
Level 2 (105AQJ002)							
Other (105AQJ003)							
Swim (105AQJ004)							
Dodge (105AQJ005)							
Level 3 (105AQJ006)							
Level 2 (105AQJ007)							
Level 3 (105AQJ008)							
Level 4 (105AQJ009)							
Level 5 (105AQJ010)							
L6 PWS (105AQJ011)							
L6 Front Of Diving (105AQJ012)							
L6 FR Swimmer (105AQJ013)							
Learning the Basics (105AQJ014)							
Learning and Refining Skills (105AQJ015)							
Fitness Swimmer (105AQJ016)							
Private Lesson (105AQJ017)							

For Office Use Only	Date Recorded	Entering Employee	Date Scanned
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Revised March 2015

6.5 Water Fitness

The water fitness program consists of two types of classes: Traditional water aerobics and deep-water aerobics. Traditional water aerobics is typically conducted in shallow water, doing different moves focusing on toning, with specific work with barbells. Deep-water aerobics is conducted in the deep end of the pool, with all participants wearing floatation belts for added buoyancy. This workout also includes different moves focusing on toning and can include work with barbells. We offer Water Fitness classes during the summer and fall/winter/spring sessions.

6.6 Diving

Diving lessons are open to anyone who has completed Level 4 swimming lessons. These lessons include instruction on the approach, front dive, back dive, and front somersault. Diving lessons are split into two groups—Beginners and Advanced. Divers must complete Beginners before moving on to Advanced. A Sample Block Lesson Plan is available for diving instructors to use when developing their own personal lesson plans. Diving classes are offered during summer lessons sessions.

6.7 Junior Lifeguarding

Junior Lifeguarding is for swimmers between the ages of 11 and 15 with Level 5 or equivalent swimming skills. The swimming prerequisites for this class include the ability to swim front 25 yards, tread water for 1 minute, and swim 10 feet underwater. Junior Lifeguarding is a jump-start into Red Cross Lifeguarding. Students learn many basic lifeguarding, CPR/AED, and first aid skills, as well as continued stroke refinement and fitness through swimming. This program does not certify students in CPR/AED, lifeguarding, or first aid. Junior Lifeguarding is meant to introduce aspects of lifeguarding to future lifeguard candidates.

7.0 Physical Resources Management

Please refer to the information presented in the Recreation Services Employee Manual for the Part-Time Seasonal Team.

8.0 Security and Public Safety

8.1 Pool Rules

Rules about equipment

- Patrons may not use floatation devices (water wings, floating suits, blow-up beach balls, etc.)
- Patrons may only use a US Coast Guard approved life jacket and must remain within an arm's length of adult at all times
- No snorkels. Mask and fins are allowed.
- Diving rings are allowed. No diving sticks
- No squirt guns.

At no time may patrons:

- Run
- Horseplay
- Use foul language
- Use Parks and Recreation swimming lessons equipment
- Smoke
- Use a cellular phone in the locker room
- Bring animals onto the pool deck
- Dive into water that is shallower than nine feet.
- Enter deep water when they are unable to swim the entire length of the pool
- Assist another patron in swimming in more than chest deep water (this includes parents with small children).

Diving Boards

- Only one person will be allowed on the diving board at a time. This includes steps and ladders.
- **One bounce is allowed per dive.**
- No inwards, reverses, sailor dives, gainers, and back flips
- **Diving area must be clear before the next diver may go.**
- Divers must swim to the **nearest poolside after breaching the water.**
- **Goggles are not allowed** on the diving board.
- Participants must **dive straight off the diving board**
- Open swim and swim lesson participants **may not wear PFDs on the diving board, this includes noodles and float belts.**
- **No Running on the Diving Board** as we do not allow them to run on the pool deck
- Absolutely no diving in the shallow end of the pool.
- No back dives off the side of the pool.
- **No flips, front or back, are allowed at the side of the pool**

Swim Lessons and Diving Boards

During swim lessons, using the diving boards is a popular activity. The first concern of Eau Claire Parks and Recreation and Every SWIM INSTRUCTOR is SAFETY. To ensure the safety of our participants and staff, use of the diving board is limited to participants who are emotionally and physically ready to do so.

Physical readiness is determined by the child's ability to independently jump from the side and surface, without a flotation device.

Emotional readiness is determined by the child's ability to climb onto the diving board and independently walk to the end.

Have the child practice jumping into chest deep water and swimming to the side before asking a child to jump from the board. After they are confident in chest deep water, challenge them by asking them to jump into water over their head and return to the side.

Remember, jumping off the diving board is not a requirement in American Red Cross Swimming and Water Safety courses. Use of the diving board must not interfere with the time need to practice the required skills within a level.

8.2 Rule Enforcement

Why Prevention is the Key!

It is important that lifeguards and instructors be consistent, fair, and equal when enforcing rules. When a patron disobeys one of the facility rules, they should be politely corrected and reminded what the rule is. The Red Cross recommends that positive wording like, "Sir, it is against the rules to do that. Please stop." If the person disregards the initial correction and disobeys the rule a second time, they should be corrected and if appropriate, asked to sit out of the pool next to the lifeguard stand for five minutes. If an individual disobeys a third time, they may be asked to leave the facility for the day. If the third infraction was minor, the lifeguard may ask the person to sit out for ten minutes. This is known as the 3-strike policy.

It is very important that the facility staff remembers that they are representing the City of Eau Claire and the Parks and Recreation Department at all times. Rules should be enforced firmly, yet politely. Patrons need to know that you are there for their safety, yet they need to respect your authority. The most successful lifeguards are those who maintain a safe, but fun area. Many patrons will test your authority, especially at the start of the season. Be firm, but friendly, and you will have minimal problems.

If a patron questions the reason for a rule while you are guarding, try to briefly explain the rule. If they are not satisfied, direct them to the Head Guard or Break/Cashier Guard. Remember that

your responsibility is to watch the swimmers and long discussions with patrons will only distract you. If a patron is still not satisfied, have them contact the Aquatic Planner.

If a patron performs a very dangerous act, you do not have to give them the usual three warnings. If possible, give them one warning. If a second dangerous act occurs, expel them. If a person performs a very dangerous act and you know that they know better, you may expel them immediately.

Once an individual has received a warning, you will need to alert other guards whose zone that individual enters. You can do this by informing your replacement guard when performing a rotation or by signaling and pointing to other guards.

Pool rules are in place to keep patrons safe in and around the water. Enforcing rules prevents potential injuries and rescues. By doing this, you maintain a fun and safe environment.

Expelling a swimmer:

- ❖ Patrons may be expelled from the facility when they have continually disobeyed the rules, they are under the influence of alcohol or drugs, or are behaving in an unsafe manner.
- ❖ When a lifeguard expels a swimmer, they should complete an incident report that same day. It will not always be possible to obtain the person's name, but the name should be included when possible.
- ❖ Most expulsions will be for only one day. In all instances, when a patron is expelled, the Aquatic Planner should be notified. This will help administration if a call regarding the problem is received.
- ❖ It is good practice for two lifeguards to work together when asking an adult to leave. If the adult becomes belligerent, the Aquatic Planner should be contacted, and if necessary, the police should be called. Again, be sure to complete an incident report.

8.3 Lifeguard Communication

A combination of verbal, whistle, hand, and equipment signals will be used in the lifeguard communication system. Most communication will be done verbally. When a voice command fails, the lifeguard should then use whistles and hand signals. If a potential rescue is sighted, the lifeguard should immediately stand and give the appropriate signals.

Common signals used at the Indoor Pools are:

- One short, soft whistle blast and point -used to get the attention of a swimmer.
- Two short whistle blasts -to initiate a “**Jump**” Rescue
- Three short whistle blasts -to initiate an “**Emergency**” Rescue.
- One long blast -to clear the water

Hand and Tube Signals:

- To gain someone’s attention, point directly at the individual and deliver one short whistle blast
- If assistance is needed, raise your arm with your fist held high or hold the tube vertically overhead.
- To signal to patrons it is okay to re-enter the pool after clearing it:
 - Hold your tube horizontally overhead when ready
 - Make sure all guards are in position and are holding their tubes horizontally
 - Use one long whistle blast to signal patrons to re-enter

8.4 Emergency Action Plans (EAPs)

All indoor staff members need to be familiar with these emergency procedures. In an emergency, all lifeguard staff members are required to perform to their standard and scope of practice whenever giving care: First Aid, CPR, Use of An AED, and Water Rescues. The following EAPs will be used at all indoor pools.

“Jump” Rescue: Minor First Aid (Non-life threatening)

Open Swim

1. Primary Guard:

- a) Double whistle then inform the break/cashier guard of the problem. Escort the victim to the first aid area. Help administer first aid if needed otherwise return to your station.

2. Secondary Guard:

- a) Upon hearing the double whistle, take over full pool coverage. Continue until the primary guard returns to their station.

3. Break/Cashier Guard:

- a) Upon hearing the double whistle, procures the first aid kit, then meets the primary guard and the victim at the First Aid area. The Break Guard then performs any necessary first aid and fills out an Accident Report. The Aquatic Planner or Head Lifeguard will then call the parents/guardians; if it is felt a swimmer should go home.

Swimming Lessons:

- ❖ **Lifeguard:** Double whistle and escort the victim to the first aid area. Administer first aid as needed and fill out an Accident Report. When finished, return to your station and single whistle, to indicate you have resumed your station. The Head Instructor will notify the parents/guardians if it is felt a swimmer should go home.
- ❖ **Instructors:** Upon hearing the double whistle, each instructor accounts for each student in their class. Instructors assume full responsibility of their students, while the lifeguard is giving care.

One Guard on Duty:

Clear the pool with one long whistle blast. Once clear, bring the victim to the first aid station and administer first aid as needed. After giving care, fill out an Accident Report. When finished, return to your station and let the swimmers back into the water.

“Jump” Rescue: Distressed Swimmer, Active Drowning Victim

This situation is an urgent, non-emergency situation that is used in the event that a swimmer needs help reaching the side of the pool. This situation has the potential to develop into an emergency situation if not responded to quickly, efficiently, and according to your training.

Open Swim:

1. Primary Guard:

- a. Double whistle and perform the appropriate rescue based on the victim's condition and location. The primary lifeguard assesses the victim's condition and reassures the victim, as they swim the victim to safety. If the situation is determined to be life threatening, the primary guard raises their fist in the air and informs the other guards with a triple whistle. For more detail on what to do now, see page 44 "EAP for "Emergency" situations". If not life threatening, the primary guard should fill out an Incident Report, once the victim is safe and the incident is over.

2. Secondary Guard:

- a. Upon hearing the double whistle, take over full pool coverage. If the primary guard determines the situation to be life threatening, clear the pool with one long whistle blast (see EAP for "Emergency" situations on page 44). If not life threatening, continue full pool coverage until either the primary guard returns or the break/cashier guard takes over the primary guard's station.

3. Break/Cashier Guard

- a. Upon hearing the double whistle, approach the primary guard and determine the victim's condition (If **life threatening**, use the EAP for "Emergency" situations on page 44). Take over the primary guard's station until they are finished giving care, if not life threatening.

Swimming Lessons:

- ❖ **Lifeguard:** Double whistle and perform the appropriate rescue based on the victim's condition and location. The lifeguard then assesses the victim's conditions.
 - **If the situation is life threatening:** triple whistle, and follow the procedure for an emergency as outlined on pg 44.
 - **If the situation is non-life threatening:** Once the victim is safe and the incident is over, the lifeguard should fill out an Incident Report. When finished, return to your station and whistle once to indicate you have resumed patron surveillance.
- ❖ **Instructors:** Upon hearing the double whistle, account for each student in your class. Instructors have full responsibility of their students' safety while the lifeguard is giving care.
 - If the situation is determined to be life threatening, follow the procedures outlined on page 44.

One Guard on Duty:

Clear the pool with one long whistle blast. Once clear, perform the appropriate rescue based on the victim's condition and location. Once the victim is safe and the incident is over, the lifeguard should fill out an Incident Report. Upon completion of your report, return to your station and let the swimmers back into the water.

“Emergency” Rescues: (Immediate Threat to Life)

- In-water Seizure,
- Spinal Injury,
- Unconscious,
- Severe First Aid,
- Cardiac Arrest Victims

Open Swim:

1. Primary Guard:

- a. Triple whistle and perform the appropriate rescue based on the victim’s condition and location. Upon reaching the victim, the primary guard communicates the victim’s condition to the secondary guard and break/cashier guard. The primary guard along with the secondary guard will then give the appropriate care until EMS arrives and takes over.

2. Secondary Guard:

- a. Clear the pool with one long whistle blast. Once the pool is clear, quickly communicate with the primary guard to determine the victim’s condition. Get the appropriate equipment based on the problem (first aid kit/backboard). Assist the primary guard with the rescue and emergency care.

3. Break/Cashier Guard:

- a. Help clear the pool and quickly communicate with the primary guard to determine the victim’s condition. If needed, call EMS using the pool phone. Clear the pool area of all bystanders and send a bystander to meet EMS. After activating the EMS system, obtain the AED, deliver the AED to the scene and assist the primary and secondary guards.

Swimming Lessons:

- ❖ **Lifeguard:** Triple whistle and perform the appropriate rescue based on the victim’s condition and location. Once the lifeguard reaches the victim, the guard should communicate the victim’s condition to the instructors. The lifeguard and lifeguard-trained instructors will then give the appropriate care until EMS arrives and takes over.
- ❖ **Instructors:** Upon hearing the triple whistle, clear your class from the water, and account for all students in your class. The Head Instructor will then direct the instructors on what to do next:
 1. One lifeguard-trained instructor will get the appropriate equipment (backboard, AED and first aid kit) based on the incident and aid the lifeguard with the rescue.
 2. One instructor will move all of the students to the hallway.
 3. The Head Instructor is responsible for calling EMS using the pool phone (many phones require you to “dial out” before placing your call, following the instructions by the phone). After calling 911, they also need to assist the other instructors and lifeguard with the rescue.
 4. One Instructor will head to the building entrance to meet EMS.

One Guard on Duty:

Clear the pool with one long whistle blast. Once clear, perform the appropriate rescue based on the victim’s condition and location. Have bystanders help with the incident. Remember to be specific when using bystander’s help.

Assign bystanders to:

1. Call 911 (many phones require you to “dial out” before placing your call)
2. Get the backboard and first aid kit
3. Get the AED
4. Assist with the rescue as needed

Continue to give appropriate care until EMS arrives and takes over.

NOTE: If bystanders are not present, Call EMS before entering the water.

“Emergency Rescue” EAP for Fairfax Morning Lessons

9AM-10AM

- **Primary Lifeguard:** Activates the EAP by using three (3) short whistle blasts and performs the appropriate rescue based on the victim’s condition and location. Once the lifeguard reaches the victim, the guard should communicate the victim’s condition to the instructors and other lifeguard staff. The lifeguard staff will provide the appropriate care until EMS arrives and takes over.
- **Secondary Lifeguards:** Upon hearing three (3) whistle blasts, the lifeguards on duty will abandon their posts and assist the primary rescuer based on the victim’s condition and location.
- **Swim Instructors:** Upon hearing the activation of the EAP, swim instructors will remove their students from the pool and move them into the grass. In the grassy area and away from the situation, the swim instructors should account for all of their students and lead dry land safety day activities until the situation is resolved. Instructors should be aware that the environment could be chaotic and should comfort their students as much as possible.
- **Head Swim Instructor:** Upon activation of the EAP, the head swim instructor will dial 911 and communicate the victim’s conditions to EMS personnel. Phones may require you to “dial out” before placing the call; therefore, the head instructor needs to follow the instructions by the phone. After calling 911, the instructor will assist the lifeguards. Following the incident, the Head Instructor will notify Pool Managers, the Aquatic Planner and Program Supervisors.

10AM-12PM

- **Primary Lifeguard:** Activates the EAP by using three (3) short whistle blasts and performs the appropriate rescue based on the victim’s condition and location. Once the lifeguard reaches the victim, the guard should communicate the victim’s condition to the instructors and other lifeguard staff. The lifeguard staff will provide the appropriate care until EMS arrives and takes over based upon their staffing level and the Fairfax EAP.
- **Secondary Lifeguards:** Upon hearing three (3) whistle blasts, the lifeguards on duty will respond to the emergency according to their staffing level and the Fairfax EAP.
- **Swim Instructors:** Swim Instructors will remove their students from the pool and move them into the grass. In the grassy area and away from the incident, the swim instructors should account for all of their students and lead dry land safety day activities until the situation is resolved. Instructors should be aware that the environment may be chaotic and should comfort their students as much as possible.
- **Pool Managers:** will call 911 and will notify Aquatic Planner and Program Supervisors.

After Care Is Given

- ❖ Fill out an Incident Report after the incident is over. Witnesses should be interviewed and all staff involved should contribute to the report. Do not feel limited to one sheet. You may write additional information and details on another piece of paper.
- ❖ Call the Aquatic Planner and the Program Supervisor to brief them about the incident. The Aquatic Planner and Program Supervisor will determine whether or not to reopen the facility or continue swimming lessons.
- ❖ A staff debriefing will be held, within 24 hours, to discuss the incident.
- ❖ Do not talk to the media regarding the incident and direct all inquiries to the Parks and Recreation Office at 839-5032.

8.5 Guidelines for Handling Contaminants (in Pool Water)

Handling fecal, vomit and blood contaminants

Well-formed stools, vomit, and blood:

- Clear the area of swimmers and contact custodian, Aquatic Planner & Program Supervisor.
- Have custodian check for adequate chlorine residual in the area (2.0ppm).
- Remove as much of the material as possible using a net or scoop. The custodian may ask for your assistance with this.
- Have custodian add additional disinfectant as necessary to provide a free chlorine residual of at least five parts per million (5.0ppm).
- Re-open the area.

Loose stool or diarrhea:

- Close the pool and notify custodian, Aquatic Planner & Program Supervisor.
- The custodian will let you know when the pool may be re-opened.
- The custodian will raise the disinfectant residual to 5.0ppm of free chlorine. Stabilize the pH to 7.2 to 7.8.
- The custodian will clean and brush down walls of the pool, the skimmers, and skimmer baskets.
- The custodians will backwash filters thoroughly and add a gallon of liquid chlorine directly to the filter and backwash again after 4 to 6 hours.
- The custodian will restart the re-circulation system and neutralize the excess chlorine, balance the pH and reopen.

NOTE: If the accident takes place during swimming lessons, have students gather with instructors. Instructors should begin discussing SAFETY TOPICS. Lesson plans and ideas can be found in the site box. *The Head Instructor should sit aside from the lesson and answer patron, parent, and custodian questions that may arise. Instructors may be required to call lessons participants and let them know of the pool closing. Once a time to re-open is established, the program supervisor will determine whether to cancel, re-schedule, or move to another available facility.*

8.6 First Aid

Lifeguards are required to give care up to their standard of care and within their scope of practice. Please reference the latest American Red Cross Lifeguarding Student Manual for the most up to date first aid procedures.

First Aid Supplies at Each Site

Ice Packs	Butterfly Closures	CPR Mask (Adult and Pediatric)
Band-Aids	Tape	Tweezers
Non-Latex Gloves	Scissors	Anti-Bacterial Wipes
Red Bags	Gauze	
Paper Towels	Flashlight	

Hip Packs

Each lifeguard is required to wear a hip pack at all times, while on duty. Lifeguards are required to regularly check the status of their hip pack equipment. The purpose of the hip pack is to keep the most commonly used, during an emergency, first aid equipment readily available to the lifeguard. At a minimum each hip pack should contain:

- Adult and Pediatric Pocket Masks
- Two pairs of gloves

Blood Clean Up

Refer to the Recreation Services Employee Manual for the Part-Time Seasonal Team

Reports (Incident/Accident)

Be sure to completely and accurately fill out the appropriate reports (Accident or Incident). Remember that the general city *Accident Report will be completed every time a participant is injured* and *Incident Reports will be completed for persistent discipline problems, equipment problems, and rescues*. If a patron is injured and *refuses to allow you to help them or administer the appropriate first aid, then a Refusal of Care Form must be filled out*. **REMEMBER:** When an *employee is injured, a First Report of Injury Form is filled out*. These forms can be found at the Parks and Recreation office or with the Aquatic Planner.

8.7 Zone Coverage

Lifeguards will be assigned a specific surveillance zone from each station. As staffing levels change, zones will change. Guards are expected to be aware of what staffing level the pool is at and what zones should be covered. Remember that once capacity reaches **50 patrons**, three guards must be scanning the pool.

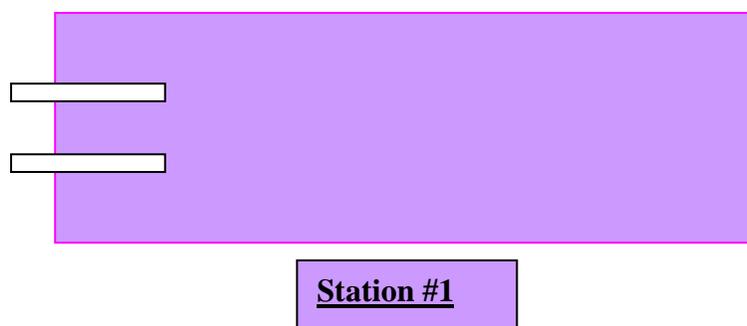
Charts indicating the zone coverage at each staffing level are on the following page. *Guards are expected to know the zones they should be covering.*

Guards should never forget that the area below their chair, below the diving boards, and the bottom of the pool are part of their zones. These areas need to be included in every scan. Guards should always scan from the bottom to the top, especially when scanning the deep end of the pool.

Back-up Coverage- If an emergency occurs, one or more lifeguards may need to enter the water or leave their station. The remaining lifeguards then may also have to move from their stations to be able to observe the missing guard's zone (See EAP pages 42-46).

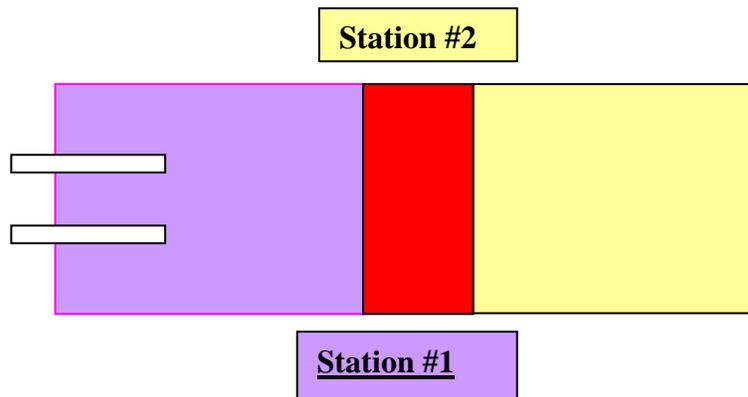
Lifeguards at the pool will need to learn and practice visual scanning techniques. Scans should be done back and forth in a slow and thorough manner. If a potential problem is sighted, the guard will briefly interrupt the scan to make sure the swimmer is all right. Remember 10/10 scanning: be able to recognize an emergency within 10 seconds and be able to respond within 10 seconds.

One Guard “On Duty”



The lifeguard on duty is assigned total coverage for the pool. The guard must be located at Station 1 in the elevated stand or Station 2 standing in-between the locker room exists. They have whole pool coverage.

Two Guards “On Duty”



Station #1: While at Station #1, the lifeguard is positioned in the elevated stand near the center of the pool. When fewer than 25 patrons are using the pool, Guard 1 is responsible for total coverage. When more than 25 patrons are using the facility, their zone includes the entire deep end of the pool and 2 yards past the lifeline, into the shallow end.

Station #2: While at Station #2, the lifeguard is positioned in-between the locker room exits. Station #2 acts as the cashier for people entering the pool area and provides additional zone coverage, during times of high attendance.

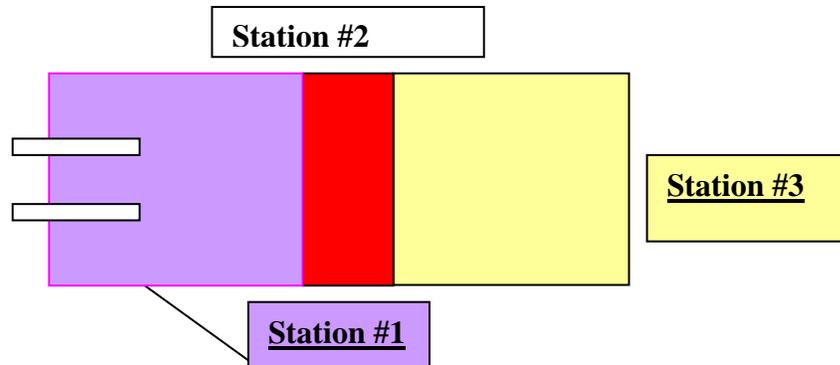
During times of low attendance (fewer than 25 patrons), Guard # 2 will be seated in the bleachers in-between the locker room exits and serve as the cashier. Guard #2 is responsible for assisting with rule enforcement, getting kickboards or balls from the equipment room, and minor first aid, as well as their cashier duties

During times of high attendance (more than 25 patrons), Guard 2 will stand at the side of the pool stationed in-between the locker room exits. **Their zone coverage includes the entire shallow end 2 yards past the center into the deep end.** Guard #2 is responsible for additional pool coverage as well as their cashier duties

Rotation: Guards will rotate every 20 minutes starting with the Guard at Station #2 (Cashier) relieving the Guard at Station #1, and the Guard at Station #1 moving to Station #2 (Cashier).

*** There must always be a guard in the elevated stand. All other guards must stand near the edge of the pool, while actively conducting surveillance. ***

Three Guards:



Station #1: While at Station #1, the lifeguard is positioned in the elevated stand near the center of the pool. Their zone coverage includes entire deep end of the pool and 2 yards past the center into the shallow end.

Station #2: While at Station #2, the lifeguard will be positioned in-between the locker room exits. They will provide additional zone coverage of the pool and act as the cashier for people entering the pool area. While actively conducting patron surveillance, they must be standing at the side of the pool.

During times of low attendance (fewer than 50 patrons), the guard at Station #2 will sit on the bleacher in-between the locker room exits and act as the cashier. They will assist with getting equipment, rule enforcement, and minor first aid along with their cashier duties.

During times of high attendance (more than 50 patrons), the guard at Station #2 will reposition themselves **standing** at Station #3. The cashier will take over at Station #2. They are responsible for additional pool coverage, getting equipment, rule enforcement, and minor first aid along with their cashier duties.

Station #3: While at Station #3, the lifeguard is positioned at shallow end of the pool. Their zone coverage includes the entire shallow end 2 yards past the center into the deep end. The lifeguard must be standing, while actively conducting patron surveillance.

Rotation: Guards will rotate every 20 minutes starting with the Guard coming off break Station #2 relieving the guard at Station #1, the guard at Station #1 moves to Station #3, and the Guard at Station #3 moves to Station #2/Cashier/break position. Before taking over cashier duties, Guard #3 will conduct a brief check of locker rooms and hallways.

***There must always be a guard in the elevated stand. All other guards are required to scan standing near the edge of the pool, while actively conducting patron surveillance. ***

Relieving a Guard

The procedure for relieving a lifeguard at an elevated guard stand will be consistent with Red Cross Standards. This procedure is:

- Each lifeguard must have a rescue tube with them at all times
- The incoming lifeguard takes a position next to the stand and observes the area of responsibility for that stand. When the incoming lifeguard has scanned the area and is aware of the ongoing activity, he then signals the lifeguard in the stand to climb down.
- Once on deck, the outgoing lifeguard takes a position next to the stand, scans the area, and then signals the incoming lifeguard to get up in the stand. The incoming lifeguard is in charge of the area, after climbing up in the stand and scanning the area, telling the outgoing guard that he/she can leave.

Lifeguarding Swim Lessons

When lifeguarding for swimming lessons, the lifeguard should place him/herself appropriately so the entire pool can be seen without obstruction. This includes sitting in the elevated lifeguard chair or *standing* near the edge of the pool only. It may be appropriate to follow high-risk classes around the pool or stand in a location that provides easy accessibility for most activities. Lifeguards are required to carry a rescue tube and hip pack with them at all times, when guarding swimming lessons. Lifeguards may be asked to help tidy up equipment in between and after lessons. **Sitting on the bleachers or benches, while conducting patron surveillance, is unacceptable during swim lessons.**

Lifeguarding Water Fitness

When lifeguarding for water fitness, the lifeguard should place him/herself appropriately so the entire pool can be seen without obstruction. This includes sitting in the elevated lifeguard chair or *standing* near the edge of the pool only. It may be appropriate to position themselves near to high-risk groups or the majority of participants. Lifeguards are required to carry a rescue tube and hip pack with them at all times, when guarding water fitness. Lifeguards may be asked to help set out and put away equipment or take attendance. Drop-ins may use City Pass Cards to participate in the class, they will receive 2 punches. Any punch card admissions should be recorded on an Open Swim form. **Sitting on the bleachers or benches, while conducting patron surveillance, is unacceptable.**

End of Season Special Event

The Splash happens every summer on the last day of lessons for session four. This is a celebration of the summer and what the students and teachers have accomplished. The water carnival is an indoor/ outdoor event. Activities that are included are: Dunk tank, slipping slide, bouncy house, etc. This event is mandatory for indoor staff to work. Instructors will lead all in-water and on land activities.

Appendix A: Good Teaching Methods

- Safety first! Have eyes on students at all times. Position yourself to watch the whole class and use active supervision. Never ignore students.
- *If students are blue or purple colored, get them out of the pool and wrap them in a dry towel. Once their skin has turned back to a normal color recommend a warm shower.*
- If the whole class is cold, do a warm-up for all of them. (Tigger-bounces are fun with little kids.)
- *Do not have students face the sun* when teaching outside.
- Be polite and offer to talk to parents after class.
- Know where appropriate safety equipment and first aid equipment are and how to use them.
- *Be organized and well prepared* every lesson by being *early* and having equipment ready.
- *Conduct class in a quiet area*, if possible, and *limit distractions* as much as possible.
- *Share your lesson objectives with the children and set expectations before beginning class*, so they know what you expect of them for that day.
- Reassure students of safety and that they will be okay.
- Always *be sensitive* of student's fears or limited skills.
- *Make sure students are prepared physically and mentally.*
- Encourage students to do their best.
- Use *corrective* learning sequences by *breaking down the skills.*
- ***Demonstrate strokes and get into the water, with every class.***
- Use age appropriate activities.
- Use age appropriate language.
- *Give very clear instructions.* (How far to go, etc.)
- Don't give too many instructions at one time.
- Line students up or divide into groups for fluid drills.
 - *Remind them to keep their own space. (see page 68)*
- **Give specific feedback.** (Say, "I like the way you are kicking with straight legs.")
- Use the "**sandwich**" approach when giving corrective feedback.
 - One *positive*, one corrective, one *positive*.
- **Follow up** on corrective feedback **later in a lesson** to reinforce their effort.
- Don't spend too much time with one individual and **give enough activities to prevent boredom.**
 - (see page 64 on "Wall Activities")
- Evaluate skills throughout the course.
 - You don't need to have a "test day" if you are keeping track throughout the session.
- **Do not embarrass students or threaten to fail** them, for any reason
- **Discourage** any name-calling or **peer pressure.**
- Racism and sexism are not tolerated.
- **Always discipline accordingly.** Never yell at the students. Try using a calm stern tone to establish verbal control before time-outs.
- Use **positive reinforcement** to encourage good behavior from all students. (Say, "I like the way Johnny is listening right now.")
- **Review, review, review!** The key to mastery of skills is reviewing frequently.

Appendix B: Stroke Breakdowns

Explain, Demonstrate, Practice with Specific Positive and Corrective Feedback

Front Crawl Breakdown

*Front float

*Front glide

-squeeze ears with arms, straight legs, long stretched out arms

*Breathing drills

-face in water

1) Chin

2) Mouth

3) Ears

4) Nose

5) Mouth & Nose

6) Mouth, Nose & Ears

7) Mouth, Nose & Eyes

-bobs (exhale underwater)

-holding breath, underwater swimming

*Flutter kick (sub-parts)

-kicks on wall (Sitting on Wall, holding onto the wall)

-kicks on front with barbell/noodle/kickboard

-kicks on front with barbell/noodle/kickboard, face in the water

*Arm scoops (sub-parts)

-sit on wall and scoop

-scoops in water holding onto wall, add kicks

-scoops in water w/ noodle

-scoops in water w/ noodle, face in the water

-scoops in water holding onto barbell/noodle/kickboard, with flutter kick

-scoops in water holding onto barbell/noodle/kickboard, with flutter kick, face in the water

*Scoop and flutter kick independently for distance

-increase distance as swimmer progresses

*Add Rhythmic breathing (sub-parts)

-rhythmic breathing with arms holding onto the wall, add flutter kick

-rhythmic breathing holding onto barbell with arms and legs

-rhythmic breathing with legs and arms independently

Back Crawl Breakdown

- *Back float
 - make sure ears are under water, chin back
 - hips/belly up, legs straight, relaxed
- *Back glide
 - squeeze ears with long stretched out arms, straight legs
- *Flutter kicks (sub-parts)
 - kicks on wall
 - kicks on back with barbell, kickboard, belt or noodle
 - back glide and flutter kick
- *Arms (sub-parts)
 - practice motion on land
 - Arm work (using modified back support or overflow)
 - pinky enters first, arm touches ear, straight arm
 - work on alternating arms in a rhythm
 - glide w/ arm action
 - flutter kick with arms
- *Whole stroke independently for distance

Elementary Backstroke Breakdown

- *Back floats
- *Back glide
- *Elementary Backstroke Kick (sub-parts)
 - Starfish Legs & Rocket Legs (on deck, in water w/ noodle, kickboard, or barbell)
 - sitting on deck, legs in water
 - in water, on back, with kickboard, noodle, or barbell
- *Arms (sub-parts)
 - Starfish Arms & Rocket Arms (on land, in water w/ noodle or instructor support)
 - on land with both arms
 - (Little Bird, Big Bird, Flap)
 - (Tickle, T, Touch)
 - (Little Bird, Airplane, Soldier)
 - in water with flutter kick
 - in water with Elementary Backstroke Kick
- *Whole stroke independently for distance
 - Float like a Starfish, Glide like a Rocket (repeat)
 - remind the kids that their arms and legs move together
 - Three-second glide, timing is very important

Breaststroke Breakdown

- *Front floats
- *Front glides
- *Breaststroke Kick (sub-parts)
 - in water, holding on the side
 - add breathing and timing: breath, kick, glide (face in for 3 sec)
 - in water, on front with kickboard
 - add breathing and timing: breath, kick, glide (face in for 3 sec)
- *Arms (sub-parts)
 - on land
 - laying on deck with arms in water
 - in water w/ a noodle for support
 - in water w/ a noodle for support (face in water)
- *Timing: Pull/Breath, Kick, Glide
 - practice in water, w/ a noodle
 - practice independently in the water
- *Whole stroke independently for distance
 - Extra time: practice pullouts off the wall

Sidestroke Breakdown

- *Floating on side
- *Scissor Kick (sub parts)
 - on land lying on side with kickboard under hip
 - in water lying on side holding onto the wall
 - holding hand buoys on side in the water
 - holding kickboard on side in the water
- *Arms (sub-parts)
 - on land: pick and apple, pass the apple, put it in the basket
 - in water with noodle, add kick
 - be sure kids pick a side and stay with it (top leg forward)
- *Whole stroke independently for distance
 - focus on timing and gliding

Butterfly Breakdown

*Dolphin kick (sub-parts)

- on land, undulating movement (wave or worm)
- in water, hands by sides, undulating movement, legs together
 - remind the kids to kick both up and down from hips
 - bob their heads in and out of water
 - Practice Underwater & At the Surface
- hands straight out in front of them

*Arms (sub-parts)

- sitting on deck, do the keyhole motions (or circle/triangle)
- in water, keyhole motion ending with their pinkies out
- in water, keyhole motion with breathing
- in water, full arm stroke: keyhole, breathe, and bring arms around

*Timing: start by adding the kick to the arms

- do three kicks followed by a full arm stroke
- do two kicks followed by a full arm stroke
- do full butterfly with two kicks
 - kick when you breath
 - kick when you bring your arms around for the recovery

Appendix C: Class Organization

Principles of Class Organization

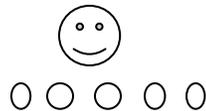
To organize the class for effective teaching and learning experiences, always arrange the class so that

- Everyone's safety is ensured (most important factor)
- Everyone can hear and see instruction
- Everyone can hear and see demonstrations
- Everyone has an opportunity for enough effective practice
- Everyone has an opportunity to receive feedback

Patterns of Class Organization

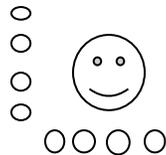
Line

For a demonstration of a moving skill in water, participants may stand in a single line along the edge of the teaching area:



Corner

For a demonstration of a stationary skill in water, participants may stand or sit in an “L” formation around the corner of the teaching area.



Teaching Skills and Drills

Static Drills:

Use static drills when participants practice in one place. Static drills are appropriate for skills such as kicking on the wall, treading water, and isolating part of a skill to practice it without movement.

Fluid Drills:

Use fluid drills to help participants improve their skills and physical endurance and help the instructor provide feedback. Vary the type and formation of drills to keep the practice interesting and help participants meet the course requirements.

Individual Instruction:

Observe your participants one at a time in skills that involve extra safety considerations such as entering deep water for the first time, floating on the back, diving skills, and any other skill that makes participants fearful. It is good to provide another activity for the students waiting their turn with this type of instruction.

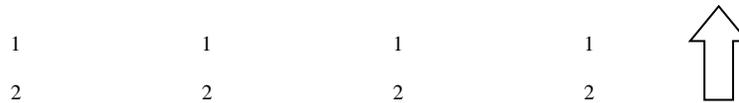
Station Teaching:

This type of teaching is great to use when multiple instructors are available. Participants begin in a single group to receive all the information for the day’s lesson. Then they are directed to stations at various parts of the facility, each equipped with appropriate equipment, instruction, and opportunity for practice.

Practice Formations

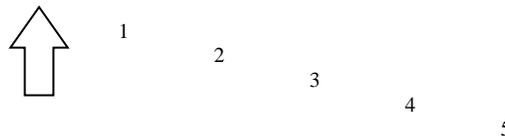
Wave:

Participants count off by number into groups, and each group then performs as a unit. You are not limited to numbers. Be creative with group names. This method lets you watch smaller groups and give better feedback. It also makes better use of a small practice area.



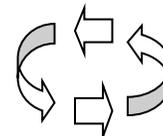
Stagger:

In a stagger formation, the class remains in a single line. You signal the first in the line to start swimming. The next in line starts when the person ahead reaches a certain spot. This lets you follow the progress of each participant for a few body lengths. It also lets you speak to each participant as he or she finishes the swim and still have time to focus on the next participant. This method gives a large amount of practice time on a skill, as well as individual feedback. It also gives participants a short rest period while they wait their turn. Finally, it lets participants who are not ready to perform the particular skill or drill do a modified version and receive feedback on their progress.



Circle Swimming:

For longer-distance swims to build endurance, you may have participants use the pool lanes. Have them keep to the right and remain in one lane as they turn continue swimming.



Paired Coaching / Reciprocal Practice:

With adults and students at higher levels, it can be very effective to have them observe and help each other. Each participant learns better as he or she also practices observing.

Appendix D: Progressive Swim Lesson Skill Requirements

The American Red Cross determines the skills to be taught in all Eau Claire Parks and Recreation Classes. A skills checklist will be given to all instructors to use to ensure that:

1. All skills are taught.
2. All participants demonstrate mastery at each skill in order to complete a designated level.
3. If mastery is not accomplished, a record of skill imperfections is kept.

The following tables will provide you with:

- Skill Requirements/Descriptions for each level.
- Stroke Performance Requirements for each level.

Parent-Child Level 1

The purpose of the Parent-Child Level 1 course is to familiarize children between the ages of 6 months and approximately 3 years with the water and teach swimming readiness skills. It is also structured to provide safety information for parents and to teach techniques parents can use to orient their children to the water.

Skills to Be Taught to Children:

The goals of Parent-Child Level 1 are to provide experiences and activities for children so that they:

- Learn to ask for permission before entering the water.
- Learn how to enter and exit the water safely.
- Feel comfortable in the water.
- Practice blowing bubbles.
- Explore submerging to the mouth, nose, eyes and completely.
- Explore buoyancy in the front and back positions.
- Change body position in the water.
- Learn how to play safely in the water.
- Experience wearing a U.S. Coast Guard-approved life jacket.

Skills to Be Taught to Parents:

In each Parent-Child Level, the instructor should start each lesson with a parent orientation. During this time, the instructor should describe the goals of the lesson and what parents can expect. The instructor must ensure that parents learn and practice the following skills throughout the lessons in both Parent-Child levels:

- How to properly supervise children and maintain safe behavior in and around the water
- How to enter and exit the water, with strict enforcement of the rule that a child must get adult permission before entering any body of water
- How and when to use holding and supporting techniques
- How to determine the child's readiness to try basic skills
- Proper submersion techniques (supported and unsupported)
- How to use cues, and the importance of consistency in delivering cues
- How to help the child learn and practice skills appropriate for the child's age, current developmental level and ability
- How to play and the importance of playing as a way to learn
- How to select, properly fit and use a U.S. Coast Guard-approved life jacket
- Basic water safety information, such as as the dangers of playing around suction fittings and drains
- Basic rescue skills, such as reaching and throwing assists

Skill	Completion Goal	Description
Holding and Supporting Techniques		
<i>Face-to-Face Positions</i>		
Hug Position	Parent Demonstrates	Water level is at the parent's shoulders, the child rests their head on the parent's shoulder and places their arms loosely around the parents neck. The child extends the legs and the parent supports the legs with their hands underneath, while modeling a kicking action.

<i>Face-to-Face Positions (cont.)</i>		
Chin Support	Parent Demonstrates	Child's chest rests on parent's palms, parent's thumbs should wrap around child's shoulder, child's chin should rest on parent's wrist, and parent's shoulder should be at water level.
Shoulder Support On Front	Parent Demonstrates	Parent extends arms and grasps the child under the armpits; water level is at the parent's shoulders.
<i>Back-to-Chest Positions</i>		
Cuddle Position	Parent Demonstrates	Parent's shoulders are under water, child's ears are touching the surface of the water, the back of the child's head is resting on the parent's shoulder, and parent's cheek and child's cheek should touch.
<i>Side-to-Side Positions</i>		
Hip Straddle	Parent Demonstrates	Child faces parent and straddles the parent's hip, parent supports the child's back with one arm, as the child's comfort allows the parent should submerge to shoulder level.
Shoulder Support on Side	Parent Demonstrates	Parent positions him- or herself comfortably so the water line is between his or her waist/shoulders and the child's chin or neck, giving maximum mobility in a support position. The parent and child face the same direction with the parent holding the child at the armpits while keeping the child's head up. The parent should be able to see the child's face. The parent can gently rest an arm or elbow against the child's buttocks and legs to keep them underwater. For more support, the parent can use this arm to encircle the child by placing his or her palm on the child's chest. The parent's other arm should support the child from the back near the armpit. As the child becomes more confident and skilled, the parent can hold the child with both hands on the waist.
Working With the Child		
Cueing	Parent Demonstrates	1) Parent tells the child what they will be do next; 2) Parent says "1, 2, 3" or "ready, set, go"; 3) If a breath-control skill, parent exaggerates taking a breath; 4) Child performs the skill; 5) Parent praises child.
Water Adjustment, Entry and Exit		
<i>Getting Wet</i>		
Getting Wet With Toys	Explore	Parent and child use toys to scoop water onto their arms, legs, shoulders, face, and head. (Sponges, cups, scoops, sprinkler cans, etc)
Getting Wet Kicking	Explore	Parent and child sit on the side. Parent kicks the water and encourages the child to imitate the behavior.
<i>Water Entry</i>		
Enter Water By Lifting In	Parent Demonstrates	Instructor or parent maintains contact with the child, while the parent carefully enters the water. After cueing, the parent grasps the child under the armpit, lifts them up off the pool edge and into the water to chin level, then holds them in the hip straddle position.
Enter Water By Walking In	Parent Demonstrates	After cueing, the parent holds child using the hip straddle and enters the water using the steps or ramp. The parent then walks or bends to a depth that is appropriate for the child and the skill to be learned. The parent may talk to the child or calmly sing, while entering the water. Parent should walk backwards down steps to ensure secure footing.
<i>Exploring the Pool</i>		
Out-of-Water Exploration	Explore	Parent and child walk around the deck area (before getting wet) to familiarize the child with the pool area.
In-Water Exploration	Explore with support	Parent and child travel around the teaching area. The parent talks to the child or sings calmly.
<i>Water Exit</i>		
Exit Water By Lifting Out	Parent Demonstrates	After cueing, the parent lifts the child from the pool and sits the child on the pool deck or next to the ladder. The instructor maintains contact with the child, while the parent exits the water.
Exit Water By Walking Out	Parent Demonstrates	After cueing, the parent holds the child in the hip straddle position and exits the pool using the steps or ramp.

Water Exit (cont.)		
Exit Water Using A Ladder	Child Demonstrates	The child is near the ladder, either supported by the parent or with the parent within arm's reach. The instructor demonstrates how to exit the pool using the ladder while the parent stands behind the child as he or she exits the pool using the ladder. The parent encourages and praises the child for imitating the instructor's behavior.
Breath Control		
<i>Blowing Bubbles</i>		
On The Surface	Explore with Support	Parent holds child in face-to-face or side-to-side position; the child's chin should rest on the surface of the water, Making direct eye contact, the parent cues child, then blows bubbles. The parent then encourages the child to imitate.
With Mouth and Nose Submerged	Explore with Support	Parent holds child in face-to-face or side-to-side position; parent cues the child then blows bubbles with mouth submerged. The parent then encourages the child to imitate. Afterward, repeat the process submerging the mouth and nose.
Underwater Exploration	Explore with Support	Parent holds child in face-to-face or side-to-side position; parent submerges an object, such as a toy; parent submerges the mouth nose and eyes looking toward the toy; parent cues the child and encourages the child to imitate.
Submerge Mouth, Nose and Eyes	Explore with Support or Independently	Parent holds the child using the shoulder support and moves backwards slowly so that the child is gliding forwards, the parent makes eye contact with the child, the parent cues the child, inhales loudly, holds a breath, submerges face and exhales in the water. Repeat 2 – 3 times to provide an example for the child. Parent tells the child it is their turn, parent then cues the child, gently pulls the child closer to his or her body along the surface of the water while inhaling loudly, and then holds a breath. As the child draws near, the parent gives the child a quick gently blow in the face before the child submerges, the parent slightly loosens the grip and allows the child to submerge to the eyes or just below the surface of the water for about 2 seconds, the parent then brings the child up gently and provides encouragement and praise.
Buoyancy on Front		
Front Glide	Explore with Support	Parent holds the child in a face to face position, cues the child, and walks backwards. The child's chin should almost touch the water. (When ready, parent should take a breath and blow bubbles. The child will eventually mimic this behavior)
Buoyancy on Back		
Back Glide	Explore with Support	Parent cues the child, holds the child in the cuddle position (child's ears may be in or out of the water) and talks or sings to the child, while walking backwards.
Back Float	Explore with Support	Parent cues the child, holds the child in the cuddle position (child's ears may be in or out of the water) and talks or sings to the child. Some slow movement may help the child relax.
Changing Direction		
Roll from Front to Back	Explore with Support	Parent supports the child on the front, steps backwards to generate momentum, cues the child, rotates the child onto their back, and supports the child on their back
Roll from Back to Front	Explore with Support	Parent supports the child on the back, steps backwards to generate momentum, cues the child, rotates the child onto their front, and supports the child on their front
Swim on Front		
Passing from Instructor to Parent	Explore with Support	Instructor holds child in the side support position with the child's head out of the water, moves forward to gain momentum, cues the child, and gently glides the child to their parent. Parents will gain support with the shoulder support and pull the child to their chest for a hug and lots of praise. **Contact should be maintained by the instructor until the parent has made contact.
Leg Action on Front	Explore with Support	Parent supports in the "Hug Position", cues the child, moves backwards, and guides the child's legs in a kicking motion comfortable to the child. (Simultaneous or alternating is acceptable) As the child gains independence the shoulder support or side support may be used.

Swim on Back		
Leg Action on Back	Explore with Support	Parent holds the child in the cuddle position (child's head should rest on the parent's shoulder); parent cues the child, moves backwards through the water, and moves the legs in a motion comfortable for the child. (Simultaneous or alternating is acceptable) As the child gains independence, parents use the hip support position and slide the child in front of their chest.
Water Safety		
Importance of Life Jackets	Discuss and Demonstrate	Children should experience wearing a Life Jacket that fits them in the pool. Practice rolling over and kicking.
How to Call for Help and the Importance of Knowing First Aid and CPR	Discuss and Demonstrate	Parents should understand how common drowning is, when to call 911, when to call 911 fast and when to call 911 first, the importance of taking a CPR/ FA class,
Basic Water Safety Rules	Discuss with Parent	Parents should know where and when it is safe to dive, that only USCG approved Jackets are life saving devices, to maintain direct supervision of their children, stay within arm's reach of weaker swimmers, do not let children go deeper than an adult can confidently touch, to teach children to ask before entering the water, to always be prepared and know how to prevent, prepare for, and respond to emergencies on in and around the water.
General Water Safety Around the Home	Discuss with Parent	Understand even at home there is a risk; buckets, toilets, tubs, and water bowls are a drowning hazard to a young child; supervise children around any body of water; even children who can swim well need supervision; place barriers and install alarms to keep children out of home pools when unsupervised; explain how to prevent drowning at home; how to help their children avoid water hazards in their community.
Recreational Water Illnesses	Discuss with Parent	Understand what a RWI is, how they are transmitted, to follow the PLEAs when around the water. Refer to Water Safety Instructor Manual for Details on the PLEAs.
Sun Safety	Discuss with Parent	Understand the elevated risk of overexposure; importance of hats, sunglasses, long sleeves, long pants, drinking water, and sunscreen; how to use the UV index.

Parent-Child Level 2

The purpose of the Parent and Child Level 2 is to improve skills learned in Parent and Child Aquatics Level 1 and teach more advanced skills. This course will help the child and parent build on water safety knowledge.

Skills to Be Taught to Children:

The skills in Parent-Child Level 2 build upon the skills learned in Parent-Child Level 1. The goals of Level 2 are to provide experiences and activities for children so they:

- Understand the need for adult supervision around the water.
- Learn more ways to enter and exit the water safely.
- Explore submerging in a rhythmic pattern.
- Glide on the front and back with assistance.
- Perform a rudimentary stroke using combined arm and leg actions on the front and back with assistance.
- Change body position in the water.
- Experience wearing a U.S. Coast Guard-approved life jacket in the water.

Skills to Be Taught to Parents:

In each Parent-Child Level, the instructor should start each lesson with a parent orientation. During this time, the instructor should describe the goals of the lesson and what parents can expect. The instructor must ensure that parents learn and practice the following skills throughout the lessons in both Parent-Child levels:

- How to properly supervise children and maintain safe behavior in and around the water
- How to enter and exit the water, with strict enforcement of the rule that a child must get adult permission before entering any body of water
- How and when to use holding and supporting techniques
- How to determine the child's readiness to try basic skills
- Proper submersion techniques (supported and unsupported)
- How to use cues, and the importance of consistency in delivering cues
- How to help the child learn and practice skills appropriate for the child's age, current developmental level and ability
- How to play and the importance of playing as a way to learn
- How to select, properly fit and use a U.S. Coast Guard-approved life jacket
- Basic water safety information, such as the dangers of playing around suction fittings and drains
- Basic rescue skills, such as reaching and throwing assists

Skill	Completion Requirement	Description
Holding and Support Techniques		
<i>Face to Face Positions</i>		
Hip Support On Front	Demonstrate	Water level should be at parent's shoulders and the child's chest. Parent supports the child's hips and abdomen from below, with their hands, in a horizontal position.

<i>Back to Chest Positions</i>		
Hip Support on Back	Demonstrate	Water should come up to the parent's neck and the child's ears. Child's head rests on parent's shoulder, with their cheek against the parent's cheek. Parent supports the child with both hands on their back and positions their hands so that the child feels comfortably supported.
Back Support	Demonstrate	Parent's shoulders and child's ears are underwater. Parent supports the base of the participant's head near the neck with one hand and places the other hand on the middle of the back to lift and stabilize the child in a horizontal position. Parent uses the hand holding the head to tilt the child's head backwards and extends their arms. Moving backwards helps the child's body rise to the surface.
Arm Stroke Position	Demonstrate	Parent rests their back on the side of the pool. The child sits on the parent's knee. Parent wraps one arm around the child's waist and holds the child's same side wrist from underneath. Parent guides the child in an alternating or simultaneous pattern. Parent may guide both arms by balancing a more secure child on their knee.
Water Adjustment, Entry and Exit		
<i>Water Entry</i>		
Seated Position	Demonstrate With Assistance	The child sits on the edge of the pool with the parent standing in the water facing the child. The parent grasps the child's hands, wrists, forearms or armpits. The parent cues the child to push off the pool edge and then lifts the child into the water. If the child is strong and coordinated enough to hold onto the wall, the parent returns the child to the side of the pool and places the child's hands on the edge of the pool wall.
Rolling Over and Sliding In From Seated Position	Demonstrate with Assistance	Parent sits next to the child, rolls over, slides into the water, cues the child, and encourages the child to imitate the behavior.
Stepping or Jumping In	Demonstrate with Assistance	Parent stands in the water at the side of the child. Child stands at the side of the pool with their toes curled over the edge. Parent grasp the child's nearest hand and cues the child to jump/step straight out into the water. As the child jumps, the parent allows the child to submerge. The parent then assists the child to the surface, using the shoulder support, and assists them to the side of the pool.
Using Stairs or Ramp	Demonstrate	Child stand next to the stairs, parent holds the railing, walks down the stairs, cues the child, and encourages the child to imitate the behavior. Parent remains at the bottom of the stairs to ensure the child's safety.
<i>Exploring the Pool</i>		
In-Water Exploration	Explore, independently, in Shallow Water	The child wanders the shallow area of the pool with the parent within an arm's reach. The child should move his or her feet along the bottom of the pool while using the wall for support.
<i>Water Exit</i>		
Exit Water Using Side of Pool	Demonstrate with Assistance	The child grasps the edge of the pool wall and pulls him or herself up to the elbows. The child pulls up to the stomach and leans forward. The child puts one knee on the deck and uses one arm to pull him or herself up. Then the child places the other knee on the deck and pulls him or herself completely onto the deck. The child safely stands up or sits down on the pool deck after exiting.
Exit Water Using Steps or Ramp	Demonstrate	After cueing, the parent holds the child in the hip straddle position and exits the pool using the steps or ramp.
Exit Water Using a Ladder	Demonstrate	The child is near the ladder, either supported by the parent or with the parent within arm's reach. The instructor demonstrates how to exit the pool using the ladder while the parent stands behind the child as he or she exits the pool using the ladder. The parent encourages and praises the child for imitating the instructor's behavior.

Breath Control		
<i>Underwater Exploration</i>		
Open Eyes and Retrieve Objects Below the Surface	Explore, with support, in shallow water	Parent holds the child in the hip straddle position, stoops down so the water is at the child's chin, holds the toy under the water, cues the child, takes an exaggerated breath, and encourages the child to grab for the toy.
Open Eyes and Retrieve Submerged Objects	Explore, with support in shallow water	Child stands in chest deep water and the parent stands at the child's side. If the child cannot stand, use the shoulder support to support the child. Parent submerges an object to a depth that requires the child to get his or her face wet while grabbing for the toy. Parent cues the child, takes an exaggerated breath, and encourages the child to pick up the toy.
Bobbing	Explore, independently	Child holds on to the edge of the pool wall. The parent stands in the water within arm's reach of the child. Parent cues the child to take a breath, submerge (mouth, eyes, and nose), and blow bubbles. Child repeats this action and bobs rhythmically, 1 breath about every 2 or 3 seconds.
Buoyancy on Front		
Front Glide	Demonstrate with support or assistance	<u>Support:</u> The parent holds the child in a face-to-face position and positions a flotation device (swim bar or foam noodle) under the child's armpits so it supports the child. The parent maintains a secure hold on the flotation device and walks backward. The parent cues the child, and then releases the flotation device, allowing the child to glide between the parent's outstretched arms using the flotation device. The parent resumes support by grasping the flotation device, the child's shoulders or armpits, or both. <u>Assistance:</u> The parent holds the child in a face-to-face position and moves backward to generate some momentum. The child extends arms to the front. The parent makes eye contact with the child, makes sure that the child is focused and ready, cues the child, and then gently pulls the child closer on the surface. The parent releases support for about 2 seconds while continuing to move backward so the child moves forward, gliding freely between the parent's outstretched arms. The parent resumes assistance by grasping the child's shoulders or armpits.
Front Float	Explore, with support or assistance	Parent holds the child in the hip support on front or the shoulder support position. The child's face may be in or out of the water. The parent steps backward to let the child's legs float up. Parent makes eye contact, cues the child, and releases support so the child moves forward slightly, free-floating between the parent's arms with their face in the water. Parent resumes support grasping the child under the shoulders.
Front Glide to the Wall	Demonstrate with Assistance	Parent holds the child in the shoulder support position on the side. Parent and child stand in the water 2-3 body lengths from the wall. Parent should be able to see the child's face. The parent cues the child, moves the child forward on the surface to gain momentum, and the parent releases the child. The child glides unassisted to the pool wall. The parent secures the child's hands on the wall.
Buoyancy on Back		
Back Float	Demonstrate with Support or Assistance	<u>Support:</u> Parent holds the child in the hip support on back or back support position. The parent places a flotation device on the child's torso and tells the child to grasp the device, steps backwards to let the legs float up, cues the child, and releases support. The child floats between the parents arms. Parent resumes support by placing their hands under the child's back or hips <u>Assistance:</u> Parent holds the child in the hip support on back or back support position. The child relaxes their arms to the side. Parent steps backwards to let the child's legs float up, cues the child, briefly releases support. The child floats freely between the parents arms. Support is resumed by placing the hands on the hips or the back.

Buoyancy on Back (cont.)		
Back Glide	Demonstrate With Support or Assistance	<u>Support</u> : Parent holds the child in the hip support on back or back support position. The parent places a flotation device on the child's torso and tells the child to grasp the device, cues the child, walks backwards and glides the child on their back, and maintains a secure grip on the flotation device. Parent resumes support by placing their hands under the child's back or hips <u>Assistance</u> : Parent holds the child in the back support position. The child relaxes their arms to the side. Parent walks backwards, gains momentum, cues the child, and briefly releases the hand supporting the back. When the child is comfortable and kicks on the back, the parent removes the hand from under the head for a few moments at a time. Resume support by placing the hand back on the back.
Changing Direction		
Roll from Front to Back	Demonstrate, with assistance	Child is held in the face-to-face position. Parent gains forward momentum to move the child into a front glide, then cues the child by tapping the child on the back of the head, parent then grasp the same wrist and pulls the wrist under the water, and supports the child in the back support position.
Roll from Back to Front	Demonstrate, with assistance	Child is held in the hip support or back support position. Parent gains backwards momentum to move the child into a back glide, then reaches across the child's body to grasp the child's wrist and support the back of the head, cues the child and pulls the arm across the body, and holds the child in a face to face position.
Swim on Front		
Passing from Instructor to Parent	Demonstrate, with assistance	Parent and instructor stand 6 feet apart. Instructor holds the child in a shoulder support on side; makes eye contact, with the child; cues the child; pushes the child toward the parent for about 2 feet, and releases the child. After 2 seconds, the parent catches the child and helps the child up with a light touch using the shoulder support.
Drafting with Breathing	Demonstrate, with assistance	Parent holds the child in a shoulder support or hip support on front, cues the child, exaggerates a breath, drafts the child for 3 seconds, regains support under the shoulder, cues the child to breathe, drafts the child again. This may be repeated if the child is happy and comfortable.
Leg Action On Front – Alternating or Simultaneous Movements	Demonstrate, with assistance	Add kicking to an assisted glide.
Arm Action – Alternating or Simultaneous		
W/ Support - Stationary	Demonstrate, with assistance	Parent holds the child in the arm stroke position, encourages the child to try various arm movements with an underwater recovery. Parent may help guide the child's arm movements.
W/ Support	Demonstrate, with assistance	Parent holds the child in the side support position. Parent walks forward with the child. The child moves the arms using an alternating or simultaneous arm action.
W/ Assistance	Demonstrate, with assistance	Parent holds the child in hip support on front, walks backwards with the child, cues the child, releases support. The child moves forward moving his or her arms. The parent resumes support by grasping the child's shoulders.
Combined Arm and Leg Action		
w/ Support	Demonstrate	The parent holds the child in the shoulder support on the side. Parent walks forward, cues the child to combine arm movement, leg movement, and bubbles.
w/ Assistance	Demonstrate	Parent and child stand in the water 2-3 body lengths from pool wall. Parent holds the child in the shoulder support on the side, moves forward to gain momentum, cues the child, glides the child, passes the child to the pool wall, and secures the child's hands to the wall. The child performs arm action, leg action, and bubbles as they travel to the wall.

Combined Arm and Leg Action (cont.)		
Combined Arm and Leg Action w/ Breathing	Explore, with assistance	Parent holds the child in a face-to-face position; prepares the child for a front glide, with the face in the water; drafts the child; encourages the child to combine arm and leg movement. Every few strokes the parent cues the child to breathe. During the breath, the parent places their hands under the child's chest, and lifts the child to raise their face out of the water. When resuming support, the parent grasps the child's shoulders.
Swim on Back		
Leg Action On Back – Alternating or Simultaneous Movements	Demonstrate, with assistance	Add kicking to assisted glide.
Arm Action – Alternating or Simultaneous		
w/ Support	Demonstrate	The parent holds the child in the hip or back support position. Parent cues the child to move his or her arms in an alternating or simultaneous movement, and assists the child back to standing or back to the wall
w/ Assistance	Demonstrate	Parent places the child in the hip or back support position. Parent walks backwards with the child, gains momentum, cues the child, and briefly releases support so that the child moves between the parent's outstretched arms. Parent resumes support by placing their hands on the child's back. The child moves their arms in any pattern that is comfortable for the child.
Combined Arm and Leg Action –		
w/ Support	Explore	The parent holds the child in the hip or back support position. Parent walks backwards, cues the child to combine arm and leg action.
w/ Assistance	Explore	Add arm and leg action to the assisted back glide.
Water Safety		
Importance of Wearing A Life Jacket	Discuss	Parents should know when to wear a Life Jacket, How to identify if it is coast guard approved, how to properly fit a Life Jacket, and how to properly put a Life Jacket on their child. Parents should wear a Life Jacket in the water and experience the buoyancy of the Life Jacket in the water.
Reaching Assist	Discuss and Demonstrate	Parents should understand: what a child in distress looks like, that a distressed swimmer often cannot call for help, distressed swimmers cannot reach the side on their own, how to select an object to use for a reaching assist, how to properly perform a reaching assist with and without equipment.
Basic Water Safety Rules Review	Discuss	Parents should be reminded: they are directly responsible for their child's safety around the water, to swim in designated swimming areas supervised by trained lifeguards, always designate someone responsible to watch over children whenever they are in, on or around the water, they need to know and enforce what is safe and unsafe behavior, to teach children basic safety rules (Swim with a buddy; never swim alone; always walk; only swim when supervised; check the depth before jumping/diving; look before leaping; avoid rough play; not to eat or chew gum, while swimming.; shower before swimming; watch for the "dangerous too's": too tired, too cold, too far from safety, too much sun, too much hard play); post rules for home pools; only enter the water after getting permission.
Safety at the Beach and at the Waterpark	Discuss	Parents should understand: to swim only in clean, supervised, designated swimming area; the importance of knowing the unique hazards for each location; to swim with greater caution due to increased risk factor; to be diligent and remind children of the rules; follow all posted rules; have young children and inexperienced swimmers wear a life jacket whenever in, on, or around the water; to make sure a responsible adult is directly supervising their children at all times.
Water Toys and Their Limitations	Discuss	Parents should understand that only a USGC approved life jacket is a life saving device. Some materials used to make "water toys" will degrade over time, when exposed to sunlight, salt, chlorine, or extreme temperatures. Parents should always check toys to ensure they are in good condition before use, teach children how to properly use any "water toy" and ensure children do not get into a situation that is beyond their ability.
Wearing a Life Jacket in the Water	Demonstrate	Children and parents put on Life Jackets and experience the buoyancy of the Life Jacket in the water.

Otter (Preschool Level 1)

Otter (Preschool Aquatics Level 1) introduces basic aquatic skills, which children continue to build on as they progress through Seal and Dolphin (Preschool Aquatics Level 2 & 3) and then Learn to Swim. In addition, children start developing positive attitudes and safe practices around the water in this level.

This level is structured for children between the ages of 4 and 5.

<u>Skill</u>	<u>Completion Requirements</u>	<u>Description</u>
Water Adjustment, Entry and Exit		
Enter water using ramp, steps or side	Demonstrate, independently	<p><u>Ladder:</u> Children climb backwards (back to the water, facing the ladder) down the ladder, while holding the railing w/ both hands</p> <p><u>Steps:</u> Children walk down the steps (Facing the water and holding on to the railing)</p> <p><u>Side:</u> Children sit on the side, roll over on their stomach, slide in feet first, and hold onto the side</p>
Exit water using ladder, steps or side	Demonstrate, independently	<p><u>Ladder:</u> Children walk up the ladder, faces the ladder (with their back to the water), and holds on to the railings with both hands.</p> <p><u>Steps:</u> Children walk up the steps. The child faces the side and holds on to a railing if available, while walking up the steps.</p> <p><u>Side:</u> Children pull themselves up to the elbows, then to the stomach, then put one leg up on the side, continue to climb out of the water then stand or sit on the deck safely</p>
Breath Control and Submerging		
Blow Bubbles	Demonstrate, at least 3 seconds	<p>Children take and hold a big breath, then put mouth and nose in the water, exhale out the mouth.</p> <p>When ready, children take and hold a big breath, then put the mouth and nose in the water, and exhale out the nose.</p>
Submerge mouth, nose and eyes	Demonstrate in shallow water	<p>Children take a big breath and hold it, squat to submerge the mouth, exhale through the mouth, and stand up.</p> <p>When ready, children take a big breath and hold it, squat to submerge mouth and nose, exhale through mouth and nose, and stand up.</p> <p>When ready, children take a big breath and hold it, squat to submerge the mouth, nose, and eyes; exhale through the mouth and nose; and return to the surface</p>
Open eyes underwater and retrieve submerged objects	Demonstrate in shallow water	<p>Retrieve an object submerged 2-3 feet below the surface, w/ support or independently.</p> <p>NOTE - Start just below the surface and progress.</p>
Buoyancy on Front		
Front glide	Demonstrate, with or without assistance, at least 2 body lengths	<p>Childs mouth nose and eyes should be in the water and their body should be horizontal to the surface of the water.</p> <p>NOTE - Give support as needed, encourage the children to be independent, and work towards the wall.</p>
Recover from a front glide to a vertical position	Demonstrate, with or without assistance	<p>At the end of a glide, the child exhales, lifts the head, pushes down with the arms, pulls the knees under the body toward the chest, places the feet on the bottom, and stands up.</p> <p>NOTE – If child cannot touch, the child should be able to achieve a vertical position with minimal assistance. Use the shoulder support position.</p>

Buoyancy on Back		
Back glide	Demonstrate, with assistance, at least 2 body lengths	Child holds on to the wall, bends their knees, places the ball of their feet on the wall, relaxes their head back, and looks up. When cued, the child gently pushes off the wall, raises their hips bringing the stomach up, relaxes their arms at their side, and keeps their legs long and toes under the water. NOTE – Child is supported with the hip support or back support position.
Back float	Demonstrate, with assistance, at least 3 seconds	Child lowers their body under the water to the neck, holds their arms over head and slightly out to the side, lays their head back until the ears are under water, looks straight up, raises their hips to the surface, and pushes their chest and stomach toward the surface. Childs legs should be relaxed, knees slightly bent, and feet beneath the surface. NOTE – Child is supported using the hip support or shoulder support position.
Recover from a back float or glide to a vertical position	Demonstrate, with assistance	Child takes a breath, tucks their chin, brings their knees forward by bending at the hips, sweeps the arms back and down, sweeps the arms forward in a circular motion, exhales, and stands up. NOTE – Child is supported using the hip support or shoulder support position
Changing Direction and Positioning and Treading		
Roll from front to back	Demonstrate, with support	Instructor holds the child in a support position on the front and, moves forward to gain momentum, cues the child, rotates the child on to their back with the child's ears in or out of the water, and holds the child in a support position on back. NOTE- Child should be comfortable and confident, when mastered.
Roll from back to front	Demonstrate, with support	Instructor holds the child in a support position on the back, moves backward to gain momentum, cues the child, rotates the child on to their front with the child's face out of the water, and holds the child in a support position on back. NOTE- Child should be comfortable and confident, when mastered.
Arm and hand treading actions	Explore, in chest-deep water	Children are able to move the hands in a smooth continuous motion just below the surface of the water. NOTE – Encourage the children to lift their feet off the bottom or try, while you relax your grip.
Swim on Front		
Alternating leg action on front	Demonstrate, with support, at least 2 body lengths	Legs should be long and close together under the surface of the water; knees, ankles, and feet should be relaxed; make some, but not too much, splash with the feet. NOTE – Guide the child's legs until pattern is mastered
Simultaneous leg action on front	Demonstrate, with support, at least 2 body lengths	1) Legs, knees, and ankles separate out; then squeeze together quickly. 2) Legs are extended under the surface; knees, ankles, and feet are relaxed; and hips move up and down. NOTE – Guide the child's legs until pattern is mastered
Alternating arm action on front	Demonstrate, with support, at least 2 body lengths	One at a time under the water, arms move forward palms down and fingers together, sweep down and pull the water back to the feet, and recover under the water, with the hands in position to glide forward again. NOTE – Instructor should guide the child's arms until the pattern is mastered.
Simultaneous arm action on front	Demonstrate, with support, at least 2 body lengths	At the same time, both arms move forward at the same time, with palms facing down and fingers together but relaxed, sweep out and down to pull the water back toward the feet, and recover under the water with the hands in position to glide forward again. NOTE – Instructor should guide the child's arms until the pattern is mastered

Swim on Front (cont.)		
Combined arm and leg actions on front	Demonstrate, with support, at least 2 body lengths	Child combines simultaneous arms and legs with support. Arm and leg movement should match. NOTE – Focus on the propulsive movement under the water.
Swim on Back		
Alternating leg action on back	Demonstrate, with support, at least 2 body lengths	Legs and knees are close together under the surface with some splash; knees, ankles, and feet are relaxed, knees may be bent. NOTE – Guide the child's legs until pattern is mastered
Simultaneous leg action on back	Demonstrate, with support, at least 2 body lengths	Legs, knees, and ankles separate and spread then squeeze quickly to make the water swirl. NOTE – Guide the child's legs until pattern is mastered
Alternating arm action on back	Demonstrate, with support, at least 2 body lengths	One at a time, reach back, extend the arm up to the shoulders over the head. Sweep and push the water back toward the feet, while the other arm reaches back. NOTE – Guide the child's legs until pattern is mastered
Simultaneous arm action on back	Demonstrate, with support, at least 2 body lengths	At the same time, both arms bend, hands move out from the side and lift up toward the shoulder. The water is pushed toward the feet in a short sweeping motion, using hands and arms. NOTE – Guide the child's legs until pattern is mastered.
Combined arm and leg actions on back	Demonstrate, with support, at least 2 body lengths	Child combines simultaneous arms and legs with support. Arm and leg movement should match. NOTE – Focus on the propulsive movements of the arms and legs.
Water Safety		
Staying safe around water	Show and tell	Discuss swimming only in supervised areas with a grown up, following the rules, asking permission from a grown up before you go in the water, staying close to the grown up who is watching, staying away from the water if they do not have permission (including ponds, buckets, and fountains), staying safe when playing with an inflatable, importance of safe play and walking, and the importance of showering and using the restroom.
Recognizing the lifeguards	Show and tell	Discuss the lifeguard's job, that lifeguards are there to help, how to identify a lifeguard, only to swim where the lifeguard can see them, ask for help if you need it, tell them about things that are not safe, and do not try to play with or talk to the lifeguard, while they are on duty.
Don't Just Pack It, Wear Your Jacket	Demonstrate	Discuss the importance of a life jacket, how it keeps them safe, when to wear a life jacket, and how to identify a life jacket. With assistance, child demonstrates selecting a life jacket of proper size, and putting it on properly. While wearing a life jacket, child practices: entering / exiting the water, moving around in the lifejacket, floating in the life jacket on their back, rolling over front to back and back to front, and jumping into the water.
Recognizing an emergency	Show and tell	Discuss when a swimmer needs help, who to ask for help, never entering the water to help someone, why we never go into the water to help, and what someone who needs help looks like.
How to call for help	Demonstrate	Discuss the importance of staying calm and getting help, the phone number to call, what to say to the operator, when to hang up the phone, and when it's appropriate to call for help. Children practice calling 911 and shouting for help.
Too Much Sun Is No Fun	Show and Tell	Children should know that some of the light from the sun is bad for them, the importance of protecting themselves from the sun, what may happen if they do not protect themselves, and how to protect themselves. Children should practice applying sunscreen, putting on protective clothing, and staying in the shade.

Otter Exit Skills Assessment

All Otter (Preschool Aquatics Level 1) exit skills can be performed with support.

1. Enter, independently, using either the ramp, steps or side, travel at least 5 yards, submerge to mouth and blow bubbles for at least 3 seconds, then safely exit the water. (Children can walk, move along the gutter or “swim”).
2. While in shallow water, glide on front for at least 2 body lengths, then roll to back and float on back for 3 seconds, then recover to a vertical position.

Seal (Preschool Level 2)

The objectives of Seal (Preschool Aquatics Level 2) are to further develop basic aquatic skills. Children begin to perform these skills at a slightly more advanced level than in Otter. Many skills in Otter (Preschool Level 1) are performed with assistance. Seal (Level 2) marks the beginning of independent aquatic locomotion skills. Children continue to explore using simultaneous and alternating arm and leg actions on the front and back to gain greater proficiency in preparation for performing strokes. Seal (Level 2) also builds on the water safety topics introduced in Otter.

This level is targeted for children who have successfully completed the Otter (Preschool Aquatics Level 1) exit skills assessment and are around the age of 4-5 years of age.

<u>Skill</u>	<u>Completion Requirement</u>	<u>Description</u>
Water Adjustment, Entry and Exit		
Enter water by stepping in from the deck or low height	Demonstrate, independently, into shoulder-deep water	Child curls toes over the edge and independently steps away from the edge into the water. Instructor assists child as needed to the wall. Instructor holds the child's hand until the child is confident performing the skill. NOTE – In deeper water, catch the child as they begin to submerge.
Exit water using ladder, steps or side	Demonstrate, independently, in chest-deep water	<u>Ladder</u> : Children climb up the ladder. Their back is turned to the water and they are facing the ladder. While climbing, the child holds on to the railings with both hands <u>Steps</u> : Children walk up the steps (facing the side of the pool), and hold on to a railing if available. <u>Side</u> : Children pull themselves up to the elbows, then to the stomach, then put one leg up on the side, continue to climb out of the water then stand or sit on the deck safely. NOTE – Instructor may need to assist in deeper water.
Breath Control and Submerging		
Bobbing	Demonstrate, independently, at least 5 times	Child takes a breath, submerges mouth, nose, and eyes (for 1-2 seconds), blows bubbles slowly, surfaces, and repeats several times. NOTE – Child may hold the wall for support
Open eyes underwater and retrieve submerged objects	Demonstrate, independently, in chest-deep water	Standing in the water, child submerges, and retrieves an object from the bottom of the pool. NOTE – In deeper water, Child may hold the wall and retrieve an object suspended by the instructor 2-3 feet under the water. This skill should be practiced one at a time.
Buoyancy on Front		
Front Glide	Demonstrate, with assistance, at least 2 body lengths	<u>Child Cannot Stand</u> : Instructor supports the child above the waist from behind, child places their feet on the instructor's knees, and squats to shoulder depth. Child positions themselves in streamline, takes a breath, holds their breath, places their face in the water, pushes off, and glides to the wall. <u>Child Can Stand</u> : Child holds the side of the pool w/ one hand, extends the other arm, places their feet on the wall, takes a breath, holds their breath, release their hand from the wall, extends their arms in streamline, and pushes off the wall
Front Float	Demonstrate, with assistance, for at least 3 seconds	Child performs a front float for 3 seconds and the instructor provides assistance as necessary.

Recover from a front float or glide to a vertical position	Demonstrate, with assistance, in chest-deep water	At the end of a glide, the child exhales, lifts the head, pushes down with the arms, pulls the knees under the body toward the chest, places the feet on the bottom, and stands up. NOTE – Instructor may need to support in deeper water. Focus on the child changing their body's position in the water.
Buoyancy on Back		
Back Glide	Demonstrate, with assistance, at least 2 body lengths	Child should be able to maintain a back glide for at least 2 body lengths, with assistance as needed. NOTE- Instructor may assist the child as needed. Focus on the child maintaining proper body position.
Back Float	Demonstrate, with assistance, at least 5 seconds	Child should be able to maintain a float on back for at least 5 seconds. Slight kicking and fining motions may be used to help maintain the position. NOTE- Instructor may assist the child as needed. Focus on the child maintaining proper body position.
Recover from a back float or glide to a vertical position	Demonstrate, with assistance, in chest-deep water	Child takes a breath, tucks their chin, brings their knees forward by bending at the hips, sweeps the arms back and down, sweeps the arms forward in a circular motion, exhales, and stands up. NOTE – If the child cannot touch, focus on the child changing their body's position in the water.
Changing Direction and Position and Treading		
Roll from Front to Back	Demonstrate, with assistance	Instructor holds the child in a face-to-face position, gains forward momentum to move the child to a front glide, cues the child by tapping the back of the head, grasps the child's same wrist (reaching across and under the child's body), pulls the wrist under the water, and supports the back of the child's head. At the end of the turn, the child should be in a back float with assistance as needed. NOTE- Child should be comfortable and confident, when mastered.
Roll from Back to Front	Demonstrate, with assistance	Instructor holds the child in the hip support on back or back support position, walks backward with the child to initiate a glide, reaches (over and across the child's body) to grasp the child's opposite hand, supports the back of the child's head, cues the child, pulls the child's arm across the body. At the end of the turn the child should be in a front float with assistance. NOTE- Child should be comfortable and confident, when mastered.
Tread water using arm and leg actions	Demonstrate, 5 seconds, with assistance in shoulder-deep water	Child stands in chest deep water, moves their arms using slow continuous movement, and kicks their legs in a way that is efficient and holds their head above the water. NOTE- If the child cannot touch, support the child under the shoulders from behind and release support as the child generates enough force to keep themselves at the surface. Introduce independence w/ a flotation device.
Swim on Front		
Combined arm and leg actions on front	Demonstrate, with assistance, at least 3 body lengths	<u>Alternating</u> : Child combines alternating arms and legs. Arm and leg movement should match. Encourage child to place their face in the water <u>Simultaneous</u> : Child combines simultaneous arms and legs with support. Arm and leg movement should match. NOTE – Focus on the propulsive movement under the water. Child should be maintaining the arm action, leg action, and body position.
Swim on Back		
Finning arm action on back	Demonstrate, with assistance, at least 3 body	Child moves into a back float (head back, arms at the side, hands are relaxed under the surface palms facing the bottom of the pool), bends the elbows, slowly moves the hands out to the side, and pushes the water towards the feet in short strokes. Child should be maintaining the arm action, leg action, and body position.

	lengths	
Combined arm and leg actions on back	Demonstrate, with assistance, at least 3 body lengths	<u>Alternating</u> : Child combines alternating arms and legs. Arm and leg movement should match. Encourage child to place their face in the water <u>Simultaneous</u> : Child combines simultaneous arms and legs with support. Arm and leg movement should match. NOTE – Focus on the propulsive movement under the water. Child should be maintaining the arm action, leg action, and body position.
Water Safety		
Staying Safe around Water	Discuss	Discuss swimming only in supervised areas with a grown up, following the rules, asking permission from a grown up before you go in the water, staying close to the grown up who is watching, staying away from the water if they do not have permission (including ponds, buckets, and fountains), staying safe when playing with an inflatable, importance of safe play and walking, and the importance of showering and using the restroom.
Recognizing the Lifeguards	Discuss	Discuss the lifeguard's job, that lifeguards are there to help, how to identify a lifeguard, only to swim where the lifeguard can see them, ask for help if they need it, tell them about things that are not safe, and do not try to play with them or talk to the lifeguards, while they are on duty.
Don't Just Pack It, Wear Your Jacket	Discuss / Demonstrate	Discuss the importance of a life jacket, how it keeps them safe, when to wear a life jacket, and how to identify a life jacket. With assistance, child demonstrates selecting a life jacket of proper size, and putting it on properly. While wearing a life jacket, child practices: entering / exiting the water, moving around in the lifejacket, floating in the life jacket on their back, rolling over front to back and back to front, and jumping into the water.
Recognizing an Emergency	Discuss	Discuss when a swimmer needs help, who to ask for help, never entering the water to help someone, why we never go into the water to help, and what someone who needs help looks like.
How to Call for Help	Discuss / Demonstrate	Discuss the importance of staying calm and getting help, the phone number to call, what to say to the operator, when to hang up the phone, and when it's appropriate to call for help. Children practice calling 911 and shouting for help.
Too much Sun is No Fun	Discuss	Children should know that some of the light from the sun is bad for them, the importance of protecting themselves from the sun, what may happen if they do not protect themselves, and how to protect themselves. Children should practice applying sunscreen, putting on protective clothing, and staying in the shade.
Seal Exit Skills Assessment		
<p>All Seal (Preschool Aquatics Level 2) exit skills can be performed with assistance.</p> <ol style="list-style-type: none"> 1. Glide on front for at least 2 body lengths, roll to back, float on back for 15 seconds, then recover to a vertical position. 2. Glide on back for at least 2 body lengths, roll to front, then recover to a vertical position. 3. Swim using combined arm and leg actions on front for 3 body lengths, roll to front, then continue swimming on front for at least 3 body lengths. 		

Dolphin (Preschool Level 3)

The objective of Dolphin (Preschool Level 3) is to increase children's proficiency in performing previously learned skills. This is accomplished by providing additional guided practice and increasing repetitions, distances, times or levels of refinement. The skills in Dolphin (Preschool Level 3) are performed independently. Children improve their coordination and control of combined simultaneous arm and leg actions and alternating arm and leg actions. New water safety topics are introduced and previously acquired water safety knowledge and skills are reinforced.

This level is targeted for children who have successfully demonstrated the Seal (Preschool Aquatics Level 2) exit skills and are between the 4-5 years of age.

<u>Skills</u>	<u>Completion Requirements</u>	<u>Description</u>
Water Adjustment, Entry and Exit		
Enter water by jumping in	Demonstrate, independently, into shoulder-deep water	Child curls toes over the edge and independently jumps away from the edge into the water. Instructor assists child as needed to the wall. NOTE – In deeper water, catch the child so that their head submerges slightly.
Breath Control and Submerging		
Fully submerge and hold breath	Demonstrate, independently, at least 10 seconds	Child fully submerges for 5 seconds and exhales on the way up. NOTE- In deeper water, children may hold on to the wall for support.
Bobbing	Demonstrate, independently, at least 10 times in chest-deep water	Child stands away from the wall, squats to submerge shoulders, takes a breath, submerges their entire body (for 1-2 seconds), blows bubbles slowly, hops towards the wall, surfaces, and repeats until they reach the wall. NOTE – Instructor may assist when taking a breath in deeper water.
Rotary Breathing	Demonstrate, independently, 5 times	Child turns his or her head to one side, just enough for the mouth to clear the water but not so far that the body twists. He or she takes a breath and returns the face to the water and exhales slowly. Child then repeats this process at least 5 times.
Buoyancy on Front		
<i>Float in a Face-Down Position</i>		
Front Float	Demonstrate, independently, at least 10 seconds	Child takes a breath, holds their breath, leans forward, submerges the face to the ears, allows the legs to rise to the surface, floats for 5 seconds, exhales, and recovers to a vertical position. Note – If the child cannot touch, instructor may assist the child as they prepare to float and after they recover.
Jellyfish Float	Demonstrate, independently, at least 10 seconds	Child submerges to the neck, takes a breath, holds their breath, bends forward at the waist, puts their head down under the water, flexes their knees, allows their feet to raise off the bottom, allows their arms to hang, continues to hold their breath, relaxes, allows their back to raise to the surface, floats for 5 seconds, drops their feet, exhales, and recovers to a vertical position. Note – If the child cannot touch, instructor may assist the child as they prepare to float and after they recover.

<i>Float in a Face-Down Position (cont.)</i>		
Tuck Float	Demonstrate, independently, at least 10 seconds	Child submerges to the neck, takes a breath, holds their breath, bends forward at the waist, submerges their face to the ears, places their chin on their chest, flexes at the hips, brings the knees to the chest, holds their legs at mid calf, allows the body to rise to the surface, floats for 5 seconds, exhales slowly, releases the legs, and recovers to a vertical position. Note – If the child cannot touch, instructor may assist the child as they prepare to float and after they recover.
Recover from a Front Float or Glide to a Vertical Position	Demonstrate, independently	At the end of a glide, the child exhales, lifts the head, pushes down with the arms, pulls the knees under the body toward the chest, places the feet on the bottom, and stands up. NOTE – Instructor may assist after the child has returned to a vertical position.
Buoyancy on Back		
Back Glide	Demonstrate, independently, at least 15 seconds	Child should be able to maintain a back glide for at least 5 body lengths For A Description Refer to the Skills Chart for Otter Note – If the child cannot touch, instructor may assist the child as they prepare to float and after they recover.
Back Float		Child should be able to maintain a float on their back for at least 5 seconds. Slight kicking and fining motions may be used to help maintain the position. For A Description Refer to the Skills Chart for Otter Note – If the child cannot touch, instructor may assist the child as they prepare to float and after they recover.
Recover from a back float or glide to a vertical position		Child takes a breath, tucks their chin, brings their knees forward by bending at the hips, sweeps the arms back and down, sweeps the arms forward in a circular motion, exhales, and stands up. NOTE – If the child cannot touch, focus on the child changing their body's position in the water.
Changing Direction and Position and Treading		
Change direction of travel while swimming on front or back	Demonstrate, independently	In waist to chest-deep water, have the children push off from the wall and swim using combined arm and leg actions on the front or back. With the instructor standing about 2 yards away from the wall, have the children swim around you and then back to the wall.
Tread Water	Demonstrate, independently, at least 30 seconds in shoulder-deep water	Child stands in chest deep water, moves their arms using slow continuous movement, and kicks their legs in a way that is efficient and holds their head above the water. NOTE- If the child cannot touch, support the child under the shoulders from behind and release support as the child generates enough force to keep themselves at the surface. Introduce independence w/ a flotation device.
Swim on Front		
Combined arm and leg actions on front	Demonstrate, independently, at least 5 body lengths	<u>Alternating</u> : Child combines alternating arms and legs with their face in the water. Arm and leg movement should match. <u>Simultaneous</u> : Child combines simultaneous arms and legs with support. Arm and leg movement should match. Encourage the child to place the face in the water. NOTE – Focus on the propulsive movement under the water. Child may be assisted while taking a breath. If the child cannot touch instructor may assist as the child recovers to a vertical position

Swim on Back		
Finning arm action on back	Demonstrate, independently, at least 5 body lengths	Child moves into a back float (head back, arms at the side, hands are relaxed under the surface palms facing the bottom of the pool), bends the elbows, slowly moves the hands out to the side, and pushes the water to the feet in short strokes. If the child cannot touch instructor may assist as the child recovers to a vertical position.
Combined arm and leg actions on back		<u>Alternating:</u> Child combines alternating arms and legs with assistance. Arm and leg movement should match Child combines simultaneous arms and legs with support. Arm and leg movement should match. NOTE – Focus on the propulsive movement under the water. If the child cannot touch instructor may assist as the child recovers to a vertical position.
Water Safety		
The Danger of Drains	Show and Tell	Discuss the importance of staying away from any drains, pipes or other openings in pools and/or spas. Drains, pipes and other openings are very dangerous and can cause persons, such as small children, to get stuck. People should always stay away from pool drains, pipes and other openings in order to avoid entrapments. With your children, point out (or have the children point out) the drains, pipes and other openings in the pool to be certain that everyone knows what and where these items are.
Don't Just Pack It, Wear Your Jacket		Discuss the importance of a life jacket, how it keeps them safe, when to wear a life jacket, and how to identify a life jacket. With assistance, child demonstrates selecting a life jacket of proper size, putting it on properly. While wearing a life jacket, child practices: entering / exiting the water, moving around in the lifejacket, floating in the life jacket on their back, rolling over front to back and back to front, and jumping into the water.
Recognizing an Emergency		Discuss when a swimmer needs help, who to ask for help, never entering the water to help someone, why we never go into the water to help, and what someone who needs help looks like.
How to Call for Help		Discuss the importance of staying calm and getting help, the phone number to call, what to say to the operator, when to hang up the phone, and when it's appropriate to call for help. Children practice calling 911 and shouting for help.
Too Much Sun is No Fun		Children should know that some of the light from the sun is bad for them, the importance of protecting themselves from the sun, what may happen if they do not protect themselves, and how to protect themselves. Children should practice applying sunscreen, putting on protective clothing, and staying in the shade.
Look Before You Leap		Discuss when it is and is not safe to jump into the water and how to determine if it is or is not safe to jump.
Think So You Don't Sink		Discuss how emergencies may happen at any time, the importance of staying calm and remembering to lean or roll onto their back and float. Practice jumping in and floating on back and swimming on front and rolling on to back.
Reach Or Throw, Don't Go	Demonstrate	Discuss <ul style="list-style-type: none"> • what someone who needs help look s like • the importance of not getting in the water to help, • what can be used to extend your reach? • What can be used to extend the reach, if traditional items are not available? What characteristics should the item have? • importance of calling 911. Practice reaching with and without equipment. Have the children find items at the pool that can used to reach.
Dolphin Exit Skills Assessment		
All Dolphin (Preschool Level 3) exit skills are done independently (defined as no adult contact, intervention or use of flotation devices). <ol style="list-style-type: none"> 1. Step from the side into chest-deep water, push off from the bottom, move into a treading or floating position for 15 seconds, swim on front and/or back for 5 body lengths, then exit the water. 2. Move into a back float for 15 seconds, roll to front, then recover to a vertical position. 3. Push off and swim using combined arm and leg actions on front for 5 body lengths, roll to back, float for 15 seconds, roll to front, then continue swimming for 5 body lengths. 		

Learn To Swim Level 1

Learn to Swim Level 1 introduces basic aquatic skills, which participants continue to build on as they progress through Learn to Swim. In addition, participants start developing positive attitudes, effective swimming habits and safe practices in and around the water. Learn to swim Level 1 skills overlap with the Otter and Seal (Preschool Aquatics Level 1 and 2) skills.

There are no skill prerequisites to start Level 1 of the Learn to Swim Program. Participants usually will start this level when they are 6 years of age.

<u>Skills</u>	<u>Completion Requirements</u>	<u>Description</u>
Water Adjustment, Entry and Exit		
Enter water using ramp, steps or side	Demonstrate, independently	For a Description refer to Otter Skill Chart.
Exit water using ladder, steps or side	Demonstrate, independently	For a Description Refer to Otter Skill Chart.
Breath Control and Submerging		
Blow bubbles	Demonstrate, at least 3 seconds	For a Description Refer to Otter Skill Chart.
Bobbing	Demonstrate, at least 5 times	For a Description Refer to Seal Skill Chart
Open eyes underwater and retrieve submerged objects	Demonstrate, at least 2 times in shallow water	For a Description Refer to Otter Skill Chart.
Buoyancy		
Front Glide	Demonstrate, with or without assistance, at least 2 body lengths	For a Description Refer to Otter Skill Chart.
Recover from a front glide to a vertical position	Demonstrate, with or without assistance	For a Description Refer to Seal Skill Chart

Buoyancy (cont.)		
Back Glide	Demonstrate, with or without assistance, at least 2 body lengths	For a Description Refer to Seal Skill Chart
Back Float	Demonstrate, with assistance, at least 5 seconds	For a Description Refer to Seal Skill Chart
Recover from a back float or glide to a vertical position	Demonstrate, with assistance	For a Description Refer to Seal Skill Chart
Changing Direction and Position and Treading		
Roll from Front to Back	Demonstrate, with assistance	For a Description Refer to Otter Skill Chart.
Roll from Back to Front	Demonstrate, with assistance	For a Description Refer to Otter Skill Chart.
Arm and Hand Treading Actions	Explore in chest-deep water	For a Description Refer to Otter Skill Chart.
Swim on Front		
Alternating leg action on front	Demonstrate, with assistance, at least 2 body lengths	For a Description Refer to Otter Skill Chart.
Simultaneous leg action on front		For a Description Refer to Otter Skill Chart.
Alternating arm action on front		For a Description Refer to Otter Skill Chart.
Simultaneous arm action on front		For a Description Refer to Otter Skill Chart.
Combined arm and leg actions on front	Demonstrate, independently, at least 2 body lengths	For a Description Refer to Otter Skill Chart.

Swim on Back		
Alternating leg action on back	Demonstrate, with assistance, at least 2 body lengths	For a Description Refer to Otter Skill Chart.
Simultaneous leg action on back		For a Description Refer to Otter Skill Chart.
Alternating arm action on back		For a Description Refer to Otter Skill Chart.
Simultaneous arm action on back		For a Description Refer to Otter Skill Chart.
Combined arm and leg actions on back		For a Description Refer to Otter Skill Chart.
Water Safety		
Staying safe around water	Show and Tell	For a Description Refer to Otter Skill Chart.
Recognizing the Lifeguards		For a Description Refer to Otter Skill Chart.
Don't Just Pack It, Wear Your Jacket	Show and Tell / Demonstrate	For a Description Refer to Otter Skill Chart.
Recognizing an Emergency	Show and Tell	For a Description Refer to Otter Skill Chart.
How to Call for Help	Show and Tell / Demonstrate	For a Description Refer to Otter Skill Chart.
Too Much Sun Is No Fun	Show and Tell	For a Description Refer to Otter Skill Chart.
LTS Level 1 Exit Skills		
<ol style="list-style-type: none"> 1. Enter independently, using either the ramp, steps or side; travel at least 5 yards; bob 5 times; then safely exit the water. Participants can walk, move along the gutter or "swim." 2. Glide on the front at least 2 body lengths, roll to a back float for 5 seconds and recover to a vertical position. This part of the assessment can be done with assistance. 		

Learn To Swim Level 2

The objective of Learn to Swim Level 2 is to give participants success with fundamental skills. Many of the skills taught in this level are the same skills taught in Dolphin (Preschool Aquatics Level 3). This level marks the beginning of true locomotion skills. Participants learn to glide and float without support and recover to a vertical position. Participants further develop simultaneous and altering arm and leg actions on the front and back, laying the foundation for future strokes. New water safety topics are introduced, and previously acquired water safety knowledge and skills are reinforced.

Successful demonstration of the exit skills from Learn to Swim Level 1 is a prerequisite for enrollment in this course.

<u>Skills</u>	<u>Completion Requirements</u>	<u>Description</u>
Water Adjustment, Entry and Exit		
Enter water by stepping or jumping from the side	Demonstrate, independently, into shoulder-deep water	For a Description Refer to Dolphin Skill Chart NOTE – In deeper water, catch the child so that their head submerges slightly.
Exit water using ladder, steps or side	Demonstrate, independently, from shoulder-deep water	For a Description Refer to Otter Skill Chart. Note: Child should be able to exit repeatedly and easily in chest deep water.
Breath Control and Submerging		
Fully submerge and hold breath	Demonstrate, independently, at least 10 seconds	For a Description Refer to Dolphin Skill Chart NOTE- In deeper water, children may hold on to the wall for support.
Bobbing	Demonstrate, independently, at least 10 times in chest-deep water	For a Description Refer to Dolphin Skill Chart NOTE – Instructor may assist when taking a breath in deeper water.
Open eyes underwater and retrieve submerged objects	Demonstrate, independently, in chest-deep water at least 3 times	For a Description Refer to Seal Skill Chart.
Rotary Breathing	Demonstrate, independently, 5 times	For a Description Refer to Seal Skill Chart.

Buoyancy		
Front Glide	Demonstrate, independently, at least 2 body lengths	For a Description Refer to Seal Skill Chart.
<i>Float in a face-down position</i>		
Front Float	Demonstrate, independently, at least 10 seconds	For a Description Refer to Seal Skill Chart.
Jellyfish Float		For a Description Refer to Seal Skill Chart.
Tuck Float		For a Description Refer to Seal Skill Chart.
Recover from a Front Float or Glide into a vertical position	Demonstrate, independently, in chest-deep water	For a Description Refer to Seal Skill Chart.
Back Glide	Demonstrate, independently, at least 2 body lengths	For a Description Refer to Seal Skill Chart.
Back Float	Demonstrate, Independently, at least 15 seconds	For a Description Refer to Seal Skill Chart.
Recover from a back float or glide into a vertical position	Demonstrate, independently, in chest-deep water	For a Description Refer to Seal Skill Chart.
Changing Direction and Position and Treading		
Roll form Front to Back	Demonstrate, independently	For a Description Refer to Seal Skill Chart.
Roll from Back to Front		For a Description Refer to Seal Skill Chart.
Change Direction of Travel While Swimming on Front or Back		For a Description Refer to Seal Skill Chart.

Changing Direction and Position and Treading (cont.)		
Tread Water using arm and leg actions	Demonstrate, independently, at least 15 seconds, in shoulder deep water	For a Description Refer to Seal Skill Chart.
Swim on Front		
Combined Arm and Leg Actions on Front	Demonstrate, independently, at least 5 body lengths	For a Description Refer to Seal Skill Chart.
Swim on Back		
Finning arm action on back	Demonstrate, independently, at least 5 body lengths	For a Description Refer to Seal Skill Chart.
Combined arm and leg actions on back		For a Description Refer to Seal Skill Chart.
Water Safety		
Staying Safe around Water	Show and Tell	For a Description Refer to Seal Skill Chart.
Don't Just Pack It, Wear Your Jacket	Show and Tell / Demonstrate	For a Description Refer to Seal Skill Chart.
Recognizing an Emergency	Show and Tell	For a Description Refer to Seal Skill Chart.
How to Call for Help	Show and Tell / Demonstrate	For a Description Refer to Seal Skill Chart.
Too Much Sun Is No Fun	Show and Tell	For a Description Refer to Seal Skill Chart.
Look Before You Leap		For a Description Refer to Seal Skill Chart.
Think So You Don't Sink		For a Description Refer to Seal Skill Chart.
Reach or Throw, Don't Go	Show and Tell / Demonstrate	For a Description Refer to Seal Skill Chart.
The Danger of Drains	Show and Tell	For a Description Refer to Seal Skill Chart.

LTS Level 2 Exit Skills Assessment

1. Step from the side into chest-deep water, push off the bottom, move into a treading or floating position for at least 15 seconds, swim on front and/or back for 5 body lengths, then exit the water.
2. Move into a back float for 15 seconds, roll to front, then recover to a vertical position.
3. Push off and swim using combined arm and leg actions on front for 5 body lengths, roll to back, float for 15 seconds, roll to front, then continue swimming for at least 5 body lengths.

Learn To Swim Level 3

The objectives of Learn to Swim Level 3 are to expand proficiency of previously learned skills by providing additional guided practice. Participants learn and practice survival floating and learn to swim front crawl and elementary backstroke at rudimentary proficiency levels. You introduce the scissors and dolphin kicks, and extend the time duration for treading water. Participants also learn rules for headfirst entries and begin to learn to enter the water headfirst from a seated position at poolside (if the water is 9 feet deep or deeper). As in all levels, new and previously addressed water safety topics are included. Participants who successfully complete Level 3 have achieved basic water competency in a pool environment.

The prerequisite requirement for Level 3 is successful completion of the Dolphin (Preschool Aquatics Level 3) or Learn to Swim Level 2 exit skills.

<u>Skills</u>	<u>Completion Requirement</u>	<u>Description</u>
Water Entry and Exit		
Enter water by jumping from the side, fully submerge, then recover to the surface and return to the side	Demonstrate, into deep water	<ol style="list-style-type: none"> 1. Child stands at the edge of the pool, holds the arms up and slightly out to the side, curls their toes over the edge, takes a breath, and jumps out from the edge and into the water. 2. After submerging, the child sweeps down with their arms and kicks to return to the surface. 3. Once at the surface, the child levels off and swims to the side of the pool <p>NOTE – Have children take turns one at a time, until they have mastered this skill.</p>
Headfirst entry from the side in a sitting position	Demonstrate, in water at least 9 feet deep	<ol style="list-style-type: none"> 1) Child sits at the edge of the pool, with their feet on the edge of the gutter or against the side of the pool. 2) The child then extends their arms over their head into a tight streamline and focuses on a designated target that will allow for a 45 degree entry. 3) Child then tries to touch the water with their finger tips, by leaning forward and pushing with the legs. 4) Once in the water, the child straightens their body and extends both legs and angles their hands towards the surface of the water, to steer up. <p>NOTE – Have children take turns one at a time, until they have mastered this skill.</p>

Water Entry and Exit (cont.)		
Headfirst entry from the side in a kneeling position	Demonstrate, in water at least 9 feet deep	<ol style="list-style-type: none"> 1) Child kneels on one knee at the edge of the pool, and curls the toes of their other foot over the edge of the pool and extends their arms over their head into a tight streamline. 2) The child focuses on a designated target 1 to 2 feet from the side. 3) Child then tries to touch the water with their finger tips, by leaning forward. As they lose their balance they push off, with the legs. 4) Once in the water, the child straightens their body and extends both legs and angles their hands towards the surface of the water, to steer up. <p>NOTE – Have children take turns one at a time, until they have mastered this skill.</p>
Breath Control and Submerging		
Bobbing while moving toward safety	Demonstrate, at least 15 times, in chest-deep water	<ol style="list-style-type: none"> 1) Child holds their arms out in front, takes a breath and holds it, and bends their knees to submerge 2) The child then angles the body forward, pushes off the bottom (or kicks up), and sweeps their arms down towards the pool bottom, to bring their body up to the surface. 3) As the child nears the surface, they exhale quickly. 4) Once the mouth clears the surface, the child inhales and submerges again. <p>The child then repeat steps 2 – 4 at least 15x to return to the wall.</p>
Rotary Breathing	Demonstrate, 15 times	Child turns their head to the side until the mouth clears the water, takes a breath, returns their face to the water, exhales, and repeats 15x's in a rhythmic pattern.
Buoyancy		
Survival Float on Front	Demonstrate, at least 30 seconds, in deep water	<p>Child takes a breath and beings to float on their front, allowing the arms and legs to dangle, when necessary the child takes a breath and returns to the starting position.</p> <p>To take a breath, the child:</p> <ol style="list-style-type: none"> 1) slowly lifts the arms to shoulder height and moves them forward, as they separate the legs one moving forward and the other moving back 2) exhales slowly into the water and then presses with the arms to lift the head while snapping the legs together <p>as the mouth clears the water, the child inhales</p>
Back Float	Demonstrate, at least 1 minute, in deep water	Child relaxes onto their back and maintains their position in deep water, on their back, for 30 seconds. Finning or a slight leg movement to help the body stay near the surface is acceptable.
Changing Direction and Position and Treading		
Change from vertical to horizontal position on front	Demonstrate, in deep water	Child takes a breath, reaches forward, pulls the water back and kicks up, places the face down in the water to rotate the hips up, and begins swimming.
Change from vertical to horizontal position on back		Child kicks up, puts their head back, arches their back, leans backwards, as if moving into a back float, extends their arms out and up, pushes the water toward their feet, kicks again, levels off, and begins swimming or floating.
While in a vertical position, rotate one full turn		Child treads water to maintain a vertical position and then uses sculling motions to rotate 360 degrees.

Tread Water	Demonstrate, 1 minute, in deep water	Child is nearly vertical in the water. They make sweeping movements with the forearms and hands, just below the surface, while kicking with an acceptable kick, to keep the head above the water. In this level: Modified Scissors, Breaststroke, and Rotary are acceptable.
Swim on Front		
Push off in a streamlined position on front, then begin flutter kicking	Demonstrate, 3 to 5 body lengths	Child pushes off the wall under the surface of the water in a streamlined position on the front and exhales through the mouth and nose. Before losing momentum, the child begins to continuously kick the legs down and up for 3-5 body lengths. The down beat starts with the thigh, follows through with the whole leg and the foot, and finishes by snapping the foot as if kicking a ball. The upbeat is performed by raising the leg straight toward the surface with little or no bend until the heel breaks the surface. NOTE: Focus on the motion of the up and down beat in LEVEL 3
Push off in a streamlined position on front, then begin dolphin kicking		Child pushes off the wall under the surface of the water in a streamlined position on the back and exhales through the mouth and nose. Before losing momentum, the child begins to continuously whip the legs down and up for 3-5 body lengths. During the down beat, the legs bend at the knee, as thighs lower towards the bottom of the pool, and extended in a whip like motion. As the feet rise towards the surface, the legs are straightened. The upbeat finishes with straight legs and the heels just break the surface. Throughout the kick the ankles are relaxed. NOTE: Focus on the motion of the up and down beat in LEVEL 3
Front Crawl	Demonstrate, at least 15 yards	Remember to focus on the body position and body roll, to emphasize breathing to the side. The arms should be fully extended at the end of the pull and the legs should perform a continuous flutter kick. Note: Refer to the Stroke Performance Chart for Specific Criteria.
Breaststroke Kick	Demonstrate at least 15 yards	Child recovers by bringing the heels toward the buttocks as much as possible without upsetting body position or allowing the knees to drop toward the bottom of the pool. As the legs recover, the child gradually separates the knees and heels until the knees are about hip-width apart and the feet are outside the knees, keeping the heels just under the surface. At the end of recovery, child flexes the ankles and rotates the feet so that the toes point outward. With a continuous pushing action, child forcefully presses the feet and knees backward until the legs are extended (toes pointed) and the feet and ankles touch, and then hold the legs in a straight line.
Swim on Back		
Elementary Backstroke	Demonstrate, at least 15 yards	Remember to focus on body position and the timing of the stroke and glide sequence. The feet should be wider than the knees and the arms should be long during the power phase. Note: Refer to the Stroke Performance Chart for Specific Criteria.
Swim on Side		
Scissors Kick		Remember the focus is to be on the side with one leg extending forward and the other leg extending backward. Proper body position is required for a strong kick.
Water Safety		
Reach or Throw, Don't Go	Demonstrate	Review why we don't go, what can be used to reach or throw, and how to perform a reaching assist. Introduce and practice how to perform a throwing assist with a Ring Buoy.
Think Twice Before Going Near Cold Water or Ice	Show and Tell	<ul style="list-style-type: none"> Discuss why cold water is dangerous, how cold water affects the body, and what to do if someone falls into cold water. Practice HELP and HUDDLE while wearing lifejackets. To perform the HELP position: Draw the knees into the chest and keep the face forward and out of the water. The arms may be held against or across the chest
Look Before You Leap		Review the key points from Levels 1 and 2. Introduce what to look for before entering the water head first. Be sure to reinforce that the water must be 9 feet deep and that there should be no objects within 4 feet to the right and left of the diver or 10 – 15 feet in front of the diver.

Water Safety (cont).		
Developing Breath Control Safety	Show and Tell	<p>Learning breath control is an important part of learning to swim. During the LTS program, instructors do not ask participants to "see how long one can hold his/her breath," but rather sets limits, such as bobbing for 5 times or swimming underwater 3 to 5 body lengths.</p> <p>In developing breath control safety, the instructor is working to develop participants abilities without causing a dangerous situation. The instructor will limit participants to one breath before any underwater or breath control activities. He or she will stop participants if they try to hyperventilate before working on any underwater or breath control activities.</p> <p><u>Discuss the dangers of hyperventilation and extended breath-holding to participants.</u></p>
Making Good Decisions – Choosing An Exit Point		<p>Discuss with participants that they can bob toward safety if they get into water that is over their heads by taking a breath and submerging to the bottom, pushing off toward the shallow water or the side of the pool and by bobbing until they reach safety. They should also be able to combine several of the skills that they have been learning in swim lessons thus far as these combined skills will help them be safe in the pool.</p> <p>These skills include: jumping into deep water from the side and coming back to the surface, staying in one position by treading water or floating, being able to find a safe place to get out of the water and then turning in that direction, swimming to the exit and getting out of the water.</p> <p>In Level 3, you will help participants put it all together.</p>
LTS Level 3 Exit Skills Assessment		
<ol style="list-style-type: none"> 1. Jump into deep water from the side, recover to the surface, maintain position by treading or floating for 1 minute, rotate 1 full turn then turn as necessary to orient to the exit point, level off, swim front crawl and/or elementary backstroke for 25 yards, then exit the water 2. Push off in a streamlined position, then swim front crawl for 15 yards, change position and direction as necessary, swim elementary backstroke for 15 yards, then exit the water. 		

Learn To Swim Level 4

In Learn to Swim Level 4, participants improve their aquatic skills and increase their endurance by swimming the strokes learned in Level 3 for greater distances and with more advanced proficiency. Participants add arm actions to the previously learned scissors kick and breaststroke kick to perform the rudimentary sidestroke and to learn the breaststroke. Participants also begin to learn the back crawl and butterfly, as well as the basics of performing a simple open turn at a wall.

Successful completion of Learn To Swim Level 3 exit skills is the prerequisite for enrollment in Learn to Swim Level 4.

<u>Skills</u>	<u>Completion Requirements</u>	<u>Description</u>
Water Entry and Exit		
Headfirst entry from the side in a compact position	Demonstrate in water at least 9 feet deep	Child places one foot forward, with the toes gripping the edge of the pool, and the other back, about one giant step from the pools edge. The child lowers the knee of the back foot to the pool deck, with the foot flexed and toes resting on the pool deck. The child then extends their arms over head and lifts up so that both knees are flexed and off the deck, staying close to the water. The child focuses on a target that will allow for a 45 degree entry into the water, approximately 2 feet from the pools edge. The child bends at the waist trying to touch the surface of the pool with their hands, leans out over the water, and pushes with the legs toward the water. After entering the water, the child brings their legs together, angles their hands to the surface, and steers their body up.
Headfirst entry from the side in a stride position		Child places one foot forward, with the toes gripping the edge of the pool, and the other back, about one giant step from the pools edge. The child focuses on a target that will allow for a 45 degree entry into the water, approximately 3-5 feet from the pools edge, and raises their arms over head into a tight stream line. The child bends at the waist, softening the front knee and lifting onto the toe of the back foot. The child then tries to touch the surface of the pool with their hands, leans at the waist, and lifts the back leg off the pool deck, until even with their hips and chest. Then the child pushes off the deck towards the pool. Upon entering the water, the child brings their legs together, angles their hands to the surface, and steers their body up.
Breath Control and Submerging		
Swim Underwater	Demonstrate, 3 to 5 body lengths without hyperventilating	<p>Child swims underwater with the breaststroke or dolphin kick.</p> <p>Breaststroke: The arms start extended in front of the body, sweep wide back towards the feet, and recover close to the body.</p> <p>Butterfly: Arms are extended or at the side, to build momentum the arms may sweep wide and back towards the feet, recovering close to the body.</p> <p>Note: Diving rings or hula hoops spaced appropriately can help the child know how far they have swam and encourage them to go farther next time. Watch for children hyperventilating before swimming under water.</p>
Feet-first Surface Dive	Demonstrate, submerging completely	<p>The child begins with their body in a vertical position, while treading water. They extend the arms to the sides of the body, kick hard and press the arms forcefully down to touch the thighs. The child then takes a breath as their body lifts, holds their breath, and maintains a tight streamline and vertical body position allowing their head to submerge. As they submerge, the extended arms are slowly lifted over head, palms out, pushing water towards the surface. Once deep enough, the swimmer tucks and rolls to swim forward.</p> <p>Note: This skill must be practiced in water deep enough for the entire body to submerge. 7-10 feet is required for lifeguarding.</p>

Buoyancy		
Survival Swimming	Demonstrate, for at least 1 minute, in deep water	Child takes a breath and bends forward at the waist bringing the hands alongside the head, separates the legs into a stride position, extends the arms overhead, brings the legs together, and propels diagonally toward the surface. Once moving, the child sweeps the arms out and back to the thighs and glides along the surface of the water. The child bends their legs and draws them toward the torso returning the hands alongside the head, to prepare for a breath. The child then extends the arms and separates the legs in a stride position, tilts the head back and prepares to breath like a survival float. This sequence is repeated until the child reaches safety or is rescued.
Changing Direction and Position and Treading		
Front Crawl Open Turn	Demonstrate effective turn while swimming	Child extends the leading arm to touch the wall, bends the elbow toward the bottom of the pool, drops the shoulder, rotates the body to move toward the wall, and tucks the body at the hips and knees. The swimmer turns away from the leading hand, swings the feet under the body to touch the wall. The feet are placed one foot above the other. The leading hand recovers over the surface, both arms are extended, and legs push off the wall. The swimmer achieves and maintains a tight stream line, as they push off (on their side). Once off the wall, the swimmer rotates into a face down glide. As momentum is lost, the swimmer begins to flutter kick, steers up to the surface, and resumes the arm stroke. NOTE: Child should be able to confidently, consistently, and efficiently perform an open turn, while swimming, without coaching.
Back Crawl Open Turn		Child rolls to front as the stroking arm enters the water and extends the leading arm to touch the wall. At the wall, the child bends the elbow toward the bottom of the pool, drops the shoulder, rotates the body to move toward the wall, and tucks the body at the hips and knees. The swimmer turns away from the leading hand, swings the feet under the body to touch the wall. The feet are placed one foot above the other. The leading hand recovers over the surface, both arms are extended, and legs push off the wall. The swimmer achieves and maintains a tight stream line, as they push off (on their side). Once off the wall, the swimmer rotates into a face up glide. As momentum is lost, the swimmer begins to flutter/dolphin kick, steers up to the surface, and resumes the arm stroke. NOTE: Child should be able to confidently, consistently, and efficiently perform an open turn, while swimming, without coaching.
Tread Water using two different kicks	Demonstrate at least 2 minutes	The child should be able to correctly perform two of the following kicks: rotary, modified-scissors, modified breast stroke NOTE: Refer to Level 3 for Skill information.
Swimming on Front		
Front Crawl	Demonstrate at least 25 yards	Remember to focus on body roll, arms recovering out of the water, a strong flutter kick, and breathing to the side. NOTE: See Stroke Performance Chart for Stroke Guidelines
Breaststroke	Demonstrate at least 15 yards	Remember to focus on body position, a symmetrical kick with the feet wider than the knees during the power phase, arms symmetrically sweeping water towards the feet, and timing (pull, breathe, kick, and glide) . NOTE: See Stroke Performance Chart for Stroke Guidelines
Butterfly		Remember to focus on a symmetrical kick, a symmetrical pull that recovers out of the water, a fluid rhythmic undulation of the upper and lower body, and breathing in time with the arm cycle. NOTE: See Stroke Performance Chart for Stroke Guidelines

Swim on Back		
Push off in a streamlined position on back and begin flutter kicking	Demonstrate 3 to 5 body lengths	Child pushes off the wall under the surface of the water in a streamlined position on the back and exhales through the mouth and nose. Before losing momentum, the child begins to continuously kick the legs down and up for 3-5 body lengths. The down beat starts with the thigh, follows through with the whole leg and the foot, and finishes by snapping the foot as if kicking a ball. The upbeat is performed by raising the leg straight toward the surface with little or no bend until the toe breaks the surface. NOTE: Focus on the motion of the up and down beat in LEVEL 4
Push off in a streamlined position on back and begin dolphin kicking		Child pushes off the wall under the surface of the water in a streamlined position on the back and exhales through the mouth and nose. Before losing momentum, the child begins to continuously whip the legs down and up for 3-5 body lengths. During the upbeat, the legs bend at the knee, as the thighs rise towards the surface of the pool, and extend in a whip like motion. The upbeat finishes with straight legs and the toes just break the surface. As the feet lower towards the pool bottom, the legs are straight. Throughout the kick the ankles are relaxed. NOTE: Focus on the motion of the up and down beat in LEVEL 4
Elementary backstroke	Demonstrate at least 25 yards	Remember to focus on body position, a symmetrical pull and kick (recovering together), and a pronounced glide. NOTE :See the stroke performance chart for stroke guidelines
Back Crawl	Demonstrate at least 15 yards	Remember to focus on alternating arms recovering above the water, a continuous alternating kick, and body roll. NOTE :See the stroke performance chart for stroke guidelines
Swim on Side		
Sidestroke	Demonstrate at least 15 yards	Remember to focus on the child being positioned on their side, a kick that extends front and back, alternating arm actions, and a glide. Note: See the stroke performance chart for guidelines.
Water Safety		
Reach or Throw, Don't Go with Reaching and Throwing Assists	Show and Tell / Demonstrate	Review why we don't go, what can be used to reach or throw <u>Reaching Assist</u> : Student is able to perform a reaching assist with a Reaching Pole. <u>Throwing Assist</u> : Student is able to perform a throwing assist with a Ring Buoy.
Recreational Swimming Illnesses	Show and Tell	Discuss what RWI is, how it can be contracted, and how to prevent it. Reinforce: <ul style="list-style-type: none"> • Using the bathroom frequently, • Showering before swimming and after using the bathroom, • keeping water out of the mouth, and not swimming when you are sick
Think So You Don't Sink	Show and Tell / Demonstrate	Review ways to stay calm and keep yourself afloat or return to safety: <ul style="list-style-type: none"> • Back Float • Survival Float • Bobbing Survival Swimming
Look Before You Leap	Show and Tell	Reinforce safety precautions to consider, when entering head first Reinforce: <ul style="list-style-type: none"> • Appropriate Water Depth (9ft or Deeper) • Water clarity Proper Clearance

LTS Level 4 Exit Skills
<ol style="list-style-type: none">1. Perform a feet-first entry into deep water, swim front crawl for 25 yards, change direction and position as necessary and swim elementary backstroke for 25 yards.2. Swim breaststroke for 15 yards, change direction and position as necessary and swim back crawl for 15 yards.3. Submerge and swim a distance of 3 to 5 body lengths underwater without hyperventilating, return to the surface then exit the water

Learn To Swim Level 5

In Level 5, participants refine their performance of all six strokes and increase the distances that they swim. Participants also learn to perform flip turns on the front and back.

The prerequisite for Level 5 is successful completion of the Learn to Swim Level 4 exit skills.

<u>Skills</u>	<u>Completion Requirements</u>	<u>Description</u>
Water Entry and Exit		
Shallow-angle dive from the side	Demonstrate in water at least 9 feet deep	Child stands at the edge of the pool and curls their toes over the edge of the pool. The child bends slightly at the hip and knee and leans forward until their upper back is nearly parallel to the pool deck. The child focuses on a point of entry, about 3 to 5 feet from the side; swings the arms behind and up; lets their heels rise; and transfers their weight to their toes. This allows the body to begin to move. The child then swings their arms forward; extends their body, from the hips to the toes; and drives themselves out over the water nearly parallel to the surface. As they finish their forward swing, the child draws the arms into a tight streamline. The child enters the water at a 45 degree angle and steers upward, kicking at the end of the glide, and begins stroking at the surface.
Shallow-angle dive, glide 2 to 3 body lengths and begin any front stroke		Child should glide for 2 body lengths under the surface of the water before surfacing to stroke and breathe. Note: See Shallow Angle Dive for Details on how to perform the dive and glide.
Breath Control and Submerging		
Tuck Surface Dive	Demonstrate, submerging completely	Child swims forward, takes a breath, stops their stroke in a forward glide (with both arms extended), sweeps both arms to their thighs, rotates their palms to face the pool bottom, tucks their chin to their chest, bends at the waist, and draws the legs to a tuck. The child allows their body to roll forward, until their hips are directly above their head; extends their legs forcefully upward; presses the hands forward with the palms facing the bottom.
Pike Surface Dive		Child swims forward, takes a breath, stops their stroke in a forward glide (with both arms extended), sweeps both arms to their thighs, rotates their palms to face the pool bottom, tucks their chin to their chest, bends at the waist. The child then extends their straight legs sharply overhead; extends the arms forwards and down towards the bottom of the pool; and allows the weight of their legs to drive them to the bottom of the pool.

Changing Direction and Position and Treading		
Front Crawl Flip Turn	Demonstrate while swimming	Remember the child should stroke towards the wall, have their knees bent slightly during the tuck, push off on their back, roll to their front, begin kicking at the end of the glide, surface, and begin to stroke. NOTE: Child should be able to confidently, consistently and efficiently perform flip turn, while swimming, without coaching.
Backstroke Flip Turn		Remember the child should stroke towards the wall, roll to their front, have their knees bent slightly during the tuck, push off on their back, begin dolphin kicking at the end of the glide, surface, and begin to stroke. NOTE: Child should be able to confidently, consistently, and efficiently perform a flip turn, while swimming, without coaching.
Tread Water	Demonstrate at least 5 minutes	The child should be able to correctly perform all of the following kicks: rotary, modified-scissors, modified breast stroke NOTE: Refer to Level 3 for Skill information.
Tread water, using legs only	Demonstrate at least 2 minutes	The child should have his or her hands in their armpits and only use their legs to keep their head above water for at least 2 minutes.
Swim on Front		
Front Crawl	Demonstrate at least 50 yards	Remember to focus on body roll, arms recovering out of the water, a strong flutter kick, exhaling underwater and breathing to the side. NOTE: See Stroke Performance Chart for Stroke Guidelines
Breaststroke	Demonstrate at 25 yards	Remember to focus on body position, a symmetrical kick with the feet wider than the knees during the power phase, arms symmetrically sweeping water towards the feet, and timing (pull, breathe, kick, and glide) . NOTE: See Stroke Performance Chart for Stroke Guidelines
Butterfly	Demonstrate at least 25 yards	Remember to focus on body position, a fluid undulation of the legs that is in time with the hips and shoulders, a symmetrical pull sweeping water towards the feet, and timing (pull, big kick, breathe and little kick) . NOTE: See Stroke Performance Chart for Stroke Guidelines
Swim on Back		
Elementary Backstroke	Demonstrate at least 50 yards	Remember to focus on alternating arms recovering above the water, a continuous alternating kick, and body roll. NOTE : See the stroke performance chart for stroke guidelines
Back Crawl	Demonstrate at least 25 yards	Remember to focus on body position, arms extending from the shoulder, feet outside the knees and knees in line with the hips during the power phase, the pull and kick recovering together, and a pronounced glide. NOTE : See the stroke performance chart for stroke guidelines
Standard (back) scull	Demonstrate at least 30 seconds	Hands are flat, fingers and wrists are firm, and arms are bent at the elbows, so the hands are next to the hips and the elbow is away from the body. With flat palms and elbows wide, sweep the forearm away from the body and back towards it. Bend and extend the elbow as you sweep the arms in and out. Child should be able to maintain position for 30 seconds. Note: Movement may be added by angling the fingers up to the surface or down towards the bottom of the pool
Swim on Side		
Sidestroke	Demonstrate at least 25 yards	Remember to focus on the child being positioned on their side (ear in the water), a scissors kick, alternating arm actions, a glide, and rhythmic breathing. Note: See the stroke performance chart for guidelines.

Water Safety		
How to call for help and the importance of knowing first aid and CPR	Show and Tell	Discuss: <ul style="list-style-type: none"> • how to prevent drownings, • what an emergency is, • how to call 911, • how to determine consciousness, • when to call 911, • getting trained in First Aid and CPR, How knowing FA & CPR is useful.
Recreational Water Illnesses		Discuss what RWI is, how it can be contracted, and how to prevent it. Reinforce: <ul style="list-style-type: none"> • Using the bathroom frequently, • Showering before swimming and after using the bathroom, • keeping water out of the mouth, and not swimming when you are sick
Reach or Throw, Don't Go	Demonstrate	Review why we don't go, what can be used to reach or throw
Look Before You Leap	Show and Tell / Demonstrate	Reinforce safety precautions to consider, when entering head first Reinforce: <ul style="list-style-type: none"> • Appropriate Water Depth (9ft or Deeper) • Water clarity Proper Clearance
Think So You Don't Sink	Show and Tell	Discuss ocean currents and how to be safe when swimming in the surf. Review ways to stay calm and keep yourself afloat or return to safety: <ul style="list-style-type: none"> • Back Float • Survival Float • Bobbing Survival Swimming
Think Twice Before Going Near Cold Water or Ice		<ul style="list-style-type: none"> • Review why cold water is dangerous, how cold water affects the body, and what to do if someone falls into cold water. • Practice HELP and HUDDLE while wearing lifejackets. To perform the HELP position: Draw the knees into the chest and keep the face forward and out of the water. The arms may be held against or across the chest
Wave, Tide or Ride, Follow the Guide		Discuss how to stay safe at a waterpark, ocean front, or wave pool (how the water depths are different during the wave cycle and between cycles). Reinforce: <ul style="list-style-type: none"> • Reading Signs • Listening to the Lifeguard Checking water depths before going in.
LTS Level 5 Exit Skills Assessment		
<ol style="list-style-type: none"> 1. Perform a shallow-angle dive into water at least 9 feet deep, swim front crawl for 50 yards, then swim elementary backstroke 50 yards using appropriate and efficient turning styles throughout. 2. Swim breaststroke for 25 yards, change direction of travel as necessary, then swim back crawl for 25 yards using appropriate and efficient turning styles throughout. 		

Learn To Swim Level 6 – Personal Water Safety

The objectives of Level 6 are to refine strokes so that participants swim them with greater efficiency and effectiveness over longer distances. Level 6 offers three options to meet specific needs and interests – Personal Water Safety, Fundamentals of Diving and Fitness Swimmer. These options focus on preparing participants for more advanced courses, such as the Water Safety Instructor course, or other aquatic activities such as competitive swimming or diving. Customize this level to meet the objectives of the participants. For instance, you can promote the course for participants who want to enter competition or who want to achieve a higher level of fitness. Because of the variety this level offers, participants can repeat it to focus on different goals each time.

<u>Skills</u>	<u>Completion Requirements</u>	<u>Description</u>
Swim on Front, Back and Side		
Front Crawl	Demonstrate at least 100 yards	Remember to focus on body roll, arms recovering out of the water, a strong flutter kick, exhaling underwater and breathing to the side. NOTE: See Stroke Performance Chart for Stroke Guidelines
Elementary Backstroke		Remember to focus on body position, arms extending from the shoulder, feet outside the knees and knees in line with the hips during the power phase, the pull and kick recovering together, and a pronounced glide. NOTE :See the stroke performance chart for stroke guidelines
Back Crawl	Demonstrate at least 50 yards	Remember to focus on alternating arms recovering above the water, bent elbows during the pull, a continuous alternating kick (below the surface), and fluid body roll. NOTE :See the stroke performance chart for stroke guidelines
Breaststroke		Remember to focus on body position, a symmetrical kick with the feet wider than the knees during the power phase, arms symmetrically sweeping water towards the feet (stopping at the chest), and timing (pull, breathe, kick, and glide) . NOTE: See Stroke Performance Chart for Stroke Guidelines
Sidestroke		Remember to focus on the child being horizontal on their side (ear and forehead in the water), a scissors kick, leading arm that pulls to the shoulder, trailing arm that pulls from the shoulder, a pronounced glide, and rhythmic breathing. Note: See the stroke performance chart for guidelines.
Butterfly		Remember to focus on body position, a fluid undulation of the legs that is in time with the hips and shoulders, a symmetrical pull sweeping water towards the feet, and timing (pull, big kick, breathe and little kick) . NOTE: See Stroke Performance Chart for Stroke Guidelines

Turns		
Front Crawl Open Turn	Demonstrate while swimming	See Level 4 Skill Chart
Back Crawl Open Turn		See Level 4 Skill Chart
Front Flip Turn		See Level 5 Skill Chart
Backstroke Flip Turn		See Level 5 Skill Chart
Sidestroke Open Turn		Catch the wall with the leading arm, tuck the body, swing the hips under the body, place feet one above the other, extend the trailing arm away from the wall, and push off the wall on the side.
Butterfly Turn		Child extends both arms to catch the wall, dips the left shoulder, tucks the hips and legs, turns the head to the left, drops their left arm towards their hip, swings the right arm overhead as they place their feet on the wall, forcefully extends their body into a streamline, pushes off the wall in a glide, rotates into a face down glide, begins dolphin kicking as momentum is lost, and begins to stroke (with the arms) at the surface..
Breaststroke Turn		Child extends both arms to catch the wall, dips the left shoulder, tucks the hips and legs, turns the head to the left, drops their left arm towards their hip, swings the right arm overhead as they place their feet on the wall, forcefully extends their body into a streamline, pushes off the wall in a glide, rotates into a face down glide, sweeps the arms to the hips, begins to recover the arms, and completes one breaststroke kick, and begins to stroke as they surface.
Specialty Knowledge of Skills		
HELP Position	Demonstrate at least 2 minutes in deep water	Have participants get in the water wearing US Coast Guard approved life jackets and then have them draw their knees up to their chest, keeping their face forward and out of the water. They will need to hold their upper arms at the sides and lower arms against or across chest
Huddle Position		Wearing life jackets, have participants divide up into groups of two or three. Have two people put their arms around each other so that their chests are together. Have three or more people put their arms over each other's shoulders so that the sides of their chests are together.
Feet-first Surface Dive	Demonstrate in water at least 7 feet	See Level 4 Skill Chart
Tuck Surface Dive		See Level 5 Skill Chart
Pike Surface Dive		See Level 5 Skill Chart
Back Float	Demonstrate at least 5 minutes in deep water	Child relaxes onto their back and maintains their position in deep water, on their back, for 30 seconds. Finning or a slight leg movement to help the body stay near the surface is acceptable.
Survival Float		See Level 3 Skill Chart.
Survival Swimming	Demonstrate at least 10 minutes	See Level 4 Skill Chart
Tread water, using legs only	Demonstrate, 2 minutes, in deep water	See Level 5 Skill Chart
Surface dive and retrieve an object from the bottom	Demonstrate in water at least 7 to 10 feet deep	Participants may use the most efficient surface dive for them. (Pike, Tuck, or Feet First)

Water Safety		
Think So You Don't Sink	Show and Tell / Demonstrate	Discuss ocean currents and how to be safe when swimming in the surf. Review ways to stay calm and keep yourself afloat or return to safety: <ul style="list-style-type: none"> • Back Float • Survival Float • Bobbing Survival Swimming
Swim as a Pair Near a Lifeguard's Chair	Show and Tell	Discuss when and where it is safe to swim in open water and the importance of never swimming alone.
Know About Boating Before You Go Floating		Discuss: <ul style="list-style-type: none"> • Types of boats • Boating Safety Rules • How to keep from going overboard • Importance of Life Jackets Basic rules for operating personal water craft (jet skis)
Look Before You Leap		For a Description Refer to Seal Skill Chart.
The Danger of Drains		For a Description Refer to Seal Skill Chart.
The Danger of Hyperventilation and Extended Breath-Holding		For a Description Refer to Seal Skill Chart.
Level 6 Exit Skills Assessment		
<ol style="list-style-type: none"> 1. Swim 500 yards continuously using any 3 strokes, swimming at least 50 yards of each stroke. 2. Jump into deep water, perform a survival float for 5 minutes, roll onto back and perform a back float for 5 minutes. 3. Perform a feet-first surface dive, retrieve an object from the bottom of the pool at a depth of 7 to 10 feet, return to surface then back to starting point. 		

Appendix E: Techniques to Eliminate Disruptive Behaviors

Catch them being good:	Students begin to realize that they can earn your attention by demonstrating appropriate behaviors rather than inappropriate behaviors. Praise the positive! i.e.) “Thank you Bobby for working so hard. That’s great!
Support from routine:	Students do best when they know what is coming up next. Keep certain routines constant and review what they are doing next in class.
Proximity control:	Be near the problem child. Sometimes your presence is enough to change the child’s behavior and no words are needed.
Signal interference:	Use certain body language and non-verbal cues rather than verbal reprimands to control certain behaviors. Pick your battles.
Removal of objects:	Keep the teaching environments clear of distractive objects, place equipment to be used out view (behind your students or off of the side).
Planned ignoring:	Certain behaviors if not disruptive to the class can be ignored and perhaps they will decrease. If the behavior persists, address it with the child either right away, or after class (use your discretion).
Time out:	Removal of the child may be necessary if the child’s behavior does not improve. Remember ECPR uses a “3-Strikes” policy. If you feel the need to sit a child out, do so. Make a note of the child’s behavior and write up an incident report (not an accident report) just in case a parent contacts the Aquatic Planner or Program Supervisor. It is difficult to address the issue if we do not have a description of the incident. Make sure to turn the report in before leaving the site for the evening. If you expect the parent to call and will not be seeing a supervisor promptly, please notify the Aquatic Planner or Program Supervisor by phone or e-mail.
Other resources:	If you have a child who is repeatedly misbehaving, you may wish to ask his/her parent/guardian about strategies they use at home. Also, feel free to ask the Head Instructor, Aquatic Planner, or Program Supervisor for ideas.

Appendix F: Wall Activities

Wall activities are an important tool to an instructor. It is imperative that you manage class time as effectively as possible. Wall activities keep students warm and maximize their practice time. Parents are always very impressed by this efficient use of time. Here are some ways to keep kids busy while they are waiting for their turn:

- Have students practice activities that relate to what's being taught
- Back crawl arms
- Front crawl arms
- Bobs - please make sure that you teach and review how bobs are done correctly...so that kids are not hitting their heads on the wall.
- Tigger bounces
- Practice holding breath
- Practice blowing bubbles
- Spins
- Underwater tornados
- Kicking on the wall - in or out of the water
- Red light/green light - you can either have a student lead or yell out colors as you get kids
- Tigger bounces with spins
- Jumping jacks
- Jogging in place
- The movie game (play, fast forward, rewind, pause, slow motion- jogging in place/kicking)
- Captain submarine with your neighbor
- Talk to the fish/listen to the fish
- Floats
- Bubbles with scoops
- Simon says - you can have kids lead this one too
- You can add in challenges while they are practicing...such as, "what is the instructor's favorite color" etc...
- Play "Tippy-toe, flat feet, kneel, sit, lie down" (On the bottom)

Be creative and keep the kids busy!!!

Appendix G: Swimming Lesson Equipment List

- Kickboards
- Barbells
- Noodles
- Dive Rings
- Flippers
- Pull-Buoys
- Parent Tot/Child Toys
- Balls
- PFDs
- Diving Brick

Appendix H: Individual Swimming Lessons

Youth & Adult

Individual lessons are available for youth 5 years old and older and adults 16 years old and older. Students will be sent a Swim Instruction History Form before beginning their session. The form will indicate their previous swimming background. From this form, you should be able to develop a block lesson plan for the session. Keep in mind that each participant has had different water experiences and has different learning needs. Some may want to learn advanced stroke techniques while others may be dealing with fear/anxiety with water. As a result, it is important that you begin with the basics and work your way towards skill mastery.

Instructors teaching individual lessons must complete a block lesson plan. This form will be turned into the Aquatic Planners at the end of the session.

Planning for Individual Swim Instruction

Step 1: Assessment of the individual—look at their previous swim history. Discuss with parent and or student on what goals they would like to achieve.

Step 2: Planning and implementing the objectives according to the six basic content areas of individual swim instruction (see below). Please note additional planning tips for adult instruction.

Step 3: Evaluate the activities and progress on a continual basis.

Basic Content for Individual Swim Instruction

- *Water Adjustment:* Shoulder bobs, paint the body, wash the body, leaving edge of pool, putting head under water, enter/exit water independently, jumping into the water, etc.
- *Breath Control:* Holding breath under water, bobs, deep water bobs, rotary breathing
- *Floats:* Front floats, back floats, finning/kicking on front/back, turning over from front/back, recovering their legs from a floating position
- *Basic Skills:* Front crawl, back crawl, elementary backstroke, dives, treading water, basic safety skills (Levels 1-3)
- *Advanced skills:* Breaststroke, sidestroke, butterfly, turns, diving progression, swimming efficiency and endurance, basic water rescue skills (Levels 4-6)
- *Fun:* Games and songs

Tips for Leading Individual Adult Swim Instruction

- Start lessons with a review that includes some previously learned skills, especially those related to skills in that day's lesson.
- In each lesson, include skills the participant can do reasonably well.
- Find out about past experience, current goals, and physical capability right away so you can take all of these aspects into consideration while you are teaching.
- Take breaks from hard and/or complex skills before the participant becomes frustrated.
- Give more time to respond to the information you give them. You can help them more successfully by slowing down the presentation of skills and giving them enough freedom to work at their own pace.
- Do not over-explain a skill. Most adults can understand the principles involved in aquatic skills. Use vocabulary appropriate for the age and capabilities of the adults in the course.
- Realize that some adults might be taking swimming lessons for the first time. Some might have a fear/anxiety of water. Start with the basics and use floatation devices as much as possible.
- Keep the participant in the water for the entire lesson. The only time they should get out is when you want to demonstrate or walk them to a different part of the pool.
- Be outgoing and encourage them to tell you what they are having trouble with. Try to explain practical uses for the things they are learning. (i.e. "Treading and survival float are excellent skills to learn if you go boating a lot.")
- The more energetic and friendly you are, the more they will enjoy the class.
- Minimize interfering background noise.
- Minimize interruptions in the learning process by being prepared and having equipment ready before the lesson starts.
- Be enthusiastic and reward each step toward success. Let the participant feel your desire to be there or you will lose their interest and respect.
- Develop trust by always being prepared. Organize the course effectively so the participant does not feel that their time is being wasted.
- Provide a focused but social atmosphere.
- REMEMBER: Teach to the standard and test to the objective. Feel free to modify any of the strokes or combine elements of different strokes for individuals with physical limitations, especially for senior citizens. Do your best to help them reach the objective of the stroke by any means necessary.

Appendix I: Adaptive Swimming Lessons

Adaptive instructors will be given as much information as possible about their students. Forms parents must fill out include Participant Assessment Forms and Medical Release Forms. However, we may not have all the information needed. Be patient and flexible with your lesson plans.

Goals

The individual goals of an adaptive student will be listed in the Adaptive Lessons Participant Assessment that instructors will receive prior to planning lessons. Each student will have different goals and needs. Goals may be...

- *Recreational* – Aquatics can provide the participant fun and enjoyment regardless of the severity of a disability or the age of the participant
- *Physiological* – Buoyancy promotes movement {i.e. limbs can move or be physically assisted through a range of motion impossible on land; ROM (range of motion) can be increased; cardiovascular endurance and muscular strength/endurance can increase}
- *Psychological* – Aquatics can contribute to positive experiences and to self esteem
- *Social* – Aquatics can create peer interaction, family involvement, sharing, and learning appropriate social skills

Facilities and Equipment

Adaptive lessons may require instructors to be creative with equipment and pool features. Remember that safety is important. Instructors may need to think differently about...

- *Locker room* – Changing area, showers, toilet
- *Pool area* – Ramps, lifts, ladders
- *Equipment* – Floatation devices-yellow rafts, Velcro wraps, water belts, head rests, inner tubes, orange life jackets and yellow life jackets; strengthening/balancing equipment-barbells, web gloves, weight equipment

Stages of Planning for Students in Adaptive Aquatics

Step 1: Familiarize yourself with the student's Participant Assessment. Be prepared to try the same activity in many different ways.

Step 2: Assessment of individual – Look at medical/physical contraindications, evaluate positions the individual can tolerate well; check for voluntary movements and involuntary movements (reflexes)

Step 3: Planning and implementing the objectives according to the six content areas of adapted aquatics (listed below)

Step 4: Evaluate the activities on an ongoing basis

Areas of Programming in Adapted Aquatics

- *Water entry/exit* – Assistance, carries, wheelchairs, lifts, ladders (climbing in and out)
- *Water adjustment* – Breath control (blowing bubbles or reflex stage, getting face and hair wet, submerging)
- *Floats* – Front and back, turning over (with support and/or flotation devices), relaxation
- *ROM exercises* – Buoyancy principal can do a lot more in water than on land
- *Basic swimming skills* – Individualize and focus on what he/she can do related to swimming skills (i.e. arm movements, flutter kick)
- *Fun* – Developing activities the individual will enjoy

Course Content and Levels of Assistance

Water Entry/Exit

1. *Physical assistance* – Physically carrying the individual into the pool, specific lifts into pool from wheelchair, physically guiding the person into the pool
2. *Environmental assistance* – Wheelchairs down a ramp, pool lifts
3. *Visual/modeling assistance* – Requires visual and modeling assistance throughout water entry/exit
4. *Verbal assistance* – Requires only verbal instructions
5. *Independent* – With initial verbal cue, the individual can enter and exit the pool

Water Adjustment

1. *Physical assistance* – Using a holding position putting lips near water, hand over hand with a water toy getting face and hair wet, submerging individual using the natural progression and proper technique
2. *Environmental assistance* – Held in a flotation device individual will blow bubbles, get face wet, etc. with or without some physical assistance
3. *Visual/modeling assistance* – Requires visual and modeling (i.e. blowing bubbles with a noise, scooping technique, or using diving toys to create the submerging technique)
4. *Verbal assistance* – Requires only verbal instructions
5. *Independent* – With the initial verbal cue the individual can independently blow bubbles, get face wet, or go under water

Front and Back Floats and Turning Over

1. *Physical assistance* – Using specific holding positions recommended by the American Red Cross: Hug, Hip Support, Shoulder Support, Cuddle, Back Support, Shoulder Support, Hip Straddle, Arm stroke
2. *Environmental assistance* – Using floatation devices to create a sense of independence (i.e. Velcro wraps, water belts, rafts, jackets, head rests)
3. *Visual/modeling assistance* – With specific visual cues and modeling the individual will perform a float with minimal support
4. *Verbal assistance* – Requires only verbal instructions
5. *Independent* – With the initial verbal cue the individual can independently float/turnover

Range of Motion Exercises

1. *Physical assistance* – Hand over hand assisting a body part through the range of motion (i.e. physically assisting the shoulder/arm with adduction/abduction by holding the wrist)
2. *Environmental assistance* – While being supported by a floatation device the individual can perform ROM exercises with or without some physical assistance
3. *Visual/modeling assistance* – Following an instructor demonstration or a written/pictorial water exercise routine can do a ROM exercise
4. *Verbal assistance* – Requires only verbal instructions
5. *Independent* – With initial verbal cue the individual follows instructor independently

Basic Swimming Skills

1. *Physical assistance* – Providing physical assistance manipulating a body part through a swim skill (i.e. flutter kick, paddling)
2. *Environmental assistance* – Equipment that will assist the individual to do a swim skill independently (i.e. a water belt could be used to assist in a position so the individual could do a flutter kick independently)
3. *Visual/modeling assistance* – Can do a swimming skill when demonstrated
4. *Verbal assistance* – Requires only verbal instructions
5. *Independent* – With initial verbal cue the individual can do the skills independently

Appendix J: Songs & Activities

The best swimming instructors know how and when to incorporate goal-orientated games into his/her lesson plan. The following is a compilation of games and songs that you can incorporate into your lesson plans. Games and songs correspond to certain skills that are being taught. In the following, you will find skills listed along with games and songs that enhance learning.

Parent-Tot & Parent-Child

These activities are designed for non-swimmers, ages 1-5. Some activities may include parents, however, some will allow the children to experiment by themselves. These activities were chosen to help develop a variety of floating, kicking, breathing, and submerging skills.

Activities for Getting Acquainted



Tour Bus:

Instructors take children on a tour of the pool facility. This should be done the first or second day of class. An instructor is the bus driver and the children line up in pairs behind him or her. The driver shows and discusses all points of interest like diving boards, safety equipment, and locker rooms. Children can wave to their families from the bus and could pretend to take photos like "real tourists."

Head, Shoulders, Knees, and Toes:

Children stand facing the instructor on the pool deck. The leader gives rapid-fire directions for which body parts to touch. Children try to touch body parts with both hands as rapidly as the parts are called out.

Holds

Hug/Face-to-face position: Child's arms around parent's neck. Parents hold child's legs out behind the child, supporting them at the hips. Use this hold for front floats, blowing bubbles, front kicking, etc.

Side-by-side position/Football hold – Child positioned at the side of parent, on stomach with arms and legs free to move. Parents hold child around stomach (if uncomfortable) or at sides/hips.

Cheek-to-cheek position – Child on back with head on parent's shoulder. Parents need to stay low in the water so child's head and ears are at or near surface.

Dance Position – Child is placed on the parent's hip, while being held.

Water Acclimation

Bath Time:

Students sit on the edge of the pool with parents and instructors in the water facing them. Have the children pretend to get out their soap and start making bubbles. Instructors announce which body part to give a bath to. Eventually, the children become "full of bubbles" and need to jump in the water to rinse all of the bubbles off.

This is the Way:

This is the way we wash our face, wash our face, wash our face,
This is the way we wash our face, in the swimming pool

Continue with...

take a shower
kick our legs
pull with our arms
blow some bubbles
go all the way under
float on our back
any others...

Swizzles:

Parent holds the child under the arms facing them and has the children submerged to about their shoulders. The parents will drag the children sideways throughout the water while saying "one, two, three" and then call "SWIZZLE!!!" At this time the parents will spin the child all the way around in a circle in the water.

It's Raining, It's Pouring...

Use sponges to drip water overheads

I'm a Little Teapot:

Sing the traditional nursery rhyme and when the teapot "tips over" have child put their ear into the water; sing it again and do the other ear. (This is a good one to use before back floats)

Games for Teaching Bubble Blowing

Tiny Tim:

There was a little turtle; his name was Tiny Tim,
I put him in the bathtub to see if he could swim.
While he was in the bathtub, he ate a bar of my soap,
And now my little turtle has bubbles in his throat.
Bubble, bubble, bubble,
Bubble, bubble, bubble,
Bubble, bubble, bubble,
Bubble, bubble, POP!

Blow the Cork/Ping-Pong Ball:

Blow the cork/ping-pong ball to each other to practice bubble blowing.

Birthday Party:

Blow out finger candles.

Motorboat:

Children stand in a circle facing parents. The circle rotates with everyone saying, "Motorboat, motorboat go so slow, - motorboat, motorboat go so fast - motorboat, motorboat, step on the gas" Everyone then blows bubbles.

Floats & Rolling Over

Twinkle, Twinkle Little Star:

Use the cheek-to-cheek position and practice back floats while instructors, parents, and children sing, traditional nursery rhyme "Twinkle, Twinkle Little Star." Children should look up at the "stars."

Front Floats:

Hands overhead to make bunny ears or like superman.

I'm a Little Pancake:

Sung to the tune of "I'm a Little Teapot"

I'm a little pancake on my back, (child does a back float)

I'm a little pancake nice and flat.

I'm a little pancake on my back,

So, flip me over just like that. (Parent flips child into a front float)

Kicking

Red Light, Green Light:

Children can be seated on the side or in the water with parent,

Call out a light:

Red Light = stop kicking

Green Light = kick really hard

Yellow Light = kick slowly.

Wind-Rain-and-Thunder:

Students kick feet gently under the water for "wind," harder for "rain," and all out for "thunder."

Kick the Ball:

Parent holds child on back. Form a tight circle with children on the inside. Place a large ball in the center of the circle, they can kick the ball around or try to keep it in the middle.

Water Fountain:

Form a circle with children's feet in the center. Kick to see how high the "fountain" water can get.

Motorboat:

This game can also be used for kicking: each parent/child pair finds a place where they can turn in their own personal circle. Everyone says, "motorboat, motorboat go so slow (parent holds child in side-by-side/football hold and turn in a circle), motorboat, motorboat go so fast, motorboat, motorboat step on the gas!" As the speed of the song progresses so does the parent. Encourage the children to kick the entire time they are being spun.

Scooping

The Alligator Song:

Parents hold children and sing:
There once was an alligator sitting on a log (make alligator mouth w/arms)
Down by the pond (make a pond with your arms)
He spotted a little frog (make glasses around your eyes w/your hands)
In went the alligator (dive hands into the water)
Round went the log (move arms around each other)
Splash went the water (throw water up into the air)
And away swam the frog (scooping)

Scooping for Toys:

The children or usually parents gently toss a toy, the children then scoop after it.

Dog Buries Bones:

Have children scoop as if they were trying to find a bone.

Submerging

Watering Flowers:

Parents or instructors go up to each child individually and ask them what kind of flower he/she is. When the child decides, the parent or instructor "plants" that kind of flower on the child's head. Then, everyone counts to three and the child and parent duck under to "water" the flower.

Ring around the Rosie:

This is the same as the traditional nursery rhyme, however when "we all fall down," the children will submerge.

Jumping In

Rockets:

Students stand or sit on the side of the pool with their hands together above the head like a "rocket." The instructor will count down "5, 4, 3, 2, 1" and then the children "BLAST OFF!!!" into the water.

Jack and Jill:

Students stand or sit on the side of the pool. Instructors say, "Jack and Jill went up the hill to fetch a pail of water. Jack fell down (boys jump in) and broke his crown and Jill came tumbling after (girls jump in)."

Humpty-Dumpty:

Children sit on the edge of the pool with their hands together above their heads in an "egg" shape and recite:

Humpty Dumpty sat on the wall
Humpty Dumpty had a great fall (children jump in)
All the king's horses and all the king's men
Couldn't put Humpty together again (children climb out)

Chop Chop Timber:

Children stand at the edge of the pool and pretend that they are trees. After the children tell the instructor what kind of tree they are, the instructor says "chop, chop, TIMBER!" and pretends to "chop" the trees down. Then the children jump in the water.

Jack be Nimble:

The parent or instructor says "Jack be nimble, Jack be quick, Jack jump over the candle stick." At this point, the children jump into the water.

Monkeys in a Tree:

Children stand on edge and recite:

All: "X little monkeys swingin' in a tree teasin' Mr. Alligator"

Children: "Can't catch me"

All: "Then along comes Mr. Alligator, hungry as can be and snaps child's name out of the tree" (child jumps in)

Monkeys on the Bed:

X little monkey's jumping on the bed. One fell off and bumped his head. Momma called the doctor and the doctor said....No more monkeys jumping on the bed. (Child jumps in)

Songs Used to Review Skills

The Wheels on the Bus:

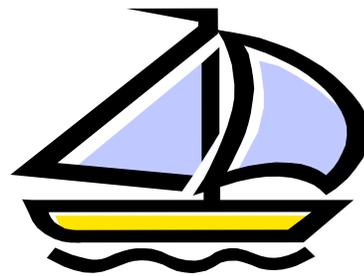
This is the traditional "wheels on the bus song" using water skills. The parents/children act out the following movements:

- The wheels on the bus go round and round (move around in a circle)
- The motor goes vrrmm, vrrmm, vrrmm (blow bubbles)
- The horn on the bus goes beep, beep, beep (splash the water)
- The wipers on the bus go swish, swish, swish ("swish" children back and forth)
- The doors on the bus go open and shut, x3 (children forward and back)
- The people go up and down (bobbing)
- The driver says move on back (back float)

Happy Song:

If you're happy and you know it...

- splash your hands
- wash your face
- kick your feet
- blow some bubbles
- take a shower
- go all the way under
- float on your back
- any others...



Hokey Pokey:

This is the traditional "hokey pokey" song only using water skills. Examples are:
"Bob your head in, bob your head out, bob your head in, and shake it all about. Do scoops and kicks and then splash with their arms and feet instead of shake.

Old MacDonald:

Children stand along the edge of the pool. The class and instructors sing, "Old MacDonald" with the following animals and actions:

- Fish - bubbles, bubbles
- Horse - kick, kick
- Pig - wiggle, wiggle
- Kangaroo - hop, hop
- Duck - float, float
- Gorilla- scoops, scoops
- Ostrich- bobs, bobs
- Any Others . . .

Ring around the Rosie:

This is the same as the traditional nursery rhyme, however when "we all fall down," you can add all of the different skills..."we all do scoops", "we all kick our feet," etc.

Other Songs and Games

Little Green Frog:

Children (with parents) form a circle facing the center. The instructor leads the rhyme:

"Baa Roomp went the little green frog one day!
Baa Roomp went the little green frog
Baa Roomp went the little green frog one day!
His eyes went blink, blink, blink"

Each time "Baa Roomp" is said, the children submerge their faces. At "blink, blink, blink," they blink eyelids rapidly to get ride of the water"

Water Push Ball:

Place a plastic ball in the middle of a circle while parents are holding their children (on their backs) facing the center of the circle. The children try to move the ball by splashing or kicking the water.

Splish, Splash:

A bucket is placed floating in the middle of the circle. The class tries to sink the bucket by splashing it full of water as fast as possible.

Timber Town:

Use the jumping in game called "chop, chop, timber." After the "trees are chopped down," the parents or instructors "float the logs down the river" to timber town while children are doing either their front or back floats

The Fish in the Water:

While singing the song "The Fish in the Water - sung to the tune of the "People on the Bus," the parents/children act out the following movements:

<u>Animal</u>	<u>Children's Actions</u>	<u>Words</u>
Fish	Jump up and down in the water	"Jump up and Down"
Waves	Move forward and back in a circle	"Move back and forth"
Flippers	Move left and right	"Move left and right"
Fins	Scoop water in small circles	"Go paddle, paddle, paddle"
Dolphin	Splash water with hands	"Go splish, splish, splash"
Otters	Float on back	"Go float, float, float"
Blowfish	Blow bubbles	(blow bubbles)

The Handsome Duke of York:

The handsome duke of York, he had ten thousand men,
He marched them up a hill (parents hold children in the air)
And he marched them down again (parents bring children down)
When you're up you're up (in the air) and when you're down you're down (bring down)
And when you're in the middle (hold in the middle), you're neither up (hold up) nor
down (bring down)

This song can also be used for submerging..."when they go down...they go under.

Supported Orientation to Deep Water

Train Ride:

The parents and children take a train ride around the pool. The parents have arms on either side of the child. While the child scoots along the wall, the parent (behind the child) scoots along with.

Learn to Swim Levels 1 Through 6

Submerging

Watering Flowers:

Parents or instructors go up to each child individually and ask them what kind of flower he/she is. When the child decides, the parent or instructor "plants" that kind of flower on the child's head. Then, everyone counts to three and the child and parent duck under to "water" the flower.

Speckled Frogs:

Children stand along the edge of the pool and pretend to hold five frogs (five fingers) on a log (their arm). The children and instructors then sing the speckled frog song while doing actions to the words.

Five little speckled frogs, sitting on a speckled log (hold five fingers on arm)
Eating the most delicious bugs (pretend to be eating)
Yum, Yum (rub tummy)
One jumped into the pool (children slide into the pool and submerge)
Where it was nice and cool
Then there were only four!

The song is repeated until there are "no more speckled frogs"

Captain Submarine:

Choose one child to be the "captain," this child stands out in front of the rest and says, "Ahoy Mates!" the children reply, "Ahoy Captain!" The captain then says "1, 2, 3, GO UNDER!" The children submerge and the one that hold's his/her breath the longest is the new captain.

Jumping In

Rockets:

Students stand or sit on the side of the pool with their hands together above the head like a "rocket." The instructor will count down "5, 4, 3, 2, 1" and then the children "BLAST OFF!!!" into the water.

Jack and Jill:

Students stand or sit on the side of the pool. Instructors say, "Jack and Jill went up the hill to fetch a pail of water. Jack fell down (boys jump in) and broke his crown and Jill came tumbling after (girls jump in)."

Humpty-Dumpty:

Children sit on the edge of the pool with their hands together above their heads in an "egg" shape and recite:

Humpty Dumpty sat on the wall
Humpty Dumpty had a great fall (children jump in)
All the king's horses and all the king's men
Couldn't put Humpty together again (children climb out)

Chop Chop Timber:

Children stand at the edge of the pool and pretend that they are trees. After the children tell the instructor what kind of tree they are, the instructor says "chop, chop, TIMBER!" and pretends to "chop" the trees down. Then the children jump in the water.

Monkeys in a Tree:

Children stand on edge and recite:

All: "X little monkeys swingin' in a tree teasin' Mr. Alligator"

Children: "Can't catch me"

All: "Then along comes Mr. Alligator, hungry as can be and snaps child's name out of the tree" (child jumps in)

Monkeys on the Bed:

X little monkey's jumping on the bed. One fell off and bumped his head. Momma called the doctor and the doctor said....No more monkeys jumping on the bed. (Child jumps in)

Jump into my Circle:

Children stand on the side of the pool. A hula-hoop is set on the water surface and counts "1, 2, 3" at which time the child is encouraged to jump into the hoop.

Parachute Jump:

Swimmers line up along shallow edge of pool. Instructor describes that they are in plane and are parachute jumpers. Upon instructor calling out names, or going in order, swimmers yell their own name, jump into the water, submerge to the bottom, push off, and return to the side and climb out.

Go or Ghost

Students line up on the side of the pool. Instructor says either “GO!” or “GHOST!” If “go” is called students jump in. If “ghost” is called, students don’t jump in. If a student jumps in on “ghost,” they are out and if they are the last one to jump in on “go,” they are also out.

Breath Control and Rhythmic Breathing

Talk to the Fish:

Children are given their own special fish to name. The children talk to the fish by blowing bubbles into the water. To also work on rhythmic breathing, children can then "listen to the fish" by putting their ears in the water. Alternate between the two activities.



Numbers Duck:

Each player in a line is given a number. The teacher calls out a number and each child with that number will duck under the water.

The Wave:

Players stand in a circle in shallow water holding hands. A starter puts his/her head under water and squeezes the hand of his neighbor on the right. When a player's hand is squeezed, he/she submerges his face, and passes the squeeze to the next player and so on.

Pick-up Rings:

Instructor throws or holds rings under the water and the children submerge and try to receive them.

Duck Tag:

"It" tries to tag students who can avoid being caught by ducking under the water before being tagged.

Duck Duck Goose:

The traditional game only students must "duck" under the water when "it" says "duck" and the children swim around the circle instead of run.

Jack-in-the-Box:

Have one child place his hand on your head, and you go under the water. Then pop back up as a jack-in-the-box would. Next, place your hand on the child’s head and have the child go under.

Teeter-Totter:

In pairs, the children hold hands. The partners take turns going under the water. When one child is under, the other child is above the water, similar to the action of a teeter-totter.

Floats

Surfboard:

Students hold on to the kickboards while instructors take the children for a "ride"

Airplane Ride:

Students are on their backs and need to have their arms out to the sides for airplane wings while instructors take children around the pool for a "ride." This can also be done on the child's front while using two kickboards for the wings.

Kicking

Wind-Rain-and-Thunder:

Students kick feet gently under the water for "wind," harder for "rain," and all out for "thunder."

Red Light, Green Light:

Children can be seated on the side or in the water,

Call out a light:

Red Light = stop kicking

Green Light = kick really hard

Yellow Light = kick slowly.

Add on lights such as, Purple Light = a bob, Orange Light = a spin...

Motorboat Ride:

Students hold on to the kickboards or instructors while the children kick and blow Bubbles for the "motor" of the boat

The Shark Game

Give all but two students the same color kickboard; give the other two a different color (these students are the "sharks"). Students flutter kick around using the kickboard. Tell students their feet cannot touch the bottom. The sharks tag the non-sharks, when this happens the two switchboards; the non-shark is now the new shark.

Glides

Torpedo Glide:

Hoops are held vertically in the water. The students do a front glide or glide kick through the hoops. This can also be done on the back.

Superman's Rescue:

Students push off from the wall into a front glide and kick to rescue the teacher who is standing away from the wall.

Stroke Activities

T-shirt Relay:

One extra-large T-shirt is needed for each relay team. Half of each team stands on opposite sides of the pool. The first swimmer puts the t-shirt on, swims across, gets out, takes off the shirt and hands it to the next team member. This continues until all team members have completed the swim.

How Many?

See how many strokes it takes for the students to make it across the pool.

Snatch:

The class is divided into two teams. The contestants line up side by side, opposite the rival team. Each player is given a number. The leader throws the ball to the center of the swimming area and calls out a number. The two players of opposing teams, whose numbers have been called, swim to the ball. The first to reach it grabs it and tries to get back to his own line without being tagged by his opponent. If a player gets back without being tagged, he scores one point for his team. The ball is replaced in the center and another number is called.

Underwater Activities

Frozen Tag:

The person who is "it" tries to tag students. Once tagged, a student stays "frozen" to the spot. A swimmer can become "unfrozen" if an untagged student swims between the "frozen" students legs.

Obstacle Course:

Students swim through hula-hoops held completely underwater.

Dive Rings:

Students swim down and collect as many dive rings as possible with one breath.

Other Games and Activities

Salmon Says:

This aquatic version of Simon Says is played in much the same way. The leader, called "Salmon," requests other swimmers to copy everything she or he does, as long as the command is preceded by "Salmon says..." Depending upon the ages and skill levels of the participants, the speed of commands and the type of skills vary. Violators can be eliminated as in the traditional game, or just pointed out and remain participating.



Alligator: (Used to work on scooping)

Children will sit at the edge of the pool and complete the rhyme with the actions:

There once was an alligator sitting on a log (make alligator mouth w/arms)
Down by the pond (make a pond with your arms)
He spied a little frog (make glasses around your eyes w/your hands)
In went the alligator (dive hands into the water)
Round went the log (move arms around each other)
Splash went the water (throw water up into the air)
And away swam the frog (scooping)

Firefighter:

Instructor holds a reaching pole vertically in the water. Each student tries to go as far down the pole as possible. After the children have all slid down the "fireman's pole," they must take a ride on the fire truck (the pole held horizontally with children hanging on to it with their hands and kicking behind them). Once the other side is reached (the fire) the children must then put the fire out by kicking.

Train Ride:

Children hold on to the side of the wall with two hands and make a train that will travel around the pool. The children can make train noises while the train is in motion. Along the way, the train will stop in towns that the children can do certain skills in. For example, bubble town (blow bubbles), or kicksville (kicking). There can also be bridges and tunnels along the way.

Fish Net:

All of the players but one stand against one side of the pool. One player, the fisherman, stands halfway between the edges. He calls:

Poor fish, poor fish, poor fish
Better get wet!
I'm going to catch you with my net!

All the fish head for the opposite side. The fisherman tries to catch all he can. All players caught take hold of hands and help to catch others. When the fish make the second crossing, the "net" (players holding hands) tries to encircle as many as possible. Any player caught in the net joins himself to the net to catch others.

Sharks and Minnows:

All of the players but one stand against one side of the pool. One player, the shark, stands halfway between the edges. All the minnows head for the opposite side. The shark tries to catch all the minnows he can. All minnows that were caught now become sharks and help to catch others until no more minnows are left.

Who Can?

Instructor (or selected class member) calls out a "Who can...?" All the different skills performed in the class can be used. Examples are: put face in the water, float like a turtle, do a bob, jump the farthest from the side, etc...

Bobbing Relay Race:

Swimmers enter the water individually or in groups. They progress across the pool by repeatedly submerging and then pushing off the bottom and jumping to the surface with help of the arms.

Hot and Cold:

Class sits on the side of the pool. While one member is turned away from the pool with eyes closed, a ring is submerged somewhere. When the person enters the pool, the class kicks hard and deep when the person gets near the submerged object and softly when they move away from it.

Trick/Stunt Tag:

Instructor or appointed class member is "it" and calls out body parts to hold out of the water or stunts to perform. Any participant not performing stunt can be tagged and becomes "it."

Drop the Puck:

Students stand in a circle. "It" has a sinking object on the outside of the circle. "It" drops the object behind one of the participants, who must submerge and recover it. After picking the puck up, she or he must chase "it" by swimming around the circle back to their original place.

Float Tag:

Three or more children participate, with one being "it." "It" tries to tag any person to replace him. Swimmers are safe when they are performing any type of float.

Musical Kickboards:

With the instructor clapping, the swimmers walk around the circle with kickboards in the center. When the music stops, each child must grab a kickboard and float holding onto it (front or back). Floatation time can vary.

President Game:

Students line up along the edge. The instructor says the name of a president. If the children think it is a real president, they jump in the water. If they think he wasn't a president, they stay on the edge. If they are wrong, the students' do 3 bobs.

Some examples of presidents:

Presidents

James Madison
James Monroe
Millard Fillmore
Rutherford Hayes
Chester Arthus

Non-Presidents

Thomas Edison
Ted Kennedy
Richard Van Patton
Lee Iaccoca
Walter Mondale

Obstacle Course:

Instructor creates an obstacle course with kickboards, buoyed lines, hula hoops, diving bricks, and floating mats. Instructor can specify certain skills for certain parts of the course in order to provide skill-specific practice. Swimmers first try to swim through course without stopping, and then swim through for time.

Newspaper Relay:

Swimmers try to cover set distance on their backs while reading a newspaper aloud and without getting it soaking wet.

One-Arm Swim:

Have the students swim with only one arm or kick with one leg.

Chin Ball:

Each swimmer pushes a tennis or table tennis ball with chin, mouth, or face across the pool to another team member while walking on the bottom and holding hands behind the back. The relay continues until all have participated at least once.

Brick Recovery:

Swimmers line up at side of the pool, either individually or as teams. Diving bricks are submerged a distance from the side and at a depth corresponding to the skill level of the class. Individuals or teams try to swim out, surface dive, recover brick, and swim

Pop Can

Ask the student's if they have ever wondered what it would be like to be in a pop can. The student's make a circle and on the count of 3 the students push their hands down as fast as they can and then put their hands back on the surface. The bubbles created feel like the students are in a pop can.

Fish or Fin:

Children stand along the edge of the pool and wait for the instructor to call out a name of a fish. If the children think it is a real fish, they jump in the water. If they think the instructor didn't call a real fish, they stay at the side of the pool. If the children are wrong, they have to do three bobs.

Fish

Arowana	Tetra	Rummy Nose
Electric Eel	Zebra Fish	Northern Redhorse
Globin Shark	Gizzard Shad	Banded Knife Fish
Rooper Fish	Whale Shark	Tinfoil Barb
Black Morre	Stonecat	Triple Tail
Chinook	California Yellowtail	Hog Sucker
Flying Fish	Comet	Stargazer
Arctic Grayling	Red Drum	Bubble-Eye
Hog Choker	Flying Barb	Waling Catfish
"T" Barb	Glass Catfish	Cuttle Fish
Pilot Fish	Stickleback	Cardinal Fish
Loin's Head	Decoy Fish	Guitar Fish
Spotfin Butterfly Fish	Fugu	Perch
Frog Fish	Stone Fish	Smelt
Dog Fish	Ball Shark	Bonefish
Swell Shark	Puff Fish	Cusk Eel
Northern	Mackerel	Paddlefish
Buffalo Fish	Damsel Fish	Bristlemouth
Characin	Cichlid	Dace
Bowfin	Silver Dollar Fish	Mormyrid
Lancet Fish	Catalufas	Boxfish
Barracuda	Cometfish	Hawkfish
Rays	Surmulletts	Sandfish
Golden Fish	Shell Fish	Pinecone Fish
Tile Fish	Goosefish	Hagfish
Cling Fish	Opah	Cardinal
Lamprey	Toadfish	Milkfish
Ladyfish	Piranha	Knife Fish
Anchovy	Banana Fish	Clown Loach
Angelfish	Herring	Mandarin Fish
Walleye	Elephant Fish	Decorator Fish
Beluga Fish	Orange Ruffy	Blow Fish
Stoplight Parrot Fish	Talking Catfish	
Blind Cavefish	Siamese Fighting Fish	

Not A Fish

Whale	Indigo
Piano Fish	Telescope
Tangle Shark	Soupin Shark
Alondra Catfish	Starfish
Octopus	Aleondron
Southern	Blue Barb
Mud Puppy	Japanese Stone Fish
Running Catfish	Hanlee's Catfish
Crab	