

Western New York Swimming Instructor Certification Course Instructor Manual

**SwimKids
Swimease Lessons**



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WNYSI Instructor Manual

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Chapter 1: INTRODUCTION

Course Objectives

The purpose of the Western New York Swimming Instructor Certification (WNYSI) is to train passionate and competent individuals through hands on experiences the necessary skills to teach individuals how to be safe in and around water, how to swim, and how to safely and correctly assess someone's swimming ability.

Instructor Qualifications

- At least 16 years of age
- Must complete the WNYSI certification course
- CPR/AED and First Aid certified
- Completed the prerequisite swim test

Prerequisite Swim Test

- 300 Yard continuous swim
 - 100 Yards freestyle
 - 100 yards breaststroke
 - 100 yards backstroke
- 2 minute water tread without hands

Instructor Responsibilities

- To teach lesson curriculum following and abiding by WNYSI standards.
- Ensure participants' safety at all times.
- Inspect the facility before and after each class.
- Treat all participants with respect and provide additional support when needed.
- Maintain their CPR/AED and First Aid certifications.
- Maintain their WNYSI certification by renewing while it is current.

Course Lengths

Each session you teach will be composed of 8 lessons. Lessons are 45 minutes in length except for the Parent-Child & Bubble which are 30 minutes for length.

Class Size and Considerations

Student to instructor ration is 6:1. If you have more than six students in a lesson you will need a co-teacher in order to teach the class properly.

Make reasonable adjustments to the structure of your class to accommodate a participant with special needs. We expect our instructors to do so; however they cannot delete required material in an attempt to adapt the curriculum.

Course Safety

Before and after each class check the pool and pool area to ensure there are no potential hazards.

While you are teaching it is required to have a certified lifeguard on deck for the duration of your lesson regardless of if you are a certified lifeguard yourself. The lifeguard on deck provides direct surveillance of bathers at all times and has no additional instructional duties or responsibilities.

Make sure all participants know where the fire exits are and what to do in case of a fire. Ensure all exits are clear.

Know the location of the AED and let your participants know you hold CPR/AED and First Aid certification.

For all in water activities, be very clear on directions and know your participants' limits. Allow them to exit the pool when they need to for bathroom breaks or if they become very cold.

Recertification Process: WNYSI INSTRUCTORS

In order for an Instructor to maintain their certification, they must:

- Teach one 8 lesson session per year while their certification is current.
- Renewal will be granted upon completion of teaching one 8 lesson session, submitting a course record, the lesson plans used to teach, and the renewal administration fee.
- Renewal administration fee is \$5 per course.
- Renewed certification will be valid one year from the date the course record is received.
- Course record sheet is located in the appendices of the student manual and electronically through the WNYSI website.
- Course records and lesson plans can be emailed, mailed or filled out electronically.

Email: santillok@orchardparkny.org

Mail:

Orchard Park Recreation Dept.
200 North Lake Dr.
Orchard Park, NY 14127
Attn: WNYSI Course Record

Electronically:

<http://www.oprec.org/wnysi>

- Renewal administration fee can be paid over the phone at 716-662-6450 using a credit card, or by check made out to the Town of Orchard Park and mailed to the address above.
- Please note: You can teach more than one 8 lesson session per year. You only have to submit a course record for one 8 lesson session to renew your certification

Course Evaluation

In the back of your manual you will find the course evaluation. On the final day of the course have everyone take a few moments to fill out the surveys.

Participants do not need to identify themselves unless they want to. Have a member of the class collect the surveys, seal in an envelope and send the envelope to:

Orchard Park Recreation Dept.
200 North Lake Drive
Orchard Park, NY 14127
Attn: Course Evaluation

Tips for positive teaching

- Know the course material before you arrive at class.
- Do not solely read from your lesson plan—engage the class by asking questions.
- Be creative with your presentation of course materials.
- Come to class with a positive attitude and a willingness to be there. If you do not, your class will know and mimic your behavior.

Notes:

Chapter 2: WNYSI INSTRUCTOR CERTIFICATION COURSE

The following are the lessons that must be completed in order to become a WNYSI Instructor.

Lesson 1: Duration 6 hours

<p>Prerequisite swim test (in water activity)</p> <p>Course participants must be able to swim the following strokes without stopping and complete the timed water tread.</p> <ul style="list-style-type: none"> • Front Crawl 100 yards • Backstroke 100 yards • Breaststroke 100 yards • Tread water without hands for 2 minutes 	<p>60 min.</p>
<p>Stroke Mechanics (in water activity)</p> <p>After completing the pre-test, course participants will remain in the water to learn how to correctly swim the strokes below using proper mechanics of each stroke and how to teach the progression of each stroke.</p> <ul style="list-style-type: none"> • Front Crawl • Backstroke • Breaststroke • Elementary Backstroke • Side Stroke • Butterfly 	<p>40 min.</p>
<p>Ages and Stages of Participants (out of water activity)</p> <p>Children grow (mentally, physically and emotionally) at different rates regardless of their age. Below are characteristics of the different ages to keep in to consideration while teaching swim lessons. Remember that these are generalities.</p> <p>Ages 6 mon.—4 yrs. Characteristics (Parent-Child & Bubble Belt)</p> <ul style="list-style-type: none"> • Able to reach for objects and splash • Balance unsteady at times • May or may not have the ability to hold themselves up • Enjoy songs and use of toys in lessons • Shorter attention span • Participants enjoy animated gestures and facial expressions <p>Ages 5-6 Characteristics (Levels 1-2)</p> <ul style="list-style-type: none"> • Ask many questions • Interested in the present • Eager to receive praise from adults • Enjoy dramatic play/make believe • Can be easily frightened by novel or strange events • Like responsibilities they can handle 	<p>15 min.</p>

<p>Ages 7-9 Characteristics (Levels 2-4)</p> <ul style="list-style-type: none"> • Strong drive toward independence • Live in a world of games, songs, and humor • Like to have a best friend • Have a strong sense of right or wrong • Usually need help accepting others who are different <p>Ages 10-12 Characteristics (Levels 4-Swim & Stay Fit)</p> <ul style="list-style-type: none"> • Can be daring and competitive • Are self-conscious of their abilities • Can be critical of their peers and adults • Enjoy games that allow for self-improvement • Enjoy physical activities that master specific skills <p>(Source: University of Lawrence)</p>	
<p>Keeping your entire group engaged (in/out water activity)</p> <p>The key to keeping an entire group engaged during a lesson is to keep them all moving and working on a task. This is the reason we limit our group lesson size to six participants. Below are tips and tricks to doing just that.</p> <p><u>Quick Transitions:</u></p> <p>When you are conducting your lessons spend no more than 5 minutes on one activity or skill. With that being said children learn through repetition. How do we achieve the needed repetition if we only spend 5 minutes on one activity/skill? We revisit that skill using a different activity later in the lesson. For example if we are trying to teach breath control in the Bubble Belt class for 5 minutes, we would progress to blowing bubbles and talking to the fish. Then we might work on our kicks. Then we would revisit breath control by having our participants blow ping pong balls across the pool keeping our chins in the water as we kick our way across.</p> <p><u>Balance Learning & Fun:</u></p> <p>Children learn though play, songs and games. During our lessons we expect our instructors to teach a skill using fun, game-like activities. The trick is to make sure we are selecting games that focus on the skill we are teaching that day or a game that revisits a skill learned in a previous lesson and making the connection between the two for the participants. For example, we could play Mr. Fox to work on our forward propelling kick. When you are speaking to parents at the end of each lesson make sure you mention what skills were practiced during the game to help them better understand the connection of learning through play.</p>	<p>1 hr. 45 min.</p>

Staggering Participants to Practice a Skill:

At times we want to focus more attention on the participants individually. To do this, stagger them in practicing each skill. If you have six children in your class hanging on the wall, have the first two swim towards your location which should be a few feet away from them. Once they reach you using the skill being worked on, praise, congratulate, and send them back to the wall. Repeat the process two children at a time.

For older swimmers, you still need to make sure you can see all of the swimmers at all times. If the swimmers are doing widths of the pool, send two or three of them across the pool while you stand in the middle and when the first group gets about halfway, you can start the next two or three swimmers. This will ensure that you are able to be close enough to the swimmers to observe their swimming technique, and that the swimmers don't have too much down time between swims.

For swimmers who are doing lengths of the pool, have them go about 5 seconds apart from each other to make sure they will remain evenly spaced throughout their swim. The instructor should walk along the side of the pool so they are able to see all of the swimmers at the same time and can effectively supervise and observe the swimming technique.

Keeping Others Busy While Staggering:

While two of your participants are swimming towards you, have those remaining on the wall work on their own activity. For example, you may ask them to see how many bobs they can complete before the others return to the wall. Who had the most bobs?

Class Supervision:

Make sure to keep an eye on your class at all times, with them spread out on the wall. Have them keep at least one hand on the wall, and their heads above water so they are paying attention and can listen to directions.

Managing Free Time:

Free time at the end of a lesson is an important part for children to continue developing confidence in the water as well as a reward for a job well done! However free time should not be longer than 5 minutes and as the instructor you are expected to stay in the water and participate alongside the children. For example, if the kids want to play sharks and minnows for free time you, the instructor, are playing sharks and minnows with them.

After talking about the points above, the class will get into the water as swim lesson participants to experience a mock lesson using the above techniques. Following the mock lesson, the course participants will rotate being the instructor and the children in a series of additional mock lesson activities. Afterwards, course participants will be asked to be creative by teaching a skill or using a game they know or make up on the spot.

<p>Parent-Child, Bubble Belt & Level 1 Swim Observation/ Discussion (in/out of water activity)</p> <p>Course participants will observe a 30 minute Parent-Child lesson followed by a 15 minute debriefing of participant observations. Course participants will then watch the Bubble Belt and Level 1 lessons, completing a 15 minute debriefing session after. The debriefing discussions will include a conversation of what worked, how the instructor handled different situations, and their thoughts how they might have handled the same situations.</p>	2 hrs.
<p>Discussion: Emergency Action Plan (out of water activity)</p> <p>Course participants will discuss the emergency action plan (EAP) from the manual (page 81) as a class. Together, course participants will find the facility's EAP and review it.</p>	10 min.
<p>Setting Up Your Lesson and Lesson Plan (out of water activity)</p> <p>Course participants will look over a sample lesson plan for day one of Level 1 and discuss the important aspects of an outstanding lesson plan.</p>	10 min.
<p>Homework- A) Using the resources in this book and from your experience today, create a lesson plan for a Bubble Belt class that is working on forward progression in the water and introducing the concept of the back float.</p> <p>Homework- B) Set up your times to shadow lessons and co-teach. Each participant must complete their required amount of shadowing and co- teaching preferably by the end of this course.</p>	

Notes Section:

Lesson 2: Duration 5 hours 45 minutes

<p>Reviewing Lessons Plans: The Importance of Being Specific (out of water activity)</p> <p>As a group, course participants will review their lesson plans focusing on its specificity. If they were to give this plan to another individual, would they be able to understand it clearly enough to teach an entire lesson from it?</p>	<p>20 min.</p>
<p>Lesson Plan Review: Part 2 (in water activity)</p> <p>Course participants will take turns instructing the lesson they created for homework. Those who are not instructing will play the role of a swim lesson participant. Each course participant will teach approximately half of their lesson.</p>	<p>60 min.</p>
<p>When Your Lesson Plan Does Not Work (in water activity)</p> <p>Always have a handful of back-up games and skills to work on with your group. Course participants will continue role playing, taking turns teaching the other half of their lessons. During this time, course participants playing swim lesson participants will force the instructor to make a quick change on the spot.</p>	<p>60 min.</p>
<p>Teaching With Flotation Aids (in water activity)</p> <p>As a group, course participants will experience teaching different skills using flotation aids (bubble belts, kick boards, noodles, dumb bells, etc.). Instructor Trainers will explain the progression from bubble belts to noodles to dumb bells and kickboards.</p>	<p>20 min.</p>
<p>Holding and Support Techniques (in/out of water activity)</p> <p>The Instructor Trainer will review each support technique from the Teaching Tools: Floats and Holds section (page 37) as each course participant practices them in the water. The Instructor Trainer will also demonstrate each technique in the water after course participants have seen the pictures in the manual.</p>	<p>20 min.</p>
<p>Adapting Lesson Plans for Participants With Special Needs (out of water activity)</p> <ul style="list-style-type: none"> • Person first, disability second • Ask the parent/guardian for suggestions • It's okay to ask for help! <p>Small adaptations to a lesson plan can make a HUGE impact for individuals with special needs.</p>	<p>30 min.</p>

<p>Level 2, 3 & 4 Observation/Interaction/Discussion (in/out of water activity)</p> <p>The class will observe portions of a Level 2, Level 3, and Level 4 lesson. On the Instructor Trainer's cue, selected course participants will join in the lesson being taught as an aide, following the instructor's lead and assisting. After the lesson, course participants will exit the pool to discuss their observations. The class will watch the Level 2 lesson for 45 minutes and then debrief as a group for 15 minutes. They will do the same for the Levels 3 and 4.</p>	2 hrs.
<p>Homework- A) Create a lesson plan for a participant with special needs. Each course participant will be assigned a mock group they will have to create a lesson for. Remember to be specific.</p>	15 min.

Notes Section:

Lesson 3: Duration 6 hours 10 minutes

<p>Review Assigned Lesson Plans (in water activity)</p> <p>Course participants will take turns acting as the instructor and swim lesson participants. Course participants will teach two activities from their lesson plan.</p>	40 min.
<p>Diving (in water activity)</p> <ul style="list-style-type: none"> • Safety considerations which can be found in the Teaching Tools: Diving section (page 64) • Progression to learning how to dive: <ol style="list-style-type: none"> 1. In water, feet first surface dive 2. In water, pike dive 3. Sitting dive 4. Kneeling dive 5. Standing dive • Using toys/equipment to teach diving skills • Common struggles when teaching diving <ul style="list-style-type: none"> ○ Belly flop ○ Fear of diving ○ Not tucking the chin • When do we begin teaching diving? 	30 min.
<p>Behavior Problems During Lessons (out of water activity)</p> <ul style="list-style-type: none"> • What is a behavior issue vs. children being silly and having fun? • When do we address a behavior issue? • How to say no and avoid a power struggle • Appropriate use of a time out <p>Always follow up with parents after a lesson when a behavior issue occurs. If we do not bring the behavior to the parents' attention immediately, we are setting ourselves up for failure.</p>	20 min.
<p>Video: The Reasons People Drown, and Better Fly for Every Body (out of water activity)</p> <p>The Instructor Trainer will show the video and then allow for a 15 minute discussion.</p> <p>(Source: LSA Productions Inc.)</p>	1 hr. 45 min.
<p>Teaching With Songs, Games & Play (in water activity)</p> <p>The class will participate in a series of songs, games and play that teach skills lead by the Instructor Trainer. Time will be given in between each activity to allow participants to take notes.</p> <p>See Teaching Tools: Songs and Rhymes (page 66) and Games/Activities (page 68) and sections for more songs, games and play ideas.</p>	40 min.

<p>Level 5/6 and Swim & Stay Fit Observation/Interaction/ Discussion (in water activity)</p> <p>The class will observe 10 minutes of a Level 5/6 and Swim & Stay Fit lesson. On the Instructor Trainer’s cue, selected course participants will join in the lesson being taught as an aide, following the instructor’s lead and assisting. Afterwards, the class will exit the pool to discuss the lessons.</p>	60 min.
<p>Discussion: Progression for Turns (in/out of water activity)</p> <p>Course participants will review lesson plans containing instruction on swimming turns (flip turns and open turns).</p> <ul style="list-style-type: none"> • Level 4: pages 145, 148 & 150 • Level 5: pages 152, 153, 155, 157 & 159 • Level 6: pages 161, 163 & 165 • Lifeguard Prep: pages 177, 179 & 181 <p>The Instructor Trainer will discuss the progressions and have course participants practice them in the water.</p>	30 min.
<p>Discussion: Safety Topics</p> <p>Course participants will review the Teaching Tools: Water Safety Rules (page 75) and Safety Topics (page 78) sections. These topics are included in each set of sample lesson plans and are broken down very specifically. The Instructor Trainer will discuss each safety topic with the class and ask them why we talk about these to our swim classes.</p>	30 min.
<p>Reminders</p> <ul style="list-style-type: none"> • Final written exam will take place next class. • Bring your calendars—you will be expected to schedule any remaining shadowing/co-teaching time in class next week. 	15 min.
<p>Homework- A) Create a lesson plan for the level you are assigned using games, song, and play to teach the entire lesson. Each course participant will be given a different level. The lesson duration will be 30 minutes.</p>	

Notes Section:

Lesson 4: Duration 5 hours 55 minutes—6 hours 55 minutes (dependent on class size)

<p>Written Exam (out of water activity)</p>	<p>1 hr. 30 min.</p>
<p>Review of Written Exam (out of water activity)</p>	<p>20 min.</p>
<p>Review Assigned Lesson Plans: Part 1 (in water activity) Each course participant will teach their lesson to the class. Those not teaching their lesson will act as swim lesson participants. Three participants will go at this time. Three others will go later in the session.</p>	<p>1 hr. 30 min.</p>
<p>Achievement Cards for Participants (out of water activity)</p> <ul style="list-style-type: none"> • Every child receives a certificate regardless of if they passed the level they were enrolled in. • Child who pass on to the next level should have every skill completed. • Children who are not yet ready to move on to the next level should receive an achievement card that indicates the skills which need to be worked on in order to move up. <p>Please note: WNYSI achievement cards and level completion cards are located in Chapter 6 of your book (page 186). Editable copies may be found on the WNYSI website.</p>	<p>15 min.</p>
<p>Swim Assessments (out of water activity)</p> <p><u>Swim Assessments for Lessons</u></p> <ul style="list-style-type: none"> • Used to determine which level a child should be placed in • Typically take about 15 minutes per person • Should be conducted in the shallow end • Ask participant to demonstrate their ability to swim starting with basic skills, moving up to more advanced. • Please note: See Chapter 3: WNYSI Swim Levels (page 21) for level criteria. <p><u>Swim Assessments for Camp Swims/Group Swims</u></p> <ul style="list-style-type: none"> • Used to determine the swimming ability of each child • Typically takes about 10 minutes per group • Group sizes should be no more than six children • Should be conducted in the shallow end asking children to swim widths. • Swim assessment consists of: <ul style="list-style-type: none"> ○ Entering the pool from the ladder in the shallow end. ○ Swimming 1 width of a standard pool on stomach without stopping or touching the bottom ○ Swimming 1 width of a standard pool on back without stopping or touching the bottom 	<p>15 min.</p>

<ul style="list-style-type: none"> ○ Treading water for 2 minutes in water over the head but within arm's reach of the side of the pool without stopping or pushing off the bottom • Children will be categorized as non-swimmers, shallow end swimmers, mid-level swimmers, and deep end swimmers. • To be considered a deep end swimmer, children's arms must come all the way out of the water during their front crawl and backstroke widths. • Each category will be issued a colored band indicating their swimming ability. • Each child will be shown where they can swim based on their ability. • Any child who chooses not to take the swim test will be considered a non-swimmer. • Please note: See WNYSI Swim Level: Swim Assessment Procedure section (page 22) for swimming ability criteria. 	
<p>Review Assigned Lesson Plans: Part 2 (in water activity)</p> <p>Course participants who did not teach their lesson to the class during Part 1 will do so at this time. Those not teaching their lesson will act as swim lesson participants.</p>	<p>1 hr. 30 min.— 2 hr. 30 min.</p>
<p>Final Steps to Obtain Certification (out of water activity)</p> <ul style="list-style-type: none"> • Shadowing • Co-teaching 	<p>15 min.</p>
<p>Certification Renewal Process (out of water activity)</p> <ul style="list-style-type: none"> • Must teach at least one, 8 lesson session per year. • Certifications expire 1 year from the date this course is completed. • Renewal will be granted upon completion of teaching one 8 lesson session, submitting a course record, the lesson plans used to teach, and the renewal administration fee. • Renewal administration fee is \$5 per course. • Renewed certification will be valid one year from the date the course record is received. • Course record sheet is located in the SwimKids Swimease Resource section (page 185) of this book and on the WNYSI website. • Submit course record forms and lesson plans by: <ul style="list-style-type: none"> <u>Email:</u> santillok@orchardparkny.org <u>Mail:</u> <p style="margin-left: 40px;">Orchard Park Recreation Dept. 200 North Lake Dr. Orchard Park, NY 14127 Attn: WNYSI Course Record</p> <u>Electronically:</u> http://www.oprec.org/wnysi 	<p>15 min.</p>

<ul style="list-style-type: none">• Renewal administration fee can be paid over the phone at 716-662-6450 using a credit card, or by check made out to the Town of Orchard Park and mailed to the address above.• Please note: You can teach more than one 8 lesson session per year. You only have to submit a course record for one 8 lesson session to renew your certification.	
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Notes Section:

Chapter 3: WNYSI SWIM LEVELS

Swim Assessment Procedure

Before any child is allowed to enter a body of water their swimming ability needs to be assessed to ensure they are in a water depth appropriate for their ability.

Guidelines for Conducting Swim Assessments:

- The person conducting the swim assessments must have at least three seasons of previous pool and/or waterfront experience as a lifeguard and/or camp aquatics director. They must hold a current WNYSI Instructor certification.
- Assessments should be conducted in the shallow end of the pool where participants can stand and self-rescue if need be. (Please note: If an area such as this is not available, assessments must be conducted one child at a time with the child swimming next to a wall and the lifeguards walking alongside the participant on deck.)
- One lifeguard needs to be on deck and one lifeguard needs to be in the water.
- The WNYSI Instructor conducting the assessment needs to be on deck.
- No more than four children can be assessed at one time.

Swim Assessments Consists of:

- Entering the pool using the ladder in the shallow end to chest deep water.
- Swimming two widths of a standard pool (approx. 25 yards) on the stomach using front crawl or modified front crawl without stopping or touching the bottom of the pool
- Swimming two widths of the pool on the back (approx. 25 yards) using the backstroke or elementary backstroke without stopping or touching the bottom of the pool
- Treading water for one minute in a water depth the swimmer cannot touch (but not the deep end of the pool) near the pool wall without stopping or grabbing the side of the pool
- Floating on back for one minute
- Swim one width (15 yards) of breaststroke or modified breaststroke

Steps to Conducting a Swim Assessment:

1. Have children enter the pool using the ladder in the shallow end one at a time. The lifeguard in the water will spot each child as they enter.
2. As each child enters the water, instruct them to grab onto the wall. While keeping both hands on the wall, have them slide away from the ladder to allow the next child to enter.
3. Once all children are in the water, have the group grasp the wall with both hands and complete 5 bobs to warm-up, allowing you to see who is willing to get their face wet.
4. Explain how the assessment will be conducted. Tell the group that this is not a race and they need to take their time.
5. Have children swim two widths of the pool on their stomach, staggering their start times.
6. Once all children are at the opposite side, have them swim two widths of the pool on their back, staggering their start times. Make sure the lifeguard in the water is positioned to alert the children when they are nearing the wall to avoid anyone hitting their heads.

7. Have the group swim alongside the wall to a deeper section of the pool. This should be a place that is over the children's heads but is not necessarily the deepest section of the pool.
8. Have children grab onto the edge of the pool to listen to the next step.
9. Explain what treading water is and if need be, demonstrate for the group.
10. Have the group spread out while holding onto the wall.
11. On your cue, have children let go and begin treading water for 2 minutes. If you notice anyone beginning to struggle, have them return to the wall.
12. Once the assessment is completed, have children exit the pool and mark down the swimming ability of each child.

Determining Level for Swim Lessons:

The descriptions below are characteristics that participants would exhibit before completing a session of swim lessons. These are to help determine what level would be a good fit for their current abilities. The goal is that after a session of lessons they would increase their ability and move into higher level. Please note that children progress at different rates. Some will only need one time through a level to be ready to progress; others may take two or three times. Everyone learns at a different pace and with swimming a large part of lessons is building confidence in one's own abilities which is done through repetition.

Parent Child

Typically for ages 6 months- 4 years of age, these are the swimmers who are not willing to get into the water without a parent/guardian or who cannot be in the water without someone holding onto them for the entire time. Infants need to be held by a parent at all times whereas 2-4 year olds would be able to wear a bubble belt or use a noodle if they are ready.

Bubble Belt

Participants are comfortable in the water without a parent when wearing a flotation device and can follow directions reasonably well. Participants in this level tend to be more comfortable with a vertical position in the water versus the horizontal, are hesitant to put their face in the water, and struggle to make forward progress even while wearing a flotation device.

Level 1

Participants ready for level one are able to keep themselves afloat for a few seconds without a flotation device and are comfortable being in the water without a flotation device secured to their body. They are able to follow directions well and will hang onto their noodle or the pool wall when instructed to. If you are hesitant about a participant following safety rules and their ability to stay afloat without a flotation device keep them in bubble belt. Using a noodle they are willing to swim on their stomach in a horizontal position and will attempt overhand arm motions.

Level 2

Participants ready for level two are able to swim a width (approx. 15 yards) without a noodle on their stomach without stopping or touching the bottom but their endurance is not to the point where they could do more. They are hesitant to float on their back unassisted. They do not know any formal strokes (front crawl, breast stroke, etc.) but are willing to put their face in the water for a few seconds and practice overhand arm movements. They can also tread water for 30-60 seconds.

Level 3

Participants ready for level three are able to swim two widths on their stomach and their back with only a short break in-between without a flotation device. They are comfortable putting their face in the water and can tread water for over one minute. They have the ability to follow complex directions and can demonstrate the front crawl, back crawl and breaststroke. They do not have to be perfect at them just able to attempt each and swim a width of the pool with each.

Level 4

Participants know the front crawl, back crawl, elementary backstroke, breaststroke and butterfly and now need to work on refining the mechanics of each stroke. They are comfortable in the deep end of the pool, with rotary breathing and are working up to swimming full lengths of the pool consistently. They do not know flip turns yet but are ready to learn. They can tread water for two minutes without stopping.


Level 5

Participants are able to swim full lengths of the pool of each stroke without stopping. They are comfortable in the deep end and can tread water for over two minutes. This level focuses on increasing endurance and fine tuning each stroke.

Determine Levels for Camp/Group Swims:

- If a child passes the swim assessment criteria with their arms coming all the way out of the water for the front crawl and backstroke widths, they will be considered a deep end swimmer.
- If a child can swim both widths but struggles treading water, they will be considered a mid-level swimmer and will be restricted to a water depth that allows them to comfortably stand in the pool and not be under water.
- If a child cannot swim both widths, they will be considered a non-swimmer and will be restricted to the shallow end of the pool.
- If a child is struggling with any part of the swim assessment, have them stop and end the assessment at that point.
- Children can ask to retake the swim assessment each time they are at the pool, however they cannot take the test more than two times in one day.

Swim Level Skill Sheets

 SWIMKIDS SWIMEASE Parent-Child Level A						
Instructor: _____ Date: _____	1.	2.	3.	4.	5.	6.
Skills						
Entering the water for start of lesson						
Exiting the water for end of lesson						
Participating in individual activities						
Participating in group activities						
Getting body wet						
Getting face wet						
Traveling across the pool						
Blowing bubbles with mouth						
Front float						
Back float						
Rolling from front to back						
Rolling from back to front						
Front glide						
Back glide						
Flutter kick on front						
Flutter kick on back						
Modified jumping from side (Lifted in and out of pool)						
Safety Topics						
General pool rules						
How to use a lifejacket						

Please note: All Parent-Child Level A skills should be completed by the child with adult support.



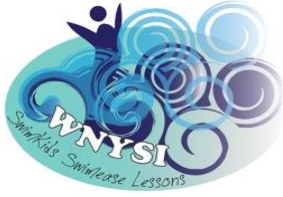
**SWIMKIDS
SWIMEASE
Parent-Child Level B**

Instructor: _____

Date: _____

	1.	2.	3.	4.	5.	6.
Skills						
Entering the water for start of lesson						
Exiting the water for end of lesson						
Using ladder or steps of pool with some independence						
Participating in individual activities						
Participating in group activities						
Getting body wet						
Getting face wet						
Searching for toys underwater						
Traveling across the pool						
Blowing bubbles with mouth						
Front float						
Back float						
Rolling from front to back						
Rolling from back to front						
Front glide						
Back glide						
Modified jumping from side (Lifted in and out of pool)						
Stroke Development						
Alternating scoops with arms on front						
Flutter kick on front						
Modified front crawl						
Alternating motion with arms on back						
Flutter kick on back						
Modified back crawl						
Safety Topics						
General pool rules						
How to use a lifejacket						

Please note: All Parent-Child Level B skills should be completed by the child with adult support.



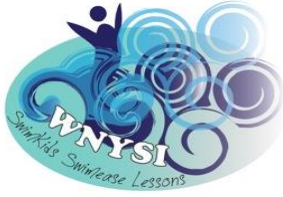
**SWIMKIDS
SWIMEASE
Bubble Belt Swim**

Instructor: _____

Date: _____

	1.	2.	3.	4.	5.	6.
Skills						
Entering and exiting the water safely						
Getting face wet						
Blowing bubbles with mouth						
Blowing bubbles with nose						
Bobbing with nose submerged						
Bobbing with eyes submerged						
Pick up a submerged object with face underwater (1-2 ft. deep)						
Front float for 3 seconds (with instructor support)						
Back float for 3 seconds (with instructor support)						
Changing direction in open water while swimming						
Rolling over from front to back						
Rolling over from back to front						
Modified treading (hands and arms only)						
Jumping into the pool from side (with instructor support)						
Stroke Development						
Alternating scoops with arms on front						
Flutter kick on front						
Modified front crawl						
Frog kick on front						
Alternating motion with arms on back						
Flutter kick on back						
Modified back crawl						
Finning arm motion on back						
Safety Topics						
General pool rules						
How to use a lifejacket						
Recognizing an emergency and how to call for help						
Exit Skills Assessment						
Bob 5 times to chin level. Float on front with support for 3 seconds with face in water. Roll to back (with assistance) and float on back with support for 3 seconds.						
Swim on front without instructor support for 15 yards (1 width).						
Be comfortable on own with a noodle.						
Enter pool from side with instructor support.						

Please note: All Bubble Belt skills should be completed while wearing an approved floatation device. Instructors should work to slowly transition children to noodles.



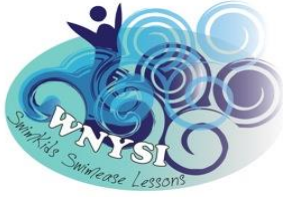
**SWIMKIDS
SWIMEASE
Level 1**

Instructor: _____

Date: _____

	1.	2.	3.	4.	5.	6.
Skills						
Entering and exiting the water independently						
Blowing bubbles with mouth and nose						
Bobbing with head submerged						
Pick up a submerged object with face underwater (1-2 ft. deep)						
Front float for 5 seconds (with instructor support)						
Back float for 5 seconds (with instructor support)						
Front glide						
Back glide						
Rolling over from front to back						
Rolling over from back to front						
Modified treading (hands and arms only)						
Jumping into the pool from side (with instructor support)						
Stroke Development						
Alternating scoops with arms on front						
Flutter kick on front						
Modified front crawl						
Circular arm motion on front						
Frog kick on front						
Alternating motion with arms on back						
Flutter kick on back						
Modified back crawl						
Finning arm motion on back						
Frog kick on back						
Safety Topics						
General pool rules						
Entering the water safely						
Recognizing an emergency and how to call for help						
How to use a lifejacket						
Sun safety						
Exit Skills Assessment						
Bob 5 times with head completely submerged. Float on front for 5 seconds with face in water. Roll to back and float on back for 5 seconds.						
Swim on front without instructor support for 30 yards (2 widths).						
Swim on back without instructor support for 15 yards (1 width).						
Be comfortable swimming without a noodle and have the endurance to do so for approximately half of the lesson.						
Enter pool from side with instructor support.						

Please note: All Level 1 skills should be completed with a noodle. Instructors should work to slowly transition children to swimming independently.

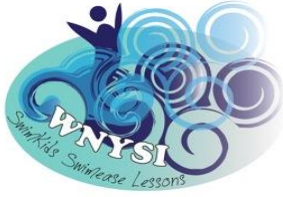


**SWIMKIDS
SWIMEASE
Level 2**

Instructor: _____

Date: _____

	1.	2.	3.	4.	5.	6.
Skills						
Entering and exiting the water independently						
Blowing bubbles with mouth and nose						
Bobbing with head submerged						
Pick up submerged object while holding breath (at least 3 ft. deep)						
Front float for 5 seconds						
Back float for 10 seconds						
Recover to wall from front/back float						
Front glide with modified streamline						
Back glide with modified streamline						
Recover to wall from front/back glide						
Treading water for 15 seconds						
Jumping into the pool from side and returning to wall or ladder						
Stroke Development						
Alternating scoops with arms on front						
Flutter kick on front						
Modified front crawl						
Circular arm motion on front						
Frog kick on front						
Alternating motion with arms on back						
Flutter kick on back						
Modified back crawl						
Finning arm motion on back						
Frog kick on back						
Safety Topics						
General pool rules						
Entering the water safely						
Recognizing an emergency and how to call for help						
How to help a swimmer in distress						
How to use a lifejacket						
Sun safety						
Exit Skills Assessment						
Float on front for 5 seconds and roll to their back. Float on back for 10 seconds and return to the wall without instructor support.						
Swim on front without instructor support for 30 yards (2 widths).						
Swim on back without instructor support for 30 yards (2 widths).						
Jump into the pool from the side and swim to return to wall, ladder, or steps.						
Have the endurance to swim the entire lesson without the support of floatation devices.						

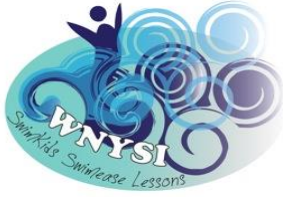


**SWIMKIDS
SWIMEASE
Level 3**

Instructor: _____

Date: _____

	1.	2.	3.	4.	5.	6.
Skills						
Jump into the deep end of the pool						
Sitting dive						
Kneeling dive						
Front float for 20 seconds						
Back float for 20 seconds						
Tread water for 30 seconds						
Streamline position on front with flutter kick						
Streamline position on back with flutter kick						
Stroke Development						
Rotary breathing for front crawl						
Front crawl						
Whip kick on front						
Dolphin kick on front						
Back crawl						
Elementary backstroke						
Scissors kick on side						
Safety Topics						
General pool rules						
Recognizing an emergency and how to call for help						
How to help a swimmer in distress						
Reaching and throwing assists						
How to use a lifejacket						
Sun safety						
Exit Skills Assessment						
Jump into the deep end from the side of pool. Swim underwater to retrieve submerged object (approx. 4 feet deep). Return to side of pool.						
Push off the wall in a streamline position on front. Swim front crawl with rotary breathing for 30 yards (2 widths).						
Push off the wall in a streamline position on back. Swim back crawl for 30 yards (2 widths).						
Be comfortable entering the pool headfirst.						

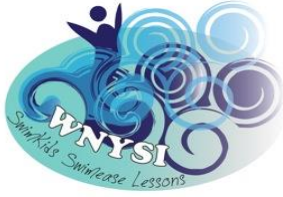


**SWIMKIDS
SWIMEASE
Level 4**

Instructor: _____

Date: _____

	1.	2.	3.	4.	5.	6.
Skills						
Standing dive						
Feet first surface dive						
Survival swimming for 20 seconds						
Tread water for 2 minutes						
Open turn on front						
Open turn on back						
Streamline position on front with flutter kick						
Streamline position on front with dolphin kick						
Streamline position on back with flutter kick						
Stroke Development						
Front crawl						
Back crawl						
Elementary backstroke						
Breaststroke						
Butterfly						
Sidestroke						
Safety Topics						
General pool rules						
Recognizing an emergency and how to call for help						
How to help a swimmer in distress						
Reaching and throwing assists						
HELP/Huddle positions						
Cold water and ice safety						
Exit Skills Assessment						
Complete a feet-first surface dive in the deep end of the pool. Swim underwater to retrieve submerged object (approx. 6-8 feet deep). Return to side of pool.						
Push off the wall in a streamline position on front. Swim breaststroke for 25 yards. Complete an open turn and swim front crawl with rotary breathing for 25 yards.						
Push off the wall in a streamline position on back. Swim back crawl for 25 yards. Complete an open turn and swim elementary backstroke for 25 yards.						
Have endurance to swim laps for a majority of the lesson						

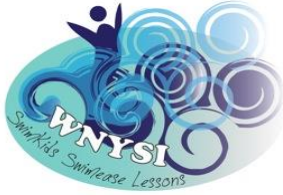


**SWIMKIDS
SWIMEASE
Level 5**

Instructor: _____

Date: _____

	1.	2.	3.	4.	5.	6.
Skills						
Standing dive in competitive start position						
Standing dive into front glide						
Standing dive into front glide and begin swimming any stroke						
Head-first surface dive						
Flip turn on front						
Flip turn on back						
Open turn on front						
Tread water for 3 minutes						
Stroke Development						
Front crawl						
Back crawl						
Elementary backstroke						
Breaststroke						
Butterfly						
Sidestroke						
Safety Topics						
General pool rules						
Recognizing an emergency and how to call for help						
How to help a swimmer in distress						
HELP/Huddle positions						
Waterfront and boating safety						
Cold water and ice safety						
Exit Skills Assessment						
Complete a head-first surface dive in the deep end of the pool. Swim underwater to retrieve 2 submerged objects (approx. 6-8 feet deep). Return to side of pool.						
Dive into the pool in a streamline position on front. Swim front crawl for 50 yards, completing an open or flip turn at the wall.						
Push off the wall in a streamline position on back. Swim back crawl for 50 yards, completing an open or flip turn at the wall.						
Dive into the pool in a streamline position on front. Swim butterfly for 25 yards and breaststroke for 25 yards.						
Have endurance to swim laps for the entire lesson						

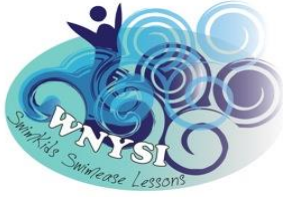


**SWIMKIDS
SWIMEASE
Level 6**

Instructor: _____

Date: _____

	1.	2.	3.	4.	5.	6.
Skills						
Standing dive in competitive start position						
Circle swimming						
Flip turn for front crawl						
Flip turn for back crawl						
Open turn on front						
Underwater pull-out for breaststroke during open turns						
Tread water for 5 minutes						
Stroke Development						
Front crawl						
Back crawl						
Elementary backstroke						
Breaststroke						
Butterfly						
Sidestroke						
Safety Topics						
General pool rules						
Recognizing an emergency and how to call for help						
How to help a swimmer in distress						
Waterfront and boating safety						
Recreational water illnesses						
Exit Skills Assessment						
Dive into the pool in a streamline position on front. Swim front crawl for 100 yards, completing a flip turn at each wall.						
Push off the wall in a streamline position on back. Swim back crawl for 100 yards, completing a flip turn at each wall.						
Dive into the pool in a streamline position on front. Swim butterfly for 50 yards and breaststroke for 50 yards, completing an open turn at each wall.						

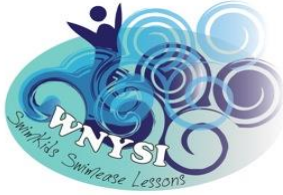


**SWIMKIDS
SWIMEASE
Swim & Stay Fit**

Instructor: _____

Date: _____

	1.	2.	3.	4.	5.	6.
Skills						
Standing dive in competitive start position						
Flip turn for front crawl						
Flip turn for back crawl						
Competitive turns for breaststroke and butterfly						
Tread water for 5 minutes						
Tread water for 2 minutes with no hands						
How to use a pace clock						
Taking own heart rate (carotid or radial)						
Stroke Development						
Front crawl						
Back crawl						
Breaststroke						
Butterfly						
Individual Medley (IM)						
Safety Topics						
General pool rules						
Recognizing an emergency and how to call for help						
How to help a swimmer in distress						
Recreational water illnesses						
Exit Skills Assessment						
Dive into the pool in a streamline position on front. Complete 400 yards continuously swimming front crawl for 100 yards, breaststroke for 100 yards, backstroke for 100 yards, and a choice of stroke(s) for the last 100 yards.						



**SWIMKIDS
SWIMEASE
Lifeguard Prep**

Instructor: _____

Date: _____

	1.	2.	3.	4.	5.	6.
Skills						
Stride jump from side of pool, keeping head above water						
Feet-first surface dive in deep end of pool (at least 10 ft.)						
Retrieve diving brick from 10 ft.						
Flip turn for front crawl						
Flip turn for back crawl						
Competitive turns for breaststroke and butterfly						
Tread water for 5 minutes						
Tread water for 30 seconds with diving brick						
Swimming with a rescue tube						
Stroke Development						
Front crawl						
Back crawl						
Breaststroke						
Butterfly						
Safety Topics						
General pool rules						
Importance of being a lifeguard						
Steps to receiving lifeguard certification						
Exit Skills Assessment						
Dive into the pool in a streamline position on front. Complete 500 yards continuously swimming front crawl for 100 yards, breaststroke for 100 yards, backstroke for 100 yards, and a choice of stroke(s) for the last 200 yards.						
Enter pool from the side. Swim on back with diving brick on chest for 15 yards (1 width) and exit pool from side.						

Chapter 4: TEACHING TOOLS

Floats and Holds

Side Support

When children become comfortable in the water, you can support them from the side. To support them from the side place your hands around their upper chest and your thumbs around their shoulders. At first you will want to have a firm hold. As the child becomes more comfortable, you can relax your grip to allow them to be deeper in the water. This will allow them to have more room to wiggle and feel how the water affects their buoyancy.



Supporting Toddlers

When children become more comfortable in the water you can support them by holding their upper arms. You can gradually release your support by then holding them by their forearms and then only their hands.



Using Floats

When children are comfortable enough in the water and are able to verbally follow directions, they can be given floats such as kickboards and dumbbells to hold onto themselves. Be prepared to give extra support by holding their floats and walking backward. Always remain within an arm's reach of these children in case they let go.



Using Floats: Noodles

When you use noodles, make sure all children are within an arm's reach. This may mean staggering them (one at a time, two at a time, etc.) to practice the skill being taught. Remember when we stagger our participants we always keep an eye on the rest of the class, never turning our back on them. To start, have the children place a noodle in front of them, holding it with two hands. Ask them to rest their chin on it and lift their legs behind them. Demonstrate the skill before giving the participants a noodle, and then demonstrate each step alongside them to allow them to mimic your movement. At first some children may need support under their armpits as you walk backward through the water.

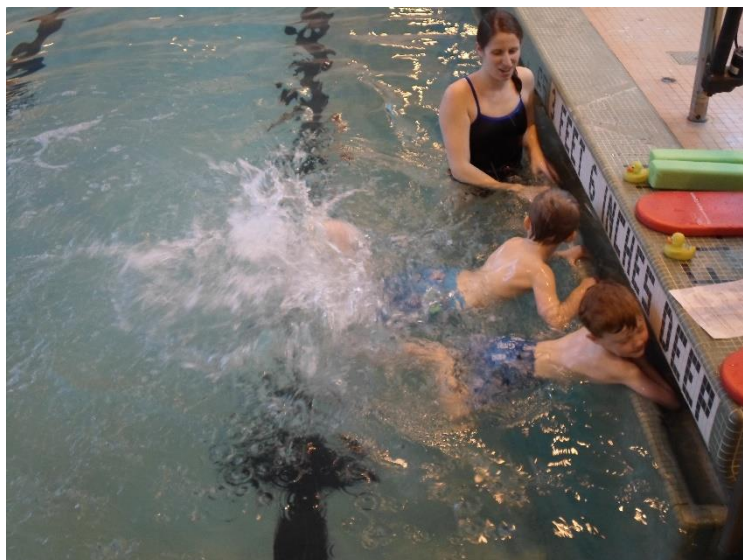


Once a child is confident, place the noodle under their arms and have them lean forward, lifting their legs and letting the noodle and the water take their weight. This will allow them to have full movement of their arms. Initially you may need to give extra support under the armpits or hold their hands to encourage them to lean forward.



Using the Side

You can also use the side or gutter at the pool edge as a flotation tool. Have the children hold onto the side or gutter using both hands, facing the side or gutter. Ask them to lift their legs up behind them. You may need to put your hand under their tummy at first. Encourage them to relax.



Support for Back Floating

To help participants become comfortable being on their back in the water, support them under their head and bottom. Once they seem secure, gently remove your hand and only support them from their head. Children will become comfortable at different rates; do not remove your hand from under their bottom until they are ready. When you do remove your hands, keep your hands ready to take over again. Move the child sideways, supporting them with one or both hands to help them feel the water moving around them as they float.



To help a fearful child place their head in the water while on their back, make it a game by supporting them with one arm, and holding your other hand above their face. Ask the child how many fingers you are holding up. Continue to ask as you change the number of fingers you are showing while slowly bringing your hand towards yourself, forcing the child to lay their head back in the water to see your hands.



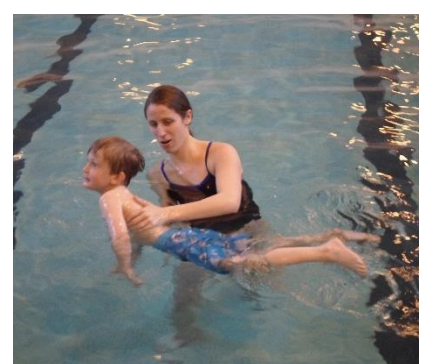
Support for Back Floating for Older Children

Participants who are older are not always comfortable floating on their back. To help them feel more comfortable, rest their head on your shoulder, have their face against your cheek and keep their ears out of the water. Hold them under their arms or, for more support, stretch your arms out underneath their body and hold their legs.



Turning from Front to Back and Back to Front

While supporting a child on their back, gently roll them to their front and back to their back. If a child is fearful of begin on their back, float longer on the front and make the back float quicker or even just the roll from front to back to front.



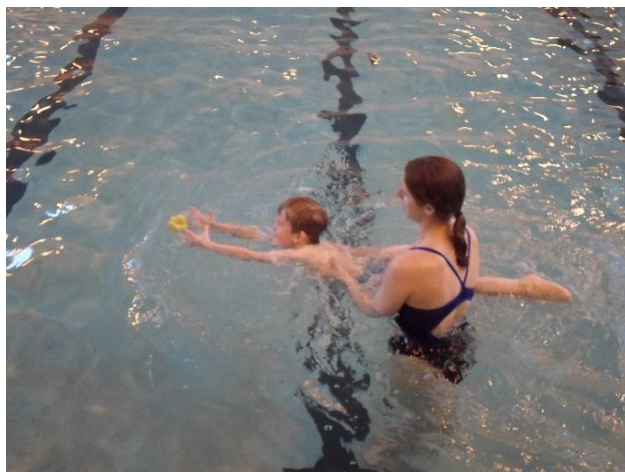
Encouraging Leg Movement

To help a child learn how to kick, hold the participant's legs below the knee, and gently move their legs in a kicking action. As you walk backward through the water, repeat the cue, "Kick, kick!"



Encouraging Arm Movement

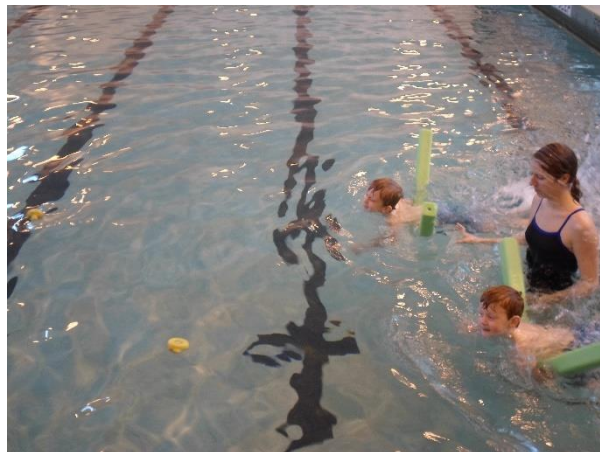
An easy and fun way to encourage arm movement is to use toys in the water. Place the toy in front of the participant and have them stretch out to reach it, using their arms to pull them towards it. Place your hands under their arms. Hold them closer to you at first and as they gain confidence extend your arms.



Prompt the children to use their arms and legs while you continue supporting them. When you feel they are ready, gently let go, but be prepared to take hold again quickly and calmly if needed.



If children are using a flotation aid that leaves their arms free to move (a noodle) have them use a paddling action to pull themselves toward the toy.



Always remember to demonstrate the arm actions before having the children try.

Front Crawl

Most common stroke also known as freestyle

Body Position

Body position is a very important aspect of the front crawl that swimmers need to learn. This technique needs to be introduced first before adding any other parts of the stroke. The body position for front crawl is similar to the front float position. For the front crawl body position, swimmers should be relaxed in the water and have:

- Arms extended out in front of them with fingers pointed.
- Legs extended out behind them with toes pointed.
- Shoulders resting on the surface of the water.
- Head in neutral position (not too high or too low in water) with eyes looking down.

Practice

Have swimmers push off the wall in a front float position and glide (moving through the water without kicking and/or moving arms) through the water making sure the face is in the water.

Bubble Belt	Level 1	Level 2 & 3	Levels 4-6 & Swim & Stay Fit
Use bubble belt for support	Hold onto noodle with hands for support	Use kickboard or dumbbell	Introduce streamline position

Problem Solving

Instructor Observation	Recommendations
The head is too high or too low.	The head position should be where the water is above the nose, but not at the hairline with eyes looking down.
The hips drop too low, beneath the body.	

Kicking Motion

The flutter kick provides swimmers with forward movement through continuous and alternating leg motion. For the flutter kick:

- Kicking is done with an up and down motion.
- Legs are straight, but extended and relaxed.
- Toes are pointed.
- Kicking should come from the hips, not the knees.

Practice

Have swimmers hold onto the wall or gutter and practice kicking. If necessary, the instructor may need to move the legs of the swimmer to show the proper way.

Bubble Belt	Level 1
After practicing on the wall, kick off the wall with noodle and bubble belt on. If the instructor feels comfortable with the swimmers' abilities, they can practice kicking with bubble belts on with arms extended out and hands holding onto the noodle.	Kick on the wall to practice and use the noodle for support. After everyone is comfortable on the wall, swimmers can kick off the wall using the noodle under their arms as support. If the instructor is comfortable with the swimmers' abilities, have them kick holding the noodle with arms extended and hands on the noodle. During these activities, ask swimmers to put their face into the water.
Level 2	Level 3
Kick holding onto the noodle with arms extended and hands on the noodle. Work them into kicking while putting their faces into the water. Add kickboard or dumbbell instead of noodle.	Kick holding onto a kickboard or dumbbell, asking swimmers to put their faces into the water.
Levels 4-6 & Swim & Stay Fit	
Kick using a kickboard and then have them kick in the streamline position without the use of any floats.	

Problem Solving

Instructor Observation	Recommendations
Too much splashing	<ul style="list-style-type: none"> • Feet should not break the surface of the water during kick (up-kick) and shouldn't kick below the body (down-kick). • Make sure kick is coming from the legs. • If necessary, make sure the head is not buried into the water. • Kicking needs to be down fast and quick, not slow and weak.
Feet break the surface too much	
Legs are too close together and effects kick	Legs should be separated. Legs and feet should be about 10 inches apart.
Feet pointed at the bottom of the pool	<ul style="list-style-type: none"> • Lack of forward movement when kicking—kick from the hips not the knees. • Ankles need to be relaxed. Remind swimmers to have floppy ankles and point toes. • Try swim fins.
Ankles turned	

Arm Action

The arm action for the front crawl provides swimmers with forward movement through continuous and alternating arm movement. For the arm action:

- Elbows need to be bent and high to guarantee the water is swept back and not down.
- Fingertips are the first part of the hand to enter the water.
- Fingers need to be together.
- Hand needs to enter the water in-line with the shoulder and should not cross the centerline of the body.
- Wrist and forearm follow the hand into the water.
- Forearm sweeps down and back towards the feet, keeping close to the centerline of the body with the palm facing the feet.
- Elbow bends again and the hand continues traveling under the body. The palm (still facing the feet) sweeps back towards the thigh, with the elbow straightening out.
- When the thumb reaches the thigh, the elbow should be almost completely straight.
- Elbow bends and leaves the water first. Then the arm swings forwards in a rapid, but relaxed motion.

Practice

Practice this skill by standing or bending at the hips and having legs dangle below. Arm movements should be introduced at the lower/younger levels before adding the kicking in with them.

Bubble Belt	Level 1
Can practice this skill with bubble belts on and noodle under swimmer's arms. Practice high elbows, reaching with the arms and keeping fingers together while pushing/sweeping the water back. This can be done without kicking and just having the swimmers bend forward in the water so their stomachs are flat on the water and their feet dangle below them. When comfortable, move on to kicking and arm movements at the same time.	Can practice this skill by standing in shallow water or on tot dock. After swimmers understand the movement, they can practice with noodle support, bending forward. Once they excel at the arm movement, introduce kicking to practice a combined stroke on the front.
Level 2 & 3	Level 4-6 & Swim & Stay Fit
Can practice this skill by walking in shallow water. After that, swimmers can practice by pushing off the side of the pool. Start with kicking and then add the arm movement.	Can practice this skill by pushing off the side of the pool, starting with kicking and then adding the arm movements in.

Problem Solving

Instructor Observation	Recommendations
Snaking up and down the pool	<ul style="list-style-type: none"> • Hand enters the water across the centerline of body. • Have swimmers enter the water with the hand wide, shoulder-width apart or further. • Remind them that the arm should never cross over the body. • Have swimmers shoot arm out to the side of the body, but not inside the body.
Slapping the water with the hand	Have swimmers spear the water. Fingertips should enter the water first and it should be a delicate motion.
Pulling too deep and having no power in the arm action/pull	Have swimmers practice bringing their elbow high and bending the elbow.
Not sweeping/pulling back with arm or just pulling arm down and in	Have swimmers practice sweeping/pulling (pushing water) to the thigh or behind them.
Hand is coming too high during recovery	Have swimmers practice that the elbow leaves the water first and remains higher than the hand as the arm moves forward in a swinging motion.
Hands, elbows, and arms are dragging through water	Have swimmers lift elbows higher.
Straight arms	Have swimmers lift elbow higher and push the water back behind them.
Sweeping arms too wide during recovery	Have swimmers practice keeping elbows high during recovery with a relaxed wrist and forearm.
Arms are lifting out early	Have swimmers fully extend arms by pushing water behind them.

Breathing

Breathing should not interfere with the front crawl stroke whatsoever. Breaths should be quick and sneaky. Breathing should be a smooth action as the head turns like it's on a swivel. The head should never be lifted out of the water and then turned to breathe. For proper rotary breathing:

- When the hand is sweeping back to the thigh, the head turns ready to breathe in when the elbow comes out of the water.
- Breathing happens out of the nose and mouth.
- Face should be submerged, right below the water.
- When the arm swings forward, the head should start to move back into the correct position.
- The head should be in the correct position when the hand enters the water.

Practice

Practice this skill by holding onto the gutter, kickboard, noodle, or dumbbell and kicking. Swimmers should be practicing breathing by turning their head while kicking. Introduce arm action afterwards.

Bubble Belt	Level 1
Can practice this skill with bubble belts on and noodles under swimmers' arms. Practice by putting faces into the water and then working on putting one ear and one eye in the water at a time.	Can practice this skill by standing in shallow water or on the tot dock. After they understand the movement, they can practice with noodle support bending forward. Once they excel at keeping their face in the water, introduce kicking with arm movements.
Level 2 & 3	Level 4-6 & Swim & Stay Fit
Can practice this skill by walking in shallow water. After, they can practice by pushing off the side of the pool. Start with kicking and arm movements before introducing breathing while swimming.	Can practice this skill by pushing off the side of the pool. Start with kicking and arm movements and then introduce breathing while swimming.

Problem Solving

Instructor Observation	Recommendations
Lifting head to breathe	Have swimmers practice breathing on the side of the pool or with a noodle or kickboard. Remind them that the head should be on a swivel—one ear and one eye should be in the water at all times or turn chin to the shoulder and the ear stays in the water.
Nose plugging	<ul style="list-style-type: none"> • If the child is plugging their nose and it is negatively affecting their stroke, try to get them comfortable swimming using both arms instead of using one hand to plug their nose. • Ask the child if they know the “secret” to not getting water up their nose. • Let them know that if they blow air out of their nose when their face is in the water, there is not room for any water to get up their nose.

Back Crawl

This stroke is like the front crawl but upside down.

Body Position

Body position is a very important aspect of the back crawl that swimmers need to learn. This technique needs to be introduced first before adding any other parts to the stroke. The body position for back crawl is similar to the back float position. For the back crawl body position, swimmers should be relaxed in the water and have:

- Arms extended out in front of them with fingers pointed
- Legs extended out behind them with toes pointed.
- Shoulders resting on the surface of the water.
- Head in the neutral position (not too high or too low in the water) with eyes looking up at the ceiling.

Practice

Have swimmers push off the wall in a back float position and glide (moving through the water without kicking and/or moving arms) through the water making sure the back of the head and ears are in the water.

Bubble Belt	Level 1	Level 2 & 3	Levels 4-6 & Swim & Stay Fit
Use bubble belt for support	Hold onto noodle with hands for support	Use kickboard or dumbbell	Introduce streamline position

Problem Solving

Instructor Observation	Recommendations
The head is too high or too low.	The head position should be where the water is above the ears, but not at the cheekbones and eyes looking up.
The hips drop too low, beneath the body.	

Kicking Motion

The flutter kick provides swimmers with forward movement through continuous and alternating leg motion. For the flutter kick:

- Toes are pointed.
- Kicking is down with an up and down motion.
- Legs and toes should be close together.
- Kicking should come from the hip, not the knees.
- Legs need to be kept straight, but extended and relaxed.

Practice

Have swimmers hold onto the wall or gutter and practice kicking. If necessary, the instructor may need to move the legs of the swimmers to show the proper way.

Bubble Belt	Level 1
After practicing on the wall, kick off the wall with a noodle and bubble belt on. If the instructor feels comfortable with the swimmers' abilities, they can practice kicking with bubble belts on and having hands hold onto the noodle.	Kick on the wall to practice and use the noodle for support. After everyone is comfortable on the wall practicing kicking, swimmers can kick off the wall using the noodle under arms as support. Next, have swimmers kick holding the noodle with arms extended and hands on the noodle. During these drills/practices ask swimmers to make sure their ears are in the water and eyes on the ceiling.
Level 2	Level 3
Kick holding onto the noodle with arms extended and hands on the noodle. Add kickboard or dumbbell instead of noodle.	Kick holding onto kickboard or dumbbell.
Levels 4-6 & Swim & Stay Fit	
Kick using a kickboard and then have them kick in the streamline position without the use of any floats.	

Problem Solving

Instructor Observation	Recommendations
Too much splashing	<ul style="list-style-type: none"> • Feet should just break the surface of the water during the kick (up-kick) and shouldn't kick below the body (down-kick). • If necessary, make sure the head is not buried into the water. • Kicking needs to be down fast and quick, not slow and weak.
Feet break the surface too much	
Legs are too close together	Legs and feet should be separated about 10 inches apart
Feet pointed at the bottom of the pool	<ul style="list-style-type: none"> • Lack of forward movement when kicking—kick from hips not knees. • Ankles need to be relaxed. Remind swimmers to have floppy ankles and pointed toes. • Try swim fins.
Turning ankles	

Arm Action

The arm action for the back crawl provides swimmers with forward movement through continuous and alternating arm movement. For the arm action:

- Elbows need to be straight and high to guarantee the water is swept back, not down.
- Fingertips are the first part of the hand that enters the water.
- Fingers need to be together.
- Hand needs to enter the water in-line with the shoulder and should not cross the centerline of the body.
- Wrist and forearm follow hand into the water.
- Forearm sweeps down and back towards the feet, keeping close to the centerline of the body with the palm facing feet.
- Elbow bends again and the hand continues traveling under the body.
- Palm (still facing feet) sweeps back towards the thigh with the elbow straightening out.
- When the thumb reaches the thigh, the elbow should be almost completely straight.
- Elbow bends and leaves water first.
- Arm swings backwards rapidly, but in a relaxed way.

Practice

Practice this skill by standing or bending at the hips and have legs dangle below. Arm movements should be introduced at the lower/younger levels before adding the kicking in with them.

Bubble Belt	Level 1
Can practice this skill with bubble belts on and noodle under their arms. Practice high elbows, reaching with arms, keeping fingers together and pushing/sweeping water back. This can be done without kicking and just having the swimmers bend backward in the water so their backs are flat. When comfortable move on to kicking and arm movements at the same time.	Can practice this skill by standing in shallow water or on a tot dock. After swimmers understand the movement, they can practice with noodle support bending backward. Once they excel at the arm movements, introduce kicking with the arm movements.
Level 2 & 3	Level 4-6 & Swim & Stay Fit
Can practice this skill by walking in the shallow water followed by practicing by pushing off the side of the pool. Start with kicking and then add the arm movement.	Can practice this by pushing off the side of the pool. Start with kicking and then add the arm movements in.

Problem Solving

Instructor Observation	Recommendations
Snaking up and down the pool	<ul style="list-style-type: none"> • The hand enters the water across the centerline of the body. • Have swimmers enter the water with the hand wide, shoulder-width apart or further. • Remind them that the arm should never cross over the body. • Have swimmers shoot arm out to the side of the body rather than inside the body.
Slapping the water with the hand	Have swimmers spear the water. Fingertips should enter the water first and it should be a delicate motion.
Pulling too deep and having no power in arm action/pull	Have swimmers practice high elbow and bending the elbow.
Not sweeping/pulling back with arm (just pulling arm down and in)	Have swimmers practice sweeping/pulling (pushing water) to the thigh/behind them.
Hands, elbows and arms are dragging through the water	Have swimmers emphasize the underwater pull from bent elbow down to their hip.
Straight arms	Have swimmers lift elbows higher and push the water back behind them making sure they keep straight elbows during the above water portion of the pull.
Sweeping arms too wide during recovery	Have swimmers practice straight elbows during recovery with relaxed wrist and forearm.
Arms are lifted out early	Have swimmers fully extend arms before pulling down by pushing water behind them.

Breaststroke

Very popular, relaxed stroke found to be enjoyable by most people.

Body Position

The body position is much like the front float, but in a streamline position. For the breaststroke body position:

- Shoulders should be parallel with the surface of the water.
- Head is still.
- Eyes should be looking at the water or just below the water.
- Body should be using a slight dolphin motion.
- Chest and shoulders are lifted out of the water.

Practice

Have swimmers practice with noodle or kickboard or if they don't need it for support have them hold it out in front of them with both hands.

Kicking Motion

Kicking provides swimmers with forward movement. A strong kick is important in this stroke. For the kicking motion:

- Legs need to be doing the same thing at the same time.
- Starts and ends with the legs straight behind the body.
- Feet are brought up to the swimmer's bottom and are about shoulder-width apart with knees pointed towards the bottom of the pool and the soles and heels of the feet facing the ceiling.
- Turn the feet out—heels move back and out in a whip-like action.
- While legs straighten out, the soles and heels of the feet face backward and the legs are brought together again.
- Legs and feet should stay behind them (never under the body) and shouldn't cross the hip line.
- The force of the kick comes from bringing/whipping the legs and feet back together.
- Feet should turn outward with the toes pointed up.

Practice

1. Sitting on the side of the pool while practicing kicking motion.
 - Point toes. Have legs straight out in front and feet in the water.
 - Turn feet out and towards the bottom of the pool.
 - Make circle motion with the heels and push legs together, keeping toes pointed.

2. Practice kicking and leg action by holding onto the side of the pool while in the water in a front float position.
3. Practice kicking while lying on the back (much like swimmers did while sitting on the side of the pool). Use a noodle for support under arms, if necessary.
4. Practice kicking on front (in front float position) while holding onto a noodle, kickboard, or dumbbell.
5. Practice kicking while holding onto equipment with face in the water.
6. Practice kicking with arms in streamline and face in the water.

Problem Solving

Instructor Observation	Recommendations
Kick is not symmetrical	<ul style="list-style-type: none"> • Head is moving around or shoulders are not even with hips. • Practice kicking holding onto the side of the pool or with a kickboard, focusing on keeping the head out of the water and not moving while kicking. • Have swimmers look ahead, keeping their head still and shoulders level with their body. • Try to have swimmers bend their knees at the same time in the same direction.
Not pointing feet	<ul style="list-style-type: none"> • Have swimmers pretend to be a frog to get them to turn their feet out while kicking • Practice kicking and focus on pushing backwards hard with the heels

Arm Action

The breaststroke arm action is a circling and continuous movement. For the arm action:

- Arms are outstretched.
- Hands are close together.
- Arm action begins and ends in the glide/streamline position (hands are close together).
- Arms should be right below the water's surface.
- Hands move in and up until they are underneath the elbows. They start to move together again in a circle motion (inward and upward). Elbows follow the hands in to the sides of the body.
- The palms turn outward and the arms start to sweep outward, downward, and backward until they are just about shoulder-width apart.

- Hands come together (in prayer position).
- Fingers need to be kept together and hands are cupped when moving which helps pull swimmers through the water.

Practice

Practice this skill by standing (in the shallow end of the pool) or bending at the hips with swimmers' legs dangling below to practice the arm movements. Swimmers should bend at the hips; stomach should lie on the water. After this part of the skill is perfected, practice arm movements with noodle under the armpits.

Problem Solving

Instructor Observation	Recommendations
Arms are being pulled too far back	<ul style="list-style-type: none"> • Have swimmers practice arms while standing, focusing on watching the hands and arms. • Hands and arms should stay in front of the body and shoulders at all times. • Tell swimmers that their hands should never go past their ribs to make sure that they don't pull all the way down to their hips.

Breathing

Breathing needs to be completed with every stroke. To breathe properly during breaststroke:

- Take a breath when pulling starts. Kicking begins after the pulling starts.
- Head should not be lifted. The body and kick should move the head forward/up.
- When arms begin to stretch forward, the head should be back in the water.

Practice

Practice this skill by holding onto the gutter, kickboard, noodle, or dumbbell. After, try holding a kickboard, noodle or dumbbell/ and add in kicking.

Problem Solving

Instructor Observation	Recommendations
Lifting head to breathe	<ul style="list-style-type: none">• Have swimmers practice arms breathing on the side of the pool or with support.• Practice pushing and gliding with the chin on the water.• Remind swimmers to keep their hips up. Legs shouldn't be under the water.
Lifting head too high	
Bobbing during stroke	Practice pushing chin forward until it's on the surface of the water.
Lack of forward progression	<ul style="list-style-type: none">• Have swimmers kick on their backs, focusing on keeping their knees underwater.• When kicking on the front, make sure swimmer have their legs straight out behind them and are not bringing their knees towards their chest during the kick but bringing feet back and knees out.

Breaststroke Tips

- Pull, breathe, kick, and glide.
- Legs, feet, arms, and hands should be doing the same thing at the same time.
- Streamlining/gliding is very important during the recovery portion of this stroke. It is essential for the body to stay long in the water.

Butterfly

One of the more difficult strokes to learn. Introduced in SwimKids Swimease Level 3. In SwimKids Swimease Levels 4, 5, and 6, the stroke is taught in more detail.

Body Position

Body Position is important in this stroke, which is why you need to teach this concept first. The body position is much like how a dolphin moves through the water. In order to teach the body position for butterfly:

1. Introduce the body position with the “body dolphin”.
 - Swimmers need to be relaxed and start in the front float position with their hands by their sides.
 - Swimmers can push off the wall and push their chest downward, but should not kick.
 - As swimmers push their chest down, their hips should come up. When swimmers bring their chest up, their hips should press down.
 - Not kicking will help swimmers understand that the stroke and movement comes from their hips and chest pressing up and down.
 - Swimmers can dolphin kick slightly if they’re struggling to float or move through the water.
2. After swimmers understand the body dolphin motion, progress to the hand lead body dolphin.
 - Swimmers will push off the wall and have their hands in front of them like Superman and swim the body dolphin motion.
 - Hands and arms will stay somewhat still, but will copy what the body is doing.
 - Wrist will flick up and down.

Kicking Motion

The kicking motion is the second most important part to this stroke. Most of the power for the butterfly comes from the kick. To complete the kicking motion:

- Legs are together. Ankles need to be close together, almost connected.
- Knees only bend slightly during the upbeat of the kick.
- Heels of the feet should be the only part breaking the surface of the water. The feet should not be coming completely out of the water.
- Flutter kick should not happen at all.
- Kicking should come from the hips and the pressing motion of the hips and chest.
- Knees should only be slightly bent during the kick.
- Hips raise as legs extend.

Problem Solving

Instructor Observation	Recommendations
Kick is ineffective	<ul style="list-style-type: none"> • Knees are fully extended during downbeat. • Swimmers should press feet down and use knees to snap lower legs to be fully extended.
Overemphasizing downward beat and pausing	<ul style="list-style-type: none"> • Practice kicking on side or back. • Use fins if available.

Arm Action

The arm action in butterfly is not as important as kicking and body movement. Swimmers should not rely on the arms to get them through this stroke. Arms should be kept in front of the swimmer. Swimmers should be able to see their hands and arms at all times. Arms should never go behind swimmer or past hips. To complete the arm action for butterfly:

- Arms and hands should bend slightly and push water towards the body/chest.
- Arms should be in a 90 degree angle and should be shoulder width apart in front of the body and head.
- Elbows should be high with the palms of the hands and back of the forearms facing the body.
- Arms should then swing out to the side of the body.
- Wrists flick up and out in front.
- Arms and hands should end up in almost a streamline position in front of the body.

Problem Solving

Instructor Observation	Recommendations
Arms are weak and hands enter water too wide	Have swimmers practice the arm action by standing in the water and not kicking.
Hands fall when they enter the water flat	<ul style="list-style-type: none"> • Remind the swimmer that their arms, hands and wrists need to be firm and that arms need to be angled to get high elbows. • After the arm action, hands should just be placed in front of the body.
Elbows drop and effect body dolphin motion	Remind swimmers elbows should be higher than their hands but never higher than their shoulders

Have a hard time getting arms out of the water	<ul style="list-style-type: none"> • Practice body dolphins and kicking. • Work on pushing the water towards the body and getting elbows high. • Work on wrist and hand flick. • Swimmer may be bringing their arms too far back so tell them to make sure they do not bring their arms past their hips. Emphasize the arm bend to get arms back out in front of them.
Body is bobbing through the water	Focus on high elbows and forearm pull towards body

Breathing

Breathing is very tricky in the butterfly. Much like front crawl, the breaths need to be quick and sneaky to not interrupt the stroke and its rhythm. The stroke should never be paused or stopped to take a breath. Unlike breaststroke you don't have to breathe every stroke. Breathing should be with your body, not your head. To breathe properly during the butterfly:

- Breathe as hands and arms are pushing the water towards the body. Hips are down and chest is raised slightly out of the water.
- Head should be back down as the wrists flick around to the front.
- Head must be down by the time arms are placed in front of the body in an almost streamline position.

Problem Solving

Instructor Observation	Recommendations
Lack of forward progress	<ul style="list-style-type: none"> • This can sometimes be due to the swimmer lifting their head up at the same time as their legs, which disrupts the natural flow of the stroke. • Focus on telling the swimmer to get their head down before the arms come overhead which will take care of the timing problem.

Elementary Backstroke

Recovery stroke used in SwimKids Swimease Levels 3-6

Body Position

The body position is very similar to that of the back crawl. This stroke should be taught when participants are comfortable on their back and have practiced a combined stroke on their back. For the elementary backstroke body position:

- The swimmer should be relaxed in the water with arms extended slightly out to the side.
- Legs should be extended out in front as if they were lying in bed on their back.
- The swimmer's head should be in a neutral position with eyes looking up at the ceiling and ears in the water.

Arm & Leg Movement

The arm and leg movements are unique to this stroke so extra time should be taken to instruct the correct movements before putting the body position and arm movements together.

- Soldier: Have swimmers hold their arms against their sides, hands pointing down to their feet and legs straight and together.
- Chicken: Swimmers now raise their hands upwards towards their armpits and make their arms look like chicken wings. Their fingers should be touching or almost touching their armpits at the apex of this arm movement. Legs bend at the knees, drawing the heels up towards the buttocks.
- Tree: Swimmers extend their arms straight out to their sides, keeping their arms level with their shoulders. Legs become straight and are held at an angle to the sides. The body will look like a starfish.

Progression:

1. The swimmer gets into a back float.
2. Bring the arms and legs into the soldier position.
3. As soon as the hands touch the swimmer's side, they then draw their hands and legs into the chicken position.
4. As soon as the fingers touch the armpits, they then extend their arms and legs into the tree position.
5. Once arms and legs are in the tree position, they press the arms and legs firmly back into the soldier position.

The three positions should flow into one another, propelling the swimmer on their back through the water. This stroke is considered a recreational stroke and is not designed for speed.

Practice

1. On the pool deck have your participants stand while you lie on the ground on your back. Have them watch you as you demonstrate each position. Demonstrate a handful of times calling out each position name as you progress through them.
2. Have the swimmers lie on the pool deck and demonstrate the positions as you call them out. Provide feedback and adjust positions if needed.
3. Have the swimmers get in the water, lay on their back, and place a noodle behind their shoulders or just at the base of the neck. Have them practice their movements while the noodle supports them.
4. Once the swimmers have the movements down remove the noodle and practice the movements using their natural buoyancy.

Problem Solving

Instructor Observation	Recommendations
Not progressing through the water	Often swimmers try to complete the three movements too fast and do not progress through the water or end up splashing themselves. To avoid this explain to them it is a stroke we use to glide, not a competitive stroke. Have them say the movements out loud with you as they demonstrate them, keeping your voice steady and rhythmic.
Not floating	Sometimes our swimmers try to watch their arms and legs and when this happens they raise the back of their head out of the water causing them to break their streamline position and sink. If this is occurring, have your participants pick a tile or a spot on the ceiling and have them elementary backstroke to that spot. Remind them to keep their ears in the water.
Arms or legs breaking the surface of the water	If the swimmers try to bring their arms out of the water as they progress through the arm movements, their forward propulsion will be inhibited. Make sure they are reminded that the elementary backstroke is a stroke in which the arms and legs should stay underwater.

Sidestroke

Recovery stroke used in SwimKids Swimease Levels 4-6

Body Position

The body position is as it sounds in the name of the stroke. Swimmers will be on their side while they complete this stroke. Sidestroke is a recreational or recovery stroke.

Practice

1. Have swimmers hold the top center edge of a kick board in their left hand while laying on their side, being sure to keep their left ear in the water. Their right hand can also be placed on the kickboard on the lower right hand corner of the kickboard.
2. Have swimmers maintain their hold on the kickboard and push off the wall to become used to gliding on their side.
3. After a few pushes and glides have the swimmers switch their hands so their right hand holds the top center edge of the kickboard and their right ear is in the water and again push off the side of the pool.

Leg Motion

For this stroke, swimmers will use the same kick used in breaststroke while on their side.

Practice

1. Have swimmers continue to hold the kick board as we did for body position practice. Keeping both hands on the kickboard have swimmers use the breaststroke kick while on their side to propel themselves through the water.
2. Have swimmers kick 15- 20 yards and then have them switch their arms on the kickboard and practice going the other direction for 15-20 yards.

Arm Action

The arm action for this stroke is unique to the sidestroke. To complete the arm action:

- Lie on your side so your right ear is in the water and extend your right arm up over your head, while your left hand extends down becoming in line with your left hip.
- Once the hands are extended fully in either direction, bend at the elbows bringing your hands together in front of the chest.
- Fingertips touch and then extend back out.
- The arm action can also be completed from the left side.

Practice

- Have the swimmer place a noodle underneath their hips. Then have them roll onto their side, keeping their right ear in the water, extending their right arm straight over head and their left arm straight along their hip.
- Have them bend their arms at the elbows, bringing their hands together in front of their chest, touch their fingertips, and then extend their hands back out.
- Have them progress through the water only using their arms for 10- 15 yards and then switch to their other side and repeat the practice.

Arm & Leg Movement Combined

As the arms extend out, the legs extend at the same time beginning the breaststroke kick. As the arms bend at the elbows and the hands are drawn together, the knees bend being drawn up. As the arms extend back out, the legs do as well, completing the kick.

Practice

1. Have swimmers extend their right arm over their head, keeping their right ear in the water. Have them push off the side of the pool with their feet.
2. After they glide a few feet have them bend their elbows bringing their hands in front of their chest while bending their knees drawing them up. Then extend the arms again while extending the legs to complete the stroke.
3. Glide in the extending position for a moment and then repeat.
4. Swim a length of the pool on one side and then switch to the other side and repeat practice.

Problem Solving

Instructor Observation	Recommendations
Not making a lot of forward progression	Typically when this occurs, the swimmer is not allowing for enough of a glide in between strokes. To help this have the swimmers glide forward with their right hand extended, have them draw in the knees, draw the hands together, extend arms and legs out and verbally say "glide 1, 2, 3". After saying "3" they will then draw their arms and legs in, extend out and say "glide 1, 2, 3". Repeat as many times as necessary.
Struggling with the arm movement	To help correct the arm action, you can have swimmers pretend they are reaching up into an apple tree, grabbing an apple and then placing in the basket that is in their other hand.

Diving

Safety Considerations

- Make sure you can see the bottom, to ensure the water is clear and there are no hidden dangers.
- Make sure the depth is clearly marked on the side, and that it is correct.
- Make sure there are no swimmers above or below the surface near where you are trying to dive.
- Take extra care if the pool deck is wet so you don't slip and injure yourself before you are prepared to dive.
- Always walk up to the edge if you plan to dive. Do not run.
- Tell your swimmers what the depth is so they are aware.
- Water depth should be 8 feet or more.
- Post warning signs prohibiting diving in water depth less than 5 feet.
- Proper supervision to control swimmer/diver activities.
- Do not use starting blocks if they are located in less than 6 feet of water.
- Do not dive into shallow end of pool.
- Do not dive from starting blocks unless supervised by a qualified coach.
- Starting blocks are not to be used by swimmers who are not competitive swimmers or swimmers at lessons being supervised.

Sitting Dives

1. Make sure swimmers sit on the pool edge with feet on the edge of the gutter or against the pool wall and that their arms are extended over their heads. The arms and head are aligned with one hand over the other with arms squeezing the head, helping to keep the chin tucked.
2. If the deck is within 8 inches of the surface, have the swimmers touch the surface with their hands before pushing into the water. To get nearer to the surface of the water, have swimmers reach between their legs. If the swimmers cannot reach the surface, instruct them to try to touch the water before pushing from the deck.
3. Have swimmers focus on a target on the surface that will allow for roughly a 45 degree entry into the water. The objective is to enter the water and travel parallel to the surface.
4. Have swimmers lean forward, try to touch the water, and before losing balance, push with the legs.
5. As swimmers enter the water, have them straighten their body and extend both legs.
6. Once in the water, have swimmers angle the hands towards the surface of the water to steer body up.

Kneeling Dives

Kneeling dive is only to be taught after swimmers are comfortable with the sitting dive.

1. Swimmers kneel on the pool edge with one leg positioned in a 90 degree angle and the foot flat on the floor, toes curling around the pool edge. The other leg is positioned in a 90 degree angle with the knee and shin touching the pool deck, toes curled underneath to help push off the deck. The arms and head are aligned with one hand over the other, arms squeezing the head, helping to keep the chin tucked.
2. Have swimmers focus on a target on the surface that will allow for roughly a 45 degree entry into the water. The objective is to enter the water and travel parallel to the surface.
3. Have swimmers lean forward, try to touch the water, and before losing balance, push with the legs.
4. As swimmers enter the water, have them straighten their body and extend both legs.
5. Once in the water, have swimmers angle their hands towards the surface of the water to steer body up.

Standing Dives

Standing dive should only be taught after swimmers are consistently comfortable diving from the sitting and kneeling positions.

1. Swimmers stand on the edge of the pool deck, toes slightly curled around the edge with feet about shoulder width apart. Knees are very slightly bent while the arms and head are aligned with one hand over the other. The arms are squeezing the head, helping to keep the chin tucked.
2. Have swimmers focus on a target on the surface that will allow for roughly a 45 degree entry into the water. The objective is to enter the water and travel parallel to the surface.
3. Have swimmers lean forward, try to touch the water, and before losing balance, push with the legs.
4. As swimmers enter the water, have them straighten their body and extend both legs.
5. Once in the water, have swimmers angle the hands towards the surface of the water to steer body up.

Songs and Rhymes

(See SwimKids Swimease Parent-Child lesson plans for more song ideas.)

Wheels on the Bus

“The wheels on the bus go round and round, round and round, round and round, the wheels on the bus go round and round all through the town”

(Parents spin kids in a circle motion when the word round is said)

“The kids on the bus go up and down, up and down, up and down, the kids on the bus go up and down, all through the town”

(Parents bob up and down when words up and down are said)

“The driver on the bus goes beep, beep, beep, beep, beep, beep, beep, beep, beep, the driver on the bus goes beep, beep, beep, all through the town”

(Parents and kids splash the water with their hand as if they were pressing on a horn when the word beep is said)

“The wipers on the bus go swish, swish, swish, swish, swish, swish, swish, swish, swish the wipers on the bus go swish, swish, swish, all through the town.”

(Parents swing their child back and forth through with water like a wiper blade at the word swish)

My Bonnie Lies Over the Ocean

"My Bonnie lies over the ocean, my Bonnie lies over the Sea, my Bonnie lies over the ocean, so bring back my Bonnie to me!

Bring Back, Bring Back, Bring Back my Bonnie to me, to me

Bring Back, Bring Back, oh Bring Back my Bonnie to me!

(Whenever a word that starts with the letter “B” is said parents bob up or down, alternating each word that begins with a “B”, with their children bobbing as low or as high as they are comfortable going.)

Just Like Me—Sung to the tune “The More We Get Together”

“The fish they love to swim, to swim, to swim,
The fish they love to swim, they swim just like me.”

(Parents hold kids in a front float and move around the pool swimming)

“The ducks they love to float, to float, to float
The ducks they love to float, they float just like me.”

(Parents hold kids in a front float or a back float)

“The frogs they love to hop, to hop, to hop
The frogs they love to hop, they hop just like me.”

(Parents bob the kids up really high and dip back into the water deep enough the kids chin is submerged)

“The dogs they love to paddle, to paddle to paddle,
The dogs they love to paddle they paddle like me.”

(Parents hold kids so the Childs back is pressed against their chest and rest their behind on one knee. They then place their hand on their child’s hand and make a paddle motion)

“The turtles love to blow bubbles, blow bubbles, blow bubbles
They turtles love to blow bubbles, they blow bubbles like me.”

(Parents face their kids holding them under the arms and blow bubbles)

Games/Activities

Sharks and Minnows

Equipment: None

Description: Teams are called “sharks” and “minnows.” Teams line up on their side of a designated centerline. Each team’s “safety zone” is on the opposite side of the pool. The instructor calls either “sharks” or “minnows.” The team whose name is called chases the other team to tag them. Those tagged must join the team that tagged them. The team with more players at the end of the game wins. Give teams equal opportunities to chase. Vary this game by having participants travel in a way that is appropriate to their level. For younger children or beginning swimmers, have them walk through the shallow end. For higher level swimmers, have them swim specific strokes.

Ring Relay

Equipment: Diving rings

Description: Place enough rings for each swimmer at the far side of the pool. Each participant swims a designated stroke to the ring, does a surface dive, retrieves the ring and returns to the starting place swimming a designated stroke.

Mermaid Croquet

Equipment: None

Description: Start by dividing players into three teams. Two teams line up at one end, while members of the third team position themselves as croquet wickets and tread water. First player on each of the teams swims across surface diving under each “wicket.” Players must surface between wickets. The player reaches the end, touches the wall, swims back to the start and tags the next player on the team. The first team to finish is the winner. Alternate by playing with the third team.

Hot Potato

Equipment: Object to pass

Description: Have the participants form a circle in a part of the pool where they cannot touch the floor. Participants will pass the object around the circle for a predetermined amount of time or to music. When the music stops or time is up, the person who is holding the object can either be out or can have to do a certain skill.

Keep Away

Equipment: Ball

Description: Divide players into two teams. One team has possession of the ball and tries to keep it among its players while the other team tries to capture the ball and pass it among its players. The ball must be kept moving among the players tossing it to one other. Players are not allowed to grab another player to take possession.

Water Polo

Equipment: 4 kickboards, ball

Description: Use 2 kickboards to set up a goal for each team on opposite sides of the pool. You can set up this game in either the shallow end or the deep end dependent on the endurance of your participants. The goal of the game is to knock down your opponents kickboards. This results in a goal. The team with the most points at the end of the game wins. Participants may pass to other teammates or may just shoot the ball themselves. You may not go under the water with the ball and may not touch the opposing team while playing defense.

Stroke Fun

Class Formation: Circle

Equipment: Whistle

Additional Safety Considerations: Watch to be certain that participants do not collide with one another, the wall, or another obstruction.

Description: All participants start at the same starting point. The finish line is about 25 yards away. The group starts by treading water. One whistle blast means “swim the elementary backstroke”; two short blasts means “to change direction”; and three short blasts means “tread water.” This game is lots of fun, especially if the players end where they started instead of at the finish line. This also can be adapted for more advanced swimmers by substituting more difficult skills for treading water and the elementary backstroke

Kickboard Relay

Class Formation: Two lines

Equipment: Kickboards

Description: Half of each team is at opposite sides of the swimming area. On the signal, the first player from each team kicks across the swimming area and hands the kickboard to his or her partner, who proceeds to kick back to the next team member, and so on. The team that finishes first wins. *Variations: Designate different kicks and distances.*

Catch the Crook

Equipment: Hula hoops

Description: Participants play tag. The person who is the tagger is the cop and the others are the crooks. When caught, they go to jail (hula hoop). When three participants are in the hula hoop, they may call “jailbreak” and escape free.

1, 2, 3... Mermaid

Class Formation: One large circle

Description: The game is very similar to Duck, Duck, Goose. One person starts on the outside of the circle and taps each person’s head gently, counting 1, 2, 3, 4, 5, and so on. When they get to the person they choose, they yell “Mermaid!” and that person must chase them while swimming around the circle and try to beat them back to their spot. To give each person a turn, you may just have the person who was chasing automatically become the person counting and saying Mermaid for the next round.

Drills

Front Crawl Drills

Catch-Up

The catch-up drill will isolate one arm and help develop a long stroke and body position for front crawl. One arm is stationary and extended forward, pointing toward your destination. The other arm performs the stroke. When the working arm recovers and catches up with the stationary arm, they change places.

Variations:

- Three-Quarter Catch-Up: When the other arm begins to pull before the other arm fully catches up
- Catch-up with an Object: Your front arm is holding something and as the arms trade places, they hand it off to each other.

Catch-Up with a Kickboard

Just like regular catch-up, only your front hand is holding a kick board. As the arms trade places, they hand off the board to each other. You can substitute a noodle or anything else that won't make you sink.

2, 2, 2

Swim twice with one arm strokes (pull and recovery), two strokes with the other arm, two strokes with both arms, and repeat.

Fist Drill

The fist drill promotes better feel for the water. You hold your hand in a fist and press in the water with the inside of your forearm. Think of the lower arm from elbow to wrist as an extension of your hand. Don't forget your body roll. Partway down the pool, open your fist. You should feel pressure on your hand and your forearm. You can combine drills to work on several skills at once.

Fingertip Drag

The fingertip drag drill will develop a high elbow recovery and make you more aware of your hand position during recovery. Your fingertips never leave the water as your arm moves forward after the pull. Drag your fingers forward, through the water, off to the side of your body, focusing on good body roll and keeping your elbows pointed up. Change how much of your hand stays in the water to vary this drill.

4/6/8 Count Drill

This can be done for both front crawl and back crawl. Kick on your side for a count of 4, 6 or 8 kicks (or counts). Take one full arm stroke to rotate to your other side for another 4, 6, or 8 kicks, and continue through the swim. While on your side, focus on correct body position. When executing the switch, begin by lifting the elbow of the arm on the water surface (top arm) and recovering it over the line of your body. The extended arm (bottom arm) stays extended to maintain a streamlined body position, until the elbow of the recovery arm has passed over your head. Then execute a quick switch to your opposite side. Use core body muscles to rotate, while maintaining a hold of the water with your bottom arm.

Breaststroke Drills

Two-Count Glide Drill

Hold the streamlined (stretched) position of the stroke for a full count of two (one alligator-two alligator). Keep your head down and neck straight. In the breaststroke, be sure not to stop your hands under your body, but only in the extended position. Then, start the pull *slowly*, pitching the hands outward until they are shoulder width apart, and then accelerate your hands through the power phase (the in sweep), continuing all the way through to the recovery. It's a good idea to combine this drill with double underwater pull-outs to increase the feel of gliding in the streamline position.

Two-Kick/One-Pull Drill

Hold the streamline for a second kick in each stroke. While doing the second kick, allow your hands to separate slowly to press your head and chest lower in the water. Keep your chin down, and look down at the bottom of the pool. This will prepare you for a more powerful in-sweep and recovery.

Two-Pull/One-Kick Drill

Take a powerful pull, swinging the hips forward and under your torso and then throw your hands into the recovery/streamline while making an exaggerated dolphin kick. Repeat the powerful pull but kick a breaststroke kick. Alternate between the two kicks. Notice that the hip motion should be identical between the dolphin kick and breaststroke kick.

One-Pull/Dolphin Kick

As with the two-pull/one-kick drill, take one powerful pull and throw the hands into the recovery while executing a strong dolphin kick.

Opposite Hand/Foot Drill

Pulling with your left hand only, keep your right arm extended out front, and kick with your right leg only, keeping your left leg extended out back. Repeat this drill using the right hand and left leg. This drill takes practice, but you will gain a better feel for the "short-axis" nature of the breaststroke.

Butterfly Drills

Single Arm Fly Drills

This drill traditionally has been performed with one arm extended and one arm stroking. Focus on the kick timing of "kick your hands into the water" and "kick your hands out of the water". Accelerate the pull, and snap the hands through the finish and into the recovery.

Three-Kick/One-Pull Drill

Extend the arms out in front in streamline position and take three full kicks. After the third kick, take one strong pull in time with the kicking. Recover the arms to the streamline position and repeat.

"Fun" Drills

Streamline Jumps

Have participants line up and blow a whistle or say go or jump. They will jump into streamline position. Their upper body should come out of water and they need to get back into the ready position (legs bent, arms apart on the water or bent half way and hands in the air) prior to the next jump.

Jump and Somersault

Jump up out of the water slightly (jumping is just for momentum) and then dive into a somersault/flip turn on the surface of the water.

Push-Off and Somersault

Push off the wall with hands to the side of the body kicking for about 10 kicks/3 seconds. Then flip into a flip turn/somersault. Participants can go back the wall, complete this for a whole 25 yards, or the width of the pool. Make sure they come up for air. This can be completed with one full stroke (arm pull), or an arm pull and kicking along with a few pulls/stroke then going into a flip turn/somersault.

Foot Touch

Swim into the wall go into a flip turn and stop when both feet are on the wall. Look to see feet position (should be shoulder width apart and just below the surface of the water).

Freestyle to Backstroke Turn

Corkscrew (Freestyle into Backstroke)

Streamline Jumps from the Deck

Water Safety Rules

Parent-Child A & B

1. General pool rules
2. How to use a lifejacket

Bubble Belt

1. General pool rules (Day #1)
2. Who is the lifeguard? (Day #2)
3. What does a water emergency look like? (Day #3)
4. How to get help (Day #5)
5. How to use a lifejacket (Day #6)

Level 1

1. General pool rules (Day #1)
2. Who is the lifeguard? (Day #2)
3. What does a water emergency look like? (Day #3)
4. How to get help (Day #5)
5. How to use a lifejacket (Day #6)
6. Sun safety (Day #7)

Level 2

1. General Pool Rules (Day #1)
2. Entering the pool safely (Day #2)
3. Recognizing an emergency and how to call for help (Day #3)
4. How to help a swimmer in distress (Day #4)
5. What to do if you're in trouble (Day #5)
6. Sun safety (Day #6)
7. How to use a lifejacket (Day #7)

Level 3

1. General pool rules (Day #1)
2. Entering the water safely (Day #2)
3. Recognizing an emergency and how to call for help (Day #3)
4. How to help a swimmer in distress (Day #4)
5. Reaching and throwing assists (Day #5)
6. Sun safety (Day #6)
7. How to use a lifejacket (Day #7)

Level 4

1. General pool rules (Day #1)
 - The location and importance of the lifeguard
 - No running on the deck
 - Entering the pool with the ladder facing the pool wall rather than middle of the pool
 - No diving in the shallow end
 - Always listen to the instructor and lifeguard
 - Must hold on to the wall unless the instructor says otherwise
2. Recognizing an emergency and how to call for help (Day #2)
3. How to help a swimmer in distress (Day #3)
4. Reaching and throwing assists (Day #4-5)
5. HELP/Huddle positions (Day #6)
6. Cold water and ice safety (Day #7)

Level 5

1. General pool rules (Day #1)
 - The location and importance of the lifeguard
 - No running on the deck
 - Entering the pool with the ladder facing the pool wall rather than middle of the pool
 - No diving in the shallow end
 - Always listen to the instructor and lifeguard
 - Must hold on to the wall unless the instructor says otherwise
2. Entering the water safely (Day #2)
3. Recognizing an emergency and how to call for help (Day #3)
4. How to help a swimmer in distress (Day #4)
5. HELP/Huddle positions (Day #5)
6. Cold water and ice safety (Day #6)
7. Waterfront and boating safety (Day #7)

Level 6

1. General pool rules
2. Recognizing an emergency and how to call for help
3. How to help a swimmer in distress
4. Waterfront and boating safety
5. Recreational water illnesses

Swim & Stay Fit

1. General pool rules
2. Recognizing an emergency and how to call for help
3. How to help a swimmer in distress
4. Recreational water illnesses

Lifeguard Prep

1. General pool rules
2. The importance of being a lifeguard
3. How to become a certified lifeguard

Safety Topics

Entering the Water Safely: Discuss the safe way to jump into the pool, and what you need to look for before doing so. Make sure the swimmers understand that they should always walk up to the edge, then stop to look around to make sure the pool is clear of swimmers in front of them, as well as any toys or anything under the water that could be dangerous.

Recognizing an Emergency and How to Call for Help: Discuss with swimmers what a swimmer who is in trouble or needs help looks like and make sure they know what to do in that situation. Explain that if they see the lifeguard get into the water to help someone they should listen for instructions from their instructor and if the lifeguard or instructor tells them to exit the pool, they should do so calmly and go sit with their parents. Make sure the kids know how to call 911 if they ever needed to.

How to Help a Swimmer in Distress: Discuss with the swimmers that the best way for them to help another swimmer who needs assistance is for them to stay out of the water and to reach something out to them instead of getting into the water to help. Demonstrate reaching out a noodle to a distressed swimmer from the deck to show the swimmers how to help. Explain that they should stay out of the water because the distressed swimmer may be panicking and they don't want to put themselves in any danger.

Reaching and Throwing Assists: For the older swimmers, you can have them try both a reaching assist and a throwing assist. The instructor should discuss when to use each, and then demonstrate before allowing the swimmers to attempt. Discuss with the swimmers that for a reaching assist they can reach something out to a distressed swimmer such as a noodle or a lifeguard tube when the distressed swimmer is within reach of the noodle or tube if they held it out from the edge of the pool. Demonstrate how to get low to the ground and make sure you have good balance before reaching it out to them to make sure you don't fall into the pool or get pulled in. For a throwing assist, discuss that the distressed swimmer is towards the middle of the pool or is not close enough that they would be able to reach a noodle or lifeguard tube extended out to them. For this assist, you can use a ring buoy and demonstrate that they should throw it past the swimmer and then begin pulling it in towards them to avoid hitting them with it.

Cold Water and Ice Safety: Discuss with the swimmers why they should stay away from cold water and ice, and where you might find cold water and ice. Talk about a frozen over pond or lake and that you wouldn't want to go on it because you never know how thick the ice is and you could either slip and hurt yourself or fall through. Talk about the dangers of cold water and ice and hypothermia.

Sun Safety: Talk about why it is important to apply sunscreen and drink lots of water on hot sunny days. Make sure the swimmers understand the dangers of the sun and that if you forget to apply sunscreen, you can get sunburn and that it will hurt the next day. Talk about why you need to drink water and stay hydrated, because the body needs water to function and they can get a headache or feel sick if they don't drink water throughout the day.

How to Use a Lifejacket: Demonstrate the proper way to wear a lifejacket and how to put it on, and then allow the swimmers to pick out a lifejacket that fits them properly and is appropriate for their weight. Make sure the lifejacket has a functioning clip on it and that it is not damaged. The lifejacket should go over the head and in front of them so it rests on their chest. The strap of the lifejacket should go around the middle of the back and then should be securely fastened in the front. Make sure the strap of the lifejacket is resting on the middle of the back and is not loose. Instruct swimmers that the lifejacket will keep them afloat and have them jump into the water and then huddle up as a group to demonstrate how to stay together.

Huddle/HELP Positions: HELP stands for Heat Escape Lessening Position. For this, you want to make your body as compact as you can to trap heat in more effectively. You should tuck your knees up towards your chest and curl your arms around your legs. Try to keep your head dry and out of the water. For the Huddle position, you get your group as close together as you can and huddle up in the water and use each other's body heat to keep each other warm.

Waterfront and Boating Safety: When around boats and in a waterfront environment, it is important to be aware of your surroundings at all times. Make sure you always have a lifejacket with you when you are near a large body of water such as a lake or pond, and make sure that when you are on a boat you always wear your lifejacket.

Recreational Water Illnesses: Recreational water illnesses (RWIs) are caused by germs spread by swallowing, breathing in mists or aerosols of, or having contact with contaminated water in swimming pools, hot tubs, water parks, water play areas, interactive fountains, lakes, rivers, or oceans. RWIs can also be caused by chemicals in the water or chemicals that evaporate from the water and cause indoor air quality problems. RWIs can be a wide variety of infections, including gastrointestinal, skin, ear, respiratory, eye, neurologic and wound infections. The most commonly reported RWI is diarrhea. Diarrheal illnesses can be caused by germs such as E. coli.

Skin infections like "hot tub rash" are a common RWI spread through hot tubs and spas. Respiratory illnesses are also associated with the use of improperly maintained hot tubs. The high water temperatures in most hot tubs make it hard to maintain the disinfectant levels needed to kill germs. That's why it's important to check disinfectant levels in hot tubs even more regularly than in swimming pools. The germs that cause "hot tub rash" can also be spread in

pools that do not have proper disinfectant levels and in natural bodies of water such as oceans, lakes, or rivers.

Oceans, lakes, and rivers can be contaminated with germs from sewage spills, animal waste, water runoff following rainfall, fecal incidents, and germs rinsed off the bottoms of swimmers. It is important to avoid swallowing the water because natural recreational water is not disinfected. Avoid swimming after rainfalls or in areas identified as unsafe by health departments. Contact your state or local health department for water testing results in your area or go to EPA's beach site.

(Source: Center for Disease Control, 2016)

Voluntary Hyperventilating and Extended Breath Holding: The practice of voluntarily hyperventilating (taking a series of deep breaths in rapid succession and forcefully exhaling) followed by underwater swimming or holding your breath for extended periods of time is dangerous and has led to deaths.

When you hyperventilate, you lower the percentage of carbon dioxide in the air that always remains in your lungs. The carbon dioxide in the bloodstream is what triggers that part of the brain that controls breathing to initiate taking a breath. By decreasing the available carbon dioxide, you can remain underwater because you delay the point at which the brain signals the need to take a breath

When the oxygen level in the blood runs low before the carbon dioxide level rises to the point that triggers the breathing reflex, the swimmer loses consciousness. The swimmer never actually feels as though a breath is needed.

(Source: New York State Department of Health)

Shallow Water Blackout: Swimmers who practice prolonged underwater breath-holding are at risk for Shallow Water Blackout (SWB). SWB results from an insufficient amount of carbon dioxide to activate the body's natural impulse to breathe.

- Victims of hyperventilation and SWB are often skilled swimmers.
- Victims can also be children and others who participate in “hold your breath” games
- Swim instructors and lifeguards should be alert for this safety hazard and should discourage this behavior.
- Operators should consider posting a sign explaining this hazard and prohibiting it at their pool.

(Source: New York State Department of Health)

Emergency Action Plan

One of the first things you should do as an instructor when entering an aquatic facility is to review their specific Emergency Action Plan. This should be posted somewhere readily available to instructors as well as lifeguards.

Swim lesson instructors should follow the Emergency Action Plan of the facility they are at. You should locate the AED as well as CPR equipment at each facility you enter, and instructor trainers should ensure that all lifeguards and instructors also know the location of these.

You should ask to be included in the facility's in-service lifeguard training to keep up on your skills.

Chapter 5: SAMPLE WNYSI LESSON PLANS

SwimKids Swimease Parent-Child A & B

Lesson #1

Warm-Up: Shower Time

Wet the sponge animal toys and have parents and children take turns giving each other showers by squeezing the toys over each other. Start slowly by showering each other's arms and legs, and eventually work up to squeezing the toy over the child's head. If it helps, parents and instructor may wish to sing "It's raining, It's pouring" to the child to make them more at ease.

Floating Exercise: Let's Learn How to Float

Introduce the children to the idea of floating on their backs and stomachs, and instruct parents to fully support the child during floats so that it becomes an enjoyable and relaxing activity. On the first day of floating parents should keep the child's head out of the water. Activate the children's imagination while floating, by giving them suggested imitations. For example while doing their front float say "let's stretch our arms and legs out like superman and soar through the water". While doing back floats instruct children to act like a big airplane or butterfly and stretch out their wings.

Submersion Exercise: Birthday Party

Pretend to have a birthday party and on the count of three have the children blow out toy birthday candles. Start with the candle above water so they get used to the idea of blowing out air, then gradually move the candle under water in an effort to have the child blow bubbles. A more advanced child will be able to fully submerge in order to blow out the candle under the surface, but most children will be just getting used to the idea of putting their face under water. Children can also practice exchanging gifts (water toys under the water).

Song Time: If You're Happy and You Know It!

"If you're happy and you know it, *splash your hands*
If you're happy and you know it, *splash your hands*
If you're happy and you know it and you really want to show it
If you're happy and you know it, *splash your hands.*"

Variations:

- If you're happy and you know it, *splash your feet*
- If you're happy and you know it, *touch the sky*
- If you're happy and you know it, *spin around*
- If you're happy and you know it, *float on your belly*
- If you're happy and you know it, *shout hooray*

Kicking Exercise: Loud Kicking/Quiet Kicking

Introduce the idea of kicking in the water. Instruct parents to help their child kick their feet and make splashes if the child does not understand the movement on their own. Instruct the children to make noisy splashes and white water splashes, getting everyone wet. Then whisper and instruct the children to make quiet splashes under the water without making any noise at all. Alternate between loud kicking and quiet kicking until all children show leg movement (can have the assistance of their parent).

Water Entry Exercise: Humpty Dumpty

Have the children sit on the edge of the pool and sing the tune “Humpty Dumpty”. Have them fall into the water (have parents catch their children unless they are especially advanced at water entry). As children get increasingly comfortable falling into the water from a sitting position, they may wish to try from a standing position.

Game Time: Simon Says

Explain this common game and use instructions such as Simon says to “kick your feet”, “blow bubbles”, “stretch your arms out”, “look up at the ceiling”, etc.

Lesson #2

Warm-Up: Let’s Make Waterfalls

Use scoop/cup toys to make waterfalls in the water. Once the child gets used to making waterfalls parents should start to pour water over their child, getting them used to getting wet in the water.

Floating Exercise: The Best Log Competition

Tell children that we are going to practice floating, and that we are going to see who can act just like a log in the water and float on the surface without moving. Practice being a log as both a back float and front float, and make sure to encourage kids when they do well! If there are more advanced floaters in the group you can try to get them to move by splashing their arms or tickling their feet, but most kids will have enough of a challenge just trying to lie still on the water.

Submersion Exercise: Blow the Ball

Have children practice blowing ping pong balls across the pool as their parents support them, getting them used to expelling air down near the water surface. As they become increasingly comfortable blowing the ball out of the water have them submerge their mouth and push the ball along with bubbles.

Song Time: Wheels on the Bus

“The wheels on the bus go round and round, round and round, round and round
The wheels on the bus go round and round, all through the town.”
(turn around with child)

Variations:

- Driver on the bus goes *beep, beep, beep* (splash water with hands)
- Windows on the bus go *open and close* (open and close arms)
- Wipers on the bus go *swish, swish, swish* (swish child through the water)
- The motor of the bus goes *vroom, vroom, vroom* (blow vrooming bubbles)
- Children on the bus go *up and down* (lift child up and down)

Kicking Exercise: Let’s Make a Water Fountain

Form a circle. Have parents support their children in a back float with their feet toward the center. Have children work in a team effort to make splashes in the middle of the circle. Have children kick to see how they can adjust the water height of the fountain; see how high the water can go and how low it can go.

Water Entry Exercise: Animal Entries

Give children different animals to act like as they enter the water. For example you might say to act like a bird as they jump in from the side, or to act like a snake and slither down the ladder into the pool. You may wish to ask the children what their favorite animal is, but try to get creative with the animals they should enter as; monkey, fish, puppy, lion, shark, frog, etc.

Game Time: Tag

Have parents and children play a simple game of tag, where they leisurely chase each other around the shallow end. Whoever is “it” will do the chasing, and the rest of the parent/child pairs try to practice their swimming skills to get away. If a child is an independent swimmer, they may be set up with a noodle and instructed to play tag without the help of their parent.

Lesson #3

Warm Up: It’s Raining, It’s Pouring!

Have parents use squeeze toys and cups to simulate raining and pouring while singing the tune “It’s raining, It’s pouring” in order to get children wet and used to being in the water.

Floating Exercise: Star Gazing

Tell children that we are all going to pretend it’s nighttime and look up at the stars on the ceiling. Have parents support children on their backs with their heads on their parents shoulder, and ask children to look up at the starry ceiling. While doing this parents may wish to softly sing “twinkle, twinkle little star” into their child’s ear. After star gazing have children practice their front floats as well.

Submersion Exercise: Ring around the Rosie

Form a circle. Sing the following song and have parents swim and bounce their children around in a circle until the song says “we all fall down”. At that point have everyone put their faces in the water and blow bubbles. If children are comfortable fully submerging their head, they may wish to do this as well. Repeat this song 2-3 times.

“Ring around the Rosie, Pocket full of Posies
Ashes, Ashes, We all fall down!”

Song Time: Motorboat

“Motorboat, Motorboat, Go so slow
(slowly turn with child in the water)

Motorboat, Motorboat, Go so fast!
(spin child through the water)

Motorboat, Motorboat, Step on the gas!”
(child goes up and down)

Variations:

- Complete as noodle ride
- Have children blow bubbles or kick their feet at different speeds

Kicking Exercise: Red Light, Green Light

Get a red and a green kickboard and place them together so that by flipping the board you can either have the red/green side showing. Have parents assist their children in kicking across the pool. When you show the green light, children should kick until you choose to show the red light, at which point they should stop. Continue switching between red light (stop) and green light (go) until the children make it all the way across the pool.

Water Entry Exercise: Out on the Ladder, In with a Jump

Instead of lifting the children out of the water onto the side, have the children climb out of the water on their own using the ladder, at which point they can go to the side and jump in to their parents. Then parents should help their child swim back to the ladder, and repeat the exercise.

Game Time: Let’s Dance! Use the pool’s sound system to play some children-friendly music, and have children and parents dance in the water. Dancing is a great way to get simultaneous arm and leg movement in the water.

Lesson #4

Warm Up: Itsy Bitsy Spider

“The itsy bitsy spider crawled up the water spout
(Have parents start with their child in a hip hold, crouching and then gradually standing up out of the water)

Down came the rain
(trickle water on baby)

And washed the spider out
(swish baby from side to side)

Out came the sun and dried up all the rain
(blow on baby’s face)

And the itsy bitsy spider crawled up the spout again.”
(sink down and gradually stand up again)

Floating Exercise: Rolling Time

While singing “Row, Row, Row Your Boat”, parents gently turn children from front to back to front. Instruct parents to use gliding movements and assist the children.

Submersion Exercise: Tea Party

Invite children and parents to a tea party. Describe what you will be serving. Sit on the steps or tot dock or submerge to the bottom and act out a party, sipping, tea and eating cookies. Encourage children to open their eyes when under water.

Song Time: Hokey Pokey

“Put your right hand in, Put your right hand out,
Put your right hand in and shake it all about
(splash hand playfully about in the water)

Now do the hokey pokey and turn yourself around
(spin with child in the water)

That’s what it’s all about!”

Variations:

- Put your left hand in
- Right foot in
- Left foot in
- Head in
- Whole self in

Kicking Exercise: Motorboat, Sailboat, Submarine

Motorboat is kicking fast with lots of splash. Sailboat kicking is just as fast but no splash. Submarine kicking is with the face in the water.

Arm Movement: Let's Be Dogs

Instruct children to be a dog burying bones with their paws and growling (blowing bubbles) to keep others away. This is an attempt to get children to start using doggy paddle arm movements.

Water Entry Exercise: Hoop Jumping

Standing at the edge, parents assist children jumping into the water through a hoop. As children become more confident and skilled, parents reduce assistance until it is no longer necessary. Practice at varying depths.

Game Time: Piggy-back rides

Parents back up against the side of the pool. Children get on their parents' backs, putting their arms loosely around their parents' necks. Parents travel; across the pool, stooping with a straight back while children kick their feet.

Lesson #5

Warm Up: Motorboat

Form a large circle. Parents hold children in a front float position on the outside of the circle. Have children start the engine by blowing bubbles. Instructor gives directions to have them speed up (blow bubbles fast), slow down (blow bubbles slowly) and put on the breaks (parents help children lean back into a back float position).

Floating Exercise: Eggs for Breakfast

Parents support children in a front float. Instructor calls out "sunny-side up," and children roll over to a back float with assistance from parents. When first doing this activity, instruct parents to take care to keep the children's faces out of the water. As children become more confident and skilled, they may be able to practice with their faces in the water and with less support from the parents.

Submersion Exercise: Be a Submarine

Children will take turns being the "captain" of the group. The captain is responsible for leading the children in the exercise. At a signal from captain, children submerge. Have them submerge to a level consistent with their skill level: beginners may submerge to their noses; more confident children may put their faces in; and even more skilled children may submerge their entire head. The child, as well as the captain, counts to 5. After a count of 5, children stop submerging. The next child in line becomes the captain. Each parent must remain within arm's reach of their child at all times.

Song Time: Here We Go Round the Mulberry Bush

Here we go 'round the mulberry bush (spin around)
The mulberry bush, the mulberry bush
Here we go 'round the mulberry bush
So early in the morning

This is the way we wash our face
Wash our face, wash our face
This is the way we wash our face
So early in the morning

Variations:

- This is the way we wash our hair.
- This is the way we wash our hands.
- This is the way we splash our feet.

Kicking Exercise: Kick the ball.

Water Entry Exercise: Jack be nimble, Jack be quick!

Parents assist children jumping in when the child's name is called. As children become more confident and skilled, parent may reduce assistance until it is no longer necessary. Practice at varying depths.

Game Time: Popcorn.

Parents and children get in a circle. Pass a beach ball around the circle while chanting:

“Popcorn, popcorn, put it in the pan.

Heat it up and shake it up, bam, bam, bam.”

Lesson #6

Warm Up: Merry-Go-Round

Form a circle. Everyone holds hands. Have each parent and child pretend to be a pair of animals as on a merry-go-round, such as horses, camels, zebras and deer. Have everyone walk around the circle in the same direction. On the instructor's signal, have the parents support the children in a back float position. Give another signal and have them hold hands again and begin walking around the circle in the reverse direction. Continue with different skills as the instructor signals.

Floating Exercise: Rocket ship

Ask children to pretend to be rocket ships and to carefully blast off across the pool. Children can be supported by their parents or kickboard can be used.

Submersion Exercise: Treasure Hunt

Have children retrieve various objects from the bottom of the tock dock or have their parents submerge objects in their hands. Vary the size of the objects and depth of location according to swimming ability and confidence level. Encourage children to keep their eyes open to make the task easier.

Song Time: Pop Goes the Weasel!

All around the strawberry bush
The monkey chased the weasel;
The monkey stopped and scratched his head
Pop! Goes the weasel.
(Pop child out the water on Pop!)

Variations:

- The monkey stopped to splash his friend.
- The monkey stopped to take a swim.
- The monkey stopped to shout hooray.

Kicking Exercise: Horse Race

Using kickboards, children pretend to be on horses and say “giddy-up” as they kick across the pool. Parents either provide support to their children on the kickboards or remain with arm’s reach, whichever is necessary based on skill levels. As children become more confident and skilled, parents reduce assistance until it is no longer necessary.

Water Entry Exercise: Children in the Pool (Tune of “Farmer in the Dell”)

Repeat the following using each child’s name: “Mary’s in the pool, oh Mary’s in the pool.” Parents assist their children entering the water when their names are called. As children become more confident and skilled, parents reduce assistance until it is no longer necessary. Practice at varying depths.

Game Time: Cowboys and Cowgirls

Throw toys into the pool. Have participants “ride” their foam noodles like horses and round up the toys.

Lesson #7

Warm Up: Follow the Leader

Instructor is the first leader and does a skill that everyone imitates, such as jumping, blowing bubbles or kicking. Take turns being leader. If children can stand, parents remain beside or behind the child and do the skills along with the child. If children cannot stand, parents hold their children.

Floating Exercise: Battleship

Position of ship at port is explained as being on one's back, looking for airplanes. The ship leaves the port and starts the engines by kicking. Children can be supported by their parents or a kickboard can be used.

Submersion Exercise: Washing Machine. Parents pretend to put soap on the children's hair and scrub it clean. To rinse the soap off, direct the children to tip their heads to the right side, then to the left side; tip the head back; put the head partially under; and then submerge the head completely.

Song Time: It's Raining, It's Pouring!

"It's raining, it's pouring
The old man is snoring
He went to bed and bumped his head
And didn't wake up in the morning."

(Squeeze water toys onto children or take cups and pour water onto children in order to simulate raining and pouring)

Kicking Exercise: Dumbbell Time

Children receive dumbbells and practice kicking. Incorporate white water, blue water (or loud and quiet kicking). As children become more confident and skilled, parents reduce assistance until it is no longer necessary.

Water Entry Exercise: Imagination

Offer suggestions for ways to enter the water, such as lick crocodiles, marching soldiers, ducks with flapping wings or doing the elephant walk. Children enter the water using their imaginations. Parents assist children entering the water. As children become more confident and skilled, parents reduce assistance until it is no longer necessary. Practice at varying depths.

Game Time: I Spy

Children identify objects placed under water by size, color or shape. Objects may be spotted with or without submerging and may be picked up and given to the instructor or parents.

Lesson #8

Warm Up: "Did You Ever See a Lassie"

Form a circle. Parents hold their children in a side position. Parents gently glide their children forward on the stomach and backward on the back as the group sings. Repeat verse substituting "lassie" with "laddie."

“Did you ever see a lassie, a lassie, a lassie?
Did you ever see a lassie go this way and that?
Go this way and that way, And that way and this way.”

“Did you ever see a lassie go this way and that?
Did you ever see a laddie, a laddie, a laddie?
Did you ever see a laddie go this way and that?
Go this way and that way, and that way and this way.
Did you ever see a laddie go this way and that?”

Floating Exercise: Imagination

Be a butterfly and stretch out arms/wings on front and back. Parents assist or support children as needed. As children become more confident and skilled, parents reduce assistance until it is no longer necessary.

Submersion Exercise: “London Bridge”

Everyone submerges to their comfort level when the words “is falling down” are said.

“London Bridge is falling down, falling down, falling down.
London Bridge is falling down, my fair lady.
Take a key and lock her up. Lock her up, lock her up.
Take a key and lock her up, my fair lady.
Off to prison we must go, we must go, we must go.
Off to prison we must go, my fair lady.”

Song Time: “I’m a Little Pancake” (Tune: “I’m A Little Teapot”)

“I’m a little pancake on my back.
I’m a little pancake nice and flat.
I’m a little pancake on my back,
Flip me over just like that!”

Kicking Exercise: Kick Board Time

Children receive kickboards and practice kicking. Incorporate white water, blue water (or loud and quiet kicking). As children become more confident and skilled, parents reduce assistance until it is no longer necessary.

Water Entry Exercise: Chop Chop Timber!

Children sit on edge and parents water them. They grow into trees with big branches and then the lumberjack comes to chop them down.

Game Time: Big Bad Wolf Race

While traveling on a foam noodle, participants “huff and puff” to blow the Ping-Pong ball to the designated places

SwimKids Swimease Bubble Belt

For all swimming lessons completed at the bubble belt level, participants will wear a flotation device known as a bubble belt that can be attached around their waist. The goal of this level is to increase the comfort level of participants to the point where they are confident swimming with a flotation device that is not attached to their body.

Day #1:	Teaching Tips:
Water Safety/Rules (10 min.): Pool Tour	
<p>The instructor will take the participants around the pool area, introducing them to each part of the pool. The instructor should be sure to discuss the following items on their tour:</p> <ul style="list-style-type: none"> • The location of the lifeguard • No running on the deck • Entering the pool with the ladder facing the pool wall rather than middle of the pool • Look before you jump in the pool. • No diving in the shallow end. <p>After the tour, the instructor should also discuss these additional rules before entering the water:</p> <ul style="list-style-type: none"> • Always listen to the instructor and lifeguard. • Must hold on to the wall unless the instructor says otherwise. 	<ul style="list-style-type: none"> ✓ Discuss each rule as you go through the corresponding area of the pool (i.e. Go over not diving in the shallow when you walk past the shallow end) ✓ Have the children wave to the lifeguard! ✓ Ask questions to ensure that the children understand the rules and were listening
Warm-Up Activity (5 min.): Getting Wet!	
<p>After putting on each participant's bubble belt and assisting them into the pool via the ladder, explain to the class that they are going to warm up by getting used to the water with a game of Simon Says. For this game, participants must do everything that Simon says.</p> <p>Simon says...</p> <ul style="list-style-type: none"> • Put your hand underwater • Get your chin wet • Wiggle your toes underwater • Get your mouth wet • Blow bubbles! • Put your eyes underwater • Go all the way under! 	<ul style="list-style-type: none"> ✓ Tell the children that this is a listening game! ✓ Do not force any child to get a part of their body wet that they are not comfortable with ✓ Encourage children to try their best!
Stroke Instruction (10 min.): Flutter Kick on Front	
<p>Instruction: The instructor will discuss the key points of the flutter kick (i.e. kick from the hip, legs straight and almost together, etc.).</p>	<ul style="list-style-type: none"> ✓ Ask the class if they have ever seen a fish swim. Discuss how fish use their fins and tail to swim just like people use their legs and arms.

<p>Demonstration: The instructor will demonstrate a proper flutter kick on their front by swimming across the class so all can see while holding on to the wall.</p> <p>Guided Practice: The participants will perform their flutter kick with and without splashes while holding on to the wall with both hands.</p> <p>Independent Practice: The instructor will give each participant a noodle or dumbbell. As a group, participants will flutter kick (no splash) across the pool with the instructor. Repeat for at least 3 additional widths of the pool (2 with splashes, 1 without).</p>	<ul style="list-style-type: none"> ✓ Physically move a child's feet and legs to mimic the proper flutter kick if necessary during guided practice ✓ Assist any participants who lag behind by pulling them along by the top of their noodle as they kick during independent practice
<p>Skill Instruction (10 min.): <i>Floating on Front</i></p>	
<p>Instruction: The instructor will discuss the key points of the front float (i.e. arms and legs make an "x", stay on top of water, etc.)</p> <p>Demonstration: The instructor will demonstrate the front float with and without their face in the water so all participants can see while holding on to the wall.</p> <p>Guided Practice: The instructor will assist each participant in their front float one by one. They should instruct participants to put their face in the water, but not force those who are uncomfortable doing so. Repeat 2-3 times.</p>	<ul style="list-style-type: none"> ✓ Ask children if they have ever seen something float or what it means to float ✓ Tell children to imagine they are Superman or Superwoman flying through the air ✓ Have children who are waiting to float practice their flutter kick on the wall or getting their chin, mouth and eyes wet ✓ Hold children with two hands at their waist while assisting them with the front float
<p>Game/Culminating Activity (5 min): <i>White Water, Blue Water</i></p>	
<p>The instructor will redistribute the noodles to the class. When the instructor says, "White water!" participants will swim across the pool splashing their feet as they complete a proper flutter kick. When the instructor says, "Blue water!" participants will swim across the pool flutter kicking underwater. The first person to reach the other side is the winner!</p>	<ul style="list-style-type: none"> ✓ Review the proper technique of the flutter kick prior to playing the game ✓ Be cautious of putting participants who do not like getting their face wet near participants with an overly splashy white water kick
<p>Day #2:</p>	
<p>Water Safety/Rules (5 min.): <i>Who is the lifeguard?</i></p>	
<p>The instructor will ask the class to meet on the blue mat. The instructor will discuss who the lifeguard is, what they do, and why we need to listen to them.</p>	<ul style="list-style-type: none"> ✓ Ask the children questions or for stories related to lifeguards to keep their interest!
<p>Warm-Up Activity (5 min.): <i>Blowing Bubbles</i></p>	
<p>After putting on each participant's bubble belt and assisting them into the pool via the ladder, explain to the class that they are going to warm up by blowing bubbles. Begin by demonstrating how to blow bubbles out of the mouth and ask for participants to attempt this skill on the wall.</p>	<ul style="list-style-type: none"> ✓ Have children pretend that they are blowing out the candles on their birthday cake

<p>If participants are successful, give them the challenge of blowing bubbles through their nose.</p>	<ul style="list-style-type: none"> ✓ Encourage your class to blow bubbles whenever they are swimming!
<p>Review (5 min.): <i>White Water, Blue Water (on wall)</i></p>	
<p>The instructor will review the key points of the flutter kick and instruct participants to hold on to the wall for a quick game of “White Water, Blue Water”. When the instructor says, “White water!” participants will splash their feet as they complete a proper flutter kick on the wall. When the instructor says, “Blue water!” participants will flutter kick underwater.</p>	<ul style="list-style-type: none"> ✓ Encourage children to make the BIGGEST SPLASH EVER! ✓ Try to trick participants by saying “Blue Water” or “White Water” two times in a row
<p>Stroke Instruction (10 min.): <i>Alternating Arm Action</i></p>	
<p>Instruction: The instructor will have the class hold on the wall as they explain the key points of the alternating arm action or “scoops” (i.e. fingers together, one arm at a time scooping, etc.)</p> <p>Demonstration: The instructor will demonstrate a proper scoop on their front by swimming across the class so all can see while holding on to the wall.</p> <p>Guided Practice: On the wall, each participant will practice scooping with one hand, place it back on the wall, and repeat with the other hand. Repeat until the instructor has observed each participant.</p> <p>Independent Practice: With noodles or dumbbells, participants will practice their alternating arm action with a flutter kick across the width of the pool. Repeat for at least 2 additional widths of the pool.</p>	<ul style="list-style-type: none"> ✓ Have children imagine they are scooping their favorite kind of ice cream ✓ Ask the children what they think makes a perfect “scoop” ✓ Give children a small toy or object to throw and scoop to
<p>Skill Instruction (10 min.): <i>Floating on Back</i></p>	
<p>Instruction: The instructor will discuss the key points of the back float (i.e. head back, bellybutton up, etc.).</p> <p>Demonstration: The instructor will demonstrate the back float so all participants can see while holding on to the wall.</p> <p>Guided Practice: The instructor will assist each participant in their back float one by one. Repeat 2-3 times.</p>	<ul style="list-style-type: none"> ✓ Tell children to imagine they are that they are looking up at the stars or lying in their bed ✓ Have children who are waiting to float practice their flutter kick on the wall or getting their chin, mouth and eyes wet ✓ Stand behind the child’s head and hold their bubble belt while assisting them with the back float
<p>Game/Culminating Activity (5 min): <i>Jumping/Free Time</i></p>	
<p>Participants will exit the pool using the ladder and form a line on the edge of the shallow end. On the instructor’s command, each participant will jump into the water one at a time. Following their jump, they will exit the pool and repeat 2-3 times.</p> <p>For the remainder of the lesson, participants will be encouraged to explore the water by playing with a variety of toys or independently</p>	<ul style="list-style-type: none"> ✓ If children are afraid to jump in, encourage them to sit and slide into your arms or jump into your arms ✓ Use toys such as soft balls, rubber ducks, noodles, kickboards, etc.

<p>practicing their skills. They may also continue to jump with the instructor's permission.</p>	
<p>Day #3:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (5 min.): <i>What Does a Water Emergency Look Like?</i></p>	<ul style="list-style-type: none"> ✓ Discuss this safety topic in the water so you can demonstrate or ask the children to demonstrate what a distressed swimmer looks like
<p>The instructor will discuss what a distressed swimmer or a swimmer in trouble looks like in the water. The instructor should emphasize that participants should never go into the water to help these individuals.</p>	
<p>Warm-Up Activity (5 min.): <i>Bobbing</i></p>	<ul style="list-style-type: none"> ✓ Encourage children to bob all the way underwater. If they are scared, recommend bobbing to their lips or nose.
<p>While holding on to the wall with both hands, participants will complete 5-10 bobs. The instructor should demonstrate a proper bob to their shoulders, chin, mouth, nose, eyes, and all the way under. The instructor should allow participants to go as far underwater as they are comfortable with.</p>	
<p>Review (5 min.): <i>Alternating Arm Action</i></p>	<ul style="list-style-type: none"> ✓ Remind children to keep their fingers together and to make big scoops with their arms
<p>The instructor will review the key points of the alternate arm action on the front and instruct participants to hold on to the wall to practice their "ice cream scoops". The instructor will encourage participants to blow bubbles as they complete their arm motion.</p>	
<p>Stroke Instruction (10 min.): <i>Combined Stroke on Front</i></p>	<ul style="list-style-type: none"> ✓ If children are not completing a large enough arm motion, allow them throw a toy and scoop towards it
<p>Demonstration: The instructor will demonstrate the combined stroke on their front by swimming across the class so all can see while holding on to the wall. They should also demonstrate blowing bubbles while swimming.</p> <p>Guided Practice: With a noodle, participants will practice combining their flutter kick with their alternate arm action on their fronts for 2-4 widths. Participants will blow bubbles through their mouth and/or nose while swimming and travel in groups of 2 across the pool.</p> <p>Independent Practice: The instructor will place the noodles on the side of the pool and allow participants to practice their front stroke with just their bubble belts. Participants will swim across the pool in one large group.</p>	<ul style="list-style-type: none"> ✓ Encourage children to complete "blue water" kicks so they do not splash swimmers behind them when swimming in groups
<p>Skill Instruction (10 min.): <i>Rolling from Front to Back</i></p>	<ul style="list-style-type: none"> ✓ To avoid "speed rollers", tell children to perform their front/back float for at least 3 seconds before rolling
<p>Demonstration: The instructor will demonstrate the how to roll from a front float to a back float and then return to a front float. While demonstrating, the instructor should remind participants of the key points of the front and back floats.</p> <p>Guided Practice: The instructor will assist each participant one by one as they perform their initial front float and roll to their back. They should instruct participants to put their face in the water for the front float, but</p>	<ul style="list-style-type: none"> ✓ Have children who are waiting to float practice their flutter kick on the wall or getting their chin, mouth and eyes wet

<p>not force those who are uncomfortable doing so. Repeat so each participant completes the full rolling cycle 2-3 times.</p>	
<p>Game/Culminating Activity (5 min): <i>Red Light, Green Light</i></p>	<ul style="list-style-type: none"> ✓ Review the proper technique of the alternating and simultaneous arm actions prior to playing the game ✓ Allow the winner to become the new traffic light. Stay near this child and shout out what color light for them.
<p>The instructor will distribute noodles to the class. When the instructor says, "Green light!" participants will swim with a combined stroke on their front at a fast speed. When the instructor says, "Yellow light!" participants will swim with a combined stroke on their front at a slow speed. When the instructor says, "Red light!" participants will freeze. The first person to reach the other side is the winner!</p>	
<p>Day #4:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (5 min.): <i>Pool Safety Review</i></p>	<ul style="list-style-type: none"> ✓ Ask the participants to name as many rules as they can ✓ Ask the participants questions related to each rule to jog their memory on specific details
<p>The instructor will ask the class to meet on the blue mat. The instructor will review all of the pool rules and safety topics discussed up to this point in swim lessons.</p>	
<p>Warm-Up Activity (5 min.): <i>Bobbing with Bubbles</i></p>	<ul style="list-style-type: none"> ✓ Have participants who are afraid to go all the way under pretend to have a tea party with the child next to them or imagine they are looking under the ocean at fish
<p>On the wall and as a group, participants will complete 5-10 bobs up to their mouth. They should blow bubbles each time their mouth touches the water. Then, participants will take a short break and complete another 5-10 bobs as far underwater as they are comfortable going.</p>	
<p>Review (5 min.): <i>Combined Stroke on Front</i></p>	<ul style="list-style-type: none"> ✓ Give children numbers or have them swim across if they guess a fun fact about the instructor (i.e. their favorite color, animal, food, etc.)
<p>The instructor will review the key points of the flutter kick and alternate arm action on the front. Participants will swim in 2 groups and complete 4 widths of the pool.</p>	
<p>Stroke Instruction (10 min.): <i>Flutter Kick & Simultaneous Arm Action on Back</i></p>	<ul style="list-style-type: none"> ✓ Relate flutter kicking on the back to the body position of a back float ✓ Remind children that the need to hold on to the wall while they are waiting for other groups to swim across the pool ✓ Assist children who are lagging behind by gently pulling them by their noodle to get them across the pool at a slightly faster speed
<p>Part I: Flutter Kick on Back</p>	
<p>Instruction: The instructor will explain the key points of flutter kicking on the back (i.e. head back, knees only coming slightly out of the water, etc.)</p> <p>Demonstration: The instructor will demonstrate a flutter kick on their back with a noodle by swimming across the class so all can see while holding on to the wall.</p> <p>Guided Practice: The instructor will distribute a noodle to each participant and allow them to either wrap it around their back or hold it</p>	

<p>across their chest. In small groups, the instructor will assist participants as they kick on their back across the pool 2-3 times.</p> <p>Part II: Finning on Back</p> <p>Instruction: The instructor will explain how to fin while kicking on the back. The instructor should stress simultaneous action of the arms.</p> <p>Demonstration: The instructor will demonstrate how to fin with both arms by swimming across the class so all can see while holding on to the wall.</p> <p>Guided Practice: One at a time, each participant will flutter kick on their back with a noodle and complete a finning arm action. The instructor will support the participant by holding on to the participants noodle and/or bubble belt.</p> <p>Independent Practice: With noodles wrapped around their back, participants will fin and flutter kick on their back across the pool 2-4 times.</p>	
<p>Skill Instruction (10 min.): <i>Exploring Hand & Arm Movement</i></p> <p>The instructor and participants with their noodles will wall crawl to water deep enough so that none of the participants can touch the bottom of the pool. The instructor will encourage participants to let go of the wall and move their arms and legs in place in the most comfortable way. The instructor may also allow more confident and abled participants to explore different treading motions without their noodle.</p>	<ul style="list-style-type: none"> ✓ Encourage children to try out the finning action practiced earlier in the day's lesson ✓ Demonstrate several different arm and leg motions that work well for treading water
<p>Game/Culminating Activity (5 min): <i>Jumping/Free Time</i></p> <p>Participants will exit the pool using the ladder and form a line on the edge of the shallow end. On the instructor's command, each participant will jump into the water one at a time. Following their jump, they will exit the pool and repeat 2-3 times.</p> <p>For the remainder of the lesson, participants will be encouraged to explore the water by playing with a variety of toys or independently practicing their skills. They may also continue to jump with the instructor's permission.</p>	<ul style="list-style-type: none"> ✓ If children are afraid to jump in, encourage them to sit and slide into your arms or jump into your arms ✓ Use toys such as soft balls, rubber ducks, noodles, kickboards, etc.
<p>Day #5:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (5 min.): <i>How to Get Help</i></p> <p>The instructor will ask the class to meet on the blue mat. The instructor will discuss how a participant at the bubble belt level can help a person in trouble in and near the water. The instructor should stress finding an adult to help or calling 9-1-1 if they are home alone for some reason.</p>	<ul style="list-style-type: none"> ✓ Do NOT explain reaching or throwing assists to swimmers at this level
<p>Warm-Up Activity (5 min.): <i>White Water, Blue Water</i></p> <p>The instructor will review the key points of the flutter kick and instruct participants to hold on to the wall for a quick game of "White Water, Blue Water". When the instructor says, "White water!" participants will</p>	<ul style="list-style-type: none"> ✓ Encourage children to make the BIGGEST SPLASH EVER!

<p>splash their feet as they complete a proper flutter kick on the wall. When the instructor says, "Blue water!" participants will flutter kick underwater.</p>	<ul style="list-style-type: none"> ✓ Try to trick participants by saying "Blue Water" or "White Water" two times in a row
<p>Review (5 min.): <i>Flutter Kick on Back</i></p>	
<p>The instructor will review the key points of the flutter kick on the back. Participants will swim in 2 groups and complete 4 widths of the pool.</p>	<ul style="list-style-type: none"> ✓ Encourage children to follow a line on the ceiling in order to swim in a straight line
<p>Stroke Instruction (10 min.): <i>Alternating Arm Action on Back</i></p>	
<p>Instruction: The instructor will explain the key points of the alternating arm action on the back (i.e. fingers together, one arm at a time, straight arms, etc.)</p> <p>Demonstration: The instructor will demonstrate the alternating arm action in place so all can see while holding on to the wall.</p> <p>Guided Practice: On the wall, each participant will practice the arm motion with one hand, place it back on the wall, and repeat with the other hand. Repeat until the instructor has observed each participant.</p> <p>Independent Practice: With dumb bells, participants will complete the alternating arm action with a flutter kick on their back. After completing one arm motion, they will hold on to the dumb bell and then complete the motion with their other arm. Repeat 2-4 widths of the pool.</p>	<ul style="list-style-type: none"> ✓ Tell children to imagine that their arm is a large wind mill ✓ If a child is moving their arms counterclockwise, stand behind them and physically move their arms in the correct direction ✓ Remind children that their thumb should come out of the water and pinkie should be the first thing in the water
<p>Skill Instruction (10 min.): <i>Front & Back Floats</i></p>	
<p>Instruction: The instructor review the key points of the front float (i.e. arms and legs make an "x", stay on top of water, etc.) and back float (i.e. head back, bellybutton up, etc.).</p> <p>Guided Practice: The instructor will assist each participant in their front/back float one by one. They should instruct participants to put their face in the water for the front float, but not force those who are uncomfortable doing so. Repeat so each participant completes 2 front floats and 2 back floats.</p> <p>Independent Practice: If the instructor feels that the participant is confident and has the skills to, they may begin to practice the front and back floats independently. The instructor should stress that participants should not be holding their breath as long as possible when doing the front float.</p>	<ul style="list-style-type: none"> ✓ Tell children to imagine they are a starfish or looking at the clouds in the sky ✓ Have children who are waiting to float practice their flutter kick, bobs, or bubbles on the wall ✓ Hold children with two hands at their waist while assisting them with the front float ✓ Stand behind the child's head and hold their bubble belt while assisting them with the back float
<p>Game/Culminating Activity (5 min): <i>What Time Is It Mr. Fox?</i></p>	
<p>The instructor will distribute noodles to the class. The instructor will nominate one participant to be Mr. Fox and hold on to the wall at the opposite side of the pool, facing away from the class. The remainder of the class will yell, "Mr. Fox, Mr. Fox, What time is it?" Mr. Fox will answer a certain time between 1 o'clock and 12 o'clock. Participants will complete the same number of alternating or simultaneous arm strokes as hours yelled by the fox. When the fox feels that the others are close,</p>	<ul style="list-style-type: none"> ✓ Try to give every child an opportunity to be Mr. Fox ✓ Stand next to Mr. Fox, facing the class, so you can both observe your swimmers and yell out the appropriate time if Mr. Fox is not loud enough

<p>they will yell, "Lunchtime!" and attempt to tag someone. The person that is tagged becomes the new Mr. Fox. Set-up the new Mr. Fox and have the remainder of the class return to the wall. Repeat the game!</p>	
<p>Day #6:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (10 min.): <i>Lifejackets</i></p>	<ul style="list-style-type: none"> ✓ Have a pile of lifejackets of the children's approximate size ready prior to your lesson ✓ If a child opts to jump in, instruct them to hold the lifejacket down at their neck
<p>The instructor will discuss where and why we wear lifejackets (i.e. on boats, jet skis, etc.) and demonstrate how to properly put on a lifejacket on them. The instructor will assist each participant with their lifejacket. Each participant will enter the water with the lifejacket either by jumping or via the ladder. They will explore using the lifejacket in the water by swimming two widths on their back or front with instructor assistance if needed.</p>	
<p>Warm-Up Activity (5 min.): <i>Flutter Kick on Front & Back</i></p>	<ul style="list-style-type: none"> ✓ Have children complete "white water" kicks on their front and "blue water" kicks on their back
<p>With noodles or dumb bells, participants will flutter kick 2 widths on their front and 2 widths on their back.</p>	
<p>Stroke Instruction (10 min.): <i>Combined Stroke on Back</i></p>	<ul style="list-style-type: none"> ✓ Go ahead of children as they begin swimming on their back to prevent them from hitting their heads on the opposite wall ✓ Give positive feedback!
<p>Instruction: The instructor will have the class hold on the wall as they review the key points of the alternating arm action on the back.</p> <p>Demonstration: The instructor will demonstrate a proper combined stroke on their back by swimming across the class with an alternating arm actions so all can see while holding on to the wall.</p> <p>Guided Practice: With a dumb bell or only a bubble belt, each participant will practice their combined stroke to the tot dock and back one at a time with the instructor's assistance. Repeat for every participant completes 2 times.</p> <p>Independent Practice: With or without dumbbells, participants will practice their combined stroke across the width of the pool as a whole group or in small groups. Repeat for at least 3 additional widths of the pool.</p>	
<p>Skill Instruction (10 min.): <i>Picking Up Submerged Objects</i></p>	<ul style="list-style-type: none"> ✓ Allow children to wear goggles if they are nervous about putting their face in the water or opening their eyes ✓ If the child is unable to get to the bottom, hold the submerged object at a depth they can be successful at!
<p>Demonstration: The instructor will demonstrate how to submerge their body underwater to grab on object on the bottom of the tot dock.</p> <p>Guided Practice: One at a time, the instructor will bring a participant to the tot dock to attempt to pick up a submerged object from the bottom of the tot dock.</p> <p>Independent Practice: All of the participants will gather around the tot dock and independently practice picking up submerged objects from the bottom. The instructor should have enough objects for each participant to retrieve 2.</p>	

<p>Game/Culminating Activity (5 min): <i>Jumping/Free Time</i></p> <p>Participants will exit the pool using the ladder and form a line on the edge of the shallow end. On the instructor's command, each participant will jump into the water one at a time. Following their jump, they will exit the pool and repeat 2-3 times.</p> <p>For the remainder of the lesson, participants will be encouraged to explore the water by playing with a variety of toys or independently practicing their skills. They may also continue to jump with the instructor's permission.</p>	<ul style="list-style-type: none"> ✓ If children are afraid to jump in, encourage them to sit and slide into your arms or jump into your arms ✓ Use toys such as soft balls, rubber ducks, noodles, kickboards, etc.
<p>Day #7:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (5 min.): <i>Pool Safety Review</i></p> <p>The instructor will ask the class to meet on the blue mat. The instructor will review all of the pool rules and safety topics discussed throughout swim lessons.</p>	<ul style="list-style-type: none"> ✓ Ask the participants to name as many rules as they can ✓ Ask the participants questions related to each rule to jog their memory on specific details
<p>Warm-Up Activity (5 min.): <i>Combined Stroke on Front</i></p> <p>With noodles or only bubble belts, participants will complete an alternating arm action with a flutter kick on their front for 2-3 widths. The instructor will encourage participants to blow bubbles and complete the type of flutter kick of their choice.</p>	<ul style="list-style-type: none"> ✓ Try to have children swim in groups with other children that are of similar speed
<p>Review (5 min.): <i>Combined Stroke on Back</i></p> <p>The instructor will review the key points of the combined stroke on the back. Participants will swim in 2 groups and complete 4 widths of the pool while performing this skill.</p>	<ul style="list-style-type: none"> ✓ Have children who are struggling continue to use the dumb bell while reviewing this skill
<p>Stroke Instruction (10 min.): <i>Simultaneous Leg Action</i></p> <p>Instruction: The instructor will have the class sit on the edge as they explain the key points of the simultaneous leg action or "frog kick" (i.e. make a cannon ball, legs go in a "v", etc.)</p> <p>Demonstration: The instructor will demonstrate a proper frog kick on their front and back by swimming across the class so all can see from the edge.</p> <p>Guided Practice: Together on the edge, the instructor and participants will practice the motion of the simultaneous leg action. Then, on the wall, each participant will practice the motion on their front.</p> <p>Independent Practice: With noodles or dumbbells, participants will practice their simultaneous leg action across the width of the pool. Complete 2 widths on their front and 2 widths on the back.</p>	<ul style="list-style-type: none"> ✓ Physically move a child's feet and legs to mimic the proper frog kick if necessary during guided practice ✓ Use phrases such as "Up, Out, Together" or "Cannonball, V, I" to remind students of the order of the motion ✓ When practicing this skill on their back, place noodles around the child's back for extra support

Skill Instruction (10 min.): <i>Picking Up Submerged Objects</i>	
<p>Guided Practice: One at a time, the instructor will bring a participant to the tot dock to attempt to pick up a submerged object from the bottom of the tot dock.</p> <p>Independent Practice: All of the participants will gather around the tot dock and independently practice picking up submerged objects from the bottom. The instructor should have enough objects for each participant to retrieve 2. The instructor may also place submerged objects on the steps of the ladder if it is deeper than the tot dock, but not too deep for the bubble belt to deter the participant from reaching the object.</p>	<ul style="list-style-type: none"> ✓ Allow children to wear goggles if they are nervous about putting their face in the water or opening their eyes ✓ If the child is unable to get to the bottom, hold the submerged object at a depth they can be successful at!
Game/Culminating Activity (5 min): <i>Categories</i>	
<p>The instructor will distribute noodles to the class. The instructor will pick a category that applies to the participants. If the category fits a participant, they must swim to the other side of the pool. Categories may include:</p> <ul style="list-style-type: none"> ✓ Certain colored bathing suit ✓ Having a sibling ✓ Going to a certain school ✓ Favorite food ✓ Having a pet <p>As participants swim across the pool, allow them to choose either a combined stroke on their front or back. Encourage participants to try out both as they play.</p>	<ul style="list-style-type: none"> ✓ Ask children for ideas of new categories as you play. They love to be involved as the teacher! ✓ Remind children that they must hold on to the wall and wait for the other children to make it across the pool
Day #8:	Teaching Tips:
Water Safety/Rules (5 min.): <i>Swim Lesson Review</i>	
<p>The instructor will ask the class to meet on the blue mat. The instructor will ask participants what their favorite part of swim lessons was and something that they learned.</p>	<ul style="list-style-type: none"> ✓ After one participant states their opinion, take a poll by seeing how many other participants feel the same way
Warm-Up Activity (5 min.): <i>Combined Stroke on Front & Back</i>	
<p>With noodles or only bubble belts, participants will complete 2 widths of a combined stroke on the front and 2 widths of a combined stroke on the back. Participants will be allowed to choose what type of arm action they use on their back.</p>	<ul style="list-style-type: none"> ✓ Require participants moving on to the next level to complete this activity with only a noodle to ensure they are ready for Level 1!
Review (5 min.): <i>Simultaneous Leg Action</i>	
<p>The instructor will review the key points of the simultaneous leg action. Participants will swim in 2 groups and complete 3 widths of the pool while performing this skill (1 width on front, 1 width on back, 1 width choice).</p>	<ul style="list-style-type: none"> ✓ Tell children to imagine they are frogs are they are swimming!
Exit Assessment (10 min.):	
<p>The instructor will have each participant complete the following exit assessments for Level 1:</p>	<ul style="list-style-type: none"> ✓ Complete each exit assessment one child at a time

<p>(1) Bob 5 times to chin level. Float on front with support for 3 seconds with face in water. Roll to back (with assistance) and float on back with support for 3 seconds.</p> <p>(2) Swim on front without instructor support for 15 yards (1 width).</p>	<ul style="list-style-type: none"> ✓ Have children practice their bobs, floats, scoops, and flutter kicks on the wall while waiting for their turn to complete each exit assessment
<p>Game/Culminating Activity (15 min): <i>Celebration of Swimming</i></p>	
<p>For the first 10 minutes, the instructor will allow children to choose their top 2 favorite games from swimming lessons to play (i.e. White Water, Blue Water, What Time Is It Mr. Fox?, etc.). Participants and the instructor will play these games as a group.</p> <p>For the remaining 5 minutes, allow children to jump into the pool with the instructor's permission and explore the pool with their new found friends!</p>	<ul style="list-style-type: none"> ✓ If playing a game like What Time Is It Mr. Fox?, be sure that every child has the opportunity to be the leader ✓ Remind children that they must ask the instructor if they can jump into the pool

SwimKids Swimease Level 1

Day #1:	Teaching Tips:
Water Safety/Rules (10 min.): Pool Tour	
<p>The instructor will take the participants around the pool area, introducing them to each part of the pool. The instructor should be sure to discuss the following items on their tour:</p> <ul style="list-style-type: none"> • The location of the lifeguard • No running on the deck • Entering the pool with the ladder facing the pool wall rather than middle of the pool • Look before you jump into the pool • No diving in the shallow end. <p>After the tour, the instructor should also discuss these additional rules before entering the water:</p> <ul style="list-style-type: none"> • Always listen to the instructor and lifeguard • Must hold on to the wall unless the instructor says otherwise 	<ul style="list-style-type: none"> ✓ Discuss each rule as you go through the corresponding area of the pool (i.e. Go over not diving in the shallow when you walk past the shallow end) ✓ Have the children wave to the lifeguard! ✓ Ask questions to ensure that the children understand the rules and were listening
Warm-Up Activity (5 min.): Getting Wet!	
<p>After giving each participant a noodle and assisting them into the pool via the ladder, explain to the class that they are going to warm up by getting used to the water with a game of Simon Says. For this game, participants must do everything that Simon says.</p> <p>Simon says...</p> <ul style="list-style-type: none"> • Put your hand underwater • Get your chin wet • Wiggle your toes underwater • Get your mouth wet • Blow bubbles! • Put your eyes underwater • Go all the way under! 	<ul style="list-style-type: none"> ✓ Tell the children that this is a listening game! ✓ Do not force any child to get a part of their body wet that they are not comfortable with ✓ Encourage children to try their best!
Stroke Instruction (10 min.): Flutter Kick & Alternating Arm Action on Front	
<p>Part I: Flutter Kick (5 minutes)</p> <p>Instruction: The instructor will discuss the key points of the flutter kick (i.e. kick from the hip, legs straight and almost together, etc.).</p> <p>Demonstration: The instructor will demonstrate a proper flutter kick on their front by swimming across the class so all can see while holding on to the wall.</p>	<ul style="list-style-type: none"> ✓ Ask the class if they have ever seen a fish swim. Discuss how fish use their fins and tail to swim just like people use their legs and arms. ✓ Physically move a child's feet and legs to mimic the proper flutter kick if necessary during guided practice

<p>Guided Practice: The participants will perform their flutter kick with and without splashes while holding on to the wall with both hands.</p> <p>Independent Practice: The instructor will give each participant a noodle or dumbbell. As a group, participants will flutter kick (no splash) across the pool with the instructor. Repeat for at least 2 additional widths of the pool (2 with splashes, 1 without).</p> <p>Part II: Alternating Arm Action</p> <p>Instruction: The instructor will have the class hold on the wall as they explain the key points of the alternating arm action or “scoops” (i.e. fingers together, one arm at a time scooping, etc.)</p> <p>Demonstration: The instructor will demonstrate a proper scoop on their front by swimming across the class so all can see while holding on to the wall.</p> <p>Guided Practice: On the wall, each participant will practice scooping with one hand, place it back on the wall, and repeat with the other hand. Repeat until the instructor has observed each participant.</p> <p>Independent Practice: With noodles or dumbbells, participants will practice their alternating arm action with a flutter kick across the width of the pool. Repeat for at least 2 additional widths of the pool.</p>	<ul style="list-style-type: none"> ✓ Assist any participants who lag behind by pulling them along by the top of their noodle as they kick during independent practice ✓ Have children imagine they are scooping their favorite kind of ice cream ✓ Ask the children what they think makes a perfect scoop ✓ Give children a small toy or object to throw and scoop to
<p>Skill Instruction (10 min.): <i>Floating on Front & Back</i></p>	
<p>Instruction: The instructor will discuss the key points of the front float (i.e. arms and legs make an “x”, stay on top of water, etc.) and back float (i.e. head back, bellybutton up, etc.)</p> <p>Demonstration: The instructor will demonstrate the front float with and without their face in the water so all participants can see while holding on to the wall. They will also demonstrate a proper back float for the class.</p> <p>Guided Practice: The instructor will assist each participant in their front/back float one by one. They should instruct participants to put their face in the water for the front float, but not force those who are uncomfortable doing so. Repeat so each participant completes 2 front floats and 2 back floats.</p>	<ul style="list-style-type: none"> ✓ Ask children if they have ever seen something float or what it means to float ✓ Tell children to imagine they are Superman flying through the air or that they are looking up at the stars ✓ Have children who are waiting to float practice their flutter kick on the wall or getting their chin, mouth and eyes wet ✓ Hold children with two hands at their waist while assisting them with the front float ✓ Stand behind the child’s head and hold their noodle while assisting them with the back float
<p>Game/Culminating Activity (5 min): <i>White Water, Blue Water</i></p>	
<p>The instructor will redistribute the noodles to the class. When the instructor says, “White water!” participants will swim across the pool splashing their feet as they complete a proper flutter kick. When the instructor says, “Blue water!” participants will swim across the pool</p>	<ul style="list-style-type: none"> ✓ Review the proper technique of the flutter kick prior to playing the game ✓ Be cautious of putting participants who do not like getting their face

flutter kicking underwater. The first person to reach the other side is the winner!	wet near participants with an overly splashy white water kick
Day #2:	Teaching Tips:
Water Safety/Rules (5 min.): <i>Who is the lifeguard?</i>	<ul style="list-style-type: none"> ✓ Ask the children questions or for stories related to lifeguards to keep their interest!
The instructor will ask the class to meet on the blue mat. The instructor will discuss who the lifeguard is, what they do, and why we need to listen to them.	
Warm-Up Activity (5 min.): <i>Blowing Bubbles & Bobbing</i>	<ul style="list-style-type: none"> ✓ Have children pretend that they are blowing out the candles on their birthday cake ✓ Encourage your class to blow bubbles whenever they are swimming! ✓ Encourage children to bob all the way underwater. If they are scared, recommend bobbing to their lips or nose.
<p>After giving each participant a noodle and assisting them into the pool via the ladder, explain to the class that they are going to warm up by blowing bubbles. Begin by demonstrating how to blow bubbles out of the mouth and ask for participants to attempt this skill on the wall. If participants are successful, give them the challenge of blowing bubbles through their nose.</p> <p>Following practice blowing bubbles, participants will complete 5-10 bobs on the wall. The instructor should demonstrate a proper bob and allow participants to go as far underwater as they are comfortable with.</p>	
Review (5 min.): <i>White Water, Blue Water (on wall)</i>	<ul style="list-style-type: none"> ✓ Encourage children to make the BIGGEST SPLASH EVER! ✓ Try to trick participants by saying “Blue Water” or “White Water” two times in a row
The instructor will review the key points of the flutter kick and instruct participants to hold on to the wall for a quick game of “White Water, Blue Water”. When the instructor says, “White water!” participants will splash their feet as they complete a proper flutter kick on the wall. When the instructor says, “Blue water!” participants will flutter kick underwater.	
Stroke Instruction (10 min.): <i>Alternating & Simultaneous Arm Action on Front</i>	<ul style="list-style-type: none"> ✓ Have children imagine alternating arm action as a single scoop of ice cream and simultaneous arm action as a double scoop of ice cream ✓ Encourage children to practice their bubbles as they are swimming!
<p>Part I: Alternating Arm Action</p> <p>Guided Practice: On the wall, each participant will practice scooping with one hand, place it back on the wall, and repeat with the other hand.</p> <p>Independent Practice: With noodles or dumbbells, participants will practice their alternating arm action with a flutter kick across the width of the pool. Repeat for at least 2 additional widths of the pool.</p> <p>Part II: Simultaneous Arm Action</p> <p>Instruction: The instructor will have the class hold on the wall as they explain the key points of the simultaneous arm action or “circle arms” (i.e. fingers together, both arms scooping out, etc.)</p> <p>Demonstration: The instructor will demonstrate a proper arm motion on their front by swimming across the class so all can see while holding on to the wall.</p>	

<p>Guided Practice: One at a time, each participant will flutter kick on their front with a noodle and complete a circular arm action. The instructor will support the participant by holding on to the participant's noodle and/or dumbbell as they move to the tot dock and back.</p> <p>Independent Practice: With noodles, participants will practice their simultaneous arm action with a flutter kick across the width of the pool. Repeat for at least 2 additional widths of the pool.</p>	
<p>Skill Instruction (10 min.): <i>Front & Back Glides</i></p>	<ul style="list-style-type: none"> ✓ Tell children to imagine they are a rocket ship ✓ Instead of saying, "Go!" say "Ready, Set, Blast-Off!" ✓ Remind children to glue their arms to their ears when they push off
<p>Instruction: The instructor will have the class hold on the wall as they explain the key points of a proper glide (tight streamline, push off wall with legs, etc.)</p> <p>Demonstration: The instructor will demonstrate a proper front and back glide in the middle of the participants so all can see. They will take extra time to show participants how to properly place their arms for a front glide.</p> <p>Guided Practice: As a group, the instructor will assist participants in their arm placement for the front glide without their noodles. Once everyone is set, the instructor will have participants glide one body length into the instructor's arms on their command and place them back on the wall to set up for the next glide. After each participant has completed 2-3 front glides, repeat the process for the back glide.</p>	
<p>Game/Culminating Activity (5 min): <i>Jumping/Free Time</i></p>	
<p>Participants will exit the pool using the ladder and form a line on the edge of the shallow end. On the instructor's command, each participant will jump into the water one at a time. Following their jump, they will exit the pool and repeat 2-3 times.</p> <p>For the remainder of the lesson, participants will be encouraged to explore the water by playing with a variety of toys or independently practicing their skills. They may also continue to jump with the instructor's permission.</p>	<ul style="list-style-type: none"> ✓ If children are afraid to jump in, encourage them to sit and slide into your arms or jump into your arms ✓ Use toys such as soft balls, rubber ducks, noodles, kickboards, etc.
<p>Day #3:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (5 min.): <i>Staying Safe Around Water</i></p>	<ul style="list-style-type: none"> ✓ Ask questions to ensure that the children understand the rules and were listening
<p>The instructor will ask the class to meet on the blue mat. The instructor will discuss how they can stay safe around all aquatic environments including pools and waterfront areas. They should be sure to discuss following all safety rules posted at a beach or pool, not going in cold water or walking on unsteady ice, and doing everything they can to prevent a situation that could become dangerous.</p>	
<p>Warm-Up Activity (5 min.): <i>Blowing Bubbles & Bobbing</i></p>	<ul style="list-style-type: none"> ✓ Have children pretend that they are blowing out the candles on their birthday cake
<p>After giving each participant a noodle and assisting them into the pool via the ladder, explain to the class that they are going to warm up by blowing bubbles. Begin by demonstrating how to blow bubbles out of</p>	

<p>the mouth and ask for participants to attempt this skill on the wall. If participants are successful, give them the challenge of blowing bubbles through their nose.</p> <p>Following practice blowing bubbles, participants will complete 5-10 bobs on the wall. The instructor should demonstrate a proper bob and allow participants to go as far underwater as they are comfortable with.</p>	<ul style="list-style-type: none"> ✓ Encourage your class to blow bubbles whenever they are swimming! ✓ Encourage children to bob all the way underwater. If they are scared, recommend bobbing to their lips or nose.
<p>Review (5 min.): <i>Alternating Arm Action</i></p>	
<p>The instructor will review the key points of the alternate arm action on the front and instruct participants to hold on to the wall to practice their “ice cream scoops”. The instructor will encourage participants to blow bubbles as they complete their arm motion.</p>	<ul style="list-style-type: none"> ✓ Remind children to keep their fingers together and to make big scoops with their arms
<p>Stroke Instruction (10 min.): <i>Combined Stroke on Front</i></p>	
<p>Demonstration: The instructor will demonstrate the combined stroke on their front by swimming across the class so all can see while holding on to the wall. They should also demonstrate blowing bubbles while swimming.</p> <p>Guided Practice: With a noodle, participants will practice combining their flutter kick with their alternate arm action on their fronts for 2-4 widths. Participants will blow bubbles through their mouth and/or nose while swimming and travel in groups of 2 across the pool.</p> <p>Independent Practice: The instructor will allow participants to practice their front stroke with just their noodles. Participants will swim across the pool in one large group.</p>	<ul style="list-style-type: none"> ✓ If children are not completing a large enough arm motion, allow them throw a toy and scoop towards it ✓ Encourage children to complete “blue water” kicks so they do not splash swimmers behind them when swimming in groups
<p>Skill Instruction (10 min.): <i>Picking Up Submerged Object</i></p>	
<p>Demonstration: The instructor will demonstrate how to submerge their body underwater to grab on object on the bottom of the tot dock.</p> <p>Guided Practice: One at a time, the instructor will bring a participant to the tot dock to attempt to pick up a submerged object from the bottom of the tot dock.</p> <p>Independent Practice: All of the participants will gather around the tot dock and independently practice picking up submerged objects from the bottom. The instructor should have enough objects for each participant to retrieve 2.</p>	<ul style="list-style-type: none"> ✓ Allow children to wear goggles if they are nervous about putting their face in the water or opening their eyes ✓ If the child is unable to get to the bottom, hold the submerged object at a depth they can be successful at!
<p>Game/Culminating Activity (5 min): <i>Red Light, Green Light</i></p>	
<p>The instructor will distribute noodles to the class. When the instructor says, “Green light!” participants will swim with a combined stroke on their front at a fast speed. When the instructor says, “Yellow light!” participants will swim with a combined stroke on their front at a slow speed. When the instructor says, “Red light!” participants will freeze. The first person to reach the other side is the winner!</p>	<ul style="list-style-type: none"> ✓ Review the proper technique of the alternating and simultaneous arm actions prior to playing the game ✓ Allow the winner to become the new traffic light. Stay near this child and shout out what color light for them.

Day #4:	Teaching Tips:
Water Safety/Rules (5 min.): <i>What Does a Water Emergency Look Like?</i>	<ul style="list-style-type: none"> ✓ Discuss this safety topic in the water so you can demonstrate or ask the children to demonstrate what a distressed swimmer looks like
<p>The instructor will ask the class to meet on the blue mat. The instructor will discuss what a person in and out of the water may look and sound like if they are in trouble. The instructor should emphasize that participants should never go into the water to help an individual.</p>	
Warm-Up Activity (5 min.): <i>White Water, Blue Water</i>	<ul style="list-style-type: none"> ✓ Encourage children to make the BIGGEST SPLASH EVER! ✓ Try to trick participants by saying “Blue Water” or “White Water” two times in a row
<p>The instructor will review the key points of the flutter kick and instruct participants to hold on to the wall for a quick game of “White Water, Blue Water”. When the instructor says, “White water!” participants will splash their feet as they complete a proper flutter kick on the wall. When the instructor says, “Blue water!” participants will flutter kick underwater.</p>	
Review (5 min.): <i>Combined Stroke on Front</i>	<ul style="list-style-type: none"> ✓ Give children numbers or have them swim across if they guess a fun fact about the instructor (i.e. their favorite color, animal, food, etc.)
<p>The instructor will review the key points of the flutter kick and alternate arm action on the front. Participants will swim in 2 groups and complete 4 widths of the pool.</p>	
Stroke Instruction (10 min.): <i>Flutter Kick & Simultaneous Arm Action on Back</i>	<ul style="list-style-type: none"> ✓ Relate flutter kicking on the back to the body position of a back float ✓ Remind children that the need to hold on to the wall while they are waiting for other groups to swim across the pool ✓ Assist children who are lagging behind by gently pulling them by their noodle to get them across the pool at a slightly faster speed
<u>Part I: Flutter Kick on Back</u>	
<p>Instruction: The instructor will explain the key points of flutter kicking on the back (i.e. head back, knees only coming slightly out of the water, etc.)</p> <p>Demonstration: The instructor will demonstrate a flutter kick on their back with a noodle by swimming across the class so all can see while holding on to the wall.</p> <p>Guided Practice: The instructor will distribute a noodle to each participant and allow them to either wrap it around their back or hold it across their chest. In small groups, the instructor will assist participants as they kick on their back across the pool 2-3 times.</p>	
<u>Part II: Finning on Back</u>	
<p>Instruction: The instructor will explain how to fin while kicking on the back. The instructor should stress simultaneous action of the arms.</p> <p>Demonstration: The instructor will demonstrate how to fin with both arms by swimming across the class so all can see while holding on to the wall.</p> <p>Guided Practice: One at a time, each participant will flutter kick on their back with a noodle and complete a finning arm action. The</p>	

<p>instructor will support the participant by holding on to the participants noodle.</p> <p>Independent Practice: With noodles wrapped around their back, participants will fin and flutter kick on their back across the pool 2-4 times.</p>	
<p>Skill Instruction (10 min.): <i>Floating & Treading</i></p>	
<p>Part I: Floating</p> <p>Instruction: The instructor review the key points of the front float (i.e. arms and legs make an “x”, stay on top of water, etc.) and back float (i.e. head back, bellybutton up, etc.).</p> <p>Guided Practice: The instructor will assist each participant in their front/back float one by one. They should instruct participants to put their face in the water for the front float, but not force those who are uncomfortable doing so. Repeat so each participant completes 2 front floats and 2 back floats.</p> <p>Independent Practice: If the instructor feels that the participant is confident and has the skills to, they may begin to practice the front and back floats independently. The instructor should stress that participants should not be holding their breath as long as possible when doing the front float.</p> <p>Part II: Treading</p> <p>The instructor and participants with their noodles will wall crawl to water deep enough so that none of the participants can touch the bottom of the pool. The instructor will encourage participants to let go of the wall and move their arms and legs in place in the most comfortable way. The instructor may also allow more confident and abled participants to explore different treading motions without their noodle.</p>	<ul style="list-style-type: none"> ✓ Tell children to imagine they are a starfish or looking at the clouds in the sky ✓ Have children who are waiting to float practice their flutter kick, bobs, or bubbles on the wall ✓ Encourage children to try out the finning action practiced earlier in the day’s lesson ✓ Demonstrate several different arm and leg motions that work well for treading water
<p>Game/Culminating Activity (5 min): <i>Jumping/Free Time</i></p>	
<p>Participants will exit the pool using the ladder and form a line on the edge of the shallow end. On the instructor’s command, each participant will jump into the water one at a time. Following their jump, they will exit the pool and repeat 2-3 times.</p> <p>For the remainder of the lesson, participants will be encouraged to explore the water by playing with a variety of toys or independently practicing their skills. They may also continue to jump with the instructor’s permission.</p>	<ul style="list-style-type: none"> ✓ If children are afraid to jump in, encourage them to sit and slide into your arms or jump into your arms ✓ Use toys such as soft balls, rubber ducks, noodles, kickboards, etc.
<p>Day #5:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (5 min.): <i>How to Get Help</i></p>	
<p>The instructor will ask the class to meet on the blue mat. The instructor will discuss how a participant at the bubble belt level can help a person</p>	<ul style="list-style-type: none"> ✓ Do NOT explain reaching or throwing assists to swimmers at this level

<p>in trouble in and near the water. The instructor should stress finding an adult to help or calling 9-1-1 if they are home alone for some reason.</p>	
<p>Warm-Up Activity (5 min.): <i>Bobbing & Combined Stroke on Front</i></p>	
<p>After participants enter the water, they will complete 10 bobs to at least nose level. The instructor should encourage bubble blowing during each bob.</p> <p>Following bobs, each participant will receive a noodle and will complete 2 widths of a combined stroke on their front. They may use the arm motion of their choice.</p>	<ul style="list-style-type: none"> ✓ If a child is afraid to go all the way under for a bob, give them a confidence boost by letting them wear your “special” pair of goggles
<p>Review (5 min.): <i>Flutter Kick & Simultaneous Arm Action on Back</i></p>	
<p>The instructor will review the key points of the flutter kick and finning on the back. Participants will swim in 2 groups and complete 2 widths of the pool for each skill.</p>	<ul style="list-style-type: none"> ✓ Have children wrap the noodle around their back for extra support ✓ Remind students to only let their knees peek out of the water while kicking on their back
<p>Stroke Instruction (10 min.): <i>Alternating Arm Action & Combined Stroke on Back</i></p>	
<p>Part I: Alternating Arm Action</p> <p>Instruction: The instructor will explain the key points of the alternating arm action on the back (i.e. fingers together, one arm at a time, straight arms, etc.)</p> <p>Demonstration: The instructor will demonstrate the alternating arm action in place so all can see while holding on to the wall.</p> <p>Guided Practice: On the wall, each participant will practice the arm motion with one hand, place it back on the wall, and repeat with the other hand. Repeat until the instructor has observed each participant.</p> <p>Independent Practice: With dumb bells, participants will complete the alternating arm action with or without a kick on their back. After completing one arm motion, they will hold on to the dumb bell and then complete the motion with their other arm. Repeat 2-4 widths of the pool.</p> <p>Part II: Combined Stroke on Back</p> <p>Demonstration: The instructor will demonstrate a proper combined stroke on their back by swimming across the class with an alternating arm actions so all can see while holding on to the wall.</p> <p>Guided Practice: Each participant will practice their combined stroke to the tot dock and back one at a time with the instructor’s assistance. The participant will not use a noodle as the instructor should hold their back or waist. Repeat for every participant completes 2 times.</p>	<ul style="list-style-type: none"> ✓ Tell children to imagine that their arm is a large wind mill ✓ If a child is moving their arms counterclockwise, stand behind them and physically move their arms in the correct direction ✓ Remind children that their thumb should come out of the water and pinkie should be the first thing in the water ✓ Go ahead of children as they begin swimming on their back to prevent them from hitting their heads on the opposite wall ✓ Give positive feedback!

Skill Instruction (10 min.): <i>Glides & Treading</i>	
<p>Part I: Gliding</p> <p>Instruction: The instructor will review the key points of a proper glide (tight streamline, push off wall with legs, etc.).</p> <p>Guided Practice: As a group, participants will place their arms for a proper front glide without their noodles. Once everyone is set, the instructor will have participants glide one body length into the instructor's arms on their command and place them back on the wall to set up for the next glide. After each participant has completed 2 front glides, repeat the process for the back glide.</p> <p>Part II: Treading</p> <p>The instructor and participants with their noodles will wall crawl to water deep enough so that none of the participants can touch the bottom of the pool. Participants to let go of the wall and move their arms and legs in place in the most comfortable way for 10 seconds at a time. The instructor may also allow more confident and abled participants to explore different treading motions without their noodle. Repeat 3-4 times.</p>	<ul style="list-style-type: none"> ✓ Remind children to glue their arms to their ears when they push off ✓ Count the seconds you are treading aloud with children ✓ Do not force any child who is uncomfortable treading without their noodle or without touching the wall to do so
Game/Culminating Activity (5 min): <i>What Time Is It Mr. Fox?</i>	
<p>The instructor will distribute noodles to the class. The instructor will nominate one participant to be Mr. Fox and hold on to the wall at the opposite side of the pool, facing away from the class. The remainder of the class will yell, "Mr. Fox, Mr. Fox, What time is it?" Mr. Fox will answer a certain time between 1 o'clock and 12 o'clock. Participants will complete the same number of alternating or simultaneous arm strokes as hours yelled by the fox. When the fox feels that the others are close, they will yell, "Lunchtime!" and attempt to tag someone. The person that is tagged becomes the new Mr. Fox. Set-up the new Mr. Fox and have the remainder of the class return to the wall. Repeat the game!</p>	<ul style="list-style-type: none"> ✓ Try to give every child an opportunity to be Mr. Fox ✓ Stand next to Mr. Fox, facing the class, so you can both observe your swimmers and yell out the appropriate time if Mr. Fox is not loud enough
Day #6:	Teaching Tips:
Water Safety/Rules (10 min.): <i>Lifejackets</i>	
<p>The instructor will discuss where and why we wear lifejackets (i.e. on boats, jet skis, etc.) and demonstrate how to properly put on a lifejacket on them. The instructor will assist each participant with their lifejacket. Each participant will enter the water with the lifejacket either by jumping or via the ladder. They will explore using the lifejacket in the water by swimming two widths on their back or front with instructor assistance if needed.</p>	<ul style="list-style-type: none"> ✓ Have a pile of lifejackets of the children's approximate size ready prior to your lesson ✓ If a child opts to jump in, instruct them to hold the lifejacket down at their neck
Warm-Up Activity (5 min.): <i>Simon Says</i>	
<p>The instructor will explain to the class that they are going to warm up by getting used to the water with a game of Simon Says. Remind participants that they must do everything that Simon says.</p>	<ul style="list-style-type: none"> ✓ Tell the children that this is a listening game!

<p>Simon says...</p> <ul style="list-style-type: none"> • Get your chin wet • White water kick • Do 3 bobs • Blow bubbles! • Put your eyes underwater • Do 5 scoops • Tread water • Go all the way under! 	<ul style="list-style-type: none"> ✓ Do not force any child to get a part of their body wet that they are not comfortable with ✓ Encourage children to try their best! ✓ Ask the children for ideas of what Simon should say
<p>Stroke Instruction (10 min.): <i>Simultaneous Leg Action on Back</i></p>	
<p>Instruction: The instructor will have the class sit on the edge as they explain the key points of the simultaneous leg action or “frog kick” (i.e. make a cannon ball, legs go in a “v”, etc.)</p> <p>Demonstration: The instructor will demonstrate a proper frog kick on their back by swimming across the class so all can see from the edge.</p> <p>Guided Practice: Together on the edge, the instructor and participants will practice the motion of the simultaneous leg action. Then, one at a time, participants will practice the motion with a dumb bell and instructor assistance to the tot dock and back. The instructor should say the set phrase (i.e. Up, Out, Together, etc.) as each motion is supposed to happen.</p> <p>Independent Practice: With noodles or dumbbells, participants will practice their simultaneous leg action across the width of the pool. Complete 2-4 widths on the back.</p>	<ul style="list-style-type: none"> ✓ Physically move a child’s feet and legs to mimic the proper frog kick if necessary during guided practice ✓ Use phrases such as “Up, Out, Together” or “Cannonball, V, I” to remind students of the order of the motion ✓ When practicing this skill on their back, place noodles around the child’s back for extra support
<p>Skill Instruction (10 min.): <i>Picking Up Submerged Objects</i></p>	
<p>Guided Practice: One at a time, the instructor will bring a participant to the tot dock to attempt to pick up a submerged object from the bottom of the tot dock.</p> <p>Independent Practice: All of the participants will gather around the tot dock and independently practice picking up submerged objects from the bottom. The instructor should have enough objects for each participant to retrieve 2. The instructor may also place submerged objects on the steps of the ladder if it is deeper than the tot dock, but not too deep for the bubble belt to deter the participant from reaching the object.</p>	<ul style="list-style-type: none"> ✓ Allow children to wear goggles if they are nervous about putting their face in the water or opening their eyes ✓ If the child is unable to get to the bottom, hold the submerged object at a depth they can be successful at!
<p>Game/Culminating Activity (5 min): <i>Jumping/Free Time</i></p>	
<p>Participants will exit the pool using the ladder and form a line on the edge of the shallow end. On the instructor’s command, each participant will jump into the water one at a time. Following their jump, they will exit the pool and repeat 2-3 times.</p> <p>For the remainder of the lesson, participants will be encouraged to explore the water by playing with a variety of toys or independently practicing their skills. They may also continue to jump with the instructor’s permission.</p>	<ul style="list-style-type: none"> ✓ If children are afraid to jump in, encourage them to sit and slide into your arms or jump into your arms ✓ Use toys such as soft balls, rubber ducks, noodles, kickboards, etc.

Day #7:	Teaching Tips:
<p>Water Safety/Rules (5 min.): Sun Safety</p> <p>The instructor will ask the class to meet on the blue mat. The instructor will discuss safety related to sun exposure including applying sunscreen, wearing protective clothing, and staying hydrated when it's hot outside.</p>	<ul style="list-style-type: none"> ✓ Bring props such as bottles of sunscreen, large sun hats, and water bottles as examples
<p>Warm-Up Activity (5 min.): Bobbing & Combined Stroke on Back</p> <p>After participants enter the water, they will complete 10 bobs to at least nose level. The instructor should encourage bubble blowing during each bob.</p> <p>Following bobs, each participant will receive a noodle and will complete 2 widths of a combined stroke on their back. They may use the arm motion of their choice.</p>	<ul style="list-style-type: none"> ✓ Remind children to follow the lines on the ceiling to move in a straight line and be aware of other swimmers moving on their back
<p>Review (5 min.): Simultaneous Leg Action on Back</p> <p>The instructor will review the key points of the simultaneous leg action on the back. Participants will swim in 2 groups and complete 4 widths of the pool while performing this skill.</p>	<ul style="list-style-type: none"> ✓ Have children pretend they are frogs swimming through the water
<p>Stroke Instruction (10 min.): Simultaneous Leg Action on Front</p> <p>Demonstration: The instructor will demonstrate a proper frog kick on their front and back by swimming across the class so all can see while holding on to the wall. The instructor should emphasize that this is the same motion they just reviewed on their back.</p> <p>Guided Practice: The participants will perform their simultaneous kick while holding on to the wall with both hands. They should continue until the instructor has observed each participant.</p> <p>Independent Practice: With noodles or dumbbells, participants will practice their simultaneous leg action across the width of the pool. Complete 2-4 widths on their front.</p>	<ul style="list-style-type: none"> ✓ Physically move a child's feet and legs to mimic the proper frog kick if necessary during guided practice ✓ Use phrases such as "Up, Out, Together" or "Cannonball, V, I" to remind students of the order of the motion ✓ Make sure there is adequate space between participants so they do not kick each other
<p>Skill Instruction (10 min.): Rolling From Front to Back</p> <p>Demonstration: The instructor will demonstrate the how to roll from a front float to a back float and then return to a front float. While demonstrating, the instructor should remind participants of the key points of the front and back floats.</p> <p>Guided Practice: The instructor will assist each participant one by one as they perform their initial front float and roll to their back. They should instruct participants to put their face in the water for the front float, but not force those who are uncomfortable doing so. Repeat so each participant completes the full rolling cycle 2-3 times.</p>	<ul style="list-style-type: none"> ✓ To avoid "speed rollers", tell children to perform their front/back float for at least 3 seconds before rolling ✓ Have children who are waiting to float practice their flutter kick on the wall or getting their chin, mouth and eyes wet

Game/Culminating Activity (5 min): Categories	<ul style="list-style-type: none"> ✓ Ask children for ideas of new categories as you play. They love to be involved as the teacher! ✓ Remind children that they must hold on to the wall and wait for the other children to make it across the pool
<p>The instructor will distribute noodles to the class. The instructor will pick a category that applies to the participants. If the category fits a participant, they must swim to the other side of the pool. Categories may include:</p> <ul style="list-style-type: none"> ✓ Certain colored bathing suit ✓ Having a sibling ✓ Going to a certain school ✓ Favorite food ✓ Having a pet <p>As participants swim across the pool, allow them to choose either a combined stroke on their front or back. Encourage participants to try out both as they play.</p>	
Day #8:	Teaching Tips:
Water Safety/Rules (5 min.): Pool Safety Review	<ul style="list-style-type: none"> ✓ Ask the participants to name as many rules as they can ✓ Ask the participants questions related to each rule to jog their memory on specific details
<p>The instructor will ask the class to meet on the blue mat. The instructor will review all of the pool rules and safety topics discussed throughout swim lessons.</p>	
Warm-Up Activity (5 min.): Combined Stroke on Front & Back	<ul style="list-style-type: none"> ✓ Require participants moving on to the next level to complete this activity without a noodle to ensure they are ready for Level 2!
<p>With noodles or independently, participants will complete 2 widths of a combined stroke on the front and 2 widths of a combined stroke on the back. Participants will be allowed to choose what type of arm action /leg action they use for both tasks.</p>	
Review (5 min.): Simultaneous Leg Action on Front & Back	<ul style="list-style-type: none"> ✓ If a child is not tucking their legs enough in the beginning of the kick, have them try to kick their butt before making a “V”
<p>The instructor will review the key points of the frog kick. Participants will swim in 2 groups and complete 4 widths of the pool while performing this skill (2 lengths on front and 2 lengths on back).</p>	
Exit Assessment (10 min.):	<ul style="list-style-type: none"> ✓ Complete each exit assessment one child at a time ✓ Have children practice their bobs, floats, scoops, and flutter kicks on the wall while waiting for their turn to complete each exit assessment
<p>The instructor will have each participant complete the following exit assessments for Level 1:</p> <ol style="list-style-type: none"> (1) Bob 5 times with head completely submerged. Float on front for 5 seconds with face in water. Roll to back and float on back for 5 seconds. (2) Swim on front without instructor support for 30 yards (2 widths). (3) Swim on back without instructor support for 15 yards (1 width). 	

Game/Culminating Activity (15 min): *Celebration of Swimming*

For the first 10 minutes, the instructor will allow children to choose their top 2 favorite games from swimming lessons to play (i.e. White Water, Blue Water, What Time Is It Mr. Fox?, etc.). Participants and the instructor will play these games as a group.

For the remaining 5 minutes, allow children to jump into the pool with the instructor's permission and explore the pool with their new found friends!

- ✓ If playing a game like What Time Is It Mr. Fox?, be sure that every child has the opportunity to be the leader
- ✓ Remind children that they must ask the instructor if they can jump into the pool

SwimKids Swimease Level 2

Day #1:	Teaching Tips:
Water Safety/Rules (10 min.): <i>General Pool Rules</i>	<ul style="list-style-type: none"> ✓ Ask the children for a list of pool rules that they think they need to follow ✓ Have the lifeguard introduce themselves to the group if other lessons have not entered the water yet
<p>The instructor will take the participants to the edge of the pool or a specified dry land area to go over general safety rules for the pool. The instructor should be sure to discuss:</p> <ul style="list-style-type: none"> • The location of the lifeguard • No running on the deck • Entering the pool with the ladder facing the pool wall rather than middle of the pool • Look before you jump into the pool • No diving in the shallow end. • Always listen to the instructor and lifeguard • Must hold on to the wall unless the instructor says otherwise <p>The instructor should also discuss how to remain safe at:</p> <ul style="list-style-type: none"> • Home pools • Beaches • Lakes • Ponds 	
Warm-Up Activity (5 min.): <i>Bubbles & Bobbing</i>	<ul style="list-style-type: none"> ✓ Have children count their bobs aloud as they complete them!
<p>After entering the pool, the instructor will discuss and demonstrate the proper way to blow bubbles out of the nose. The instructor should explain the importance of this skill in stroke development. Participants will practice this skill for 1-2 minutes.</p> <p>Next, participants will complete 5-10 bobs on the wall in a water depth where they can touch the floor. Participants should try to completely submerge for each bob.</p>	
Stroke Instruction (10 min.): <i>Flutter Kick & Alternating Arm Action on Front</i>	<ul style="list-style-type: none"> ✓ To switch it up, have children swim in order of their birthday or the color of their bathing suit
<p><u>Part I: Flutter Kick</u></p> <p>Instruction: The instructor will discuss the key points of the flutter kick (i.e. kick from the hip, legs straight and almost together, etc.).</p> <p>Demonstration: The instructor will demonstrate a proper flutter kick on their front by swimming across the class so all can see while holding on to the wall.</p> <p>Guided Practice: The participants will perform their flutter kick with kickboards for 4 widths of the pool.</p>	

<p><u>Part II: Alternate Arm Action on Front</u></p> <p>Instruction: The instructor will review the key points of the alternate arm action of the front (i.e. fingers together, etc.) and will discuss the larger arm motion that is expected is Level 3. Stress that participants will no longer be doing ice cream scoops in front of their body.</p> <p>Demonstration: The instructor will demonstrate the alternate arm action on the front with and without a dumb bell. They should be sure to also demonstrate rotary breathing while moving their arms.</p> <p>Guided Practice: With the use of a dumb bell, participants will complete 3-4 widths of an alternate arm action close to that used in the front crawl combined with a flutter kick. Participants should be encouraged to breathe to the side. This is not the focus of this activity, so participants should also be allowed to continue breathing in front of their body as well.</p>	
<p>Skill Instruction (10 min.): <i>Front Float & Treading</i></p>	
<p><u>Part I: Floating</u></p> <p>Instruction: The instructor review the key points of the front float (i.e. arms and legs make an “x”, stay on top of water, etc.).</p> <p>Guided Practice: The instructor will assist each participant in their front/jellyfish float one by one. They should instruct participants to put their face in the water for the both floats, but not force those who are uncomfortable doing so. Repeat so each participant completes 2 front floats and 2 jellyfish floats.</p> <p><u>Part II: Treading</u></p> <p>The participants and instructor will swim to water deep enough so no one can touch the bottom. The instructor should discuss the purpose of treading water and demonstrate a series of leg and arm motions that work well for this skill. For 10 seconds at a time, participants will let go of the wall to explore arm and leg motions as they tread water and keep their head up. After 10 seconds, they will return to the wall and have a 30 second rest. Repeat 3-4 times.</p>	<ul style="list-style-type: none"> ✓ Tell children to imagine they are a starfish or Superman ✓ Have children who are waiting to float practice their flutter kick, bobs, or bubbles on the wall ✓ Encourage children to try out the finning action practiced earlier in the day’s lesson ✓ Be sure that weaker swimmers practice treading water so they are close enough to the wall to grab on when they get tired
<p>Game/Culminating Activity (5 min): <i>Jumping & What Time Is It Mr. Fox?</i></p>	
<p><u>Part I: Jumping</u></p> <p>The instructor and the participants will swim/wall crawl to chest deep water, exit the pool, and line up to jump. Each participant will perform 4 feet first jumps from the deep end on the instructor’s command.</p> <p><u>Part II: What Time Is It Mr. Fox?</u></p> <p>The instructor will distribute noodles to the class. The instructor will nominate one participant to be Mr. Fox and hold on to the wall at the opposite side of the pool, facing away from the class. The remainder of the class will yell, “Mr. Fox, Mr. Fox, What time is it?” Mr. Fox will</p>	<ul style="list-style-type: none"> ✓ If children are afraid to jump in, encourage them to sit and slide into your arms or jump into your arm ✓ Try to give every child an opportunity to be Mr. Fox ✓ Stand next to Mr. Fox, facing the class, so you can both observe your swimmers and yell out the appropriate time if Mr. Fox is not loud enough

<p>answer a certain time between 1 o'clock and 12 o'clock. Participants will complete the same number of alternating or simultaneous arm strokes as hours yelled by the fox. When the fox feels that the others are close, they will yell, "Lunchtime!" and attempt to tag someone. The person that is tagged becomes the new Mr. Fox. Set-up the new Mr. Fox and have the remainder of the class return to the wall. Repeat the game!</p>	
<p>Day #2:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (5 min.): <i>Entering the Water Safely</i></p>	<p>✓ Emphasize that the swimmer needs to come to the surface before jumping near the same area</p>
<p>The instructor and participants will discuss why we need to look before we leap and the implications that will occur if this rule is not followed.</p>	
<p>Warm-Up Activity (5 min.): <i>Bubbles & Bobbing</i></p>	
<p>Participants will complete 5-10 bobs on the wall in a water depth where they can touch the floor. Participants must completely submerge to at least their eyes for each bob.</p>	
<p>Review (5 min.): <i>Alternating Arm Action on Front</i></p>	<p>✓ Encourage children to blow bubbles as they practice their arm strokes</p>
<p>Participants will complete 2-3 widths of an appropriate alternating arm action for front crawl with dumb bells.</p>	
<p>Stroke Instruction (10 min.): <i>Circular Arm Action on Front & Combined Stroke on Front</i></p>	<p>✓ Have children imagine alternating arm action as a single scoop of ice cream and simultaneous arm action as a double scoop of ice cream</p> <p>✓ Encourage children to practice their bubbles as they are swimming!</p>
<p><u>Part I: Simultaneous Arm Action</u></p>	
<p>Instruction: The instructor will have the class hold on the wall as they explain the key points of the simultaneous arm action or "circle arms" (i.e. fingers together, both arms scooping out, etc.)</p>	
<p>Demonstration: The instructor will demonstrate a proper arm motion on their front by swimming across the class so all can see while holding on to the wall.</p>	
<p>Guided Practice: One at a time, each participant will flutter kick on their front with a noodle and complete a circular arm action.</p>	
<p><u>Part II: Combined Stroke on Front</u></p>	
<p>Demonstration: The instructor will demonstrate the combined stroke on their front by swimming across the class so all can see while holding on to the wall. They should also demonstrate blowing bubbles while swimming.</p>	
<p>Guided Practice: With a noodle, participants will practice combining their flutter kick with their alternate arm action on their fronts for 2-4 widths. Participants will blow bubbles through their mouth and/or nose while swimming and travel in groups of 2 across the pool.</p>	
<p>Independent Practice: The instructor will place the noodles on the side of the pool and allow participants to practice their front stroke for 2-4</p>	

widths with an alternating arm action. Participants will swim across the pool in one large group.	
Skill Instruction (10 min.): <i>Front Float & Treading</i>	
<p><u>Part I: Floating</u></p> <p>Instruction: The instructor will review the key points of the front float (i.e. arms and legs make an “x”, stay on top of water, etc.).</p> <p>Guided Practice: The instructor will assist each participant in their front/tuck float one by one. They should instruct participants to put their face in the water for the both floats, but not force those who are uncomfortable doing so. Repeat so each participant completes 2 front floats and 2 tuck floats.</p> <p><u>Part II: Treading</u></p> <p>The participants and instructor will swim to water deep enough so no one can touch the bottom. For 10 seconds at a time, participants will let go of the wall to explore arm and leg motions as they tread water and keep their head up. After 10 seconds, they will return to the wall and have a 30 second rest. Repeat 3-4 times.</p>	
Game/Culminating Activity (5 min): <i>Jumping & Free Time</i>	
<p><u>Part I: Jumping</u></p> <p>The instructor and the participants will swim/wall crawl to chest deep water, exit the pool, and line up to jump. Each participant will perform 4 feet first jumps from the deep end on the instructor’s command.</p> <p><u>Part II: Free Time</u></p> <p>For the remainder of the lesson, participants will be encouraged to explore the water by playing with a variety of toys or independently practicing their skills. They may also continue to jump with the instructor’s permission.</p>	
Day #3:	Teaching Tips:
Water Safety/Rules (5 min.): <i>Recognizing Emergencies & How to Call For Help</i>	
<p>The instructor will discuss how to recognize a person who is experiencing some kind of emergency in and out of the water. They should explain what a distressed swimmer looks like and how to check if a person is conscious. Together, the instructor and participants should brainstorm ideas of how to get help for these individuals (i.e. call 9-1-1, tell an adult, throw them something that floats, etc.)</p>	<ul style="list-style-type: none"> ✓ Get in the pool and demonstrate what a distressed swimmer looks like ✓ Have children pretend to be unconscious while others tap them to see if they are okay
Warm-Up Activity (5 min.): <i>Bobbing & Flutter Kick on Front</i>	
<p>Participants will complete 5-10 bobs on the wall in a water depth where they can touch the floor. Participants must completely submerge to at least their eyes for each bob.</p>	<ul style="list-style-type: none"> ✓ Have children count their bobs out loud!

<p>Then, participants will swim 2 widths of flutter kick on their front with a kickboard.</p>	
<p>Review (5 min.): <i>Circular Arm Action on Front</i></p>	
<p>The instructor will review the key points of the simultaneous arm action on the front and have participants complete 2 widths with noodles. The instructor will encourage participants to blow bubbles as they complete their arm motion.</p>	
<p>Stroke Instruction (10 min.): <i>Combined Stroke on Front</i></p>	
<p>Guided Practice: With a noodle, participants will practice combining their flutter kick with their alternate arm action on their fronts for 2-4 widths. Participants will blow bubbles through their mouth and/or nose while swimming and travel in groups of 2 across the pool.</p> <p>Independent Practice: The instructor will place the noodles on the side of the pool and allow participants to practice their front stroke for 2-4 widths with an alternating arm action. Participants will swim across the pool in one large group.</p>	
<p>Skill Instruction (10 min.): <i>Front Glide & Treading</i></p>	
<p><u>Part I: Front Glide</u></p> <p>Instruction: The instructor will have the class hold on the wall as they explain the key points of a proper glide (tight streamline, push off wall with legs, etc.)</p> <p>Demonstration: The instructor will demonstrate a proper front glide in the middle of the participants so all can see. They will take extra time to show participants how to properly place their arms for a front glide.</p> <p>Guided Practice: As a group, the instructor will assist participants in their arm placement for the front glide. Once everyone is set, the instructor will have participants glide one body length into the instructor's arms on their command and place them back on the wall to set up for the next glide. Repeat 2-3 times.</p> <p><u>Part II: Treading</u></p> <p>The participants and instructor will swim to water deep enough so no one can touch the bottom. For 10 seconds at a time, participants will let go of the wall to explore arm and leg motions as they tread water and keep their head up. After 10 seconds, they will return to the wall and have a 30 second rest. Repeat 3-4 times.</p>	<ul style="list-style-type: none"> ✓ Tell children to imagine they are a rocket ship ✓ Instead of saying, "Go!" say "Ready, Set, Blast-Off!" ✓ Remind children to glue their arms to their ears when they push off
<p>Game/Culminating Activity (5 min): <i>Jumping & Red Light, Green Light</i></p>	
<p><u>Part I: Jumping</u></p> <p>The instructor and the participants will swim/wall crawl to chest deep water, exit the pool, and line up to jump. Each participant will perform 4 feet first jumps from the deep end on the instructor's command.</p>	<ul style="list-style-type: none"> ✓ Review the proper technique of the alternating and simultaneous arm actions prior to playing the game ✓ Allow the winner to become the new traffic light. Stay near this child and shout out what color light for them.

<p>Part II: Red Light, Green Light</p> <p>The instructor will distribute noodles to the class. When the instructor says, "Green light!" participants will swim with a combined stroke on their front at a fast speed. When the instructor says, "Yellow light!" participants will swim with a combined stroke on their front at a slow speed. When the instructor says, "Red light!" participants will freeze. The first person to reach the other side is the winner!</p>	
<p>Day #4:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (5 min.): <i>How to Help a Swimmer in Distress</i></p>	<p>✓ Bring sample pieces of equipment that Level 2s could use to reach or throw to a person in trouble</p>
<p>The instructor will review what a distressed swimmer looks like and how a Level 2 swimmer can help them. The instructor and participants will discuss different objects they could use to reach or throw to someone in trouble in water. Do not encourage participants at this level to use their arm or leg as a reaching assist.</p>	<p>✓ Tell the children that this is a listening game!</p> <p>✓ Do not force any child to get a part of their body wet that they are not comfortable with</p> <p>✓ Encourage children to try their best!</p> <p>✓ Ask the children for ideas of what Simon should say</p>
<p>Warm-Up Activity (5 min.): <i>Simon Says</i></p>	
<p>The instructor will explain to the class that they are going to warm up by getting used to the water with a game of Simon Says. Remind participants that they must do everything that Simon says.</p> <p>Simon says...</p> <ul style="list-style-type: none"> • Get your chin wet • White water kick • Do 3 bobs • Blow bubbles! • Put your eyes underwater • Do 5 scoops • Tread water • Go all the way under! 	
<p>Review (5 min.): <i>Front Floats</i></p>	
<p>The instructor will review the key points of the front float. Participants will independently perform 2 floats. The instructor will provide assistance as needed.</p>	
<p>Stroke Instruction (10 min.): <i>Flutter Kick & Simultaneous Arm Action on Back</i></p>	<p>✓ Relate flutter kicking on the back to the body position of a back float</p> <p>✓ Remind children that the need to hold on to the wall while they are waiting for other groups to swim across the pool</p> <p>✓ Assist children who are lagging behind by gently pulling them by their noodle to get them across the pool at a slightly faster speed</p>
<p>Part I: <u>Flutter Kick on Back</u></p> <p>Instruction: The instructor will explain the key points of flutter kicking on the back (i.e. head back, knees only coming slightly out of the water, etc.)</p> <p>Demonstration: The instructor will demonstrate a flutter kick on their back with a noodle by swimming across the class so all can see while holding on to the wall.</p>	

<p>Guided Practice: The instructor will distribute a noodle to each participant and allow them to either wrap it around their back or hold it across their chest. In small groups, the instructor will assist participants as they kick on their back across the pool 2-3 times.</p> <p>Part II: Finning on Back</p> <p>Instruction: The instructor will explain how to fin while kicking on the back. The instructor should stress simultaneous action of the arms.</p> <p>Demonstration: The instructor will demonstrate how to fin with both arms by swimming across the class so all can see while holding on to the wall.</p> <p>Guided Practice: One at a time, each participant will flutter kick on their back with a noodle and complete a finning arm action. The instructor will support the participant by holding on to the participants noodle.</p> <p>Independent Practice: Without noodles, participants will fin and flutter kick on their back across the pool 2-4 times.</p>	
<p>Skill Instruction (10 min.): <i>Back Float & Treading</i></p>	
<p>Part I: Back Float</p> <p>Instruction: The instructor will discuss the key points of the back float (i.e. head back, bellybutton up, etc.).</p> <p>Guided Practice: The instructor will assist each participant in their back float one by one. Repeat so each participant completes 3-4 back floats.</p> <p>Part II: Treading</p> <p>The participants and instructor will swim to water deep enough so no one can touch the bottom. For 12 seconds at a time, participants will let go of the wall to explore arm and leg motions as they tread water and keep their head up. After 12 seconds, they will return to the wall and have a 30 second rest. Repeat 3-4 times.</p>	<ul style="list-style-type: none"> ✓ Tell children to imagine they are lying in their bed or looking up at the stars ✓ If a child is comfortable floating on their back, give them extra support with a noodle
<p>Game/Culminating Activity (5 min): <i>Jumping & Free Time</i></p>	
<p>Part I: Jumping</p> <p>The instructor and the participants will swim/wall crawl to chest deep water, exit the pool, and line up to jump. Each participant will perform 4 feet first jumps from the deep end on the instructor's command.</p> <p>Part II: Free Time</p> <p>For the remainder of the lesson, participants will be encouraged to explore the water by playing with a variety of toys or independently practicing their skills. They may also continue to jump with the instructor's permission.</p>	

Day #5:	Teaching Tips:
<p>Water Safety/Rules (5 min.): <i>What to Do If You're in Trouble</i></p> <p>The instructor will ask the class to meet on the blue mat. The instructor will discuss what they could do if they were in the middle of a pool and too tired to get to the edge (i.e. back float, call for help, not panic, etc.)</p>	<ul style="list-style-type: none"> ✓ Demonstrate a panicky swimmer and one who is thinking
<p>Warm-Up Activity (5 min.): <i>Bobbing & Combined Stroke on Front</i></p> <p>Participants will complete 5-10 bobs on the wall in a water depth where they can touch the floor. Participants must completely submerge to at least their eyes for each bob.</p> <p>Then, participants will swim 3-4 widths of a combined stroke on their front. They may use either arm action.</p>	
<p>Review (5 min.): <i>Back Float</i></p> <p>The instructor will review the key points of the back float. Participants will independently perform 3 back floats. The instructor will provide assistance as needed.</p>	<ul style="list-style-type: none"> ✓ Remind children to keep their heads back and bellybuttons up!
<p>Stroke Instruction (10 min.): <i>Combined Stroke on Back</i></p> <p>Instruction: The instructor will explain the key points of the alternating arm action on the back (i.e. fingers together, one arm at a time, straight arms, etc.)</p> <p>Demonstration: The instructor will demonstrate the combined stroke on the back with the alternating arm action so all can see while holding on to the wall.</p> <p>Guided Practice: With dumb bells, participants will complete the alternating arm action with or without a kick on their back. After completing one arm motion, they will hold on to the dumb bell and then complete the motion with their other arm. Repeat 2-4 widths of the pool.</p> <p>Independent Practice: Each participant will practice their combined stroke without the dumbbell for 2-4 widths. The instructor may provide support as needed for swimmers who are having a hard time staying above the water.</p>	<ul style="list-style-type: none"> ✓ Tell children to imagine that their arm is a large wind mill ✓ If a child is moving their arms counterclockwise, stand behind them and physically move their arms in the correct direction ✓ Remind children that their thumb should come out of the water and pinkie should be the first thing in the water ✓ Go ahead of children as they begin swimming on their back to prevent them from hitting their heads on the opposite wall ✓ Give positive feedback!
<p>Skill Instruction (10 min.): <i>Back Glides & Treading</i></p> <p>Part I: Back Glides</p> <p>Instruction: The instructor will have the class hold on the wall as they explain the key points of a proper back glide (tight streamline, push off wall with legs, etc.)</p> <p>Demonstration: The instructor will demonstrate a proper back glide in the middle of the participants so all can see.</p> <p>Guided Practice: The instructor will have participants glide one body length into the instructor's arms on their command and place them back</p>	<ul style="list-style-type: none"> ✓ Tell children to imagine they are a rocket ship ✓ Instead of saying, "Go!" say "Ready, Set, Blast-Off!" ✓ Remind children to glue their arms to their ears when they push off

<p>on the wall to set up for the next glide. After each participant has completed 2-3 back glides.</p> <p>Part II: Treading</p> <p>The participants and instructor will swim to water deep enough so no one can touch the bottom. For 12 seconds at a time, participants will let go of the wall to explore arm and leg motions as they tread water and keep their head up. After 12 seconds, they will return to the wall and have a 30 second rest. Repeat 3-4 times.</p>	
<p>Game/Culminating Activity (5 min): <i>Jumping & Colors</i></p>	<p>✓ Throughout the session, make sure that every child has the opportunity to be in the tagger type of position</p>
<p>Part I: Jumping</p> <p>The instructor and the participants will swim/wall crawl to chest deep water, exit the pool, and line up to jump. Each participant will perform 4 feet first jumps from the deep end on the instructor's command.</p> <p>Part II: Colors (with noodles)</p> <p>The group will move to the shallow end. One participant will be chosen as the tagger. They will get out of the water and stand on the edge closest to where the rest of the class is holding on to the wall. The instructor will secretly designate 1-2 swimmers to be specific color. The tagger will then yell out a color. If their color is called, the swimmer must go across the pool. The tagger will turn and jump in if they suspect someone is swimming across. If the tagger catches the swimmer they get a point. Repeat with new taggers. Participant with the most points wins!</p>	
<p>Day #6:</p>	<p>Teaching Tips</p>
<p>Water Safety/Rules (10 min.): <i>Sun Safety</i></p>	<p>✓ Ask the children questions to keep their interest</p>
<p>The instructor will discuss safety related to sun exposure including applying sunscreen, wearing protective clothing, and staying hydrated when it's hot outside.</p>	
<p>Warm-Up Activity (5 min.): <i>Bobbing & Flutter Kick on Back</i></p>	
<p>Participants will complete 5-10 bobs on the wall in a water depth where they can touch the floor. Participants must completely submerge to at least their eyes for each bob.</p> <p>Then, participants will swim 2 widths of a flutter kick on their back. They may use a noodle or dumb bell.</p>	
<p>Review (5 min.): <i>Rolling to Front and Back</i></p>	
<p>Participants will continue practicing their flutter kicking and arm motions for an additional 3-4 widths. At the half-way point of each width, participants will flip to their front or back. They will not use floatation devices as aides for this activity.</p>	

Stroke Instruction (10 min.): <i>Simultaneous Leg Action on Front</i>	<ul style="list-style-type: none"> ✓ Physically move a child's feet and legs to mimic the proper frog kick if necessary during guided practice ✓ Use phrases such as "Up, Out, Together" or "Cannonball, V, I" to remind students of the order of the motion
<p>Instruction: The instructor will have the class sit on the edge as they explain the key points of the simultaneous leg action or "frog kick" (i.e. make a cannon ball, legs go in a "v", etc.)</p> <p>Demonstration: The instructor will demonstrate a proper frog kick on their front by swimming across the class so all can see from the edge.</p> <p>Guided Practice: Together on the edge, the instructor and participants will practice the motion of the simultaneous leg action. Then, one at a time, participants will practice the motion with a dumb bell and instructor assistance to the opposite side of the pool. The instructor should say the set phrase (i.e. Up, Out, Together, etc.) as each motion is supposed to happen.</p> <p>Independent Practice: Participants will practice their simultaneous leg action across the width of the pool with the arm action of their choice. Complete 2-4 widths on the front.</p>	
Skill Instruction (10 min.): <i>Treading & Picking Up Submerged Objects</i>	<ul style="list-style-type: none"> ✓ Allow children to wear goggles if they are nervous about putting their face in the water or opening their eyes ✓ If the child is unable to get to the bottom, hold the submerged object at a depth they can be successful at! ✓ Encourage the swimmers to do a bob all the way underwater and then reach for the object, as a way to begin the underwater swimming process.
<p><u>Part I: Submerged Objects</u></p> <p>Demonstration: The instructor will demonstrate how to submerge their body underwater to grab on object on the bottom of the tot dock.</p> <p>Guided Practice: One at a time, the instructor will bring a participant to the tot dock to attempt to pick up a submerged object from the bottom of the tot dock.</p> <p>Independent Practice: All of the participants will gather around the tot dock and independently practice picking up submerged objects from the bottom. The instructor should have enough objects for each participant to retrieve 2.</p> <p><u>Part II: Treading</u></p> <p>The participants and instructor will swim to water deep enough so no one can touch the bottom. For 15 seconds at a time, participants will let go of the wall to explore arm and leg motions as they tread water and keep their head up. After 15 seconds, they will return to the wall and have a 30 second rest. Repeat 3-4 times.</p>	
Game/Culminating Activity (5 min): <i>Jumping & Free Time</i>	<ul style="list-style-type: none"> ✓ Have children act out certain people or animals mid-jump (i.e. shark, rock star, etc.)
<p><u>Part I: Jumping</u></p> <p>The instructor and the participants will swim/wall crawl to chest deep water, exit the pool, and line up to jump. Each participant will perform 4 feet first jumps from the deep end on the instructor's command.</p> <p><u>Part II: Free Time</u></p> <p>For the remainder of the lesson, participants will be encouraged to explore the water by playing with a variety of toys or independently</p>	

<p>practicing their skills. They may also continue to jump with the instructor's permission.</p>	
<p>Day #7:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (10 min.): <i>How to Use a Lifejacket</i></p>	
<p>The instructor will discuss where and why we wear lifejackets (i.e. on boats, jet skis, etc.) and demonstrate how to properly put on a lifejacket on them. Participants will put on their own lifejacket. Each participant will enter the water with the lifejacket either by jumping into deep water. They will explore using the lifejacket in the water by swimming two widths on their back or front with instructor assistance if needed.</p>	<ul style="list-style-type: none"> ✓ Have children hold on to their lifejackets at the neck line to make sure it doesn't pop up into their face while jumping in
<p>Warm-Up Activity (5 min.): <i>Rolling to Front and Back</i></p>	
<p>Participants will practice their flutter kicking and arm motions for 3-4 widths. At the half-way point of each width, participants will flip to their front or back. They will not use floatation devices as aides for this activity.</p>	
<p>Stroke Instruction (10 min.): <i>Simultaneous Leg Action on Back</i></p>	
<p>Instruction: The instructor will review the key points of the simultaneous leg action or "frog kick" (i.e. make a cannon ball, legs go in a "v", etc.)</p> <p>Demonstration: The instructor will demonstrate a proper frog kick on their back by swimming across the class so all can see.</p> <p>Guided Practice: Together on the edge, the instructor and participants will practice the motion of the simultaneous leg action. Then, as a group, participants will practice the motion with a dumb bell for 3 widths. The instructor should say the set phrase (i.e. Up, Out, Together, etc.) as each motion is supposed to happen.</p> <p>Independent Practice: Participants will practice their simultaneous leg action on their back across the width of the pool while finning. Complete 2-4 widths on the back.</p>	<ul style="list-style-type: none"> ✓ Physically move a child's feet and legs to mimic the proper frog kick if necessary during guided practice ✓ Use phrases such as "Up, Out, Together" or "Cannonball, V, I" to remind students of the order of the motion ✓ When practicing this skill on their back, place noodles around the child's back for extra support
<p>Skill Instruction (10 min.): <i>Treading & Picking Up Submerged Objects</i></p>	
<p>Part I: Submerged Objects</p> <p>Demonstration: The instructor will demonstrate how to submerge their body underwater to grab on object from the bottom of the pool.</p> <p>Independent Practice: The instructor will scatter sink toys throughout the shallow end and allow participants to independently practice picking up submerged objects from the bottom. The instructor should have enough objects for each participant to retrieve 2.</p> <p>Part II: Treading</p> <p>The participants and instructor will swim to water deep enough so no one can touch the bottom. For 15 seconds at a time, participants will let</p>	<ul style="list-style-type: none"> ✓ Explain to children that the back float is an excellent thing to do if you are tired and unable to swim to the wall ✓ If a child is unable to reach the bottom of the pool, put their sink toys on the steps of the ladder or hold it 5-6 inches off the bottom with your foot for them to grab

<p>go of the wall to explore arm and leg motions as they tread water and keep their head up. After 15 seconds, they will return to the wall and have a 30 second rest. Repeat 3-4 times.</p>	
<p>Game/Culminating Activity (5 min): <i>Jumping & Relay Races</i></p>	<p>✓ If you have an odd number of swimmers, have one person goes twice for the relay race!</p>
<p><u>Part I: Jumping</u></p> <p>The instructor and the participants will swim/wall crawl to chest deep water, exit the pool, and line up to jump. Each participant will perform 4 feet first jumps from the deep end on the instructor's command.</p> <p><u>Part II: Relay Races</u></p> <p>The instructor will break the class up into 2 fair teams. Teams will hold on to the wall in the order that they will swim. Each participant needs to swim to the opposite wall and back using whatever stroke they want. The next participant can go when they give them a high five. The first team to have every participant complete the task wins!</p>	
<p>Day #8:</p>	
<p>Water Safety/Rules (5 min.): <i>Pool Safety Review</i></p>	<p>✓ Create a game or competition to review the water safety topics</p>
<p>The instructor will review all of the pool rules and safety topics discussed throughout swim lessons.</p>	
<p>Warm-Up Activity (5 min.): <i>Combined Stroke on Front & Back</i></p>	
<p>The instructor will review the key points of the combined strokes on the front and back. Participants will independently perform 4 widths (2 widths on front and 2 widths on back).</p>	
<p>Exit Assessment (10 min.):</p>	
<p>The instructor will have each participant complete the following exit assessments for Level 2:</p> <ol style="list-style-type: none"> (1) Float on front for 5 seconds and roll to their back. Float on back for 10 seconds and return to the wall without instructor support. (2) Swim on front without instructor support for 30 yards (2 widths). (3) Swim on back without instructor support for 30 yards (2 widths). (4) Jump into the pool from the side and swim to return to the wall, ladder, or steps. 	
<p>Skill Instruction (5 min.): <i>Treading & Picking Up Submerged Object</i></p>	
<p><u>Part I: Submerged Objects</u></p> <p>Independent Practice: The instructor will scatter sink toys throughout the shallow end and allow participants to independently practice picking up submerged objects from the bottom. The instructor should have enough objects for each participant to retrieve 2.</p>	

<p><u>Part II: Treading</u></p> <p>The participants and instructor will swim to water deep enough so no one can touch the bottom. For 15 seconds at a time, participants will let go of the wall to explore arm and leg motions as they tread water and keep their head up. After 15 seconds, they will return to the wall and have a 30 second rest. Repeat 3-4 times.</p>	
<p>Game/Culminating Activity (15 min): <i>Jumping & Celebration of Swimming</i></p>	<p>✓ After receiving 2 or 3 ideas for games, have children vote for their choice</p>
<p><u>Part I: Jumping</u></p> <p>The instructor and the participants will swim/wall crawl to chest deep water, exit the pool, and line up to jump. Each participant will perform 4 feet first jumps from the deep end on the instructor's command.</p> <p><u>Part II: Celebration of Swimming</u></p> <p>For the remaining 10 minutes, the instructor will allow participants to choose pool games to play. These games may have been completed at swim lessons or may be new to the group. Participants and the instructor will play these games together.</p>	

SwimKids Swimease Level 3

Day #1:	Teaching Tips:
Water Safety/Rules (10 min.): <i>General Safety Rules</i>	
<p>The instructor will take the participants to the edge of the pool or a specified dry land area to go over general safety rules for the pool. The instructor should be sure to discuss:</p> <ul style="list-style-type: none"> • The location and importance of the lifeguard • No running on the deck • Entering the pool with the ladder facing the pool wall rather than middle of the pool • No diving in the shallow end • Always listen to the instructor and lifeguard • Must hold on to the wall unless the instructor says otherwise 	<ul style="list-style-type: none"> ✓ Ask the children for a list of pool rules that they think they need to follow ✓ Have the lifeguard introduce themselves to the group if other lessons have not entered the water yet
Warm-Up Activity (5 min.): <i>Bobbing & Bubbles Through Nose</i>	
<p>After entering the pool, the instructor will discuss and demonstrate the proper way to blow bubbles out of the nose. The instructor should explain the importance of this skill in stroke development. Participants will practice this skill for 1-2 minutes.</p> <p>Next, participants will complete 5-10 bobs away from the wall in a water depth where they can touch the floor. Participants must completely submerge for each bob.</p>	<ul style="list-style-type: none"> ✓ Have children count their bobs aloud as they complete them!
Stroke Instruction (10 min.): <i>Streamline Flutter Kick & Rotary Breathing</i>	
Part I: <u>Streamline Flutter Kick</u>	
<p>Instruction: The instructor will review the key points of the flutter kick and discuss what a streamline is, why we use it in swimming, and what it looks like.</p> <p>Demonstration: The instructor will demonstrate a proper flutter kick with their arms in the streamline position across the class so all can see while holding on to the wall.</p> <p>Guided Practice: While standing near the wall, each participant will place their arms in a streamline position as they instructor attempts to pull their arms apart. The instructor should adjust any positioning that is incorrect.</p> <p>Independent Practice: Participants will perform the flutter kick in the streamline position for 3-4 widths of the pool. They will be allowed to breathe at any time either by looking up or turning their head to the side.</p>	<ul style="list-style-type: none"> ✓ For younger children, use the phrase "Look at the fishes, Listen to the fishes" when practicing rotary breathing ✓ Remind participants that the goal of the flutter kick is not to make the biggest splash possible ✓ Break large classes up into smaller groups

<p><u>Part II: Rotary Breathing</u></p> <p>Instruction: The instructor will discuss the key points of rotary breathing (i.e. one ear pointing towards floor, other ear pointing towards ceiling, etc.) and the purpose of rotary breathing in the front crawl.</p> <p>Demonstration: The instructor will demonstrate proper rotary breathing on the wall in the middle of the class so all can see.</p> <p>Guided Practice: While holding on to and facing the wall, participants will put their face (up to their hairline) into the water while blowing bubbles. When they need to breath, they will turn their head to the side most comfortable. After completing 10 rotary breaths stationary, the instructor will distribute dumb bells. Participants will complete 2 widths of flutter kicking on their front with rotary breathing with the dumb bells.</p>	
<p>Skill Instruction (5 min.): <i>Floating on Front & Back</i></p> <p>The instructor will review the key points of the front and back float and will demonstrate each skill for participants. Independently, participants will perform 3 front floats and 3 back floats for at least 3 seconds each. The instructor will observe one front and back float from each participant.</p>	<ul style="list-style-type: none"> ✓ Give participants choice at least once a lesson to give them ownership of their skills and learning
<p>Game/Culminating Activity (10 min): <i>Jumping/Sitting Dives & Colors</i></p> <p><u>Part I: Jumping</u></p> <p>The instructor and the participants will swim/wall crawl to the deep end, exit the pool, and line up to jump. Each participant will perform 2 feet first jumps from the deep end on the instructor's command.</p> <p><u>Part II: Sitting Dives</u></p> <p>Instruction/Demonstration: The instructor will sit on the edge of the deep end and explain and demonstrate the key points of the sitting dive simultaneously (i.e. arms glued to ears, chin tucked, streamline, etc.).</p> <p>Guided Practice: One at a time, the instructor will assist participants by helping them get into the proper position for the sitting dive and guide them into their water with their hand if necessary. Each participant will attempt at least 1 sitting dive.</p> <p><u>Part III: Colors!</u></p> <p>The group will move to the shallow end. One participant will be chosen as the tagger. They will get out of the water and stand on the edge closest to where the rest of the class is holding on to the wall. The instructor will secretly designate 1-2 swimmers to be specific color. The tagger will then yell out a color. If their color is called, the swimmer must go across the pool. The tagger will turn and jump in if they suspect someone is swimming across. If the tagger catches the swimmer they get a point. Repeat with new taggers. Participant with the most points wins!</p>	<ul style="list-style-type: none"> ✓ If a child is consistently belly flopping, give them a soft toy to hold under their chin ✓ Throughout the session, make sure that every child has the opportunity to be in the tagger type of position

Day #2:	Teaching Tips:
<p>Water Safety/Rules (5 min.): <i>Entering the Water Safely</i></p> <p>The instructor and participants will discuss why we need to look before we leap and the implications that will occur if this rule is not followed.</p>	<ul style="list-style-type: none"> ✓ Emphasize that the swimmer needs to come to the surface before jumping near the same area
<p>Warm-Up Activity (5 min.): <i>Bobbing & Flutter Kick (on wall)</i></p> <p>Participants will complete 5-10 bobs away from the wall in water deep enough for them to successfully touch the floor. They must submerge entirely underwater and blow bubbles out their nose and/or mouth. Following bobs, participants will flutter kick on the wall, focusing on making small splashes on the surface of the water.</p>	<ul style="list-style-type: none"> ✓ Let the children decide how many bobs they would like to complete— Just set a minimal number!
<p>Review (5 min.): <i>Rotary Breathing (on wall)</i></p> <p>While holding on to and facing the wall, participants will put their face (up to their hairline) into the water while blowing bubbles. When they need to breath, they will turn their head to the side most comfortable. Repeat until 10-15 rotary breaths have been completed.</p>	<ul style="list-style-type: none"> ✓ Be sure that children are not lifting their head up and around to the side
<p>Stroke Instruction (10 min.): <i>Rotary Breathing & Alternate Arm Action on Front</i></p> <p><u>Part I: Rotary Breathing</u></p> <p>Guided Practice: The instructor will distribute dumb bells. Participants will complete 2-4 widths of flutter kicking on their front with rotary breathing with the dumb bells.</p> <p><u>Part II: Alternate Arm Action on Front</u></p> <p>Instruction: The instructor will review the key points of the alternate arm action of the front (i.e. fingers together, etc.) and will discuss the larger arm motion that is expected is Level 3. Stress that participants will no longer be doing ice cream scoops in front of their body.</p> <p>Demonstration: The instructor will demonstrate the alternate arm action on the front with and without a dumb bell. They should be sure to also demonstrate rotary breathing while moving their arms.</p> <p>Guided Practice: With the use of a dumb bell, participants will complete 3-4 widths of an alternate arm action close to that used in the front crawl combined with a flutter kick. Participants should be encouraged to breathe to the side. This is not the focus of this activity, so participants should also be allowed to continue breathing in front of their body as well.</p>	<ul style="list-style-type: none"> ✓ To switch it up, have children swim in order of their birthday or the color of their bathing suit
<p>Skill Instruction (5 min.): <i>Treading Water</i></p> <p>The participants and instructor will swim to water deep enough so no one can touch the bottom. The instructor should discuss the purpose of treading water and demonstrate a series of leg and arm motions that work well for this skill. For 10 seconds at a time, participants will let go of the wall to explore arm and leg motions as they tread water and keep</p>	<ul style="list-style-type: none"> ✓ Be sure that weaker swimmers practice treading water so they are close enough to the wall to grab on when they get tired

<p>their head up. After 10 seconds, they will return to the wall and have a 30 second rest. Repeat 4-5 times.</p>	
<p>Game/Culminating Activity (10 min): <i>Jumping/Sitting Dives & Free Time</i></p>	<ul style="list-style-type: none"> ✓ Have a biggest or smallest splash competition when jumping! ✓ If children are entering the water feet first while diving, put your hand on top of theirs and guide it into the water
<p><u>Part I: Jumping</u></p> <p>The instructor and the participants will swim/wall crawl to the deep end, exit the pool, and line up to jump. Each participant will perform 2 feet first jumps from the deep end on the instructor's command.</p> <p><u>Part II: Sitting Dives</u></p> <p>Guided Practice: One at a time, the instructor will assist participants by helping them get into the proper position for the sitting dive and guide them into their water with their hand if necessary. Each participant will attempt at least 1 sitting dive.</p> <p><u>Part III: Free Time</u></p> <p>For the remainder of the lesson, participants are free to explore the water with other participants by jumping, practicing new skills, playing with toys, or playing water games together.</p>	
<p>Day #3:</p>	
<p>Water Safety/Rules (5 min.): <i>Recognizing an Emergency & How to Call For Help!</i></p>	<p>Teaching Tips:</p> <ul style="list-style-type: none"> ✓ Get in the pool and demonstrate what a distressed swimmer looks like ✓ Have children pretend to be unconscious while others tap them to see if they are okay
<p>The instructor will discuss how to recognize a person who is experiencing some kind of emergency in and out of the water. They should explain what a distressed swimmer looks like and how to check if a person is conscious. Together, the instructor and participants should brainstorm ideas of how to get help for these individuals (i.e. call 9-1-1, tell an adult, throw them something that floats, etc.)</p>	
<p>Warm-Up Activity (5 min.): <i>Flutter Kicking on Front</i></p>	
<p>In the streamline position, participants will flutter kick 2-3 widths of the pool. They may breathe straight in front of them or to the side.</p>	<ul style="list-style-type: none"> ✓ Give children a set number of seconds to blow bubbles underwater before breathing to the side
<p>Review (5 min.): <i>Rotary Breathing & Alternating Arm Action</i></p>	
<p>On the wall, participants will practice rotary breathing 10-15 times, blowing bubbles while their face is submerged. Then, participants will complete 2-3 widths of an appropriate alternating arm action for front crawl with dumb bells. Rotary breathing will be encouraged, but is not necessary.</p>	<ul style="list-style-type: none"> ✓ Encourage children to push off the wall into their streamline before beginning their front crawl
<p>Stroke Instruction (10 min.): <i>Front Crawl</i></p>	
<p>Instruction: The instructor will discuss the front crawl (or freestyle) as a competitive stroke. They will also focus on the timing for rotary breathing during this stroke.</p>	

<p>Demonstration: The instructor will demonstrate the front crawl in front of participants so all can see from the wall. Before demonstrating, they should tell participants how many strokes they are going to take before breathing so they can watch the specific timing.</p> <p>Guided Practice: With dumb bells, participants will practice combining rotary breathing with the alternate arm action for 2-3 widths. The instructor should have them breath after a set number of strokes (either 2 or 3).</p> <p>Independent Practice: Without any floatation devices, participants will complete an additional 2-3 widths, practicing their rotary breathing with their flutter kick and alternate arm action.</p>	
<p>Skill Instruction (5 min.): <i>Treading Water</i></p>	
<p>The participants and instructor will swim to water deep enough so no one can touch the bottom. The instructor should remind participants of the different arm and leg motion options for treading water. For 15 seconds at a time, participants will let go of the wall to explore arm and leg motions as they tread water and keep their head up. After 15 seconds, they will return to the wall and have a 30 second rest. Repeat 4-5 times.</p>	
<p>Game/Culminating Activity (10 min): <i>Jumping/Sitting Dives & Pool Tag</i></p>	
<p><u>Part I: Jumping</u></p> <p>The instructor and the participants will swim/wall crawl to the deep end, exit the pool, and line up to jump. Each participant will perform 2 feet first jumps from the deep end on the instructor's command.</p> <p><u>Part II: Sitting Dives</u></p> <p>Guided Practice: One at a time, the instructor will assist participants by helping them get into the proper position for the sitting dive and guide them into their water with their hand if necessary. Each participant will attempt 2-3 sitting dives. If a participant feels comfortable with the skill, they may begin to practice without the instructor's direct assistance.</p> <p><u>Part III: Pool Tag</u></p> <p>The participants and instructor will move to the shallow end so all participants can touch the floor. The instructor will choose one participant as the tagger. If the tagger touches another swimmer, they must stand frozen with their legs apart. The can get back in the game if another swimmer submerges and swim through their legs. Repeat with a new tagger.</p>	<ul style="list-style-type: none"> ✓ Have children dive over a noodle or through a hula hoop for an added challenge ✓ Set-up a boundary for children to play tag in (i.e. area between the backstroke flags and shallow end wall, etc.)
<p>Day #4:</p>	
<p>Water Safety/Rules (5 min.): <i>How to Help a Swimmer in Distress</i></p>	
<p>The instructor will review what a distressed swimmer looks like and how a Level 3 swimmer can help them. The instructor and participants will</p>	<ul style="list-style-type: none"> ✓ Bring sample pieces of equipment that Level 3s could use to reach or throw to a person in trouble

<p>discuss different objects they could use to reach or throw to someone in trouble in water. Do not encourage participants at this level to use their arm or leg as a reaching assist.</p>	
<p>Warm-Up Activity (5 min.): <i>Flutter Kicking on Front</i></p>	<ul style="list-style-type: none"> ✓ Encourage good sportsmanship! ✓ Try to match slower swimmers with those more advanced swimmers to make fair teams
<p>In the streamline position, participants will complete a flutter kicking relay race. Participants will be broken up into teams of 2. One swimmer will be on each side of the pool. A swimmer may not go until their partner has touched their wall with both hands. Each swimmer must complete 3 widths of flutter kick. The first team to finish is the winner!</p>	
<p>Review (5 min.): <i>Front Crawl</i></p>	
<p>The instructor will review the appropriate timing of the breathing in the front crawl as well as any key points that need to be further addressed. Participants will complete 2-3 widths of front crawl with rotary breathing.</p>	
<p>Stroke Instruction (10 min.): <i>Simultaneous Leg Action on Back</i></p>	<ul style="list-style-type: none"> ✓ Use phrases like “Up, Out, Together” to describe the whip kick ✓ Remind children that only the tips of their knees should be peeking out of the water ✓ Have a practice round of gliding before the actual competition!
<p>Instruction/Demonstration: Participants will climb out of the pool and sit on the edge. The instructor will explain the key points of the whip kick (aka frog kick) on their back. The instructor will also demonstrate this kick on their back past the participants sitting on the side and will verbally explain their leg motion while swimming.</p> <p>Guided Practice: Participants will reenter the water and spread out along the wall so each swimmer has enough room to support their body on the wall and practice the whip kick on their back. The instructor will observe each participant as they practice on the wall and will then distribute dumb bells. Participants will complete 2-4 widths of the whip kick on their back with the dumb bell. For the last 2 widths, have a competition to see which participant can glide the furthest by completing the fewest number of whip kicks per width.</p>	
<p>Skill Instruction (5 min.): <i>Treading & Back Floating</i></p>	<ul style="list-style-type: none"> ✓ Explain to children that the back float is an excellent thing to do if you are tired and unable to swim to the wall
<p>The participants and instructor will swim to water deep enough so no one can touch the bottom. The instructor should remind participants of the different arm and leg motion options for treading water. For 20 seconds at a time, participants will let go of the wall to explore arm and leg motions as they tread water and keep their head up. After 20 seconds, they will move their body into a back float for 5 seconds and then return to the wall and have a 30 second rest. Repeat 3-4 times.</p>	
<p>Game/Culminating Activity (10 min): <i>Underwater Swim & Kneeling Dives</i></p>	<ul style="list-style-type: none"> ✓ Demonstrate an underwater push off of the wall. ✓ Have swimmers do a bob underwater and then push off of the wall while remaining underwater for 5 yards.
<p>Part I: <u>Underwater Swim</u></p> <p>Guided Practice: One at a time, participants will attempt 2-3 underwater swims. The instructor will give direct assistance to those who are still not comfortable completing this skill.</p>	

<p><u>Part II: Kneeling Dives</u></p> <p>Instruction/Demonstration: The instructor will kneel on the edge of the deep end and explain and demonstrate the key points of the kneeling dive simultaneously (i.e. toes slightly push off, chin tucked, streamline, etc.).</p> <p>Guided Practice: One at a time, the instructor will assist participants by helping them get into the proper position for the kneeling dive and guide them into their water with their hand if necessary. Each participant will attempt at least 1 kneeling dive.</p>	
<p>Day #5:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (5 min.): <i>Reaching & Throwing Assists</i></p> <p>The instructor will demonstrate a proper reaching and throwing assist to this “victim” with a noodle, discussing the key points for both (staggered stance, lean back, etc.). The instructor will give each participant a floatation device and allow them to practice 2 reaching assists and 2 throwing assists so each participant gets to be the victim and rescuer twice. After the participants plays the rescuer, have them stay in the water as they next victim. Do not encourage participants at this level to use their arm or leg as a reaching assist.</p>	<p>✓ Bring sample pieces of equipment that Level 3s could use to reach or throw to a person in trouble</p>
<p>Warm-Up Activity (5 min.): <i>Front Crawl</i></p> <p>Participants will complete 2-4 widths of front crawl. Rotary breathing must be completed while swimming.</p>	
<p>Review (5 min.): <i>Simultaneous Leg Action on Back</i></p> <p>The instructor will review the key points of the whip kick. Participants will complete 2-3 widths of the whip kick on their back with a dumb bell.</p>	<p>✓ Ask one of the children to demonstrate the skill as review for the class—Pick someone who will be successful!</p>
<p>Stroke Instruction (10 min.): <i>Simultaneous Arm Action on Back & Elementary Backstroke</i></p> <p><u>Part I: Simultaneous Arm Action</u></p> <p>Instruction/Demonstration/Guided Practice: The instructor and participants will climb out of the pool and stand on the edge. The instructor will explain and demonstrate each step of the arm motion for the elementary backstroke. Participants will mimic each step that the instructor demonstrates. Repeat 3-5 times, stating the steps at a faster speed each time.</p> <p><u>Part II: Elementary Backstroke</u></p> <p>Instruction/Demonstration: Participants will sit on the edge of the pool as the instructor enters the water. The instructor will explain and demonstrate how the leg and arm motion of the elementary backstroke match. They will state a memory phrase as they demonstrate each step of the stroke for participants.</p>	<p>✓ Use the phrase “Chicken, Airplane, Soldier” to describe the elementary backstroke</p>

<p>Independent Practice: Participants will enter the water and complete 4 widths of elementary backstroke. The instructor will assist any participants who are struggling by saying the memory phrase aloud or holding the participant at their waist.</p>	
<p>Skill Instruction (5 min.): <i>Treading & Front Floating</i></p>	
<p>The participants and instructor will swim to water deep enough so no one can touch the bottom. For 20 seconds at a time, participants will let go of the wall to explore arm and leg motions as they tread water and keep their head up. After 20 seconds, they will move their body into a front float for 5 seconds and then return to the wall and have a 30 second rest. Repeat 3-4 times.</p>	
<p>Game/Culminating Activity (10 min): <i>Sitting/Kneeling Dive & Sharks and Minnows</i></p>	<p>✓ Give each child a noodle so they have to swim on the surface of the water—This way they can become seaweed and tread water in place rather than become extra sharks</p>
<p>Part I: <u>Sitting Dives</u></p>	
<p>Independent Practice: One at a time, participants will perform 1 sitting dive.</p>	
<p>Part II: <u>Kneeling Dives</u></p>	
<p>Guided Practice: One at a time, the instructor will assist participants by helping them get into the proper position for the kneeling dive and guide them into their water with their hand if necessary. Each participant will attempt at least 3 kneeling dives.</p>	
<p>Part III: <u>Sharks and Minnows</u></p>	
<p>Participants will remain in the deep end. The instructor will choose one participant to be the shark and send them to the opposite side of the pool. The shark will say, “Minnows, Minnows, Cross my ocean!” The remaining participants will try to swim across the pool without being tagged by the shark. Anyone tagged will become a shark. The last minnow left is the winner!</p>	
<p>Day #6:</p>	<p>Teaching Tips</p>
<p>Water Safety/Rules (10 min.): <i>Sun Safety</i></p>	<p>✓ Ask the children questions to keep their interest</p>
<p>The instructor will discuss safety related to sun exposure including applying sunscreen, wearing protective clothing, and staying hydrated when it’s hot outside.</p>	
<p>Warm-Up Activity (5 min.): <i>Front Crawl</i></p>	
<p>Participants will complete 2-4 widths of front crawl. Rotary breathing must be completed while swimming.</p>	
<p>Review (5 min.): <i>Elementary Backstroke</i></p>	
<p>The instructor will review the steps of the elementary backstroke. Participants will complete 2-3 widths of the stroke. For the third width,</p>	

<p>participants will have a competition to see who can complete the fewest strokes across the pool.</p>	
<p>Stroke Instruction (10 min.): <i>Dolphin Kicking</i></p>	
<p>For each step the instructor will give an explanation and demonstration before allowing students to mimic their performance. Participants will complete all activities with flippers.</p> <p>Part 1: Stationary Chin Circles</p> <p>Participants will pretend that their chin is a pen and draw a circle with their chin while standing in the shallow. The instructor will challenge them to move their chin without moving their hips. It is nearly impossible!</p> <p>Part 2: Chin Circles</p> <p>Participants will move across 1 width of the pool by only completing circles with their chin. They may not kick or move their arms. They may breathe at any time and must stay at the surface of the water.</p> <p>Part 3: Line Touches</p> <p>Participants will dive down to the bottom of the pool in the streamline position from within the water and touch a line on the floor. They will then stand up, reset, and repeat until every line across the width has been touched. They should try to keep their legs together while diving down.</p> <p>Part 4: Dolphin Kick</p> <p>Participants will combine their chin movement with the body motion of the line touches. They will complete 2-4 widths of a full dolphin kick. Participants may breathe whenever necessary and can either keep their arms in a streamline or glued to their side.</p>	<ul style="list-style-type: none"> ✓ Have children imagine they are a dolphin or mermaid ✓ Tell younger children to rub imaginary water proof super glue between their legs to stick them together ✓ Have flippers lined up by size to make the process of handing them out faster
<p>Skill Instruction (10 min.): <i>Treading & Floating Combo</i></p>	
<p>The participants and instructor will swim to water deep enough so no one can touch the bottom. For 25 seconds at a time, participants will let go of the wall to explore arm and leg motions as they tread water and keep their head up. After 25 seconds, they will move their body into a front or back float for 5 seconds and then return to the wall and have a 30 second rest. Repeat 3-4 times. Participants should complete at least 2 front floats and 2 back floats.</p>	
<p>Game/Culminating Activity (5 min): <i>Sitting/Kneeling Dives & Free Time</i></p>	
<p>Part I: Sitting Dives</p> <p>Independent Practice: One at a time, participants will perform 1 sitting dive.</p>	<ul style="list-style-type: none"> ✓ If a child has mastered the sitting and kneeling dive, allow them to begin attempting a standing dive with further instruction

<p><u>Part II: Kneeling Dives</u></p> <p>Guided Practice: One at a time, participants will attempt at least 3 kneeling dives.</p> <p><u>Part III: Free Time</u></p> <p>For the remainder of the lesson, participants are free to explore the water with other participants by jumping, practicing new skills, playing with toys, or playing water games together.</p>	
<p>Day #7:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (10 min.): <i>How to Use a Lifejacket</i></p> <p>The instructor will discuss where and why we wear lifejackets (i.e. on boats, jet skis, etc.) and demonstrate how to properly put on a lifejacket on them. Participants will put on their own lifejacket. Each participant will enter the water with the lifejacket either by jumping into deep water. They will explore using the lifejacket in the water by swimming two widths on their back or front with instructor assistance if needed.</p>	<ul style="list-style-type: none"> ✓ Have children hold on to their lifejackets at the neck line to make sure it doesn't pop up into their face while jumping in
<p>Review (5 min.): <i>Dolphin Kick & Elementary Backstroke</i></p> <p>The instructor will review the key points of the dolphin kick. Participants will complete 2 widths of dolphin with their arms either in the streamline position or at their sides. Participants will also complete 2 widths of elementary backstroke.</p>	
<p>Stroke Instruction (10 min.): <i>Scissors Kick</i></p> <p>Instruction/Demonstration: Participants will climb out of the pool and sit on the edge. The instructor will explain the key points of the scissors kick. The instructor will also demonstrate this kick on their side past the participants sitting on the side and will verbally explain their leg motion while swimming.</p> <p>Guided Practice: Participants will hold on to the wall with one hand and practice the scissors kick as the instructor observes each participant's kick. Then, each participant will hold onto a dumb bell will one arm and place their other arm along their side. They will complete 2-3 widths of scissors kick with their arms in this position.</p> <p>Independent Practice: Participants will complete an additional 2-3 widths of the scissors kick with their arms in the same position. A dumb bell will not be used.</p>	<ul style="list-style-type: none"> ✓ Have children imagine they are making a cannonball for the first part of the scissors kick ✓ Allow children to choose what side of their body they want to complete the scissors kick on
<p>Skill Instruction (10 min.): <i>Review of Strokes & Treading Water</i></p> <p>Part I: Review each of the strokes practiced in Lessons #1-#6 in preparation for the exit assessment.</p> <p>Part II: Participants will be challenged to tread water for as long as they can. Encourage participants to hold on to the wall if they need to take a break or rest while others are still treading.</p>	

Game/Culminating Activity (10 min): <i>Sitting/Kneeling Dives & Ship Shore Pool Edition</i>	<p>✓ If you have a child who gets upset when they lose or get out, make this a listening game rather than a game with a winner and loser</p>	
<p>Part I: <u>Sitting Dives</u></p> <p>Independent Practice: One at a time, participants will perform 1 sitting dive.</p> <p>Part II: <u>Kneeling Dives</u></p> <p>Independent Practice: One at a time, participants will attempt at least 3 kneeling dives.</p> <p>Part III: <u>Ship Shore</u></p> <p>Participants will swim to the shallow end and form a line in the middle of the pool. The instructor will explain the movement that goes with each call and allow each participant to practice each move before playing the game. The last person to complete a move or complete a move incorrectly is out and may have free time or watch the remainder of the game. The calls are as follows:</p> <ul style="list-style-type: none"> • Port: Swim to left side of pool • Starboard: Swim to right side of pool • Stern: Swim to deep end • Bow: Swim to shallow end • Shark: Swim to any edge and get out fast! • Whale: Float on back and create “blow” (water fountain) with cupped hands or feet • Pirate: Huddle together in middle of pool • Shipwreck: Form human chain from one side of pool 		
Day #8:		Teaching Tips:
<p>Water Safety/Rules (5 min.): <i>Pool Safety Review</i></p> <p>The instructor will review all of the pool rules and safety topics discussed throughout swim lessons.</p>		<p>✓ Create a game or competition to review the water safety topics</p>
<p>Warm-Up Activity (5 min.): <i>Front Crawl and Elementary Backstroke</i></p> <p>Participants will complete 2 widths of front crawl and 2 widths of elementary backstroke.</p>		
<p>Review (5 min.): <i>Scissors Kick</i></p> <p>The instructor will review the key points of the scissors kick and will have participants complete 2-3 widths without the use of floatation devices.</p>		
<p>Exit Assessment (10 min.):</p> <p>The instructor will have all participants sit on the edge of the deep end as they listen to the instructions for the exit assessment. After the explanation, all participants will spread out across the wall so they can</p>	<p>✓ If you have a large class, have children form partnerships , allowing one partner to go at a time</p>	

<p>complete the exit assessment together as the instructor observes from the edge. The exit assessment consists of:</p> <ol style="list-style-type: none"> (1) Jump into the deep end from the side of pool. Swim underwater to retrieve submerged object (approx. 4 feet deep). Return to side of pool. (2) Push off the wall in a streamline position on front. Swim front crawl with rotary breathing for 30 yards (2 widths). (3) Push off the wall in a streamline position on back. Swim back crawl for 30 yards (2 widths). 	
<p>Game/Culminating Activity (15 min): <i>Diving & Celebration of Swimming</i></p>	<p>✓ After receiving 2 or 3 ideas for games, have children vote for their choice</p>
<p><u>Part I: Diving</u></p> <p>Participants will independently complete 3 dives of their choice.</p> <p><u>Part II: Celebration of Swimming</u></p> <p>For the remaining 10 minutes, the instructor will allow participants to choose pool games to play. These games may have been completed at swim lessons or may be new to the group. Participants and the instructor will play these games together.</p>	

SwimKids Swimease Level 4

Day #1:	Teaching Tips:
Water Safety/Rules (5 min.): <i>General Rules</i>	<ul style="list-style-type: none"> ✓ Ask the children for a list of pool rules that they think they need to follow ✓ Have the lifeguard introduce themselves to the group if other lessons have not entered the water yet
<p>The instructor will take the participants to the edge of the pool or a specified dry land area to go over general safety rules for the pool. The instructor should be sure to discuss:</p> <ul style="list-style-type: none"> • The location and importance of the lifeguard • No running on the deck • Entering the pool with the ladder facing the pool wall rather than middle of the pool • No diving in the shallow end • Always listen to the instructor and lifeguard • Must hold on to the wall unless the instructor says otherwise 	
Warm-Up Activity (5 min.): <i>Flutter Kick w/ Rotary Breathing</i>	<ul style="list-style-type: none"> ✓ A quick refresher on rotary breathing may be needed!
<p>Participants will complete 4 widths of flutter kick on their front with a dumb bell while completing rotary breathing.</p>	
Stroke Instruction (10 min.): <i>Front Crawl</i>	<ul style="list-style-type: none"> ✓ Encourage children to push off the wall into a streamline before beginning their front crawl
<p>The instructor will explain and demonstrate the following drills on land.</p> <ol style="list-style-type: none"> (1) Alternating Arm Action: With a dumb bell, participants will complete 4 widths of the pool flutter kicking with a slow alternating arm action. Participants must demonstrate rotary breathing and should focus on getting their arms up and out of the water. (2) Thumb Drag: Participants will drag their thumb from their thigh up to their armpit before reaching forward in each front crawl arm stroke. Complete drill for 2 widths. (3) Front Crawl: Participants will swim 25 yards of freestyle, remaining to focus on a smooth, long stroke. 	
Skill Instruction (10 min.): <i>Streamline on Front</i>	<ul style="list-style-type: none"> ✓ Have children walk around the shallow end with their arms in the streamline as an endurance activity
<p>The instructor will review the key points of the streamline and front glide that should have been learned in earlier levels. Participants will complete 3-5 front glides independently. Next, participants will complete another 3-5 glides, but will flutter kick underwater in their streamline.</p>	
Game/Culminating Activity (10 min): <i>Diving & Free Time</i>	<ul style="list-style-type: none"> ✓ Even if a child has already mastered the kneeling dive, still have them practice this skill as review
<p>Part I: <u>Kneeling Dives</u></p> <p>Instruction/Demonstration: The instructor will kneel on the edge of the deep end and explain and demonstrate the key points of the kneeling dive simultaneously (i.e. toes slightly push off, chin tucked, streamline, etc.).</p>	

<p>Guided Practice: One at a time, the instructor will assist participants by helping them get into the proper position for the kneeling dive and guide them into their water with their hand if necessary. Each participant will attempt at least 3 kneeling dives.</p> <p>Part II: Free Time</p> <p>For the remainder of the lesson, participants are free to explore the water with other participants by jumping, practicing new skills, playing with toys, or playing water games together.</p>	
<p>Day #2:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (5 min.): Recognizing Emergencies & How to Call For Help</p> <p>The instructor will discuss how to recognize a person who is experiencing some kind of emergency in and out of the water. They should explain what a distressed swimmer looks like and how to check if a person is conscious. Together, the instructor and participants should brainstorm ideas of how to get help for these individuals (i.e. call 9-1-1, tell an adult, throw them something that floats, etc.)</p>	<ul style="list-style-type: none"> ✓ Get in the pool and demonstrate what a distressed swimmer looks like ✓ Have children pretend to be unconscious while others tap them to see if they are okay
<p>Warm-Up/Review (5 min.): Front Crawl</p> <p>The instructor will review any aspects of the front crawl that participants struggled with in Day #1. Participants will complete 4 widths of front crawl.</p>	<ul style="list-style-type: none"> ✓ If you have strong swimmers that don't need the short break on each wall, have them swim 25 yards instead!
<p>Stroke Instruction (10 min.): Back Crawl</p> <p>Instruction: The instructor will discuss the key points of the back crawl (or backstroke).</p> <p>Demonstration: The instructor will demonstrate the back crawl in front of participants so all can see from the wall. Before demonstrating, they should tell participants to observe the arm motion that may be new for some participants.</p> <p>Guided Practice: With dumb bells, participants will practice flutter kicking on their back for 2 widths. Then, with a dumb bell, participants will flutter kick with the alternate arm action for 4 widths. The instructor should stress participants to go slowly and focus on having straight arms.</p> <p>Independent Practice: Without any floatation devices, participants will complete an additional 4 widths of back crawl.</p>	<ul style="list-style-type: none"> ✓ Give swimmers a wave when they are getting close to the wall so they do not bump their head
<p>Skill Instruction (10 min.): Underwater Swimming & Treading</p> <p>Part I: Underwater Swimming</p> <p>The instructor will place several sink toys throughout the bottom of the shallow end. At their own pace, participants will swim underwater and pick up 2 sink toys.</p>	<ul style="list-style-type: none"> ✓ Place swimmers on teams when diving for rings to add a little competition to the activity! ✓ Be sure that weaker swimmers practice treading water so they

<p><u>Part II: Treading</u></p> <p>The instructor will discuss the purpose of treading water and demonstrate a series of leg motions (scissors, breaststroke, rotary) that work well for this skill. For 30 seconds at a time, participants will let go of the wall to explore leg motions as they tread water and keep their head up. After 30 seconds, they will return to the wall and have a 30 second rest. Repeat 4-5 times.</p>	<ul style="list-style-type: none"> ✓ are close enough to the wall to grab on when they get tired
<p>Game/Culminating Activity (10 min): <i>Diving & Colors</i></p>	
<p><u>Part I: Kneeling Dives</u></p> <p>Independent Practice: One at a time, participants will perform 2 kneeling dives.</p> <p><u>Part II: Standing Dives</u></p> <p>Instruction/Demonstration: The instructor will explain and demonstrate the key points of the standing dive (i.e. arms glued to ears, chin tucked, streamline, etc.).</p> <p>Guided Practice: One at a time, the instructor will assist participants by helping them get into the proper position for the standing dive and guide them into the water if necessary. Each participant will attempt at least 2 standing dives</p> <p><u>Part III: Colors!</u></p> <p>The group will move to the shallow end. One participant will be chosen as the tagger. They will get out of the water and stand on the edge closest to where the rest of the class is holding on to the wall. The instructor will secretly designate 1-2 swimmers to be specific color. The tagger will then yell out a color. If their color is called, the swimmer must go across the pool. The tagger will turn and jump in if they suspect someone is swimming across. If the tagger catches the swimmer they get a point. Repeat with new taggers. Participant with the most points wins!</p>	<ul style="list-style-type: none"> ✓ If a child is consistently belly flopping, give them a soft toy to hold under their chin ✓ Throughout the session, make sure that every child has the opportunity to be in the tagger type of position
<p>Day #3:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (5 min.): <i>How to Help a Swimmer in Distress</i></p>	
<p>The instructor will review what a distressed swimmer looks like and how a Level 2 swimmer can help them. The instructor and participants will discuss different objects they could use to reach or throw to someone in trouble in water. Do not encourage participants at this level to use their arm or leg as a reaching assist.</p>	
<p>Warm-Up Activity/Review (5 min.): <i>Back Crawl</i></p>	
<p>The instructor will review any aspects of the back crawl that participants struggled with in Day #2. Participants will complete 4 widths of back crawl.</p>	

Stroke Instruction (15 min.): Breaststroke	<ul style="list-style-type: none"> ✓ Use the phrase “Pull, Breathe, Kick, Glide” to teach the timing of the breaststroke ✓ Say each step to the stroke aloud for all participants to hear as they attempt the full stroke
<p>The instructor will explain and demonstrate the following drills on land.</p> <ol style="list-style-type: none"> (1) Whip Kick: With kickboard or in the streamline position, participants will complete 4 widths of the pool whip kicking. (2) Simultaneous Arm Action w/ Flutter Kick: Participants will flutter kick while using the simultaneous arm action used in breaststroke. Complete drill for 4 widths. (3) Breaststroke Timing: The instructor will discuss the timing of the breaststroke and will allow participants to practice the full stroke slowly for 2 widths. 	
Skill Instruction (10 min.): Open Turns on Front	
<p>Participants will complete 3-5 front glides independently and will flutter kick underwater in their streamline. Next, participants will line up at the backstroke flags and will swim front crawl to the shallow end wall. When they reach the wall, participants will touch the wall with both hands, turn their bodies and execute the proper front glide with flutter kick they just practiced.</p>	
Game/Culminating Activity (5 min): Diving & Underwater Swims	
<p>Part I: Standing Dives</p> <p>Instruction/Demonstration: The instructor will review the key points of the standing dive (i.e. arms glued to ears, chin tucked, streamline, etc.).</p> <p>Guided Practice: One at a time, the instructor will assist participants by helping them get into the proper position for the standing dive and guide them into the water if necessary. Each participant will attempt at least 4 standing dives</p> <p>Part II: Underwater Swims</p> <p>The swimmers will push off of the wall underwater and remain underwater for 5 yards. Next, swimmers will push off the wall underwater and swim underwater for 5 yards and at 5 yards, will retrieve a submerged object before returning to the surface.</p>	<ul style="list-style-type: none"> ✓ If a child is entering the water feet first, have them bend at their waist as far as they can before entering the water ✓ For the underwater swims, encourage swimmers to do a bob underwater and then push off of the wall, and try to stay under as long as they are still moving forward. ✓ Have them start off just seeing how far they can go, so you know how close or far to put the submerged object in order to set them up for success. ✓ If they have trouble, put the object closer, or move the activity to a shallower section of the pool and gradually move the object farther away or gradually move the activity towards deeper water.
Day #4:	Teaching Tips:
Water Safety/Rules (5 min.): Reaching Assists	
<p>The instructor will break participants into groups of 2 and will ask for one participant to demonstrate as a victim. The instructor will demonstrate a proper reaching assist to this “victim” with either a rescue tube or a noodle, discussing the key points of the skill. The instructor will give</p>	<ul style="list-style-type: none"> ✓ Remind participants to never go into the water after someone who is in trouble and to always think about their own safety before trying to help with a reaching assist.

<p>each pair a floatation device and allow them to practice 4 reaching assists so each participant gets to be the victim and rescuer twice.</p>	
<p>Warm-Up Activity/Review (5 min.): Whip Kick</p>	<p>✓ Have a competition to see who can glide the furthest and complete the fewest number of strokes</p>
<p>The instructor will review any aspects of the whip kick that participants struggled with in Day #3. Participants will complete 4 widths of whip kick with a kick board or in the streamline position.</p>	
<p>Stroke Instruction (10 min.): Breaststroke & Elementary Backstroke</p>	<p>✓ Use the phrase “Chicken, Airplane, Soldier” to remind children of the phases of the elementary backstroke</p>
<p>Part I: Breaststroke</p> <ol style="list-style-type: none"> (1) Review: The instructor will review the timing of the breaststroke. (2) 1 pull 2 kicks: Participants will one full cycle of the breaststroke arm and leg motion and will then complete a second whip kick after gliding. Complete drill for 2 widths. (3) Breaststroke: Participants will swim 2-4 widths of breaststroke. <p>Part II: Elementary Backstroke</p> <p>The instructor will explain and demonstrate the following drills on land.</p> <ol style="list-style-type: none"> (1) Whip Kick on Back: Participants will hold a kickboard on their chest while whip kicking 2 widths, focusing on their body position in the water. (2) Elem. Back Arm Drill: Participants will complete the normal simultaneous arm action for the elementary backstroke, while using a pull buoy. Complete drill for 2 widths yards. (3) Elementary Backstroke: Participants will swim 25 yards of elementary backstroke. 	
<p>Skill Instruction (10 min.): Feet First Surface Dive & Treading</p>	
<p>Part I: Feet First Surface Dive</p> <p>Instruction: The instructor will discuss the key points of the feet first surface dive (i.e. launch self up, use arms to push self down, etc.).</p> <p>Demonstration: The instructor will demonstrate a feet first surface dive, encourage participants to go underwater to observe.</p> <p>Independent Practice: Participants will practice 3-5 feet first surface dives.</p> <p>Part II: Treading</p> <p>The instructor will review the leg motions (scissors, breaststroke, rotary) that work well for this skill. For 1 minute, participants will tread water using the modified breaststroke kick and return to the wall for a 30 second rest. Repeat with the rotary kick.</p>	<p>✓ If a swimmer is worried that they are not touching the bottom of the pool on their surface dive, move to shallower water so they can be successful!</p>

Game/Culminating Activity (10 min): <i>Diving & Sharks and Minnows</i>	<ul style="list-style-type: none"> ✓ Give each child a noodle so they have to swim on the surface of the water—This way they can become seaweed and tread water in place rather than become extra sharks
<p>Part I: Standing Dives</p> <p>Guided Practice: One at a time, the instructor will assist participants by helping them get into the proper position for the standing dive and guide them into the water if necessary. Each participant will attempt at least 4 standing dives</p> <p>Part II: Sharks and Minnows</p> <p>Participants will remain in the deep end. The instructor will choose one participant to be the shark and send them to the opposite side of the pool. The shark will say, “Minnows, Minnows, Cross my ocean!” The remaining participants will try to swim across the pool without being tagged by the shark. Anyone tagged will become a shark. The last minnow left is the winner!</p>	
Day #5:	Teaching Tips:
Water Safety/Rules (5 min.): <i>Throwing Assist</i>	<ul style="list-style-type: none"> ✓ Remind participants to never go into the water after someone who is in trouble and to always think about their own safety before trying to help with a reaching or throwing assist.
<p>The instructor will break participants into groups of 2 and will ask for one participant to demonstrate as a victim. The instructor will demonstrate a proper throwing assist to this “victim” with a rescue tube, discussing the key points (staggered stance, lean back, etc.). The instructor will give each pair a floatation device and allow them to practice 4 throwing assists so each participant gets to be the victim and rescuer twice.</p>	
Warm-Up Activity/Review (5 min.): <i>Breaststroke</i>	
<p>The instructor will review any aspects of the breaststroke that participants struggled with in Day #4. Participants will complete 4 widths of breaststroke.</p>	
Stroke Instruction (15 min.): <i>Butterfly</i>	<ul style="list-style-type: none"> ✓ Have children pretend they are a dolphin or a mermaid while practicing the dolphin kick ✓ Explain the underwater arm motion as a key shape
<p>The instructor will explain and demonstrate the following drills on land. Participants will use fins for all drills.</p> <ol style="list-style-type: none"> (1) Stationary Chin Circles: Participants will pretend that their chin is a pen and draw a circle with their chin while standing in the shallow. The instructor will challenge them to move their chin without moving their hips. It is nearly impossible! (2) Chin Circles: Participants will move across 1 width of the pool by only completing circles with their chin. They may not kick or move their arms. They may breathe at any time and must stay at the surface of the water. (3) Line Touches: Participants will dive down to the bottom of the pool in the streamline position from within the water and touch a line on the floor. They will then stand up, reset, and repeat until every line across the width has been touched. They should try to keep their legs together while diving down. (4) Dolphin Kick: Participants will combine their chin movement with the body motion of the line touches. They will complete 2 widths of a full dolphin kick. Participants may breathe whenever 	

<p>necessary and can either keep their arms in a streamline or glued to their side.</p> <p>(5) One-Armed Butterfly: The instructor will discuss the key points of the butterfly arms (i.e. key shaped motion, etc.). Participants will complete 2 widths only using their right arm and 2 widths only using their left arm.</p> <p>(6) Butterfly: Participants will swim 2-3 widths of butterfly.</p>	
<p>Skill Instruction (10 min.): Open Turns on Back (Flutter Kick)</p>	
<p>Participants will complete 3-5 back glides independently and will flutter kick underwater in their streamline. Next, participants will line up at the backstroke flags and will swim backstroke to the shallow end wall. When they reach the wall, participants will turn their bodies and execute the proper back glide with flutter kick they just practiced.</p>	<p>✓ Demonstrate an open turn on your back at full speed so visual learners know exactly what you are looking for!</p>
<p>Game/Culminating Activity (5 min): Diving & Free Time</p>	
<p>Part I: Standing Dives</p> <p>Instruction/Demonstration: The instructor will explain the key points of the compact position for diving (i.e. feet together, etc.).</p> <p>Guided Practice: One at a time, the instructor will assist participants by helping them get into the proper position for the compact dive and guide them into the water if necessary. Each participant will attempt at least 4 standing dives in this position.</p> <p>Part II: Free Time</p> <p>For the remainder of the lesson, participants are free to explore the water with other participants by jumping, practicing new skills, playing with toys, or playing water games together.</p>	
<p>Day #6:</p>	<p>Teaching Tips</p>
<p>Water Safety/Rules (10 min.): HELP/Huddle Positions</p>	
<p>The instructor will demonstrate how to properly put on a lifejacket and assist any participant who needs help. The participants and the instructor will jump into the deep end. The instructor will demonstrate the HELP position by curling up into a ball with their face out of the water. Participants will practice this position for 2 minutes. Then, participants and the instructor will form a circle and wrap their arms around each other to practice the Huddle position for 2 minutes.</p>	<p>✓ As you practice each type of position, explain when and why you would use such a thing!</p>
<p>Warm-Up Activity/Review (5 min.): Butterfly</p>	
<p>The instructor will review any aspects of the butterfly that participants struggled with in Day #5. Participants will complete 4 widths of butterfly.</p>	<p>✓ If swimmers struggle with the butterfly, continue to allow them to use fins</p>

Stroke Instruction (10 min.): Sidestroke	✓ Use phrases like “Disco dancing” and “Pick an apple and put it in the basket” to describe the arm motion
<p>The instructor will explain and demonstrate the following drills on land.</p> <ol style="list-style-type: none"> (1) Scissors Kick on Side: Participants will hold a dumbbell on their side while scissor kicking 4 widths, focusing on their body position in the water. Participants may swim on their most comfortable side. (2) Sidestroke Arm Drill: Participants will complete the normal simultaneous arm action for the sidestroke, while using a pull buoy. Complete drill for 2-4 widths. (3) Sidestroke: Participants will swim 3-4 widths of sidestroke. 	
Skill Instruction (10 min.): Survival Swimming & Treading	
<p>Part I: Survival Swimming</p> <p>Instruction: The instructor will describe survival swimming and how it combines the front float and scissors kick into one skill.</p> <p>Demonstration: The instructor will demonstrate 3 strokes of survival swimming for the class. Participants may observe from the deck if it is easier to see.</p> <p>Independent Practice: Participants will attempt to complete ½ width of the pool by survival swimming. Then, together the class will practice survival swimming for 30 seconds straight.</p> <p>Part II: Treading</p> <p>The instructor will review the leg motions (scissors, breaststroke, rotary) that work well for this skill. For 2 minutes, participants will tread water using scissors kick for 1 minute and the leg motion of their choice for the remaining minute.</p>	✓ If you have a child who gets upset when they lose or get out, make this a listening game rather than a game with a winner and loser
Game/Culminating Activity (10 min): Diving & Ship Shore Pool Edition	
<p>Part I: Standing Dives</p> <p>Guided Practice: One at a time, the instructor will assist participants by helping them get into the proper position for the compact dive and guide them into the water if necessary. Each participant will attempt at least 4 standing dives in this position.</p> <p>Part II: Ship Shore</p> <p>Participants will swim to the shallow end and form a line in the middle of the pool. The instructor will explain the movement that goes with each call and allow each participant to practice each move before playing the game. The last person to complete a move or complete a move incorrectly is out and may have free time or watch the remainder of the game. The calls are as follows:</p> <ul style="list-style-type: none"> • Port: Swim to left side of pool • Starboard: Swim to right side of pool 	

<ul style="list-style-type: none"> • Stern: Swim to deep end • Bow: Swim to shallow end • Shark: Swim to any edge and get out fast! • Whale: Float on back and create “blow” (water fountain) with cupped hands or feet • Pirate: Huddle together in middle of pool • Shipwreck: Form human chain from one side of pool 	
Day #7:	Teaching Tips:
Water Safety/Rules (5 min.): Cold Water & Ice Safety	<ul style="list-style-type: none"> ✓ Ask the children for personal experiences or situations that have seen on television that relate
<p>The instructor will discuss the dangers of swimming and going near cold water and ice. They should also explain how to call for help if someone is in trouble in one of these dangerous aquatic environments.</p>	
Warm-Up Activity/Review (5 min.): Scissors Kick	
<p>The instructor will review any aspects of the scissors kick that participants struggled with in Day #6. Participants will complete 4 widths of scissors kick.</p>	
Stroke Instruction (20 min.): All Strokes	<ul style="list-style-type: none"> ✓ Ask for demonstrators for each stroke or allow each child to be the teacher for a stroke
<p>Participants will swim each stroke for 2-4 widths. After observing each stroke, the instructor will address any problem areas with past drills that participants have completed.</p>	
Skill Instruction (5 min.): Open Turns on Back (Dolphin Kick)	<ul style="list-style-type: none"> ✓ If children struggle dolphin kicking on their back, have them practice the skill with a kickboard or dumb bell first
<p>Participants will complete 3-5 back glides independently and will dolphin underwater in their streamline. Next, participants will line up at the backstroke flags and will swim backstroke to the shallow end wall. When they reach the wall, participants will turn their bodies and execute the proper back glide with dolphin kick they just practiced.</p>	
Game/Culminating Activity (5 min): Diving & Free Time	
Part I: Standing Dives	
<p>Instruction/Demonstration: The instructor will explain the key points of the stride position for diving (i.e. feet staggered, etc.).</p> <p>Guided Practice: One at a time, the instructor will assist participants by helping them get into the proper position for the stride dive and guide them into the water if necessary. Each participant will attempt at least 4 standing dives in this position.</p> <p>Part II: Free Time</p> <p>For the remainder of the lesson, participants are free to explore the water with other participants by jumping, practicing new skills, playing with toys, or playing water games together.</p>	

Day #8:	Teaching Tips:
<p>Water Safety/Rules (5 min.): <i>Pool Safety Review</i></p> <p>The instructor will review all of the pool rules and safety topics discussed throughout swim lessons.</p>	<p>✓ Create a game or competition to review the water safety topics</p>
<p>Warm-Up/Review (5 min.): <i>Stroke Choice</i></p> <p>Participants will complete 4-6 widths of the stroke(s) of their choice. They may swim all the same stroke or alternate between several strokes.</p>	
<p>Exit Assessment (15 min.):</p> <p>The instructor will have all participants sit on the edge of the deep end as they listen to the instructions for the exit assessment. After the explanation, all participants will spread out across the wall so they can complete the exit assessment together as the instructor observes from the edge. The exit assessment consists of:</p> <ol style="list-style-type: none"> (1) Complete a feet-first surface dive in the deep end of the pool. Swim underwater to retrieve submerged object (approx. 6-8 feet deep). Return to side of pool. (2) Push off the wall in a streamline position on front. Swim breaststroke for 25 yards. Complete an open turn and swim front crawl with rotary breathing for 25 yards. (3) Push off the wall in a streamline position on back. Swim back crawl for 25 yards. Complete an open turn and swim elementary backstroke for 25 yards. 	<p>✓ If you have a large class, have children form partnerships , allowing one partner to go at a time</p>
<p>Game/Culminating Activity (15 min): <i>Diving & Celebration of Swimming</i></p> <p><u>Part I: Diving</u></p> <p>Participants will independently complete 3 dives of their choice.</p> <p><u>Part II: Celebration of Swimming</u></p> <p>For the remaining 10 minutes, the instructor will allow participants to choose pool games to play. These games may have been completed at swim lessons or may be new to the group. Participants and the instructor will play these games together.</p>	<p>✓ After receiving 2 or 3 ideas for games, have children vote for their choice</p>

SwimKids Swimease Level 5

Day #1:	Teaching Tips:
Water Safety/Rules (5 min.): <i>General Rules</i>	✓ Ask the children for a list of pool rules that they think they need to follow
The instructor will take the participants to the edge of the pool or a specified dry land area to go over general safety rules for the pool. The instructor should be sure to discuss: <ul style="list-style-type: none"> • The location and importance of the lifeguard • No running on the deck • Entering the pool with the ladder facing the pool wall rather than middle of the pool • No diving in the shallow end • Always listen to the instructor and lifeguard • Must hold on to the wall unless the instructor says otherwise 	
Warm-Up Activity (5 min.): <i>Flutter Kick w/ Rotary Breathing</i>	
Participants will flutter kick with a kickboard 25 yards. They may swim with their face in or above the water.	
Stroke Instruction (10 min.): <i>Front Crawl</i>	✓ Use this stage of the lesson to gauge children’s swimming endurance—if they are not tired, bump up Day #2’s drills to lengths rather than widths of the pool
The instructor will explain and demonstrate the following drills on land. <ol style="list-style-type: none"> (1) <i>Alternating Arm Action:</i> With a dumb bell, participants will complete 4 widths of the pool flutter kicking with a slow alternating arm action. Participants must demonstrate rotary breathing and should focus on getting their arms up and out of the water. (2) <i>Thumb Drag:</i> Participants will drag their thumb from their thigh up to their armpit before reaching forward in each front crawl arm stroke. Complete drill for 4 widths. (3) <i>Front Crawl:</i> Participants will swim 50 yards of freestyle, remaining to focus on a smooth, long stroke. 	
Skill Instruction (10 min.): <i>Front Crawl Flip Turns</i>	✓ Remind swimmers to blow bubbles so they do not get water up their nose ✓ Demonstrate the process for each step of the flip turn progression.
The instructor will discuss the key points of a flip turn (i.e. tight somersaults, etc.). In open water in the shallow end, participants will complete 3-5 somersaults.	
Participants will move to about an arm’s length away from the shallow end wall, somersault, and push off the wall while on their back. Repeat 2 times. Participants will move to about an arm’s length away from the wall, somersault, and push off the wall, then turn onto their front. Repeat 2 times.	

<p>Starting at the backstroke flags, participants will swim the freestyle towards the shallow end wall, complete the proper flip turn, and push off the wall in a streamline. Repeat 2 times.</p>	
<p>Game/Culminating Activity (10 min): <i>Diving & Free Time</i></p>	
<p><u>Part I: Diving</u></p> <p>The instructor will review the key points of a shallow angle dive (i.e. tight streamline, not too deep, etc.). Participants will complete 3-5 shallow angle dives with their feet staggered or together. They do not have to kick underwater or complete any strokes.</p> <p><u>Part II: Free Time</u></p> <p>For the remainder of the lesson, participants are free to explore the water with other participants by jumping, diving, swimming for rings, or playing water games together.</p>	<p>✓ Remind swimmers to keep their chin down so they don't belly flop!</p>
<p>Day #2:</p>	<p>Teaching Tips:</p>
<p>Water Safety/Rules (5 min.): <i>Entering the Water Safely</i></p>	
<p>The instructor and participants will discuss why we need to look before we leap and the implications that will occur if this rule is not followed.</p>	<p>✓ Emphasize that the swimmer needs to come to the surface before jumping near the same area</p>
<p>Warm-Up/Review (5 min.): <i>Front Crawl</i></p>	
<p>The instructor will review any aspects of the front crawl that participants struggled with in Day #1. Participants will complete 50 yards of front crawl.</p>	<p>✓ Encourage participants to try completing flip turns while they swim if they are comfortable</p>
<p>Stroke Instruction (10 min.): <i>Back Crawl</i></p>	
<p>The instructor will explain and demonstrate the following drills on land.</p> <ol style="list-style-type: none"> (1) <i>Flutter Kick on Back:</i> Participants will hold a kickboard on their chest while flutter kicking 2 widths, focusing on their body position in the water. (2) <i>Alternating Arm Action:</i> With a dumb bell, participants will complete 2-4 widths of the pool flutter kicking with a slow alternating arm action. (3) <i>L Drill:</i> Participants will use a pull buoy for this drill. Participants will complete the normal alternating arm action for the backstroke, but will hold their arm for 3 seconds when it is perpendicular to the water and forming an "L". Complete drill for 2-4 widths. (4) <i>Backstroke:</i> Participants will swim 25 yards of backstroke. 	<p>✓ Remind participants to be aware of the location of other swimmers as everyone will be swimming on their back and not able to see who is swimming towards them</p> <p>✓ Encourage swimmers to use the lines on the ceiling as a guide for swimming straight</p>

Skill Instruction (10 min.): Feet First Surface Dives & Treading	<ul style="list-style-type: none"> ✓ Place sink toys at the bottom of the pool for surface divers to attempt to grab
<p>Part I: Feet First Surface Dives</p> <p>Participants will move to water at a depth where they cannot touch the bottom. The instructor will review and demonstrate how to perform a feet first surface dive. Participants will attempt a feet first surface dive to the bottom of the pool.</p> <p>Part II: Treading</p> <p>The instructor will review the various arm and leg motions that are appropriate for treading water. Participants will tread water for 2 minutes using their arms and legs.</p>	<ul style="list-style-type: none"> ✓ If children are diving too deeply, have them dive over a noodle! ✓ Give participants Aqua belts and let them play in the deep end
Game/Culminating Activity (10 min): Diving & Water Polo	
<p>Part I: Diving</p> <p>The instructor will review the key points of a shallow angle dive (i.e. tight streamline, not too deep, etc.). Participants will complete 3-5 shallow angle dives with their feet staggered or together. They do not have to kick underwater or complete any strokes.</p> <p>Part II: Water Polo</p> <p>The instructor will break participants into 2 teams and set up 2 kickboards leaning against each other on each side of the shallow end. The goal of the game is to knock down the opposing team's kickboard with a ball by throwing or lobbing it. Teams score 1 point each time they knock down the kickboards. Each team may have one goalie. Horseplay and tackling is not allowed. While playing defense, participants must be an arm's length away from each other. The team with the most points wins!</p>	Teaching Tips:
Water Safety/Rules (5 min.): Recognizing an Emergency and How to Call for Help	
<p>The instructor will discuss the signs that someone is experiencing an emergency and how to call for help in an individual is in trouble (i.e. call 9-1-1, tell an adult, throw them something that floats, etc.).</p>	<ul style="list-style-type: none"> ✓ Remind children to be aware of others as they are swimming to avoid collisions!
Warm-Up/Review (5 min.): Front & Back Crawl	
<p>The instructor will review any aspects of the back crawl that participants struggled with in Day #2. Participants will complete 25 yards of front crawl and 25 yards of back crawl.</p>	<ul style="list-style-type: none"> ✓ Encourage swimmers to glide during the breaststroke by squeezing their legs together and shooting their arms forward
Stroke Instruction (10 min.): Breaststroke	
<p>The instructor will explain and demonstrate the following drills on land.</p> <p>(1) Whip Kick on Front: Participants will hold a kickboard in front of their body while whip kicking 4 widths, focusing on their body position in the water.</p>	

<p>(2) 1 pull 2 kicks: Participants will one full cycle of the breaststroke arm and leg motion and will then complete a second whip kick after gliding. Complete drill for 2-4 widths.</p> <p>(3) Breaststroke: Participants will swim 25 yards of breaststroke.</p>	
Skill Instruction (10 min.): Front Crawl Flip Turns	
<p>Participants will move to about an arm's length away from the shallow end wall, somersault, and push off the on their back. Repeat 3 times.</p> <p>Participants will then move to about an arm's length away from the wall, somersault, and push off the wall, and then turn to their front after their feet leave the wall. Repeat 3 times.</p> <p>Starting at the backstroke flags, participants will swim the freestyle towards the shallow end wall, complete the proper flip turn, and push off the wall in a streamline. Repeat 3 times.</p>	<ul style="list-style-type: none"> ✓ Discuss the importance of a tight fast flip turn in relation to competitive swimming. ✓ Make sure swimmers are comfortable with the flip turn with coming off on their back first before moving on to the full flip turn with coming out on their fronts.
Game/Culminating Activity (10 min): Diving & Free Time	
<p>Part I: Diving</p> <p>Participants will complete 3-5 shallow angle dives with their feet staggered or together. Upon entering the water, they will remain in their streamline and flutter kick to the surface.</p> <p>Part II: Free Time</p> <p>For the remainder of the lesson, participants are free to explore the water with other participants by jumping, diving, swimming for rings, or playing water games together.</p>	
Day #4:	Teaching Tips:
Water Safety/Rules (5 min.): How to Help a Swimmer in Distress	
<p>The instructor will review what a distressed swimmer looks like and how a Level 5 swimmer can help them. The instructor and participants will discuss different objects they could use to reach or throw to someone in trouble in water. Remind participants that even though they are strong swimmers, they should not be entering the water to help someone.</p>	<ul style="list-style-type: none"> ✓ If Level 5 is the first SwimKids Swimease experience for your participants, expand this safety topic by trying out reaching and throwing assists as done in previous levels.
Warm-Up/Review (5 min.): Front Crawl, Back Crawl, & Breaststroke	
<p>The instructor will review any aspects of the breaststroke that participants struggled with in Day #3. Participants will complete 25 yards of breaststroke and 25 yards of back crawl or front crawl.</p>	
Stroke Instruction (15 min.): Butterfly	
<p>The instructor will explain and demonstrate the following drills on land. Participants will use fins for all drills.</p> <p>(1) Stationary Chin Circles: Participants will pretend that their chin is a pen and draw a circle with their chin while standing in the</p>	

<p>shallow. The instructor will challenge them to move their chin without moving their hips. It is nearly impossible!</p> <p>(2) Chin Circles: Participants will move across 1 width of the pool by only completing circles with their chin. They may not kick or move their arms. They may breathe at any time and must stay at the surface of the water.</p> <p>(3) Line Touches: Participants will dive down to the bottom of the pool in the streamline position from within the water and touch a line on the floor. They will then stand up, reset, and repeat until every line across the width has been touched. They should try to keep their legs together while diving down.</p> <p>(4) Dolphin Kick: Participants will combine their chin movement with the body motion of the line touches. They will complete 2 widths of a full dolphin kick. Participants may breathe whenever necessary and can either keep their arms in a streamline or glued to their side.</p> <p>(5) One-Armed Butterfly: The instructor will discuss the key points of the butterfly arms (i.e. key shaped motion, etc.). Participants will complete 2 widths only using their right arm and 2 widths only using their left arm.</p> <p>(6) Butterfly: Participants will swim 25 yards of butterfly.</p>	
<p>Skill Instruction (5 min.): Head First Surface Dives & Treading</p>	
<p>Part I: Head First Surface Dives</p> <p>Participants will move to water at a depth where they cannot touch the bottom. The instructor will explain and demonstrate how to perform a head first surface dive. Then, participants will practice getting their bodies into the pike or tuck position 3 times. After the instructor has observed their proper position, participants will attempt to complete a head first surface dive to the bottom of the pool.</p> <p>Part II: Treading</p> <p>Participants will tread water for 3 minutes using their arms and legs.</p>	<p>✓ If children become fatigued while treading water, let them float on their back for 15 seconds as a rest period.</p>
<p>Game/Culminating Activity (10 min): Diving & Sharks & Minnows</p>	
<p>Part I: Diving</p> <p>Participants will complete 3-5 shallow angle dives with their feet staggered or together. Upon entering the water, they will remain in their streamline and flutter kick to the surface.</p> <p>Part II: Sharks & Minnows</p> <p>Participants will remain in the deep end. The instructor will choose one participant to be the shark and send them to the opposite side of the pool. The shark will say, "Minnows, Minnows, Cross my ocean!" The remaining participants will try to swim across the pool without being tagged by the shark. Anyone tagged will become a shark. The last minnow left is the winner!</p>	<p>✓ Give each child a noodle so they have to swim on the surface of the water—This way they can become seaweed and tread water in place rather than become extra sharks</p>

Day #5:	Teaching Tips:
<p>Water Safety/Rules (10 min.): <i>HELP/Huddle Positions</i></p> <p>The instructor will demonstrate how to properly put on a lifejacket and assist any participant who needs help. The participants and the instructor will jump into the deep end. The instructor will demonstrate the HELP position by curling up into a ball with their face out of the water. Participants will practice this position for 2 minutes. Then, participants and the instructor will form a circle and wrap their arms around each other to practice the Huddle position for 2 minutes.</p>	<ul style="list-style-type: none"> ✓ As you practice each type of position, explain when and why you would use such a thing!
<p>Warm-Up/Review (5 min.): <i>Individual Medley</i></p> <p>The instructor will review any aspects of the butterfly that participants struggled with in Day #4. Participants will complete 25 yards of butterfly, 25 yards of breaststroke, and 25 yards of back crawl or front crawl.</p>	<ul style="list-style-type: none"> ✓ Let the swimmer pick the order of the strokes they swim!
<p>Stroke Instruction (10 min.): <i>Elementary Backstroke</i></p> <p>The instructor will explain and demonstrate the following drills on land.</p> <ol style="list-style-type: none"> (1) <i>Whip Kick on Back:</i> Participants will hold a kickboard on their chest while whip kicking 4 widths, focusing on their body position in the water. (2) <i>Elem. Back Arm Drill:</i> Participants will complete the normal simultaneous arm action for the elementary backstroke, while using a pull buoy. Complete drill for 2-4 widths yards. (3) <i>Elementary Backstroke:</i> Participants will swim 50 yards of elementary backstroke. 	<ul style="list-style-type: none"> ✓ Use the phrase “Chicken, Airplane, Soldier” to remind children of the phases of the elementary backstroke ✓ Have a competition to see who can glide the furthest and complete the fewest number of strokes
<p>Skill Instruction (10 min.): <i>Backstroke Flip Turns</i></p> <p>The instructor will discuss the key points of a backstroke flip turn (i.e. knowing your number of strokes, tight somersaults, etc.).</p> <p>Participants will begin swimming the backstroke slightly before the backstroke flags and will count the number of arm strokes they take before touching the wall. Tell participants to subtract one stroke to figure out the number of strokes they need to take before flipping.</p> <p>Starting slightly before the backstroke flags, participants will swim their number of strokes towards the shallow end wall, complete the proper flip turn, and push off the wall in a streamline. Repeat 2 times.</p>	<ul style="list-style-type: none"> ✓ Help children count their strokes. Sometimes they forget! ✓ After each backstroke flip turn, adjust a child’s stroke number if they were too close or too far away from the wall
<p>Game/Culminating Activity (5 min): <i>Diving & Free Time</i></p> <p><u>Part I: Diving</u></p> <p>Participants will complete 3-5 shallow angle dives with their feet staggered or together. Upon entering the water, they will remain in their streamline and flutter kick to the surface. Once at the surface, they will complete 3 front crawl strokes.</p>	

<p><u>Part II: Free Time</u></p> <p>For the remainder of the lesson, participants are free to explore the water with other participants by jumping, diving, swimming for rings, or playing water games together.</p>	
<p>Day #6:</p>	<p>Teaching Tips</p>
<p>Water Safety/Rules (5 min.): <i>Cold Water & Ice Safety</i></p>	<p>✓ Ask the children for personal experiences or situations that have seen on television that relate</p>
<p>The instructor will discuss the dangers of swimming and going near cold water and ice. They should also explain how to call for help if someone is in trouble in one of these dangerous aquatic environments.</p>	
<p>Warm-Up/Review (10 min.): <i>Individual Medley</i></p>	<p>✓ Discuss what an I.M. is and what order the strokes go in for this race. An I.M. starts with butterfly, then backstroke, then breaststroke, then freestyle.</p>
<p>Participants will complete 75 yards of any of the racing strokes (front crawl, back crawl, breaststroke, or butterfly). Each 25 yard length must be a different stroke.</p>	
<p>Stroke Instruction (10 min.): <i>Sidestroke</i></p>	<p>✓ Use phrases like “Disco dancing” and “Pick an apple and put it in the basket” to describe the arm motion</p>
<p>The instructor will explain and demonstrate the following drills on land.</p> <ol style="list-style-type: none"> (1) <i>Scissors Kick on Side:</i> Participants will hold a dumbbell on their side while scissor kicking 4 widths, focusing on their body position in the water. Participants may swim on their most comfortable side. (2) <i>Sidestroke Arm Drill:</i> Participants will complete the normal simultaneous arm action for the sidestroke, while using a pull buoy. Complete drill for 2-4 widths. (3) <i>Sidestroke:</i> Participants will swim 25 yards of sidestroke. 	
<p>Skill Instruction (5 min.): <i>Sculling & Treading</i></p>	
<p>Participants will move to water at a depth where they cannot touch the bottom. The instructor will discuss the skill of sculling (i.e. what it is, why we use it, etc.). Participants will tread water for 30 seconds and will then float on their back and scull for 30 seconds. Repeat for a total time of 4 minutes.</p>	<p>✓ Give participants boundaries so the tag game does not expand to the entire pool</p>
<p>Game/Culminating Activity (10 min): <i>Diving & Stuck in the Seaweed Tag</i></p>	
<p><u>Part I: Diving</u></p> <p>Participants will complete 3-5 shallow angle dives with their feet staggered or together. Upon entering the water, they will remain in their streamline and flutter kick to the surface. Once at the surface, they will complete 3 front crawl strokes.</p> <p><u>Part II: Stuck in the Seaweed Tag</u></p> <p>The participants will move to the shallow end so all participants can touch the bottom. The instructor will choose one participant as the tagger. If the tagger touches another swimmer, they must stand frozen</p>	

with their legs apart. They can get back in the game if another swimmer submerges and swim through their legs. Repeat with a new tagger.	
Day #7:	Teaching Tips:
Water Safety/Rules (5 min.): <i>Waterfront & Boating Safety</i>	
The instructor will discuss safety topics related to riding on a boat, jet ski, or other water vehicle (i.e. wearing lifejacket, experienced driver, etc.), as well as how to be safe at lakes, ponds, and rivers where lifeguards may not be present (i.e. never go alone, currents, etc.).	
Review (20 min.): <i>All Strokes</i>	
Participants will swim each stroke for 25-50 yards. After observing each stroke, the instructor will address any problem areas with past drills that participants have completed. These drills should be completed by widths of the pool rather than lengths.	✓ Ask for demonstrators for each stroke or allow each child to be the teacher for a stroke
Skill Instruction (10 min.): <i>Backstroke Flip Turns</i>	
The instructor will discuss the key points of a backstroke flip turn (i.e. knowing your number of strokes, tight somersaults, etc.). Starting slightly before the backstroke flags, participants will swim their number of strokes towards the shallow end wall, complete the proper flip turn, and push off the wall in a streamline. Repeat 3-4 times.	✓ If a child's backstroke has become significantly faster and stronger, have them figure out their stroke number again
Game/Culminating Activity (5 min.): <i>Diving & Free Time</i>	
<u>Part I: Diving</u> Participants will complete 3-5 shallow angle dives with their feet staggered or together. Upon entering the water, they will remain in their streamline and flutter kick to the surface. Once at the surface, they will complete 3 front crawl strokes. <u>Part II: Free Time</u> For the remainder of the lesson, participants are free to explore the water with other participants by jumping, diving, swimming for rings, or playing water games together.	
Day #8:	Teaching Tips:
Warm-Up Activity (5 min.): <i>Stroke Choice</i>	
Participants will swim the strokes of their choice for 5 minutes. They may do a different stroke every lap or the same stroke for the whole 5 minutes.	
Exit Assessment (15 min.):	
The instructor will have participants sit on the edge of the deep end in as they listen to the instructions for the exit assessment. After the	

explanation, the instructor will assign 2 participants per each lane. The exit assessment consists of:

- (1) Complete a head-first surface dive in the deep end of the pool. Swim underwater to retrieve 2 submerged objects (approx. 6-8 feet deep). Return to side of pool.
- (2) Dive into the pool in a streamline position on front. Swim front crawl for 50 yards, completing an open or flip turn at the wall.
- (3) Push off the wall in a streamline position on back. Swim back crawl for 50 yards, completing an open or flip turn at the wall.
- (4) Dive into the pool in a streamline position on front. Swim butterfly for 25 yards and breaststroke for 25 yards.

Game/Culminating Activity (15 min): *Treading, Diving & Celebration of Swimming*

Part I: Treading

Participants will tread water for 5 minutes.

Part II: Diving

Participants will independently complete 3 dives of their choice.

Part III: Celebration of Swimming

For the remaining 5 minutes, the instructor will allow participants to have free time. The instructor will pull out different toys such as basketballs, beach balls, etc. that participants have not used in swim lessons or encourage the class to play a game in the water together.

SwimKids Swimease Level 6

Day #1:	Teaching Tips:
Skill Instruction (5 min.): Circle Swimming	<ul style="list-style-type: none"> ✓ Draw a diagram for visual learners to better understand the flow of circle swimming
The instructor will explain the concept of circle swimming to participants including where and when circle swimming is used and how to properly perform the skill.	
Warm-Up Activity (5 min.): Stroke Choice	<ul style="list-style-type: none"> ✓ Briefly review the strokes for participants who have not taken swim lessons in a while
Participants will complete 50 yards of any stroke as a warm-up while circle swimming.	
Stroke Instruction (15 min.): Freestyle	<ul style="list-style-type: none"> ✓ Discuss the key points of the freestyle prior to starting any drills ✓ Give a real-life example of how lifeguards use the freestyle to save their victims to help swimmers see the importance and application of the stroke
<p>The instructor will explain and demonstrate the following drills on land.</p> <ol style="list-style-type: none"> (1) Side Flutter Kick: Participants will hold a dumbbell in one hand and place their other arm on their side and they flutter kick 25 yards on their side. Repeat for 25 yards on the opposite side of the body. (2) Thumb Drag: Participants will drag their thumb from their thigh up to their armpit before reaching forward in each freestyle arm stroke. Complete drill for 50 yards. (3) Three Six Drill: Participants will wear paddles for this drill. Participants will begin by swimming three full freestyle strokes. On the third stroke, they will turn to the side and remain there for 6 flutter kicks. Repeat while alternating sides every 3 strokes. Complete drill for 50 yards. (4) Freestyle: Participants will swim 50 yards of freestyle without paddles, but remaining to focus on a smooth, long stroke rotating from side to side. 	
Turns (10 min.): Freestyle Flip & Open Turns	<ul style="list-style-type: none"> ✓ Remind swimmers to blow bubbles so they do not get water up their nose ✓ Have a child demonstrate who knows how to complete a flip turn
The instructor will discuss the key points of an open turn (i.e. two hand touch, etc.) and will have participants complete 2-3 open turns by swimming freestyle from the backstroke flags towards the shallow end wall.	
The instructor will discuss the key points of a flip turn (i.e. tight somersaults, etc.). In open water in the shallow end, participants will complete 3-5 somersaults.	
<p>Participants will move to about an arm's length away from the shallow end wall, somersault, and push off the wall on their back (Repeat 2 times), and then will do the same thing but will come off the wall and turn onto their front (Repeat 2 times).</p> <p>Starting at the backstroke flags, participants will swim the freestyle towards the shallow end wall, complete the proper flip turn, and push off the wall in a streamline. Repeat 2 times.</p>	

Culminating Activity (5 min): <i>Competitive Starts</i>	✓ Remind swimmers to keep their chin down so they don't belly flop!
The instructor will review the key points of a strong dive (i.e. tight streamline, not too deep, etc.). Participants will complete 3-5 shallow angle dives beginning in a competitive stance with their feet staggered and hands on the edge of the pool.	
Day #2:	Teaching Tips:
Warm-Up Activity (5 min.): <i>Water Aerobics</i>	
Participants will enter the water in the shallow end and complete the following water aerobic activities to the backstroke flags and back. The instructor should demonstrate each activity on land. (4) Skip (5) Side step/Grapevine (6) Jog/Run (7) Back pedal (8) High knees (9) Frankensteins (Kick leg straight in front of body and touch toes)	✓ Ask participants for additional agility-type exercises that they may have done in physical education class or on a sports team
Review (10 min.): <i>Freestyle</i>	
The instructor will review any aspects of the freestyle that participants struggled with in Day #1. Participants will complete 75 yards of freestyle while circle swimming.	✓ Encourage participants to try completing freestyle flip turns while warming-up
Stroke Instruction (15 min.): <i>Backstroke</i>	
The instructor will explain and demonstrate the following drills on land. (1) Flutter Kick on Back: Participants will hold a kickboard on their chest while flutter kicking 50 yards, focusing on their body position in the water. (2) Shoulder Roll: Participants will place their arms at their side and roll each shoulder to their chin while flutter kicking. Complete for 50 yards. (3) L Drill: Participants will use a pull buoy for this drill. Participants will complete the normal alternating arm action for the backstroke, but will hold their arm for 3 seconds when it is perpendicular to the water and forming an "L". Complete drill for 50 yards. (4) Backstroke: Participants will swim 50 yards of backstroke.	✓ Remind participants to be aware of the location of other swimmers as everyone will be swimming on their back and not able to see who is swimming towards them ✓ Encourage swimmers to use the lines on the ceiling as a guide for swimming straight
Endurance Activity (5 min.): <i>Treading</i>	
Participants will move to water at a depth where they cannot touch the bottom. The instructor will review the various arm and leg motions that are appropriate for treading water. Participants will tread water for 4 minutes using their arms and legs.	✓ Tell children to float on their back if they become fatigued while treading
Game (5 min): <i>Water Polo</i>	
The instructor will break participants into 2 teams and set up 2 kickboards leaning against each other on each side of the shallow end.	✓ Give participants Aqua belts and let them play in the deep end

<p>The goal of the game is to knock down the opposing team's kickboard with a ball by throwing or lobbing it. Teams score 1 point each time they knock down the kickboards. Each team may have one goalie. Horseplay and tackling is not allowed. While playing defense, participants must be an arm's length away from each other. The team with the most points wins!</p>	<ul style="list-style-type: none"> ✓ For an added challenge, play this game in the deep end and only allow swimmers to tread water like professional water polo players
<p>Day #3:</p>	<p>Teaching Tips:</p>
<p>Warm-Up Activity (5 min.): Freestyle & Backstroke</p>	
<p>The instructor will review any aspects of the backstroke that participants struggled with in Day #2. Participants will complete 50 yards of freestyle and 25 yards of backstroke while circle swimming.</p>	
<p>Stroke Instruction (15 min.): Elementary Backstroke</p>	
<p>The instructor will explain and demonstrate the following drills on land.</p> <ol style="list-style-type: none"> (1) Whip Kick on Back: Participants will hold a kickboard on their chest while whip kicking 50 yards, focusing on their body position in the water. (2) Elem. Back Arm Drill: Participants will complete the normal simultaneous arm action for the elementary backstroke, while using a pull buoy. Complete drill for 50 yards. (3) Elementary Backstroke: Participants will swim 100 yards of elementary backstroke. 	<ul style="list-style-type: none"> ✓ Use the phrase "Chicken, Airplane, Soldier" to remind children of the phases of the elementary backstroke ✓ Have a competition to see who can glide the furthest and complete the fewest number of strokes
<p>Turns (10 min.): Backstroke Flip & Open Turns</p>	
<ol style="list-style-type: none"> (1) The instructor will discuss the key points of an open turn (i.e. two hand touch, etc) on the back and will have participants complete 2-3 open turns by swimming backstroke from the backstroke flags towards the shallow end wall. (2) The instructor will discuss the key points of a backstroke flip turn (i.e. knowing your number of strokes, tight somersaults, etc.). (3) Participants will begin swimming the backstroke slightly before the backstroke flags and will count the number of arm strokes they take before touching the wall. Tell participants to subtract one stroke to figure out the number of strokes they need to take before flipping. (4) Starting slightly before the backstroke flags, participants will swim their number of strokes towards the shallow end wall, complete the proper flip turn, and push off the wall in a streamline. Repeat 2 times. 	<ul style="list-style-type: none"> ✓ Help children count their strokes. Sometimes they forget! ✓ After each backstroke flip turn, adjust a child's stroke number if they were too close or too far away from the wall

<p>Culminating Activity (10 min): <i>Competitive Starts</i></p> <p>The instructor will discuss the key points of a racing dive for freestyle, breaststroke, and butterfly (i.e. remain in streamline underwater, begin kicking, etc.). Participants will complete 3-5 shallow angle dives beginning in a competitive stance with their feet staggered and hands on the edge of the pool. After entering the water they will flutter kick until reaching the surface.</p>	<ul style="list-style-type: none"> ✓ Bring a whistle or a horn to make the start more realistic for competitive situations
<p>Day #4:</p>	<p>Teaching Tips:</p>
<p>Warm-Up Activity (5 min.): <i>Water Aerobics</i></p> <p>Participants will enter the water in the shallow end and complete the following water aerobic activities to the backstroke flags and back. The instructor should demonstrate each activity on land.</p> <ul style="list-style-type: none"> (10) Skip (11) Side step/Grapevine (12) Jog/Run (13) Back pedal (14) High knees (15) Frankensteins (Kick leg straight in front of body and touch toes) 	<ul style="list-style-type: none"> ✓ Pick a child to be the water aerobics leader from the pool
<p>Review (10 min.): <i>Freestyle</i></p> <p>Participants will complete 100 yards of freestyle with flip turns or open turns while circle swimming.</p>	
<p>Stroke Instruction (15 min.): <i>Breaststroke</i></p> <p>The instructor will explain and demonstrate the following drills on land.</p> <ul style="list-style-type: none"> (1) Whip Kick on Front: Participants will hold a kickboard in front of their body while whip kicking 50 yards, focusing on their body position in the water. (2) 1 pull 2 kicks: Participants will one full cycle of the breaststroke arm and leg motion and will then complete a second whip kick after gliding. Complete drill for 50 yards. (3) Breaststroke: Participants will swim 50 yards of breaststroke. 	<ul style="list-style-type: none"> ✓ Encourage swimmers to glide during the breaststroke by squeezing their legs together and shooting their arms forward
<p>Endurance Activity (5 min.): <i>Treading</i></p> <p>Participants will move to water at a depth where they cannot touch the bottom. Participants will tread water for 4 minutes using their arms and legs. After completing each full minute of treading, the instructor will have participants raise their arms for 5-10 seconds.</p>	<ul style="list-style-type: none"> ✓ If participants find any task hard or unfair, do it with them! Show them that you would never make them do something you wouldn't or couldn't do.
<p>Game (5 min): <i>Volleyball</i></p> <p>The instructor will break the participants into 2 teams and lower the backstroke flags to use as a make shift volleyball net. Participants will attempt to volley a beach ball back and forth over the "net". Play will normal volleyball or Newcomb rules dependent on participants' ability and/or height.</p>	<ul style="list-style-type: none"> ✓ Challenge children to complete a certain number of volleys in a row!

Day #5:	Teaching Tips:
Warm-Up Activity (5 min.): <i>Breaststroke & Backstroke</i>	
<p>The instructor will review any aspects of the breaststroke that participants struggled with in Day #4. Participants will complete 50 yards of backstroke and 50 yards of breaststroke while circle swimming. Participants should complete backstroke flip turns.</p>	
Stroke Instruction (20 min.): <i>Butterfly</i>	
<p>The instructor will explain and demonstrate the following drills on land. Participants will use fins for all drills.</p> <ol style="list-style-type: none"> (1) Stationary Chin Circles: Participants will pretend that their chin is a pen and draw a circle with their chin while standing in the shallow. The instructor will challenge them to move their chin without moving their hips. It is nearly impossible! (2) Chin Circles: Participants will move across 1 width of the pool by only completing circles with their chin. They may not kick or move their arms. They may breathe at any time and must stay at the surface of the water. (3) Line Touches: Participants will dive down to the bottom of the pool in the streamline position from within the water and touch a line on the floor. They will then stand up, reset, and repeat until every line across the width has been touched. They should try to keep their legs together while diving down. (4) Dolphin Kick: Participants will combine their chin movement with the body motion of the line touches. They will complete 2-4 widths of a full dolphin kick. Participants may breathe whenever necessary and can either keep their arms in a streamline or glued to their side. (5) One-Armed Butterfly: The instructor will discuss the key points of the butterfly arms (i.e. key shaped motion, etc.). Participants will complete 25 yards only using their right arm and 25 yards only using their left arm. (6) Butterfly: Participants will swim 50 yards of breaststroke. 	<p>✓ Give children a short break in between drills. Butterfly can be very tiring!</p>
Turns (10 min.): <i>Breaststroke & Butterfly Open Turns</i>	
<p>The instructor will discuss the key points of an open turn (i.e. two hand touch, etc.) for breaststroke and butterfly.</p> <p>Participants will stand an arm's length away from the shallow end wall and perform each step of the open turn as the instructor shouts it out.</p> <p>Participants will move to the backstroke flags and swim breaststroke up to the wall, complete an open turn, and complete at least 1 whip kick underwater. Repeat 2 times.</p>	<p>✓ Use this phrase to create a visual picture of the open turn: Elbow your brother, Call your mom, Brush your hair, Streamline!</p>

<p>Participants will move to the backstroke flags and swim butterfly up to the wall, complete an open turn, and complete dolphin kicks underwater. Repeat 2 times.</p>	
<p>Culminating Activity (5 min): <i>Competitive Starts</i></p>	
<p>Participants will complete 3-5 shallow angle dives beginning in a competitive stance with their feet staggered and hands on the edge of the pool. After entering the water they will flutter kick until reaching the surface and complete 3 freestyle strokes.</p>	<p>✓ If children are diving too deep, have them dive through a hula hoop—It forces them to dive out rather than down</p>
<p>Day #6:</p>	
<p>Warm-Up Activity (5 min.): <i>Water Aerobics</i></p>	
<p>Participants will enter the water in the shallow end and complete the following water aerobic activities to the backstroke flags and back. The instructor should demonstrate each activity on land.</p> <ul style="list-style-type: none"> (16) Skip (17) Side step/Grapevine (18) Jog/Run (19) Back pedal (20) High knees (21) Frankensteins (Kick leg straight in front of body and touch toes) 	<p>Teaching Tips</p>
<p>Review (10 min.): <i>Butterfly & Choice Stroke</i></p>	
<p>The instructor will review any aspects of the butterfly that participants struggled with in Day #5. Participants will complete 150 yards of swimming. 25 yards must be butterfly. The remaining laps may be chosen by participants. They must complete a flip turn or open turn at every wall.</p>	
<p>Stroke Instruction (15 min.): <i>Sidestroke</i></p>	
<p>The instructor will explain and demonstrate the following drills on land.</p> <ol style="list-style-type: none"> (1) Scissors Kick on Side: Participants will hold a dumbbell on their side while scissor kicking 50 yards, focusing on their body position in the water. Participants may swim on their most comfortable side. (2) Sidestroke Arm Drill: Participants will complete the normal simultaneous arm action for the sidestroke, while using a pull buoy. Complete drill for 50 yards. (3) Sidestroke: Participants will swim 50 yards of sidestroke. 	<p>✓ Use phrases like “Disco dancing” and “Pick an apple and put it in the basket” to describe the arm motion</p>
<p>Endurance Activity (5 min.): <i>Treading</i></p>	
<p>Participants will move to water at a depth where they cannot touch the bottom. Participants will tread water for 4-5 minutes using their arms and legs. After completing each full minute of treading, the instructor will have participants raise their arms for 10 seconds.</p>	<p>✓ Have swimmers count aloud as they have holding their arms in the air</p>

Game (5 min): <i>Stuck in the Seaweed Tag</i>	
<p>The participants will move to the shallow end so all participants can touch the bottom. The instructor will choose one participant as the tagger. If the tagger touches another swimmer, they must stand frozen with their legs apart. The can get back in the game if another swimmer submerges and swim through their legs. Repeat with a new tagger.</p>	<ul style="list-style-type: none"> ✓ Give participants boundaries so the tag game does not expand to the entire pool
Day #7:	Teaching Tips:
Warm-Up Activity (5 min.): <i>Choice Stroke</i>	
<p>Participants will complete 150 yards of freestyle, backstroke, breaststroke, and/or freestyle while circle swimming.</p>	
Stroke Instruction/Turns (30 min.): <i>All Strokes & Turns</i>	
<p>Participants will swim each stroke for 50 yards. After observing each stroke, the instructor will address any problem areas with past drills that participants have completed. Flip turns and open turns should be completed on every wall.</p>	<ul style="list-style-type: none"> ✓ Complete some kind of conditioning drill utilizing the pace clock to review each stroke
Culminating Activity (5 min): <i>Competitive Starts</i>	
<p>Participants will complete 3-5 shallow angle dives beginning in a competitive stance with their feet staggered and hands on the edge of the pool. After entering the water they will flutter kick until reaching the surface and complete freestyle for approximately 15 yards.</p>	<ul style="list-style-type: none"> ✓ If swimmers are comfortable with freestyle starts, allow them to try dolphin or whip kicking until reaching the surface
Day #8:	Teaching Tips:
Warm-Up Activity (5 min.): <i>Water Aerobics</i>	
<p>Participants will enter the water in the shallow end and complete the following water aerobic activities to the backstroke flags and back. The instructor should demonstrate each activity on land.</p> <ul style="list-style-type: none"> (22)Skip (23)Side step/Grapevine (24)Jog/Run (25)Back pedal (26)High knees (27)Frankensteins (Kick leg straight in front of body and touch toes) 	
Exit Assessment (20 min.):	
<p>The instructor will have participants sit on the edge of the deep end in as they listen to the instructions for the exit assessment. After the explanation, the instructor will assign 2 participants per each lane. The exit assessment consists of:</p> <ul style="list-style-type: none"> (1) Dive into the pool in a streamline position on front. Swim front crawl for 100 yards, completing a flip turn at each wall. (2) Push off the wall in a streamline position on back. Swim back crawl for 100 yards, completing a flip turn at each wall. 	

<p>(3) Dive into the pool in a streamline position on front. Swim butterfly for 50 yards and breaststroke for 50 yards, completing an open turn at each wall.</p>	
<p>Culminating Activity (15 min): <i>Celebration of Swimming</i></p>	<p>✓ Get in the pool and have some fun with your swimmers on the last day!</p>
<p>The instructor will allow participants to choose pool games to play. These games may have been completed at swim lessons or may be new to the group. Participants and the instructor will play these games together.</p>	

SwimKids Swimease Swim & Stay Fit

Day #1:
Warm-Up (10 minutes)
<ul style="list-style-type: none"> • Jumping Jacks (x20), Push-Ups (x10), Sit-Ups (x15), Arm Circles (x10) • Static Stretching • 100 yards Free (timed-write down for last class)
Work-Out (45 minutes)
<ul style="list-style-type: none"> • Freestyle <ul style="list-style-type: none"> ○ 50 yards flutter kick on front with flippers (kickboard) ○ 50 yards flutter kick on side with flippers (switch sides after 25 yards) ○ 50 yards 4 count drill: Flutter kick on side for 4 kicks, arm stroke, and switch sides, repeat ○ 50 yards thumb drag drill • Conditioning: Pace Clock Practice <ul style="list-style-type: none"> ○ 5 x 50 freestyle (45 sec. rest between sets) • Freestyle Flip Turns • Diving & Competitive Starts
Cool-Down (5 minutes)
<ul style="list-style-type: none"> • 50 yards choice • Static stretching in shallow end
Day #2
Warm-Up (10 minutes)
<ul style="list-style-type: none"> • Shallow End: Jog, Skip, Side step, Lunges, Leg kicks, Scissors kicks, Heel lifts • 100 yards choice
Work-Out (45 minutes)
<ul style="list-style-type: none"> • Backstroke <ul style="list-style-type: none"> ○ 50 yards flutter kick on back (with kickboard or streamline) ○ 50 yards shoulder roll drill ○ 50 yards 4 count drill on back ○ 50 yards L drill • Conditioning: Ladders <ul style="list-style-type: none"> ○ 25, 50, 75 yards freestyle ○ 25, 50, 75 yards backstroke • Treading water for 4 minutes • Ship, Shore Pool Edition
Cool-Down (5 minutes)
<ul style="list-style-type: none"> • Static stretching in shallow end

Day #3
Warm-Up (10 minutes)
<ul style="list-style-type: none"> • Jumping Jacks (x20), Push-Ups (x10), Sit-Ups (x15), Arm Circles (x10) • Static Stretching • 150 yards choice
Work-Out (45 minutes)
<ul style="list-style-type: none"> • Breaststroke <ul style="list-style-type: none"> ○ 50 yards whip kick with kickboard ○ 50 yards 2 pulls, 1 kick ○ 50 yards 1 pull, 2 kicks ○ 50 yards 1 up, 1 under—Focus on coming out of water ○ 50 yards gliding competition • Conditioning: Pyramid <ul style="list-style-type: none"> ○ 25 yards Free, 50 yards Back, 75 yards Breast, 50 yards Back, 25 yards Free • Backstroke Flip Turns • Dives & Competitive Starts
Cool-Down (5 minutes)
<ul style="list-style-type: none"> • 75 yards choice • Static stretching in shallow end
Day #4
Warm-Up (10 minutes)
<ul style="list-style-type: none"> • Shallow End: Jog, Skip, Side step, Lunges, Leg kicks, Scissors kicks, Heel lifts • 150 yards choice
Work-Out (45 minutes)
<ul style="list-style-type: none"> • Butterfly <ul style="list-style-type: none"> ○ 50 yards butterfly body motion (chin movement & line dives) ○ 50 yards dolphin kick ○ 50 yards 1 armed butterfly (25 right, 25 left) ○ 50 yards 1 + 1 + 1 (1 right, 1 left, 1 both) • Conditioning: Intervals <ul style="list-style-type: none"> ○ 7 x 50 (30 sec. rest) –I.M., Last 3 choice • Treading water for 4 minutes (2 minutes LEGS ONLY) • Water Obstacle Course
Cool-Down (5 minutes)
<ul style="list-style-type: none"> • Static stretching in shallow end
Day #5
Warm-Up (10 minutes)
<ul style="list-style-type: none"> • Jumping Jacks (x20), Push-Ups (x10), Sit-Ups (x15), Arm Circles (x10) • Static Stretching • 150 yards choice

Work-Out (45 minutes)
<ul style="list-style-type: none"> • Kicking <ul style="list-style-type: none"> ○ Kicking vertically against the wall ○ 50 yards flutter kick on front with kickboard ○ 50 yards flutter kick on back in streamline • Freestyle Drills <ul style="list-style-type: none"> ○ 50 yards fist swimming—Focus on body motion ○ 50 yards catch-up drill ○ Freestyle Golf (50 x 4)—Add # of strokes to 50 yd. time • Breaststroke & Butterfly Turns • Competitive Starts/Conditioning: Sprints (25 yards sprint, 2 min. rest) <ul style="list-style-type: none"> ○ 2 I.M.s
Cool-Down (5 minutes)
<ul style="list-style-type: none"> • 50 yards choice • Static stretching in shallow end
Day #6
Warm-Up (10 minutes)
<ul style="list-style-type: none"> • Shallow End: Jog, Skip, Side step, Lunges, Leg kicks, Scissors kicks, Heel lifts • 150 yards choice
Work-Out (45 minutes)
<ul style="list-style-type: none"> • Kicking <ul style="list-style-type: none"> ○ 50 yards flutter kick on back ○ 50 yards butterfly kick on back • Backstroke <ul style="list-style-type: none"> ○ 50 yards 1 armed back (25 yards right, 25 yards left) ○ 50 yards catch-up on back ○ 50 yards long axis combo drill (4 strokes free, 4 strokes back) • Conditioning: Long Distance Swim-2 x 200 <ul style="list-style-type: none"> ○ 100 free, 100 breast ○ 100 back, 100 choice • Water Polo
Cool-Down (5 minutes)
<ul style="list-style-type: none"> • Static stretching in shallow end
Day #7
Warm-Up (10 minutes)
<ul style="list-style-type: none"> • Jumping Jacks (x20), Push-Ups (x10), Sit-Ups (x15), Arm Circles (x10) • Static Stretching • 200 yards choice

Work-Out (45 minutes)
<ul style="list-style-type: none"> • Kicking 100 yards breaststroke & dolphin kick • Breaststroke/Butterfly <ul style="list-style-type: none"> ○ 50 yards 2 count glide drill (glide for 2 sec. before next stroke) ○ 50 yards breast arms, dolphin kick ○ 50 yards 3 kick 1 pull ○ 50 yards 2 strokes breast, 2 strokes fly • Conditioning: Broken 200 IM (Flip turns!) <ul style="list-style-type: none"> ○ 50 yard back sprint, 50 yard back easy, 1 min rest ○ 50 yard fly sprint, 50 yard dolphin kick, 1 min rest ○ 50 yard breast sprint, 50 yard breast easy, 1 min rest ○ 50 yard free sprint, 50 yard free easy • Dives and Competitive Starts x 4 (about 50 yards)
Cool-Down (5 minutes)
<ul style="list-style-type: none"> • 50 yards choice • Static stretching in shallow end
Day #8
Warm-Up (10 minutes)
<ul style="list-style-type: none"> • Shallow End: Jog, Skip, Side step, Lunges, Leg kicks, Scissors kicks, Heel lifts • 200 yards choice
Work-Out (45 minutes)
<ul style="list-style-type: none"> • Swim Meet <ul style="list-style-type: none"> ○ 100 yard Freestyle ○ 100 yard IM ○ 100 yard Breast ○ 50 yard Butterfly ○ 50 yard Backstroke ○ 50 yard Freestyle • Other Competitions <ul style="list-style-type: none"> ○ Horse Race ○ Biggest Splash ○ Smallest Splash ○ Best Dive
Cool-Down (5 minutes)
<ul style="list-style-type: none"> • Static stretching in shallow end

Swim & Stay Fit Miles:

1670 yards = 1 mile	
<u>Day #1</u> 600 yards	<u>Day #2</u> 600 yards
<u>Day #3</u> 700 yards	<u>Day #4</u> 700 yards
<u>Day #5</u> 800 yards	<u>Day #6</u> 800 yards
<u>Day #7</u> 800 yards	<u>Day #8</u> 650 yards

Ship Shore Pool Edition:

Port: Swim to left side of pool

Starboard: Swim to right side of pool

Stern: Swim to deep end

Bow: Swim to shallow end

Shark: Swim to any edge and get out fast!

Whale: Float on back and create "blow" (water fountain) with cupped hands or feet

Pirate: Huddle together in middle of pool

Shipwreck: Form human chain from one side of pool

Water Obstacle Course:

Obstacle 1: Dive/jump in and retrieve 2 rings from the bottom of the deep end.

Obstacle 2: Swim through underwater hula hoops.

Obstacle 3: Score a basket in the basketball hoop from in the water.

Obstacle 4: Complete 3 somersaults in the shallow end.

Obstacle 5: Find the duck with the correct number and get out of the pool!

SwimKids Swimease Lifeguard Prep

Day #1:	Teaching Tips:
Discussion (5 min.): Skill Assessment	<ul style="list-style-type: none"> ✓ Lead this discussion before the participants enter the pool and assess their knowledge of aquatics safety, as well as informing them of any pool safety tips they may not have realized.
<p>Ask participants what strokes they know, if they are able to get to the bottom of the 10 foot deep pool, what pool safety rules they can tell the instructor, ask if they have any interest teaching swim lessons at some point, ask how long they can tread water for.</p>	
Warm-Up Activity (5 min.): Surface Dives	<ul style="list-style-type: none"> ✓ Briefly review process for surface dives. ✓ Then demonstrate a surface dive, and make sure each swimmer understands what to do.
<p>Have each swimmer do feet first surface dives, 3 in each depth past 5 feet. Start where the water is just over the swimmers' heads and work down towards the 10 feet deep section.</p>	
Stroke Assessment (20-25 min.):	<ul style="list-style-type: none"> ✓ Briefly review the strokes for participants who have not taken swim lessons in a while as well as demonstrating each stroke. ✓ Review process for efficient water treading and demonstrate. ✓ After each task, provide constructive feedback on how it looked, what to improve upon in the future.
<p>Participants will complete one length (25 yards) of each stroke so the instructor can assess. Include freestyle, backstroke, breaststroke, butterfly, elementary backstroke and sidestroke.</p> <p>Have the swimmers tread water for 2-5 minutes.</p>	
Stroke Refinement (15-20 min.): Drills	<ul style="list-style-type: none"> ✓ Give a real-life example of how lifeguards use some of these strokes to save their victims to help swimmers see the importance and application of the stroke, example: breaststroke kick for recovery or to get to a victim.
<p>The instructor will explain the following drills:</p> <ol style="list-style-type: none"> (1) Start with kicking with a kickboard, doing 50 yards for each stroke (2) Have the swimmers do 50's of each stroke, and if their endurance allows have the swimmers do 75's of each stroke, to assess how their stroke looks when they begin to become fatigued 	
Day #2:	Teaching Tips:
Warm-Up Activity (5 min.): Poly Trail	<ul style="list-style-type: none"> ✓ Assign a color to each swimmer if possible or have them get a specific number of spots. ✓ Move the activity to shallower water if they are having difficulty getting them off of the bottom in deep water.
<p>Place poly spots on the bottom of the pool going from one side to the other width wise in a pattern and have the swimmers surface dive down to get them. You can have them surface dive for each one or make it a goal to get at least two poly spots while at the bottom before resurfacing for a breath.</p>	

<p>Review (10 min.): Stroke Review</p>	
<p>Have the swimmers tell the instructor what strokes they swam last class, and when it would be a good idea to use each of them (example: breaststroke for recovery or lifesaving and butterfly for recreation)</p> <p>Have the swimmers do a 25, 50, 25 of each stroke.</p>	<ul style="list-style-type: none"> ✓ Explain that they will be doing a pyramid of each of the strokes, and tell them the pyramid means they go up and then back down with the distance, the 25, the 50, and then a 25 again
<p>Stroke Instruction (15 min.): Drills</p>	
<p>(1) Introduce the five-stroke, five-count on side drill for freestyle and have swimmers do four 50's of this.</p> <ul style="list-style-type: none"> • Swimmers will take 5 freestyle strokes, roll to their side leaving the arm that took the last stroke out in front of them, head resting on that arm, and kick on that side for 5 seconds before rolling back onto their front and repeating the process, starting with the opposite arm so they will end up on the opposite side as the first time. <p>(2) Introduce the five-stroke, five-count on side drill for backstroke and have swimmers do four 50's of this.</p> <ul style="list-style-type: none"> • Swimmers will take 5 backstroke strokes, roll to their side while remaining slightly on their back, head resting on the arm that took the last stroke out in front of them, and will kick on that side for 5 seconds before rolling onto back and beginning 5 more strokes, starting with the opposite arm. <p>(3) Have the swimmers do alternating 50's of freestyle and backstroke and within each 50, do the first length drill and the second length full stroke to apply the drill to the full stroke.</p>	<ul style="list-style-type: none"> ✓ Explain that the purpose of the drill is to elongate the swimmer's stroke and to ensure that they can swim more efficiently. ✓ For backstroke, make sure instructor is at the end of the pool to ensure swimmers don't hit the wall while concentrating on the drill. ✓ For the alternating 50's, make sure the instructor explains the drill again and that each swimmer understands to do the first length of each 50 drill, and the second length of each 50 with the full stroke.
<p>Endurance Activity (5 min.): Treading</p>	
<p>Participants will move to water at a depth where they cannot touch the bottom. The instructor will review the various arm and leg motions that are appropriate for treading water. Participants will tread water for 2.5 minutes using their arms and legs, give the swimmers a break at 2 minutes and 30 seconds, and talk about more efficient ways to tread water, then have the swimmers tread for another 2.5 minutes.</p>	<ul style="list-style-type: none"> ✓ Instruct participants to make sure they use a slow and steady treading technique as they will be treading water for longer than they did last class. ✓ Explain and demonstrate efficient treading to the swimmers both before they start, and in between the treading.
<p>Game (5 min): Water Polo</p>	
<p>The instructor will break participants into 2 teams and set up 2 kickboards leaning against each other on each side of the shallow end. The goal of the game is to knock down the opposing team's kickboard with a ball by throwing or lobbing it. Teams score 1 point each time they knock down the kickboards. Each team may have one goalie. Horseplay and tackling is not allowed. While playing defense, participants must be an arm's length away from each other. The team with the most points wins!</p>	<ul style="list-style-type: none"> ✓ Give participants Aqua belts and let them play in the deep end ✓ For an added challenge, play this game in the deep end and only allow swimmers to tread water like professional water polo players

Day #3:	Teaching Tips:
<p>Skill Instruction (5 min.): Streamline</p> <p>The instructor will talk about the importance of streamline during lap swimming, telling the swimmers that it helps you to go further underwater using less effort, and that they should be doing a streamline every time they push off of the wall, no matter what stroke. Have them push off of the wall once for each stroke (freestyle, backstroke, butterfly, breaststroke) and try 5 strokes of each stroke first without a streamline and see how far they get, then have them do the same thing, but with a streamline each time.</p>	<ul style="list-style-type: none"> ✓ The instructor should explain that the proper form for streamline is hand over hand, and arms squeezing the head. ✓ The instructor should then demonstrate the streamline, and show the swimmers how to angle their body up to the surface of the water to break the surface and begin taking strokes.
<p>Warm-Up Activity (5 min.): Walk a Lap and Brick Swim</p> <p>Have the swimmers start off in the shallow end, walking in the pool around the perimeter. When they get to where they can no longer touch they will “run” in the water, keeping forward progression around the pool until they get back to the shallow end.</p> <p>Instruct them on how to keep forward motion while “running” once they cannot touch the bottom by having them pump their arms and use their whole body to move forward and taking big steps with legs.</p> <p>Have each swimmer do a surface dive to the bottom of the pool in 10 feet, and retrieve the brick once, bring it to the surface and then drop it.</p> <p>Next, have each swimmer bring the brick to the surface from the 10 feet deep section, and then swim it to the shallow end.</p>	<ul style="list-style-type: none"> ✓ Begin by explaining the activity, but then the instructor will need to demonstrate the running in the deep water so the swimmers see what it is supposed to look like. ✓ Have the swimmers start with one lap and see how easy or difficult it is for them, and have them do 1-2 more laps. ✓ Have the swimmers start from shallow end at “the top” of the pace clock and see how long it takes them to finish one lap. ✓ Make sure each swimmer understands that they can drop the brick at any time if they find themselves struggling, or if it begins to feel like it is dragging them down.
<p>Stroke Refinement (15 min.): Drills</p> <ol style="list-style-type: none"> (1) Introduce breaststroke pull with butterfly kick drill and have the swimmers do four 50's of this drill. <ul style="list-style-type: none"> • The purpose of this drill is to work on the breaststroke pull while incorporating the slight body wave motion that is needed for efficient breaststroke. (2) Introduce the dolphin kick while breathing every stroke drill, and have the swimmers do two 50's of this drill. <ul style="list-style-type: none"> • The purpose of this drill is to work on making the breath a natural part of the stroke that does not disrupt the rhythm of the stroke. (3) Have the swimmers do four 50's of each drill. The first length they will use the drill and the second length they will apply the drill to the full stroke. 	<ul style="list-style-type: none"> ✓ For the breaststroke pull with butterfly kick the swimmers will start out doing a dolphin kick, and will use their breaststroke pull, making sure they breathe every stroke as they normally would for breaststroke. ✓ Instruct swimmers to “sneak” a breath for both the breaststroke and the butterfly to keep their stroke moving fluidly. Tell the swimmers their goal is to keep their head still and use the dolphin body wave to move their head out

	of the water instead of lifting their head up.
Turns (10 min.): Flip Turns	
<p>(1) Work on flip turns in the shallow end where the swimmers can touch the bottom starting with floating flip drill. Swimmers float on stomachs, face in water and wait for instructor to count to three and then do one front flip as fast as they can and stand up.</p> <p>(2) The next progression of this drill would be to have the swimmers flip and then push off of the bottom with a streamline, simulating pushing off of the wall after a flip.</p> <p>(3) Once the swimmers feel comfortable with this, move on to trying the flip turn on the wall, but have them swim in on their front, and come off of the wall on their backs in order to get comfortable with the skill before having them do a full flip turn.</p> <p>(4) Have the swimmers try the full flip turn: swim in freestyle and after pushing off of the wall, swim out freestyle.</p>	<ul style="list-style-type: none"> ✓ Make sure the swimmers blow air out of nose throughout the flip, so they don't get water up their noses during the turn. ✓ Make sure not to move on to the next progression until each swimmer feels comfortable and confident with each step.
Culminating Activity (5 min): Relay Race	
Have the swimmers complete two relay races of 50's of freestyle. While doing this, the instructor can time them to see if they can beat their time the second round. Next, have the swimmers complete two relay races of 50's of breaststroke with the same goal.	<ul style="list-style-type: none"> ✓ Swimmers may start in the water or dive in. ✓ Make sure to give adequate rest in between each race.
Day #4:	Teaching Tips:
Warm-Up Activity (10 min.): Water Aerobics	
<p>Using the aqua jogger belts, complete intervals of 30 seconds for each exercise, with rest in between the completion of the first full set of exercises and the second round.</p> <ul style="list-style-type: none"> • Running in place(remain stationary while running in place) • Cross country ski (straight arms, straight legs, scissor legs forward and backward from the hip, leading with toes, coordinate arms and legs as in cross country skiing) • Straight leg toe touch (vertical position, legs straight and bringing one at a time up to the surface and reach for leg with opposite arm, then bring leg back down and repeat with other) • Open and close (bring legs apart and arms away from sides to surface of water, then close legs and bring arms back down to sides) • Jack knife (slightly recline in water with hips submerged, legs out with toes up making a V with your body, curl forward with torso, and reach for legs with arms, lean back and repeat) 	<ul style="list-style-type: none"> ✓ Instruct the swimmers to try their best to stay in the same spot in the water. ✓ Let them know that we will do 30 seconds of each and then the instructor will let them rest while he or she explains the next move.

<p>Review (5-10 min.): Butterfly and Breaststroke</p>	<ul style="list-style-type: none"> ✓ Make sure to remind the swimmers to think about why we do each drill and to apply what they do in the first length to the second full stroke length.
<p>The swimmers will complete two 50's of each drill from the last class, breaststroke pull with butterfly kick, and dolphin kick breathe every stroke.</p> <p>For each 50, have the swimmers do the first length using the drill, and the second length using full stroke to apply the drill to the full stroke.</p>	
<p>Stroke Instruction (15 min.): Drills</p>	<ul style="list-style-type: none"> ✓ Make sure to explain how the drill will relate to the full stroke. ✓ For the first drill tell them it is to work on their flip turn technique. ✓ For the second drill, tell them it is to incorporate side to side rolling in their freestyle which will make them more efficient and therefore use less energy. ✓ For the third drill, tell them it is to incorporate side to side rolling in their backstroke which will make them more efficient and therefore use less energy.
<p>(1) Introduce the five stroke flip drill, where the swimmers will take five freestyle strokes and then do a front flip in the water and then continue swimming in the same direction. Swimmers will complete 5 lengths of this drill. Next have swimmers do three 50's with the first length using this drill and the second using full stroke freestyle.</p> <p>(2) Introduce the shoulder roll drill for freestyle, where the swimmers will kick on their side with hands at sides. They can have their heads turned to the side to breathe but must put their face in the water and look down at the bottom of the pool before rolling to their other side. They will do 5 kicks on their left side and then switch to their right side and do 5 kicks there, and will repeat for the whole length of the pool. Swimmers will complete 5 lengths of this drill. Next have the swimmers do three 50's with the first length using this drill and the second length using full stroke freestyle.</p> <p>(3) Introduce the shoulder roll drill for backstroke, where the swimmers will kick on their backs with hands at sides. They will do 5 kicks on their left side, roll the shoulder, and do 5 kicks on their right side, and repeat for the whole length of the pool. Swimmers will complete 5 lengths of this drill. Next have the swimmers do three 50's with the first length using this drill and the second length using backstroke.</p>	
<p>Endurance Activity (5 min.): Ladders</p>	<ul style="list-style-type: none"> ✓ Let the swimmers know that a ladder is when you go up in distance such as the 25, 50, 75, 100 and do not go back down.
<p>Have the swimmers do a ladder of 25, 50, 75, 100 of freestyle, and then do the same for breaststroke, in order to build their endurance of strokes they would be using if they were to do the lifeguarding swim test.</p>	
<p>Game (5 min): Pulse</p>	<ul style="list-style-type: none"> ✓ For variations on the game, the swimmers can cross their arm over the person next to them on either side and instead of the slap going to the next person; it goes to the next hand.
<p>Swimmers will get into a small circle while treading water and will play pulse, slapping their hand on the water to send the pulse to the next person, and it will travel around the circle in the same direction until someone double slaps the water, which will reverse the pulse.</p>	

Day #5:	Teaching Tips:
<p>Warm-Up Activity (5 min.): Board Push</p> <p>The swimmers will partner up and each pair will have one kickboard. They will grab onto opposite sides of the board and start in the middle of the deep end each facing opposite sides of the deep end, but facing each other. The instructor will count to three and they will both begin kicking as hard as they can. They will start with flutter kick, and they will do that 5 times, trying to see who can kick their board and partner to the other wall. Next they will use breaststroke kick to see who can kick their board and partner to the other side of the deep end.</p>	<ul style="list-style-type: none"> ✓ The purpose of this activity is to show the swimmers that it can be difficult to move another person in the water, but it will show them which kick can be more powerful, and which kick can allow you to kick for a longer period of time.
<p>Stroke Instruction (25 min.): Drills</p> <p>Breaststroke and Butterfly:</p> <ol style="list-style-type: none"> (1) Introduce dolphin kick superman drill, have the swimmers do dolphin kick with a streamline, and complete two 50's of this drill. For the dolphin kick superman drill, have the swimmers slightly separate the arms by sweeping them out to the side when they need to breathe and then put their head back down and resume streamline position (2) Introduce the double kick breaststroke drill, have the swimmers complete two 50's of this drill. For the double kick breaststroke drill, have the swimmers take their first stroke of breaststroke, but once they finish the kick, have them stay under water in the streamline position to do the second kick, making sure they do not start the second kick until they count to two with their legs together for the glide. (3) Have the swimmers complete four 50's of each drill. For each 50, the swimmers will swim the first length using the drill, and the second length, have them use the full stroke while applying the drill to the full stroke. 	<ul style="list-style-type: none"> ✓ The purpose of the dolphin kick superman drill is to work on making the breath a natural part of the stroke that does not disrupt the rhythm of the stroke and to be able to do so while your arms are in front of you. ✓ The purpose of the double kick breaststroke drill is to focus on the glide portion of the breaststroke kick by trying to go farther underwater with each kick and glide.
<p>Turns (5 min.): Breaststroke Turns and Freestyle Flip Turns</p> <ol style="list-style-type: none"> (1) Have the swimmers start with the flip turn, doing 5 each of the flip turn drills. <ul style="list-style-type: none"> • Floating flip drill (25 yards) • Floating flip with a streamline jump (standing in shallow end) • Flip turn on the wall, coming out on their back (start from flags, swim in and flip, push off of wall stop at flags) • Flip turn on the wall, coming out on their front (start from flags, swim in and flip, push off of wall stop at flags) (2) Have the swimmers work on efficient breaststroke turns, completing 5 each of the drills below. <ul style="list-style-type: none"> • Two handed touch open turn slow motion (start from flags, swim in and turn, push off of wall stop at flags) 	<ul style="list-style-type: none"> ✓ The instructor will demonstrate these drills again for the class to show the proper form. ✓ The instructor will demonstrate the breaststroke turn, and explain that they are to touch with two hands at the same time, and bring one elbow down towards their side, and the other arm up towards their head, (ex. like they are answering the phone), lean back towards the side with the arm by their side, and while bringing the other arm over their head and still leaning back, bring their arms into a streamline and push off of the wall on their side and turn onto their front.

<ul style="list-style-type: none"> Two handed touch open turn regular speed (start from flags, swim in and turn, push off of wall stop at flags) <p>(4) Have the swimmers complete 2 mid-pool 50's.</p> <ul style="list-style-type: none"> Two handed touch open turn at regular speed, swimming a 50 from the middle of the pool. 	<ul style="list-style-type: none"> For the mid-pool 50's swimmers will start at the middle and swim to shallow end, do a turn, swim to the deep end, do a turn, and swim back to the middle and stop.
Culminating Activity (10 min): Challenge	
<p>The swimmers will complete four 100's with 30 seconds of rest between each. The first two 100's will be freestyle, the third 100 will be breaststroke, and the last 100 will be a 50 of freestyle and a 50 of breaststroke.</p>	<ul style="list-style-type: none"> Time them and write it down to keep track of their improvements. Tell them they should try to swim as efficiently as they can so they don't get too tired at the beginning.
Day #6:	
Skill Instruction (5 min.): Dolphin Kick With Streamline	
<p>Introduce the concept of doing a dolphin kick with the underwater streamline portion of the freestyle, backstroke, and butterfly.</p> <p>Have the swimmers push off of the wall underwater and go to the flags with a streamline while dolphin kicking.</p> <p>Next have the swimmers push off of the wall underwater and go to the flags and then break the surface, and do 3 strokes. Have them do this twice for each stroke (freestyle, backstroke, and butterfly).</p>	<ul style="list-style-type: none"> The instructor will demonstrate the dolphin kick with streamline for the swimmers. Make sure to instruct the swimmers to angle themselves up towards the surface with their streamline to be able to break the surface properly.
Review (10 min.):	
<p>Dolphin kick superman drill: Have the swimmers do two 50's of this drill, first length using the drill and second length using full stroke butterfly.</p> <p>Double kick breaststroke drill: Have the swimmers do two 50's of this drill, first length using the drill and second length using full stroke breaststroke.</p> <p>Breaststroke underwater: Have the swimmers do two 25's of this drill.</p>	<ul style="list-style-type: none"> Make sure the swimmers do at least 3 full strokes of breaststroke underwater before coming up for a breath in order to get the benefits of the drill. This will also help to build their endurance by having them work on breath control.
Stroke Instruction (15 min.):	
<ol style="list-style-type: none"> Breathe every 3 strokes with pull buoy <ul style="list-style-type: none"> Have swimmers do two 50's freestyle using a pull buoy, and instruct them to breathe every 3 strokes. Breathe every 5 strokes with a pull buoy. <ul style="list-style-type: none"> Have swimmers do two 50's freestyle using a pull buoy, and instruct them to breathe every 5 strokes. Breaststroke pullouts: Push off underwater on your front, with a streamline and glide for at least 3 seconds. Then pull both arms down all the way to your side simultaneously and glide for another 3 seconds. Next, bring your arms up, back to a streamline in a similar motion to the breaststroke pull, up your 	<ul style="list-style-type: none"> Demonstrate how to use a pull buoy, and explain that it should be between your legs, halfway between your hip and knee. Explain the purpose of using a pull buoy, which is to focus on your pull and not have to think about their kick. Demonstrate and explain the breaststroke underwater pullout.

<p>middle. As your arms come up, you do 1 breaststroke kick to bring yourself to the surface and as you break the surface, do a pull, a breath and a kick.</p> <ul style="list-style-type: none"> • Have the swimmers do 5 pullouts to the flags and stop • Have the swimmers do 5 pullouts to the flags and then break the surface with their first stroke. 	
<p>Endurance Activity (5 min.): Brick Tread</p>	<p>✓ Make sure to let swimmers know they may drop the brick at any time if it becomes too difficult or if it feels like they are being pulled down by it.</p>
<p>For this activity, each swimmer will get a chance to tread water while holding the diving brick. One at a time, they will hold onto the brick in the deep end and tread water for 30 seconds with the brick.</p>	
<p>Game (5 min): Sharks and Minnows</p>	<p>✓ Let swimmers know they may only take a breath when they need one, not just to avoid capture.</p>
<p>One person will be the shark and will be on the opposite side of the deep end from the minnows. The minnows will be swimming underwater to the other side, but may come up for a breath when needed. The shark must tag the minnows while they are underwater, not when they are taking a breath. This game will work on building endurance and working on breath control.</p>	
<p>Day #7:</p>	<p>Teaching Tips:</p>
<p>Stroke Instruction/Turns (30 min.):</p>	<p>✓ Demonstrate taking a breath during breaststroke and explain that it takes less energy for them to keep their heads still than it does to keep lifting their head, and tell them that keeping their heads down will ensure proper body position as well.</p> <p>✓ Keeping their heads down during freestyle will ensure proper body position.</p> <p>✓ For turn work: demonstrate what you want them to do and explain it before you ask them to do it.</p> <p>✓ For the breaststroke pullouts, demonstrate again to make sure they know what they should be doing and give tips on how to get farther underwater.</p>
<p>Work on proper head and body position for breaststroke:</p> <ul style="list-style-type: none"> • Have the swimmers do two 50's of breaststroke. Instruct them to keep their heads down while swimming and instead of lifting their head to breathe, keep their head still and lift their body up in the middle of the pull in order to sneak a breath. 	
<p>Work on proper head and body position for freestyle:</p> <ul style="list-style-type: none"> • Have the swimmers do two 100's of freestyle and make sure they keep their heads down, and proper body position even when they start to get tired. 	
<p>Work on freestyle and breaststroke turns: Have swimmers do about 10 of each.</p> <ul style="list-style-type: none"> • Work on flip turns from the flags into the wall, trying to streamline past the flags after completing a flip turn and then break the surface and do 3 strokes, then stop. • Work on breaststroke turns, stressing the underwater pullout to get them farther underwater off of each wall. 	
<p>Have the swimmers complete 5 minutes of treading water to make sure they are prepared for the water treading next class for the exit assessment.</p>	

Culminating Activity (10 min): Introduction to Stride Jump	<ul style="list-style-type: none"> ✓ Encourage them to ask questions about anything they are unsure of about the exit assessment swim next class.
<p>Show the swimmers what a stride jump is and when you might use it, and explain the process of stepping out and kicking your legs together to propel yourself up quickly when your legs enter the water to keep your head above water.</p> <p>Have the swimmers try this 3 times each, and then have a few minutes of free time.</p>	
Day #8:	Teaching Tips:
Warm-Up Activity (5 min.): Choice Swim	
<p>Have swimmers do four 50's of their choice of stroke with 30 seconds rest in between to get warmed up for their exit assessment.</p>	<ul style="list-style-type: none"> ✓ After the warm up, give them a couple of minutes before the exit assessment to prepare for their 500 swim.
Exit Assessment (30 min.):	
<p>(1) Dive into the pool in a streamline position on front. Complete 500 yards continuously swimming front crawl for 100 yards, breaststroke for 100 yards, backstroke for 100 yards, and a choice of stroke(s) for the last 200 yards.</p> <p>(2) Enter pool for the side. Swim on back with diving brick on chest for 15 yards (1 width) and exit pool from side.</p>	<ul style="list-style-type: none"> ✓ Make sure to thoroughly explain the 500 swim so the swimmers understand. ✓ After the swimmers have completed the 500 swim, allow them to rest for 3-5 minutes, get a drink of water if needed.
Culminating Activity (10 min): Stride Jumps/ Free Time	
<p>Introduce the stride jump, and for a fun activity, make it a challenge for the swimmers to see if they can keep their heads above water.</p> <p>Have the swimmers play a game, such as water polo, pulse, or do relay races.</p>	<ul style="list-style-type: none"> ✓ Demonstrate the stride jump, and explain the leg motion of closing legs quickly to kick them back up once their legs hit the water.

Chapter 6: SWIMKIDS SWIMEASE RESOURCES

SwimKids Swimease Lesson Plan Template

Date:		Skills that were covered last lesson:	
Time:			
Lesson Level:		Skills that will be covered this lesson:	
Number of Participants:			
Equipment Needed:			
Activity 1: (5 min)		Activity 6: (5 min)	
Activity 2: (5 min)		Activity 7: (5 min)	
Activity 3: (5 min)		Activity 8: (5 min)	
Activity 4: (5 min)		Free Time: (5 min)	
Activity 5: (5 min)		Notes:	

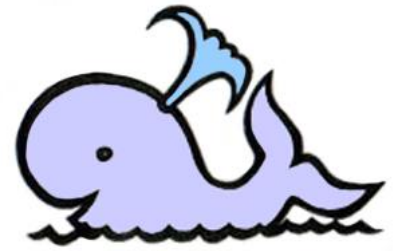
Course Record Sheet

<p>Instructor Name: _____</p> <p>Instructor Address: _____ _____</p> <p>Instructor Phone Number: _____</p> <p>Name of Course Instructed: _____</p> <p>Date Course Began: _____</p> <p>Date Course Ended: _____</p>	<p>Course records and lesson plans can be emailed to santillok@orchardparkny.org or mailed to:</p> <p style="text-align: center;">200 North Lake Drive Orchard Park NY 14127 ATTN- WNYSI Course Record</p> <p>Administration fee can be paid over the phone at 716-662-6450 using a credit card, or by check made out to the Town of Orchard Park and mailed to the address above.</p> <p>For swim lessons (any level) the cost is \$5 per course record. Only one course record is needed to renew your certification each year.</p>
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Participant Information		
Name	Passed Yes/No	Participant Phone Number



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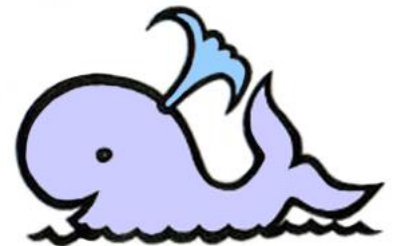
for the successful completion of
Parent Child Aquatics Level _____

INSTRUCTOR

DATE



SwimKids Swimease Certificate



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for the successful completion of
Parent Child Aquatics Level _____

INSTRUCTOR

DATE

SwimKids Swimease

Achievement Card

Parent Child Aquatics Level A



Name: _____

Instructor: _____

Date: _____

Location: _____



Skills

- Entering water for start of lesson
- Exiting water for end of lesson
- Participating in individual activities
- Participating in group activities
- Getting body wet
- Getting face wet
- Traveling across the pool
- Blowing bubble with mouth
- Front float
- Back float
- Rolling from front to back
- Rolling from back to front
- Front glide
- Back glide
- Flutter kick on front
- Flutter kick on back
- Modified jumping from side

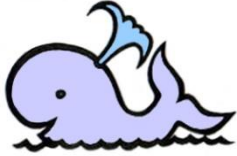
Safety Topics

- General pool rules
- How to use a lifejacket

SwimKids Swimease

Achievement Card

Parent Child Aquatics Level B



Name: _____

Instructor: _____

Date: _____

Location: _____



Skills

- Entering water for start of lesson
- Exiting water for end of lesson
- Using ladder/steps of pool with some independence
- Participating in individual activities
- Participating in group activities
- Getting body wet
- Getting face wet
- Searching for toys underwater
- Traveling across the pool
- Blowing bubbles with mouth
- Front float
- Back float
- Rolling from front to back
- Rolling from back to front
- Front glide
- Back glide
- Modified jumping from side

Stroke Development

- Alternating scoops with arms on front
- Flutter kick on front
- Modified front crawl
- Alternating motion with arms on back
- Flutter kick on back
- Modified back crawl

Safety Topics

- General pool rules
- How to use a lifejacket



SwimKids Swimease Certificate



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for the successful completion of
Bubble Belt

INSTRUCTOR

DATE



SwimKids Swimease Certificate



Presented to:

for the successful completion of
Bubble Belt

INSTRUCTOR

DATE

SwimKids Swimease Achievement Card Bubble Belt



Name: _____

Instructor: _____

Date: _____

Location: _____



Skills

- Entering/exiting water safely
- Getting face wet
- Blowing bubbles with mouth
- Blowing bubbles with nose
- Bobbing with nose submerged
- Bobbing with eyes submerged
- Picked up a submerged object with face underwater (1-2 ft.)
- Front float for 3 sec. with support
- Back float for 3 sec. with support
- Changing directions in open water while swimming
- Rolling over from front to back
- Rolling over from back to front
- Modified treading
- Jumping into pool from side with support

Stroke Development

- Alternating scoops with arms on front
- Flutter kick on front
- Modified front crawl
- Alternating motion with arms on back
- Flutter kick on back
- Modified back crawl
- Finning arm motion on back

Safety Topics

- General pool rules
- How to use a lifejacket
- Recognizing an emergency and how to call for help

Exit Skills Assessment

1. Bob 5 times to chin level. Float on front for 3 seconds with face in water. Roll to back (with assistance) and float on back with support for 3 seconds.
2. Swim on front without instructor support for 15 yards.
3. Be comfortable on own with a noodle.
4. Enter pool from side with instructor support.



SwimKids Swimease Certificate



Presented to:

for the successful completion of
Level 1

INSTRUCTOR

DATE



SwimKids Swimease Certificate



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Level 1

INSTRUCTOR

DATE

SwimKids Swimease

Achievement Card

Level 1



Name: _____

Instructor: _____

Date: _____

Location: _____



Skills

- Entering/exiting the water independently
- Blowing bubbles with mouth/nose
- Bobbing with head submerged
- Pick up a submerged object with face underwater (1-2 ft.)
- Front float for 5 sec. with support
- Back float for 5 sec. with support
- Front glide
- Back glide
- Rolling over from front to back
- Rolling over from back to front
- Modified treading

Stroke Development

- Alternating scoops with arms on front
- Flutter kick on front
- Modified front crawl
- Circular arm motion on front
- Frog kick on front
- Alternating motion with arms on back
- Flutter kick on back
- Modified back crawl
- Finning arm motion on back
- Frog kick on back

Safety Topics

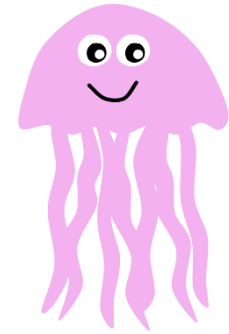
- General pool rules
- Entering the water safely
- Recognizing an emergency and how to call for help
- How to use a lifejacket
- Sun safety

Exit Skills Assessment

1. Bob 5 times to chin level. Float on front for 5 seconds with face in water. Roll to back (with assistance) and float on back with support for 5 seconds.
2. Swim on front without instructor support for 30 yards.
3. Swim on back without instructor support for 15 yards.
4. Be comfortable swimming without a noodle and have the endurance to do so for approx. half of the lesson.
5. Enter pool from side with instructor support.



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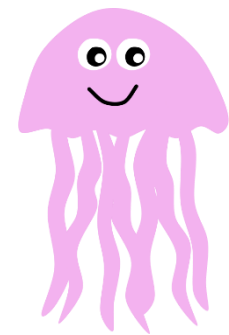
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Level 2

INSTRUCTOR

DATE



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Level 2

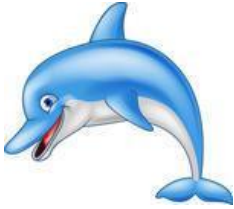
INSTRUCTOR

DATE

SwimKids Swimease

Achievement Card

Level 2



Name: _____

Instructor: _____

Date: _____

Location: _____



Skills

- Entering/exiting the water independently
- Blowing bubbles with mouth/nose
- Bobbing with head submerged
- Pick up a submerged object while holding breath (3 ft.)
- Front float for 5 seconds
- Back float 10 seconds
- Recover to wall from front/back float
- Front glide with modified streamline
- Back glide with modified streamline
- Recover to wall from front/back glide
- Treading water for 15 seconds
- Jumping into pool from side

Stroke Development

- Alternating scoops with arms on front
- Flutter kick on front
- Modified front crawl
- Circular arm motion on front
- Frog kick on front
- Alternating motion with arms on back
- Flutter kick on back
- Modified back crawl
- Finning arm motion on back
- Frog kick on back

Safety Topics

- General pool rules
- Entering the water safely
- Recognizing an emergency and how to call for help
- How to help a swimmer in distress
- How to use a lifejacket
- Sun safety

Exit Skills Assessment

1. Float on front for 5 sec. and roll to their back. Float on back for 10 sec. and return to wall without instructor support.
2. Swim on front without instructor support for 30 yards.
3. Swim on back without instructor support for 30 yards.
4. Jump into the pool from the side and swim to return to wall, ladder, or steps.
5. Have the endurance to swim the entire lesson without the support of floatation devices.



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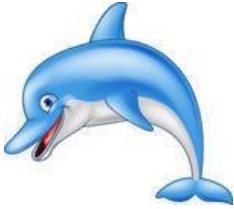
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Achievement Card

Level 3

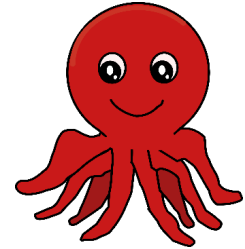


Name: _____

Instructor: _____

Date: _____

Location: _____



Skills

- Jump into the deep end of the pool
- Sitting dive
- Kneeling dive
- Front float for 20 seconds
- Back float for 20 seconds
- Tread water for 30 seconds
- Streamline position on front with flutter kick
- Streamline position on back with flutter kick

Stroke Development

- Rotary breathing for front crawl
- Front crawl
- Whip kick on front
- Dolphin kick on front
- Back crawl
- Elementary backstroke
- Scissors kick on side

Safety Topics

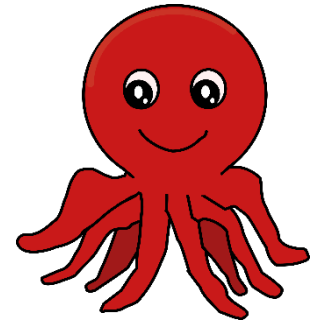
- General pool rules
- Recognizing an emergency and how to call for help
- How to help a swimmer in distress
- Reaching and throwing assists
- How to use a lifejacket
- Sun safety

Exit Skills Assessment

1. Jump into the deep end from the side of pool. Swim underwater to retrieve submerged object (4 ft.). Return to side of pool.
2. Push off the wall in a streamline position on front. Swim front crawl with rotary breathing for 30 yards.
3. Push off the wall in a streamline position on back. Swim back crawl for 30 yards.
4. Be comfortable enter the pool headfirst.



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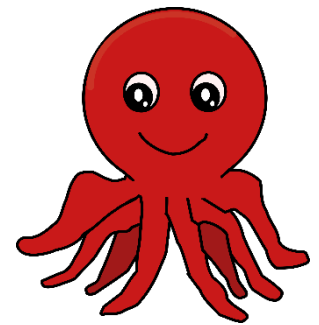
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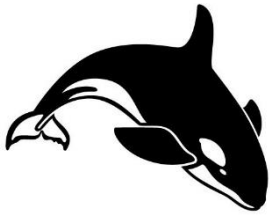
INSTRUCTOR

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SwimKids Swimease

Achievement Card

Level 4



Name: _____

Instructor: _____

Date: _____

Location: _____



Skills

- Standing dive
- Feet first surface dive
- Survival swimming for 20 seconds
- Tread water for 2 minutes
- Open turn on front
- Open turn on back
- Streamline position on front with flutter kick
- Streamline position on front with dolphin kick
- Streamline position on back with flutter kick

Stroke Development

- Front crawl
- Back crawl
- Elementary backstroke
- Breaststroke
- Butterfly
- Sidestroke

Safety Topics

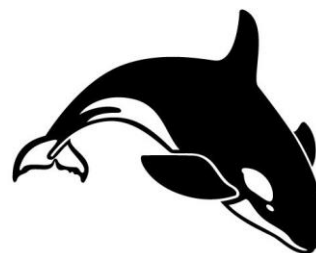
- General pool rules
- Recognizing an emergency and how to call for help
- How to help a swimmer in distress
- Reaching and throwing assists
- HELP/Huddle positions
- Cold water and ice safety

Exit Skills Assessment

1. Complete a feet-first surface dive in the deep end of the pool. Swim underwater to retrieve submerged object (6-8 ft.). Return to side of pool.
2. Push off the wall in a streamline position on front. Swim breaststroke for 25 yards. Complete an open turn and swim front crawl with rotary breathing for 25 yards.
3. Push off the wall in a streamline position on back. Swim back crawl for 25 yards. Complete an open turn and swim elementary backstroke for 25 yards.
4. Have endurance to swim laps for a majority of the lesson.



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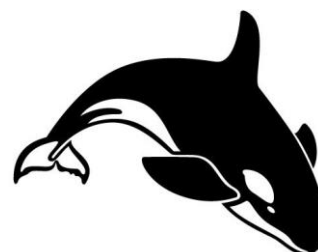
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Level 5

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Level 5

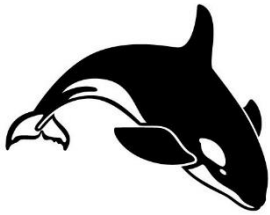
INSTRUCTOR

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SwimKids Swimease

Achievement Card

Level 5



Name: _____

Instructor: _____

Date: _____

Location: _____



Skills

- Standing dive in competitive start position
- Standing dive into front glide
- Standing dive into front glide and begin swimming any stroke
- Head-first surface dive
- Flip turn on front
- Flip turn on back
- Open turn on front
- Tread water for 3 minutes

Stroke Development

- Front crawl
- Back crawl
- Elementary backstroke
- Breaststroke
- Butterfly
- Sidestroke

Safety Topics

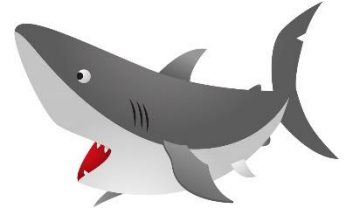
- General pool rules
- Recognizing an emergency and how to call for help
- How to help a swimmer in distress
- HELP/Huddle positions
- Waterfront and boating safety
- Cold water and ice safety

Exit Skills Assessment

1. Complete a head-first surface dive in deep end of pool. Swim underwater to retrieve 2 submerged objects (6-8 ft.). Return to side of pool.
2. Dive into pool in a streamline position on front. Swim front crawl for 50 yd., completing an open or flip turn at the wall.
3. Push off the wall in a streamline position on back. Swim back crawl for 50 yd., completing an open or flip turn at the wall.
4. Dive into the pool in a streamline position on front. Swim butterfly for 25 yd. and breaststroke for 25 yd.
5. Have endurance to swim laps for the entire lesson.



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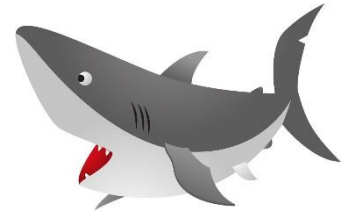
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Level 6

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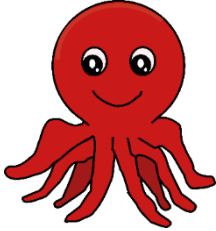
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SwimKids Swimease

Achievement Card

Level 6

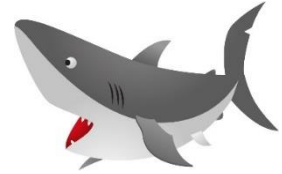


Name: _____

Instructor: _____

Date: _____

Location: _____



Skills

- Standing dive in competitive start position
- Circle swimming
- Flip turn for front crawl
- Flip turn for back crawl
- Open turn on front
- Underwater pull-out for breaststroke during open turns
- Tread water for 5 minutes

Stroke Development

- Front crawl
- Back crawl
- Elementary backstroke
- Breaststroke
- Butterfly
- Sidestroke

Safety Topics

- General pool rules
- Recognizing an emergency and how to call for help
- How to help a swimmer in distress
- Waterfront and boating safety
- Recreational water illnesses

Exit Skills Assessment

1. Dive into the pool in a streamline position on front. Swim front crawl for 100 yards, completing a flip turn at each wall.
2. Push off the wall in a streamline position on back. Swim back crawl for 100 yards, completing a flip turn at each wall.
3. Dive into the pool in a streamline position on front. Swim butterfly for 50 yards and breaststroke for 50 yards, completing an open turn at each wall.



SwimKids Swimease Certificate



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for the successful completion of
Swim & Stay Fit

INSTRUCTOR

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SwimKids Swimease Achievement Card Swim & Stay Fit



Name: _____

Instructor: _____

Date: _____

Location: _____



Skills

- Standing dive in competitive start position
- Flip turn for front crawl
- Flip turn for back crawl
- Competitive turns for breaststroke and butterfly
- Tread water for 5 minutes
- Tread water for 3 minutes with no hands
- How to use a pace clock
- Taking own heart rate

Stroke Development

- Front crawl
- Back crawl
- Breaststroke
- Butterfly
- Individual Medley (IM)

Safety Topics

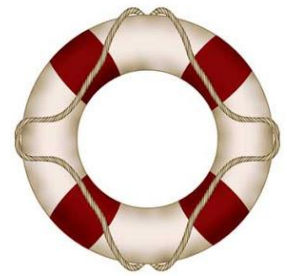
- General pool rules
- Recognizing an emergency and how to call for help
- How to help a swimmer in distress
- Recreational water illnesses

Exit Skills Assessment

1. Dive into the pool in a streamline position on front. Complete 400 yards continuously swimming front crawl for 100 yards, breaststroke for 100 yards, backstroke for 100 yards, and a choice of stroke(s) for the last 100 yards.



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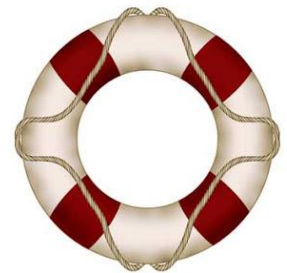
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Lifeguard Prep

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SwimKids Swimease Certificate



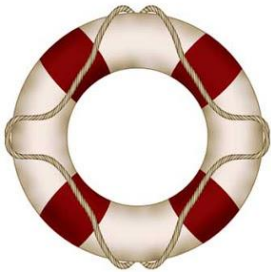
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SwimKids Swimease Achievement Card Lifeguard Prep

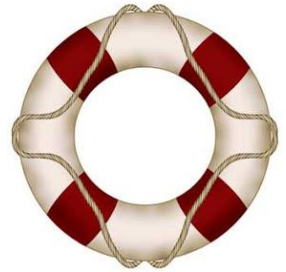


Name: _____

Instructor: _____

Date: _____

Location: _____



Skills

- Stride jump from side of pool, keeping head above water
- Feet-first surface dive in deep end of pool (10 ft.+)
- Retrieve diving brick from 10 ft.
- Flip turn for front crawl
- Flip turn for back crawl
- Competitive turns for breaststroke and butterfly
- Tread water for 5 minutes
- Tread water for 30 seconds with diving brick
- Swimming with a rescue tube

Stroke Development

- Front crawl
- Back crawl
- Breaststroke
- Butterfly

Safety Topics

- General pool rules
- Importance of being a lifeguard
- Steps to receiving lifeguard certification

Exit Skills Assessment

1. Dive into the pool in a streamline position on front. Complete 500 yards continuously swimming front crawl for 100 yards, breaststroke for 100 yards, backstroke for 100 yards, and a choice of stroke(s) for the last 200 yards.
2. Enter pool from the side. Swim on back with diving brick on chest for 15 yards and exit pool from side.

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 E-Mail: oprec@orchardparkny.org
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WNYSI Course Evaluation

Date: _____

Instructor Name: _____

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The instructor was well prepared.				
2. Information was presented clearly.				
3. I had enough time to practice skills.				
4. I felt there was adequate time spent in the pool assisting teaching lessons.				
5. I received feedback from the instructor during mock lesson teaching.				
6. I felt comfortable using the skills I have learned.				
7. I felt comfortable in the classroom/learning environment.				
8. The instructor manual provided me with everything I need to teach lessons.				
9. I am satisfied with the course.				
10. I would recommend the course to others.				

Additional Comments: